**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