

**Supplemental Material S2.** Records excluded as having only indirect evidence for the measurement properties of included comprehensive theory of mind assessments.

Assessment	Records Excluded as Providing Only Indirect Evidence
IRI (Davis, 1980)	<p>Brewer, N., Young, R. L., &amp; Barnett, E. (2017). Measuring Theory of Mind in Adults with Autism Spectrum Disorder. <i>Journal of Autism Developmental Disorders</i>, 47(7), 1927-1941. <a href="https://doi.org/10.1007/s10803-017-3080-x">https://doi.org/10.1007/s10803-017-3080-x</a></p> <p>Brewer, N., Young, R. L., Norris, J. E., Maras, K., Michael, Z., &amp; Barnett, E. (2021). A quick measure of theory of mind in autistic adults: Decision accuracy, latency and self-awareness. <i>Journal of Autism and Developmental Disorders</i>. <a href="https://doi.org/10.1007/s10803-021-05166-7">https://doi.org/10.1007/s10803-021-05166-7</a></p> <p>Olderbak, S., Wilhelm, O., Olaru, G., Geiger, M., Brenneman, M. W., &amp; Roberts, R. D. (2015). A psychometric analysis of the reading the mind in the eyes test: Toward a brief form for research and applied settings. <i>Frontiers in Psychology</i>, 6, 1503. <a href="https://doi.org/10.3389/fpsyg.2015.01503">https://doi.org/10.3389/fpsyg.2015.01503</a></p> <p>Overgaauw, S., Rieffe, C., Broekhof, E., Crone, E. A., &amp; Güroğlu, B. (2017). Assessing Empathy across Childhood and Adolescence: Validation of the Empathy Questionnaire for Children and Adolescents (EmQue-CA). <i>Frontiers in Psychology</i>, 8, 870. <a href="https://doi.org/10.3389/fpsyg.2017.00870">https://doi.org/10.3389/fpsyg.2017.00870</a></p> <p>Shamay-Tsoory, S. G. (2008). Recognition of 'fortune of others' emotions in Asperger syndrome and high functioning autism. <i>Journal of Autism and Developmental Disorders</i>, 38(8), 1451-1461. <a href="https://doi.org/10.1007/s10803-007-0515-9">https://doi.org/10.1007/s10803-007-0515-9</a></p> <p>Zhao, Q., Neumann, D. L., Cao, X., Baron-Cohen, S., Sun, X., Cao, Y., Yan, C., Wang, Y., Shao, L., &amp; Shum, D. H. K. (2018). Validation of the Empathy Quotient in Mainland China. <i>Journal of Personality Assessment</i>, 100(3), 333-342. <a href="https://doi.org/10.1080/00223891.2017.1324458">https://doi.org/10.1080/00223891.2017.1324458</a></p> <p>Mathersul, D., McDonald, S., &amp; Rushby, J. A. (2013). Understanding advanced theory of mind and empathy in high-functioning adults with autism spectrum disorder. <i>Journal of Clinical and Experimental Neuropsychology</i>, 35(6), 655-668. <a href="https://doi.org/10.1080/13803395.2013.809700">https://doi.org/10.1080/13803395.2013.809700</a> *</p> <p>Park, Y. E., Yoon, H. K., Kim, S. Y., Williamson, J., Wallraven, C., &amp; Kang, J. (2019). A Preliminary Study for Translation and Validation of the Korean Version of The Cognitive, Affective, and Somatic Empathy Scale in Young Adults. <i>Psychiatry</i></p>

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	<p><i>Investigation</i>, 16(9), 671-678.  <a href="https://doi.org/10.30773/pi.2019.06.25">https://doi.org/10.30773/pi.2019.06.25</a></p> <p>Demurie, E., De Corel, M., &amp; Roeyers, H. (2011). Empathic accuracy in adolescents with autism spectrum disorders and adolescents with attention-deficit/hyperactivity disorder. <i>Research in Autism Spectrum Disorders</i>, 5(1), 126-134.  <a href="https://doi.org/10.1016/j.rasd.2010.03.002">https://doi.org/10.1016/j.rasd.2010.03.002</a></p> <p>Bianchi, D., Lonigro, A., Baiocco, R., Baumgartner, E., &amp; Laghi, F. (2020). Social Anxiety and Peer Communication Quality During Adolescence: The Interaction of Social Avoidance, Empathic Concern and Perspective Taking. <i>Child &amp; Youth Care Forum</i>, 49(6), 853-876.  <a href="https://doi.org/10.1007/s10566-020-09562-5">https://doi.org/10.1007/s10566-020-09562-5</a></p>
MASC (Dziobek et al., 2006)	<p>Oakley, B. F. M., Brewer, R., Bird, G., &amp; Catmur, C. (2016). Theory of mind is not theory of emotion: A cautionary note on the Reading the Mind in the Eyes Test. <i>Journal of Abnormal Psychology</i>, 125(6), 818-823.  <a href="https://doi.org/10.1037/abn0000182">https://doi.org/10.1037/abn0000182</a></p> <p>Bast, N., Banaschewski, T., Dziobek, I., Brandeis, D., Poustka, L., &amp; Freitag, C. M. (2019). Pupil dilation progression modulates aberrant social cognition in autism spectrum disorder. <i>Autism Research</i>, 12(11), 1680-1692.  <a href="https://doi.org/10.1002/aur.2178">https://doi.org/10.1002/aur.2178</a></p>
NEPSY II Affect Recognition or Theory of Mind (Korkman et al., 2007)	<p>Berggren, S., Fletcher-Watson, S., Milenkovic, N., Marschik, P. B., Bölte, S., &amp; Jonsson, U. (2018). Emotion recognition training in autism spectrum disorder: A systematic review of challenges related to generalizability. <i>Developmental Neurorehabilitation</i>, 21(3), 141-154.  <a href="https://doi.org/10.1080/17518423.2017.1305004">https://doi.org/10.1080/17518423.2017.1305004</a></p> <p>Wieckowski, A. T., Flynn, L. T., Richey, J. A., Gracanin, D., &amp; White, S. W. (2020). Measuring change in facial emotion recognition in individuals with autism spectrum disorder: A systematic review. <i>Autism</i>, 24(7), 1607-1628.  <a href="https://doi.org/10.1177/1362361320925334">https://doi.org/10.1177/1362361320925334</a></p> <p>Williams, B. T., Gray, K. M., &amp; Tonge, B. J. (2012). Teaching emotion recognition skills to young children with autism: A randomised controlled trial of an emotion training programme. <i>Journal of Child Psychology &amp; Psychiatry</i>, 53(12), 1268-1276. <a href="https://doi.org/10.1111/j.1469-7610.2012.02593.x">https://doi.org/10.1111/j.1469-7610.2012.02593.x</a></p> <p>Russo-Ponsaran, N. M., Evans-Smith, B., Johnson, J., Russo, J., &amp; McKown, C. (2016). Efficacy of a facial emotion training program for children and adolescents with autism spectrum</p>

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	disorders. <i>Journal of Nonverbal Behavior</i> , 40(1), 13-38. <a href="https://doi.org/10.1007/s10919-015-0217-5">https://doi.org/10.1007/s10919-015-0217-5</a>
	Dyanova, P. H. (2021). <i>Sex differences in high functioning autism spectrum disorder on the social perception tests of the NEPSY-II</i> [Doctoral dissertation, Adler University]. ProQuest Information & Learning.
	Wehrheim, K. (2017). <i>Assessing theory of mind in school-aged persons with autism and typical peers</i> [Doctoral Dissertation, Ball State University]. ProQuest Information & Learning.
	Blinkoff, A. (2011). <i>Theory of mind, social communication, and executive functioning in children with autism spectrum disorders</i> [Doctoral dissertation, Pace University]. ProQuest Information & Learning.
	Baum, K. T. (2013). <i>Measurement of intelligence in children and adolescents with autism spectrum disorder: Factors affecting performance</i> [Doctoral dissertation, University of Cincinnati]. ProQuest Information & Learning.
	Rosello, B., Berenguer, C., Baixauli, I., Garcia, R., & Miranda, A. (2020). Theory of Mind Profiles in Children With Autism Spectrum Disorder: Adaptive/Social Skills and Pragmatic Competence. <i>Frontiers in Psychology</i> , 11. <a href="https://doi.org/10.3389/fpsyg.2020.567401">https://doi.org/10.3389/fpsyg.2020.567401</a>
	Loukusa, S., Makinen, L., Kuusikko-Gauffin, S., Ebeling, H., & Moilanen, I. (2014). Theory of mind and emotion recognition skills in children with specific language impairment, autism spectrum disorder and typical development: group differences and connection to knowledge of grammatical morphology, word-finding abilities and verbal working memory. <i>International Journal of Language &amp; Communication Disorders</i> , 49(4), 498-507. <a href="https://doi.org/10.1111/1460-6984.12091">https://doi.org/10.1111/1460-6984.12091</a>
	Pastorino, G. M. G., Operto, F. F., Padovano, C., Vivenzio, V., Scuoppo, C., Pastorino, N., Roccella, M., Vetri, L., Carotenuto, M., & Coppola, G. (2021). Social Cognition in Neurodevelopmental Disorders and Epilepsy. <i>Frontiers in Neurology</i> , 12. <a href="https://doi.org/10.3389/fneur.2021.658823">https://doi.org/10.3389/fneur.2021.658823</a>
	Miranda, A., Berenguer, C., Rosello, B., Baixauli, I., & Colomer, C. (2017). Social Cognition in Children with High-Functioning Autism Spectrum Disorder and Attention-Deficit/Hyperactivity Disorder. <i>Frontiers in Psychology</i> , 8. <a href="https://doi.org/10.3389/fpsyg.2017.01035">https://doi.org/10.3389/fpsyg.2017.01035</a>
	Berenguer, C., Rosello, B., Colomer, C., Baixauli, I., & Miranda, A. (2018). Children with autism and attention deficit hyperactivity disorder. Relationships between symptoms and executive function, theory of mind, and behavioral

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	problems. <i>Research in Developmental Disabilities</i> , 83, 260-269. <a href="https://doi.org/10.1016/j.ridd.2018.10.001">https://doi.org/10.1016/j.ridd.2018.10.001</a>
6- Step Theory of Mind Scale (Peterson et al., 2012)	<p>Schneider, D., Slaughter, V. P., Bayliss, A. P., &amp; Dux, P. E. (2013). A temporally sustained implicit theory of mind deficit in autism spectrum disorders. <i>Cognition</i>, 129(2), 410-417. <a href="https://doi.org/10.1016/j.cognition.2013.08.004">https://doi.org/10.1016/j.cognition.2013.08.004</a></p> <p>White, S., Hill, E., Happé, F., &amp; Frith, U. (2009). Revisiting the strange stories: Revealing mentalizing impairments in autism. <i>Child Development</i>, 80(4), 1097-1117. <a href="https://doi.org/10.1111/j.1467-8624.2009.01319.x">https://doi.org/10.1111/j.1467-8624.2009.01319.x</a></p> <p>Smogorzewska, J., Szumski, G., &amp; Grygiel, P. (2018). Same or different? Theory of mind among children with and without disabilities. <i>PLOS ONE</i>, 13(10), e0202553. <a href="https://doi.org/10.1371/journal.pone.0202553">https://doi.org/10.1371/journal.pone.0202553</a></p> <p>Smogorzewska, J., Szumski, G., &amp; Grygiel, P. (2019). The Children's Social Understanding Scale: An advanced analysis of a parent-report measure for assessing theory of mind in Polish children with and without disabilities. <i>Developmental Psychology</i>, 55(4), 835-845. <a href="https://doi.org/10.1037/dev0000673">https://doi.org/10.1037/dev0000673</a></p> <p>Paynter, J., &amp; Peterson, C. C. (2013). Further evidence of benefits of thought-bubble training for theory of mind development in children with autism spectrum disorders. <i>Research in Autism Spectrum Disorders</i>, 7(2), 344-348. <a href="https://doi.org/10.1016/j.rasd.2012.10.001">https://doi.org/10.1016/j.rasd.2012.10.001</a></p> <p>Peterson, C., Slaughter, V., Moore, C., &amp; Wellman, H. M. (2016). Peer Social Skills and Theory of Mind in Children With Autism, Deafness, or Typical Development. <i>Developmental Psychology</i>, 52(1), 46-57. <a href="https://doi.org/10.1037/a0039833">https://doi.org/10.1037/a0039833</a></p> <p>de Rosnay, M., Fink, E., Begeer, S., Slaughter, V., &amp; Peterson, C. (2014). Talking theory of mind talk: Young school-aged children's everyday conversation and understanding of mind and emotion. <i>Journal of Child Language</i>, 41(5), 1179-1193. <a href="https://doi.org/10.1017/s0305000913000433">https://doi.org/10.1017/s0305000913000433</a></p> <p>Knutsen, J., Mandell, D. S., &amp; Frye, D. (2017). Children with autism are impaired in the understanding of teaching. <i>Developmental Science</i>, 20(2). <a href="https://doi.org/10.1111/desc.12368">https://doi.org/10.1111/desc.12368</a></p> <p>Peterson, C. C., Slaughter, V., &amp; Brownell, C. (2015). Children with autism spectrum disorder are skilled at reading emotion body language. <i>Journal of Experimental Child Psychology</i>, 139, 35-50. <a href="https://doi.org/10.1016/j.jecp.2015.04.012">https://doi.org/10.1016/j.jecp.2015.04.012</a></p>

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	Amado, A., Serrat, E., & Valles-Majoral, E. (2016). The Role of Executive Functions in Social Cognition among Children with Down Syndrome: Relationship Patterns. <i>Frontiers in Psychology</i> , 7. <a href="https://doi.org/10.3389/fpsyg.2016.01363">https://doi.org/10.3389/fpsyg.2016.01363</a>
TASIT (McDonald, Flanagan & Rollins, 2017) or TASIT-S (McDonald, Flanagan & Honan, 2017)	No records with indirect evidence included.
ToMI-2 (Hutchins et al., 2019); ToMI SR A (Hutchins et al., 2019) or ToMI SR A (Hutchins et al., 2019); ToMTB (Hutchins & Prelock, 2010)	<p>Cheung, P. P. P., Brown, T., Yu, M. L., &amp; Siu, A. M. H. (2021). The Effectiveness of a School-Based Social Cognitive Intervention on the Social Participation of Chinese Children with Autism. <i>Journal of Autism and Developmental Disorders</i>, 51(6), 1894-1908.</p> <p>Waugh, C., &amp; Peskin, J. (2015). Improving the Social Skills of Children with HFASD: An Intervention Study. <i>Journal of Autism and Developmental Disorders</i>, 45(9), 2961-2980. <a href="https://doi.org/10.1007/s10803-015-2459-9">https://doi.org/10.1007/s10803-015-2459-9</a></p> <p>Yu, Y. T., Li, H. J., Tsai, C. H., Lin, C. H., Lai, S. S., &amp; Chen, K. L. (2021). Cool executive function and verbal comprehension mediate the relation of hot executive function and theory of mind in children with autism spectrum disorder. <i>Autism Research</i>. <a href="https://doi.org/10.1002/aur.2412">https://doi.org/10.1002/aur.2412</a></p> <p>Lecheler, M., Lasser, J., Vaughan, P. W., Leal, J., Ordetx, K., &amp; Bischofberger, M. (2021). A matter of perspective: An exploratory study of a theory of mind autism intervention for adolescents. <i>Psychological Reports</i>, 124(1), 39-53. <a href="https://doi.org/10.1177/0033294119898120">https://doi.org/10.1177/0033294119898120</a></p> <p>Rosello, B., Berenguer, C., Baixauli, I., Garcia, R., &amp; Miranda, A. (2020). Theory of Mind Profiles in Children With Autism Spectrum Disorder: Adaptive/Social Skills and Pragmatic Competence. <i>Frontiers in Psychology</i>, 11. <a href="https://doi.org/10.3389/fpsyg.2020.567401">https://doi.org/10.3389/fpsyg.2020.567401</a></p> <p>Miranda, A., Berenguer, C., Rosello, B., Baixauli, I., &amp; Colomer, C. (2017). Social Cognition in Children with High-Functioning Autism Spectrum Disorder and Attention-Deficit/Hyperactivity Disorder. <i>Frontiers in Psychology</i>, 8. <a href="https://doi.org/10.3389/fpsyg.2017.01035">https://doi.org/10.3389/fpsyg.2017.01035</a></p>

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	<p>Comblain, A., &amp; Schmetz, C. (2020). Improving Theory of Mind Skills in Down Syndrome? A Pilot Study. <i>Journal of Cognitive Education and Psychology</i>, 19(1), 20-31. <a href="https://doi.org/10.1891/jcep-d-18-00034">https://doi.org/10.1891/jcep-d-18-00034</a></p> <p>Jacobs, E., Simon, P., &amp; Nader-Grosbois, N. (2020). Social cognition in children with non-specific intellectual disabilities: An exploratory study. <i>Frontiers in Psychology</i>, 11. <a href="https://doi.org/10.3389/fpsyg.2020.01884">https://doi.org/10.3389/fpsyg.2020.01884</a></p> <p>Berenguer, C., Rosello, B., Colomer, C., Baixauli, I., &amp; Miranda, A. (2018). Children with autism and attention deficit hyperactivity disorder. Relationships between symptoms and executive function, theory of mind, and behavioral problems. <i>Research in Developmental Disabilities</i>, 83, 260-269. <a href="https://doi.org/10.1016/j.ridd.2018.10.001">https://doi.org/10.1016/j.ridd.2018.10.001</a></p> <p>Baixauli-Forte, I., Casas, A. M., Berenguer-Fornier, C., Colomer-Diago, C., &amp; Rosello-Miranda, B. (2019). Pragmatic competence of children with autism spectrum disorder. Impact of theory of mind, verbal working memory, ADHD symptoms, and structural language. <i>Applied Neuropsychology-Child</i>, 8(2), 101-112. <a href="https://doi.org/10.1080/21622965.2017.1392861">https://doi.org/10.1080/21622965.2017.1392861</a></p>

\* This record provides only indirect evidence for IRI, but direct evidence for TASIT, so it is not counted among the records excluded due to providing indirect evidence.