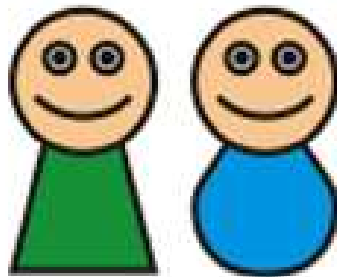
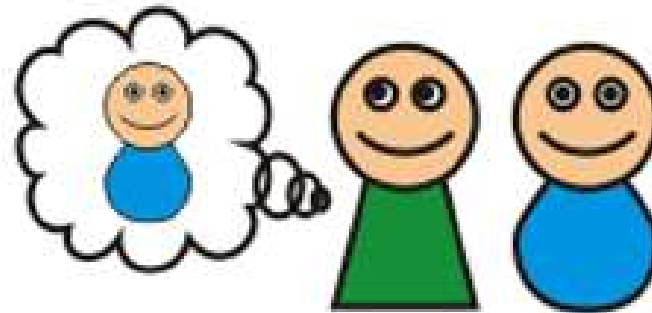


# LA TEORIA DELLA MENTE NEGLI ANNI SCOLARI

first-order



second-order



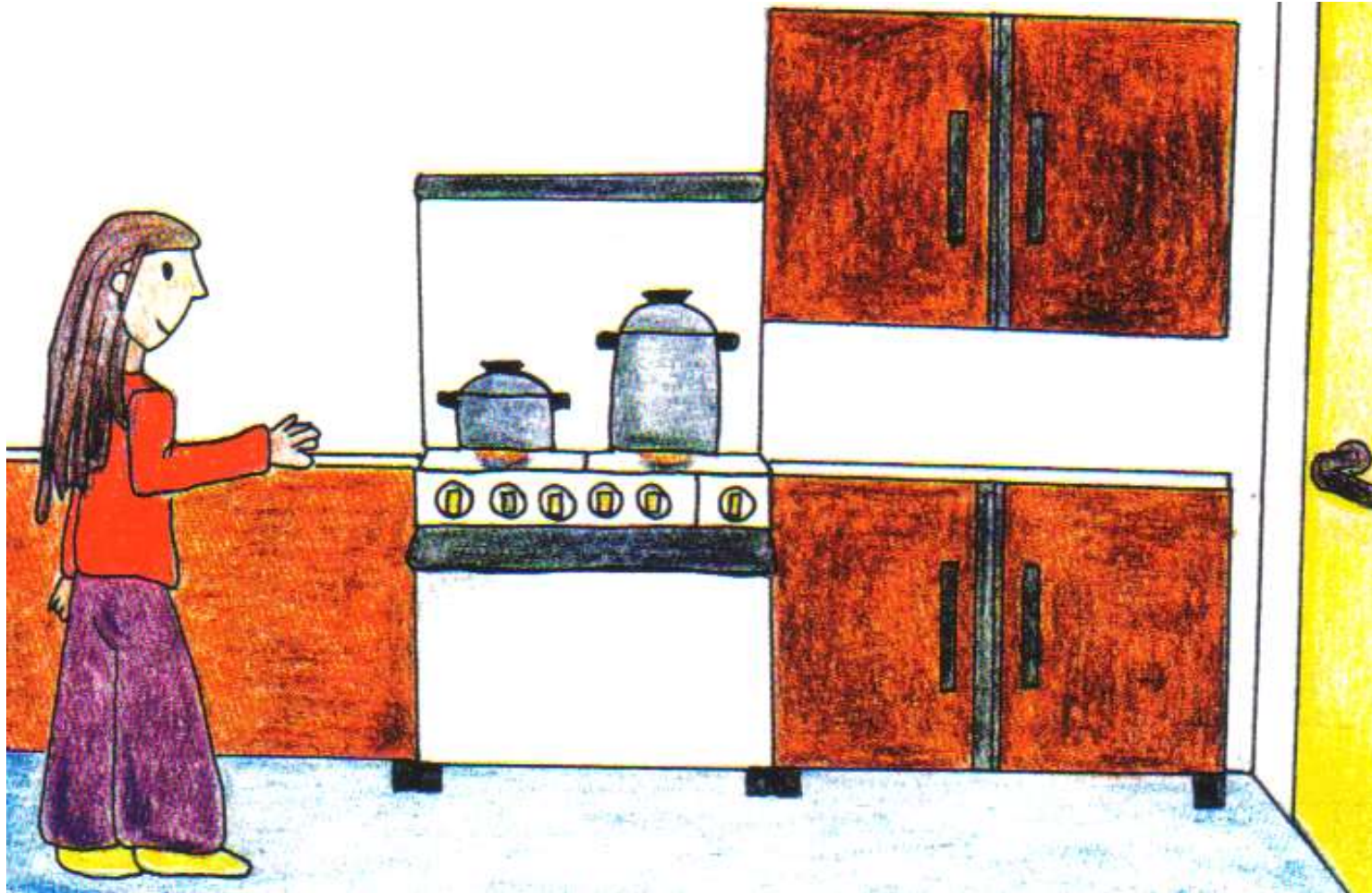
third-order



# Il compito della falsa credenza di secondo ordine: look-prediction



# Il compito della falsa credenza di secondo ordine: say-prediction



# Belief-desire reasoning (Harris et al., 1989)

This is a story about two friends, Chris the Crocodile and Larry the Lion. Chris is a very naughty crocodile, and likes to play tricks on his friend Larry. Now, Larry really likes Coke, mmm. In fact it's his very favourite drink. Look! Here is Larry's can of Coke (Q1). Larry doesn't like any other drinks though and he really doesn't like milk, yuck, yuck. Look here's some milk. (Q2). One day, Larry went out for a walk, and naughty Chris decided to play a trick on his friend Larry. He poured out the coke “Pssshhh!” and instead he poured in some milk “Glug-glug-glug”. Then he put the milk away, and went outside to watch Larry through the window. Now when Larry comes back from his walk, he's really thirsty. He can see the can on the table, but he can't see what's inside the can. (Q3; Q4; Q5; Q6; Q7; Q8).

# Strange Stories (Happè, 1994)

- 24 brevi storie con contenuto mentalistico in cui un personaggio dice qualcosa che in realtà non ritiene vero (12 tipologie: Bugia, Bugia Bianca, Scherzo, Finzione, Realtà/Apparenza, Errore, Persuasione, Figura Retorica, Dimenticanza, Doppio Bluff, Sarcasmo ed Emozioni Opposte).
- Il sistema di codifica del test si basa sulla distinzione tra risposte di tipo fisico e mentalistico alla domanda di giustificazione.



## FINZIONE:

Giorgio ed Alessandro stanno giocando in casa. Alessandro prende una banana dal cesto della frutta e la tiene vicino all'orecchio dicendo a Giorgio: "Guarda, questa banana è un telefono"

## SCHERZO:

Oggi Davide sta andando a casa di Beatrice per la prima volta e si sta guardando intorno per vedere il cane di cui lei parla sempre. A Davide piacciono molto i cani e quando arriva a casa di Beatrice e lei apre, il cane gli salta addosso per fargli le feste. E' un cane enorme, alto quasi quanto Davide, che quando lo vede, dice "Beatrice, tu hai un elefante!"

# Prova del Completamento di Storie (Lecce et al., 2007)

- Luca fa una verifica e dice alla mamma di averla fatta bene. Il giorno dopo va a scuola e la maestra gli dice che la verifica non è sufficiente.
- Continua tu:

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# **Children's faux pas**

(Banerjee & Watling, 2005)

DETECTION – In the story, did someone say something they should not have said? (Yes or No)

IDENTIFICATION – What was said that should not have been said? ([insult by insulting character] or [neutral statement by insulted character])

FEELINGS – How does [insulted character] feel now? (Happy/Pleased or Sad/Upset)

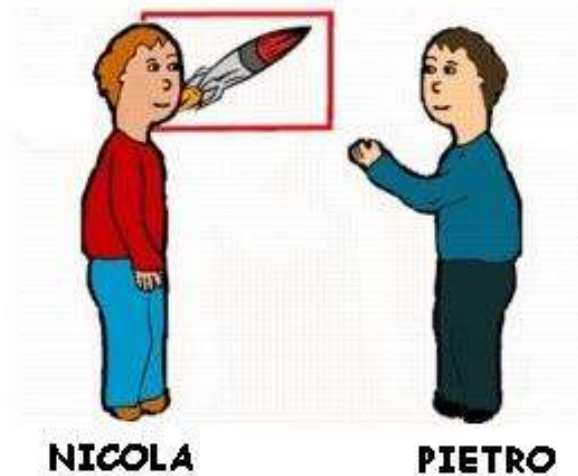
INTENTION – Did [insulting character] want to make [insulted character] upset? (Yes or No)

COMPREHENSION – [question regarding target object] (Correct answer or Incorrect answer)

IGNORANCE – Did [insulting character] know [insulted character's relationship with the target object]? (Yes or No)

# The “rocket” story

Nick has painted a picture of a rocket for a class exhibition. Nick’s friend, Peter, is in another class, but he comes to see the exhibition after school. Peter points to Nick’s picture and says, “The rest of the paintings are quite nice, but this rocket picture is dreadful, isn’t it?” Nick says, “Oh, I need to go home now.”



- Detection: In the story, did someone say something they should not have said? **Yes** OR **No**
- Identification: What was said that should not have been said? Nick said, “I need to go home now” OR Peter said, **“This rocket picture is dreadful”**
- Feelings: How does Nick feel now? **Sad** OR **Pleased**
- Intention: Did Peter want to make Nick upset? **Yes** OR **No**
- Comprehension: Who painted the rocket picture? **Nick** painted it OR Someone else painted it
- Ignorance: Did Peter know that Nick had painted the rocket picture? **Yes** OR **No**

# Children's understanding of faux pas: Associations with peer relations (Banerjee & Watling, 2005)

Table 1. **Pearson** correlations between faux pas scores and sociometric scores, by age group.

	Social preference	Social impact	Standardised positive nominations	Standardised negative nominations
Age 5-6 years	.08	-.04	.04	-.09
Age 8-9 years	.20**	-.13 <sup>+</sup>	.09	-.23***
Total	.13*	-.07	.06	-.15**

Note: <sup>+</sup>  $p \leq .10$ ; \*  $p \leq .05$ ; \*\*  $p \leq .01$ ; \*\*\*  $p \leq .001$ .

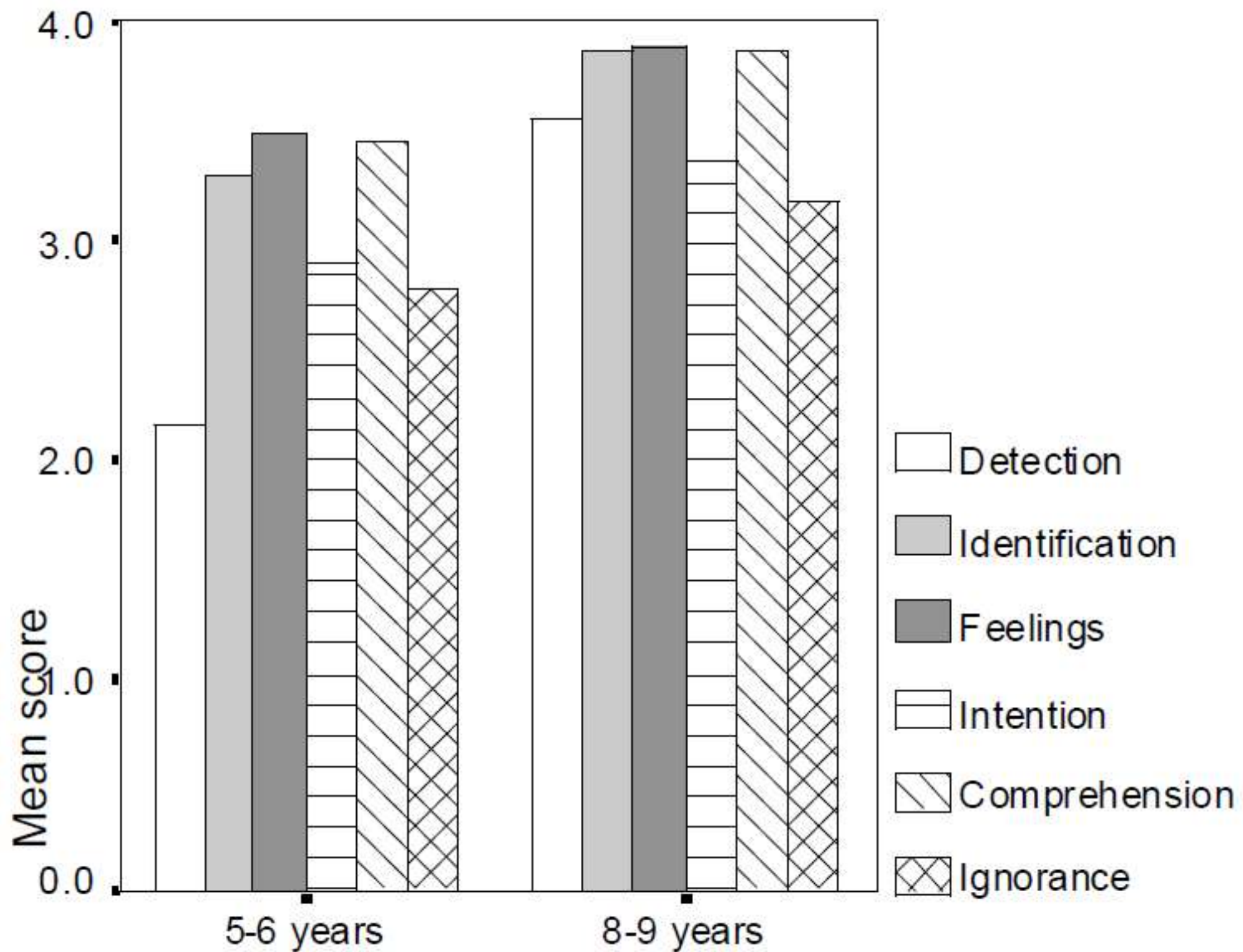


Table 2. Mean (SD) faux pas scores of younger and older children, by peer status classification.

	Popular	Rejected	Controversial	Neglected	Average
Age 5-6 years	1.19 (1.28)	0.77 (0.83)	0.75 (1.49)	1.27 (1.53)	0.81 (1.26)
Age 8-9 years	2.46 (1.14)	1.85 (1.59)	1.50 (1.43)	2.58 (1.37)	2.63 (1.38)



Table 3. Mean (SD) sociometric scores of children scoring high and low on intention and ignorance questions (8-9 year age group only)

	Social preference	Standardised positive nominations	Standardised negative nominations
Faux pas – Intention			
Low (< 3 out of 4), <u>n</u> = 29	-.86 (1.74)	-.26 (.78)	.60 (1.33)
High ( $\geq$ 3 out of 4), <u>n</u> = 166	.15** (1.55)	.06 (1.01)	-.10** (.88)
Faux pas – Ignorance			
Low (< 3 out of 4), <u>n</u> = 40	-.58 (1.76)	-.19 (.97)	.38 (1.22)
High ( $\geq$ 3 out of 4), <u>n</u> = 155	.15** (1.54)	.06 (.99)	-.09* (.90)

Note: Asterisk(s) indicate high vs. low t-test significant at \*  $p \leq .05$  or \*\*  $p \leq .01$