

The “Clueless Child” Parent Pamphlet

The Clueless Child refers to a child who often acts in intelligent ways but at times is incredibly clueless. Sometimes this "cluelessness" is due to an undiagnosed Theory of Mind deficit (ToMd). In simplest terms, Theory of Mind is perspective taking, taking your own perspective and that of other people. A deficit in Theory of Mind means that you frequently do not understand what is best for you. You also do not understand why the other person is acting the way they are.

Theory of Mind deficits are not related to IQ. This means that the “clueless child” can be gifted, which may be very confusing for parents as well as other people. The contrast between the child’s intelligence and the clueless behavior can be stunning, making it hard to believe that this person cannot read other people and cannot figure out what is in their own interest or in the interest of others. Theory of Mind is close to empathy but the person with this problem can be empathetic if they understand the situation or have personally experienced what the other person is going through.

This lack of perspective can lead to incorrect thinking and conclusions creating a very large deficit in the ability to get needs met and to have a successful family and other positive social interactions. This is important because the family is your first social skills group.

For years, Theory of Mind deficits were believed to only be found in people with an Autism Spectrum Disorder diagnosis. New research is proving that ToMd is found in people with many additional diagnoses.

Groups with Difficulty Developing Theory of Mind

It is becoming increasingly clear through research and in clinical practice that other neurological disorders also may have this deficit. The following are examples of some disorders found to also have deficits in Theory of Mind.

- Acquired Brain Injury ¹²
- Anorexia Nervosa ⁷
- Attention Deficit Hyperactivity Disorder (ADHD) ¹³
- Bipolar Disorder ⁶
- Down’s Syndrome ¹⁵
- Fetal Alcohol Syndrome ¹⁰
- Major Depressive Disorder ⁸
- Migraines ¹⁸
- Obsessive-Compulsive Disorder (OCD) ¹¹
- Psychosis ¹⁴
- Schizophrenia ⁶
- Social Anxiety ⁹
- Social Communication Disorder ¹¹
- Stroke ⁵
- Tourette Syndrome ³

Medical Education

Talk to your therapist about getting medical education for yourself and the whole family. Make sure as many of the family members as possible can be there so that everyone understands what is causing the behaviors they observe. Ask your therapist any questions you have or clarify things that you do not understand. Having an accurate understanding of the neurological underpinnings of the disorders that are often seen with Theory of Mind deficits is important for the whole family and anyone interacting with the child on a regular basis.

Development

Skill Development ¹¹

- Knows that people act according to the things they want.
- Understands the causes and consequences of emotions. (“If I throw my toy, mom will be mad.”)
- Pretends to be someone else (like a doctor or a superhero) when playing.

Three-Year Olds

- Can identify basic emotional expressions. ¹
- Knows that certain situations elicit certain emotions. ²
- Understands that others may experience a different emotion than the one they have. ^{1, 2}
- Comprehends that two individuals can hold different beliefs. ²⁴

Four and Five-Year Olds ¹¹

- Understanding “wanting” - different people want different things, and that to get what they want, people act in different ways.
- Understanding “thinking” - different people have different, but potentially true, beliefs about the same thing. People’s actions are based on what they think is going to happen.
- Understanding that “seeing leads to knowing” - if you haven’t seen something, you don’t necessarily know about it. If someone hasn’t seen something, they will need extra information to understand it.
- Understanding “false beliefs” - sometimes people believe things that are not true - and they act according to their beliefs, not according to what is demonstrably true.
- Understanding “hidden feelings” - people can feel an emotion that is different from the one they display.

Throughout Life

For the next several years they learn to predict what one person thinks or feels about what another person is thinking or feeling. They also begin to understand complex language that relies on theory of mind. Some examples would be lies, sarcasm, and figurative language. Some experts argue that Theory of Mind development continues over a lifetime as one has more opportunities to experience people and their behavior. ¹¹

Screening for Problems with Theory of Mind ¹¹

It may be difficult to:

- Understand why people do and say the things they do.
- Have a conversation.
- Tell a story.
- Understand characters' perspectives in storybooks.
- Make friends.
- Engage in pretend play.

Other Issues That Can Detract from Theory of Mind Development

- Check to see if electronic addictions are interfering with the person's social life.
- Check to see if friends are only online, in which case there is no real in-person practice for socializing to improve Theory of Mind deficits.

Parenting Strategies ²⁴

“Children have shown that when parents use words that refer to thinking and feeling when they talk to their child, it helps their child's theory of mind development.”

- **Follow your child's lead** – This will help the child pay attention and tune-in to facial expressions. Give up your ideas of what the child should do or how the child should play and join in play by copying the child's actions and adding to their play ideas.
- **Use “tuning-in language”** – This means putting your own and your child's perspective into words, “Oh, you want a cookie.” You can also explain why other people role play with your child when you pretend together – role playing helps develop theory of mind because it encourages children to think about and act out other peoples' perspectives.
- **Use books to talk about the characters' thoughts and feelings** – Talking about the characters' thoughts and feelings, their different ideas and reactions, and what characters might do next in the story helps promote early Theory of Mind. Research shows that it is also important to connect these ideas to the child's own experiences.

Every time you interact with and talk to your child, you have an opportunity to put into words what you are both thinking and feeling. These types of conversations will deepen understanding of thoughts and feelings, how others may have different thoughts and feelings from your own, and how we all act based on what we are thinking and feeling.

More information about resources for Theory of Mind development in young children can be found at the end of this book in the resource section.

Teaching Theory of Mind

Viewing Theory of Mind as a Perspective-Taking Learning Disability ²⁶

- Difficulty determining the needs, intelligence, and motives of others.
- Difficulty recognizing and accounting for other person's expectations of how one should participate or behave.
- Difficulty completing obligatory tasks not of their own choosing.
- Limited knowledge of what it means to participate successfully in a relationship (formal or informal).

Note: Theory of Mind problems can occur even when taking one's own perspective.

Teach Theory of Mind as if You Are Teaching a Curriculum

Use learning disability instructional strategies because deficits in Theory of Mind are like having a learning disability in perspective taking. This can occur no matter how smart the child, adolescent, or adult may be.

- Find the last place developmentally where the person has mastered the material and teach the next step until mastered. Teach at the developmental stage to which their Theory of Mind has progressed or stopped developing.
- Teach the skill until mastery is achieved, 9/10 successful occurrences over several months.
- Use cognitive modification strategies to increase the meaning and the ability to understand and retain the material, e.g., FEVER – Face the person, Eye contact (which can be achieved by looking at the bridge of the other person's nose, if direct eye contact is a sensory overload), Voice pleasant, Expression needs to be a pleasant face, Right posture.²¹
- Have them join a curriculum-based social skills group. Social skills need to be directly taught like any other subject.

The Tricks They Need to Learn (The Curriculum)

Curiosity Not Judgment

Teach curiosity rather than judgment. There can be a moral policeman in the child's mind that makes sure that they know what just happened even when they are wrong. Curiosity can be a tool of great kindness and an invitation to have a discussion rather than a fight over being right.

Clean Mirror

Use words to reflect what is happening to the child without judgment. Be a clean mirror.

Overcoming Adversity

Identify how big the bump in the road is. Breaking your fingernail is not a life-threatening event. Make sure that there is perspective taking.

Find Another Gear

Teach how to reach down and find another gear when a person feels out of energy and needs more to be able to grow. What gives a person energy when they think about it or if they do something? Having the experience of playing sports is a good example of how to develop another gear when needed.

Team Player

Utilize sports analogies as a good accompanying tool. Teach the importance of working as a team. Make sure that the child knows how to be a team player as well as a captain.

Firing Your First Born

Make sure your first-born child who has difficulties with Theory of Mind is not allowed to act as a parent to other siblings.

Feelings vs Thoughts

Teach feelings vs. thoughts. Start with four feelings: mad, sad, glad, and scared. Teach what facial expressions go with each feeling and what facial features would be expressed when having those feelings. Use of a mirror is helpful.

Activity - The Gingerbread Man

Draw an outline of a gingerbread man. To express how one is feeling, choose a colored pen or magic marker with each color representing a different feeling. Assign a color to each feeling and let them color how much of each feeling they have.²²

The Basket

Teach that taking the basket that someone is offering you is a choice...is the basket filled with good stuff or garbage? Use of this "Hurts You?" story is a good example of how not to take the basket. While sitting in my dentist's office I saw a little five-year-old sucking his thumb. An elderly lady said, "Aren't you too old to be sucking your thumb?" The boy said in a kind way, "Hurts you lady?" This is an example of not taking the basket while having a clear and clean response to a negative basket.

Compartmentalizing

Being able to defer something to deal with later can be used as an old avoidance defense mechanism or a present useful tool. Get rid of the negative way of compartmentalizing but save the useful way to do it by allowing someone to put something aside when they need to deal with it later.

Premeditated Resentments

Teach that expectations are premeditated resentments and judgments. Don't assume!

Repairing Damage

Teach reparations as taking responsibility for one's actions. "You break it, you bought it!" is a wise saying. This works well for teaching responsibility. "If you break it, you fix it!" Holes in the walls requiring sheet rock or dry wall repair are one of the "family secrets" of many families with children with these disorders. Repairing this damage can be used to deal with the impact of the behavior.

This is one of the most effective tools in the family's behavioral arsenal; reparations can be done by earning money or doing chores if the actual repair is too difficult for the child. This teaches responsibility and allows the person to regain their self-respect by cleaning up the mistakes that they have made. Reparation also needs to be thought of when verbal mistakes are made. No matter what, it is not okay to make a mess and expect someone else to clean it up. Apologizing is not sufficient! For example, a chore should follow the apology to make up for the time wasted during an argument with the parent.

The chore should be work that is normally done by the person who was inconvenienced during the argument. If the argument took 45 minutes, then the parent assigns a chore that takes the child 45 minutes to complete. One of the most frequently asked questions is, "How do I know if it is caused by neurology or is just naughty behavior?" If you use reparation, it does not matter as long as the person does not lose their temper while stating expectations. You are teaching the neurologically impaired individual to understand and take responsibility for actions and decisions.

Locus of Control ¹⁹

People tend to believe that either they have control over their lives or that others do. This concept is termed "locus of control." The goal should be taking responsibility for one's actions and not blaming others. Very young children, naturally, see this concept as being outside of their control. As the child matures, they learn how to take control and responsibility for their actions. If a person does not understand this and blames others for everything that occurs, that individual is delayed in maturing and developing a positive self-concept.

The ability to take control and be successful is an important confidence builder; success in this arena gives one the sense that they are in charge of their destiny. Without this, it is easy to blame others for all the difficulties one has. Taking responsibility is supposed to be well established by the time a person leaves home and goes out in the world. This is frequently not the case.

Instant Replay ²³

We have all heard sportscasters say "Let's look at the replay" so what happened can be reviewed. The "Instant Replay" technique is similar in meaning and usage to this sports check to see what happened. It is used to determine what worked, what needs to be learned, or what needs to change in the future. An Instant Replay does not have to be immediate but is most effective closest to the event.

This technique is most successfully used without strong emotion and is informative in tone. An Instant Replay might occur after your child has attempted to have a playdate with his buddy to play a new video game together. You went up to your child to ask him if he noticed that his

friend had gone home and was angry when he left. Your child did not understand when he started the game to show his friend how it was played that he was still playing an hour later when his friend became hurt and left. Your child was not alert to his friend's feelings and not taking turns. He had not noticed the impact it had on his friend. You must point out that his friend left because his feelings were hurt. Together you decide to think of ways to make it up to his friend and agree that a good rule would be for the friend to play the game first and set a timer for them to alternate playing the game.

An Instant Replay can also be used to immediately address and correct social blunders where there had been no plan, i.e., where the child impulsively does something that creates social difficulties. It should also be used to follow up on a cooperative problem-solving intervention. As an example, if the parent or therapist has been working with a child to develop a P.L.A.N. to handle a particular situation with their sibling, the child may identify the problem (P), lay out the options (L), act on one (A), now evaluate (N), and then go back home or to the therapist at the next session to review how the PLAN worked out.¹³

Dining out can be a golden opportunity to do an Instant Replay without your child being the subject. If a child in the restaurant does something wrong, you can quietly point it out to your child and guess the predicted outcome of the behavior and see what happens. Then discuss how you and your child might have handled it in a better way if the outcome was not good.

Instant Replay is not confined to reviewing negative behaviors or outcomes. Adults can use it effectively to positively reinforce spontaneous positive behaviors.

Graceful Exit

Practice storm (rage) drills to promote "graceful exits." The child is given permission to exit a conversation at any time (even if a parent is in mid-sentence). They can go to their room to use their angry pillow or time themselves out. Reward the child who "gracefully exits" on their own (e.g., privileges, bonus allowance).

Each family member should have an "angry pillow," a sturdy pillow that they can beat with their fists, a tennis racket, or plastic baseball bat to calm their anger. Picture the face of the person you are angry at and beat the pillow to vent your anger, but you can never put your own face on the pillow. Take the bat or racket and hold it over your head while bending your knees and hit the pillow ten times. Sometimes after hitting the pillow the person may cry because hurt is frequently masked by anger. Crying is not a problem.

Coke Machine

The Coke Machine is a great analogy when a person is trying to get something from someone and when they cannot get it, they take it personally. When you put your money in the coke machine you expect a coke to come out. You may get mad when it does not come out and kick the coke machine. You may think it is your fault, that you are doing something wrong and that is why the machine does not give you a coke. You may think the coke machine does not like you. What does not occur to you is that the machine is either out of coke or is broken.

The Pot

Teach the Pot and the Lid. Your child may think the thought inside your brain is what is going to comfort you when something goes wrong. Negative thoughts and beliefs are like landing on barbed wire. Positive thoughts and beliefs are like landing on pillows. Humans seem to have an automatic opener to make sure negative thoughts are taken into the brain. Many times, you must consciously train your child to take in positive thoughts and beliefs. Remind them, do not forget to open your lid when something positive is said, *let it in* and say, "Thank you." Teach and be aware of the Haim Ginott quote, "Praise consists of two parts: What we say to the child and what he in turn says to himself."

No, No, No Syndrome

Sometimes an anxious or depressed person's automatic response is NO. Make sure that is the response they really want to give.

Conversational Starters

It is important to teach several topics that are good when nervous about starting a social conversation (e.g., sports events, movies, hobbies, a job).

The NO! NO! List

Is a list of topics that are "NOT" good to bring up in a social setting, e.g., religion and politics.

The Moral Policeman

The Moral Policeman makes friends with the Vengeful Angel. (A match made in Hell!). Teach about the Moral Policeman and the Vengeful Angel that make Theory of Mind deficits have a more negative outcome in social relationships.

The Moral Policeman frequently lives in the brain of a person with Obsessive-Compulsive Disorder (OCD). It can make the person negatively judge themselves and negatively judge others when they make a mistake, no matter how small or how large.

Sometimes if someone has a really bad case of the Moral Policeman, they may also have a Vengeful Angel that encourages them that they must tell the person who made the mistake or tell an authority figure who could seek a consequence for the perpetrator. This is a very destructive behavior in a school, workplace, social setting, or primary relationship.

Both the Moral Policeman and the Vengeful Angel can be changed by recognizing when this is a symptom of OCD and by using a specific cognitive behavioral strategy (Exposure Response Prevention Therapy) to change and break this habit.

The Eye-Contact Trick

When looking into someone's eyes is too overwhelming from a sensory or anxiety point of view, teach your child to look at the person's nose between the eyes and not directly into the person's eyes to allow you to appear that you are respecting them while looking at them.

Personal Space

Teach that using an arm's length as a measure for how close to get to people during a social interaction. This is as close as your child should be to someone without entering their personal space.

“Oops” vs. “Blame” Strategy

Teach there is no need to blame yourself or others when something negative happens. It does not help anyone to be told it is their fault. Teach that mistakes are an opportunity to learn something and correct any negative impact the “oops” caused.

Truth vs. Kindness

Aristotle vs the Sophists...Truth vs. Kindness. In ancient Greece there were two political parties at one time, the Aristotelians and the Sophists. The Aristotelian's believed truth was the highest good. The Sophist's believed kindness was the highest good.

The Sophists lost and western civilization has held truth as the higher good. Nowhere does this address the importance of kindness. Luckily, most people found it too unkind to always tell the truth when it was going to hurt someone, and they invented the kinder “white lies” to modify this. For example, if Mary is asking at church if someone likes her new dress, that person can be kind rather than tell the truth if they do not like the dress by saying, “What a dress, Mary!”

Boundaries

Boundaries are the safe “fences that make good neighbors ⁴.” Do I know where my boundaries are? Is this interaction coming on to my land? Where does my land end and theirs begin? Is it an arm's length away from me or is it up at my throat? Is my personal space being respected? Are my personal values being respected? Am I treated well? Is my opinion being honored?

For example: When a child asks his mother to do something the child can do himself just because he does not want to do it. The mom replies: “This is actually one of your jobs and I know how good you are at doing this job.” Mom has set clear boundaries of what her jobs are and what the child's jobs are

The Dating Test

The Dating Test is for people who may not be able to judge if this is a good relationship. It goes like this:

1. Do I feel better about myself after being with this person?
2. Would I be okay if my child were to marry someone just like this person with no changes?
3. Does this person make my life feel happier, healthier, and more successful?
4. Do my healthy family members and close friends think this is a good relationship for me?
5. Is this person my best friend?
6. Are my family or friends happy about how I am treated by this person?

Selling Yourself

Use the idea that if you think of social interactions as selling a product what would be your commercial about yourself? Make sure it is something that someone would want to buy.

Being Present

Anxiety disorders and OCD like to worry about the future and regret the past. Mood disorders like to live in the past. Living in the present is the healthy way to keep automatic negative thoughts out of your brain. Try to get your child think about what can be done in the present and only think about other things when something can be done about it or it can be processed it in a healthy way.

The Brightest Spirits

“The brightest spirits live in the densest pots” *Hindu Proverb*. Sometimes children with ToM deficits have trouble being open to new information. This concept is very helpful when talking to someone who is either living with or is a “clueless child.”

Supportive Statements ¹⁷

We use this to help teach our kids how to stay positive when parents set limits. This also helps teach our children how to use constructive sentences when having hard conversations with other people such as friends and family.

1. Acknowledge the Emotion

Start with simple emotions, e.g., mad, sad, glad, and scared.

Example: “I know you are mad, and that is okay.”

2. Reflect the Reality of the Situation

This is the statement of the limit or the rule that triggered the emotion. You can think of this as the part the child will not want to hear but that they need to understand.

Example: “When we bought your last game, I told you that this was the last game we would buy until your birthday.”

3. Statement of Confidence

This is the part that bolsters the child’s confidence because you are reminding them that you have faith in their abilities. This has the benefit of always being true.

Example: “I know that you will get through this.”

Discomfort as is a Learning Opportunity

When a child experiences pain and discomfort, consider this an opportunity for them to learn something and create a positive change. It is common that when something is hard or uncomfortable the experience tends to be avoided. When we look back, the best learning experiences in our life frequently began as the most uncomfortable ones.

Facing a deficit such as a lack of Theory of Mind can be such an experience. It is one that a therapist can help a child go through to get the skills they need. It is worth the trouble to learn

how not to have ToM deficits interfere with the importance of positive human relationships such as having a mate, friends, and a job.

Resource Materials

There are resources below specifically for people with Autism Spectrum Disorder, these resources are still valuable to teach Theory of Mind to anyone with any diagnosis.

Comic Strip Conversations, by Carol Gray

Comic strip conversations use visual supports to improve the understanding and comprehension of social situations.

Emily's Tiger, by Miriam Latimer

Watch out - Emily is off and running again! This little girl has a problem with her temper, and every time she gets angry, she turns into quite a little tiger. This quirky picture book addresses behavioral issues with humor and an emphasis on intergenerational relationships. Reading age. 3 - 7 years.

Navigating the Social World: A Curriculum for Individuals with Asperger's Syndrome, High Functioning Autism and Related Disorders, by Jeanette McAfee

Pediatrician Jeanie McAfee originally created this user-friendly social curriculum for her daughter Rachel, who was diagnosed with Asperger's at age ten. Since then, it has become a staple for parents and educators. It addresses the most urgent problems facing those with Asperger's Syndrome, high-functioning autism, and related disorders.





The New Social Story Book, by Carol Gray

These short stories describe different scenarios which allow individuals to better understand themselves and others. These stories may motivate them to start asking questions about other people and at least recognize that different individuals think in unique ways and have different abilities.

- Demonstrate different social situations.
- Utilize events to teach one's own perspective.
- Show the perspective of others.
- Try to train curiosity towards social situations.
- Allow for demonstrations of others thinking differently.
- Help them learn to predict some outcomes of their own behavior.
- Assist with learning to predict the behavior of others.

Playing It Right! Social Skills Activities for Parents and Teachers of Young Children with Autism Spectrum Disorders, Including Asperger Syndrome, by Rachael Bareket

The book, intended for use by parents, teachers and others working with young children of varying ages, contains a series of activities designed to help children on the autism spectrum develop basic social skills by focusing on elements of social interactions in a variety of settings - home, preschool, kindergarten and elementary school. The appendix includes materials such as rewards cards, schedules, choice boards and worksheet templates.

Things My Friends Do for Me	Things I Can Do for My Friends
<p data-bbox="375 247 493 275">Listen to me</p> 	<p data-bbox="837 247 972 275">Listen to them</p> 
<p data-bbox="331 510 545 537">Talk about what I like</p> 	<p data-bbox="784 510 1029 537">Talk about what they like</p> 

Superflex...A Superhero Social Thinking Curriculum Package, by Stephanie Madrigal and Michelle Garcia Winner.

Looking for an engaging way to teach social awareness and self-regulation? Superflex, to the rescue! Kids around the world are having fun learning strategies and practicing new skills to boost their “Superflex powers,” so they don’t realize they’re improving their self-regulation and flexible-thinking abilities!

TalkAbility: People Skills for Verbal Children on the Autism Spectrum - A Guide for Parents, by Fern Sussman. A research-based guidebook and intervention program aimed at promoting the social and special language abilities necessary for conversations and friendships.

Thinking About You, Thinking About Me, by Michelle Garcia Winner.

Ground zero for understanding and applying the Social Thinking® Methodology, this explores in depth the social learning process and how the social brain works.

Thinking About YOU Thinking About ME, 2nd Edition, by Michelle Garcia Winner.

This book weaves together research and cutting-edge clinical practice with innovative frameworks, loads of concrete treatment and learning strategies, case examples and scenarios, user-friendly tools, templates, diagrams, hands-on worksheets, and a touch of humor for teaching the what, why, and how of specific social competencies to all ages of students and clients with social thinking and learning challenges.

“Tuning in” to Others: How Young Children Develop Theory of Mind, by Lauren Lowry, SLP

The way parents talk to and play with their child can help children’s understanding of others’ thoughts and feelings. In fact, studies have shown that when mothers use words that refer to thinking and feeling when they talk to their child, it helps their child’s theory of mind development.

What-To-Do-Guides for Kids Series, e.g., When ...Your Temper Flares: A Kid's Guide to Overcoming Problems with Anger, by Dawn Huebner

Engaging examples, lively illustrations, and step-by-step instructions teach children a set of "anger dousing" methods aimed at cooling angry thoughts and controlling angry actions, resulting in calmer, more effective kids.

Willamena Picklepants and the Case of the No-good Really Mean Words, by Lauri Garretson

Willamena is an endearing character who learns that life can be hard but how we overcome our difficulties is what is most important. Filled with precious illustrations and thoughtful and rhyming words, Lauri Garretson does an outstanding writing job on her first children's book.

You Are a Social Detective! Explaining Social Thinking to Kids, 2nd Edition, By Michelle Garcia Winner and Pamela Crooke

The social world is a big, complicated place where we are all social detectives as we observe, gather, and make sense of the clues in different social contexts (settings, situations, and the people in them) to figure out the hidden rules for expected behaviors, as well as to understand how we each feel and think about what others say and do in a situation. This edition teaches social learners the power of observation, reading context, and interpreting clues to then choose how to respond in ways that meet their social goals which builds social awareness—the foundation of self-regulation.

Zones of Regulation

by Leah Kuypers

The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities.

Citations References

- [1] Denham, S.A., (1986). Dealing with Feelings: How children negotiate the worlds of emotions and social relationships. George Mason University, Department of Psychology. [Denham 2007.pdf \(gmu.edu\)](#)
- [2] Denham, S.A., Blair, K.A., DeMulder, E., Levitas, J., Sawyer, K., Auerbach-Major, S., Queenan, P., (2003). *Preschool Emotional Competence: Pathway to social competence?* PubMed Central. [Preschool emotional competence: pathway to social competence? - PubMed \(nih.gov\)](#)
- [3] Eddy, C.M., Cavanna, A.E., (2013). Behav Neurol. 27(1):15-22. doi: 10.3233/BEN-120298. PMID: 23187149 Free PMC article. Review. [Altered social cognition in Tourette syndrome: nature and implications.](#)
- [4] Frost, R., (1914). Adapted from "Mending Wall," *North of Boston*. London, England. [North of Boston, by Robert Frost \(gutenberg.org\)](#)
- [5] Hamilton, J., Radlak, B., Morris, P.G., Phillips, L.H., (2107). Arch Clin Neuropsychol. Aug 1;32(5):507-518. doi: 10.1093/arclin/acx035. PMID: 28453602. [Theory of Mind and Executive Functioning Following Stroke.](#)

- [6] Kerr, N., Dunbar, R., Bental, R.P., (2003). Theory of mind deficits in bipolar affective disorder, *Journal of Affective Disorder*, Volume 73, 2-2003 pp. 253-259. [Theory of mind deficits in bipolar affective disorder - ScienceDirect](#)
- [7] Konstantakopoulos, G., Ioannidi, N., Patrikelis, P., Gonidakis, F., (2020). J Clin Exp Neuropsychol. Aug;42(6):611-621. doi: 10.1080/13803395.2020.1786504. Epub 2020 Jul 7. PMID: 32633184. [The impact of theory of mind and neurocognition on delusionality in anorexia nervosa.](#)
- [8] Kumar, P., Dourish, C.T., Harmer, C., (2013). Neuroimaging approaches to the understanding of depression and the identification of novel antidepressants. *Translational Neuroimaging* pp. 343-411. [\(PDF\) Neuroimaging Approaches to the Understanding of Depression and the Identification of Novel Antidepressants \(researchgate.net\)](#)
- [9] Lenton-Brym, A.P., Moscovitch, D.A., Vidovic, V., Nilsen, E., Friedman, O., (2018). *Anxiety Stress Coping*. Sep;31(5):487-499. doi: 10.1080/10615806.2018.1483021. Epub 2018 Jun 25. PMID: 29940803. [Theory of mind ability in high socially anxious individuals.](#)
- [10] Lindinger, N.M., Malcolm-Smith, S., Dodge, N.C., Molteno, C.D., Thomas, K.G., Meintjes, E.M., Jacobson, J.L., Jacobson, S.W., (2016). *Alcohol Clin Exp Res*. Feb;40(2):367-76. doi: 10.1111/acer.12961. PMID: 26842255 Free PMC article. [Theory of Mind in Children with Fetal Alcohol Spectrum Disorders.](#)
- [11] Lowery, L., (2015). "Tuning in" to Others: How young children develop Theory of Mind. Hanen Early Language Program. [Tuning In to Others: How Young Children Develop Theory of Mind \(hanen.org\)](#)
- [12] Martín-Rodríguez, J.F., José León-Carrión, J., (2010). Theory of mind deficits in patients with acquired brain injury: A qualitative review. Author links open overlay panel. *Neuropsychologia*, Volume 48, Issue 5, pp.1181-1191. [Theory of mind deficits in patients with acquired brain injury: a quantitative review - PubMed \(nih.gov\)](#)
- [13] Mary, A., et al, (2016). Executive and attentional contributions to Theory of Mind deficit in attention deficit hyperactivity disorder (ADHD). *Child Neuropsychology*: 23(3):345-65. [Executive and attentional contributions to Theory of Mind deficit in attention deficit/hyperactivity disorder \(ADHD\) - PubMed \(nih.gov\)](#)
- [14] Morozova, A., Garakh, Z., Bendova, M., Zaytseva, Y., (2017). *Psychiatr Danub*. Sep;29(Suppl 3):285-288. PMID: 28953779. [Comparative Analysis of Theory of Mind Tests in First Episode Psychosis Patients.](#)
- [15] Neitzel, I., Penke, M., (2021). *Res Dev Disabil*. 2021 Jun;113:103945. doi: 10.1016/j.ridd.2021.103945. Epub Apr 14. PMID: 33862539. [Theory of Mind in children and adolescents with down syndrome.](#)
- [16] Pruitt, S.K., Pruitt, D.G., (2001). *P.L.A.N*, Parkaire Consultants, Inc.
- [17] Pruitt, S.K., Ashlock, D., (2023). *Theory of Mind Checklist*, Parkaire Consultants, Inc.

- [18] Raimo, S., d'Onofrio, F., Gaita, M., Costanzo, A., Santangelo, G., (2022). Neuropsychology. Nov;36(8):753-763. doi: 10.1037/neu0000852. Epub 2022 Sep 1. PMID: 36048070. [Neuropsychological correlates of theory of mind in chronic migraine.](#)
- [19] Rotter, J.B., (1965). Locus of Control. *Psychological Monographs*. [Locus of Control Theory In Psychology: Internal vs External \(simplypsychology.org\)](#)
- [20] Sussman, F., (2006). *TalkAbility™ – People skills for verbal children on the autism spectrum: A guide for parents*. Toronto, ON: Hanen Early Language Program.
- [21] Trotti, M.J., Born, G., (2005). *FEVER*, Parkaire Consultants, Inc.
- [22] Trotti, M.J., (2008). *The Gingerbread Man*, Parkaire Consultants, Inc.
- [23] Verna, T., (1963). “Instant Replay”CBS 12/7/1963 Army Navy annual football game. [The Invention of Instant Replay | Lemelson Center for the Study of Invention and Innovation \(si.edu\)](#)
- [24] de Villiers, J. G., de Villiers, P. A., (2014). The role of language in theory of mind development. *Topics in Language Disorders*, 34(4), 313-328. [The role of language in theory of mind development. \(apa.org\)](#)
- [25] Wellman, H.M., Liu, D., (2004). Scaling of theory-of-mind tasks. *Society for Research in Child Development*. [Scaling of Theory-of-Mind Tasks - Wellman - 2004 - Child Development - Wiley Online Library](#)
- [26] Winner, M.G., various books.

With gratitude to my editorial and publishing staff:

Teddi Erickson

Laura Kirk

Dan Pruitt

And a thank you for the input of Davis Vaughn and Andrew Ashlock