|  |  |  |  |
| --- | --- | --- | --- |
| **Socio-cognitive domain** | **Description** | **Tool/task** | **Description** |
| ToM or mental state attribution | Ability to infer intentions, dispositions and beliefs in others from their speech, actions and non-verbal behaviour. | e.g. Hinting task | 10 short stories, describing day-to-day social interactions, are read to the individual who is then asked to infer the intentions of different characters from hints or indirect speech acts. |
| Social perception | Ability to identify, decode and interpret different social cues (verbal and non-verbal), social roles and rules in an interpersonal situation. | e.g. Interpersonal Perception Task | The individual is presented scenes of social interactions (e.g. intimacy, competition, etc.) followed by multiple-choice questions that test the ability to interpret cues about social roles and rules. |
| Emotion recognition | Ability to identify human emotion from a range of stimuli and cues such as facial expressions or voice (emotional prosody). | e.g. Bell-Lysaker Emotion Recognition Task. | The individual is asked to identify different emotions from 10-second video clips of an actor performing facial, vocal-tonal and upper-body movement cues. |
| Attributional bias or style | Ability to make quick inferences/attributions about negative or positive events. These inferences can be categorised as external (i.e. the cause of the event is attributed to other people), internal (i.e. cause of the event is attributed to self) or situational (i.e. cause is attributed to situational factors). | e.g. Internal, Personal, and Situational Attributions Questionnaire. | Individual is asked to imagine herself in positive and negative social situations and to report the most likely causal explanation. |
| Emotion processing or regulation | Ability to perceive, identify, understand and manage (regulate) emotions in social situation. | e.g. Mayer-Salovey-Caruso Emotional Intelligence Test. | Individual is asked to rate brief vignettes that tap on emotional management, regulation or facilitation. |

Table a – Socio-cognitive domains and tasks.