

CONTENTS

<i>List of contributors</i>	vii
<i>Preface</i>	ix
<i>Introduction: how should we conceptualise contextual influences on young children's theory of mind development?</i> Marc de Rosnay	x
1 Learning a theory of mind <i>Henry M. Wellman</i>	1
PART I	
Social contexts for development	23
2 Culture and the sequence of developmental milestones toward theory of mind mastery <i>Candida C. Peterson and Virginia Slaughter</i>	25
3 Family influences on theory of mind: a review <i>Claire Hughes and Rory T. Devine</i>	41
4 Why Montessori is a facilitative environment for theory of mind: three speculations <i>Angeline S. Lillard and Sierra Eisen</i>	57
5 Behaviour to beliefs <i>Ted Ruffman and Mele Taumoepeau</i>	71

PART II

Atypical developmental contexts	87
6 The role of institutionalization in theory of mind <i>Bilge Selcuk and N. Meltem Yucel</i>	89
7 The empathic mind in children with communication impairments: the case of children who are deaf or hard of hearing (DHH); children with an autism spectrum disorder (ASD); and children with specific language impairments (SLI) <i>Carolien Rieffe, Evelien Dirks, Wendy van Vlerken and Guida Veiga</i>	106
8 Environment and language experience in deaf children's theory of mind development <i>Gary Morgan, Marek Meristo and Erland Hjelmquist</i>	121
9 Mindreading as a transactional process: insights from autism <i>Peter Mitchell</i>	135
Appendix: standard theory of mind tasks	151
<i>Index</i>	<i>155</i>