Appendix II

Table a.

Measures related to TOM- Emotions category

	Measures characteristics					Participants characteristics		
TOM abilities	**Measures (source author, year) [articles using this measure]**	**Availability of psychometric information**	**Modes of presentation**	**Number of items**	**Scoring options**	**Age ranges in TD population (months)**	**Languages**	**Adverse conditions**
Typical emotional reactions: Inferring a person's emotional reactions based on situations that typically elicit certain emotions/ inferring a preceding event based on a person's emotional reaction	a) Affective perspective taking (Cassidy, Parke, Butkovsky, and Braugart, 1992) [1-7]	a) +	Direct testing using interview, short stories read aloud or audiotaped with or without pictures or photographs, computerized games	1 to 54	Correct/ incorrect, rating scales or coding of number of emotions named by the child, coding of child's explanations	a) 36-71	Chinese [8]	ASD [22, 26, 35, 40-43]
	b) The embarrassment task (Colonnesi, 2010) [9]	b) -				b) 48-108	Dutch [9-12]	ADHD [40]
	c) Knowledge of emotion cause (Denham, Zoller & Couchoud, 1994) [8, 48]	c) +				c) 35-132	French [13-22]	Behavior problems [44]
	d) Simpe causal relations between antecedent event and subsequent emotion (Subtask 3 from the Perspective taking task; (Edelstein, Keller & Wahlen; 1984) [377]	d) -				d) 60-120	German [23]	Hearing impairments or deafness [10]
	e) Description of emotional situation (Feshbach & Cohen, 1988) [204]	e) +				e) 36-71	Hebrew [24, 25]	Intellectual disability or develop-mental delay [13-16, 18, 19, 43, 45]
	f) Emotion situation knowledge task (Garner et al.,1994) [227, 622]	f) +				f) None	Italian [26-30]	Low birth weight [46]
	g) Emotional perspective taking task (Harwood & Farrar, 2006) [37, 194, 264]	g) -				g) 36-76	Japanese [31]	Low SES [5, 37, 40, 47]
	h) Emotion understanding assessment (Howlin, Baron-Cohen, & Hadwin, 1999) [21, 112, 170, 171, 598, 647, 648, 740, 752]	h) +				h) 36-73	Norwegian [22, 32-34]	ODD [40]
	i) Parent-child affective perspective-taking scale (MacQuiddy, Maise & Hamilton, 1987) [406]	i) -				i) 67-96	Portuguese [35]	Prader-Willi syndrome [45]
	j) Gossip story (Example 3 from the TOM test; Muris, Steerneman, Meesters, Merckelbach, Horselenberg, van den Hogen & van Dongen, 1999)[466]	j) -				j) 60-144	Spanish [26, 36-39]	William syndrome [45]
	k) The cause of emotion task (Nader-Grosbois, Thirion-Marissiaux & Grosbois, 2008, Unpublished manual) [13-20]	k) -				k) 25-83		
	l) Affective perspective taking (Paulus & Leitherer, 2017) [23]	l) -				l) 57-72		

	m) External cause of emotion (Pons & Harris, 2000; Pons, Harris & Rosnay, 2004) [11, 12, 22, 26-30, 32-34, 39, 49-53]	m) -				m) 31-132		
	n) Reminder-based emotion (Pons & Harris, 2000; Pons, Harris & Rosnay, 2004) [22, 26-30, 32, 49, 52, 53]	n) -				n) 36-132		
	o) Emotion recognition questionnaire (Ribordy, Camras, Stefani, & Spaccarelli, 1988) [24, 25, 54-56]	o) +				o) 36-72		
	p) Social behavior and social situation subscales from the Assessment of children's emotion's skills (Schultz, Izard and Bear, 2004) [57]	p) -				p) 41-61		
	q) Emotions stories (Tager-Flusberg & Sullivan, 1994) [43, 45]	q) -				q) 39-123		
	r) Emotion-situation task (Taumoepeau & Ruffman, 2006) [31, 58]	r) -				r) 23-39		
	s) Emotion attribution in prototypical situation (Wiefferink et al., 2013)[10, 59, 60]	s) -				s) 30-77		
Atypical emotional reactions: Inferring or explaining a person's emotional reactions based on situations eliciting emotions that are atypical compared to what is usually expected	a) Incongruent Expressions Task (Burns and Cavey, 1957) [61, 62]	a) -	Direct testing using figurines or pictures	1 to 23	Correct/ incorrect or rating scales, coding of children explanations	a) 24-*M* =78	Hebrew [63]	ASD [67, 68]
	b) Affective perspective-taking tests (Denham, 1986) [2, 3, 5, 6, 48, 50, 63-66, 69-95]	b) +				b) 24-96	Italian [64, 65]	Anxiety or depression [69]
	c) Comprehension test and Unexpected outcomes test from the Emotion Recognition Scale (Dyck et al, 2001) [67, 68]	c) -				c) None	Mandarin [66]	Behavior problems [69]
	d) Comprehension of complex or multiple psychological causality (Subtask 5 from the Perspective-taking task; Edelstein, Keller & Wahlen; 1984) [96]	d) -				d) 60-120		Developmental coordination disorder [67]
	e) Emotion prediction and explanation task (Gnepp and Chilamkurti, 1988) [97]	e) -				e) 64-99		Language impairments [67]
	f) Affective attribution and reasoning task, (Iannotti, 1978) [98]	f) +				f) *M* = 68-96		Low SES [70, 71]
								Maltreatment [70]
Discrepant emotions: Understanding that people may have discrepant feelings about an event	a) Affective perspective taking (Borke, 1971) [61, 99-101]	a) -	Direct texting using pictures	8	Rating scale or correct/incorrect	a) 24-96		Externalizing behavior problems [100]
Mixed emotions: Understanding that people may feel mixed emotions or different emotions successively	a) Surprise tasks (Gopnik & Astington) [102]	a) -	Direct testing under the form of a story-telling interview, pictures or using child and experimenter as protagonists	1 to 6	Correct/ incorrect, rating scale or coding of children's answer/ explanations	a) 42-54	French [22]	ASD [22, 26]
	b) Mixed emotion understanding task (Gordis, Rosen, and Grand, 1989) [2, 103-106]	b) +				b) 54-89	Italian [22, 26-30, 103-106]	
	c) Emotion subtask from the Perspective taking ability test (Hudson, Forman, and Brion, 1982; Shin, 1996) [107]	c) -				c) 60-71	Korean [107]	
	d) Mixed emotions (Pons & Harris, 2000, Pons, Harris & Rosnay, 2004) [22, 26-30, 32, 49, 53]	d) -				d) 36-132	Norwegian [32]	
							Spanish [26]	
Hidden emotions: Understanding that	a) Emotional and emotive faces task (Dennis et al., 2013) [108]	a) -	Direct testing using read-aloud	1 to 10	Correct/	a) 63-184	Bahasa Indonesia [109]	ADHD [42]

other people may hide their emotions	b) Appearance reality of emotions (Harris, Donnelly, Guz, and Pitt-Watson, 1986); Affective false-belief task (Davis, 1998) [4, 22, 23, 26-30, 32, 39, 49-53, 72, 79, 81, 88, 89, 94, 109-112, 114-149, 151-193] c) Display rules (Ketelaars, van Weerdendurg, Verhoeven, Cuperus & Jansonieus, 2010) [113] d) Hurt story (Example 4 from the TOM test; Muris, Steerneman, Meesters, Merckelbach, Horselenberg, van den Hogen & van Dongen, 1999)[42]	b) + c) - d) -	stories, audio recordings and/or using pictures or figurines		incorrect or coding of children explanations	b) 24-168 c) 59-99 d) 60-144	Bislama [110] Chinese [111, 112] Dutch [113] Farsi [114-116] French [22, 117, 118] German [23, 119-122] Italian [22, 26-30] Mandarin [123-125] Nakanamanga [110] Norwegian [32] Polish [126, 127] Spanish [26, 39, 128-130] Turkish [131, 132]	ASD[22, 26, 42, 111, 133-140] Anxiety [42] Down syndrome [134, 141] Hearing impairment or deafness [112, 126, 127, 133, 142-144] Intellectual disability or developmental delay [126, 127] Language impairment [119, 145] Low birth weight [146] Low SES [147] Maltreatment [148] Pregnancy hypertension [149] Prematurity [122] TBI [150]
Moral emotions: Understanding that negative feelings might arise following a reprehensible action	a) Morality-based emotion (Pons & Harris, 2000, Pons, Harris & Rosnay, 2004)[22, 26-30, 32, 49]	a) -	Direct testing using pictures	1	Correct/incorrect	a) 36-132	French [22] Italian [22, 26-30] Norwegian [32] Spanish[26]	ASD [22, 26]
Emotion regulation: Undestanding that others might use strategies to regulate their emotions	a) Regulation of emotion (Pons & Harris, 2000; Pons, Harris & Rosnay, 2004)[22, 26-30, 32, 49, 53]	a) -	Direct testing using pictures	1	Correct/incorrect	a) 36-132	French [22] Italian [22, 26-30] Norwegian [32] Spanish [26]	ASD [22, 26]
Comprehensive measure involving emotion understanding based on different factors/TOM categories (e.g., desires, beliefs, hiding emotions)	a) Test of emotion comprehension (Pons & Harris, 2000; Pons, Harris & Rosnay, 2004) [22, 26-30, 32, 39, 49-53, 187, 194, 195]	a) +	Direct testing using pictures	3 to 38	Correct/incorrect or rating scale	a) 36-126	Italian [22, 26, 27, 29, 30] Norwegian [32] Spanish [26, 28, 39]	ASD [22, 26]

Note.**Measures:** when authors provided no name for their measure, it was named according to its content in order to facilitate identification within the tables. The original source of a measure, written in brackets, may have not been included in the review and is provided to facilitate identification of measures. For a single article, there may be several variations of the same measure (e.g., different tasks using a classic change-in-location paradigm). **Availability of psychometric information**: + = information provided; – = No information provided (see Table X). **Age range in TD population**: "None" signifies the absence of

TD children in the studies using the measure. "*M*" signifies the mean age of the sample and is presented only when no age range could be retrieved. **Languages**: Languages other than English in which the measure was administered, as reported in the studies. When the study specified no language of administration, nor language spoken by participants, it was assumed that it was administered in the language the article was written in. **Adverse conditions:** adverse clinical, psychological or environmental conditions. Children presenting adverse conditions may have different age ranges than the ones in TD population provided in the table.

Abbreviations: TD = Typically developing; SES = Socioeconomic Status; ASD = Autism spectrum disorders; ADHD = Attention-deficit/hyperactivity disorder; ODD = Oppositional defiant disorder; TBI = Traumatic brain injury

Table b.

Measures related to TOM- Desires category

	Measures characteristics					Participants characteristics		
TOM abilities	**Measures (source author, year) [articles using this measure]**	**Availability of psychometric information**	**Modes of presentation**	**Number of items**	**Scoring options**	**Age range in TD population (months)**	**Languages**	**Adverse conditions**
Discrepant desires: Understanding that different people may have discrepant desires	a) Charlie test/Four sweets task (Baron-Cohen et al., 1995) [196-199] b) Diverse desire (Bartsch & Wellman, 1989) [218, 227, 228] c) Matters of taste (Carpendale & Chandler, 1996) [229] d) Gift Task (Flavell, 1968)/ Gift selection task (Jin et al, 2017) [230] [202] e) Social activity desires task (Nguyen & Frye, 1999) [231] f) Discrepant desires Yummy-yucky task (Repacholi & Gopnik, 1997) [206-214, 225, 232-234] g) Common and uncommon desires (Rieffe et al., 2001) [59, 60, 203-205, 235] h) Conflicting emotion task (Slaughter, Dennis and Pritchard, 2002) [198] i) Desire task (Slaughter, Dennis and Pritchard, 2002)/Other person's desire' situation (Arranz, Artamendi, Ollabarieta, 2002) [198, 200, 220] j) Not own desire tasks (Wellman & Wooley, 1990) [4, 23, 51, 65, 109-112, 114-127, 129, 131-146, 148, 149, 158-166, 168-174, 176-186, 188-191, 201, 215-217, 219, 221-224, 226, 227, 236-251]	a) - b) + c) - d) + e) - f) + g) + h) - i) - j) +	Direct testing using figurines, pictures, audio recordings, video or spoken narration; or using the child and experimenter as protagonists	1 to 12	Correct/ Incorrect or coding of affect, timing of affect, looking gazes, behavior or verbal answers	a) 36-84 b) 28-42 c) 58-107 d) 48-66 e) 36-73 f) 13-36 g) 12-77 h) 53-72 i) 37-81 j) 18-168	Bahasa Indonesia [109] Basque [200] Bislama [110] Brazilian Portuguese [201] Chinese [111, 112, 202] Dutch [203-205] Farsi [114-116] French [117, 118, 206-213] German [23, 119-122, 214-217] Italian [65] Japanese [218] Mandarin [123-125, 219] Nakanamanga [110] Polish [126, 127] Spanish [129] Turkish [131, 132]	ASD [111, 133-140, 144, 197, 199, 220-224] Developmental disabilty of mixed etiologies [225] Down syndrome [134, 141] Fragile X syndrome [223] Hearing impairments or deafness [112, 126, 127, 133, 142-144, 203, 205, 219, 226] Intellectual disability or developmental delay [126, 127, 199] Language impairments [119, 145, 197] Low birth weight [146] Maltreatment [148] Pregnancy hypertension [149] Prematurity [122] TBI [210, 212] Williams syndrome [225]

Multiple desires: Understanding the co-existence of multiple desires simultaneously or successively in one person	a) Desires and beliefs task (Bennett & Gasper, 1993) [252]	a) -	Direct testing using stories read aloud with or without photographs or figurines, or games	1 to 4	Correct/incorrect	a) 69-90	German [253]	
	b) Multiple desires task (Bennett & Gapert, 1993) [252]	b) -				b) 64-141		
	c) Successive Desires task (Bennett & Gapert, 1993) [252]	c) -				c) 62-99		
	d) Desire task (Gopnik & Slaughter, 1991) [102, 254]	d) -				d) 42-54		
	e) Conflicting-desires tasks (Moore et al.,1995) [253, 255]	e) -				e) 37-64		
Desires influence on emotions and actions: Understanding that people's emotions and actions are influenced by their desires/ preferences	a) Desires based emotions (Hadwin, Baron-Cohen, Howlin & Hill, 1996)[20, 256-260]	a) -	Direct testing using read-aloud stories, figurines, pictures or games	1 to 9	Correct/ incorrect or rating scales	a) 24-165	Basque [200] Dutch [11, 12, 261] French [20, 22, 208, 210, 212, 262] Italian [22, 26-30, 33, 34, 64] Japanese [31] Norwegian [32] Polish [263] Spanish [26, 39]	ASD [22, 26, 43, 256-258, 264-267] [256-260] Intellectual disabilities or developmental delay [43, 45] Low SES [70, 71] Maltreatment [70] Prader-Willi syndrome [45] TBI [210, 212] Williams syndrome [45]
	b) Desire based emotion (Pons & Harris, 2000, Pons, Harris & Rosnay, 2004) [22, 26-30, 32, 39, 49-53, 187]	b) -				b) 36-132		
	c) Desire and intention task (Schult, 2002) [268, 269]	c) +				c) 60-120		
	d) Target-hitting game (Schult, 2002) [269]	d) +				d) 36-72		
	e) Desires stories (Tager-Flusberg & Sullivan, 1994)[43, 45]	e) -				e) 39-123		
	f) Desire task (Terwogt & Rieffe, 2003) [261]	f) -				f) 48-71		
	g) Want stories (Wellman & Bartsch, 1988) [270]	g) -				g) 50-348		
	h) Desire task (actions and emotions stories) (Wellman & Woolley, 1990) [11, 12, 22, 31, 33, 34, 64, 70, 71, 77, 79, 200, 208, 210, 212, 232, 236, 263-267]	h) +				h) 24-132		
	i) No preference desire task (Wellman & Wooley, 1990) [236]	i) -				i) 33-39		
	j) Wicked desires task (Yuill, Perner, Pearson, Peerbhoy & van den Ende, 1996) [77, 79, 271, 272]	j) -				j) 30-120		
Desire-action contradiction: Producing plausible explanations when actions contradicts stated desires/preferences	a) Anomalous-desires stories (Colonnesi, Rieffe, Koops & Perucchini, 2008) [273]	a) -	Direct testing using read-aloud stories and pictures	3	Coding of children's explanations/ answers	a) 38-40		

Note. **Measures:** when authors provided no name for their measure, it was named according to its content in order to facilitate identification within the tables. The original source of a measure, written in brackets, may have not been included in the review and is provided to facilitate identification of measures. For a single article, there may be several variations of the same measure (e.g., different tasks using a classic change-in-location paradigm). **Availability of psychometric information**: + = information provided; – = No information provided (see Table X). **Languages**: Languages other than English in which the measure was administered, as reported in the studies. When the study specified no language of administration, nor language spoken by participants, it was assumed that it was administered in the language the article was written in. **Adverse conditions:** adverse clinical, psychological or environmental conditions. Children presenting adverse conditions may have different age ranges than the ones in TD population provided in the table.

Abbreviations: TD = Typically developing; SES = Socioeconomic Status; ASD = Autism Spectrum Disorders; TBI = Traumatic brain injury.

Table c.

Measures related to TOM- Intentions category

	Measures characteristics					Participants characteristics		
TOM abilities	**Measures (source author, year) [articles using this measure]**	**Availability of psychometric information**	**Modes of presentation**	**Number of items**	**Scoring options**	**Age range in TD population (months)**	**Languages**	**Adverse conditions**
Completion of failed actions: Understanding another person's intent, as demonstrated by completing their failed action	a) Behavioral re-enactment procedure (Meltzoff, 1995) [203, 205, 213, 233, 273-280]	a) +	Direct testing, using videos or the child and the experimenter as protagonists	2 to 9	Correct/ incorrect, coding of the child behavior	a) 9-70	Nonverbal task	ASD [278] Developmental disabilities of mixed etiologies [274] Down syndrome [274] Hearing impairments or deafness [203, 205] Intellectual disability or developmental delay [278] Language impairments [274]
Discrepant intentions: Understanding that identical actions/results can be achieved with different intentions	a) Behavior-, skill- and awareness-intentionality measures (Astington & Lee, 1991) [281]	a) +	Direct testing using figurines, pictures, audio recordings, and/or videos	1 to 8	Correct/ incorrect, likert scale or coding of children's explanations	a) 38-119	Cantonese [282] German [214] Italian [273]	ASD [283] Developmental disabilities of mixed etiologies [283]
	b) Intention tasks (Browne & Woolley, 2001) [284, 285]	b) -				b) 40-97		
	c) Intention and beliefs (Choi & Luo, 2015) [286]	c) +				c) 11-14		
	d) Intention task (Gopnik & Slauther, 1991) [102]	d) -				d) 42-54		
	e) Accidental transgression task (MoToM; Killen, Lynn Mulvey, Richardson, Jampol & Woodward, 2011) [214, 282, 287, 288]	e) +				e) 35-119		
	f) Transparent intention task (Russell, Hill, and Franco, 2001) [273, 283, 289]	f) -				f) 36-58		
	g) Knee-jerk task (Williams & Happé, 2010) [283]	g) -				g) *M* = 53.52		
Prediction of actions: Predicting people's	a) Picture sequencing task (Baron-Cohen, Leslie & Frith, 1986) [290-294]	a) -	Direct testing using stories read	1 to 48	Correct/ incorrect and/or coding of	a) 41-140		ASD [290]

actions based on their intentions	b) Visual habituation paradigm (Buresh & Woodward, 2007) [214, 296] c) Intention task (Phillips & Wellman, 2005) [211, 213, 297] d) Attention to intention (Phillips, Wellman & Spelke, 2002) [170, 298] e) Visual and verbal attribution of intention tasks (Santos & Deruelle, 2009) [295]	b) + c) + d) + e) -	aloud, videos, pictures or live actors		looking gazes or child's narration	b) 6-12 c) 11-20 d) 8-14 e) 48-204	French [211, 213, 290, 292, 295] German [214]	Down syndrome [291] Language impairment [292] Williams syndrome [291, 295]
Intention attribution to visual figures: Tendency to attribute intentions to ambiguous visual figures	a) Visual habituation study using videos of two balls (Gergely, Nadasdy, Csibra & Biro, 1995) [299]	a) -	Direct testing using videos	4	Coding of looking gazes	a) 11-16		
Intention explanations: Producing plausible intention explanations for different types of observed social events	a) Intention subtask from the Perspective taking ability test (Hudson, Forman, and Brion, 1982; Shin, 1996) [107] b) Intentions explanations (Smiley, 2001) [300]	a) - b) -	Direct testing using videos or pictures	8	Correct/incorrect, rating scales or coding of children's explanations/ answers	a) 60-71 b) 19-39	Korean [107]	

Note. **Measures:** when authors provided no name for their measure, it was named according to its content in order to facilitate identification within the tables. The original source of a measure, written in brackets, may have not been included in the review and is provided to facilitate identification of measures. For a single article, there may be several variations of the same measure (e.g., different tasks using a classic change-in-location paradigm). **Availability of psychometric information**: + = information provided; – = No information provided (see Table X). **Age range in TD population**: "*M*" signifies the mean age of the sample and is presented only when no age range could be retrieved. **Languages**: Languages other than English in which the measure was administered, as reported in the studies. When the study specified no language of administration, nor language spoken by participants, it was assumed that it was administered in the language the article was written in. **Adverse conditions:** adverse clinical, psychological or environmental conditions. Children presenting adverse conditions may have different age ranges than the ones in TD population provided in the table.

Abbreviations: TD = Typically developing; ASD = Autism Spectrum Disorders.

Table d.

Measures related to TOM- Percepts category

	Measures characteristics					Participants characteristics		
TOM abilities	**Measures (source author, year) [articles using this measure]**	**Availability of psychometric information**	**Modes of presentation**	**Number of items**	**Scoring options**	**Age range in TD population (months)**	**Languages**	**Adverse conditions**
Simple visual perspective taking: Acknowledging that others have different visual percepts and adopting the visual perspective of another person	a) Visual perspective taking (Carlson et al., 2004) [206, 209, 233, 239, 301, 302]	a) -	Direct testing using figurines, pictures or a game between the child and experimenter/ parent	1 to 14	Correct/ incorrect or coding of children behavior/ instructtions/ explanations/ looking gazes	a) 12-31	Cameroonian [303]	ASD [136, 220, 224, 264, 266, 267, 308-310]
	b) Non-deceptive, explicit deception and implied deception task (Dalke, 1995) [319]	b) -				b) 40-59	Dutch [217]	Down syndrome [15, 16]
	c) Visual perspective taking, level 1/Picture identification task (Flavell et al., 1968; 1981) [17, 19, 20, 48, 61, 70, 71, 102, 145, 173, 208, 220, 232, 233, 273, 306, 320-325]	c) -				c) 24-82	French [13, 15-17, 19, 20, 206, 208, 209, 301, 304]	Externalizing behavior problems [13, 73, 74]
	d) Move object task (Flavell, Shipstead, & Croft, 1978) [217, 307, 326, 327]	d) -				d) 26-48	German [303, 305]	Hearing impairment {Kusché, 1983 #542}
	e) Seeing tasks (Gonzales, Fabricius & Kupfer, 2017) [328]	e) -				e) 24-82	Italian [29, 273]	Intellectual disability or developmental delay [13, 19, 304, 310]
	f) Penny game task (Gratch, 1964) [13, 15-17, 19, 20, 73, 74, 222, 224, 230, 249, 264, 266, 267, 303, 304, 307-317, 329-333] {Kusché, 1983 #542}	f) +				f) 25-192	Norwegian [306]	Language impairments [145, 232]
	g) Policeman tasks (Hughes & Donaldson, 1979) [29, 334]	g) -				g) 37-74	Pacific Islandic languages [307]	Low SES [311-316]
	h) Visual perspective taking, level 2 (Masangkay, 1974; Flavell et al.,1981) [13, 15-17, 19, 20, 29, 48, 95, 102, 145, 153, 173, 206, 208, 220, 232, 233, 239, 243, 302, 304, 318, 320, 322-324, 335-337]	h) -				h) 20-84	Spanish [303]	Maltreatment [70]
	i) Gaze-following task (Meltzoff et Brooks, 2008) [338]	i) +				i) 11-18		Sensory integration deficits [317]
	j) Occluded object task (Moll and Tomasello, 2006) [305, 307, 339]	j) +				j) 17-30		Visual impairments or blindess [318]
	k) Spatial view point of the other (Peisach & Hardeman 1985) [340]	k) -				k) *M* = 58-84		
	l) Hide and seek (Peskin & Ardino, 2003) [341]	l) -				l) 36-69		
	m) Level-1 perspective taking tasks (Ricard et al., 1999) [342]	m) +				m) 18-30		
	n) Blow-football game (Russell, Alexis & Clayton, 2010) [343]V	n) -				n) 36-71		

	o) Level 1 perspective taking (Sodian, Thoermer, and Metz, 2007) [217, 344]	o) -				o) 12-*M* = 15		
Complex visual perspective taking: Adopting another person's visual perspective in tasks demanding complex mental rotation or visualisation	a) Visual perspective taking and spatial construction task (Ebersbach, Stiehler & Asmus, 2011) [345]	a) +	Direct testing using figurines or experimenter and child as protagonists	4 to 15	Correct/ incorrect or coding of looking gazes, constructions or verbal answers	a) *M* = 60- 108	German [345]	ASD [136, 224] Language impairments [145] Williams syndrome [346, 347]
	b) Referential communication game (Epley, Morewedge & Keysar, 2004) [348]	b) -				b) 48-144		
	c) Village construction task (Doise & Mugny, 1984) [349]	c) -				c) 63-78		
	d) Photographers perspective taking (Frick, Mohring & Newcombe, 2014) [350]	d) +				d) 48-108		
	e) Level 2 visual perspective taking (Hamilton, Brindley & Frith, 2009) [136, 224, 347]	e) -				e) 45-482		
	f) Array visual perspective taking task (Langdon and Coltheart's, 2001) [145]	f) -				f) 51-70		
	g) Comprehension task (Nadig and Sedivy, 2002) [351, 352]	g) -				g) 44-82		
	h) Visual perspective-taking circle (Newcombe and Huttenlocher, 1992) [346, 353, 354]	h) -				h) 42-78		
	i) Big bird visual perspective taking (Rosser, Chandler & Lane, 1993) [355]	i) -				i) 48- 120		
Percept-action link: Understanding that other's actions are linked to their visual percepts	a) Perception based action (Hadwin, Baron-Cohen, Howlin & Hill, 1996) [20, 256-260]	a) -	Direct testing using pictures	1	Correct/incorrect	a) 24-165	French [20]	ADHD [259] ASD [256-260]
Auditory perspective taking: Considering the auditory percepts of another person	a) Auditory perspective taking (Williamson, Brooks, & Meltzoff, 2015) [356]	a) -	Direct testing using figurines	1	Correct/incorrect	a) 26-37		

Note. **Measures:** when authors provided no name for their measure, it was named according to its content in order to facilitate identification within the tables. The original source of a measure, written in brackets, may have not been included in the review and is provided to facilitate identification of measures. For a single article, there may be several variations of the same measure (e.g., different tasks using a classic change-in-location paradigm). **Availability of psychometric information**: + = information provided; – = No information provided (see Table X). **Age range in TD population**: "*M"* signifies the mean age of the sample and is presented only when no age range could be retrieved. **Languages**: Languages other than English in which the measure was administered, as reported in the studies. When the study specified no language of administration, nor language spoken by participants, it was assumed that it was administered in the language the article was written in. **Adverse conditions:** adverse clinical, psychological or environmental conditions. Children presenting adverse conditions may have different age ranges than the ones in TD population provided in the table.

Abbreviations: TD = Typically developing; SES = Socioeconomic Status; ASD = Autism Spectrum Disorders; ADHD= Attention deficit/hyperactivity disorder

Table e.

Measures related to TOM- Knowledge category

Measures characteristics						Participants characteristics		
TOM abilities	**Measures (source author, year) [articles using this measure]**	**Availability of psychometric information**	**Modes of presentation**	**Number of items**	**Scoring options**	**Age range in TD population (months)**	**Languages**	**Adverse conditions**
Knowledge-pretend play links: Understanding that someone who does not know something exists cannot engage in "pretend play" that incorporates that knowledge	a) Sarah task (Aronson & Golomb, 1999) [357] b) Pretense tasks (Lillard, 1993) [357-359] c) Awareness task (Sobel, 2004) [359]	a) - b) - c) -	Direct testing using pictures or figurines	1	Correct/ incorrect	a) 47-70 b) 45-96 c) 48-96		
Percepts-knowledge links: Understanding that someone who does not have access to perceptual information (i.e. by looking, hearing, etc.) may not have access to knowledge	a) Theory of social mind (Abrams, Rutland, Pelletier & Ferrell, 2009) [360] b) Knowledge-attribution task (Birch & Bloom, 2003) [376] c) Cognitive perspective taking (Flavell, Botkin, Fry, Wright, and Jarvis, 1968) [98, 99]{Blotner, 1984 #514} d) Knowing tasks (Gonzales, Fabricius & Kupfer, 2017) [328] e) Cow task (Luckett, Powell, Messer, Thornton, & Schulz, 2002) [136, 309] f) Origin-of-belief task (O'Neill & Gopnik, 1991) [377-379] g) See-know task (Pillow, 1989; Ruffman and Olson, 1989) [4, 11, 12, 20, 22, 23, 33, 34, 50, 51, 54, 57, 109-112, 114-127, 129, 131-146, 148, 149, 158-174, 176-186, 188-192, 215, 216, 221-224, 226, 227, 237, 238, 241, 242, 245, 246, 248, 249, 256, 258-260, 264, 266, 267, 302, 321, 324, 325, 362, 365, 366, 369, 371-375, 380-391] h) Hidden sticker games (Povinelli and deBlois,1992) [361, 363, 364] i) Inference tasks (Sodian & Wimmer, 1987) [377, 392] j) Hide an object (Viranyi, Topal, Miklosi, & Csanyi 2006) [367]	a) - b) - c) + d) - e) - f) - g) + h) - i) - j) +	Direct testing using read-aloud stories, pictures, audio recordings and/or figurines, or the child and experimenter/ parent/another child as protagonists	1 to 24	Correct/ incorrect or coding of children's reaction/ behavioral response/ gaze/verbal explanation	a) 60-132 b) 39-69 c) 36-132 d) 24-82 e) 37-101 f) 30-77 g) 18-168 h) 35-80 i) 42-80 j) 26-35	Bahasa Indonesia [109] Cantonese [361, 362] Chinese [111, 112] Bislama [110] Dutch [11, 12] English sign language [363] Farsi[114-116] French [20, 22, 117, 118, 364] German [23, 119-122, 215, 216, 365, 366] Hungarian [367] Indian [368]	ADHD [259] ASD [22, 111, 133-140, 144, 221-224, 256, 258-260, 264, 266, 267, 309, 372-375] Down syndrome[134, 141] Fragile X syndrome [223] Hearing impairment or deafness [112, 126, 127, 133, 142-144, 226] Intellectual disability or developmental delay [126, 127, 373, 374] Language impairment [119, 145] Low birth weight [146] Pregnancy hypertension [149]

	k) Visual access tasks (Wimmer, Hogrefe and Perner, 1988) [368, 370, 393, 394]	k) -				k) 36-72	Italian [33, 34] Mandarin[123-125, 369] Nakanamanga [110] Oriya [370] Polish [126, 127] Portuguese [54] Spanish [129, 371] Turkish [132]	Prematurity [122] Visual impairments or blindness [363]
Information-knowledge links: Understanding that someone who was not informed or is not familiar with something may not know	a) Cognitive perspective taking (Brice & Torney- Purta, 1981) [395] b) Opacity task (Kamawar & Olson, 2009) [397, 398] c) Modified ToM test (Kovacs, 2009) [399] d) Apple story (Example 2 from the TOM test; Muris, Steerneman, Meesters, Merckelbach, Horselenberg, van den Hogen & van Dongen, 1999)[42] e) Misinformation story (Perner et al., 1994) [396, 400] f) Awareness of a reader's knowledge task (Peskin, Prusky & Cromay, 2014) [401] g) Perspective evaluation task (Roberts & Patterson, 1983) h) Linguistic access task (Wimmer, Hogrefe & Perner, 1988) [394]	a) + b) - c) - d) - e) - f) - g) - g) -	Direct testing using a read-aloud story, pictures and/or, or using another child and/or the experimenter as protagonists	1 to 8	Correct/ incorrect	a) 24-48 b) 49-202 c) 34-42 d) 60-144 e) 37-70 f) 60-96 g) 46-75 g) 38-70	Turkish [396]	ADHD [42] Anxiety [42] ASD [42] Low SES [396]
Knowledge-attention links: Understanding that something new is more interesting to someone than something already known	a) Familiary-focus of attention (Moll, Koring, Carpenter & Tomasello, 2006) [402] b) Knowledge task (Moll & Tomasello, 2007) [403, 404]	a) + a) +	Direct testing using child and experimenter/ parent as protagonists	1 to 6	Coding of children's reaction /behavior/ eye gaze	a) 17-24 a) 17-20	German [402] French [403]	

Note. **Measures:** when authors provided no name for their measure, it was named according to its content in order to facilitate identification within the tables. The original source of a measure, written in brackets, may have not been included in the review and is provided to facilitate identification of measures. For a single article, there may be several variations of the same measure (e.g., different tasks using a classic change-in-location paradigm). **Availability of psychometric information**: + = information provided; – = No information provided (see Table X). **Languages**: Languages other than English in which the measure was administered, as reported in the studies. When the study specified no language of administration, nor language spoken by participants, it was assumed that it was administered in the language the article was written in. **Adverse conditions:** adverse clinical, psychological or environmental conditions. Children presenting adverse conditions may have different age ranges than the ones in TD population provided in the table.

Abbreviations: TD = Typically developing; SES = Socioeconomic Status; ASD = Autism Spectrum Disorders.

Table f.

Measures related to TOM- Beliefs category

	Measures characteristics					Participants characteristics		
TOM abilities	**Measures (source author, year) [articles using this measure]**	**Availability of psychometric information**	**Modes of presentation**	**Number of items**	**Scoring options**	**Age range in TD population (months)**	**Languages**	**Adverse conditions**
Content false beliefs: Familiar container with an unexpected content: Understanding the false belief held by someone who never opened the container	a) Deceptive contents FB task (Bartsch & Wellman, 1989) [1-3, 6, 63, 73, 74, 78, 80-83, 88, 89, 92, 103, 105, 262, 314, 315, 330, 405-416] b) Deception task (Guajardo & Watson, 2002) [1, 408, 416, 461, 513] c) Ella the Elephant or Emotion false belief task (Harris, Johnson, Hutton, Andrews, & Cooke, 1989) [2-4, 6, 23, 67, 68, 73, 74, 82, 85, 103, 104, 106, 110, 115, 125, 129, 130, 134, 148, 149, 153, 158, 175, 177-179, 182-187, 191, 239, 240, 245, 247, 251, 262, 329, 387, 411, 412, 417, 418, 434, 449, 451, 455, 479, 492, 493, 505, 514-528] d) Content false belief paradigm (Hogrefe, Wimmer, & Perner, 1986; Perner, Leekam, & Wimmer, 1987) [9, 13, 15, 16, 21, 26, 42, 45, 48, 66-68, 72, 77, 79, 84, 85, 102, 104, 106, 135, 152, 157, 164, 175, 198, 209, 220, 228, 233, 239, 242, 243, 247, 253-255, 264, 266, 267, 281-284, 292, 293, 304, 306, 308, 310, 318, 320, 332, 335, 341, 347, 363, 368, 372, 377, 380-382, 386-388, 393, 396, 406, 413, 414, 417-422, 424-428, 430-441, 445-448, 451-454, 456-463, 465, 467, 469-488, 492-494, 496, 497, 499-504, 506-511, 513, 517, 521, 524, 529-611][4, 8, 17, 20, 23, 39, 42, 50, 51, 54, 57, 60, 109-112, 115-127, 129-146, 148, 149, 158-174, 176-183, 185-193, 201, 215, 217, 219, 221, 223, 226, 237, 238, 240, 244-249, 251, 287, 302, 324, 359, 362, 365, 366, 375, 385-387, 389, 390, 416, 424, 429, 442-444, 450, 464, 468, 489-491, 498, 505, 525, 528, 543, 550, 578, 612-619]	a) + b) - c) + d) +	Direct testing using figurines, pictures, audio recordings or another child or a video or the experimenter and the child as protagonists	1 to 6	Correct/ incorrect or coding system for children's explanations	a) 32-89 b) 33-71 c) 35-168 d) 12-210	Bahasa Indonesia [109] Basque [417, 418] Bislama [110] Brazilian Portuguese [201] Cantonese [362, 419-421] Chinese [8, 111, 112, 422] Dutch [42, 423, 424] English sign language [363, 425-428] Farsi [115, 116] Filipino [429] French [13, 15-17, 19-21, 117, 118, 209, 262, 304, 308, 411, 430-437] German [23, 119-122, 215, 217, 253, 365, 366, 423, 438-444] Greek [445-447]	ADHD [42, 470, 471] Anxiety [42] Anxiety or depression [42] ASD [26, 42, 67, 68, 111, 133-140, 144, 221, 223, 264, 266, 267, 283, 308, 310, 372, 375, 432, 436, 449, 450, 453, 456, 471-491] Attention and behavior problems [492] Developmental Coordination Disorder [67, 493] Developmental disabilities of mixed etiologies [42, 484] Down Syndrome [134, 141, 453, 482] Externalizing behavior problems [13, 415] Fragile X syndrome [223] Hearing impairment or deafness [112, 126, 127, 133, 142-144, 219, 226, 363, 425-428, 494-496] Intellectual disability or developmental delay

							Hebrew [63, 448-450] Indian [368] Italian [26, 103-106, 451-454] Japanese [455] Korean [456-458] Mandarin [66, 123-125, 219, 459-461] Nakanamanga [110] Norwegian [306] Polish [126, 127] Portuguese [54] Spanish [26, 39, 129, 130, 292, 417, 418, 462-464] Turkish [131, 132, 420, 465-468] Ulithian [469] Yapese [469]	[13, 19, 45, 126, 127, 436, 480, 484, 487] Language impairment [67, 119, 145, 292, 436, 462, 463, 493, 497, 498] Learning difficulties [483, 486] Low birth weight [146] Low SES [153, 314, 315, 396, 409, 413, 488, 499-507] Maltreatment [148, 504] Prader-Willi syndrome [45, 508] Pregnancy hypertension [149] Prematurity [122, 509] Reading disorder [436] TBI [510] Visual impairment or blindness [318, 423, 511, 512] Williams syndrome [15, 16, 45, 304, 347, 508]
Location false beliefs: Unseen change: Understanding the false belief held by someone who did not witness or was not informed of a displacement or change of action	a) Sandbox task (Begeer, Bernstein, van Wijhe, Scheeren & Koot, 2012) [612] b) Change-of location own false-belief (Buttelmann et al., 2016) [605] c) Changing appearance tasks (Leekam & Perner, 1991) [434, 659] d) Message-desire discrepancy (Mitchell, Saltmarsh & Russell, 1997) [20, 257-260] e) Change in location and deceive (Murray, Woolgar et al., 1999) [671] f) Social activity false belief task (Nguyen & Frye, 1999) [231, 263, 370, 588, 610, 666]	a) - b) - c) - d) - e) - f) -	Direct testing using a narrated story, figurines, pictures, computerized games, CD-ROM, videos, live actors and/or the child and experimenter as protagonists	1 to 32	Correct/ incorrect or coding of children's explanations, facial expressions or eye gaze, or eyetracking, or measuring distances between child's answer and correct	a) 36- 90 b) 33-52 c) 41-99 d) 24-108 e) $M = 60$ f) 34-164	Basque [200, 417, 418] Bislama [110] Cameroonian [303, 620] Cantonese [282, 419-421, 621] Chinese [8, 422, 594, 622]	ADHD [42, 259, 471] Anxiety or depression [42] Attention and behavior problems [492] ASD [22, 26, 42, 43, 68, 135-137, 197, 220, 221, 224, 256-260, 264, 266, 267, 283, 290, 308, 309, 432, 436, 453, 456, 471-479, 481-483, 485,

g) Change-in-location paradigm (Wimmer & Perner, 1983)/Sally-Ann task, (Baron-Cohen, Leslie & Frith, 1985) [1, 15, 16, 29, 45, 66, 72, 76, 77, 79, 84, 86, 106, 112-115, 128, 150-152, 177, 200, 217, 231, 239, 242, 243, 253, 263, 264, 275, 303, 304, 308, 315, 317, 318, 320, 329, 332, 336, 341, 363, 370, 372, 381, 387, 388, 393, 396, 399, 405, 406, 408, 409, 411-413, 420-425, 427, 428, 431, 433, 434, 437, 439, 440, 445-449, 453, 458, 460, 461, 465, 477, 481, 483, 486, 488, 492, 493, 499-503, 507, 510, 512, 513, 516, 520-522, 525, 529-534, 536, 540, 542, 543, 547, 551, 556, 560, 561, 565, 566, 568, 569, 572-574, 580, 581, 583, 585, 587, 590, 592, 594, 599-601, 620-622, 625, 629-635, 642, 645, 649, 650, 656, 660-663, 666-668, 670, 672-709][8, 13, 21, 26, 30, 39, 42, 43, 48, 59, 60, 63, 67, 68, 93, 103, 105, 114, 135-137, 143, 148, 159, 163, 175, 187, 196-198, 203, 211, 214, 217, 220, 221, 224, 226, 229, 237, 247, 266, 267, 281-283, 290, 292, 293, 309, 314, 354, 365, 366, 368, 371, 374, 377, 382, 400, 412, 414, 416-419, 426, 429, 430, 432, 436, 454, 456, 459, 467, 471, 472, 474-476, 478-480, 482, 485, 494, 497, 505, 509, 517, 524, 537-539, 546, 551, 552, 554, 557, 559, 562, 570, 571, 575, 578, 584, 587, 588, 598, 600, 604, 605, 607, 609, 610, 612, 623-625, 638-641, 643, 646, 647, 650, 651, 653-655, 657, 658, 662, 664, 665, 682, 683, 690, 703, 710-732] [11, 12, 17, 19, 20, 22, 33, 34, 54, 110, 126, 193, 205, 213, 217, 219, 238, 240, 247, 256-260, 287, 294, 324, 385, 387, 389, 390, 403, 464, 491, 550, 614, 616, 617, 627, 628, 636, 637, 648, 725, 733-740]	g) +	response on a continuous scale	g) 13-1104	Dutch [11, 12, 42, 113, 203, 205, 217, 423, 623] English sign language [143, 363, 425-428, 624] Farsi [114, 115] Filipino [429] French [13, 15-17, 19-22, 211, 213, 304, 308, 403, 430-432, 434, 436, 437, 599, 625-628] German [214, 217, 253, 303, 365, 366, 423, 439, 440, 620, 629-637] Greek [445-447, 638] Hebrew [63, 448, 449] Hungarian [399] Indian [368, 453] Italian [22, 26, 29, 30, 33, 34, 103, 105, 106, 454, 639] Japanese [640-643] Korean [456, 458, 644] Mandarin [66, 219, 460, 461] Nakanamanga [110] Oriya [370] Polish [126, 263, 645]	486, 488, 491, 493, 532, 566, 570, 626, 627, 631, 640, 648-659] Cerebral palsy [646, 660] Developmental coordination disorder [67, 493] Down syndrome [15, 16, 453, 482, 658, 660, 661] Externalizing behavior problems [13] Fetal alcohol spectrum disorders [662] Hearing impairments or deafness [126, 143, 203, 205, 219, 226, 363, 425-428, 494, 531, 639, 647] Intellectual disability or developmental delay [13, 15, 19, 43, 45, 126, 304, 436, 640, 651, 652, 663] Language impairments [67, 197, 292, 436, 497, 623, 626, 664, 665] Learning difficulties [483, 654] Low SES [177, 314, 315, 413, 466, 488, 499-503, 505, 507, 666-669] Malteatment [148] Prader-Willi syndrome [45] Prematurity [509] Reading disorder [436] Sensory integration deficits [303] TBI [150, 510]

							Portuguese [54, 601] Romanian [399] Spanish [26, 39, 128, 292, 303, 371, 417, 418, 463, 464, 601] Swedish [646-648] Turkish [396, 420, 459, 465, 467, 601]	Visual impairments or blindness [318, 423, 512] Williams syndrome [45, 650, 670]
Identity false beliefs: Understanding that when something looks/sounds/ smells like something else, a person may hold a false belief about its identity/chara-cteristics/location	a) Little Red Riding Hood (Bradmetz & Gauthier, 1999)[741] b) Picture false-belief task (Callaghan, Rochat & Corbit, 2012) [604, 744] c) Ambiguous figures (Carpendale & Chandler, 1996)[229] d) Ambiguous referential communication (Carpendale & Chandler, 1996) [229] e) Lexical ambiguity (Carpendale & Chandler, 1996) [229, 281, 742, 746-748] f) Mother-infant separation test (MIST) (de Rosnay & Harris, 2002) [518, 527] g) Droodle task (Chandler & Helm, 1984; Hughes, Dunn & White 1998) [2, 3, 6, 73, 74, 82, 210, 212, 311-316, 330, 405, 412, 427, 433, 434, 437, 499, 504, 506, 575, 581, 583, 619, 735, 749] h) Appearance-reality tasks (Flavell, 1986) [15-17, 19, 20, 70, 110, 153, 232, 233, 239, 242, 304, 319, 320, 336, 337, 368, 380-382, 388, 393, 406, 409, 411, 417, 418, 422, 424, 427, 435, 439, 445-448, 457, 464, 465, 470, 471, 478, 497, 507, 510, 513, 531, 533, 539, 542, 545, 562, 564, 565, 568, 570, 573, 574, 578, 583, 584, 589, 594, 596, 612, 633, 637, 674, 709, 729, 734, 750-752] i) The deception stories (Johnson, 1997) [591] j) False belief story (Riggio & Cassidy 2009) [753] k) Deception task (Ruffman, Olson, Ash, and Keenan, 1993)[396, 611] l) Misinformation tests (San Juan & Astington, 2017) [729]	a) - b) + c) - d) - e) + f) - g) + h) + i) - j) + k) - l) -	Direct testing using pictures, storybooks, computerized animations, peep-through books and/or figurines	1 to 22	Correct/ incorrect or coding of children's explanations, pointing gestures or eye gazes	a) 36-83 b) 34-168 c) 58-107 d) 58-107 e) 49-135 f) 43-76 g) 24-138 h) 25-189 i) 48-108 j) *M* = 51.87 k) 43-70 l) 30-53	Basque [417, 418] Bislama [110] Cantonese [742] Chinese [422, 594] Dutch [113, 424] English sign language [427, 743] French [15-17, 19, 20, 210, 212, 304, 411, 433-435, 437, 470, 625, 709] German [439, 633, 637] Greek [445-447] Hebrew [448] Indian [368] Korean [457] Nakanamanga [110] Oriya [370]	ADHD [470] ASD [470, 478, 570] Cerebral Palsy [646] Down syndrome [15, 16] Hearing impairments or deafness [427, 531, 743, 745] Intellectual disability or developmental delay [19, 304] Language impairment [497] Low SES [70, 153, 311-316, 396, 409, 413, 499, 504, 506, 507, 570] Maltreatment [504, 570] Prematurity [509] TBI [210, 510] William syndrome [670]

	m) Ambiguity task (Taylor, 1988) [77, 87, 113, 302, 382, 393, 401, 413, 417, 418, 556, 596, 703, 710, 754-758]	m) +				m) 34-138	Samoan [744]	
	n) Appareance-reality tasks (Taylor and Hort, 1990) [335, 759]	n) -				n) 31-65	Spanish [417, 418, 464]	
	o) Understanding of pretense (Watson & Guajardo, 2000) [760]	o) -				o) 50-76	Swedish [646]	
	p) Thought pictures/Balloon task (Wellman, Hollander & Schult,1996) [509, 531, 551, 587, 646, 670, 743, 745, 761]	p) -				p) 34-117	Turkish [465, 466]	
Second-order belief: understanding the second-order belief or false belief held by someone who doe not know somebody else was informed (e.g., of a misleading identity, a misleading location, etc.)	a) Mean looking dog (Bradmetz & Gauthier, 2005) [625]	a) -	Direct testing using figurines, pictures, audio recordings, videos or CD-ROM	1 to 4	Correct/ incorrect, coding systems of children's explanation	a) 60-107	Basque [417, 418]	ADHD [42, 259]
	b) ToM task (Kim & Phillips, 2014) [763]	b) +				b) 60-97	Cantonese [282]	Anxiety or depression [42]
	c) Second order false belief task (Miller, 2013a) [764]	c) -				c) 63-92	Cameroonian [620]	ASD [42, 67, 68, 256-260, 264, 266, 474-477, 488-491, 505]
	d) Second order false belief with deception (Miller, 2013b) [764]	d) -				d) 64-81	Dutch [42]	
	e) Ice-cream van test (Perner & Wimmer, 1985) [42, 67, 68, 79, 224, 272, 413, 416, 426, 428, 433, 434, 441, 474-477, 488-491, 505, 516, 520, 531, 537, 579, 612, 614, 617, 618, 625, 639, 667, 711, 731, 732, 765-768]	e) +				e) 36-174	English sign language [426, 428, 624]	Developmental coordination disorder [67]
	f) Birthday puppy (Sullivan, Zaitchik, & Tager- Flusberg, 1994) [53, 103-105, 129, 154, 264, 266, 282, 365, 412, 416, 451, 455, 579, 618, 620, 766, 769]	f) +				f) 47-148	French [20, 433, 434, 625]	Hearing impairments or deafness [426, 428, 494, 624, 639, 647]
	g) Granddad story, Window story or Tom's crayon (Sullivan, Zaitchik, & Tager-Flusberg, 1994; Astington, Pelletier & Homer, 2002) [2, 20, 85, 106, 129, 130, 148, 152, 163, 256-260, 282, 320, 401, 412, 417, 418, 448, 505, 521, 524, 544, 609, 616, 617, 624, 625, 642, 647, 717, 731, 748, 762, 766, 767, 770-775]	g) +				g) 24-156	German [272, 365, 441, 620]	Language impairments [67]
							Hebrew [448]	Low SES [413, 505, 667, 763]
							Italian [103-106, 451, 639]	Maltreatment [148]
							Japanese [455, 642]	
							Polish [762]	
							Spanish [129, 130, 417, 418]	
							Swedish [647]	
Beliefs-based actions/ emotions: Predicting another emotions or actions based on their stated beliefs /Inferring	a) Anomalous-belief stories (Colonnesi, Rieffe, Koops & Perucchini, 2008)[273]	a) -				a) 38-40	Africaans [267]	ADHD [777, 778]
	b) Misunderstanding stories from the Strange stories (Happé, 1994)[8, 67, 68, 267, 493, 777-782]	b) -				b) 36-192	Bahasa Indonesia [109]	ASD [22, 26, 67, 68, 111, 133-140, 144, 221-

another person's belief based on their stated action or emotion	c) Predicting actions on the basis of a person's knowledge (Howlin, Baron-Cohen & Hadwin, 1999) [324, 390]	c) -				c) 57-70	Bislama [110] Brazilian Portuguese [201] Chinese [8, 111, 112, 594] Dutch [11, 12] Farsi [114-116] French [22, 117, 599, 776] German [23, 119-122, 215, 216, 439, 442, 444] Italian [22, 26-30, 33, 34, 64] Japanese [31] Mandarin[123-125] Nakanamanga [110] Norwegian [32] Polish [126, 127] Portuguese [54] Spanish [26, 129, 130] Turkish [131, 132]	224, 265, 267, 482, 489, 490, 653, 777-779] Developmental coordination disorder [67, 493] Down Syndrome [134, 141, 482] Fragile X syndrome [223] Hearing impairments or deafness [112, 126, 127, 133, 142-144, 226, 531] Intellectual disability or developmental delay [126, 127, 777] Language impairment [67, 119, 145, 493] Low birth weight [146] Low SES [70, 71] Maltreatment [70, 148] Pregnancy hypertension [149] Prematurity [122] Reading disorder [778]
	d) False belief-based emotion (Pons & Harris, 2000, Pons, Harris & Rosnay, 2004) [22, 26-30, 32, 49, 51-53, 187]	d) -				d) 36-132		
	e) The Tom task (Swettenham, 1996) [439, 482]	e) -				e) 39-46		
	f) False belief justification (Wellman, 1991) [599, 776]	f) -				f) 36-77		
	g) Belief tasks/Diverse beliefs (Wellman & Bartsch, 1988) [4, 11, 12, 22, 23, 31, 33, 34, 50, 51, 54, 57, 64, 70, 71, 109-112, 114-127, 129-146, 148, 149, 158-166, 168-174, 176-186, 188-192, 201, 215, 216, 221-224, 226, 227, 237-242, 244-246, 248, 249, 265, 270, 385, 386, 389, 407, 424, 442, 444, 489, 490, 531, 539, 550, 551, 553, 573, 594, 614, 653, 783]	g) +				g) 12-156		
	h) Think stories (Wellman & Bartsch, 1988) [270]	h) -				h) 50-348		
Sequence false beliefs: Understanding the false belief created when a predictable sequence of stimuli is broken with the intrusion of an unexpected stimulus	a) Unexpected outcome (Newly learned & Previously learned) (Brambring & Asbrock, 2010) [423]	a) -	Direct testing using audiotracks	6	Correct/ incorrect	a) 42-72	Dutch [423] German [423]	Visual impairments or blindess [423]
	a) False-belief explanation task (de Villiers & de Villiers, 2000) [30, 454, 496]	a) +	Direct testing using figurines,	2 to 12	Correct/	a) 46-75	French [17, 19, 20]	ASD [489]

Comprehensive measures of understanding beliefs	b) Battery of TOM tasks (Hughes, Adlam, Happe, Jackson, Taylor & Caspi, 2000) [54, 103, 105, 106, 451, 505, 585, 785]	b) +	pictures or videos	incorrect, coding of child's explana-tion, coding of use of mental state terms, or coding of children's facial expression	b) 43-108	Italian [30, 103, 105, 106, 451, 454]	Externalizing behavior problems [785]
	c) False-belief suspense (Moll, Kane & McGowan, 2016) [725]	c) +			c) 36-42		Hearing impairments or deafness [496]
	d) TOM belief tasks (Nader-Grosbois & Thirion-Marissiaux, 2011) [17, 19, 20]	d) -			d) 39-83	Kannada [784]	Intellectual disability or developmental delay [19]
	e) Birthday party story and school cricket team story (Raisa, Karuppali, Bhat & Bajaj, 2019) [784]	e) -			e) 36-107		
	f) Theory-of-mind tasks protocol (Sparrevohn & Howie, 1995) [489, 490, 550, 614]	f) -			f) 32-72		

Note. **Measures:** when authors provided no name for their measure, it was named according to its content in order to facilitate identification within the tables. The original source of a measure, written in brackets, may have not been included in the review and is provided to facilitate identification of measures. For a single article, there may be several variations of the same measure (e.g., different tasks using a classic change-in-location paradigm). **Availability of psychometric information**: + = information provided; – = No information provided (see Table X). **Age range in TD population**: "*M*" signifies the mean age of the sample and is presented only when no age range could be retrieved. **Languages**: Languages other than English in which the measure was administered, as reported in the studies. When the study specified no language of administration, nor language spoken by participants, it was assumed that it was administered in the language the article was written in. **Adverse conditions:** adverse clinical, psychological or environmental conditions. Children presenting adverse conditions may have different age ranges than the ones in TD population provided in the table.

Abbreviations: TD = Typically developing; SES = Socioeconomic Status; ASD = Autism Spectrum Disorders; ADHD = Attention-deficit/hyperactivity disorder; TBI = Traumatic brain injury

Table g.

Measures related to TOM- Mentalistic understanding of non-literal communication category

	Measures characteristics					Participants characteristics		
TOM abilities	**Measures (source author, year) [articles using this measure]**	**Availability of psychometric information**	**Modes of presentation**	**Number of items**	**Scoring options**	**Age range in TD population (months)**	**Languages**	**Adverse conditions**
Irony/sarcasm: Understanding that other people may lie in order to be ironic/sarcastic	a) Irony task (Filippova & Astington, 2008) [624, 774]	a) +	Direct testing using pictures or read-aloud stories	1 to 8	Correct/ incorrect or coding of children explanations or likert scales	a) 61-121	Africaans [267]	ADHD [42, 777, 778]
	b) Sarcasm stories from the Strange stories (Happé, 1994) [8, 67, 68, 114, 122, 144, 267, 292, 493, 624, 777, 778, 780-782]	b) +				b) 38-192	Chinese [8]	Anxiety [42]
	c) Party food story (Langdon & Coltheart, 2004) [624]	c) -				c) 72-121	Farsi [114]	ASD [42, 67, 68, 144, 264, 267, 777, 778, 786]
	d) Party story (Example 6 from the TOM test; Muris, Steerneman, Meesters, Merckelbach, Horselenberg, van den Hogen & van Dongen, 1999) [42]	d) -				d) 60-144	German [122]	Developmental coordination disorder [67, 493]
	e) Rain story (Examle 9 from the TOM test; Muris, Steerneman, Meesters, Merckelbach, Horselenberg, van den Hogen & van Dongen, 1999)[42]	e) -				e) 60-144	Signed English [624]	Hearing impairment [144, 624]
	f) Lies and jokes task (Tager-Flusberg & Sullivan, 1995) [264, 786]	f) -				f) None	Spanish [292]	Intellectual disability or developmental delay [777]
								Language impairment [67, 292, 493]
								Prematurity[122]
								Reading disorders [778]
Egocentric lies: Understanding that someone may consciously lie in order to avoid a problem or to get its way	a) Contrary emotions stories from the Strange stories (Happé, 1994)[8, 67, 68, 267, 493, 777-782]	a) -	Direct testing using read-aloud stories with pictures	1-2	Correct/ incorrect or coding of children explanations	a) 36-192	Africaans [267]	ADHD [777, 778]
	b) Double-bluff stories from the Strange stories (Happé, 1994)[8, 67, 68, 267, 493, 777, 778, 780-782]	b) -				b) 36-192	Chinese [8]	ASD [67, 68, 267, 777-779]
	c) Lie stories from the Strange stories (Happé, 1994) [8, 67, 68, 267, 292, 493, 721, 777-782]	c) -				c) 36-192	Spanish [292]	Developmental coordination disorder [67, 493]
	d) Persuade stories from the Strange stories (Happé, 1994) [8, 67, 68, 267, 493, 777, 778, 780-782]	d) -				d) 36-192		Intellectual disability or development delay [777]
								Language impairment [67, 292, 493]
								Reading disorders [778]

White lies: Understanding that someone may lie in order to spare another's feelings	a) White lie stories from the Strange stories (Happé, 1994) [8, 67, 68, 267, 292, 493, 721, 777-782, 787]	a) +	Direct testing using read-aloud stories with pictures	1-2	Correct/ incorrect or coding of children explanations	a) 36-192	Africaans [267] Chinese [8] Spanish [292]	ADHD [777, 778] ASD [67, 68, 267, 777-779] Developmental coordination disorder [67, 493] Intellectual disability or development delay [777] Language impairment [67, 292, 493] Reading disorders [778]
Involontary lies: Understanding that someone may tell a "lie" without knowing	a) Forget stories from the Strange stories (Happé, 1994)[8, 67, 68, 267, 493, 721, 777-782]	a) -	Direct testing using read-aloud stories with pictures	1-2	Correct/ incorrect or coding of children explanations	a) 36-192	Africaans [267] Chinese [8]	ADHD [777, 778] ASD [67, 68, 267, 777-779] Developmental coordination disorder [67, 493] Intellectual disability or development delay [777] Language disorder [67, 493] Reading disorders [778]
Humor: understanding that someone may tell a "lie" in order to make a joke	a) Joke stories from the Strange stories (Happé, 1994)[8, 67, 68, 267, 493, 777, 778, 780-782, 787]	a) +	Direct testing using read-aloud stories with pictures	1-2	Correct/ incorrect or coding of children explanations	a) 36-192	Africaans [267] Chinese [8]	ADHD [777, 778] ASD [67, 68, 267, 777, 778] Developmental coordination disorder [67, 493] Intellectual disability or development delay [777] Language disorder [67, 493] Reading disorders [778]
Faux pas: Ability to recognize *faux-pas* (social gaffe) situations	a) Recognition of faux pas (Baron-Cohen, O'Riordan, Stone, Jones, & Plaisted, 1999) [119, 126, 267, 401, 774]	a) +	Direct testing using audio stories or figurines	2 to 10	Correct/ incorrect	a) 48-192	German [119] Polish [126, 127]	ASD [267] Hearing impairment or deafness [126, 127]

								Intellectual disability of developmental delay [126, 127] Language impairments [119]
Measures tapping multiple aspects of mentalistic understanding of non-literal communication	a) Ironic criticism and empathic praise task (Dennis et al., 2001) [788] b) Strange stories (Happé, 1994) [8, 67, 68, 114, 138, 144, 267, 292, 493, 624, 721, 774, 777-782, 787, 790, 791]	a) - b) +	Direct testing using read-aloud stories with pictures	1 to 12	Correct/ incorrect or coding of children explanations	a) 63-184 b) 36-192	Chinese [8] English Sign Language [144, 624] Farsi [114]	ADHD [777, 778] ASD [68, 138, 144, 267, 778, 779, 789, 790] Developmental coordination disorder [67, 493] Hearing impairments or deafness [144, 624] Language impairments [67, 292, 493, 779] Reading disorder [778, 789] TBI [788]

Note. **Measures:** when authors provided no name for their measure, it was named according to its content in order to facilitate identification within the tables. The original source of a measure, written in brackets, may have not been included in the review and is provided to facilitate identification of measures. For a single article, there may be several variations of the same measure (e.g., different tasks using a classic change-in-location paradigm). **Availability of psychometric information**: + = information provided; – = No information provided (see Table X). **Age range in TD population**: "None" signifies the absence of TD children in the studies using the measure. **Languages**: Languages other than English in which the measure was administered, as reported in the studies. When the study specified no language of administration, nor language spoken by participants, it was assumed that it was administered in the language the article was written in. **Adverse conditions:** adverse clinical, psychological or environmental conditions. Children presenting adverse conditions may have different age ranges than the ones in TD population provided in the table.

Abbreviations: TD = Typically developing; ASD = Autism Spectrum Disorders; ADHD = Attention-deficit/hyperactivity disorder; TBI = Traumatic brain injury

Table h.

Comprehensive measures related to TOM

	Measures characteristics					Participants characteristics		
TOM abilities	**Measures (source author, year) [articles using this measure]**	**Availability of psychometric information**	**Modes of presentation**	**Number of items**	**Scoring options**	**Age range in TD population (months)**	**Languages**	**Adverse conditions**
Multiple TOM abilities measured using que[127]stionnaires/interviews	a) Supplementary social and maladaptive items/*Échelle d'adaptation sociale pour enfants* (Frith, Happé & Sidons, 1994) [17, 20, 117, 308, 436, 483]	a) +	Questionnaires completed by parents and/or other adults	8 to 85	Likert scale or response continuum of 20 metric units	a) 36-74	French [17, 20, 117, 308, 436]	ADHD [259]
	b) Theory of mind inventory & Perceptions of children's theory of mind measure-experimental version (Hutchins, Bonazinga, et al., 2008; Hutchins, Prelock & Bonazinga, 2012) [17, 20, 257-259, 792-796]	b) +				b) 24-168	Polish [126, 127]	ASD [257-259, 302, 308, 436, 478, 483, 792-794]
	c) Everyday mindreading skills and difficulties scale (Peterson, Garnett, Kelly & Attwood, 2009) [478]	c) +				c) *M* = 117	Spanish [792]	Hearing impairment or deafness [126, 127]
	d) Children's social understanding scale (Tahiroglu, Moses, Carlson, Mahy, Olofson & Sabbagh, 2014) [126, 127, 302, 619]	d) +				d) 28-144		Intellectual disability or developmental delay [126, 127, 436]
								Language impairments [436]
								Learning disabilities [483]
								Reading disorder [436]
Multiple TOM abilities measured using direct testing	a) ToM storybooks (Blijd-Hoogewys et al., 2008) [11, 12, 22, 33, 34, 618, 797, 798]	a) +	Direct testing using web vignettes, pictures, read aloud stories, audio recordings, storybooks, figurines and/or games	1 to 110	Correct/ incorrect or likert scales or coding children's explanations	a) 31-148	Auslan [112]	ADHD [42, 259, 778, 781]
	b) Five movies for assessing the use of mental words and the aqcuisition of a TOM (Bouchand & Caron, (1999) [809]	b) -				b) 36-78	Bahasa Indonesia [109]	Anxiety or depression [42, 781]
	c) Psychological explanation task (Colonnesi, Rieffe, Koops & Perucchini, 2008) [273]	c) -				c) 38-40	Cantonese [362]	ASD [11, 22, 41-43, 111, 133-139, 144, 221-224, 256-260, 375, 778, 781, 806, 808, 810, 812-818]
	d) Comic strip Task (Cornish et al. 2010) [813, 817]	d) +				d) 48-147	Chinese [111]	
	e) Perspective taking task (Edelstein, Keller & Wahlen; 1984) [96]	e) -				e) *M*= 70- *M*= 106	Dutch [11, 12, 42, 799-804]	
	f) Perspective taking ability test (Hudson, Forman, and Brion, 1982; Shin, 1996) [107]	f) -				f) 60-71	English sign language [112, 143, 144]	Down syndrome [134, 141, 223]
	g) TOM task battery (Hutchins, Prelock, Chace, 2008) [20, 256-260]	g) -				g) 36-165	Farsi [114-116]	Fragile x syndrome [223]

h) Theory of mind subtest of a developmental neuropsychological assessment (NEPSY-II; Korkman, Kirk & Kamp, 2007) [41, 674, 778, 781, 805-808, 810, 812, 815, 821]	h) +	h) 34-191	Filipino [429]	
i) Perspective-taking (Krcmar & Vieira, 2005) [823]	i) -	i) 60-144	Finnish [805] [806, 807]	Hearing impairments or deafness [112, 126, 127, 133, 142-144, 219, 226, 647, 819]
j) Perspective-taking tests (Kurdek & Rodgon,1975) [811]	j) -	j) 60-72	French [20, 117, 118, 808, 809]	Intellectual disabilitity or developmental delay [43, 126, 127, 814]
k) Past to future reasoning task (Lagattuta & Sayfan, 2011) [824, 825]	k) -	k) 48- 300	German [120, 121, 215, 217, 442, 443] [23, 119, 122, 365, 366, 444]	Language impairments [119, 145, 498, 806]
l) Picture sequencing task (Langdon et al., 1997) [820, 822]	l) -	l) 48-144	Italian [22, 28, 33, 34, 65, 273, 797, 807, 810]	Learning difficulties [781]
m) Pragma test (Loukusa et al., 2018)	m) +	m) 62-120	Mandarin [123-125, 219]	Low birth weight [146]
m) Social meaning scale from the SELweb (McKown, Russo-Ponsaran, Johnson, Russo & Allen, 2016) [791]	m) -	m) *M* = 87.6-91.2	Polish [126, 127]	Low SES [109, 177, 178]
n) TOM test (Muris, Steerneman, Meesters, Merckelbach, Horselenberg, van den Hogen & van Dongen, 1999) [42, 799-804]	n) -	n) 48-156	Portuguese [201]	Maltreatment [148]
o) Perspective-taking tasks (Oppenheimer & Thijssen, 1983) {Oppenheimer, 1983 #500}{Oppenheimer, 1983 #511}	o) +	o) 59-156	Spanish [129, 130]	Neurofibromato-sis [820]
p) Theory of mind test (Pons & Harris, 2002) [28]	p) -	p) *M* = 53	Swedish [647]	Prader-Willi syndrome [45]
q) Deaf children series (Serra, Spinato, Cocuzza et al. 2017) [819]	q) -	q) 54-74	Turkish [131, 132, 811] [468]	Pregnancy hypertension [149]
r) Socio-emotional ToM test (Sundqvist, Lyxell, Jonsson, Heimann, 2014) [647]	r) -	r) 24-152		Prematurity [122]
s) Explanation of Action task (Tager-Flusberg and Sullivan, 1994) [43, 45]	s) -	s) 39-123		Reading disorder [778]
t) ToM scale (Wellman and Liu, 2004) [4, 23, 50, 51, 54, 57, 65, 109, 111, 112, 114-125, 127, 129-146, 148, 149, 158-184, 186, 188, 190-192, 201, 215-217, 219, 221-224, 226, 227, 237-249, 251, 287, 302, 362, 365, 366, 375, 386-389, 424, 429, 442-444, 468, 498, 528, 539, 578, 619, 733, 826-829]	t) +	t) 14-156		Turner syndrome [821]
				Visual impairment or blindness [797]
				Williams syndrome [45, 822]

Note. –: no information provided in the articles. **Measures:** when authors provided no name for their measure, it was named according to its content in order to facilitate identification within the tables. The original source of a measure, written in brackets, may have not been included in the review and is provided to facilitate identification of measures. For a single article, there may be several variations of the same measure (e.g., different tasks using a classic change-in-location paradigm). **Availability of psychometric information**: + = information provided; – = No information provided (see Table X). **Age range in TD population**: "*M*" signifies the mean age of the sample and is presented only when no age range could be retrieved. **Languages**: Languages other than English in which the measure was administered, as reported in the studies. When the study specified no language of administration, nor language spoken by participants, it was assumed that it was administered in the language the article was written in. **Adverse conditions:** adverse clinical, psychological or environmental conditions. Children presenting adverse conditions may have different age ranges than the ones in TD population provided in the table.

Abbreviations: TD = Typically developing; SES = Socioeconomic status; ASD = Autism spectrum disorders; ADHD = Attention-deficit/hyperactivity disorder.

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