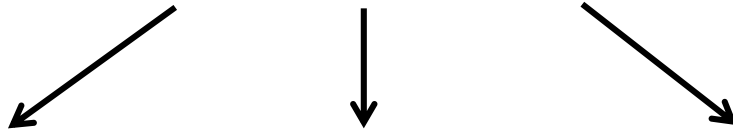


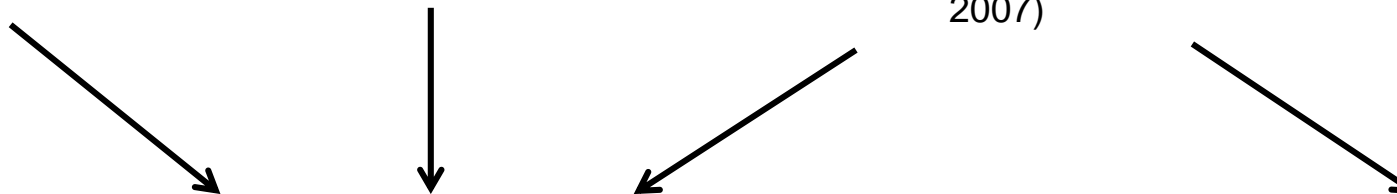
Do children show sensitivity to their own uncertainty?



Children struggle to report on their own uncertainty through verbal responses (e.g., Markman, 1997; Flavell et al., 1981)

Children are overconfident overall when asked to report confidence explicitly even in nonverbal measures (e.g., Hembacher & Ghetti, 2014; Coughlin et al., 2015)

Children show spontaneous information-seeking behaviors and explore the environment in order to maximize learning (e.g., Call & Carpenter, 2001; Schulz & Bonawitz, 2007)



Do children show sensitivity to *graded* epistemic uncertainty?

Prior research yields mixed results; children seem to show some sensitivity to graded uncertainty in certain contexts (e.g., Kloo, Rohwer, & Perner, 2017, Hembacher, deMayo, & Frank, 2017)

Do children use the social world to inform their own appraisals of the environment?



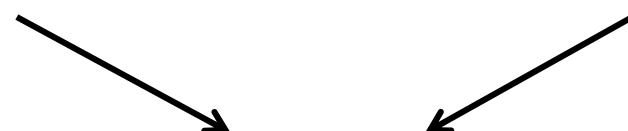
Children use social partners facial expressions in situations of unknown outcomes or potential danger to inform their own reactions (e.g., Sorce et al., 1985)



Do children engage in spontaneous social information-gathering *more* when they are uncertain?



Children's spontaneous help-seeking and social referencing is closely linked with epistemic uncertainty (e.g., Vredenburgh & Kushnir, 2016; Tamis Le-Monda et al., 2008)



Present question: Is children's spontaneous social information-gathering sensitive to graded epistemic uncertainty?