



## THINKING SKILLS INVENTORY (TSI; revised 10/09; © MGH)

Child's Name	Date			
Solving problems and responding to life's demands requires thinking skills. If a expectation adaptively, the result will likely be some form of maladaptive or chabehavior (aggression, screaming, whining, defiance, shutting down, crying etc) is problems adults have with the child or the demands that trigger the child (we can need to handle those problems / triggers more adaptively (we call these <i>skill defia</i>	llenging behavior. The particular form of maladaptive s not important. What is important is identifying the chronic ll these <i>triggers</i> ) and the skills the child lacks that s/he would			
Trigger + Skill Deficit Maladaptive Behavior				

Situational Analysis: Identifying Triggers / Problems

Instructions: Before assessing crucial thinking skills, specify the situations in which the child's maladaptive behavior occurs. Think of when, where, with whom, and over what issues the difficulties arise. What triggers the child? What are the setting events, antecedents or precipitants? What are the chronic problems causing frustration for the child or the adults around the child? List the specific situations and problems below. (Examples include: getting up in the morning, food choice and timing, clothing choice, brushing teeth, curfew, bedtime, screen time, homework, getting down to work in class, staying in one's seat, talking out in class, competitive games at recess, group attendance, taking medicine, recreation time etc.) Be as specific as possible!

Triggers / Problems
1.
2.
3.
4.
5.
You might find that you need more information about certain triggers. List what information is needed and how will you gather it below:  •
•
Now try to prioritize which triggers / problems you'd like to address first using the following questions as your guide:  • Which are causing the most frequent challenging behavior?  • Which are causing the most severe behavior?  • Which are most conducive to resolution?
1.
2.
3.

## **Assessing Thinking Skills**

Instructions: Now that you have identified the specific situations in which the child tends to have the most difficulty, it is time to identify why. Below is a list of thinking skills required to problem solve, be flexible and tolerate frustration. Many children with social, emotional and behavioral challenges will have deficits in these areas. The skills are organized according to five categories or "Pathways". Use this list as your discussion guide to arrive at a consensus about which skill deficits are contributing to the child's challenging behavior and conversely which skills represent areas of strength for the child that you may be able rely on when problem solving with the child. Your goal is to identify specific skill deficits and strengths within these categories and to provide specific examples.

Consistent Strength	Sometimes a Strength	Depends	Sometimes Difficult	Consistently Difficult

	Consistent	Sometimes	D . 1	Sometimes	Consistently
Executive Functioning Skills (cont)	Strength	a Strength	Depends	Difficult	Difficult
Maintaining focus for goal-directed activities (sustained					
attention / concentration)					
Example:					
Ignoring non-relevant stimuli (distractibility)					
Example:					
Thinking before responding, considering the likely outcomes or					
consequences of actions, forecasting (reflective not impulsive					
thinking)					
Example:					
Considering a range of solutions to a problem					
Example:					
	Consistent	Sometimes		Sometimes	Consistently
Language Processing Skills	Strength	a Strength	Depends	Difficult	Difficult
Expressing concerns, needs, or thoughts in words					
Example.					
Identifying or articulating what's bothering you					
Example.					
Understanding what is being said					
Example:					
	Consistent	Sometimes		Sometimes	Consistently
Emotion Regulation Skills	Strength	a Strength	Depends	Difficult	Difficult
Managing emotional response to frustration so as to think rationally (separation of affect)					

Example.					
Emotion Regulation Skills (cont)	Consistent Strength	Sometimes a Strength	Depends	Sometimes Difficult	Consistently Difficult
Managing irritability and/or anxiety on a chronic basis (outside the context of frustration)  Example:					
Cognitive Flexibility Skills	Consistent Strength	Sometimes a Strength	Depends	Sometimes Difficult	Consistently Difficult
Seeing the "grays", being comfortable with "iffy" thinking (vs. more concrete, literal, black-and-white thinking and need for precision) <i>Example</i> :					
Thinking hypothetically or inferentially/ using hypothesis-testing Example:					
Handling deviations from rules, routine, original plan <i>Example</i> :					
Handling unpredictability, ambiguity, uncertainty, novelty <i>Example</i> :					
Shifting from original idea or solution/adapting to changes in plan or new rules <i>Example</i> :					
Taking into account situational factors that would suggest the need to adjust a plan of action <i>Example</i> :					

Cognitive Flexibility Skills (cont)	Consistent Strength	Sometimes a Strength	Depends	Sometimes Difficult	Consistently Difficult
Interpreting information accurately / avoiding cognitive distortions or biases in thinking such as over-generalizing or personalizing ("Everyone's out to get me," "Nobody likes me," "You always blame me, "It's not fair," "I'm stupid," "Things will never work out for me")  Example:					
Social Skills	Consistent Strength	Sometimes a Strength	Depends	Sometimes Difficult	Consistently Difficult
Attending to and/or accurately interpreting social cues and nuances <i>Example</i> :					
Starting conversations, entering groups, being reciprocal <i>Example</i> :					
Seeking attention in appropriate ways  Example:					
Appreciating how one's behavior affects other people (vs often surprised by others' responses)  Example:					
Empathizing with others, appreciating another person's perspective or point of view <i>Example</i> :					
Appreciating how one is coming across or being perceived by others <i>Example</i> :					

Finally, list the thinking skills for which you need more information (specify what information and how will you gather it):