

26<sup>th</sup> Edition of International Conference on **Clinical Psychology and Neuroscience**  
&  
24<sup>th</sup> International Conference on **Neuroscience and Neurochemistry**

July 23-24, 2018 Birmingham, UK

**Neurocognitive intervention targeting components of theory of mind in school-age children with behavioral disorders**

Alfredis González Hernández<sup>1</sup>, Jasmin Bonilla Santos<sup>2</sup>, Ángela Magnolia Ríos Gallardo<sup>1</sup> and Gisela Bonilla Santos<sup>1</sup>

<sup>1</sup>Universidad Surcolombiana, Colombia

<sup>2</sup>Universidad Cooperativa de Colombia, Colombia

**Introduction & Aim:** The understanding of human social functioning is an element of importance for intrapersonal and interpersonal development. In this sense, neuroscience proposed the understanding of human beings from the concept of social cognition, understood as set of abilities that allow humans to identify and carry out readings of social signs with the aim to adapt and respond coherently to the context. One of its main components is the theory of mind (ToM), which plays fundamental role in analysis of emotional expression through eyes, nonverbal information processing, understanding the metaphorical language and intention attribution, that in turn influences the inference of thoughts, feelings, beliefs, intentions and desires, thus affecting decision making. Currently, there is no clarity about ToM in children and teenage school children with disorders of conduct. Therefore, the present study was proposed to deepen characterization in the dimensionality of these alterations and to assess the potential susceptibility to cognitive-social intervention.

**Method:** It was a quasi-experimental study, pretest-posttest. Study sample was confirmed by 120 school children (35 girls and 85 boys) from 7 to 11 years, students of public schools in Neiva city distributed in three groups: group control, group with diagnosis of TDC and group with ADHS diagnosis.

**Findings:** Evaluation of posttest to compare the performance of the experimental groups after training with neurocognitive intervention program, revealed significant differences in the tasks used to assess ToM, which suggests effectiveness of the program in socio-cognitive skills implemented.

alfredis.gonzalez@usco.edu.co