

**STRATEGIES TO INCREASE
SHARING BEHAVIORS IN
CHILDREN**

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INTRODUCTION

- What are sharing behaviors?
 - The act of sacrificing something valued, such as time or resources, to benefit someone else. (Brownell et al., 2013)
- Why are sharing behaviors important?
 - Create better social relations. (Warneken & Tomasello, 2006)
- Why should sharing behaviors be increased?
 - Sharing is more challenging than other forms of prosocial behaviors (Brownell, Svetlova, & Nichols)



KEY TERMS

- Theory of Mind
- Moral Identity
- Language Cues
- Role Models



THEORY OF MIND

- Theory of mind is the ability to understand what others might be thinking, believing or the ability to take someone's perspective. (Girli & Tekin, 2010)
 - First Order False Belief Tasks
 - Second Order False Belief Tasks

MORAL IDENTITY

- Moral Identity: "the degree to which being a moral person is important to an individual's identity." (Hardy & Carlo, 2011; Hertz & Krettanauer 2016)
- Past research has found that moral identity increases the likeliness of an individual to engage in prosocial behaviors. (Hertz & Krettanauer 2016)



LANGUAGE CUES

- Specific cues used in language that can imply something to affect behavior
- Preschool-aged children are sensitive to difference in wording. (Bryan, Walton & Master 2014)
- "Being a helper" versus "helping" (Bryan, Walton & Master 2014)

ROLE MODELS

- Role Models: An individual “to imitate, to be like’ and ‘perceived as exemplary and worthy”. (Vescio et al. 2004)
- Peer Influence versus Adult influence (Zmijy & Seehagen, 2013)
- Past research discusses the effects of self-transformations into a role model like Superman to delay gratification. (Karniol et al., 2011)

HYPOTHESIS

1. Older children who pass the first and second order theory of mind tasks will share more objects (i.e. stickers and legos).
2. Children in the superhero and noun condition will share more of the stickers and toys compared to children in the other conditions.

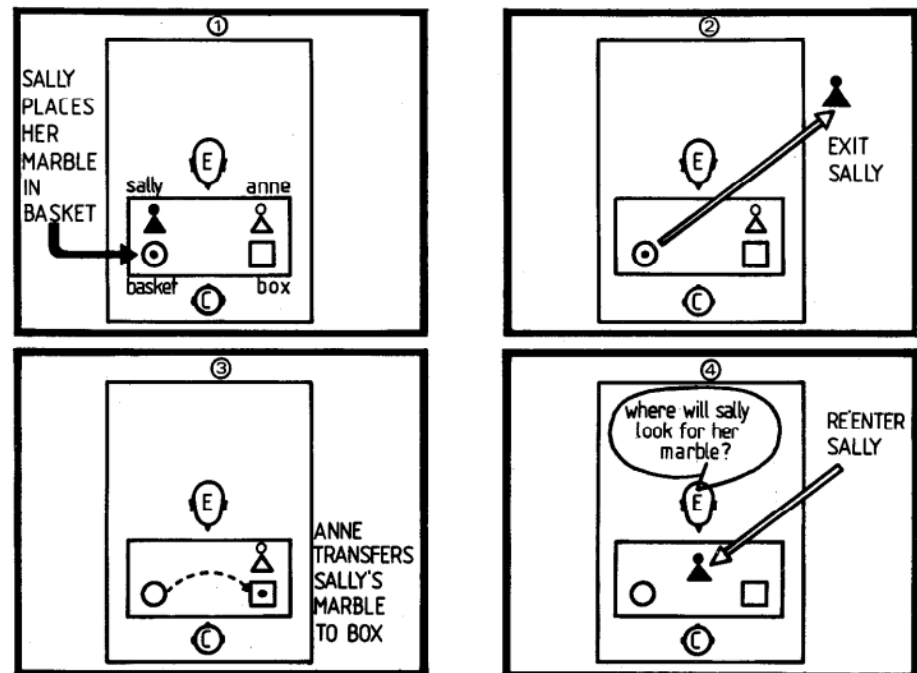
STUDY DESIGN

- 2X2 Between Subjects Design
- Independent Variable: Language Cues
 - “Being a sharer” versus “Sharing”
- Independent Variable: Role Model
 - Superhero versus Peer
- Dependent Variable: How much the participant shared
- Participants
 - 3 - 6 year olds

PROCEDURES

- Theory of Mind Tasks
- Read Script
- Sharing Tasks

Figure 1. *Experimental scenario.*



Sally-Anne False Belief Task (Baron-Cohen et al., 1985)

CONDITIONS

- **Superhero-Noun:** “Do you like superheroes? ... Which one is your favorite? ... _____ has very special powers right? But do you know that _____ is also a sharer. You could be a sharer when you share a toy with another kid or you could be a sharer when you share your food with others. While we play you can pretend to be _____. OK?”
- **Superhero-Verb:** “Do you like superheroes? ... Which one is your favorite? ... _____ has very special powers right? But do you know that _____ shares? You could share when you share a toy with another kid or you could share when you share your food with others. While we play you can pretend to be _____. OK?”
- **Peer-Noun:** “Some children your age choose to be sharers. You could also be sharer when you share a toy with another kid or you could be a sharer when you share your food with others.”
- **Peer-Verb:** “Some children your age choose to share. You could also share when you share a toy with another kid or, you could share when you share your food others.”

SHARING TASKS

- Distribution of Stickers and Legos



DATA ANALYSIS

- ANOVA
 - On the number of stickers and toys shared, participant's age, how many theory of mind tasks the participant passed, and what condition they were in.
- Regression Analysis
 - To test if sharing behaviors can be predicted by participant's age, theory of mind, or the condition they were randomly assigned to.

EXPECTED RESULTS

- Older children who passed both theory of mind task and who are in the superhero-noun condition will share more objects.
- Alternative Results:
 - Children might not share as much because no one will see how much they shared.
 - Children in the Peer-Noun condition might also share more because of peer influence.