



Monitoring and controlling the mental states of others

Stephen A. Butterfill & Ian A. Apperly

Mindreading makes contradictory demands

Apperly & Butterfill (2009) *Psych. Rev.*

ToM must be flexible

- An archetypal “central process”



ToM must be fast and efficient

- An archetypal “modular process”

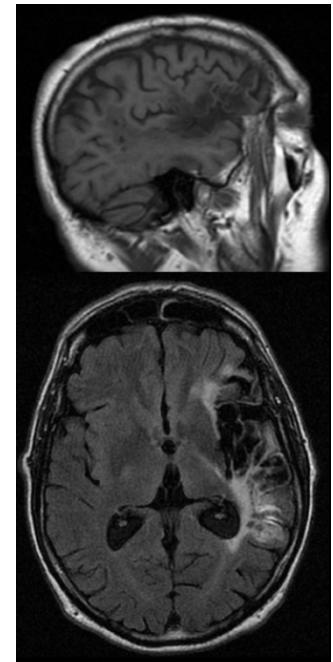


Fast &
Flexible?



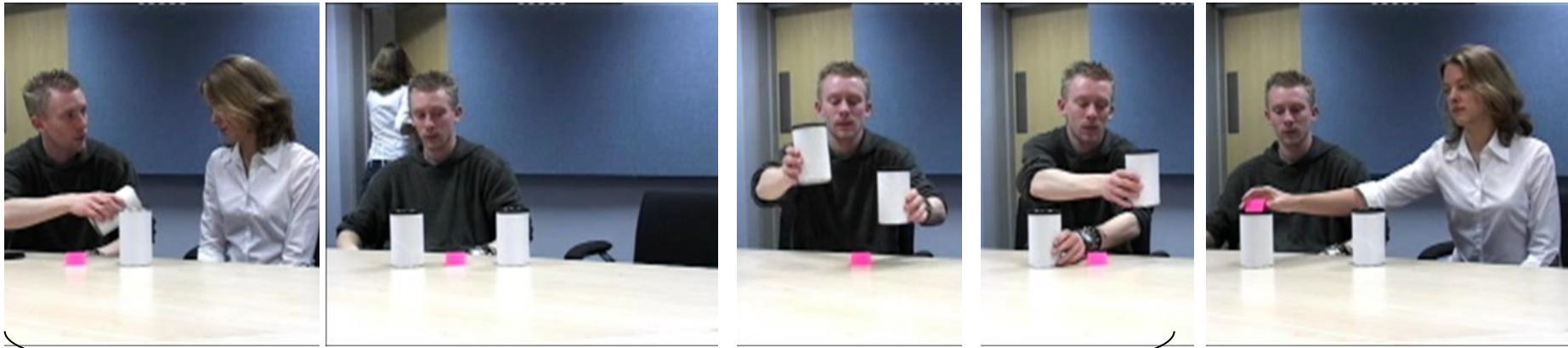
Evidence that mindreading is a flexible but demanding ability

- **In Adults....**
- Impaired executive processes can lead to severe egocentrism
 - (e.g., Samson, Apperly, Kathirgamanathan & Humphreys, 2005)



Reality-unknown FB task:

LOW SELF-perspective inhibition

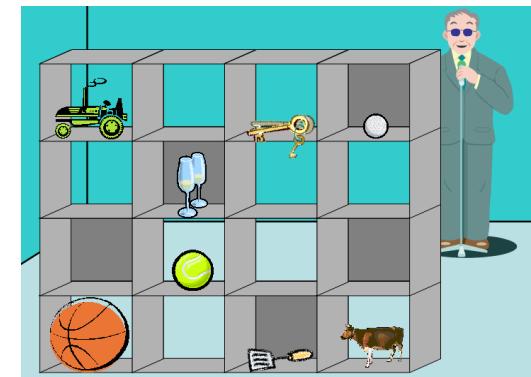
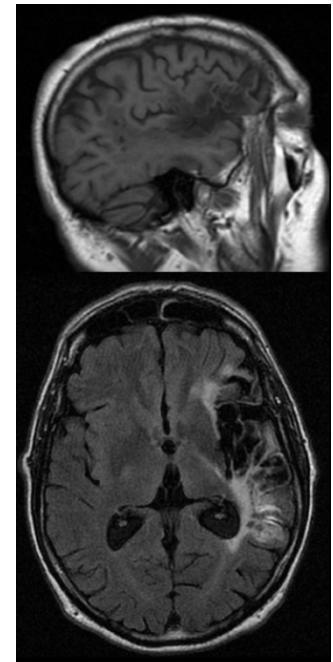


The participant does NOT know where the object is

Inferring the woman's false belief does NOT require SELF-perspective inhibition

Evidence that mindreading is a flexible but demanding ability

- In Adults....
- Impaired executive processes can lead to severe egocentrism
 - (e.g., Samson, Apperly, Kathirgamanathan & Humphreys, 2005)
- Belief reasoning requires cognitive control
 - (e.g., Bull, Philips & Conway, 2007)
- Belief inferences are not *made* automatically
 - (Apperly, Samson, Riggs, Simpson & Chiavarino, 2006; Back & Apperly, 2010)
- Belief inferences are not *used* automatically
 - (e.g., Keysar, Lin & Barr, 2003; Apperly et al., 2010)
- Holding false beliefs briefly in mind has a measurable processing cost
 - (Apperly, Back et al., 2008)
- Recursion (e.g., beliefs about beliefs) remains challenging
 - E.g., Mckinnon & Moscovitch (2007)
- And of course in children...

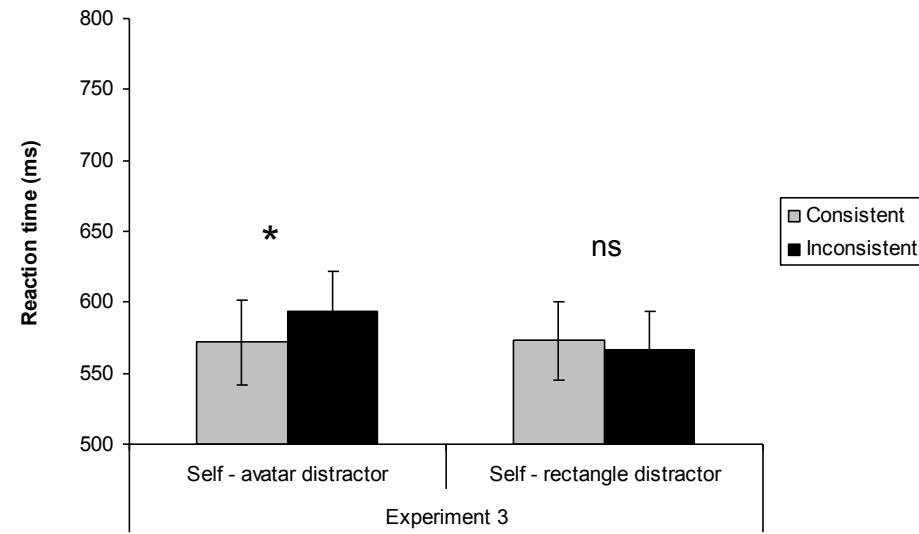
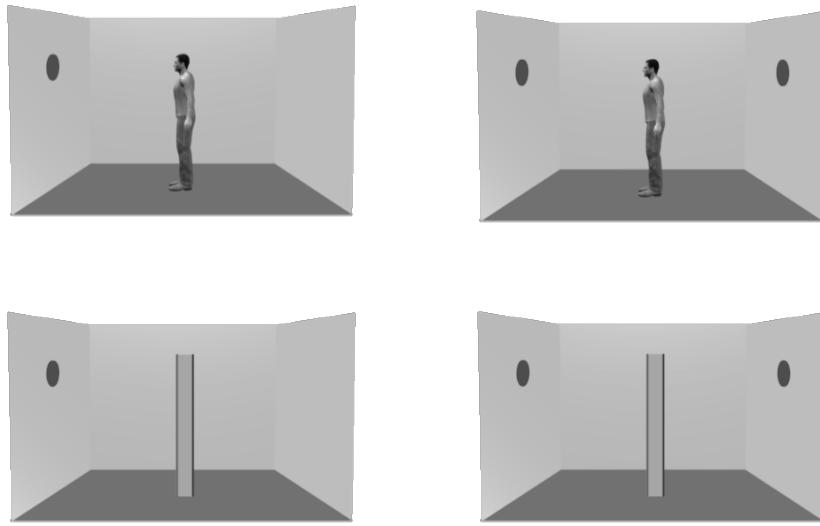


Evidence that mindreading is an efficient but inflexible processes?

- Evidence of involuntary inference of:
 - Simple visual perspective (Samson et al., 2010)

Automatic perspective-taking?

(Samson, Apperly, Braithwaite et al., 2010, *JEP:HPP*)



Only ever judge “self” – how many dots
you can see

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- Sometimes without explicit awareness
 - Schneider et al. (2011)
- Without need for “executive control”
 - Qureshi et al. (2010)



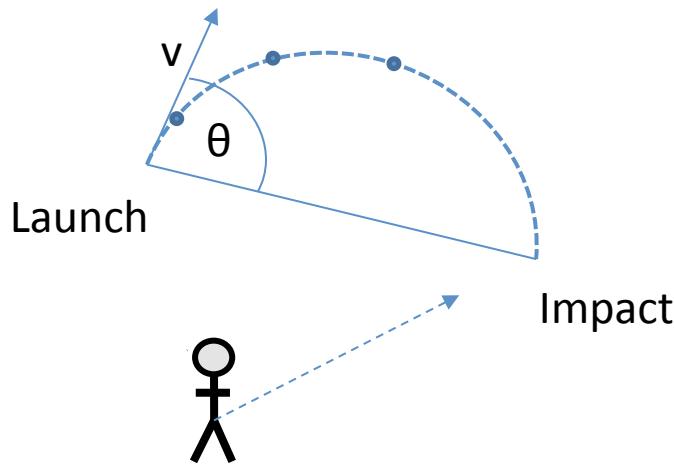
Metacognition: ‘knowledge and cognition about cognitive phenomena’
(Flavell 1979, p. 906)

--- e.g. knowledge of others’ beliefs

Physical cognition: knowledge and cognition about physical phenomena

--- e.g. knowledge of trajectories

Examples from the psychology of trajectories



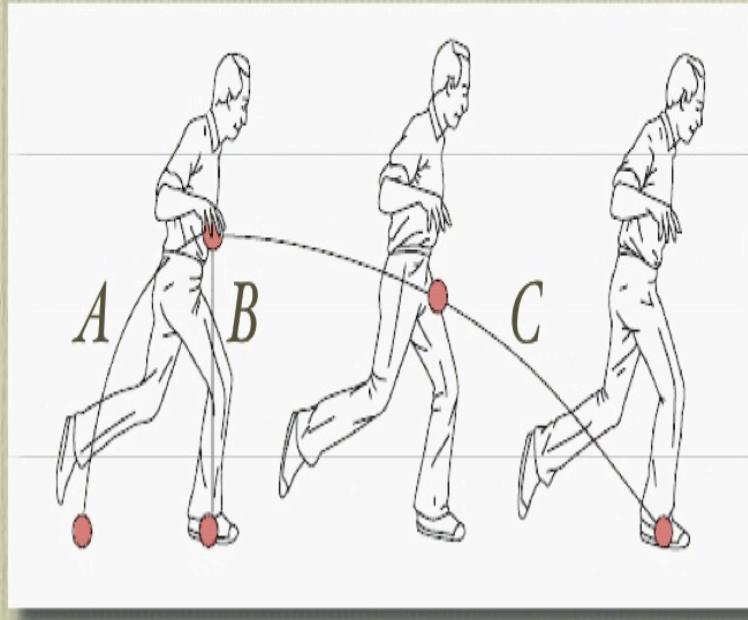
What Newton would have done.....

- A) Derive equation for trajectory of ball.
- B) Derive equation for one's own capacity to move.

Solve A and B simultaneously

Examples from the psychology of trajectories

Which of the three paths shown (*A-C*) most closely resembles the path taken by the ball?



McCloskey, Intuitive Physics, Scientific American 248 (1983),

Examples from the psychology of trajectories

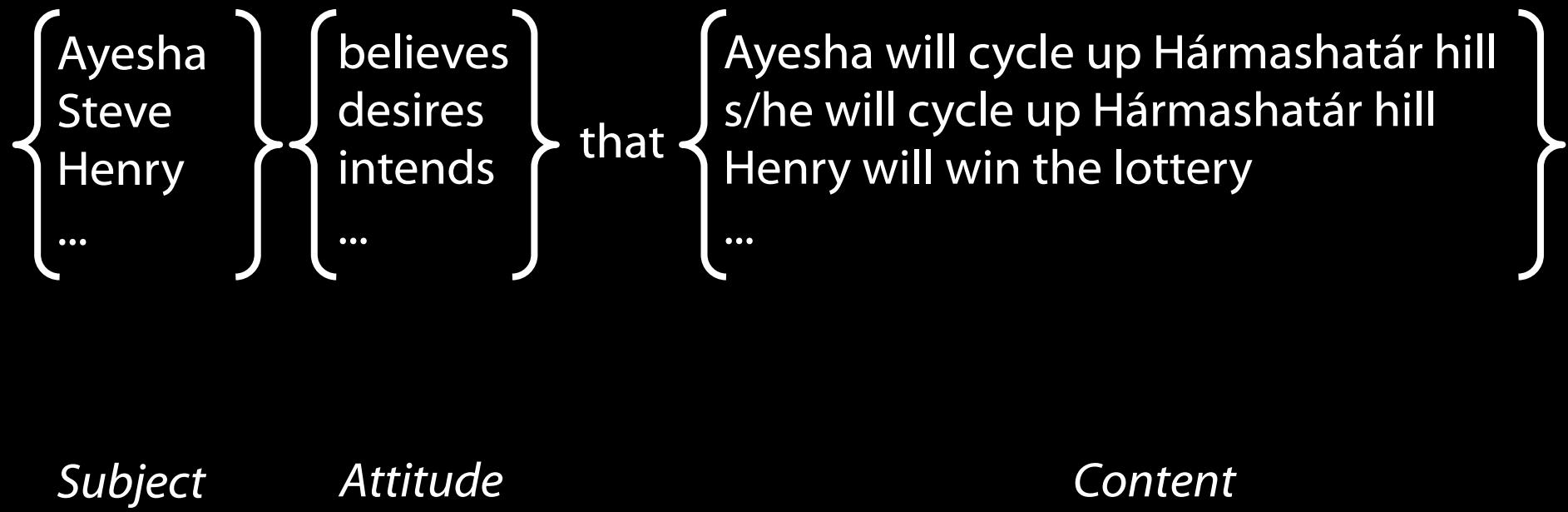
- Newtonian mechanics has much greater expressive powers and generalisability than naïve physics
- But this comes at the expense of being slower and more cognitively costly to use

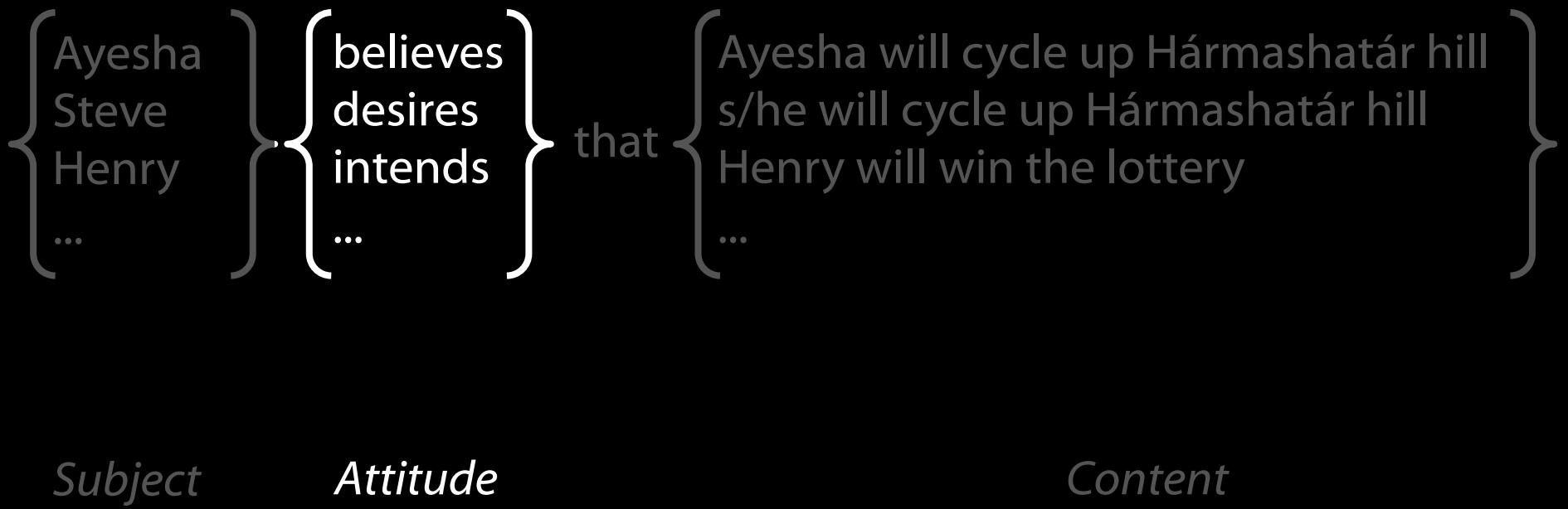
How do we predict his judgment about the falling objects?

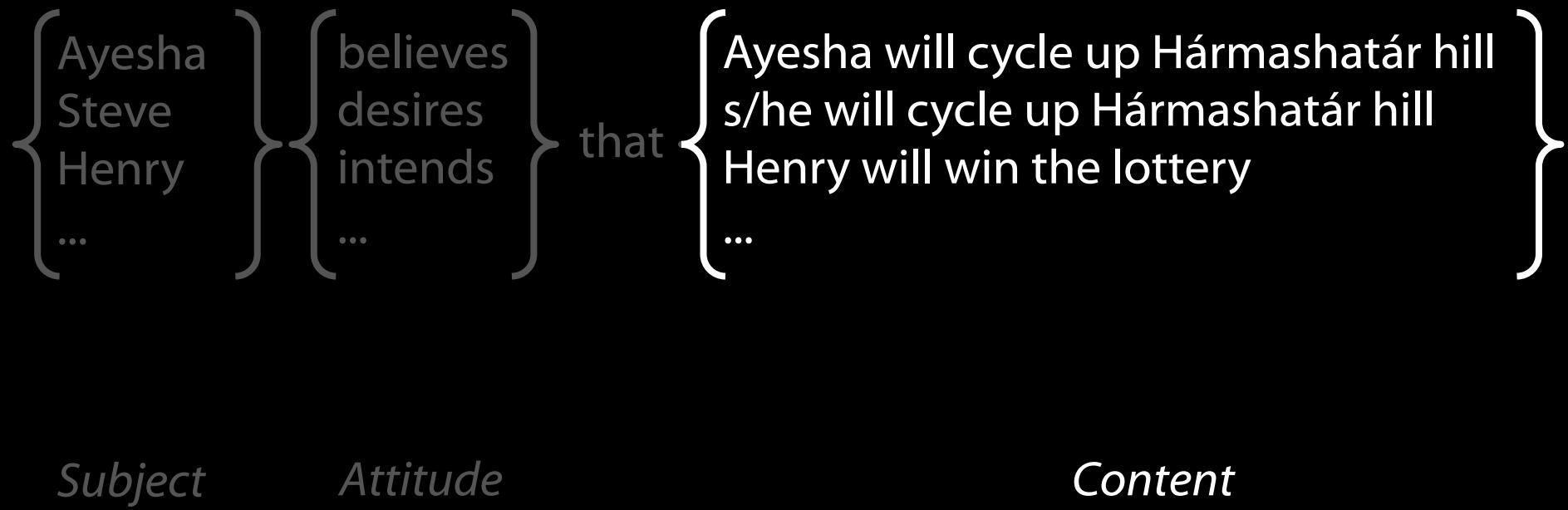


The best theory of trajectories is only of limited use

- ...for two rather different reasons
 - He may not have that theory
 - Even if he has that theory, it may be too difficult to use in real time
- By analogy, the best theory of mental states may be of limited use for understanding the psychology of mindreading







minimal theory of mind

Your *field* = a set of
objects related to you by
proximity, orientation,
lighting and other factors



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proximity

orientation

barriers

trajectory

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You *encounter* an object = it is in your field



proximity

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Principle 1: one can't goal-directedly act on an object unless one has encountered it.



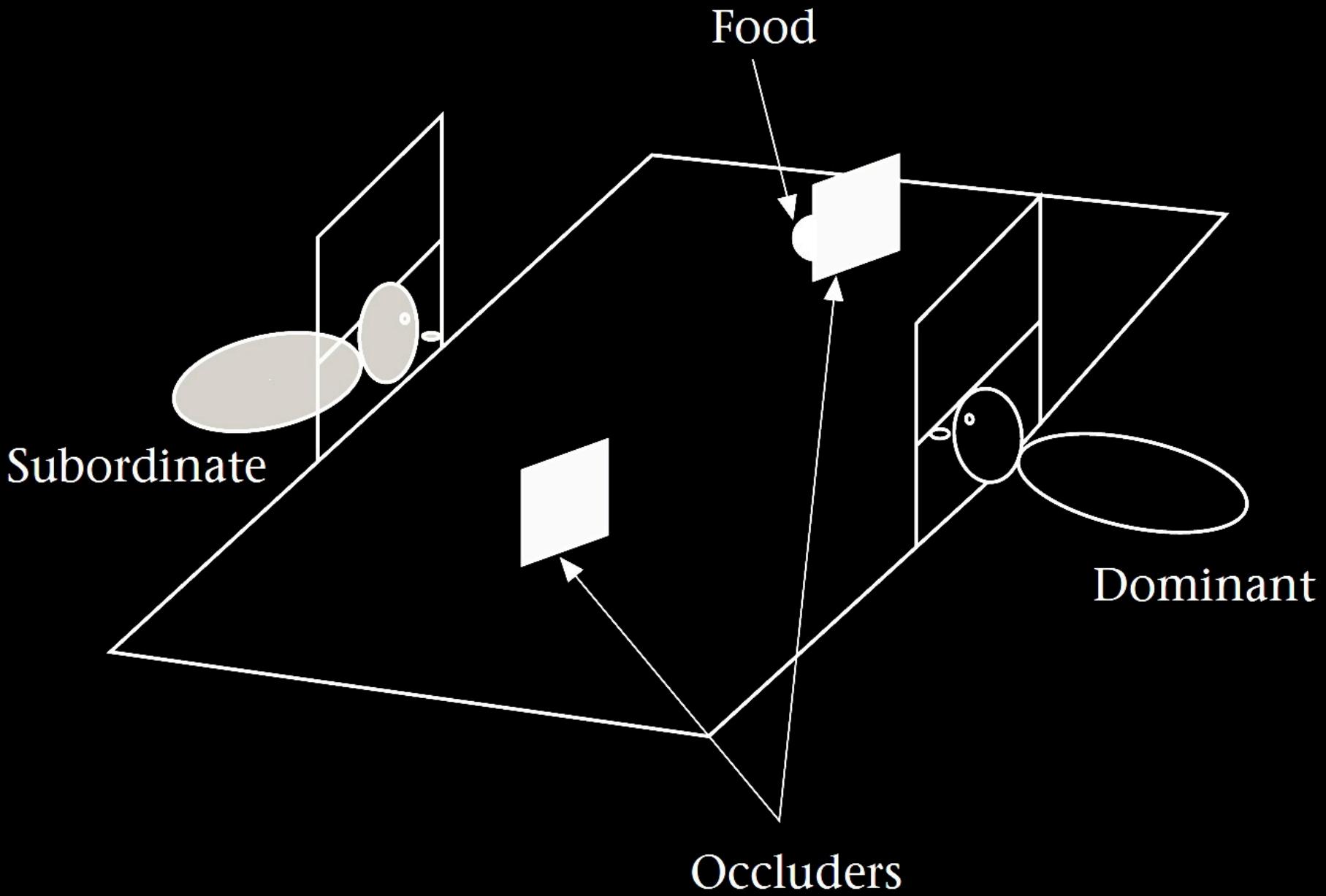
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Your *field* = a set of objects related to you by proximity, orientation, lighting and other factors

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You *register* an object at a location = you most recently encountered the object at that location

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Principle 3



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Principle 1: one can't goal-directedly act on an object unless one has encountered it.

Principle 2: correct registration is a condition of *successful* action.

Principle 3: when an agent performs a goal-directed action and the goal specifies an object, the agent will act as if the object were actually in the location she registers it at.



proximity



orientation



lighting



barriers



trajectory

Propositional attitude

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Relational attitude

Propositional attitude

e.g. believes that ...

e.g. intends that ...

e.g. knows that ...

Relational attitude

e.g. excited by ...

e.g. encountered ...

e.g. wants apple juice

Propositional attitude

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e.g. knows that ...

arbitrarily nestable contents

uncodifiably complex effects
on action

permit mistakes about
appearance, identity and
existence

Relational attitude

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e.g. wants apple juice

no contents

parameter-setting effects on
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enable tracking a
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level-1 perspective taking

Y

Y

level-2 perspective taking

Y

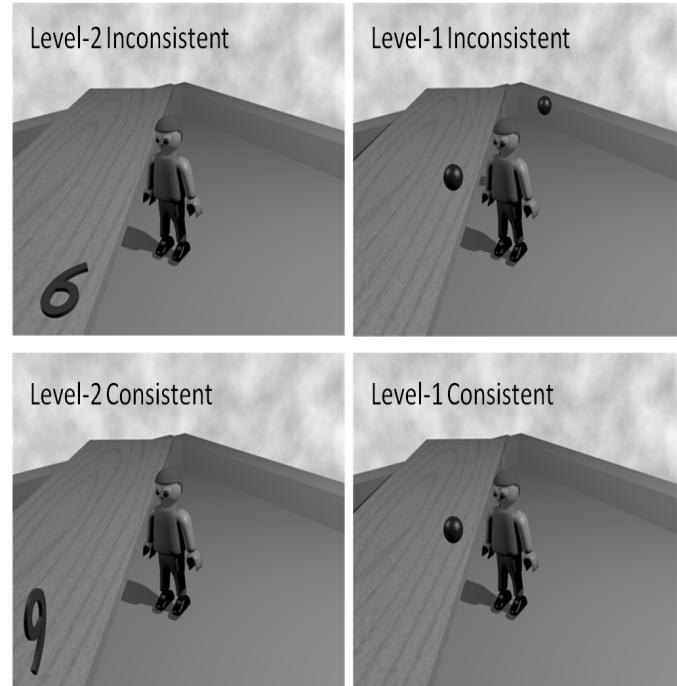
N

	Propositional attitude	Relational attitude
level-1 perspective taking	Y	Y
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false beliefs about non-existence	Y	N

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level-1 perspective taking	Y	Y
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false beliefs about non-existence	Y	N
false beliefs about location	Y	Y
false beliefs about identity	Y	N

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- Limited to simple cases
 - Level 1 but not Level 2 visual perspectives (Surtees, Butterfill & Apperly, 2012)
 - “False beliefs” about location but not identity (Low & Watts, in press)

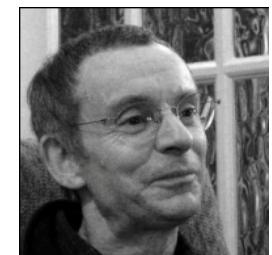


A programme of experimental work



Who is a mindreader?

A programme of experimental work



Who is a mindreader?

**How does the
mindreader model
minds?**

A programme of experimental work

Present debates assume mindreading requires representing representations, and see FB tasks as a litmus test

There is more than one way of being sensitive to the mental states of others, and it may be very difficult to distinguish between alternatives



Who is a mindreader?

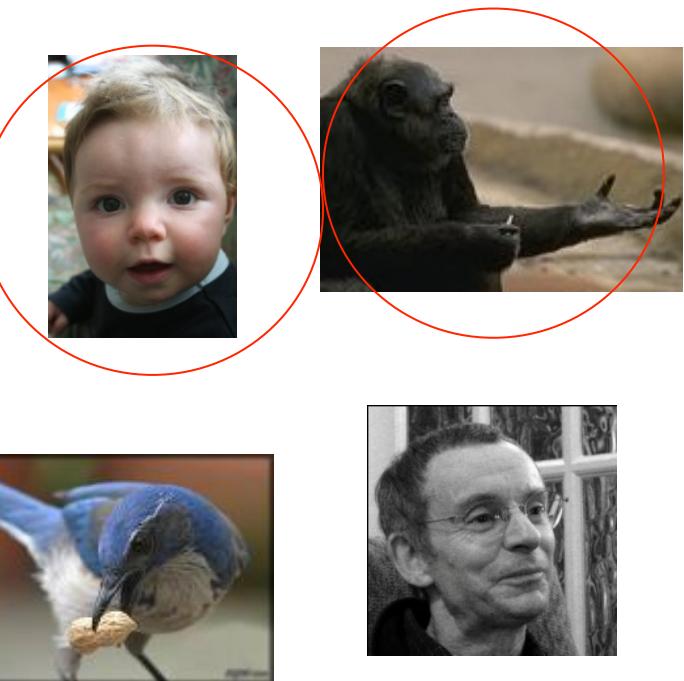
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A programme of experimental work

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Suppose neither could track FB about identity?



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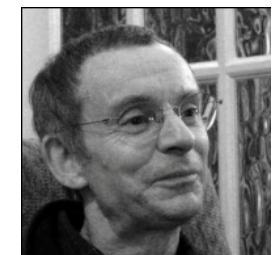
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There is more than one way of being sensitive to the mental states of others, and it may be very difficult to distinguish between alternatives

- Understanding the *limits* on a given capacity can:
 - Explain how efficiency is achieved
 - Distinguish between alternative mindreading solutions
 - Act as signatures for identifying the operation of a given capacity, across contexts and across types of participant



Who is a mindreader?

**How does the
mindreader model
minds?**

Chris' 4th question:

**What advantages are conferred
by explicit mindreading?**

- Explicit mindreading escapes hard limits
- It does so at the expense of being cognitively costly
- (But if we believe explicit mindreading entails abductive inference, simply noting that it is demanding of resources for memory and cognitive control does not actually explain how it is possible)

engineers not scientists

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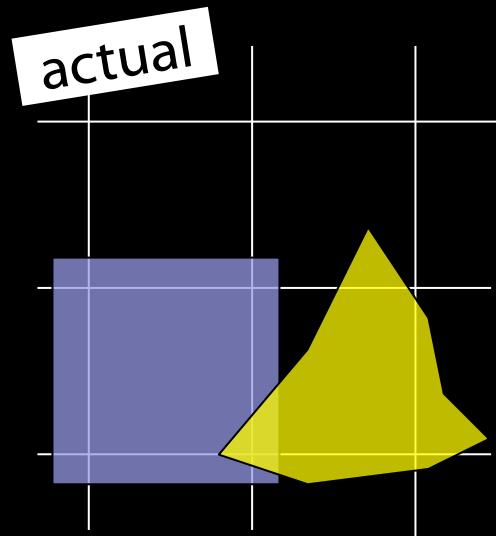
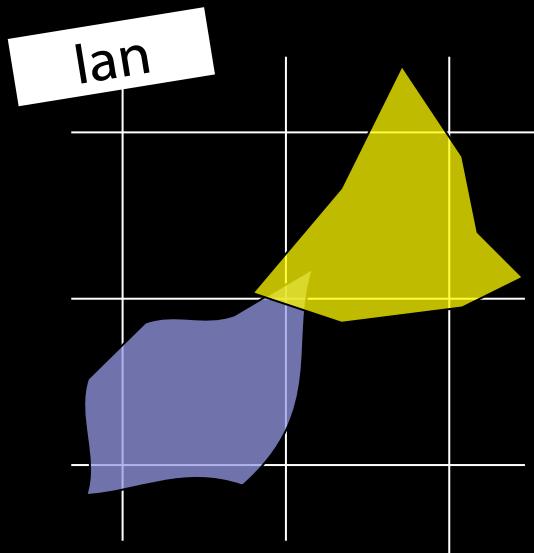
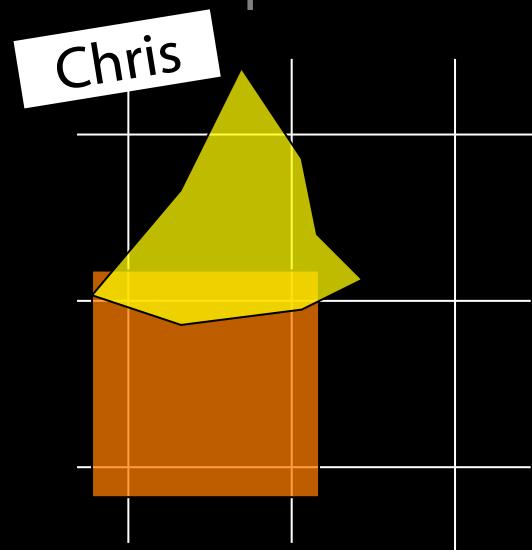
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