# Article information:

The Sally–Anne test: an interactional analysis of a dyadic assessment - Korkiakangas - 2016 - International Journal of Language & Communication Disorders - Wiley Online Library  
<https://onlinelibrary-wiley-com.libproxy.ucl.ac.uk/doi/full/10.1111/1460-6984.12240>

# Article summary:

1. The Sally-Anne test is commonly used to assess children's theory of mind understanding, but little is known about the interactional aspects of the dyadic assessment situation that may impact children's responses.

2. A study using video recordings and conversation analysis found that children with communication disorders responded to the test questions in diverse ways, including verbally, pointing, or manually handling objects. The tester treated these responses differently depending on how they were produced.

3. The study suggests that children's responses in the test may not solely indicate socio-cognitive capacities but also show orientation to interactional nuances, which can have implications for future assessment tasks and scoring practices.

# 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 "The Sally-Anne test: an interactional analysis of a dyadic assessment" examines the interactional factors that contribute to children's performance on the Sally-Anne test, which measures theory of mind understanding. The study uses video recordings of two children with communication disorders and an adult tester, drawing on a multimodal approach to conversation analysis (CA) to examine the sequential organization of the test questions and answers.

The article provides valuable insights into how children respond to the Sally-Anne test and how testers treat these responses differently depending on how they are produced. However, there are some potential biases in the article that should be considered.

One potential bias is that the study only includes two children with communication disorders, one of whom has a current diagnosis of autism spectrum disorder (ASD). While this may provide valuable insights into how children with communication disorders perform on the Sally-Anne test, it may not be representative of all children's performance.

Another potential bias is that the study focuses solely on the interactional aspects of the Sally-Anne test and does not consider other factors that may impact children's performance, such as linguistic demands or cultural differences. While interactional factors are undoubtedly important, they are just one piece of a complex puzzle.

Additionally, while the article suggests that children's responses in the test might not be solely indicative of socio-cognitive capacities but also show orientation to interactional nuances, it does not provide evidence for this claim. Further research would be needed to support this assertion.

Overall, while the article provides valuable insights into how interactional factors can impact children's performance on the Sally-Anne test, it is important to consider its potential biases and limitations.

# Topics for further research:

* Linguistic demands and the Sally-Anne test
* Cultural differences and theory of mind understanding
* Performance of typically developing children on the Sally-Anne test
* Validity of the Sally-Anne test as a measure of theory of mind understanding
* Impact of tester characteristics on children's performance on the Sally-Anne test
* Long-term outcomes for children with communication disorders who struggle with the Sally-Anne test

# Report location:

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