

# Representing oneself and other's action, agency and space through sensorimotor coordination

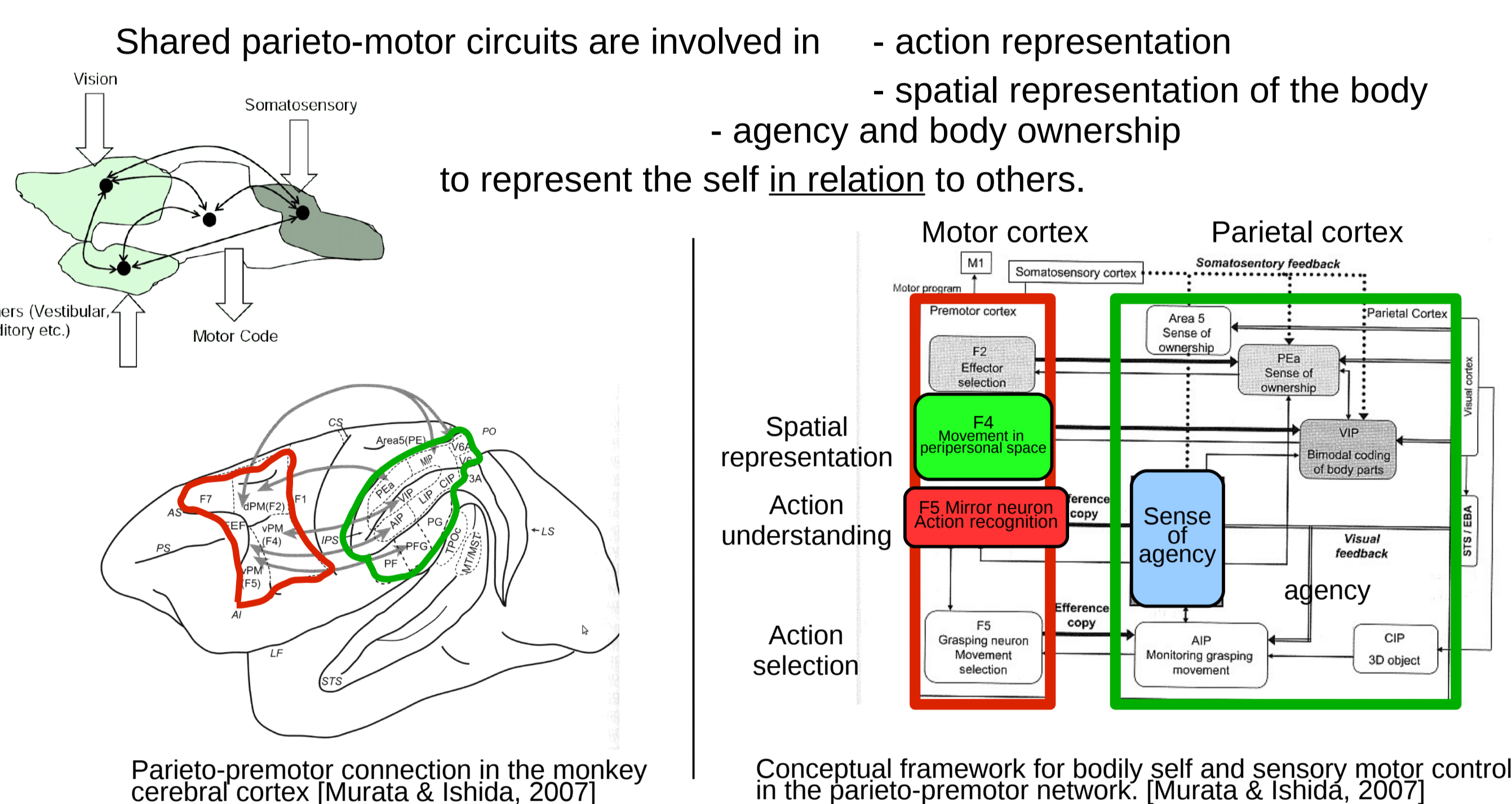
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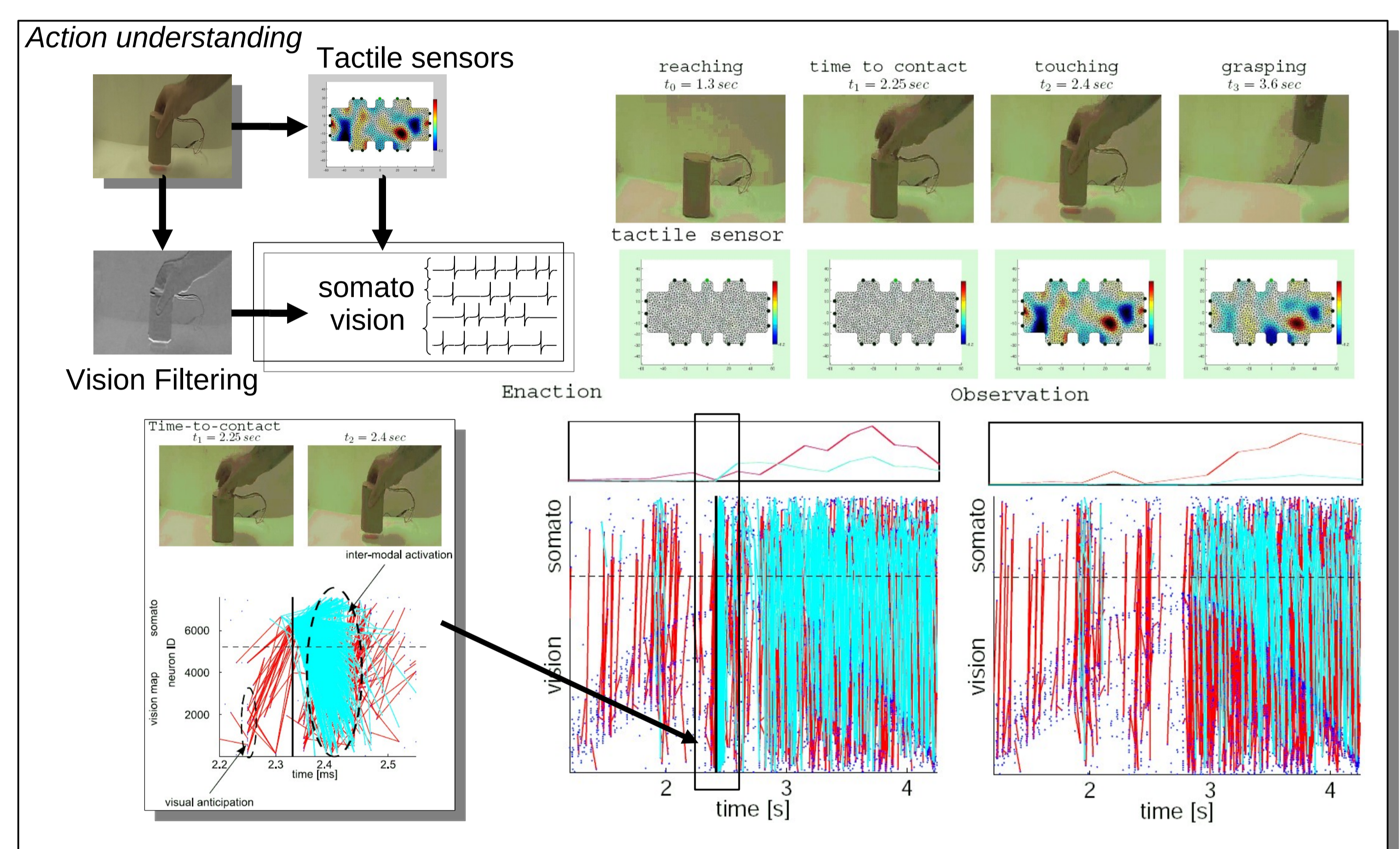
## Abstract

A large body of literature in neuroscience emphasizes the role of embodiment for intelligence, many important cognitive skills arise just from the simple structuring of the sensorimotor information flow; e.g., for representing actions performed by oneself and others (the mirror neurons system), for representing our own body image along with the peripersonal space (visual receptive fields), or to sense our own agency (the feeling that I am the cause or author of the movement) or the perceptual presence of others (in the parietal cortex). In three robotic experiments using proprioceptive, tactile or visual feedback information we simulate how low-level action representation, agency, spatial representation could arise in sensorimotor networks of spiking neurons [1-2]. We suggest a basic stage representing the self in relation to others at a very raw level in line with Gallese's Simulation Theory of shared circuits.

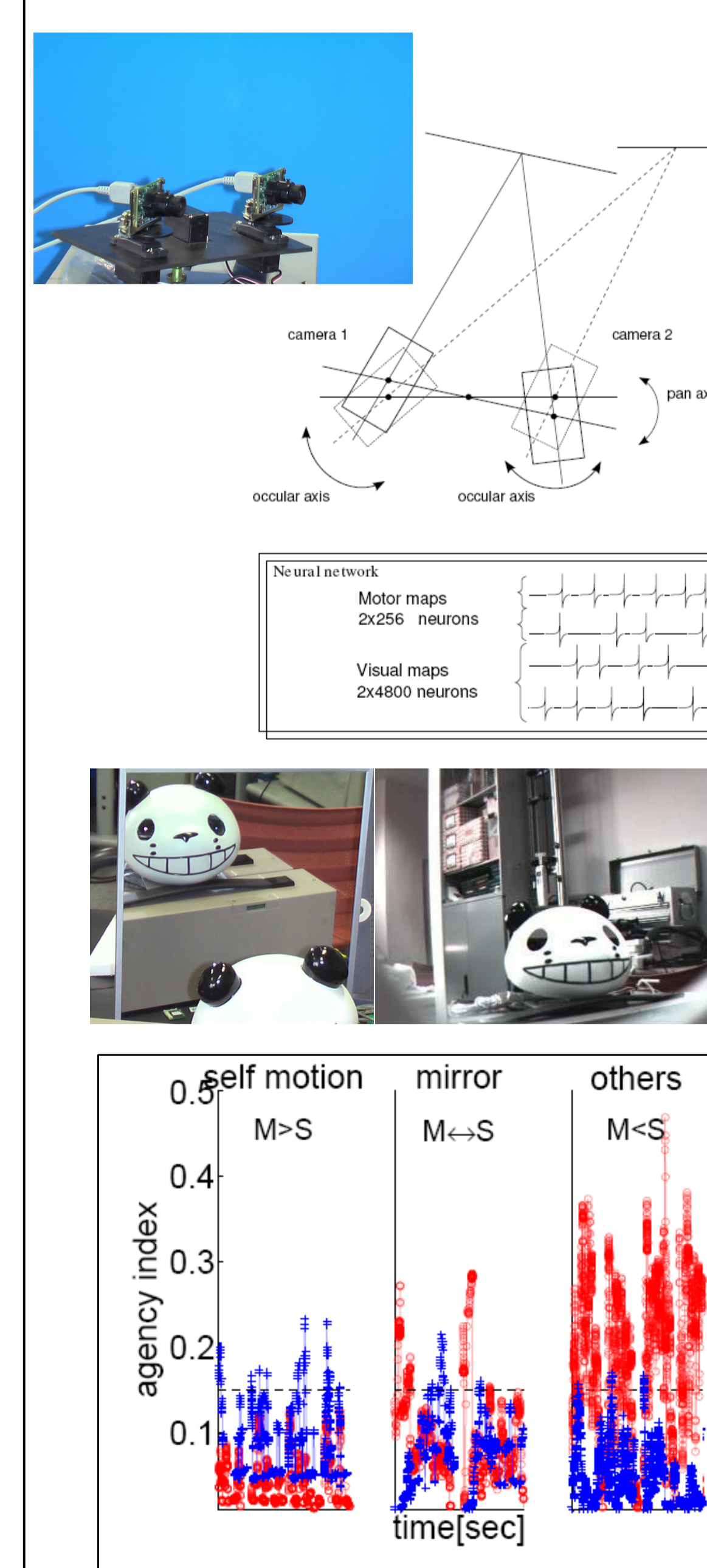
## Shared circuits for cognition



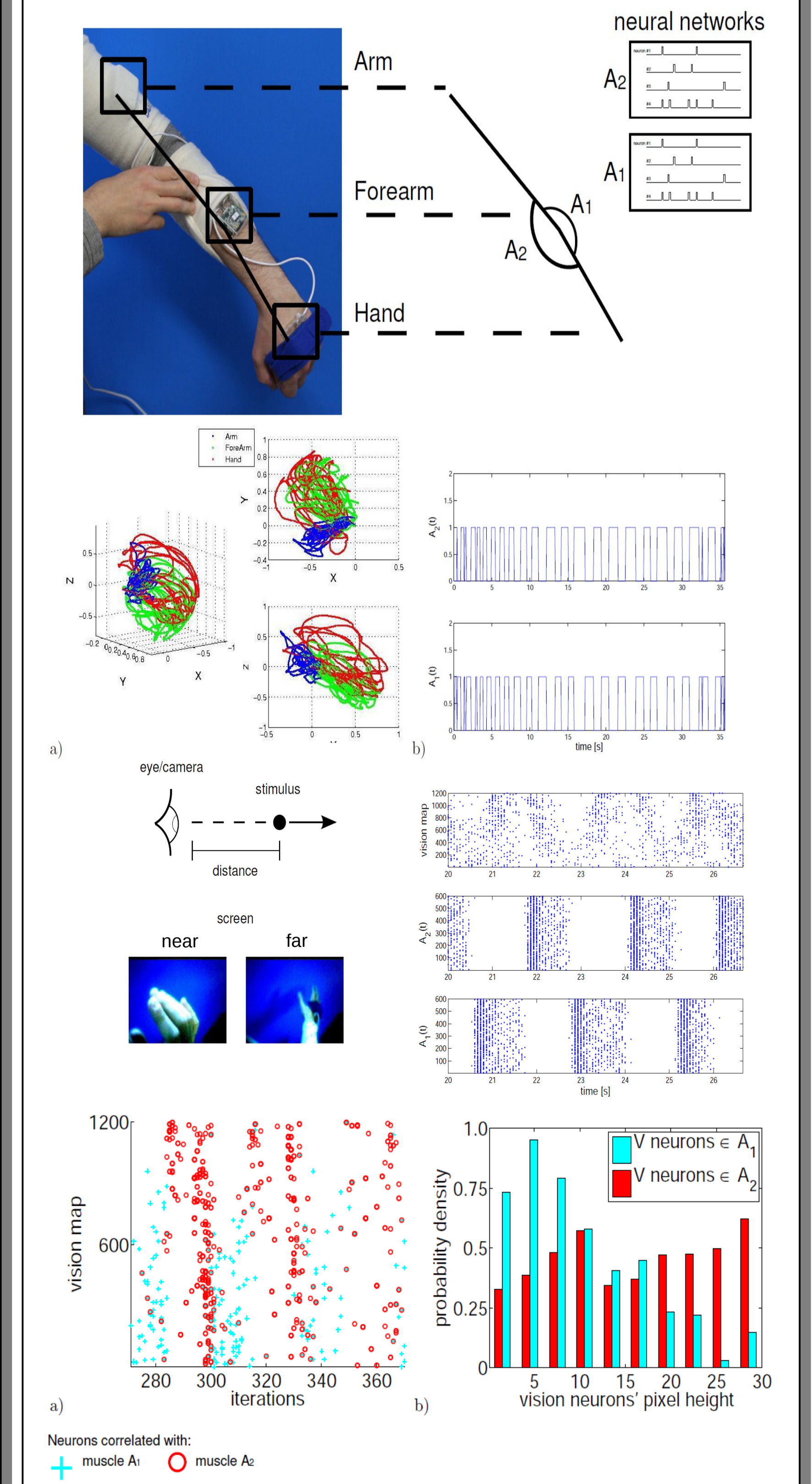
## Experiments & Results



### Agency and self-other distinction

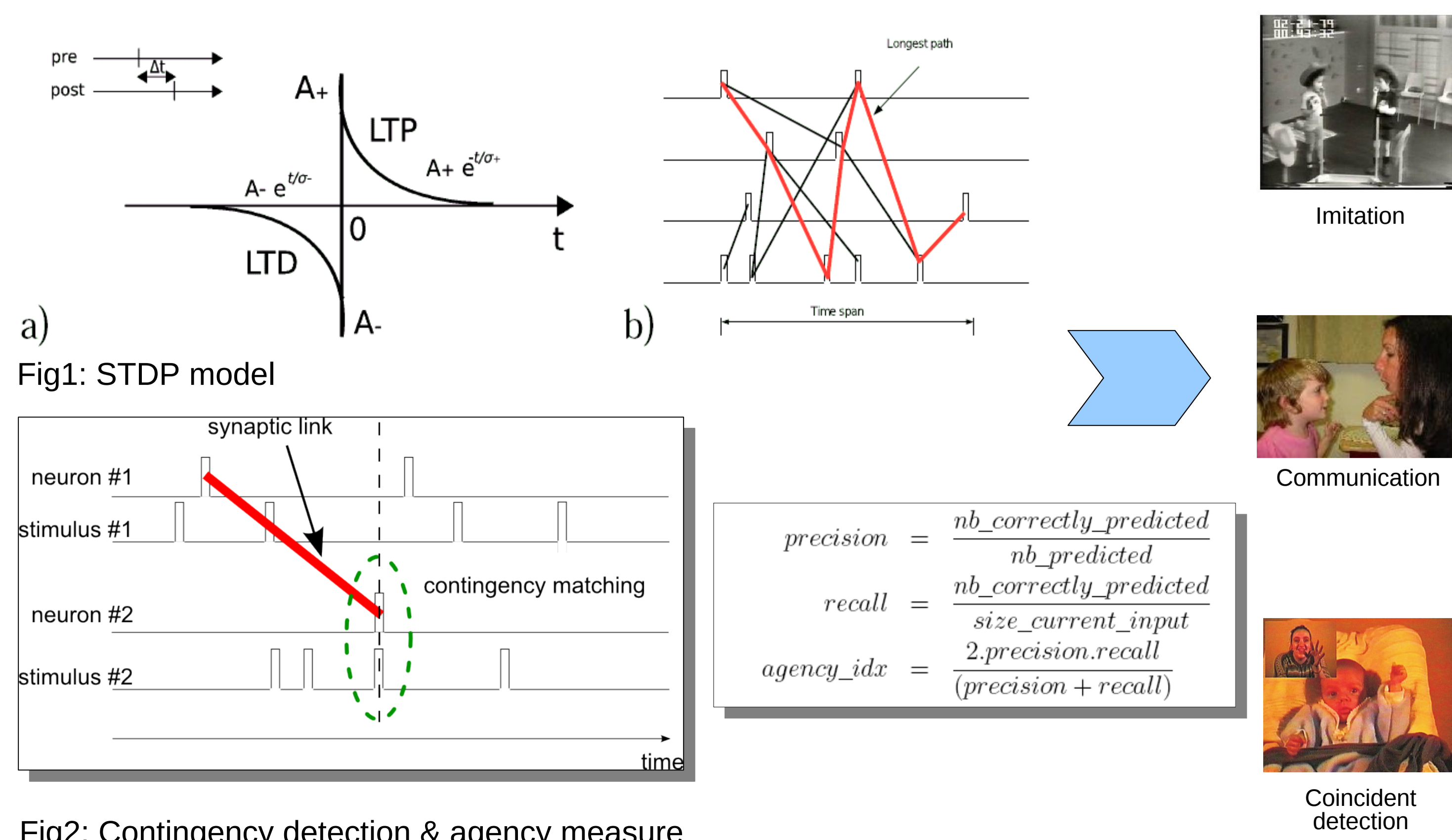


### Spatial representation



## Importance of timing

Temporal information between sensorimotor signals (timing, contingency, synchrony, temporal delays) have been found critical in developmental psychology for these cognitive tasks. They create robust associative neural representations during physical interactions with the environment. We hypothesize that the neural mechanism of spike timing-dependent plasticity (STDP) that synchronizes the neurons to each others.



Pitti A., Mori H., Kuzuma S. & Kuniyoshi Y. (2009) Contingency Perception and Agency Measure in Visuo-Motor Spiking Neural Networks. IEEE Trans. on Autonomous Mental Development, 1:1, pp. 86-97.  
Pitti A., Alirezai H. & Kuniyoshi Y. (2009) Cross-modal and scale-free action representations through enaction. Neural Networks. Special issue "What it means to communicate", 22:2, pp. 144-154.