

Parent Child Interaction – Dual Eye Tracking

In this add-on pilot study we are testing a new experimental setup to study gaze behavior during parent-child interaction. Parents and children from the adolescent cohort are asked to converse and interact via a two-way video setup while we measure their eye movements. The PCI + Dual Eye Tracking measurements consist of age appropriate structured tasks that include a common mildly stressful event (discussing a difficult topic), and a pleasant event (discussing a pleasant topic). The two tasks take about 15 minutes to complete, including instructions, calibration, and positioning. This task is specifically designed to study the social function of gaze during conversations, by combining qualitative parent-child observation and recording high-resolution eye-tracking data of two interacting partners simultaneously. The goal of this project, sponsored and facilitated by YOUth, is to assess the feasibility and utility of this new method to study social gaze behavior during parent-child interaction and how social gaze behavior is related to the two pillars of the YOUth study: *social competence* and *behavioral control*.



For more information, please contact:

g.a.holleman@uu.nl

See link for an example video and references for several recent publications using this new eye-tracking setup with adult participants:

<https://vimeo.com/116646081>

Hessels, R. S., Cornelissen, T. H., Hooge, I. T., & Kemner, C. (2017). Gaze behavior to faces during dyadic interaction. *Canadian Journal of Experimental Psychology/Revue canadienne de psychologie expérimentale*, 71(3), 226.

Hessels, R. S., Holleman, G. A., Cornelissen, T. H., Hooge, I. T., & Kemner, C. (2018). Eye contact takes two—autistic and social anxiety traits predict gaze behavior in dyadic interaction. *Journal of Experimental Psychopathology*, 9(2), jep-062917.

Hessels, R. S., Holleman, G. A., Kingstone, A., Hooge, I. T., & Kemner, C. (2019). Gaze allocation in face-to-face communication is affected primarily by task structure and social context, not stimulus-driven factors. *Cognition*, 184, 28-43.