**Hypothesis:** MT and EF interventions improve:
- Delayed in Theory of Mind (ToM) development
- Baby homes overseas

**MT Intervention**
- Standard ToM task: Sally and Ann (Wimmer & Perner, 1983)
- Advanced ToM reasoning task (adapted from Happé, 1994)
- NIH Toolbox Picture vocabulary task (NU/NH, 2012), age-adjusted

**EF Intervention**
- Standard ToM task: Sally and Ann (Wimmer & Perner, 1983)
- Advanced ToM reasoning task (adapted from Happé, 1994)
- NIH Toolbox Picture vocabulary task (NU/NH, 2012), age-adjusted

**Wave 1 Sample and Results**

<table>
<thead>
<tr>
<th>Pre-Verbal Ability</th>
<th>Post-Verbal Ability</th>
<th>Pre-Theory of Mind</th>
<th>Post-Theory of Mind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred No Intervention (n = 23)</td>
<td>.99**</td>
<td>.97**</td>
<td>.66**</td>
</tr>
<tr>
<td>Referred Intervention (n = 43)</td>
<td>.99**</td>
<td>.97**</td>
<td>.66**</td>
</tr>
</tbody>
</table>

**Wave 2 Sample and Results**

**Complete Sample Results**

<table>
<thead>
<tr>
<th>Pre-Verbal Ability</th>
<th>Post-Verbal Ability</th>
<th>Pre-Theory of Mind</th>
<th>Post-Theory of Mind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred No Intervention (n = 33)</td>
<td>.92**</td>
<td>.95**</td>
<td>.48**</td>
</tr>
<tr>
<td>Referred Intervention (n = 73)</td>
<td>.85**</td>
<td>.95**</td>
<td>.30**</td>
</tr>
</tbody>
</table>

**Complete sample n=106: EF (n=35), MT (n=38), Control (n=33)**

**Figure 1. Wave 1 Change in ToM by Pre-Verbal Ability Median Split Groups**

**Figure 2. Wave 1 Change in ToM within Treatment Condition by Pre-Verbal Ability Median Split Groups**

**Future Directions**
- Use SMART intervention design
- Explore whether delivering curriculum one-on-one is more effective for children with lower verbal ability (Klo & Pemer, 2008)

**Conclusion**
- Mindfulness and EF trainings may help improve ToM skills among children exposed to early adversity
- Stronger baseline verbal abilities were associated with greater gains in ToM

**Acknowledgments**
This research was supported by the NIH NICHD Interdisciplinary Training Program in Cognitive Science (T32 HD007151) as well as small grants from the Institute of Child Development and the Center for Neurobehavioral Development, University of Minnesota. We thank the families who participated in this research project.