

Developmental changes in how head orientation structures infants' visual attention

John M. Franchak¹, Linda Smith², & Chen Yu³

¹Department of Psychology, University of California, Riverside, franchak@ucr.edu

²Department of Psychological and Brain Sciences, Indiana University, smith4@indiana.edu

³Department of Psychology, University of Texas at Austin, chen.yu@austin.utexas.edu

Author Note

The authors thank the members of the UT Developmental Intelligence Laboratory and the UCR Perception, Action, and Development Laboratory for their help in collecting and coding the data. This work was funded by NIH grants R01 HD074601, R01 HD093792, and T32 HD07475 and NSF grant BCS 1941449. The authors declare no conflict of interest. Caregivers of participants gave written, informed consent prior to the start of the study, which was approved by the Institutional Review Board of Indiana University. The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Corresponding author: John M. Franchak, Department of Psychology, University of California, Riverside, 900 University Ave., Riverside, CA 92521, franchak@ucr.edu, 951-827-3898.

Abstract

Most studies of developing visual attention are conducted using screen-based tasks in which infants move their eyes to select where to look. However, real-world visual exploration entails active movements of both eyes and head to bring relevant areas in view. Thus, relatively little is known about how infants coordinate their eyes and heads to structure their visual experiences. Infants were tested every 3 months from 9 to 24 months while they played with their caregiver and three toys while sitting in a highchair at a table. Infants wore a head-mounted eye tracker that measured eye movement towards each of the visual targets (caregiver's face and toys) and how targets were oriented within the head-centered field of view. With age, infants increasingly aligned novel toys in the center of their head-centered field of view at the expense of their caregiver's face. Both faces and toys were better centered in view during longer looking events, suggesting that infants of all ages aligned their eyes and head to sustain attention. The bias in infants' head-centered field of view could not be accounted for by manual action: Held toys were more poorly centered compared with non-held toys. We discuss developmental factors—attentional, motoric, cognitive, and social—that may explain why infants increasingly adopted biased viewpoints with age.

Keywords: Eye tracking; sustained attention; visual attention; face perception; attention development

Developmental changes in how head orientation structures infants' visual attention

Screen-based tasks, in which infants look at stimuli on a computer display, are the primary means of studying the development of visual attention (Oakes & Amso, 2018). Although screen-based tasks afford excellent experimental control, they suffer from several important limitations (Franchak & Yu, 2022). First, visual stimuli that experimenters typically choose to display are unlike the rich, complex visual scenes that infants experience in everyday life (Franchak, 2020b). Second, passively viewing stimuli is not how visual attention functions in everyday life—visual attention is actively deployed to support ongoing action and social interactions (Foulsham et al., 2011; Franchak et al., 2018; Land, 2006; Yu et al., 2009). Third, observers move only their eyes to scan the contents of a screen, but in real life movements of both the eyes and head work in concert to allow observers to select what is in view from moment to moment (Einhauser et al., 2007; Franchak et al., 2021; Land, 2004).

Here, we consider the impact of this third limitation on our knowledge of visual attention development. Specifically, to what extent do embodied factors—infants' bodies and motor abilities—contribute to infants' visual attention? Prior work examining two embodied factors, body size and posture, indicate that the motor system shapes and constrains what infants see. Infants' short arms make held objects appear large in the visual field (Suanda et al., 2017; Yu & Smith, 2012; Yu et al., 2009). Body posture influences visual experiences by altering the location and orientation of the head (Frank et al., 2013; Kretch et al., 2014; Luo & Franchak, 2020). For example, crawling infants are more likely to look at targets on the ground whereas walking infants more likely to look at elevated targets, such as caregivers' faces (Franchak et al., 2018; Kretch et al., 2014). However, demonstrating that infants' perception is *influenced* by the motor system does not address how infants learn to *coordinate* the motor aspects of looking to

distribute visual attention to targets of interest. Understanding how infants use their eyes and heads relative to external visual targets will add to our theoretical understanding of the embodied aspects of visual attention and how they develop.

For adults, aligning the eyes and head to look at a target facilitates visual, motor, and cognitive processes (Biguer et al., 1984; Nakashima & Shiori, 2014; Thaler & Todd, 2009). For example, visual search reaction time suffers for foveally-presented visual targets when the eyes and head are misaligned (Nakashima & Shiori, 2014). Moreover, when completing a cognitive task with peripherally-presented visual information, participants are more likely to move their heads to center information when the task is difficult (Dunham, 1997). But looking with aligned eyes and head is not automatic. Tightly coordinated movements of the eyes, head, and body are required to allow gaze to be shifted from one location to another (Franchak et al., 2021; Gibson, 1979; Land, 2004; Pelz et al., 2001; Solman et al., 2017). If a to-be-attended object is out of view or far away from the foveal center, the head is used to make large shifts of the field of view while the eyes make more fine-grained selections within the field of view (Stahl, 2001) and keep gaze stabilized on targets by compensating for head movements (Land, 2006).

The current study tested infants' (9-24 months) developing ability to align their eyes and head to center gaze targets in view. We attempted to distinguish between two alternative hypotheses. One hypothesis is that infants orient relevant information in their head-centered field of view, facilitating looking with aligned eyes and head. Alternatively, eyes and head may be decoupled, with infants failing to adopt efficient, adult-like head alignment to task-relevant targets. Because past work only tested how infants' visual attention is constrained by head and body position in *different postures* (Franchak et al., 2018; Kretch et al., 2014; Luo & Franchak, 2020), it is unknown how infant visual attention related to the head-centered view *within a*

posture. Moreover, if infants do coordinate eyes and head to center targets in view, how does such centering develop over the first two years?

Several related lines of evidence lead us to predict that infants center information in the head-centered view rather than look with decoupled eyes and head. First, infants achieve an adult-like ability to move their eyes and heads together by 28 weeks of age, suggesting that infants possess the motor skills needed to align the eyes and head towards relevant information (Daniel & Lee, 1990; Regal et al., 1983). Orienting the eyes and head depends on postural support from the trunk. By 6-8 months, infants who can sit independently adjust their postural sway while sitting to facilitate visual attention to external visual targets (Pham et al., 2024) and to objects held in their own hands (Arnold et al., 2020). By 12 months, they suppress head movements when gaze is directed towards an object, helping to stabilize visual attention (Borjon et al., 2021). However, changes between 12 and 36 months in how eye and head movements are recruited to shift gaze to peripheral targets suggests that some refinement may occur in task-specific attention control (Nakagawa & Sukigara, 2013).

Second, naturalistic studies of looking behavior find that the eyes are most often centered within the head in infants (Bambach et al., 2013; Bambach et al., 2014; Bambach et al., 2016; Borjon et al., 2021; Kretch & Adolph, 2015) as they are in adults (Einhauser et al., 2007; Foulsham et al., 2011), suggesting that infants move the head to center targets of interest in view. Indeed, Borjon and colleagues (2021) found no difference in the position of the eyes within the head from 12 to 24 months.

Third, infants vary head movements according to different sub-activities during social interaction, which may serve to bias their view towards particular types of information (Schillingman et al., 2015). A *biased viewpoint* may facilitate visual attention in real-world

settings: In a cluttered environment with multiple targets in different spatial locations, centering one target means that targets in other locations will be poorly centered in view. Adults select eye and head movements to deal with trade-offs based on task constraints: They bias task-relevant information at the expense of task-irrelevant information (Einhauser et al., 2007; Land, 2004; Pelz et al., 2001; Smeets et al., 1996; von Laßberg et al., 2014). Do infants?

Face-to-face play with infants and caregivers seated across from each other creates competition between potential gaze targets. From infants' perspective, caregivers' faces will be higher in infants' visual fields, whereas toys resting on a table or held by either partner will be lower in the visual field. Even though infants coordinate eyes and head in some situations (Borjon et al., 2021; Regal et al., 1983), it may not be possible for infants to do so equally well for targets in different physical locations, such as toys and faces. For example, infants' ability to center toys in view depends on their body posture—while prone, infants struggle to center distant objects in view, but can better align their eyes and heads to look at objects from a sitting or upright position (Luo & Franchak, 2020). While sitting, infants more actively stabilize body posture to look at a toy held by another person compared to one held in their own hands (Arnold et al., 2020). Thus, looking with aligned eyes and head is not constant from moment-to-moment, but may depend on the relative location of targets in infants' view. How might infants cope with competition between toys and faces? Like adults, they may bias their view towards more task-relevant information. In play with objects and caregivers, infants tend to spend more time looking at toys rather than faces (de Barbaro et al., 2015; Franchak et al., 2018; Yu & Smith, 2013). Here, we ask whether this asymmetry might extend to how infants align eyes and head to center toys versus faces in view.

Current Study

We studied how infants' head-centered field of view relates to visual attention in the context of infant-caregiver play with toys. The rationale for the task was threefold. First, this type of play creates situation where visual attention must be divided from moment to moment between targets in different spatial locations (toys and faces), and prior work suggests that infants will preferentially attend to toys (de Barbaro et al., 2015; Franchak et al., 2018; Yu & Smith, 2013). Crucially, this allows us to test whether infants align eyes and head to look at toys *at the expense* of centering faces in view. Second, playing while sitting in a highchair was desirable to isolate the head-centered field of view within a supported sitting posture without interference from shifting between different postures (and thus different viewpoints). Third, it is an everyday learning context wherein infants play with toys and with their parents, and wherein they learn about visual objects and object names: By 12 months of age, sitting is the most common body position that infants experience in daily life (Franchak, 2019; Franchak et al., 2024). Although we cannot claim that results from this situation will generalize to other everyday situations (such as when infants and caregivers move freely), this study provides an important first step in addressing how eyes and head are coordinated in one common context.

Infants wore a head-mounted eye tracker (Figure 1A) that measured eye movement position and recorded videos of infants' head-centered field of view (Franchak et al., 2011). We detected the locations of toys and faces within the field of view video (FOV) to determine how infants centered different types of targets when looking at each target (Figure 1B). *Centering* of toys and objects in the field of view camera image (distance from the center of the FOV) served as a measure of orienting: Targets were poorly centered when located on the edges of the FOV

image (large distance to center) but were well centered when located in the middle of the FOV image (small distance to center).

Our overall hypothesis is that when faces and toys compete for infants' attention, *infants will bias their viewpoint to center the most task-relevant information in view, and this bias should increase with age*. Because infants spend more time looking at toys rather than faces in the age range tested (Franchak et al., 2018; Yu & Smith, 2013), we predicted that infants would be biased to center toys in view as opposed to faces. This bias may occur as a consequence of infants increasingly pointing their heads down to center toys in view, putting faces farther from the center of view. We studied infants from 9 to 24-month-olds (every 3 months) because 9 months has been identified as the age at which the shift to increased object attention (over faces) begins (de Barbaro et al., 2015), and predicted that infants would adopt an increasingly biased view with age.

We tested additional hypotheses regarding visual-motor behaviors that might moderate the degree to which gaze targets are centered in view. First, *if centering supports attention, centering should be better during longer looking episodes*. Longer looking episodes are indicative of moments when infants show interest in and/or increased cognitive processing of a particular target. Since infants suppress head movements during looks to objects (Borjon et al., 2021), stabilized gaze may help maintain better eye-head alignment during longer looking episodes. It is also possible that infants may choose to look longer towards targets that are already centered in view. Thus, we predict that targets will be better centered during longer looking episodes compared with shorter looking episodes. Second, *if centering is a consequence of visual-manual control*, toys held in infants' hands may be better centered compared to non-held toys. Centering an object aligns eye and head frames of reference to facilitate visual-manual

control towards a target (e.g., reaching, manipulating) (Bertenthal & von Hofsten, 1998). Moreover, prior work shows that infants' manual action towards objects can influence their appearance in the infants' viewpoint (Suanda et al., 2017; Yu & Smith, 2012; Yu et al., 2009) and their postural control (Arnold et al., 2020).

Method

Participants

The participants were drawn from a longitudinal study of infant-caregiver play (BLINDED FOR REVIEW). Overall, 99 sessions of data from 41 unique infants (20 female and 21 male) were included for analysis across six test ages: 9 months (21 sessions), 12 months (16 sessions), 15 months (13 sessions), 18 months (17 sessions), 21 months (17 sessions), and 24 months (15 sessions). Experimental sessions, defined as a single trial of useable data, were selected for analysis from the larger study based on three criteria: 1) good eye tracking accuracy (spatial error < 3 degrees), and 2) uninterrupted eye tracking data (i.e., infants did not move or take off the eye tracking headgear ensuring that accuracy was constant through the trial), 3) accurately positioned field of view camera (see below). Because of the strict inclusion criteria, the 41 infants contributed a varying number of sessions (ranging from 1-5 sessions, $M = 2.41$ sessions).

The study was conducted in accordance with the ethical standards of the American Psychological Association. The study procedures were approved by the Institutional Review Board of (BLINDED FOR REVIEW). Guardians provided informed consent at the start of the study.

Apparatus

Infants wore a Positive Science head-mounted eye tracker that attached to a hat. The eye tracking headgear contains two cameras (Figure 1A). The eye camera uses dark pupil tracking to detect movements of the pupil, and the field of view camera faces outward and records the infant's head-centered field of view (FOV). The diagonal of the field of view of the scene camera was 100 degrees; FOV videos were recorded at 640 x 480 pixels at 30 frames/sec. The eye and FOV videos were synchronously captured using Geovision capture card (Model 1480B) for later processing.

Infants and caregivers sat across from one another at a children's play table (61 cm × 91 cm × 64 cm). Infants sat supported in a highchair and caregivers sat on the floor. Participants were presented with three toys to play with; toy sets varied across age groups. Toys were sufficiently small (~290 cm³) and light enough to be held in infants' hands. Each of the three toys was painted a different color (red, green, and blue) to facilitate automatic detection of the toys using a computer vision procedure, detailed below. Additionally, the room, table, chairs, and clothes worn by infants and caregivers were white so that toys could be reliably detected in infants' field of view videos.

Procedure

The experimental sessions analyzed in the current study were part of a larger study on infant social attention and object play with caregivers (BLINDED). In each session, infants and caregivers completed four trials playing with toys. Caregivers were told that the goal of the study was to observe how infants explore the toys, and they were encouraged to interact naturally with the infants and toys. Because of the laborious manual coding involved in these analyses, only the

first trial that met the eye tracking data quality criteria was used from each session. On average, trials lasted $M = 96.1$ seconds ($SD = 27.0$).

An eye tracker calibration procedure was completed at the start of the session. The FOV camera position was adjusted to ensure a consistent viewing angle across participants. With the infant seated in the chair and holding the head level (without any vertical tilt of the head), the FOV camera was adjusted to simultaneously capture the caregivers face and the surface of the table. As in past work that used locations of targets in a FOV camera as a dependent measure (Kretch et al., 2014; Luo & Franchak, 2020), some inconsistency in FOV camera angle is possible (likely no more than 5° - 10°). Any such angular errors would be randomly distributed across age, adding noise but not systematically biasing analyses. Afterwards, infants were encouraged to look at a matrix of targets on the table spanning their field of view. The calibration stimuli were shown again at the end of the session to ensure that accuracy did not change throughout the session.

Data coding and analysis

We used eye movement XY coordinates and face/toy XY locations (both in pixels of the FOV video) to determine when faces and toys were looked at, and, if so, where the face/toy was located within the field of view. The distance between the face/toy and the center of the FOV at the moment of looking served as a measure of *centering*. The length of the line from the center of the FOV to the face/toy location served as a measure of centering (solid red and white lines in Figure 1B). Larger centering values indicated worse orienting when faces/toys were far from the center of infants' view. Small centering values indicate moments when toys were closely centered in view. Figure 2 shows heatmap illustrations of face and toy locations (collapsed across individual toys) aggregated across all the frames for each age group. Below, we describe how

eye movements, looking events, and target locations we derived in support of measuring centering.

Toy locations. To test our hypothesis about whether infants use their heads to center toys in view, we determined toy locations using automatic detection of toy locations in infants' field of view. Toy locations were detected using a series of computer vision algorithms as in past work (Yu et al., 2009). Blobs of pixels matching each of the toy colors (red, blue, green) were identified on each frame. The centroid of those pixels was used as the toy location (white squares in Figure 1B).

Face locations. To determine how infants oriented their field of view to center faces, face locations were coded within the FOV video. Prior work (Bambach et al., 2014) and pilot testing showed that automatic detection of faces using computer vision algorithms was not sufficiently accurate, so manual coding was conducted. A custom Matlab program was created to allow coders to draw a box around the caregiver's face on each video frame (code available at BLINDED FOR REVIEW). Coders were instructed to draw the box to contain all areas between the ears (horizontally) and between the forehead to the chin (vertically). The center point of the box was used as the location of the caregiver's face (red diamond in Figure 1B). Periods where the caregiver's face was not contained in the field of view were excluded from analyses.

Time series of face locations were extracted for each session in FOV pixel coordinates at 30 frames/sec. In total, 283,175 frames were coded across the 99 sessions. A reliability coder independently scored 400 frames for each session (~14% of the total data set). Agreement was high—correlations between coders were $r = .98$ for X coordinates and $r = .93$ for Y coordinates. On average, discrepancies between coders were small (X coordinate: $M = 7.7$ pixels, $SD = 3.9$; Y coordinate: $M = 7.1$ pixels, $SD = 4.8$).

Eye movements and target looking episodes. After the session ended, the experimenter used Yabus software to calibrate the eye tracking data. Eye movement time series were calculated, with eye position XY coordinates (in pixels) indicating where infants looked within each FOV frame (yellow circle in Figure 1B). Eye movements were recorded at 30 frames/sec. Moments where eye tracking data were unavailable (e.g., blinks, eye movements outside of the trackable range of the system, software unable to detect the pupil) were excluded from analysis ($M = 11.7\%$ of samples). To analyze whether eyes and head aligned to look at targets, we defined *looking episodes* for targets (toys and faces) when the gaze location was within 100 pixels of the toy/face center for greater than 2 consecutive frames. When multiple toys/faces were within 100 pixels, the closest toy/face to the gaze location was selected.

Statistical analyses. We tested each effect using linear mixed-effect models (LMMs) using the *lme4* (Bates et al., 2015) and *lmerTest* (Kuznetsova et al., 2017) packages in *R*. LMMs operate similarly to linear regressions but allow participants to contribute to different levels of a within-subjects factor without being dropped from analyses, facilitating analysis across infants who contributed data from different numbers of sessions. LMMs also allowed us to use the full timeseries data provided by participants rather than calculating by-participant means. Each model tested how centering varied according to different fixed effects and their interactions (i.e., age, target (face vs. toy), and holding). Random effects were included at the participant level; for each model, we attempted to fit maximal random intercept and slope terms and pruned random effects terms that prevented models from converging. Preliminary testing found no differences between the three toys, so toys were considered a single category. Age in months was treated as a continuous linear predictor in models all models and was centered and scaled. Categorical

predictors such as target (toy versus face) and held (holding versus not holding) were dummy coded and then mean-centered so that coefficients can be interpreted as main effects.

Results

Our focal prediction was that infants would bias their view to align eyes and head while looking to favor toys rather than faces in the head-centered field of view. We report five analyses. First, we confirmed the assumption that infants would spend more time looking at toys compared with faces. Second, we tested the prediction that infants would better center toys in view (when looking at toys) at the expense of centering faces in view (when looking at faces). Both predictions were supported. The remaining analyses were designed to reveal what contributed to a bias for toys in the head-centered view at the moment of toy looking. We tested whether targets were better centered during longer versus shorter looks and whether held toys were better centered compared with non-held toys. Finally, we considered whether centering of all targets in view (not just the current gaze target) showed developmental change, which might suggest an overall shift in viewpoint by tilting the head down to better view toys compared with faces.

Infants spent more time looking at toys compared with faces

First, we confirmed that the proportion of time that infants looked toys (aggregating across the three toys) was greater than time spent looking at caregivers' faces. Figure 3 shows that infants of all ages spent more time looking at toys (overall $M = 45.7\%$, $SD = 15.4$) compared with faces (overall $M = 13.3\%$, $SD = 11.4$), with older infants showing a widening gap between toy and face looking times. Toy looking time increased from 35.3% at 9 months to 44.8% at 24 months; face looking was stable across age. A LMM with the formula $Looking\ Time \sim Age \times Target + (1 | Participant)$ confirmed a significant Age \times Target interaction ($b = .05$, $t = 2.52$, $p = .013$) which moderated significant effects of age ($b = .02$, $t = 2.33$, $p = .021$) and target (b

= .32, $t = 17.19$, $p < .001$). Thus, for infants of every age, toys received greater attention compared with faces.

Centering to the most task-relevant information

After establishing that toys were more frequently attended than faces, we can ask whether infants biased their eye-head alignment to favor toys versus faces. We predicted that 1) infants would be biased to center toys rather than faces in view because toys were more task relevant (based on greater attention), and 2) centering task-relevant information (toys) would improve with age. Distance to center (in pixels) was the measure of centering, with smaller numbers indicating targets were better centered in the field of view. We tested these predictions with an LMM with the formula $Centering \sim Age \times Target + (1 + Age + Target | Participant)$; full model results shown in Table 1. Figure 4 indicates that at 9 months, centering was similar for both faces and toys at the moment of looking at each target type: Faces averaged $M = 174$ pixels ($SD = 46.16$) from center and toys averaged $M = 155.5$ pixels ($SD = 35.83$) from center. However, by 24 months infants show a biased view: They center toys at the expense of centering faces. For 24-month-olds, faces averaged $M = 193$ pixels ($SD = 46.73$) from center and toys averaged $M = 139.2$ ($SD = 25.1$). The significant $Age \times Target$ interaction confirmed that older infants increasingly biased their view to center toys rather than faces. Lacking a significant effect of age suggests that this improvement does not come as a developmental improvement in centering in general, but rather reflects a change in how infants navigate the trade-off between centering targets in different physical locations.

Centering relates to look duration

We predicted that if centering supports sustained attention to targets or if sustained attention supports centering, targets should be better centered during longer looking episodes

compared to shorter looking episodes. We added looking duration to the previous model to investigate whether it played a role in centering, $Centering \sim Age \times Target \times Look\ Duration + (I + Age + Target + Look\ Duration | Participant)$. Look duration (s) was a continuous predictor, mean-centered and scaled. Table 2 shows the full model results. As expected, a significant effect of looking duration indicated that infants better centered targets in view during longer compared with shorter looking episodes. Moreover, Figure 5 shows interaction effect plots to visualize the significant three-way interaction, which revealed that the relation between age and look duration differed between faces (left plot) and toys (right plot). For faces, a follow-up analysis indicated that age and looking duration interacted ($b = 6.06, t = 17.62, p < .021$), with younger infants showing better centering of faces during long looks, but no difference between longer and shorter face looks among older participants. For toys, infants of all ages centered toys better during longer compared with shorter looks ($b = -6.68, t = -2.54, p = .016$), but age and look duration did not significantly interact ($p = 0.064$).

Toy centering is not a consequence of toy holding

Next, we asked whether centering of toys related to infants' manual action. Possibly, the increasing bias in centering toys with age could reflect improvements in visual control of toy manipulation if alignment of eyes and head support manual control. To test this, we conducted an analysis of whether infant holding related to centering, restricting the analysis to toys (excluding faces) because faces could not be held. The final model was $Centering \sim Age \times Holding + (I + Age + Holding | Participant)$, which is reported in Table 3. The only significant result to emerge was that held toys were **less** centered on average ($M = 163.4$ pixels, $SD = 40.91$) compared to toys that were not held ($M = 133.9, SD = 32.61$), contrary to our prediction. This indicates that

the development bias towards centering toys cannot be explained by differences in manual behavior.

Toy centering may result from a general shift in viewpoint

Up to this point, our analyses have exclusively tested the location of targets in the field of view at the moment they are looked at—faces during face looking and toys when that particular toy was the infant's focus of attention. In the final analysis, we asked whether non-gaze targets (such as the face, green toy, and blue toy in Figure 1B during a look toward the red toy) also showed a change in centering. If infants increasingly orient their heads down towards toys, even toys that are not currently looked at would show a centering improvement if there is a general change in viewpoint. We repeated the centering analysis, $Centering \sim Age \times Target + (1 + Age + Target | Participant)$, using only video frames in which faces/toys were not looked at. Table 4 shows that the pattern of results was identical to the earlier analysis of centering during looking: With age, toys became better centered compared with faces. This result reveals a general age-related bias for older infants that improves the centering of all toys in view at the expense of faces, likely as the result of infants adopting a downward head angle. An alternative, but unlikely, possibility is that all targets (toys and faces) changed their location relative to older versus younger infants independent of the infants' own actions; a more parsimonious interpretation is that a change in infants' head position accounts for the difference in overall centering.

Discussion

The current study revealed how infants' head-centered view aligns to different visual targets competing for infants' attention. Younger infants' views were unbiased, with toys and faces centered equally in view during looking. Consistent with our hypothesis, we found that

older infants increasingly biased their viewpoints to favor toys over faces, improving the alignment of eyes and head to toys at the moment of looking. Older infants' bias to orient towards toys was most likely accomplished by tilting their heads down, which centered toys in view even for moments when toys were not looked at. Head orientation related to sustained attention, with better orienting found for targets of longer looking episodes. Yet, this could not explain the developmental changes in orienting, since even 9-month-olds showed improved centering during longer looks. Moreover, the developmental change in toy centering was not a byproduct of manual control; to the contrary, held toys were significantly less centered in view compared with toys that were not held.

Everyday visual scenes are complex and cluttered. At any given moment, observers must orient their visual attention towards one location at the exclusion of others. Replicating past work in infant triadic play, we found that infants asymmetrically distribute their attention to toys over caregivers' faces (Deak et al., 2014; Franchak et al., 2018; Yu & Smith, 2013). From 9 to 24 months, toys increasingly drew infants' attention. The current study goes a step farther to reveal how different targets are aligned in the head-centered field of view. At 9 months, infants spent longer amounts of time looking at toys compared to faces. However, despite this bias in looking *time*, there was no corresponding bias in *eye-head alignment*: Younger infants showed similar alignment to toys and faces. By 24 months, older infants' eye-head alignment favored toys at the expense of faces (matching their overall bias in time spent looking towards toys versus faces). We do not mean to suggest, however, that this a conscious strategy choice, but rather that older infants discovered a more efficient way to coordinate visual attention within the confines of this task.

Although the results supported our overall hypothesis—that task-specific orienting would improve with age—our analyses about *why* this would change with age did not conclusively implicate either sustained attention or manual control. Attention can be directed briefly and casually to an object (i.e., a quick glance), or it can be effortfully sustained on an object for a longer duration (Ruff & Lawson, 1990; Suarez-Rivera et al., 2019). Sustained attention increases substantially during late infancy and early childhood as children engage in longer episodes of looking to objects during play (Ruff & Capozzoli, 2003; Ruff & Lawson, 1990; Ruff et al., 1990). We reasoned that since sustained attention increases with age, we might observe an interaction such that older infants show better centering during longer looks. However, we found that centering was better during longer looks for infants of every age. Because of the correlational nature of the analysis, it is unknown whether longer looking facilitates centering and/or centering facilitates longer looking. Regardless, the only age-related result is that older infants showed a *decrease in centering faces* during longer face looking episodes. For toys, older infants showed better centering during both longer and shorter looks compared with younger infants (looking duration and age did not interact). Thus, improvements in sustained attention are unlikely to explain why toy looks in particular showed better centering with age.

A second potential explanation was that the role of vision in controlling manual action may provide an impetus for infants to bias their view towards toys over faces. Aligning the head resolves mismatches between spatial frames of reference which prevents interference (Biguer et al., 1984) and may help stabilize gaze on moving targets while reaching (Bertenthal & von Hofsten, 1998) or manipulating objects. But contrary to our prediction, objects that were held in infants' hands were overall less centered in view compared with non-held objects. Most likely, infants spent more time holding objects down and close to their bodies and the table rather than

raise them high in the visual field. Non-held toys resting on the table might have been easier to center in view if they were higher in the visual field. Likewise, objects held in caregivers' hands might also facilitate infants' attention (Deak et al., 2014; Yu & Smith, 2013, 2017a, 2017b). Prior work shows that caregivers' hands are often higher in view compared with infants' hands, so toys held by caregivers might have an advantage for centering (Bambach et al., 2014). An alternative explanation is that holding toys provides non-visual exploratory information (e.g., tactile, proprioceptive), which may have reduced the demand to center objects in view. Regardless, changes in holding could not explain why toys became better centered in view with age.

Possibly, other aspects of visual-manual control could still contribute. We analyzed eye-head alignment at moments of holding, but did not score when infants were reaching to an object. At the onset of reaching, young infants fail to use visual feedback about the position of the hand relative to objects while reaching (Babinsky et al., 2012; Clifton et al., 1994). By 15 months, visual feedback improves reaching performance (Carrico & Berthier, 2008). Although the relation between reaching performance and visual guidance is less stable during natural reaching in 18- to 24-month-olds, infants frequently align their eyes to objects while reaching (Franchak & Yu, 2015).

Another possibility is that since older infants spent more overall time looking at toys, they might have spent less time looking back and forth between faces and toys and more time switching gaze between toys. If so, they might have kept their heads tilted down for longer periods of time, making it easier to center toys in view after switching gaze between them. This is consistent with the final result—that toys were better centered even during non-looking moments. Although we did not directly measure head position, the latter result is most likely the result of older infants tilting their heads down as opposed to all 3 objects moving relative to the

observer. Furthermore, we emphasize that control of the visual system depends on a nested system of the eyes within the head within the body. Without independent measures of the head and trunk, we cannot separate out how postural control versus head orientation explain the current pattern of results, given that both have been shown to contribute to gaze stabilization in prior infant work (Borjon et al., 2021). Possibly, age differences in postural control may relate to differences in centering visual targets. Seven-month-olds reduce postural sway by a greater amount to look at an externally presented toy compared to a toy held in their own hands (Arnold et al., 2020). Even while sitting in a highchair, the demands of stabilizing the trunk to look—especially when switching between multiple toys and the caregivers' face—may be more taxing for the youngest infants thus resulting in worse centering.

Future work is needed to test whether infants bias their views in tasks other than supported seated play with caregivers and objects. A large body of work on naturalistic eye movements demonstrate that looking patterns vary widely according to task (Foulsham et al., 2011; Franchak & Adolph, 2010; Franchak et al., 2018; Hayhoe et al., 2003; Land, 2006; Land & Hayhoe, 2001; Land et al., 1999; Pelz et al., 2001). In the current study, we found that infants biased their view towards toys over faces, but we expect this pattern is due to the demands of the task, in which toys were novel and caregivers were encouraged to use the toys to play with infants. Additionally, more work is needed to understand what specific aspects of faces and toys led to the observed results in this task. Faces are social, are looked at infrequently, are not easily manipulated with the hands, and were located at the top of infants' view; the current study only tested a familiar caregiver's face. In contrast, toys are not inherently social, are looked at frequently, are prime targets for manual action, and were located at the bottom of infants' view; the current study only tested novel toys. Varying targets across these dimensions will reveal

which aspects are most strongly related to a biased viewpoint. Based on growing evidence suggesting that older infants' and toddlers' visual attention is directed in a top-down way to reflect their tasks and goals (Kadooka & Franchak, 2020; Kwon et al., 2016; Tummeltshammer & Amso, 2018), we suspect that the current results are not fundamentally about toys versus faces, but about how infants' head alignment reflects infants' visual attention to different targets. In a task that might prioritize face looking (such as with an unfamiliar adult, or in a situation where faces are motorically easier to view), infants may increase the amount of time they look at faces and also keep faces more centered in view. To put it differently, we believe the current results reflect infants' self-selected prioritization of what and where to attend.

In conclusion, the current study adds to the growing body of work that emphasizes embodied effects on infants' visual experiences (Bambach et al., 2013; Bambach et al., 2016; Fang et al., 2015; Fogel et al., 1999; Franchak et al., 2018; Franchak et al., 2011; Kretch et al., 2014; Schillingman et al., 2015; Yu & Smith, 2013) by showing how head alignment within a posture shape what infants see. The development of a biased viewpoint suggests that infants are learning how to use motor abilities to make visual exploration more efficient, which may contribute to burgeoning attentional skills (Colombo, 2001; Ruff & Capozzoli, 2003). Furthermore, changes in how the motor system shapes visual exploration will differentially filter inputs for learning experienced in daily life, with the possibility of cascading effects on other aspects of development (Franchak, 2020a; Oakes, 2017). A more complete picture of the development of eye, head, and body movements that support visual selection and how those movements are coordinated between and within different postures is needed to understand infants' visual experiences in everyday life.

References

- Arnold, A. J., Liddy, J. J., Harris, R. C., & Claxton, L. J. (2020). Task - specific adaptations of postural sway in sitting infants. *Developmental Psychobiology*, *62*, 99-106.
- Babinsky, E., Braddick, O., & Atkinson, J. (2012). Infants and adults reaching in the dark. *Experimental Brain Research*, *217*, 237-249.
- Bambach, S., Crandall, D. J., & Yu, C. (2013). Understanding embodied visual attention in child-parent interaction. *Proceedings of the IEEE Conference on Development and Learning*.
- Bambach, S., Franchak, J. M., Crandall, D. J., & Yu, C. (2014). Detecting hands in children's egocentric views to understand embodied attention during social interaction. *Proceedings of the 36th annual meeting of the Cognitive Science Society*.
- Bambach, S., Smith, L. B., Crandall, D. J., & Yu, C. (2016). Objects in the center: How the infant's body constrains infant scenes. IEEE 6th Joint International Conference on Development and Learning and Epigenetic Robotics,
- Bates, D., Maschler, M., Bolker, B., & Walker, S. (2015). Fitting linear mixed-effect models using lme4. *Journal of Statistical Software*, *67*, 1-48.
- Bertenthal, B. I., & von Hofsten, C. (1998). Eye, head and trunk control: The foundation for manual development. *Neuroscience and Biobehavioral Review*, *22*, 515-520.
[https://doi.org/10.1016/S0149-7634\(97\)00038-9](https://doi.org/10.1016/S0149-7634(97)00038-9)
- Biguer, B., Prablanc, C., & Jeannerod, M. (1984). The contribution of coordinated eye and head movements in hand pointing accuracy. *Experimental Brain Research*, *55*, 462-469.
- Borjon, J. I., Abney, D. H., Yu, C., & Smith, L. B. (2021). Head and eyes: Looking behavior in 12- to 24-month-old infants. *Journal of Vision*, *21*(8), 18.

- Carrico, R. L., & Berthier, N. E. (2008). Vision and precision reaching in 15-month-old infants. *Infant Behavior and Development, 31*, 62-70.
- Clifton, R. K., Rochat, P., Robin, D. J., & Berthier, N. E. (1994). Multimodal perception in the control of infant reaching. *Journal of Experimental Psychology: Human Perception and Performance, 20*, 876-886.
- Colombo, J. (2001). The development of visual attention in infancy. *Annual Review of Psychology, 52*, 337-367.
- Daniel, B. M., & Lee, D. N. (1990). Development of looking with head and eyes. *Journal of Experimental Child Psychology, 50*, 200-216.
- de Barbaro, K., Johnson, C. M., Forster, D., & Deak, G. O. (2015). Sensorimotor decoupling contributes to triadic attention: A longitudinal investigation of mother-infant-object interactions. *Child Development, 87*, 494-512. <https://doi.org/10.1111/cdev.12464>
- Deak, G. O., Krasno, A. M., Triesch, J., Lewis, J., & Sepeta, L. (2014). Watch the hands: Infants can learn to follow gaze by seeing adults manipulate objects. *Developmental Science, 17*, 270-281. <https://doi.org/10.1111/desc.12122>
- Dunham, D. N. (1997). Cognitive difficulty of a peripherally presented visual task affects head movements during gaze displacement. *International Journal of Psychophysiology, 27*, 171-182.
- Einhauser, W., Schumann, F., Bardins, S., Bartl, K., Boning, G., Schneider, E., & König, P. (2007). Human eye-head co-ordination in natural exploration. *Network: Computation in neural systems, 18*, 267-297.
- Fang, Y., Nakashima, R., Matsumiya, K., Kuriki, I., & Shiori, S. (2015). Eye-head coordination for visual cognitive processing. *PLoS ONE, 10*, e0121035.

- Fogel, A., Messinger, D. S., Dickson, K. L., & Hsu, H. (1999). Posture and gaze in early mother-infant communication: synchronization of developmental trajectories. *Developmental Science*, 2, 325-332.
- Foulsham, T., Walker, E., & Kingstone, A. (2011). The where, what, and when of gaze allocation in the lab and the natural environment. *Vision Research*, 51, 1920-1931.
- Franchak, J. M. (2019). Changing opportunities for learning in everyday life: Infant body position over the first year. *Infancy*, 24, 187-209.
- Franchak, J. M. (2020a). The ecology of infants' perceptual-motor exploration. *Current Opinion in Psychology*, 32, 110-114.
- Franchak, J. M. (2020b). Looking with the eyes and head. In J. Wagman & J. Blau (Eds.), *Perception as information detection: Reflections on Gibson's ecological approach to visual perception* (pp. 205-221). Routledge.
- Franchak, J. M., & Adolph, K. E. (2010). Visually guided navigation: Head-mounted eye-tracking of natural locomotion in children and adults. *Vision Research*, 50, 2766-2774. <https://doi.org/10.1016/j.visres.2010.09.024>
- Franchak, J. M., Kadooka, K., & Fausey, C. M. (2024). Longitudinal relations between independent walking, body position, and object experiences in home life. *Developmental Psychology*. <https://doi.org/https://psycnet.apa.org/doi/10.1037/dev0001678>
- Franchak, J. M., Kretch, K. S., & Adolph, K. E. (2018). See and be seen: Infant-caregiver social looking during locomotor free play. *Developmental Science*, 21, e12626.
- Franchak, J. M., Kretch, K. S., Soska, K. C., & Adolph, K. E. (2011). Head-mounted eye tracking: A new method to describe infant looking. *Child Development*, 82, 1738-1750.

- Franchak, J. M., McGee, B., & Blanch, G. (2021). Adapting the coordination of eyes and head to differences in task and environment during fully-mobile visual exploration. *PLoS ONE*, *16*(8), e0256463.
- Franchak, J. M., & Yu, C. (2015). Visual-motor coordination in natural reaching of young children and adults. *Proceedings of the 37th annual meeting of the Cognitive Science Society*.
- Franchak, J. M., & Yu, C. (2022). Beyond screen time: Using head-mounted eye tracking to study natural behavior. *Advances in Child Development and Behavior*, *62*, 61-91.
- Frank, M. C., Simmons, K., Yurovsky, D., & Pusiol, G. (2013). Developmental and postural changes in children's visual access to faces. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Meeting of the Cognitive Science Society* (pp. 454-459). Cognitive Science Society.
- Gibson, J. J. (1979). *The ecological approach to visual perception*. Houghton Mifflin.
- Hayhoe, M. M., Shrivastava, A., Mruczek, R. E. B., & Pelz, J. B. (2003). Visual memory and motor planning in a natural task. *Journal of vision*, *3*, 49-63.
http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=pubmed&cmd=Retrieve&dopt=AbstractPlus&list_uids=12678625
- Kadooka, K., & Franchak, J. M. (2020). Developmental changes in infants' and children's attention to faces and salient regions vary across and within video stimuli. *Developmental Psychology*, *56*(11), 2065-2079.
- Kretch, K. S., & Adolph, K. E. (2015). Active vision in passive locomotion: Real-world free viewing in infants and adults. *Developmental Science*, *18*, 736-750.

- Kretch, K. S., Franchak, J. M., & Adolph, K. E. (2014). Crawling and walking infants see the world differently. *Child Development*. <https://doi.org/10.1111/cdev.12206>
- Kuznetsova, A., Brockhoff, P. B., & Christensen, R. H. B. (2017). lmerTest package: Tests in linear mixed effects models *Journal of Statistical Software*, *49*, 1494-1502.
- Kwon, M.-K., Setoodehnia, M., Baek, J., Luck, S. J., & Oakes, L. M. (2016). The development of visual search in infancy: Attention to faces versus salience. *Developmental Psychology*, *52*(4), 537-555.
- Land, M. F. (2004). The coordination of rotations of the eyes, head and trunk in saccadic turns produced in natural situations. *Experimental Brain Research*, *159*, 151-160.
<https://doi.org/10.1007/s00221-004-1951-9>
- Land, M. F. (2006). Eye movements and the control of actions in everyday life. *Progress in Retinal and Eye Research*, *25*, 296-324.
- Land, M. F., & Hayhoe, M. M. (2001). In what ways do eye movements contribute to everyday activities? *Vision Research*, *41*, 3559-3565. [https://doi.org/10.1016/S0042-6989\(01\)00102-X](https://doi.org/10.1016/S0042-6989(01)00102-X)
- Land, M. F., Mennie, N., & Rusted, J. (1999). The roles of vision and eye movements in the control of activities of daily living. *Perception*, *28*, 1311-1328.
http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=pubmed&cmd=Retrieve&dopt=AbstractPlus&list_uids=683486451106004884related:ID_3Vk47fAkJ
- Luo, C., & Franchak, J. M. (2020). Head and body structure infants' visual experiences during mobile, naturalistic play. *PLoS ONE*, *15*(11), e0242009.

- Nakagawa, A., & Sukigara, M. (2013). Variable coordination of eye and head movements during the early development of attention: A longitudinal study of infants aged 12-36 months. *Infant Behavior and Development, 36*, 517-525.
- Nakashima, R., & Shiori, S. (2014). Why do we move our head to look at an object in our peripheral region? Lateral viewing interferes with attentive search. *PLoS ONE, 9*, e92284.
- Oakes, L. M. (2017). Plasticity may change inputs as well as processes, structures, and responses. *Cognitive Development, 42*, 4-14.
- Oakes, L. M., & Amso, D. (2018). Development of visual attention. In J. T. Wixted (Ed.), *The Stevens' handbook of experimental psychology and cognitive neuroscience* (4th ed., Vol. 4, pp. 3-36). John Wiley and Sons.
- Pelz, J. B., Hayhoe, M. M., & Loeber, R. (2001). The coordination of eye, head, and hand movements in a natural task. *Experimental Brain Research, 139*(3), 266-277.
<https://doi.org/10.1007/s002210100745>
- Pham, H. M., Leung, E. J., King, J. M., O'Brien, K. M., Ryu, J. H., & Claxton, L. J. (2024). Controlling posture to see the world: The integration of visual task demands and postural sway in sitting and standing infants. *Journal of Experimental Child Psychology, 238*, 105804.
- Regal, D. M., Ashmead, D. H., & Salapatek, P. (1983). The coordination of eye and head movements during early infancy: A selective review. *Behavioral Brain Research, 10*(1), 125-132.

- Ruff, H. A., & Capozzoli, M. C. (2003). Development of attention and distractibility in the first 4 years of life. *Developmental Psychology, 39*, 877-890. <https://doi.org/10.1037/0012-1649.39.5.877>
- Ruff, H. A., & Lawson, K. R. (1990). Development of sustained, focused attention in young children during free play. *Developmental Psychology, 26*, 85-93.
- Ruff, H. A., Lawson, K. R., Parrinello, R., & Weissberg, R. (1990). Long-term stability of individual differences in sustained attention in the early years. *Child Development, 61*, 60-75.
- Schillingman, L., Burling, J. M., Yoshida, H., & Nagai, Y. (2015). Gaze is not enough: Computational analysis of infant's head movement measures the developing response to social interaction. Proceedings of the 37th annual meeting of the Cognitive Science Society,
- Smeets, J. B. J., Hayhoe, M. M., & Ballard, D. H. (1996). Goal-directed arm movements change eye-head coordination. *Experimental Brain Research, 109*, 434-440.
- Solman, G. J. F., Foulsham, T., & Kingstone, A. (2017). Eye and head movements are complementary in visual selection. *Royal Society Open Science, 4*, 160569.
- Stahl, J. S. (2001). Eye-head coordination and the variation of eye-movement accuracy with orbital eccentricity. *Experimental Brain Research, 136*, 200-210.
- Suanda, S., Smith, L. B., & Yu, C. (2017). The multisensory nature of verbal discourse in parent-toddler interactions. *Developmental Neuropsychology, 41*, 324-341.
- Suarez-Rivera, C., Smith, L. B., & Yu, C. (2019). Multimodal parent behaviors within joint attention support sustained attention in infants. *Developmental Psychology, 55*, 96-109. <https://doi.org/10.1037/dev0000628>

- Thaler, L., & Todd, J. T. (2009). The use of head/eye-centered, hand-centered and allocentric representations for visually guided hand movements and perceptual judgments. *Neuropsychologia*, *47*, 1227-1244.
- Tummeltshammer, K., & Amso, D. (2018). Top-down contextual knowledge guides visual attention in infancy. *Developmental Science*, *21*(4), e12599.
- von Laßberg, C., Beykirch, K. A., Mohler, B. J., & Bultoff, H. H. (2014). Intersegmental eye-head-body interactions during complex whole body movements. *PLoS ONE*, *9*(4), e95450.
- Yu, C., & Smith, L. B. (2012). Embodied attention and word learning by toddlers. *Cognition*, *125*, 244-262. <https://doi.org/10.1016/j.cognition.2012.06.016>
- Yu, C., & Smith, L. B. (2013). Joint attention without gaze following: Human infants and their parents coordinate visual attention to objects through eye-hand coordination. *PLoS ONE*, *8*, e79659. <https://doi.org/10.1371/journal.pone.0079659>
- Yu, C., & Smith, L. B. (2017a). Hand-eye coordination predicts joint attention. *Child Development*, *88*, 2060-2078.
- Yu, C., & Smith, L. B. (2017b). Multiple sensory-motor pathways lead to coordinated visual attention. *Cognitive Science*, *41*, 5-31. <https://doi.org/10.1111/cogs.12366>
- Yu, C., Smith, L. B., Shen, H., Pereira, A. F., & Smith, T. G. (2009). Active information selection: Visual attention through the hands. *IEEE Transactions on Autonomous Mental Development*,

Table 1. Linear mixed-effect results for a model predicting centering (in pixels, with smaller values indicating better centering) based on age (in months), mean-centered target (face, toy), and their interaction. The maximal model to converge was $Centering \sim Age \times Target + (1 + Age + Target | Participant)$. Data for this analysis were face and toy locations only at moments when they were looked at.

Parameter	Fixed Effects				Random Effects
	Coefficient	<i>SE</i>	<i>t</i>	<i>p</i>	<i>SD</i>
(Intercept)	143.53	5.16	27.84	< .001	30.33
Age	-4.50	5.49	-0.82	0.412	32.35
Target	-45.43	7.25	-6.27	< .001	45.58
Age \times Target	-20.72	0.46	-45.14	< .001	

Table 2. Linear mixed-effect results for a model predicting centering (in pixels, with smaller values indicating better centering) based on age (in months), mean-centered target (face, toy), looking duration, and all fixed effect term interactions. The maximal model to converge was *Centering ~ Age × Target × Look Duration + (1 + Age + Target + Look Duration | Participant)*.

Parameter	Fixed Effects				Random Effects
	Coefficient	<i>SE</i>	<i>t</i>	<i>p</i>	<i>SD</i>
(Intercept)	144.50	5.22	27.71	< . 001	30.66
Age	-4.39	5.60	-0.78	0.433	33.02
Target	-44.83	7.00	-6.41	< . 001	43.97
Look Duration	-7.09	2.26	-3.14	0.002	14.13
Age × Target	-16.22	0.49	-32.98	< . 001	
Age × Look Duration	2.73	0.22	12.29	< . 001	
Target × Look Duration	-3.06	0.44	-6.93	< . 001	
Age × Target × Look Duration	-4.99	0.40	-12.58	< . 001	

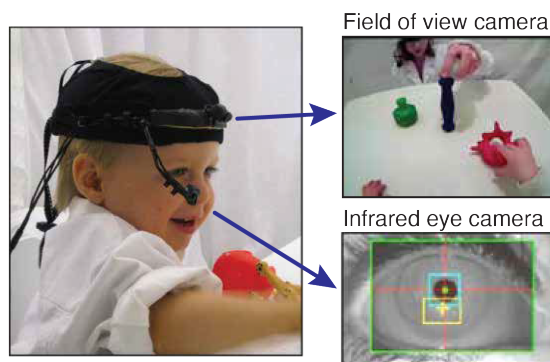
Table 3. Linear mixed-effect results for a model predicting centering of toys (in pixels, with smaller values indicating better centering) based on age (in months), mean-centered toy holding (not holding, holding), and their interaction. The maximal model to converge was $Centering \sim Age \times Holding + (1 + Age + Holding | Participant)$.

Parameter	Fixed Effects				Random Effects
	Coefficient	<i>SE</i>	<i>t</i>	<i>p</i>	<i>SD</i>
(Intercept)	199.45	4.73	42.17	< . 001	27.88
Age	-6.21	4.71	-1.32	0.187	27.96
Holding	10.73	4.53	2.37	0.018	28.61
Age \times Holding	-0.11	0.31	-0.35	0.725	

Table 4. Linear mixed-effect results for a model predicting centering (in pixels, with smaller values indicating better centering) based on age (in months), mean-centered target (face, toy), and their interaction during non-looking episodes. The maximal model to converge was $Centering \sim Age \times Target + (1 + Age + Target | Participant)$. Data for this analysis were face and toy locations only at moments they were **not** looked at.

Parameter	Fixed Effects				Random Effects
	Coefficient	<i>SE</i>	<i>t</i>	<i>p</i>	<i>SD</i>
(Intercept)	218.07	5.59	38.99	< .001	32.89
Age	-2.52	5.04	-0.50	0.618	29.64
Target	-21.04	5.58	-3.77	< .001	35.26
Age × Target	-14.71	0.27	-55.19	< .001	

A. Head-mounted eye tracker



B. Toy, face, and gaze locations

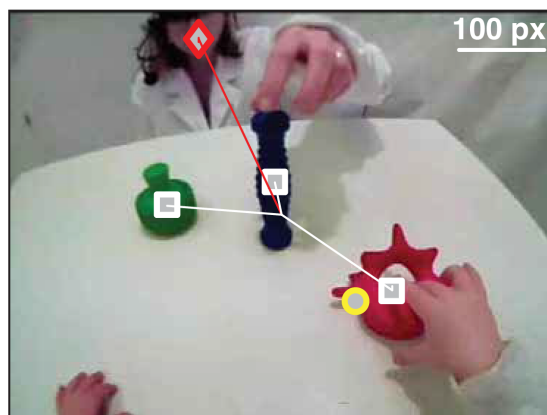


Figure 1. (A) Infants wore a head-mounted eye tracker that simultaneously recorded video of infants' eyes and field of view (FOV). (B) Toy, face, and gaze locations were determined within the FOV video for each frame. Toys (white squares) were detected automatically and the caregiver's face (red diamond) was manually coded. Eye tracking calibration determined the gaze location (yellow circle) within the FOV. Centering for each target was calculated as the distance of the target to the center of the FOV (length of the solid red and white lines). Smaller distance to center indicates better centering of gaze targets in the head-centered field of view. In this example, the blue toy was the best-centered visual target (shortest line).

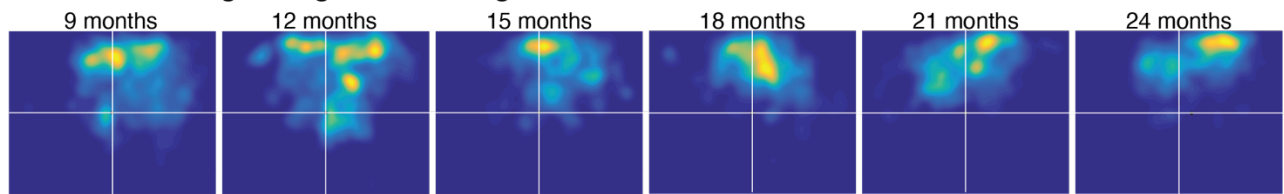
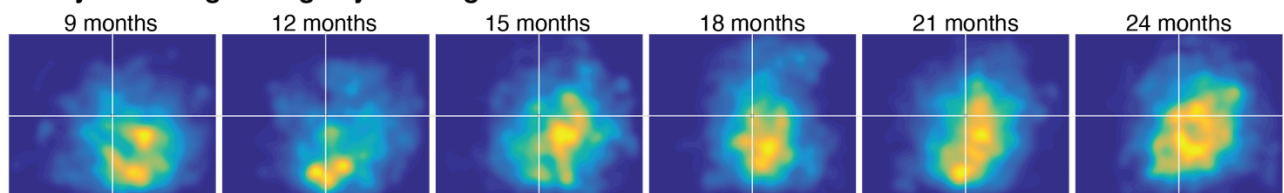
A. Face Centering During Face Looking**B. Toy Centering During Toy Looking**

Figure 2. Heatmaps showing density of face and toy locations in the FOV aggregated across infants in each age group at moments of face looking and toy looking, respectively. Toy locations are aggregated across the three toys. White lines indicate the horizontal and vertical centers of the FOV. With age, faces became increasingly less centered at moments of face looking, whereas toys became increasingly well-centered during toy looking.

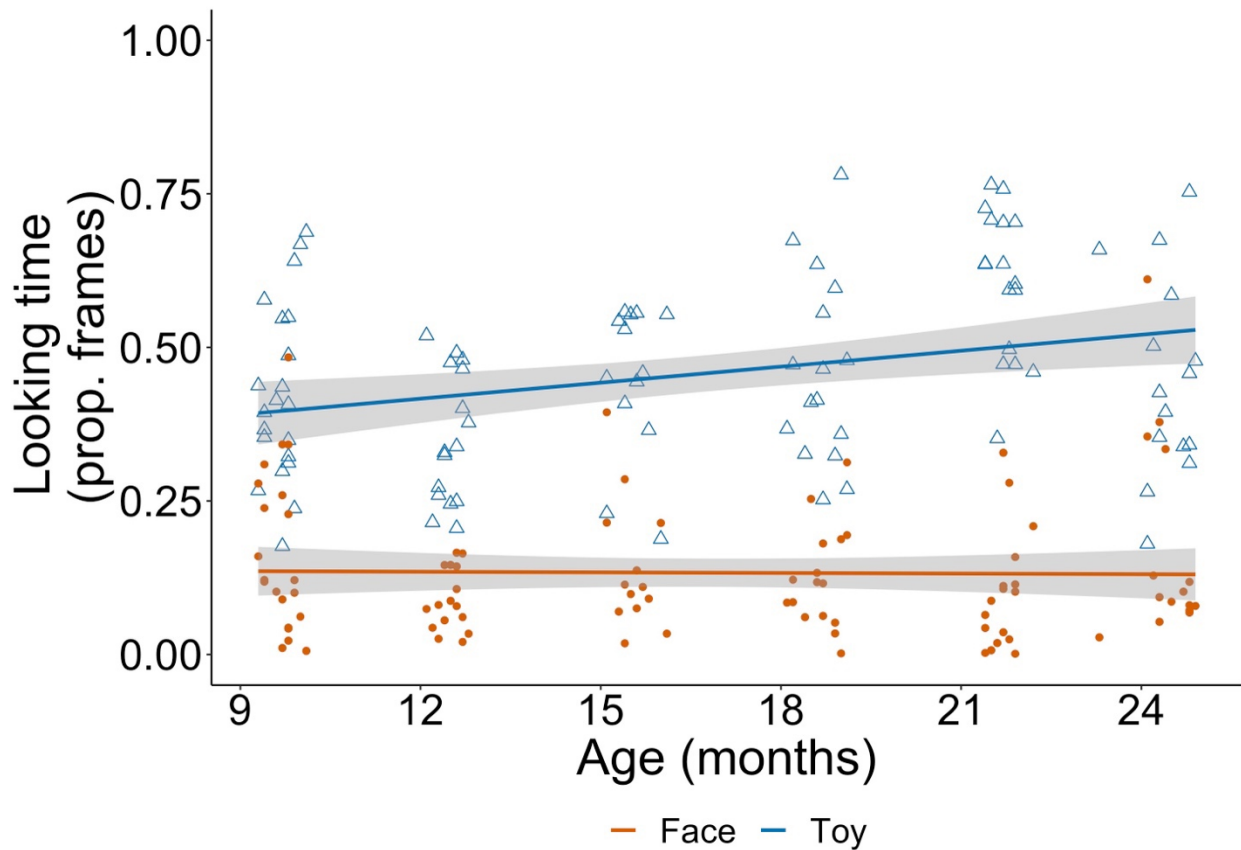


Figure 3. Changes in total looking time (proportion of total video frames) towards caregivers' faces (orange circles) and toys (blue triangles) according to infants' age (x-axis). Toy looking represents the accumulated looking aggregated across all three toys. Each symbol represents one infant's mean face/toy looking during their monthly session. Lines with +/- 1 SE are smoothed conditional means.

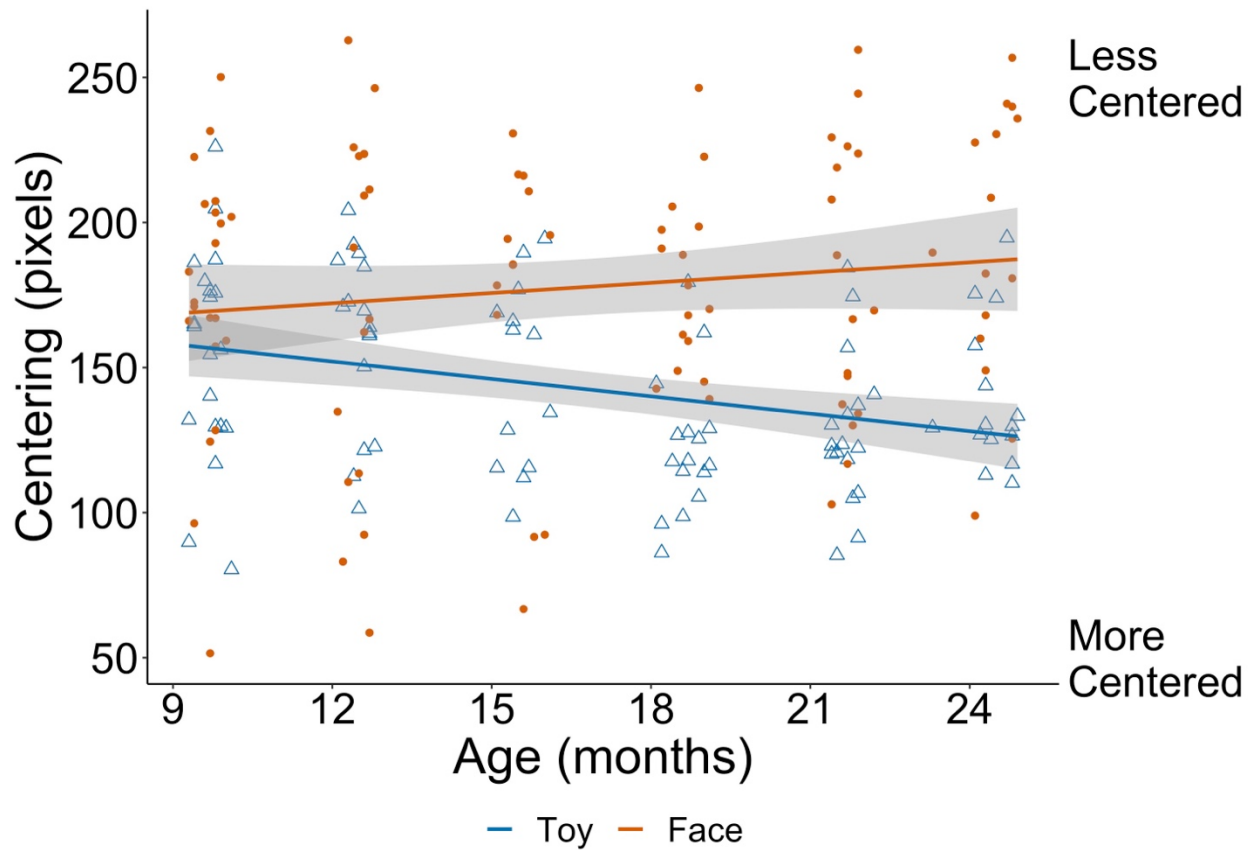


Figure 4. Changes in centering (in pixels) of caregivers' faces (orange circles) versus toys (blue triangles) according to infants' age (x-axis). Smaller y-axis values indicating better centering with targets closer to the middle of head-centered field of view. Each symbol represents one infant's mean face/toy centering during their monthly session. Lines with ± 1 SE are smoothed conditional means.

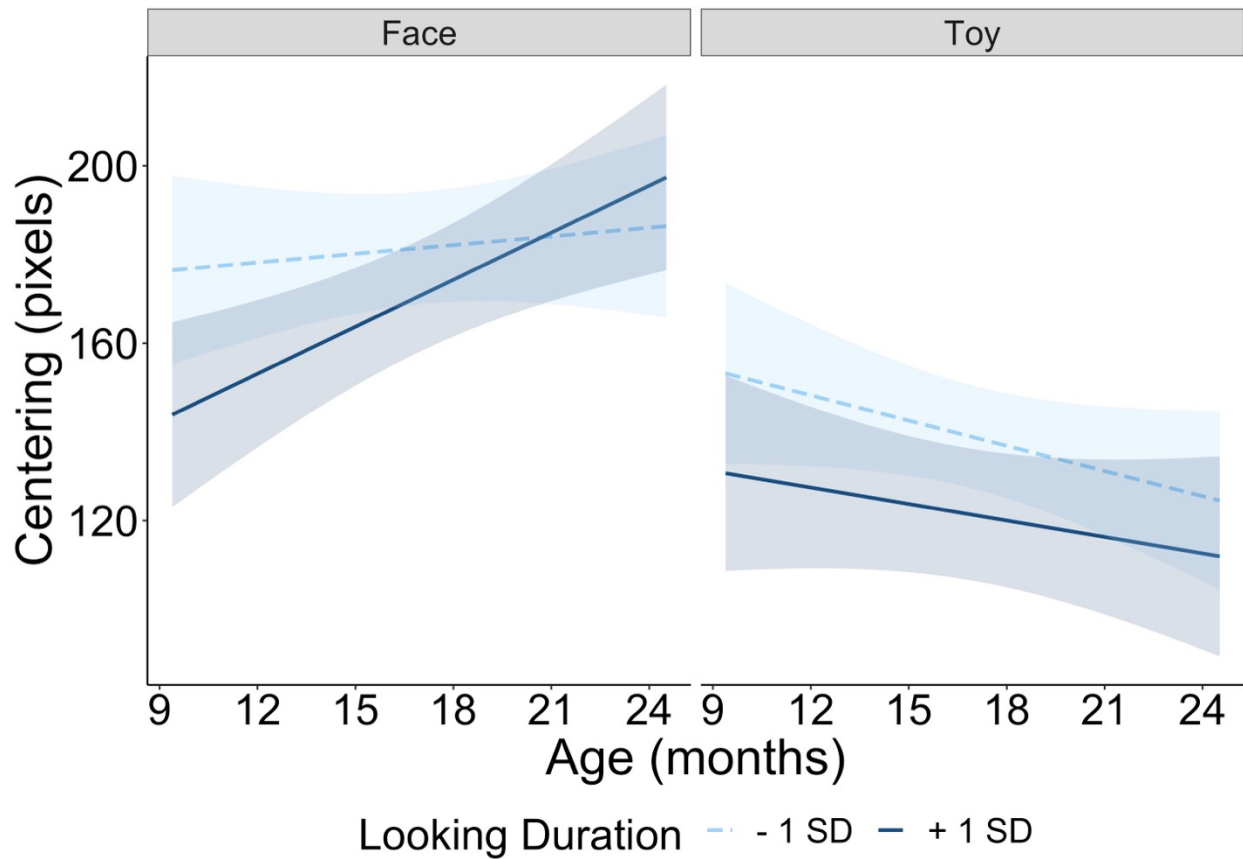


Figure 5. Model interaction plot illustrating the three-way interaction between infants' age (x-axis), target type (face versus toy in separate panels), and looking duration on centering. Dark blue lines indicate longer looks (+1 *SD*) whereas light blue lines indicate shorter looks (-1 *SD*). Shaded bands indicate 1 SE around the mean.