**Thinking Skills Reference Sheet**

**Think: Kids – Rethinking Challenging Kids – Massachusetts General Hospital (Rev. 9/12)**

**Executive Functioning Skills**

**Strengths Needs**

Handles transitions, shifts easily from one task to another

Sticks with tasks requiring sustained attention

Does things in logical sequence or set order

Keeps track of time; correctly assesses how much time a task will take

Reflects on multiple thoughts or ideas at the same time

Maintains focus during activities

Ignores irrelevant noises, people, or other stimuli; tunes things out when necessary

Considers a range of solutions to a problem

**Language Processing Skills**

**Strengths Needs**

Expresses concerns, need, or thought in words

Is able to tell someone what’s bothering him or her

Understands spoken directions

Understands and follows conversations

**Emotion Regulation Skills**

**Strengths Needs**

Thinks rationally, even when frustrated

Manages irritability in an age-appropriate way

Manages anxiety in an age-appropriate way

Manages disappointment in an age-appropriate way

**Cognitive Flexibility Skills**

**Strengths Needs**

Is able to see “shades of gray” rather than thinking only in “black-and-white”

Thinks hypothetically, is able to envision different possibilities

Handles deviations from rules, routines, and original plans

Handles unpredictability, ambiguity, uncertainty, and novelty

Takes into account situational factors that may mean a change in plans (Example: “If it rains, we may need to cancel the trip.”)

Interprets information accurately / avoids overgeneralizing or personalizing (Example: Avoids saying, “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.”)

**Social Skills**

**Strengths Needs**

Pays attention to verbal and nonverbal social cues

Accurately interprets nonverbal social cues (like facial expressions and tone of voice)

Starts conversations with peers, enters groups of peers appropriately

Seeks attention in appropriate ways

Understands how his or her behavior affects other people

Empathizes with others, appreciates others’ perspectives or points of view

Understands how he or she is coming across or being perceived by others