

## Background <sup>1,2,3,4</sup>

**Empathic Accuracy (EA)** = ability to track someone else's current thoughts and feelings when interacting<sup>1,2</sup>

EA is influenced by **contextual** (situation, partner's signals...) and **individual** (age, attachment...) factors and is related to the partner's interactive behaviours<sup>1,2,3</sup>

→ EA is mostly **studied** in dyadic **couple interactions**

Specifically, **EA declines** when partners **become parents** : what happens next ?<sup>4</sup>

When partners are also parents, they adjust their interactive behaviours and communication during interactions to both the partner and the child, especially with a young child<sup>5</sup>

→ **How do they understand each other in a parental context ?**



## Objective

**How do parents understand each other during a triadic play interaction with their toddler, and how is it related to the child ?**

- H1. EA will be influenced by child's age and context (dyad/triad)
- H2. EA will influence partners' interactive behaviours
- H3. EA of parents and child's empathy show a positive correlation

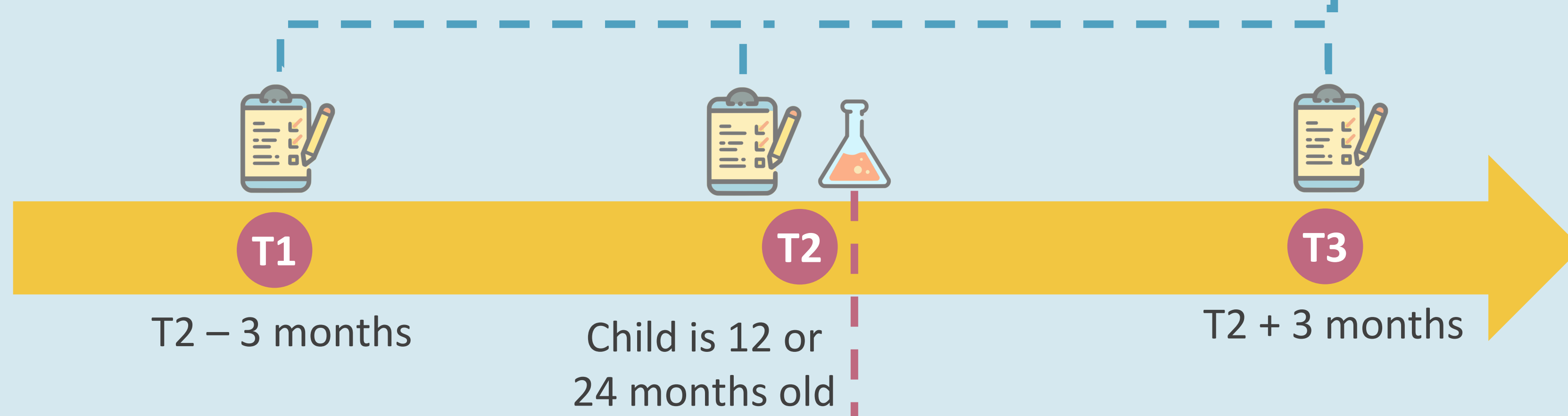
## Method



### Sample

Triads of parents and a child  
Two groups : child is 12 months old (Group1) or 24 months old (Group2)

### Design



## Instruments - questionnaires

T1

### Socio-demographic information

→ age, gender, marital status, family status...

ECR-RS (Fraley et al., 2011)

→ attachment to a romantic partner

T 1-2-3

### Time spent at home together (dyad and triad)

→ time parents spend with child/each other

EmQue (Rieffe et al., 2010)

→ child's empathy

DASS-21 (Lovibond & Lovibond, 1996)

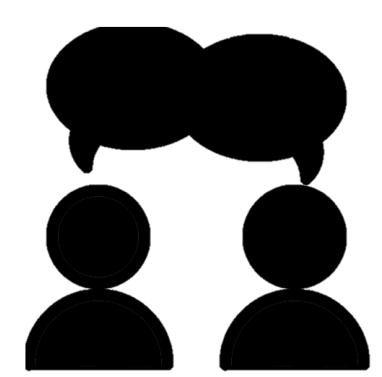
→ depression, anxiety, stress

## Experimental procedure

### Free play – Dyadic/Triadic Interactive paradigm

We created an **observation paradigm** of a dyadic and triadic free play interaction, **filmed** by two cameras, based on previous works<sup>1,2,6</sup>

1



**Parental dyad**  
Preparation of a play setting

± 5 minutes

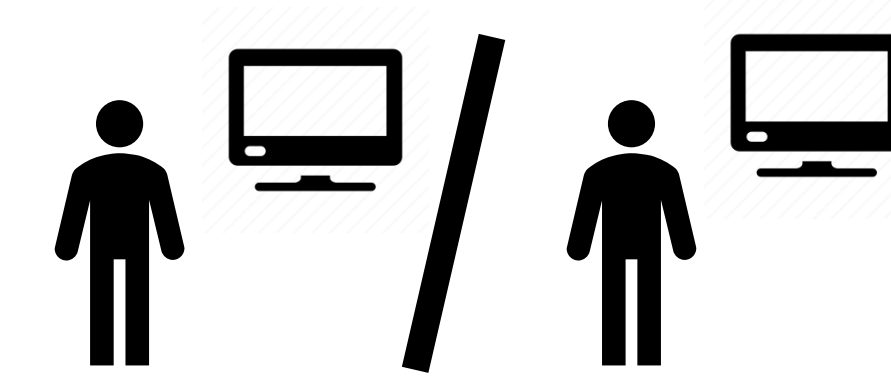
2



**Triad**  
Free play with the child

± 10 minutes

3



**Parents (individually)**  
Thoughts/Feelings interview

± 45 minutes/parent

### Instructions given to the parents

- Prepare together a **play setting**, using the toys and the space available
- After 5 minutes, you can **pick up your child** (in an adjacent room with a researcher)
- **Play with the child**, as you do at home, during 10 minutes
- **Clean up** when you are done

A box of toys is made available to **standardize** the type of toys used

A play mat **delimit** the available **space** (2m X 2m)

A researcher inform the parents of the **time elapsed**

### Instructions

- **Watch** the recorded interaction as if you were **reliving it**
- Video is stopped every 45 seconds: at each stop, describe **what you thought and felt**, and what you **think** your partner' thought and felt
- How well do you think you/your partner **correctly inferred** your partner's/your thoughts and feelings ?

! This procedure allows measure of **EA**, **assumed similarity** and **perceived understanding**

→ **EA and mental states** content will be coded a posteriori using Ickes's procedure and ICCS<sup>1,2</sup> – **Interactive behaviours** will be coded by microanalysis<sup>7</sup>

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