**Theory of Mind, socio-emotional regulation and social skills in children with intellectual disability and in typically developing children**

**Objectives**
An observational and qualitative comparative study, in children with intellectual disability (ID) and typically developing children (TD) we investigate:

1. Links between skills of Theory of Mind (ToM) and socio-emotional regulation.
2. Links between ToM and social skills.
3. Capacity of the individual to attribute mental states (beliefs, intentions, desires, emotions to others).
4. Capacity to explain or to predict events from the understanding of the concepts of reality, emotions, desires, intentions.
5. Study of links between socio-emotional regulation and ToM.

**Method**

**Participants**

- Children with ID: children with ID and TD children, from a larger sample which data collection is still in progress.
- Children with TD: children with TD and ID children, from a larger sample which data collection is still in progress.

**Procedure**

- Child's observation and qualitative interviews, individual assessment of the children and dyads filled sessions of problem solving.
- The children's number filled questionnaires.

**Results**

**Links between skills in socio-emotional regulation and ToM - emotions**

- Children with TD obtained a positive relation between ToM and emotions.
- Children with ID obtained a positive relation between ToM and socio-emotional regulation.

**Qualitative study of two ID children**

- Child 1 obtained high scores on ToM emotions (TD < ID). child 2 obtained a lower score on ToM emotions.

**In conclusion, it is interesting to approach the potential links between socio-emotional regulation, ToM and social skills, in more samples, by using new methodological designs.**