



## Regionaler Fachtag

# Theory of Mind in school: Associations with academic abilities, social competencies, and bullying



### Wann und wo?

- 17. und 18. November, Universität Vechta, Driverstr. 22, 49377 Vechta

### Vortragende

- Prof. Dr. Sandra L. Bosacki (Brock University)
- Prof. Dr. Rory T. Devine (University of Birmingham)
- Prof. Dr. Salvatore Ioverno (Roma Tre University)
- Prof. Dr. Serena Lecce (University of Pavia)
- Prof. Dr. Christopher Osterhaus (University of Vechta)

### Programmübersicht

Datum	Uhrzeit	Programmpunkt	Ort
17.11.	19:30 - 20:30	<u>Prof. Dr. Rory Devine</u> Children's understanding of others' minds: Implications for social adjustment, mental health, and academic success	Aula
	20:30	Empfang	Aula
18.11.	09:00-09:15	Eröffnung	Aula / Konferenzraum
	09:15-09:45	<u>Prof. Dr. Serena Lecce</u> Does the school context matter for children's theory of mind development?	Aula / Konferenzraum
	10:00-10:30	<u>Prof. Dr. Christopher Osterhaus</u> The complex associations between scientific reasoning and advanced theory of mind	Aula / Konferenzraum
	10:30-11:00	Kaffeepause	
	11:00-11:30	<u>Prof. Dr. Sandra L. Bosacki</u> Mentalization and solitude in adolescents: Implications for self-processes and well-being	Aula / Konferenzraum
	11:30-12:00	<u>Prof. Dr. Salvatore Ioverno</u> Understanding the different perspectives on homophobic bullying	Aula / Konferenzraum

### Anmeldung

Anmeldungen richten Sie bitte bis zum **10. November 2022** an das Sekretariat der Pädagogischen Psychologie ([jeannette.beyer@uni-vechta.de](mailto:jeannette.beyer@uni-vechta.de)) unter Nennung der Programmpunkte, an denen Sie teilnehmen möchten.

## Ausführliche Programmübersicht

Donnerstag, 17.11.2022

17.11.	19:30 - 20:30	<u>Prof. Dr. Rory T. Devine</u> Children's understanding of others' minds: Implications for social adjustment, mental health, and academic success	Aula
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### Zusammenfassung

The ability to tune in to what other people think and feel, what psychologists call 'mindreading' or having a 'theory of mind', is increasingly viewed as a core cognitive ability that matters for children's social lives. Over the past decade, research has shown that mindreading skills continue to develop across childhood and adolescence and that children differ from each other in their ability to tune in to what others' think and feel. This talk highlights the educational implications of research on children's mindreading ability by examining how children's mindreading is linked with social adjustment, mental health, and academic success and by considering how mindreading abilities can be enhanced in the classroom.



### Kurzbiographie

Dr Rory T. Devine is an Associate Professor in Developmental Psychology at the University of Birmingham in the United Kingdom. Prior to taking up his post at Birmingham, he worked as a post-doctoral research fellow at the Centre for Family Research at the University of Cambridge and Director of Studies in Psychology at Clare College, Cambridge. He completed his Ph.D. in Psychology at the University of Cambridge in 2013. Dr Devine has published widely on children's social and cognitive development in leading international journals.

Freitag, 18.11.2022

	09:15-09:45	<u>Prof. Dr. Serena Lecce</u> Does the school context matter for children's theory of mind development?	Aula / Konferenzraum
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### Zusammenfassung

Research has shown that environmental factors significantly affect the development of children's theory of mind. This literature has been traditionally conducted on preschoolers with a focus on the effect of different family features such as the number of siblings, parenting, family conversation. In the present talk I will present recent research aimed to extend this socio-cultural account of ToM by examining the link between classroom context and ToM in primary school children. I will present data from three studies showing the effect of three classroom features: i) teachers' propensity to use mental state talk, ii) racially/ethnically diversity of the classroom and iii) the level of ToM of children's classmates. I then discuss implications for both socio-cultural theoretical accounts of ToM development and classroom practice.



### Kurzbiographie

Serena Lecce is an associate professor in developmental and educational psychology at the department of Brain and Behavioral Sciences, University of Pavia (Italy). She directs the Laboratory of Social Cognition -LASC - where she conducts investigations of people's social and emotional functioning and works closely with practitioners and teachers. Her research explores social and cognitive development across life span. She is particularly interested in individual differences of theory of mind. She received a doctoral degree from the University of Pavia on the topic of children's social relationships. Her dissertation was awarded by the Italian Association of Developmental Psychology.

	10:00-10:30	<u>Prof. Dr. Christopher Osterhaus</u> The complex associations between scientific reasoning and advanced theory of mind	Aula / Konferenzraum
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### Zusammenfassung

Research has shown that children's theory of mind is associated with their academic abilities, including math or scientific reasoning skills. In this talk, I will report the results of a 5-wave longitudinal study of 161 German 5- to 10-year-olds. The study found that scientific-reasoning abilities first develop at 6 years, and that abilities were highly stable, with the kindergarten score predicting 25% of end-of-elementary-school variance. Children's theory of mind was significantly related to end-of-elementary-school scientific reasoning (.33)—and this association was independent of the influences of intelligence (nonsignificant), language abilities (.39), and parental education (.36). In early elementary school, mindreading skills predicted scientific reasoning (.15), but not vice versa; in late elementary school, bidirectional associations emerged (.11-.33). These findings suggest that mindreading is a precursor for the development of scientific reasoning, and that older children use scientific reasoning to revise their advanced theories of mind. The educational implications of these findings are discussed.



### Kurzbiographie

Christopher Osterhaus is an Assistant Professor of Developmental Psychology in Education at the University of Vechta. He received his doctoral degree from the Freiburg University of Education and was a postdoctoral research fellow at the University of Wisconsin-Madison and the Ludwig-Maximilians-Universität München. Christopher studies children's cognitive development (scientific reasoning and advanced mindreading skills) and people's ability to use and interpret evidence.

	11:00-11:30	<u>Prof. Dr. Sandra L. Bosacki</u> Mentalization and solitude in adolescents: Implications for self-processes and well-being	Aula / Konferenzraum
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### Zusammenfassung

Research on social cognitive development shows that adolescence is a crucial time in one's life for the growth of self-skills such as self-reflection, emotion regulation, and private dialogue. Such cognitive processes entail uses of mentalization skills such as ToM. In this talk, I will present recent research that explores how ToM helps youth to navigate their times of solitude, which factors motivate their preferences for solitude, and the implications for their emotional and social adjustment. I will present data from studies that explore ToM and solitude preferences and well-being in different periods in adolescence (early-mid-late). I will then discuss

implications for future work on ToM development in adolescents, and programs that focus on the promotion of adolescents' mentalization skills and well-being.

Kurzbiographie

Sandra Bosacki is Professor at the Department of Educational Studies of the Brock University, Canada. Her research interests include socio-cognitive, emotional, moral and spiritual development within diverse cultural and educational contexts. She is Assistant Editor of the Journal of Adolescence and the author of numerous journal articles and books, including Culture of Ambiguity (2012), Children's Emotional Lives (2008), The Culture of Classroom Silence (2005) and Social Cognition in Middle Childhood and Adolescence (2016).



	11:30-12:00	<u>Prof. Dr. Salvatore Ioverno</u> Understanding the different perspectives on homophobic bullying	Aula / Konferenzraum
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Zusammenfassung

Several studies have shown that sexual and gender minority adolescents are at greater risk of compromising well-being than heterosexual and cisgender adolescents. Much of this work has focused on homophobic bullying at school, a form of bullying motivated by victims' actual or perceived sexual orientation or gender identity, as a key factor associated with these differences. This talk will present three studies to understand this phenomenon from different perspectives. The first study examines the perpetrator's perspective and identifies gender-related characteristics that are potentially associated with the victimization of gender-nonconforming students. The second study focuses on the bystander perspective and examines potential predictors of bystander intervention against homophobic insults. The third study examines the victim's experience using a cross-cultural perspective on school factors that influence the risk of discriminatory bullying. The discussion will include future research directions in relation to the roles involved in homophobic bullying.



Kurzbiographie

Dr. Ioverno is an Assistant Professor in Clinical Psychology at the Department of Education of Roma Tre University. His research focuses on school practices and policies focused on sexual orientation, gender identity, and gender expression. His research interests include the identification of risk and protective factors for minority stress, mental health, and school achievement among LGBTQ students using cross-national methodologies.