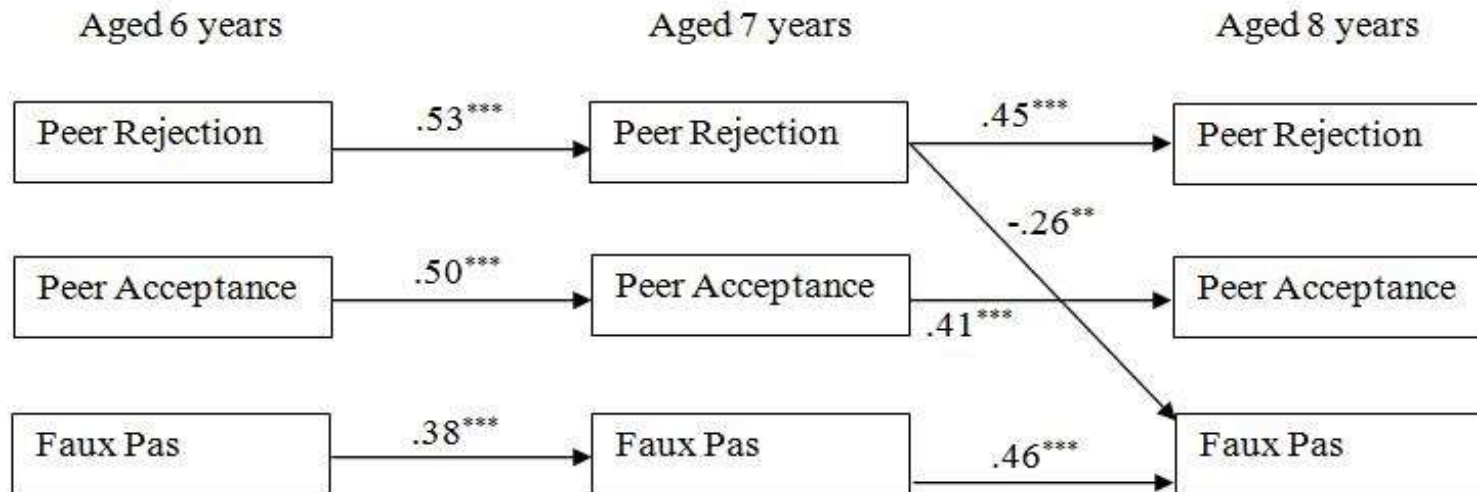
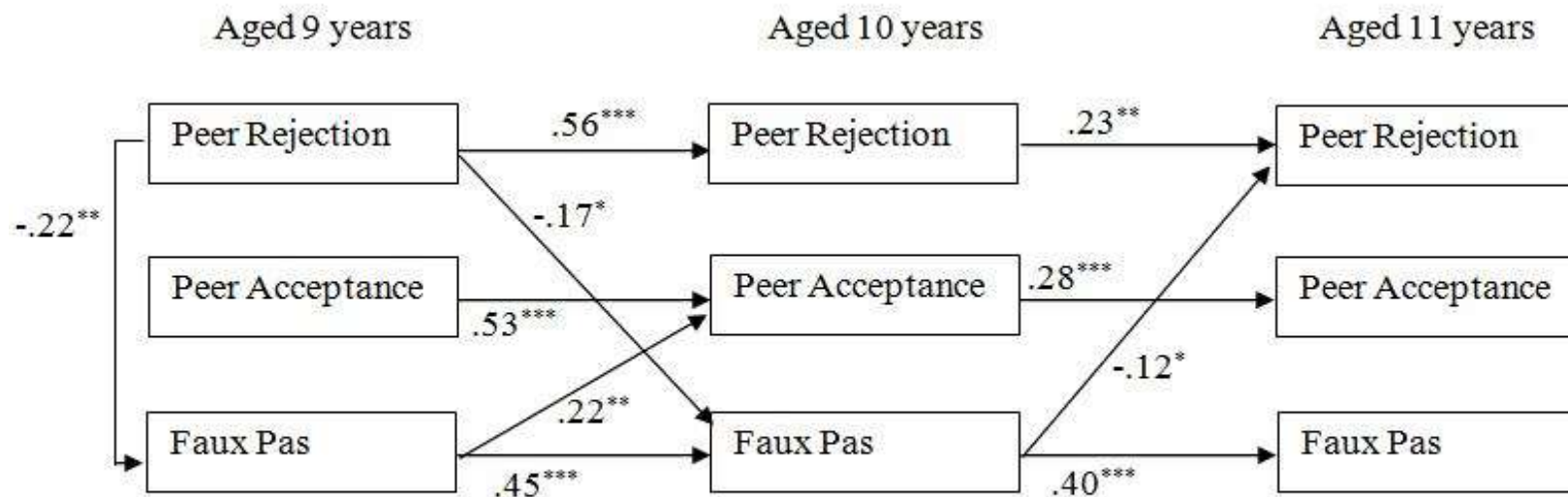


Peer relations and the understanding  
of faux pas:  
Longitudinal evidence for  
bidirectional associations  
(Banerjee, Watling & Caputi, 2011)





\*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$



\*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

# Bullying and 'Theory of Mind': A Critique of the 'Social Skills Deficit' View of Anti-Social Behaviour (Sutton et al., 1999)

Viene avanzata l'ipotesi secondo cui i bulli necessitano di un buon livello di ToM per manipolare gli altri, infliggere sofferenze in un modo sottile e dannoso ed evitare di essere scoperti.



# Social cognition and moral cognition in bullying: What's wrong? (Gini, 2006)

Le vittime mostravano difficoltà nel compito di social cognition, i bulli no.

I bambini aggressivi erano più propensi ad utilizzare meccanismi di disimpegno morale.

I difensori mostravano livelli più alti di sensibilità morale.



# ToM e METACOGNIZIONE


Lo sviluppo della ToM consente al bambino di riflettere sulle proprie intenzioni e credenze, il che facilita il monitoraggio delle proprie attività cognitive.

La ToM gioca un ruolo fondamentale anche nella comprensione narrativa (Astington, 1990), perché facilita l'abilità di seguire la trama della storia collegando le varie azioni ai pensieri e alle motivazioni dei personaggi.

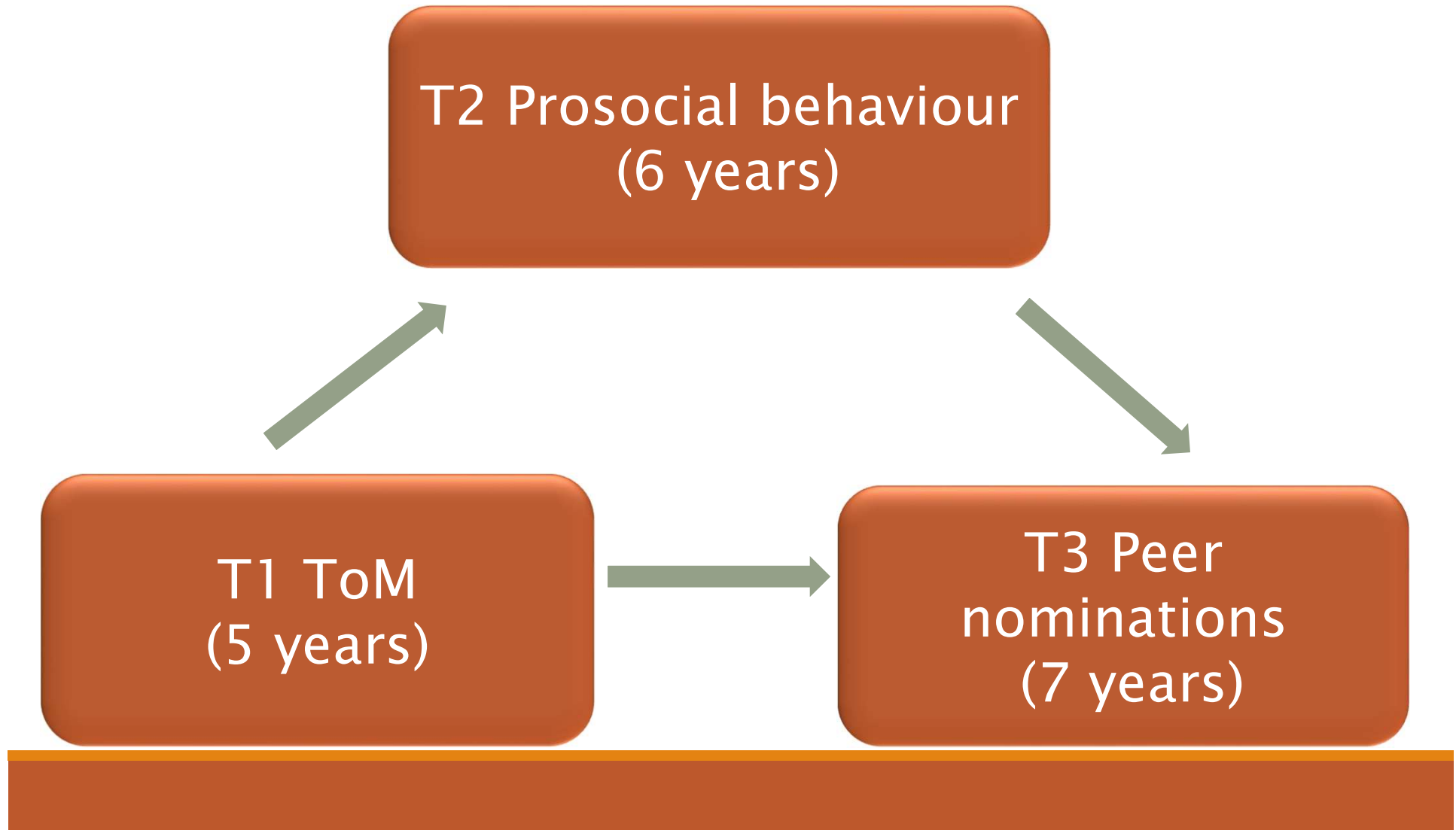
Alcuni ricercatori hanno messo in luce anche un legame tra la ToM e lo sviluppo delle origini del ragionamento scientifico (Klein, 1998; Kuhn & Pearsall, 2000; Ruffman et al., 1993).

# **Longitudinal Effects of Theory of Mind on Later Peer Relations: The Role of Prosocial Behaviour**

Caputi M., Lecce S., Pagnin A., & Banerjee R.  
(2012)



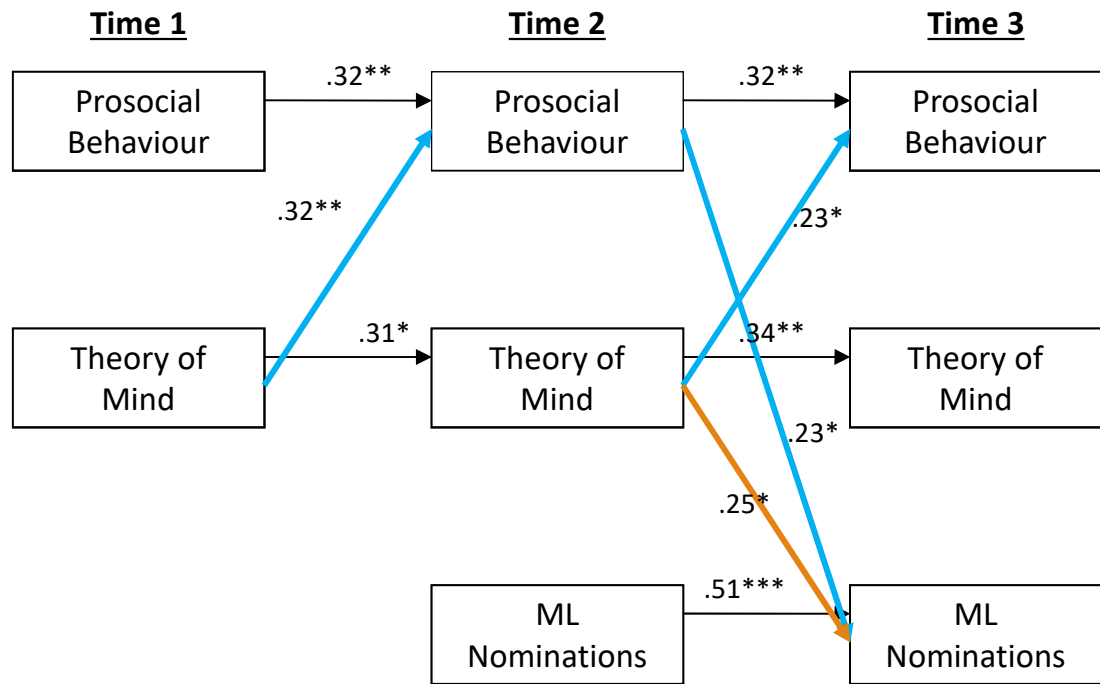
# HYPOTHESIS



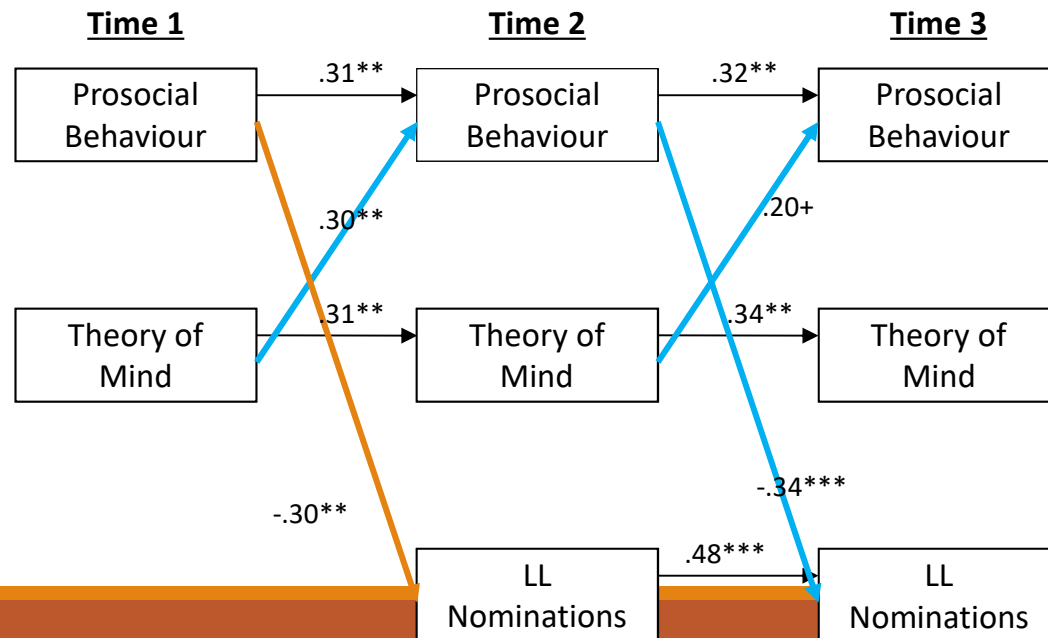




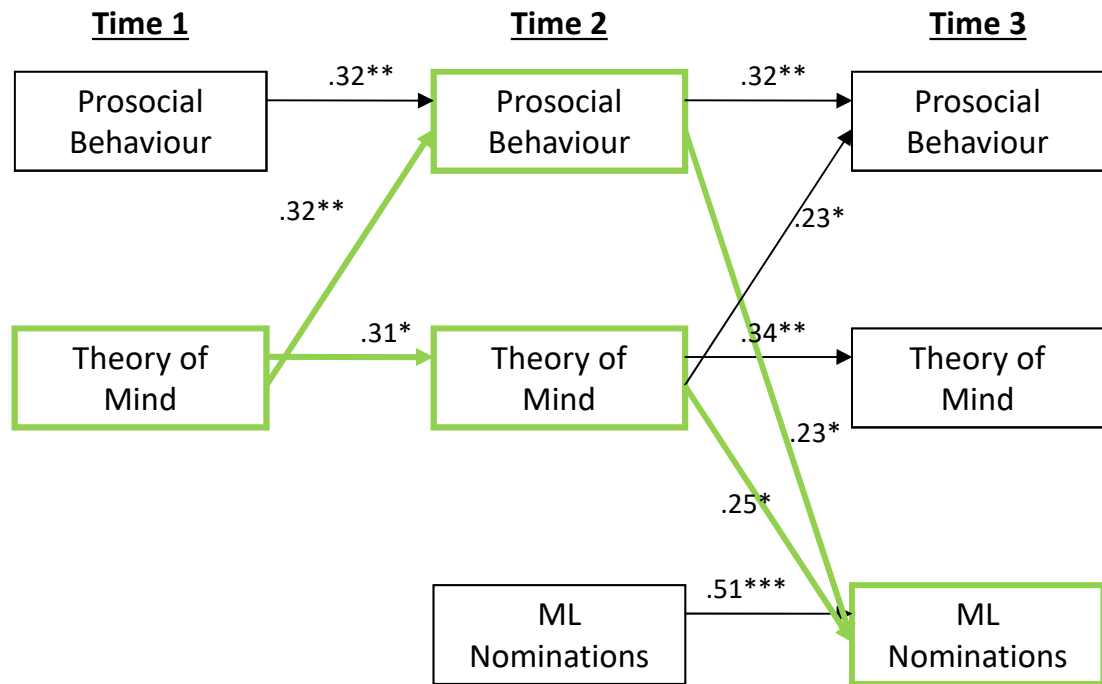
<i>N=70</i>	T1 ToM	T2 VA	T2 ToM	T2 PB	T3 VA	T3 ToM	T3 ML	T3 LL
T1 VA	.35**	.70***	.13	.05	.28*	.20	.19	-.14
T1 ToM	-	.19	.34**	.34**	.29*	.27*	.37**	-.31*
T2 VA		-	.18	.22 <sup>+</sup>	.44***	.31**	.33**	-.20
T2 ToM			-	.15	.14	.36**	.30*	-.19
T2 PB				-	.13	.16	.29*	-.50***
T3 VA					-	.29*	.12	-.15
T3 ToM						-	.27*	-.14
T3 ML							-	-.37**



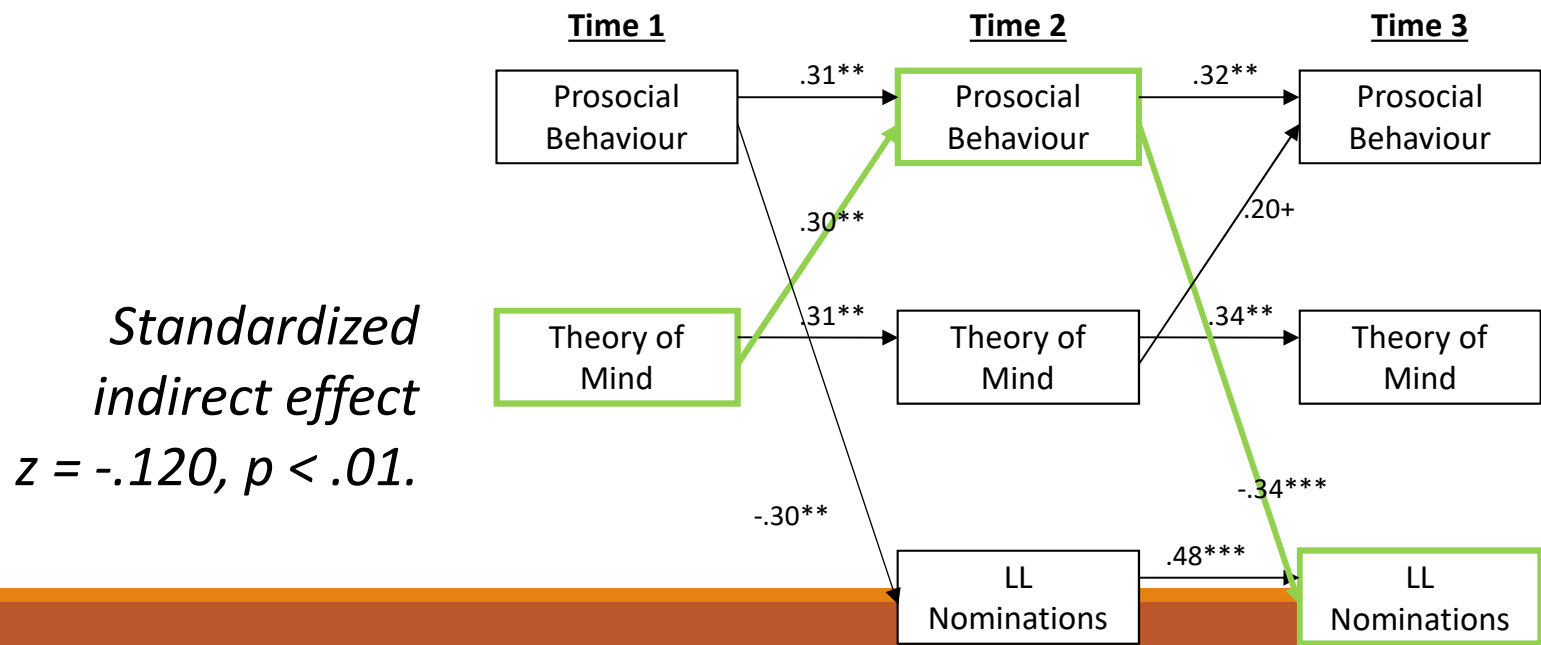
$\chi^2 (34) = 37.20$   
 $p = .324$   
 CFI = .968  
 RMSEA = .037



$\chi^2 (34) = 36.72$   
 $p = .344$   
 CFI = .982  
 RMSEA = .034



*Standardized indirect effect*  
 $z = .094, p < .05.$



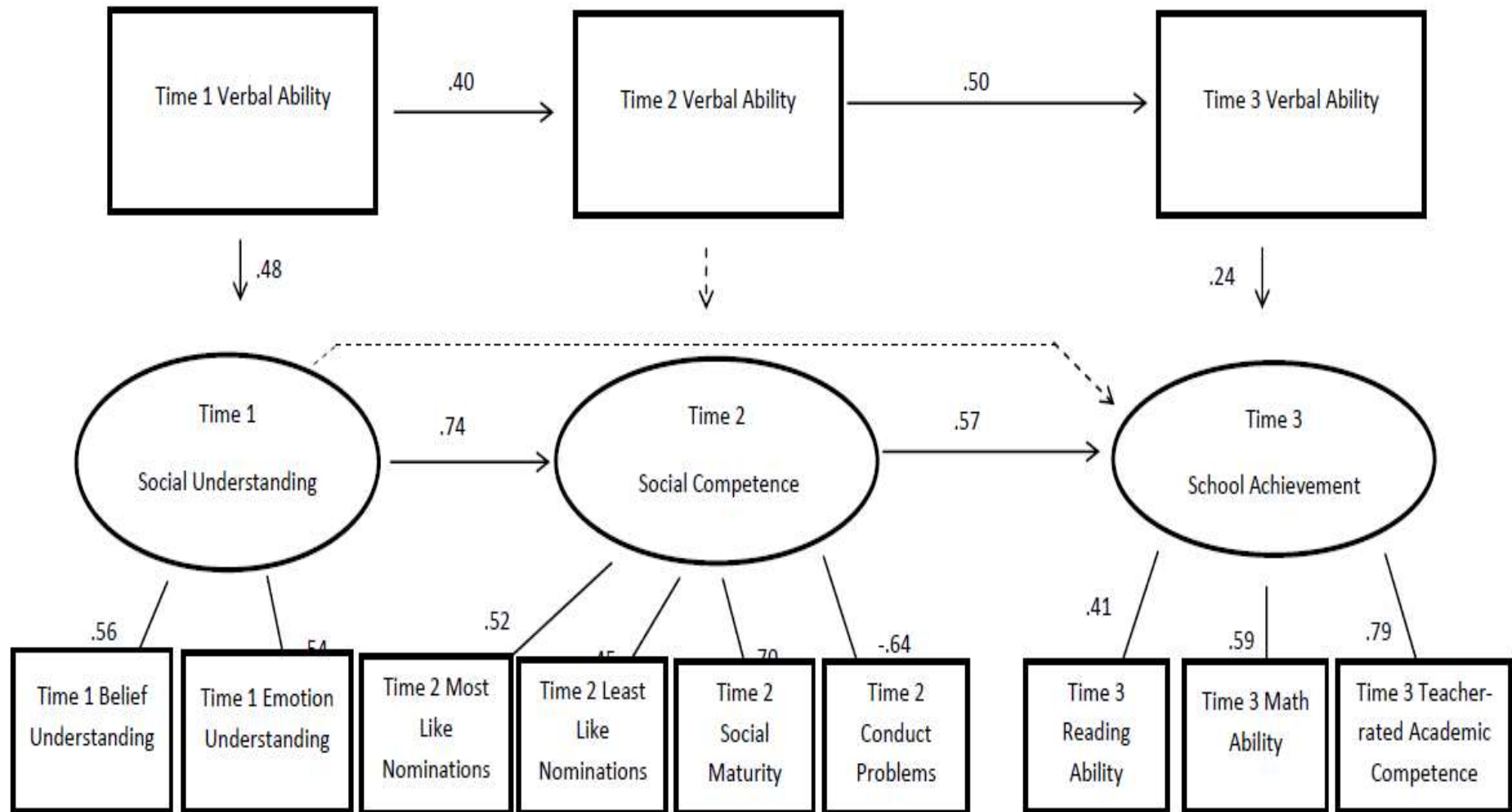
*Standardized indirect effect*  
 $z = -.120, p < .01.$

SOCIAL UNDERSTANDING AND  
SCHOOL ACHIEVEMENT:  
THE MEDIATING ROLE OF  
SOCIAL COMPETENCE

(LECCE, CAPUTI, PAGNIN, &  
BANERJEE, 2017)



Figure 1. Structural equation model of relationships between Social Understanding, Social Competence, and School Achievement over the three time points, controlling for verbal ability. Model fit statistics:  $\chi^2(47, N = 73) = 64.42, p = .046$ , root-mean-square error of approximation = .07. Displayed path coefficients are standardized estimates from Mplus, all significant with alpha set to .05. Dashed arrows indicate non-significant paths. Error terms are not displayed.



# TEORIA DELLA MENTE E SENSIBILITÀ ALLE CRITICHE

La comprensione della falsa credenza (Cutting & Dunn, 2002; Dunn, 1995) e delle emozioni (Cutting & Dunn, 2002) predice sensibilità alle critiche dell'insegnante nei primi anni delle elementari, persistenza e interpretazione positiva delle critiche dell'insegnante (Mizokawa, 2013).

La sensibilità alle critiche dell'insegnante in prima elementare media il rapporto tra ToM alla scuola materna e rendimento scolastico in seconda elementare (Lecce, Caputi, & Hughes, 2011) e in quinta elementare (Lecce, Caputi, & Pagnin, 2014).

**Silent Films and Strange Stories:  
Theory of Mind, Gender and Social  
Experiences in Middle Childhood  
(Devine & Hughes, 2013)**



➤ Why another 'advanced' ToM task?


➤ Three distinguishing features:

- 1) the Silent Films task explicitly focuses on participants' understanding of beliefs and desires rather than emotions;
- 2) the use of silent film clips broadens the task's applicability for use with different language groups and with children of low verbal ability;
- 3) the clips included in this task were selected specifically for use with older children rather than adults.





## Goals of the study:

- 1) examining whether items from the Strange Stories and Silent Films tasks would load onto a single latent ToM factor;
  - 2) controlling for the potential influence of verbal ability and socio-economic status on ToM performance;
  - 3) checking gender differences in ToM performance;
  - 4) verifying if ToM and social competence are still related in older children and preadolescents.
- 

## Four key aims.

- 1) applying CFA in order to examine whether items from the Strange Stories and Silent Films tasks loaded onto a single latent factor for ToM;
- 2) establishing whether scores on this ToM latent factor increased with age, even when variation in verbal ability and socio-economic status were taken into account
- 3) applying a multiple groups CFA to test whether scores on this ToM latent factor were significantly higher in girls than in boys;
- 4) examining whether individual differences in scores on the ToM latent factor were related to variation in participants' self-reported social experiences.



## CAMPIONE

The sample comprised 40 children (50% male) in each of five age-bands: 8-year-olds, 9-year-olds, 10-year-olds, 11-year-olds, 12-year-olds, and 30 13-year-olds.

## MISURE

Socio-Economic Status: Family Affluence Scale (FAS - Currie et al., 2008).

Verbal ability: Word Reasoning subtest of the WISC (Wechsler, 2004).

ToM: Strange Stories Task and Silent Films Task.

Self-Reported Social Experiences: Loneliness and Social Dissatisfaction Questionnaire (Cassidy & Asher, 1992).

















