**Title:** Theory of Mind and ADHD  

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**Abstract**  

**Introduction:** Theory of Mind is the ability to attribute subjective mental states to oneself and to others. ADHD is associated with problems in social contexts.  

**Objective:** The present study aimed to compare Theory of Mind in normal children and children with subclinical ADHD.  

**Method and Materials:** The target paper was conducted with a comparative method. Therefore, using a screening method and through convenience sampling, 50 students with a diagnosis of subclinical ADHD as well as 50 normal children were selected. They were assessed by tasks of ToM, CSI-4, as well as Raven's Progressive Matrices test. Data were analyzed by ANOVA method.  

**Results:** Findings showed that there was a significant difference between the study groups on ToM. Accordingly, individuals with ADHD scored lower on ToM competence (p<.01). However, the results obtained by Raven's Progressive Matrices test revealed no significant difference between groups.  

**Conclusion:** ToM is one of the subcomponents of social cognition, which embraces all the skills required to manage social communication. It is a prerequisite for the understanding of the social environment and for engaging in social competent behavior. Children with ADHD have a great deal of difficulty in both adopting the perspective of others and evaluating others' intentions. Besides, social difficulties are a central component of ADHD. Consequently, the present study suggests the importance of ToM competence in diagnosis and instruction of ADHD. Hence, the implications of a relationship between social competence, neurodevelopmental deficits, and ToM are important for school counselors, clinical psychologists, and teachers.  

**Keywords:** Theory of Mind; ADHD; Intelligence  

**Presentation:** Poster