

Interpersonal Synergies in Social Interactions: From Parent-Child Play to Dance Improvisation

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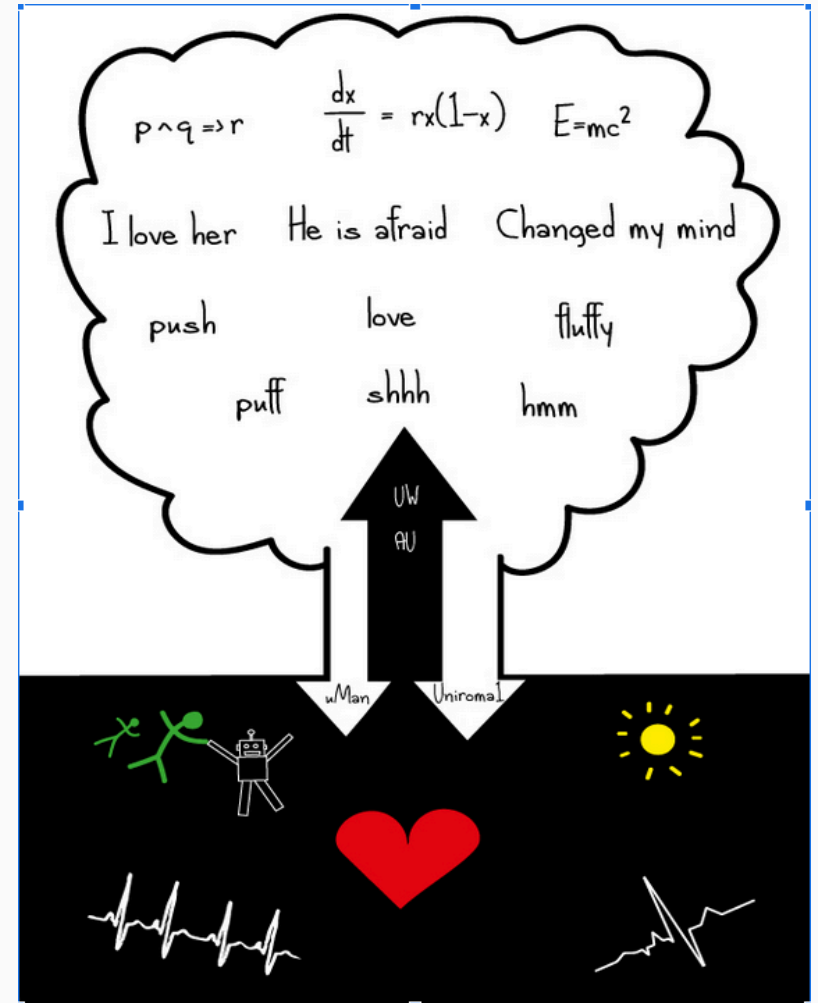


UNIwersytet
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An interdisciplinary research group (cognitive science, psychology, philosophy) led by prof. Joanna Rączaszek-Leonardi.

“HILL gathers people interested in the importance of interactivity for human cognition. We study **physical, situated, embodied and value-laden interactions** seeking in them both sources and motivations for cognitive processes and structures.”

Central question: relation between **form** and **dynamics**.



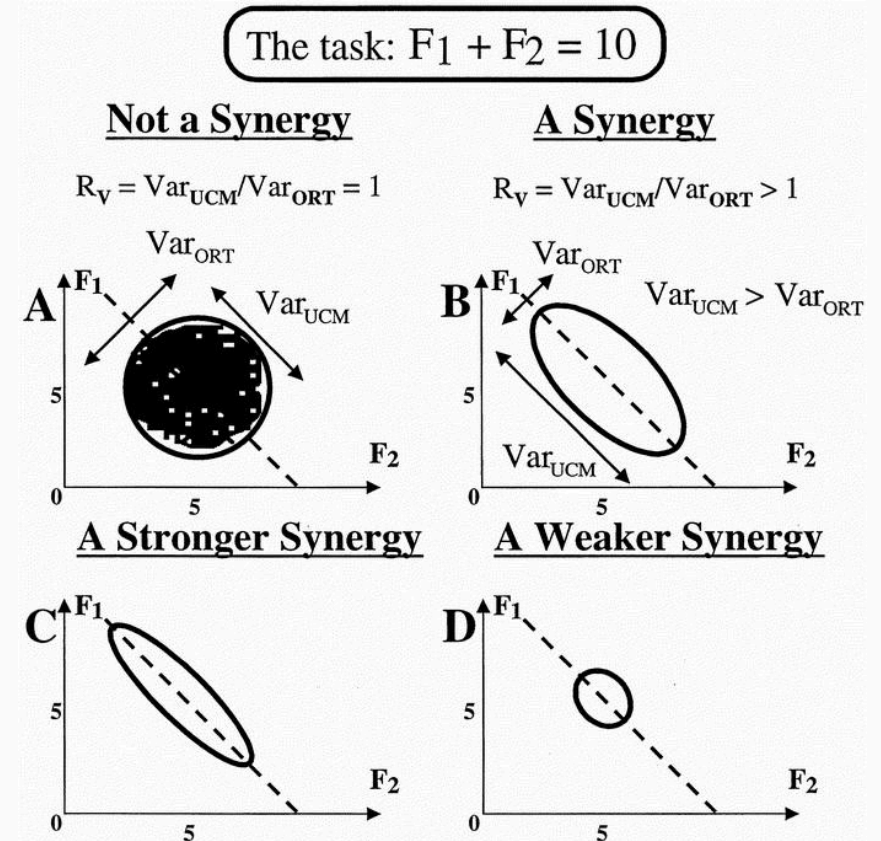
Interpersonal synergies I

Interpersonal synergies are higher-order control systems formed by coupling movement system degrees of freedom of two (or more) actors.

— Riley, Richardson, Shockley, Ramenzoni (2011). Interpersonal synergies

A synergy is characterized by:

- dimensionality compression (functional reduction of degrees of freedom),
- reciprocal compensation (components react to each other).



Latash, Scholz & Schöner (2002). Motor Control Strategies Revealed in the Structure of Motor Variability.

Interpersonal synergies II

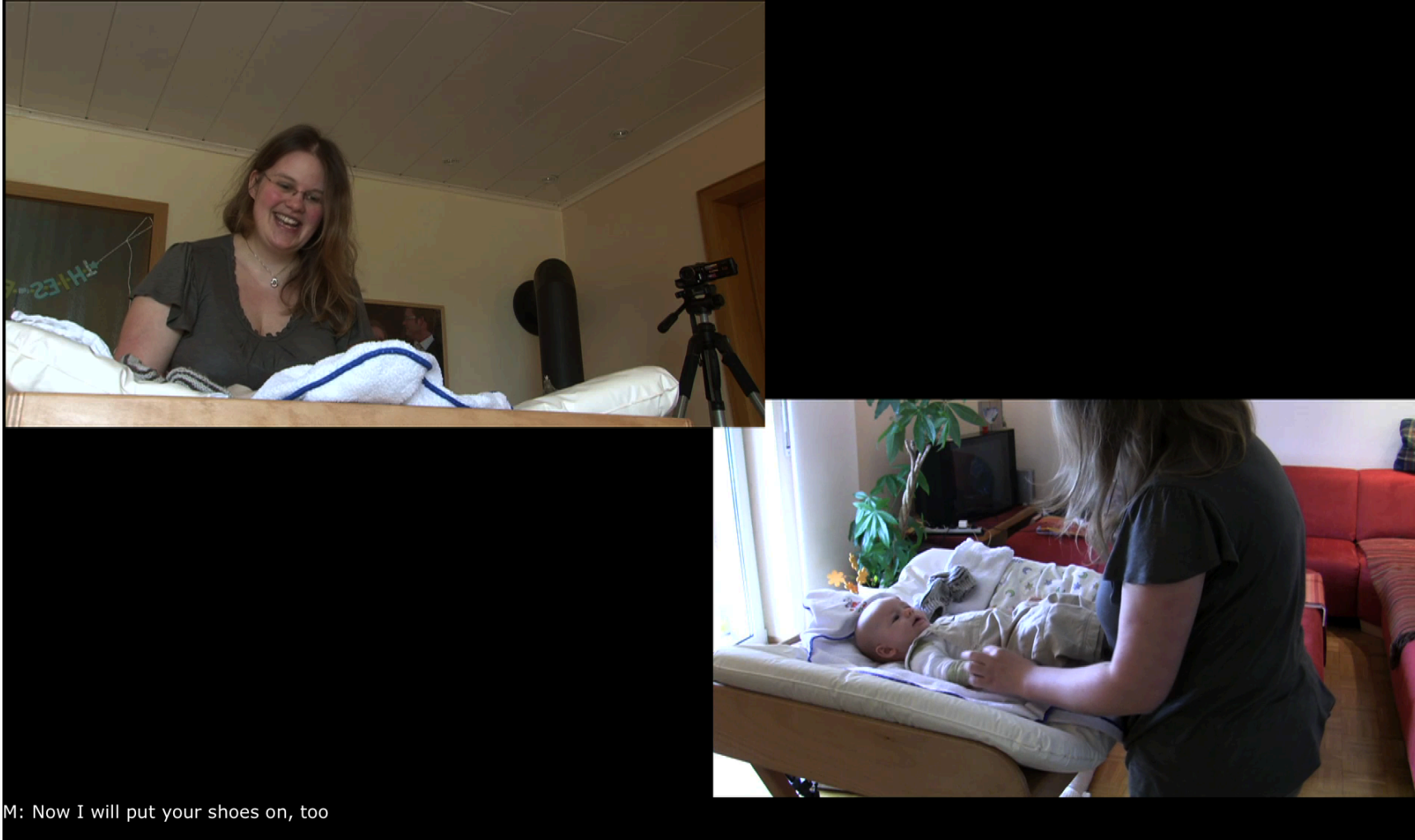
Interpersonal synergies are ubiquitous in social interactions!



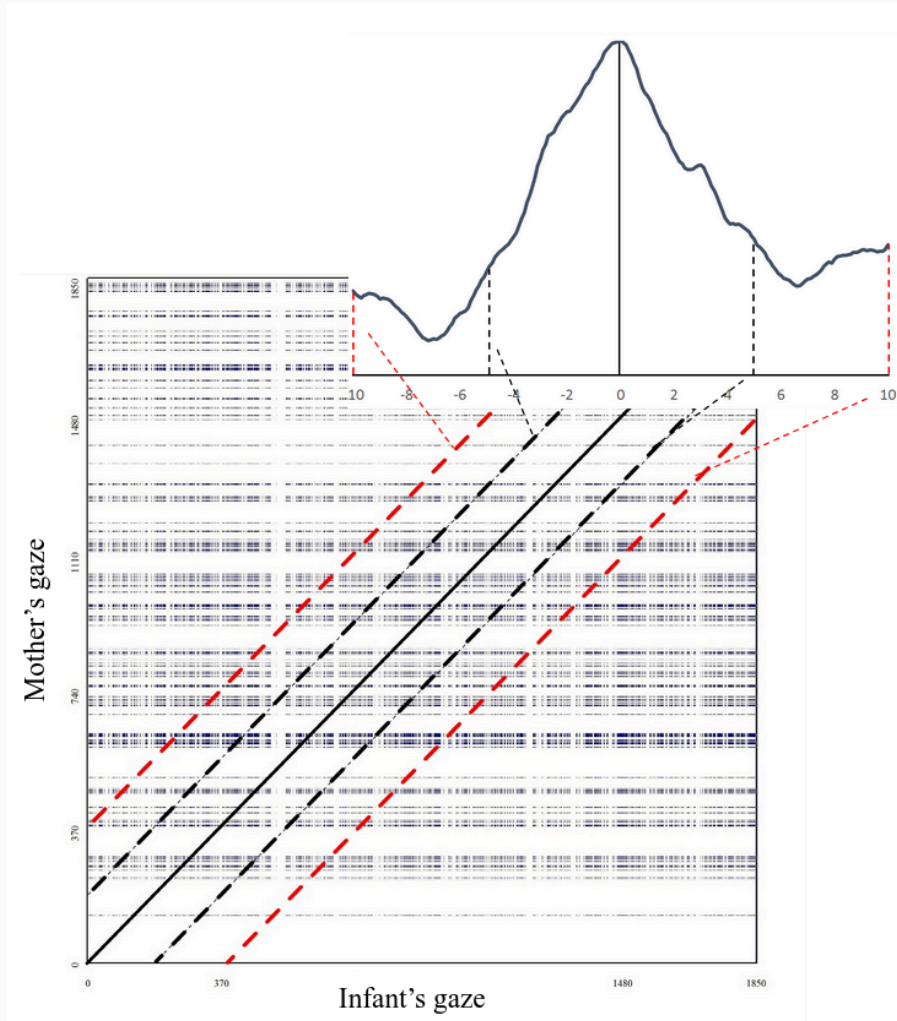
Assumptions:

1. Movement coordination in social interactions arises from interpersonal synergies.
2. Synergistic description naturally extends to verbal exchanges.
3. Interpersonal synergies form the scaffolding for social development.

Study 1: Learning to move and talk in interaction



Study 1: Quantifying time-lagged coordination



- Videos manually coded for gaze and vocalization.
- Cross-recurrence plot: recurrent point marked if at time t_1 mother performs the same behavior as child at time t_2 (for all pairs of t_1, t_2).
- Diagonal profile: average number of recurrent points corresponding to specific time lag.

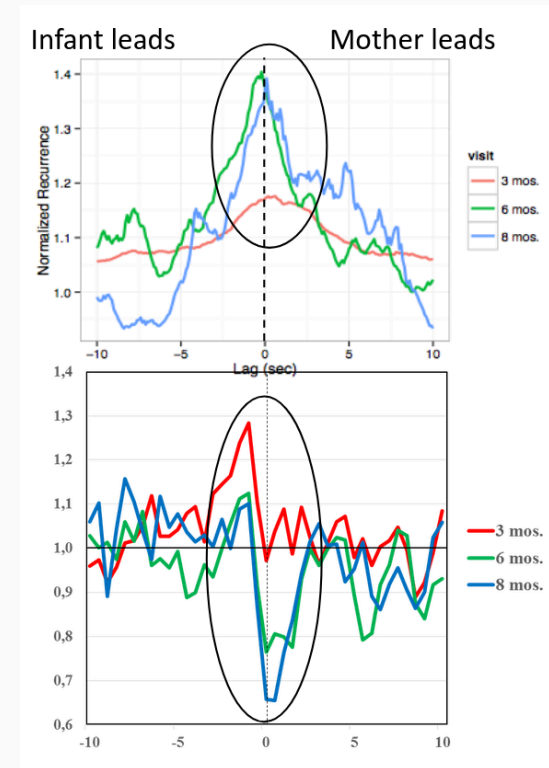
Study 1: Recognizing the timings and rhythms

Emergent dynamics of mother-infant dyad: **mutual constraining**.

Coupling of gaze (synchrony)

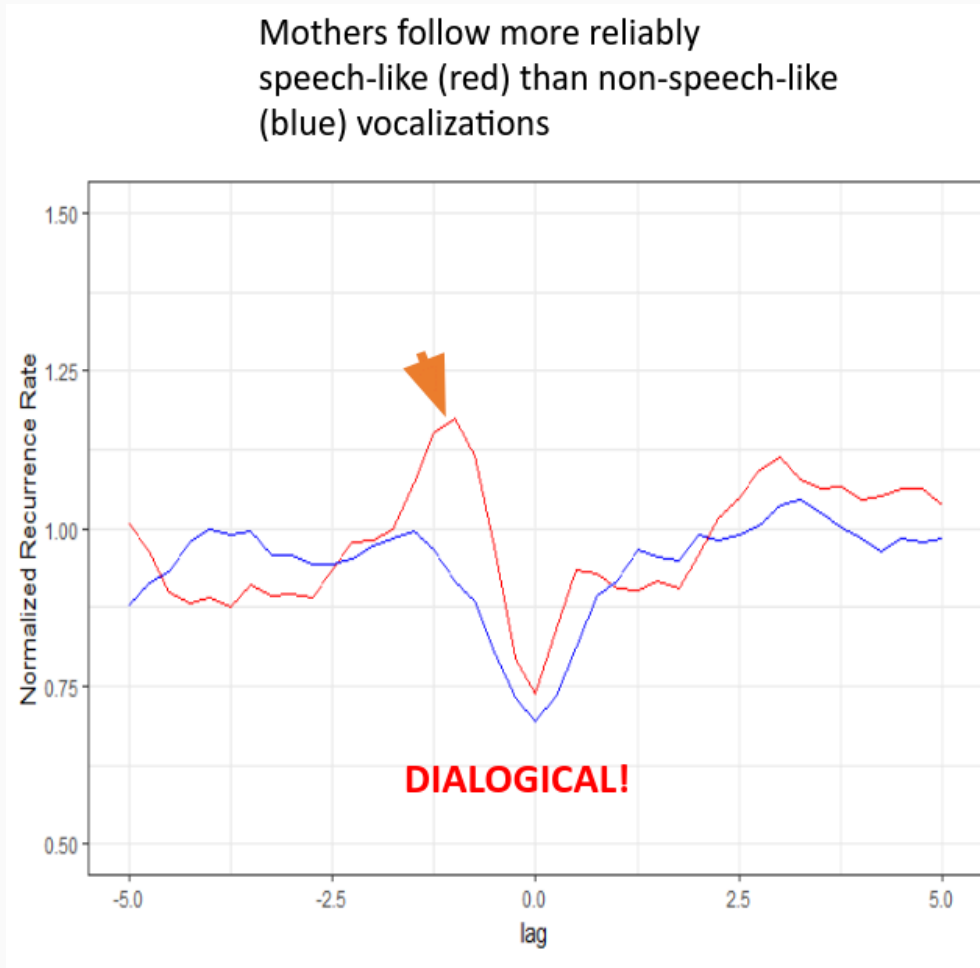
Complementarity of vocalizations (turn-taking)

3 months → 8 months



Nomikou, I., Leonardi G., Rohlfing K., Rączaszek-Leonardi, J. (2016). Constructing interaction: the development of gaze dynamics.
Leonardi, G; Nomikou, I., Rohlfing K., Rączaszek-Leonardi, J. (2016) Vocal Interactions at the Dawn of Communication.

Study 1: Language in coordinative dynamics



The Symbol Ungrounding problem
(Rączaszek-Leonardi & Deacon, 2018): How
arbitrary sounds become meaningful forms?

Differentiation/segregation of the vocal layer
(**Timing!** Warlaumont, 2014).

Rączaszek-Leonardi, J. (2016). How does a word become a message? An
illustration on a developmental time-scale.

Rączaszek-Leonardi, J., Nomikou, I., Rohlfing, K. J. & Deacon, T. W. (2018).
Language Development From an Ecological Perspective: Ecologically Valid
Ways to Abstract Symbols.

Study 2: Development of social skills in interaction



Assessing typical parent-child interaction patterns in joint action
→ a potential scaffolding for social development.

Study 2: Movement coordination and theory of mind tasks

Sample: 211 children, 5.5 years old.

ToM score: based on 5 false-beliefs tasks.

Parent and child movement estimated from video using frame-difference method. Coordination quantified using cRQA.

Children with high ToM:

- maintain **lower level of coordination**
- ...but follow their parents **more reliably!**

Interpersonal synergies have to be functional, but not rigid.

Białek, A., Zubek, J., Jackiewicz-Kawka, M., Adamik, K., & Białecka-Pikul, M. (2022). Coordinating movements and beliefs: Different facets of doing things together.

	β	p	
Child's gender	.213	.022	
P_instruction	.120	.295	
P_presence	.063	.608	
Executive functions			
EF_flexibility	.176	.092	
EF_hot	-.162	.201	
EF_memory	.263	.012	↑
EF_inhibition	-.072	.614	
Movement coordination			
RR	-.442	.009	↓
RR_asymmetry	-.232	.047	↓
RR_max_delay	.209	.032	↑
ENTR_child	.603	.018	↑
LAM_child	-.369	.020	↓
ENTR_parent	-.431	.057	
LAM_parent	.289	.051	

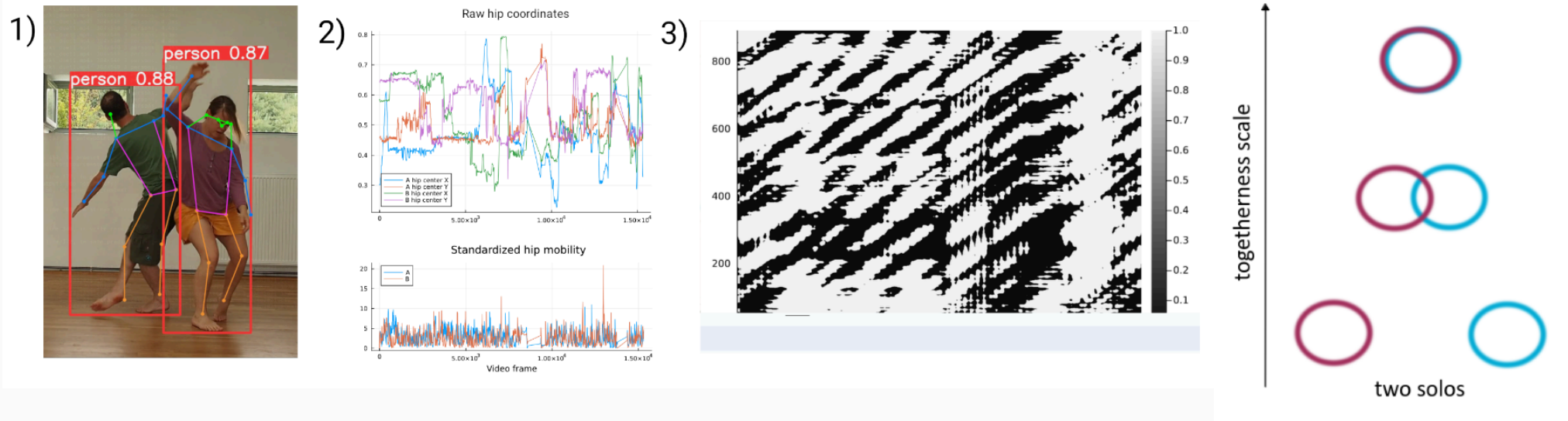
Linear model predicting ToM score ($R^2 = .447$).

Study 3: Movement coordination and togetherness in dance

Does movement coordination reflect changes in an ongoing interaction?

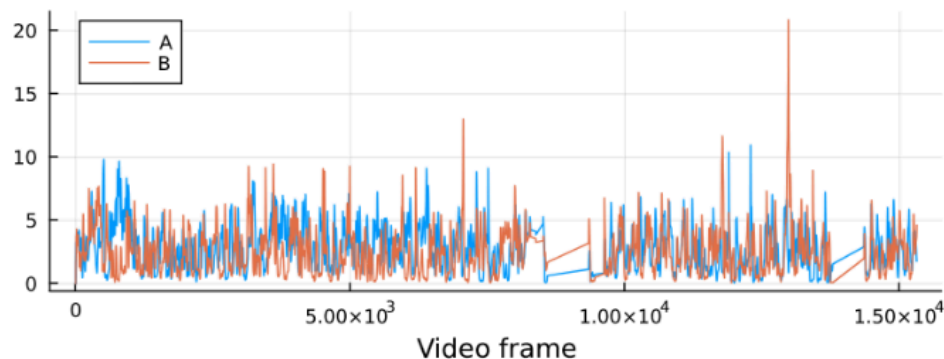
Material: recordings of 7 improvised dance duets, level of “togetherness” rated continuously by 5 experts.

Position of individual body parts tracked using YOLOv8 model. Coordination analysis using moving window cRQA.

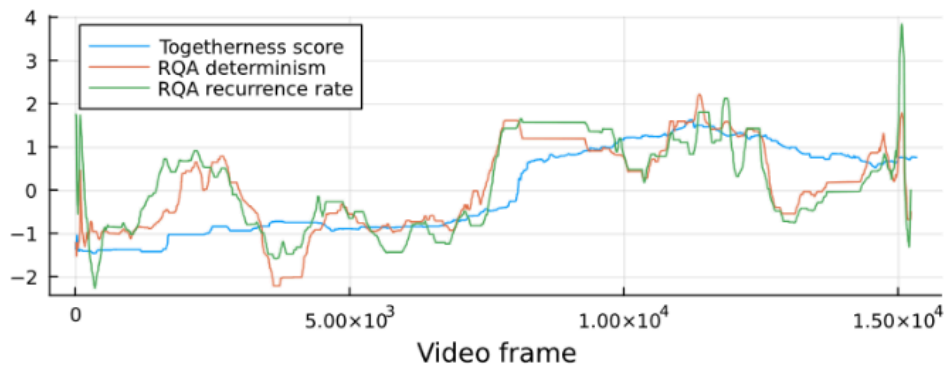


Study 3: Movement coordination and the togetherness in dance

a) Standardized hip mobility



b) Togetherness and determinism



duet	N	r_{RR}	p_{RR}	r_{DET}	p_{DET}
1	4293	.01	.45	.08	< .024
2	3506	.46	< .024	.34	< .024
3	2425	-.01	.14	-.06	< .024
4	4540	.10	< .024	.09	< .024
5	4306	-.24	< .024	-.06	< .024
6	3245	.25	< .024	.17	< .024
7	3300	.53	< .024	.22	< .024

Correlations between fluctuations in togetherness and RR and DET compared against false pairs.

More stable coordination → better interpersonal connection.

Zubek, J., Łuczniak, K. (2024). Movement coordination as a measure of togetherness in improvised dance duets.

Study 4: Concepts in conversation

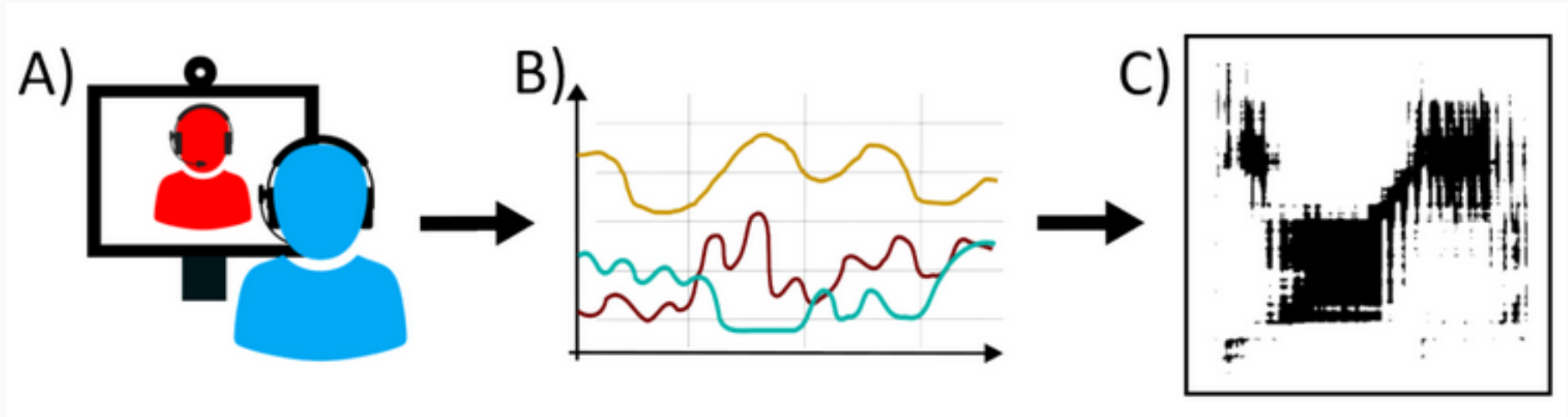
Coordination is helpful for understanding others in motion. What about verbal exchanges?

- Language as a carrier of **abstract concepts** – stepping away from the immediate environment.
- Words as Social Tools (Borghi & Binkofski, 2014): abstract meanings grounded in social interactions.
 - The more uncertain we are, the more we need to negotiate meaning with others.
 - Interpersonal synergies might support the negotiation process.

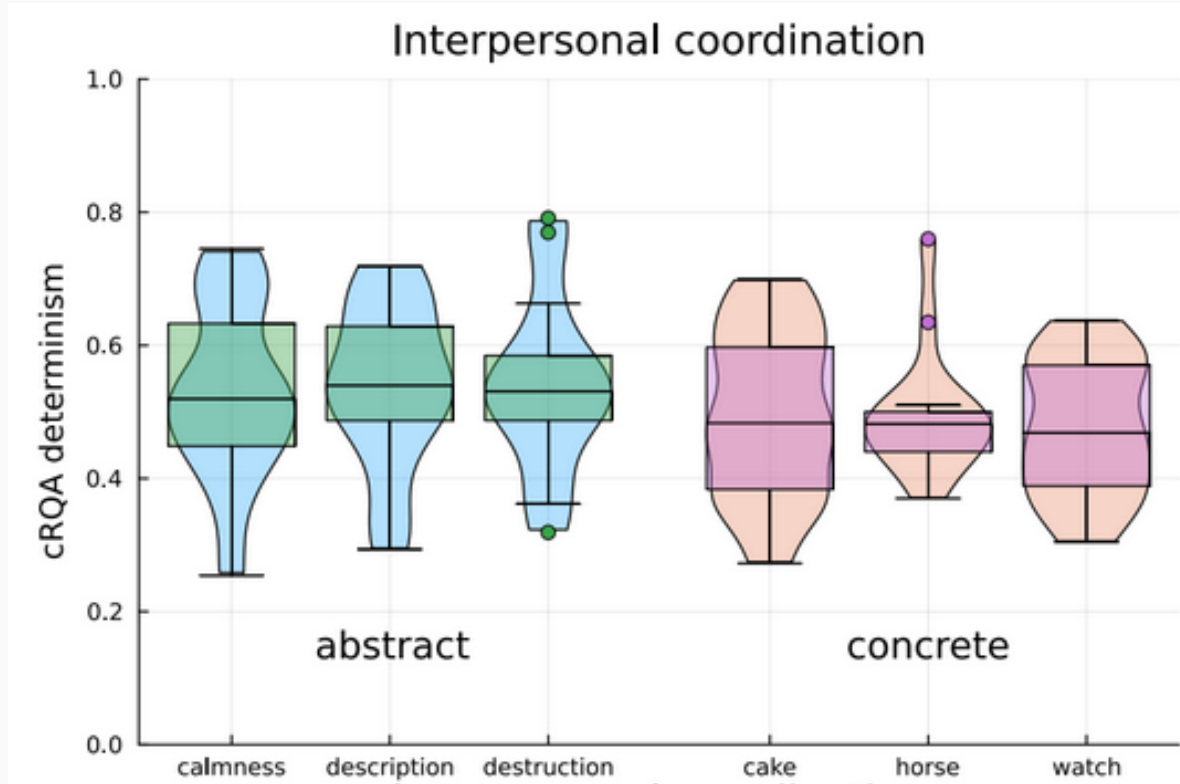
Study 4: Concepts in conversation

Data: recordings of 25 pairs negotiating definitions of concrete and abstract words on Zoom.

Movement extraction: body parts tracked with YOLOv8, registered shifts in the position of tip of the nose. Coordination quantified using cRQA.



Study 4: Concepts in conversation



Abstract words elicit more stable coordination than concrete ones.

Understanding of abstraction is also embodied and reflected by real-time dynamics!

Zubek, Miecznikowski, Rossi, Fini, Borghi, Rączaszek-Leonardi (2024). Interactive basis for abstract concepts understanding (in preparation)

Thank you!



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<https://hill.psych.uw.edu.pl>

<https://zubekj.github.io>

We are grateful to all our collaborators and
experiment participants.