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## Infants' Intermodal Knowledge of Gender Using Faces and Voices

Bijoux Cheun

*University of Nevada, Las Vegas, Cheunb1@unlv.Nevada.edu*

Christina Saliba

*University of Nevada, Las Vegas, salibc1@unlv.nevada.edu*

Alexis Rice

*University of Nevada, Las Vegas, ricea4@unlv.nevada.edu*

Marian Espina

*University of Nevada, Las Vegas, espinm9@unlv.nevada.edu*

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## 1. INTRODUCTION

• Infants begin to use intermodal knowledge to match male and female faces to the corresponding voice, in their first year of life.



• Infants have more experience with female faces which should lead to greater intermodal knowledge of female faces.

• Previous studies have found inconsistent results. This could be due to the type of stimuli used

• This study uses several pairs of static and dynamic faces to investigate how methodological differences may impact infants' performance.

## 2. PURPOSE & AIM

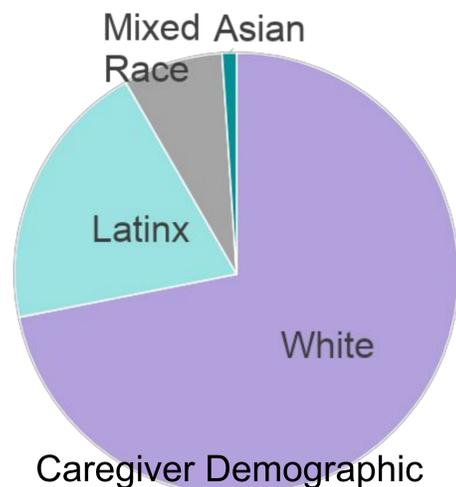
• The purpose of this study is to determine at what age infants develop the ability to match a given male or female voice to the corresponding face.

• We hypothesized that 5 month-old infants will show no preferences and will not be able to match male or female voices to the corresponding face.

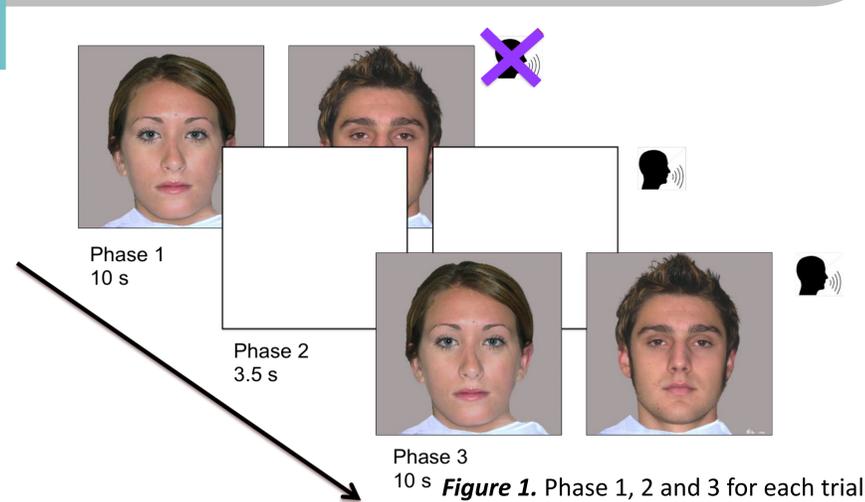
• All infants ages 5-, 8-, and 11-month-olds are not expected to match male voices with male faces, while 8- and 11- month-olds are expected to match female voices to female faces.



## 3. DEMOGRAPHICS



## 4. METHOD



5, 8 and 11-month-olds ( $N = 96$ ) with female primary caregivers

- 5- month-olds ( $n = 32$ ; female = 16 )
- 8- month-olds ( $n = 32$ ; female = 16)
- 11- month-olds ( $n = 32$ ; female = 16)

6 trials with dynamic male/female faces paired with a male or female voice

- Each trial consisted of 3 phases. See Figure 1.
- All images were highly sex-stereotypical.

## 5. RESULTS

Figure 2. Dynamic Condition

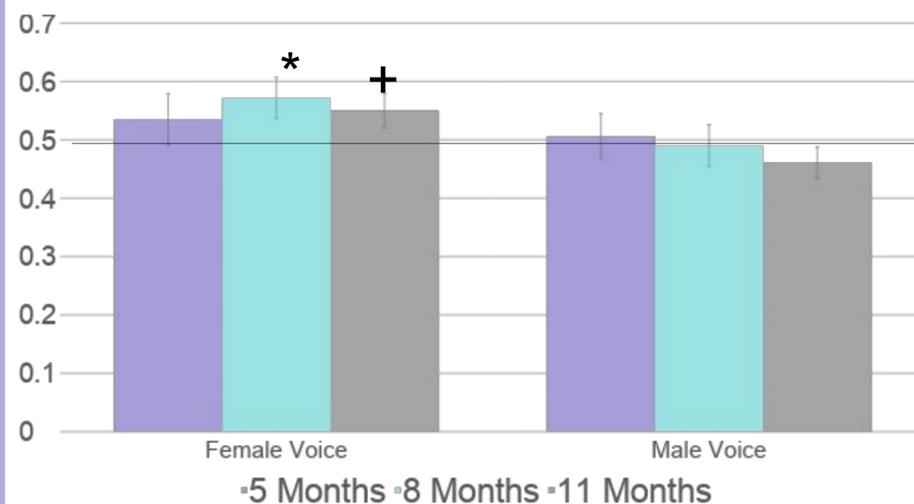
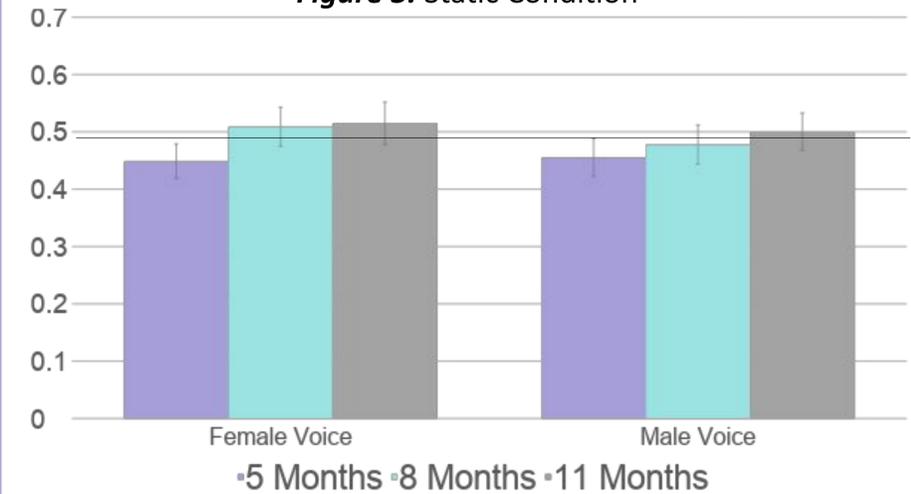


Figure 3. Static Condition



## 6. DISCUSSION

• When faces are presented dynamically, 8- and 11-month-olds can match sex-typical female faces and voices, but not sex-typical male faces and voices.

• Having multiple examples of stimuli makes it more generalizable and allows us to test infants' categorical knowledge of gender.



• This study shows ecological validity because we use videos as well as static images.

• The study was limited in the use of only Caucasian male and female stimuli. However, 1/3 of our subjects had non-white, female primary caregivers.

## 7. CONCLUSION

• Although 8- and 11-month-old infants exhibit some intermodal knowledge of gender, future research can test how this knowledge changes with older infants.

• Future research can expand by exposing infants to a range of sex stereotypical faces and explore how race and ethnicity affect infants' assessment of gender.

• Results suggest larger implications for social learning, including at what age individuals may begin to develop categorizations for male and female genders.

