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# Cognitive diversity in context: US-China developmental trajectories on 4 tasks in 3-12yos

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## Abstract

Early abstract reasoning follows qualitatively different developmental trajectories in the US and China (Carstensen et al., 2019), but the causal mechanisms for these differences are unknown. Existing accounts implicate several potential factors that differ between the US and China, including language (Hoyos et al., 2016), executive function (Richland et al., 2010), visual attention (Christie et al., 2020), and social reasoning (Jurkat et al., 2022). While there is extensive work documenting both language and executive function in US and Chinese children, much less is known about the development of cross-cultural differences in visual attention and social reasoning. We document abstract reasoning about relations (Ambiguous cRMTS, Carstensen et al., 2019) alongside the potential moderating factors of visual attention (Free Description; Imada et al., 2013), and social reasoning (Causal Attribution, Seiver et al., 2013; Uniqueness Preference, Kim & Markus, 1999) in a cross-sectional sample of 240 3-12-year-olds, and observe both similarities and differences.