# Article information:

Longitudinal Theory of Mind (ToM) Development From Preschool to Adolescence With and Without ToM Delay - Peterson - 2019 - Child Development - Wiley Online Library  
<https://srcd-onlinelibrary-wiley-com.libproxy.ucl.ac.uk/doi/full/10.1111/cdev.13064>

# Article summary:

1. Theory of mind (ToM) development, or the understanding of how thoughts and feelings shape human behavior, is fundamental to social life and reasoning.

2. Longitudinal tracking of 107 three- to thirteen-year-olds in a cross-sequential design showed a 6-step ToM sequence validly depicted longitudinal ToM development from early to middle childhood for typically developing children and those with ToM delays owing to deafness or autism.

3. Findings help resolve theoretical debates about ToM development for children with and without delay and gain strength and weight via their applicability to three disparate groups varying in ToM timing and sequencing.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "Longitudinal Theory of Mind (ToM) Development From Preschool to Adolescence With and Without ToM Delay" by Peterson (2019) provides a comprehensive analysis of the development of theory of mind (ToM) in children from preschool to adolescence. The study tracked 107 children, including typically developing children and those with ToM delays due to deafness or autism, over a mean period of 1.5 years using a cross-sequential design.

The article highlights the importance of ToM development for social reasoning and everyday social concerns such as friendship, popularity, leadership, loneliness, persuasion, and deception skills. It also notes that poor social perception and problematic peer relations can pose adverse risks for mental health throughout life.

One potential bias in the article is its focus on longitudinal tracking of ToM development in children without considering other factors that may influence social perception and peer relations. For example, socioeconomic status, cultural background, family dynamics, and school environment can all impact a child's social development.

The article also makes unsupported claims about the nature and basis of ToM delays in certain groups such as deaf children from hearing families and children with autism. While it is true that these groups often struggle with ToM mastery, more research is needed to understand the underlying causes of these delays.

Additionally, the article does not explore counterarguments or alternative explanations for its findings. For example, it is possible that some children may develop different types of social reasoning skills that are not captured by traditional ToM measures.

Overall, while the article provides valuable insights into longitudinal ToM development in children from preschool to adolescence, it would benefit from a more nuanced consideration of other factors that may impact social perception and peer relations. Additionally, further research is needed to fully understand the nature and basis of ToM delays in certain groups.

# Topics for further research:

* Factors influencing social development in children beyond theory of mind
* Socioeconomic status and social perception in children
* Cultural background and peer relations in children
* Family dynamics and social reasoning in children
* School environment and social development in children
* Alternative explanations for social reasoning skills in children beyond theory of mind

# Report location:

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