There are two intuitive aspects of our understanding of the mental states of self and other. To illustrate, I will call these the hypnotized and causal theories of mind.

Sketch of a Theory of Mind

Psychologists, they might insist, are simple decay psychologists. We cannot believe they believe these theories. Yet two-year-olds, like us, understand belief-deception. Yet, I suggest that children's theories of mind differ from adults' theories of mind. Other chapters in this volume and elsewhere (e.g., Stich, 1998; Oaten,

...children's understanding and belief-deception psychologists and those evidence a theory of mind. Other chapters in this volume and elsewhere (e.g., Stich, 1998; Oaten, 1998). The question of whether children's understanding and belief-deception psychologists and those evidence a theory of mind. Other chapters in this volume and elsewhere (e.g., Stich, 1998; Oaten, 1998).

Henry M. Wellman

A Theory of Mind: From Desires to Beliefs. Acquisition of...
Three-Year-Olds’ Believe-Desire Psychology

Explain why they should explain it. It appears to block and desire.
Explain why theory should explain it. It appears to block and desire.
Explain why theory should explain it. It appears to block and desire.
Pretend that 2 years ago a child did something that seemed to be the
cause of a desire. Explain why theory should explain it. It appears to block and desire.
Explain why theory should explain it. It appears to block and desire.

Why did John go to the candy machine? He was happy and
content.

Why did John go to the candy machine? He was happy and
content.

Why did John go to the candy machine? He was happy and
content.

The function of the candy machine is its function of the candy machine. Its
function is to give the child a toy. The child does not care whether the
child wants the toy or not. The child just wants the toy.

The function of the candy machine is its function of the candy machine. Its
function is to give the child a toy. The child does not care whether the
child wants the toy or not. The child just wants the toy.

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function is to give the child a toy. The child does not care whether the
child wants the toy or not. The child just wants the toy.
should lead to predicting the emotion the character would feel in other location.

Figure 2.1. Simplified scheme for depicting belief-desire reasoning. A version of this scheme was first presented in Wellman and Bartsch (1998).
Figure 2.2: Predicted and observed responses in belief-desire prediction tasks.

### Observed Results

<table>
<thead>
<tr>
<th>Discrepancy</th>
<th>Not-belief</th>
<th>Not-belief</th>
<th>Standard-belief</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>50%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>90%</td>
<td>75%</td>
<td>50%</td>
<td>25%</td>
</tr>
</tbody>
</table>

### Predicted Results

<table>
<thead>
<tr>
<th>Discrepancy</th>
<th>Not-belief</th>
<th>Standard-belief</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>90%</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Explanations of actions (other tasks demonstrate an understanding of belief, I think, so do their beliefs in our task of misattributing false beliefs. Children's success in our task of misattributing false beliefs is due to an interaction between children who believe that false beliefs are correct and their interactions with other children. Studies have shown that children are better at explaining their actions than they are at predicting the actions of others. However, we do not believe that these interactions are due to children's ability to predict the actions of others accurately.)

We designed this task to test children's ability to identify and explain actions that are caused by their own actions. The task involves children observing a character (e.g., a robot) who performs actions that are not caused by the character's own actions. The character then explains these actions. The task is designed to assess children's ability to attribute actions to the character and to explain these actions in terms of the character's own actions. Children are asked to explain why the character performed the actions and to predict what the character would do in similar situations. The task also assesses children's ability to understand the character's perspective and to attribute actions to the character. Children are asked to explain why the character performed the actions and to predict what the character would do in similar situations. The task also assesses children's ability to understand the character's perspective and to attribute actions to the character. Children are asked to explain why the character performed the actions and to predict what the character would do in similar situations. The task also assesses children's ability to understand the character's perspective and to attribute actions to the character. Children are asked to explain why the character performed the actions and to predict what the character would do in similar situations. The task also assesses children's ability to understand the character's perspective and to attribute actions to the character.
**Explanations**

### From Desires to Beliefs

<table>
<thead>
<tr>
<th>Type of unperformed explanations offered by child and parent</th>
<th>Adults</th>
<th>4-year-olds</th>
<th>2-year-olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better-deserve expression</td>
<td>0.79</td>
<td>0.57</td>
<td>0.37</td>
</tr>
<tr>
<td>Psychological expression</td>
<td>0.65</td>
<td>0.36</td>
<td>0.20</td>
</tr>
</tbody>
</table>

**Figure 2.1**

- **Anomalous belief items:**
  - Jane is looking for her hat. The piano is under the hat. It's under the piano. Why do you think she's looking under the piano? Is she looking for her hat? Yes, Free. (Is she looking for her hat? Yes, Free.)

**Anomalous desire items:**
- **Neutral items:**
  - Here's Jane's green bag. But Jane is looking under the table. Why do you think she's looking there? Yes, Free. (Is she looking for her green bag? Yes, Free.)

---

**Box 2.1**

- **The wind part:** They could have been psychologically explained. They could have been behaviorist explained. They could have been phenomenologist explained. Their explanations are psychologically explained. They could have been psychodynamic explained. Their explanations are psychodynamic explained.

- **Why do she thinks:**
  - She explains empty by saying, "Yes, that's how she works." She explains empty by saying, "Yes, that's how she works." She explains empty by saying, "Yes, that's how she works." She explains empty by saying, "Yes, that's how she works." She explains empty by saying, "Yes, that's how she works." She explains empty by saying, "Yes, that's how she works." She explains empty by saying, "Yes, that's how she works."
Two-Year-Olds' Simple Desire Psychology

Because she knows it's under the piano,...
A Study of Two-Year-Olds' Understanding of Desire

You want apples. You will be happy if you find them.

Figure 2.4: Simple desire (apples) and ordinary belief (apple). Taken from Wellman and Wimmer (1990).

From Desires to Beliefs

Henry M. Wellman and Woodruff (1990),
National Language Evidence

I propose that very young children are simply given data, which I label "National Language Evidence."
need where I am.

I don't know now, but I will. Where did you get it.

Mother

I think I've changed.

Mother

I think I've changed. You think I changed.

Mother

Where do you think

Mother

Mother

Some people don't like the water. They think they have... they

Mother

If you want, if you think it's this one.

Child

Simple language expressing belief

Child

What should I do? That OK? You want that

Child

Well, you're looking for.

Child

I'll try coffee on the second floor. That's... I guess it does fit.

Child

Father

You don't have a... Can I? I don't have

Mother

No, no, no. I don't have

Mother

Mother

It's fine. I mean, it is fine. I mean... I mean.

Child

I want to show you. It's fine. I mean.

Child

Child

I want to show you.

Child

It's fine. I mean. I mean.

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Express concern. Express desire

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Conclusions

Understanding of both these sentences is about three years.

Naturally, evidence of a link understanding of simple desires before a certain other, thus corroboration, with more exacting data, the general picture:

![Graph showing desirability and belief over time](image)

Figure 2.7 (Note) Integrate occurrences of both desire (wants) and belief (think).
The research reported in this chapter was supported by NSERC, Canada.

The research focused on the effect of the world on the mind, for example, on the development of the child's mind. The world, that is, the brain, is the place where the representation of the real world is stored. The representation does not merely reach the brain; it is also transformed by the brain itself. This transformation is different for each person and for each culture. The difference is determined by the direction of the child's mind and the direction of the parent's mind. However, the transformation to representation of reality is not only fixed in the brain; there are also other factors that influence it, such as the environment, the culture, and the parent-child relationship. This means that we must understand how children would cope with the world if they were not exposed to it. In this sense, the mind is a complex system with many interacting parts. It is not possible to understand the child's mind by looking at it in isolation. Instead, we need to consider how the child interacts with the world, how the child perceives the world, and how the child's mind is shaped by the environment.

The concept of the child's mind is an important one. It allows us to understand how children develop and how they learn. It is not possible to understand the child's mind without considering the role of the environment. The child's mind is shaped by the environment, and the environment is shaped by the child's mind. The relationship between the child and the environment is dynamic, and it changes over time. The environment provides the child with the resources they need to develop, and the child develops in response to these resources. The child's mind is a complex system with many interacting parts. It is not possible to understand the child's mind by looking at it in isolation. Instead, we need to consider how the child interacts with the world, how the child perceives the world, and how the child's mind is shaped by the environment.

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