

**MASTER 2 Neurosciences Fondamentales et Cliniques**  
**UCB Lyon 1, Lyon, France**

**Internship proposal 2020-2021**  
**(internship from January to end of May 2021)**

**Host laboratory:**

Institute of Cognitive Sciences Marc Jeannerod CNRS, UMR 5229  
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**Host team :**

Laboratory of Social Neuroscience and Comparative Development

**Internship supervisors :**

Irene Cristofori, MCU, [irene.cristofori@univ-lyon1.fr](mailto:irene.cristofori@univ-lyon1.fr)

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Pier Francesco Ferrari, DR, CNRS

Collaboration with Lynne Murray and Peter Cooper (University of Reading, UK).

**Project title :**

**Evaluating booksharing intervention in schools in children from 3 to 6 years.**

**Project summary (10 lines):**

The aim of the project is to investigate whether book sharing (interactive form of shared reading) could benefit 3 to 6 years old children's social cognition development, when performed in a classroom context. At an early age, children are in a developmental period where social cognitive functions can be improved via pedagogical tools. Our hypothesis is that book sharing improves children's emotion recognition, theory of mind (TOM), and social executive functions. To control for effectiveness of the technique in a classroom setting, language and attention will be assessed. The trainee will perform the cognitive assessment before and after booksharing interventions in two different schools, perform data analysis and write results.

**3-5 recent publications :**

Murray, L., De Pascalis, L., Tomlinson, M., Vally, Z., Dadomo, H., MacLachlan, B., Woodward, C., & Cooper, P. J. (2016). Randomized controlled trial of a book-sharing intervention in a deprived South African community: Effects on carer-infant interactions, and their relation to infant cognitive and socioemotional outcome. *Journal of Child Psychology and Psychiatry*, 57(12), 1370–1379. <https://doi.org/10.1111/jcpp.12605>

Please send your proposal to [emiliano.macaluso@univ-lyon1.fr](mailto:emiliano.macaluso@univ-lyon1.fr) and [marion.richard@univ-lyon1.fr](mailto:marion.richard@univ-lyon1.fr) for publication on the website.

Vally, Z., Murray, L., Tomlinson, M., & Cooper, P. J. (2015). The impact of dialogic book-sharing training on infant language and attention: A randomized controlled trial in a deprived South African community. *Journal of Child Psychology and Psychiatry*, 56(8), 865–873. <https://doi.org/10.1111/jcpp.12352>

Wass, S. V., Whitehorn, M., Marriott Haresign, I., Phillips, E., & Leong, V. (2020). Interpersonal Neural Entrainment during Early Social Interaction. *Trends in Cognitive Sciences*, 24(4), 329–342. <https://doi.org/10.1016/j.tics.2020.01.006>

Towson, J., & Gallagher, P. A. (2016). *Shared Interactive Reading for Young Children with Disabilities: A Review of Literature with Implications for Future Research* Engelli Çocuklar için Ortak Etkileşimli Okuma: Gelecek çalışmalar için Etkileri ile Bir Alanyazın Taraması. 3(1), 72–85.

Happé, F., Cook, J. L., & Bird, G. (2017). The Structure of Social Cognition: In(ter)dependence of Sociocognitive Processes. *Annual Review of Psychology*, 68(1), 243–267. <https://doi.org/10.1146/annurev-psych-010416-044046>

Hargrave, A. C., & Sénéchal, M. (2000). A book reading intervention with preschool children who have limited vocabularies: The benefits of regular reading and dialogic reading. *Early Childhood Research Quarterly*, 15(1), 75–90. [https://doi.org/10.1016/S0885-2006\(99\)00038-](https://doi.org/10.1016/S0885-2006(99)00038-1)

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