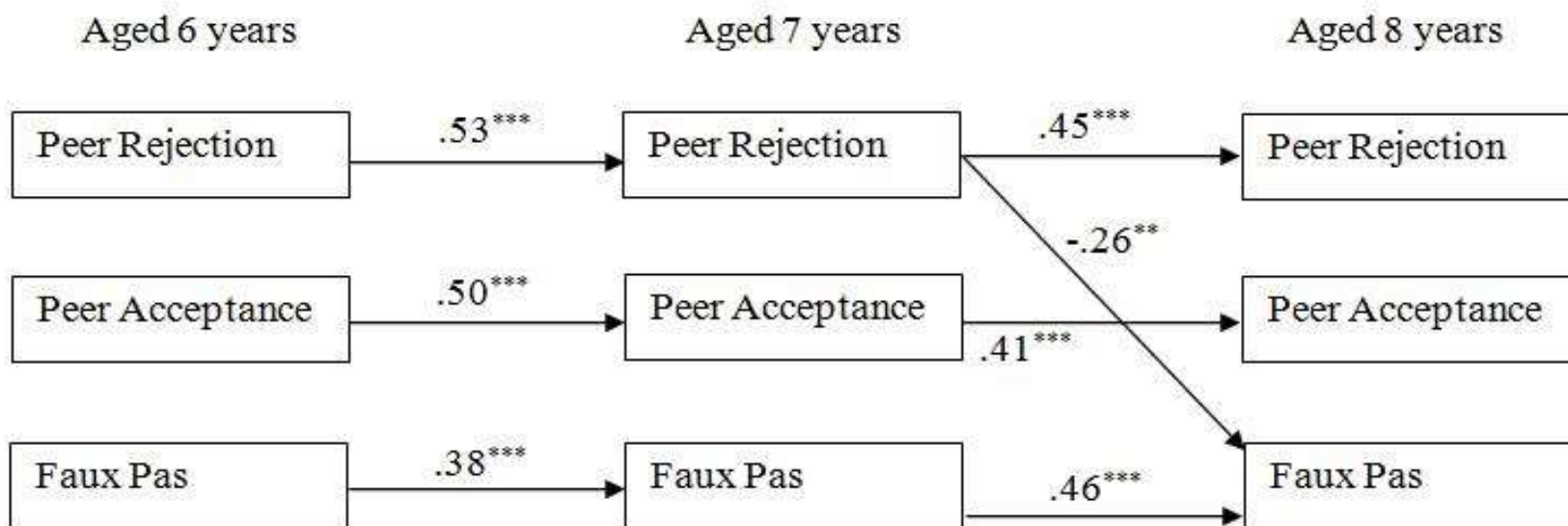
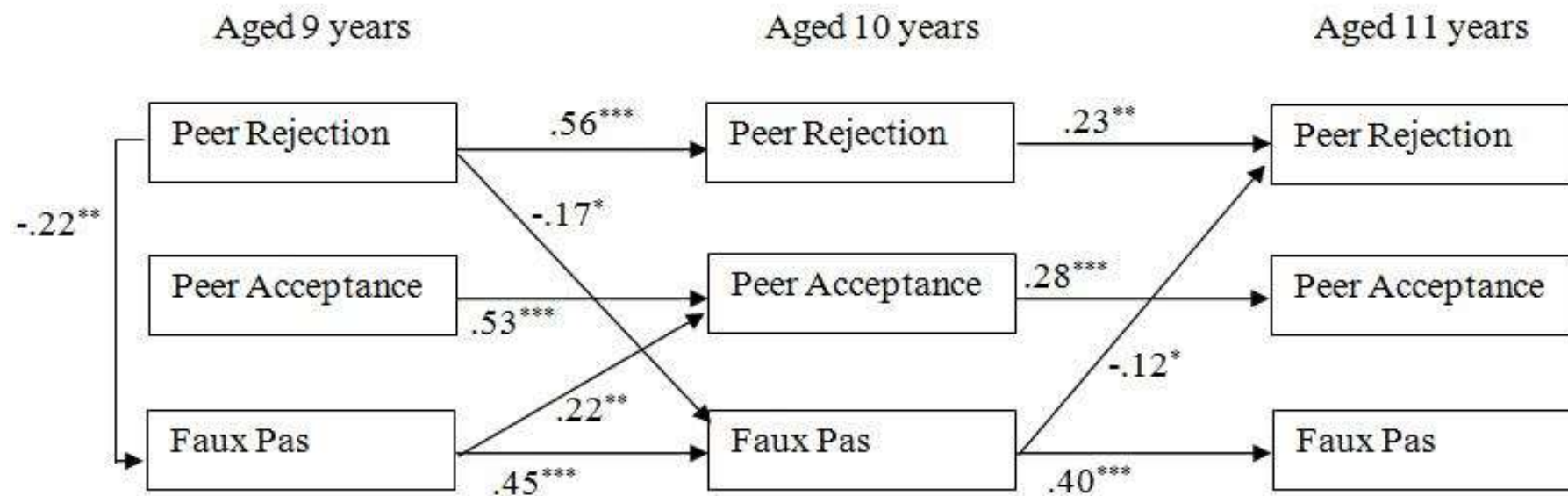


Peer relations and the understanding
of faux pas:
Longitudinal evidence for
bidirectional associations
(Banerjee, Watling & Caputi, 2011)



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



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

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 social cognition e di abilità 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.

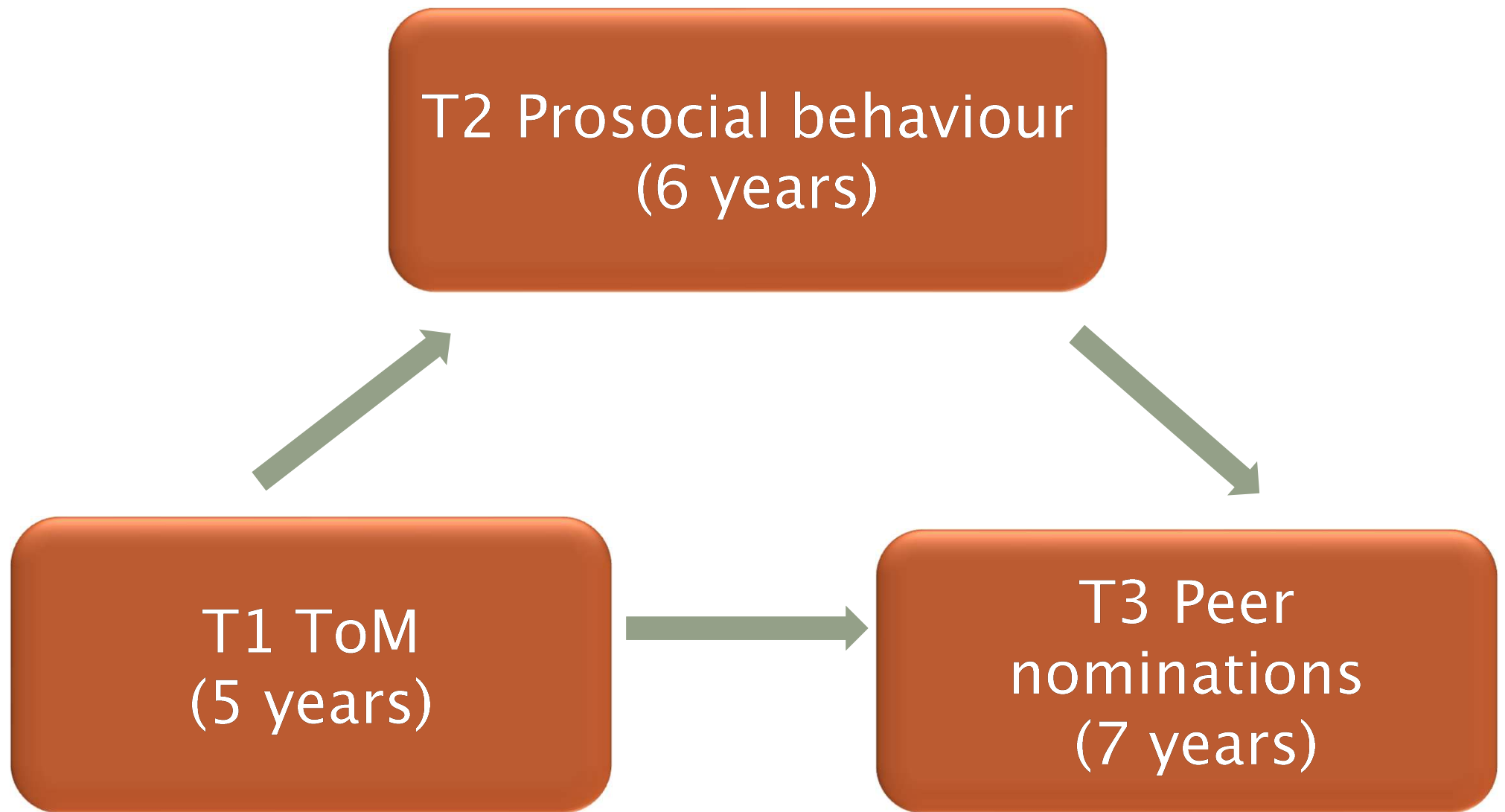
La ToM gioca un ruolo fondamentale anche nella comprensione narrativa (Astington, 1990), perché facilita l'abilità di seguire la trama della storia collegando le varie azioni ai pensieri e alle motivazioni dei personaggi.

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

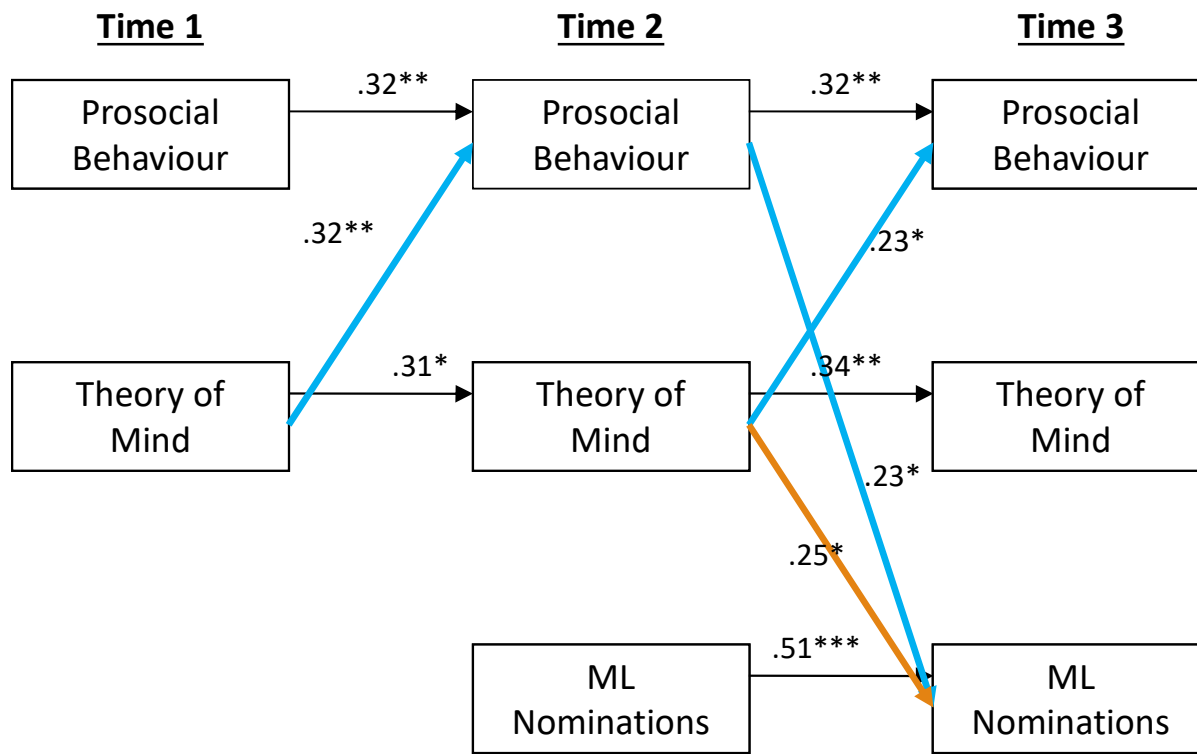
Caputi M., Lecce S., Pagnin A., & Banerjee R.
(2012)

HYPOTHESIS



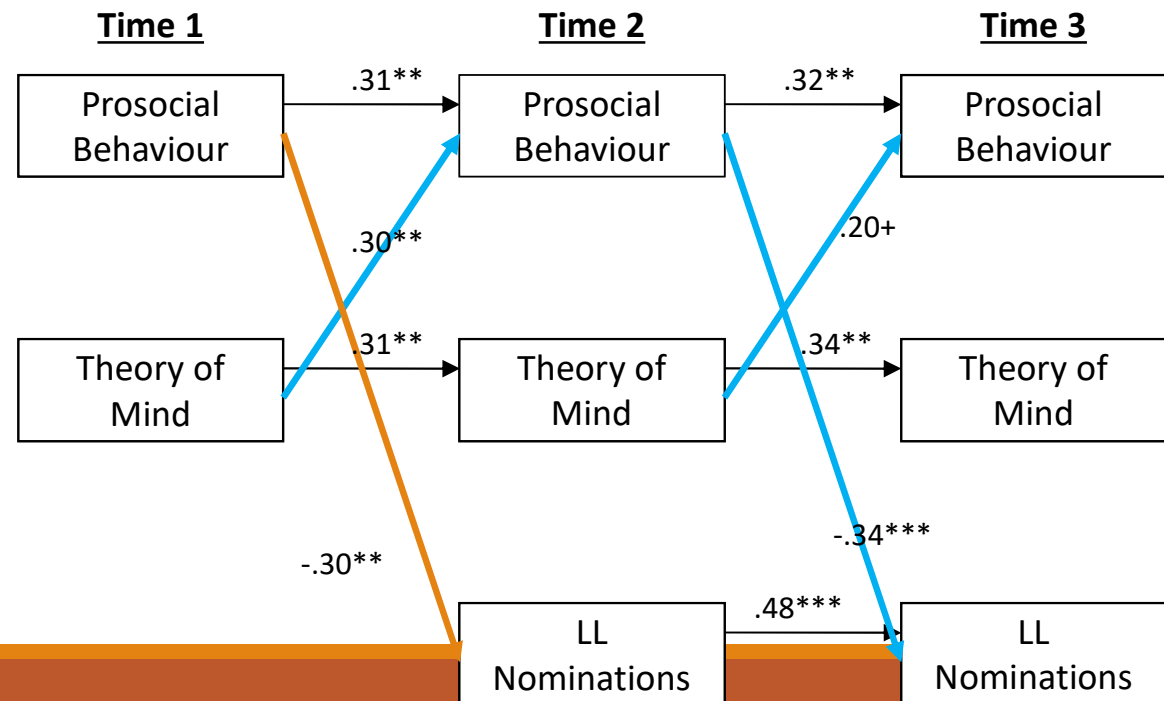
<i>N=70</i>	T1 ToM	T2 VA	T2 ToM	T2 PB	T3 VA	T3 ToM	T3 ML	T3 LL
T1 VA	.35**	.70***	.13	.05	.28*	.20	.19	-.14
T1 ToM	-	.19	.34**	.34**	.29*	.27*	.37**	-.31*
T2 VA		-	.18	.22 ⁺	.44***	.31**	.33**	-.20
T2 ToM			-	.15	.14	.36**	.30*	-.19
T2 PB				-	.13	.16	.29*	-.50***
T3 VA					-	.29*	.12	-.15
T3 ToM			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

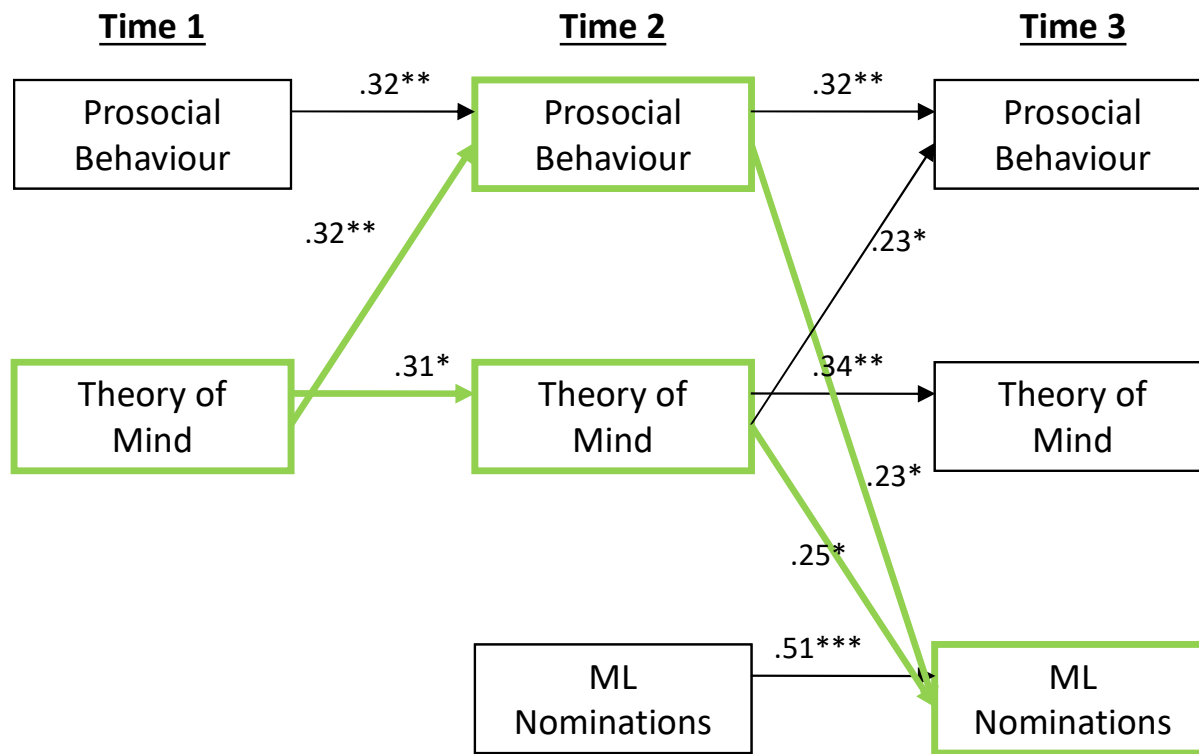
<i>N=70</i>	T1 ToM	T2 VA	T2 ToM	T2 PB	T3 VA	T3 ToM	T3 ML	T3 LL
T1 VA	.35**	.70***	.13	.05	.28*	.20	.19	-.14
T1 ToM	-	.19	.34**	.34**	.29*	.27*	.37**	-.31*
T2 VA		-	.18	.22 ⁺	.44***	.31**	.33**	-.20
T2 ToM			-	.15	.14	.36**	.30*	-.19
T2 PB				-	.13	.16	.29*	-.50***
T3 VA					-	.29*	.12	-.15
T3 ToM			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



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

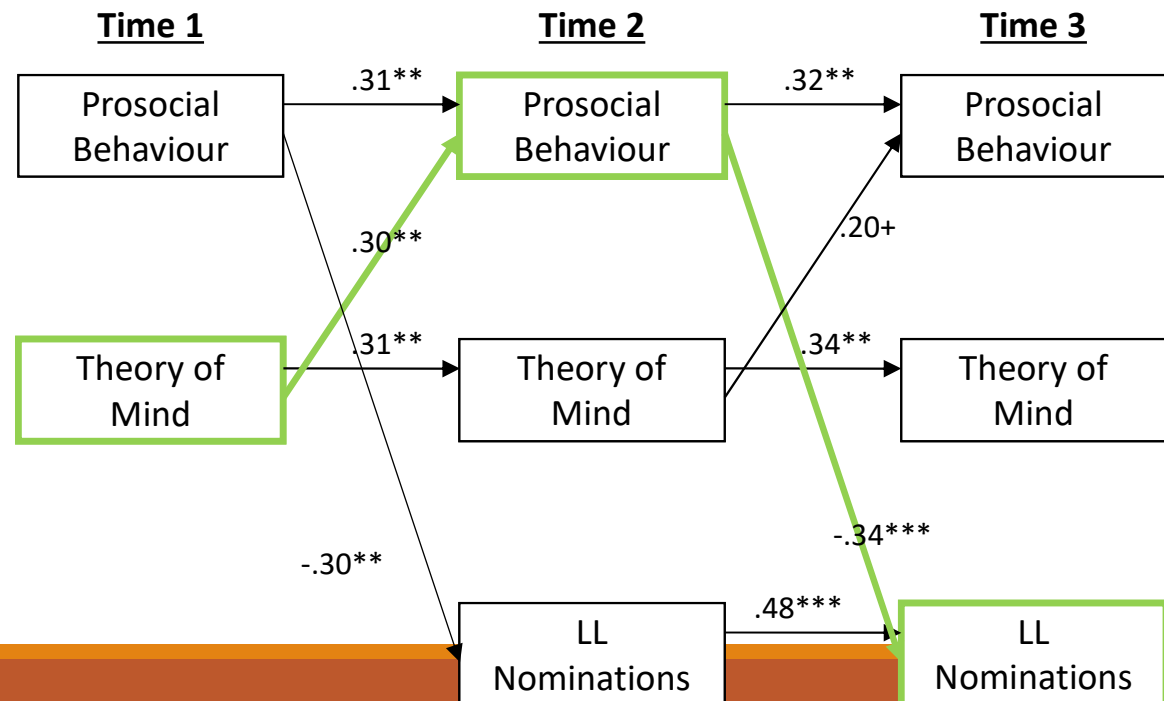
$\chi^2 (34) = 36.72$
 $p = .344$
 CFI = .982
 RMSEA = .034





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

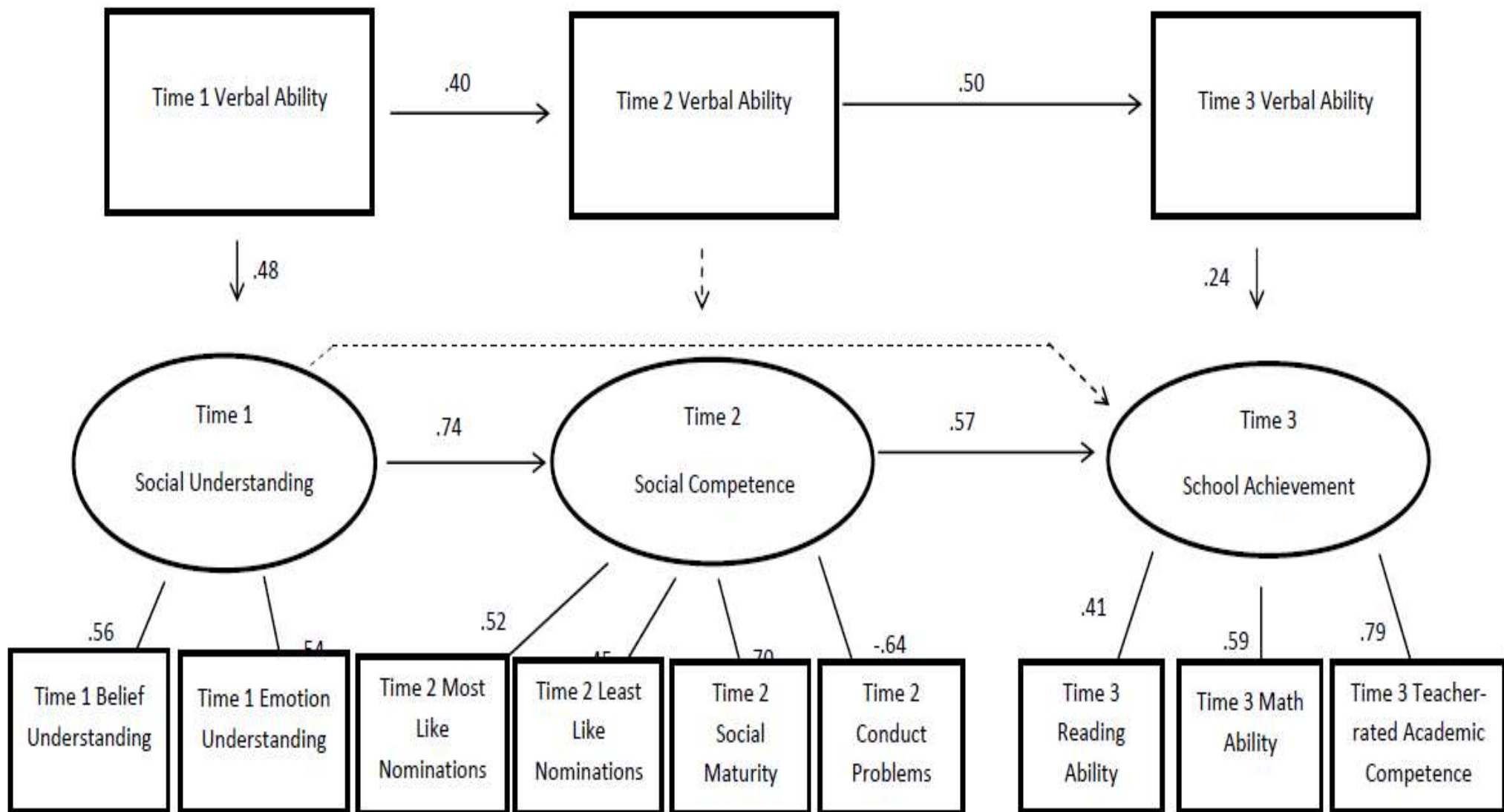
Standardized indirect effect
 $z = -.120, p < .01.$



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.

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).









