Attention-deficit/hyperactivity disorder (ADHD) is a neurodevelopmental disorder characterized by difficulties with sustaining attention, motor control, and impulsivity. Although rarely considered central to the disorder, deficits in the encoding of social information have been observed amongst boys with ADHD (and distinct from comorbid problems with aggression) as long ago as the late 1990s [1, 2]. In their seminal reformulation, Crick and Dodge [3] describe social information processing (SIP) as a cycle of six distinct processes: (i) encoding of cues, (ii) interpretation of cues, (iii) clarification of goals, (iv) response access or construction, (v) response decision, and (vi) behavioural enactment. SIP research has focused predominantly on aggressive children and has shed light on hostile attributions of intent (process ii) and aggressogenic response evaluation and decision-making (RED) processes [4, 5]. Little attention has been paid to encoding per se and the role of affective information in determining the encoding of social information either with ADHD or neurotypical populations.

[...]