

Child: \_\_\_\_\_

Date \_\_\_\_\_

**Thinking Skills Inventory (TSI-RS)**

**Instructions:** Below is a list of thinking skills required to solve problems, be flexible, and tolerate frustration. Many children with social, emotional and behavioral challenges will have deficits in some of these areas. The skills are organized into five categories.

Rate the extent to which each skill is a strength or challenge by **marking an “X”** in one column for each skill.

<b>Language and Communication Skills</b>	<i>Consistent Strength</i>	<i>Sometimes a Strength</i>	<i>Depends</i>	<i>Sometimes Difficult</i>	<i>Consistently Difficult</i>
Understands spoken directions					
Understands and follows conversations					
Expresses concerns, needs, or thoughts in words					
Is able to tell someone what’s bothering him or her					

<b>Attention and Working Memory Skills</b>	<i>Consistent Strength</i>	<i>Sometimes a Strength</i>	<i>Depends</i>	<i>Sometimes Difficult</i>	<i>Consistently Difficult</i>
Sticks with tasks requiring sustained attention					
Does things in a 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					

<b>Emotion- and Self-Regulation Skills</b>	<i>Consistent Strength</i>	<i>Sometimes a Strength</i>	<i>Depends</i>	<i>Sometimes Difficult</i>	<i>Consistently Difficult</i>
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					
Thinks before responding; considers the likely outcomes or consequences of his/her actions					
Can adjust his/her arousal level to meet the demands of a situation (e.g., calming after recess or after getting upset, falling asleep/waking up, staying seated during class or meals, etc.)					

<b>Cognitive Flexibility Skills</b>	<i>Consistent Strength</i>	<i>Sometimes a Strength</i>	<i>Depends</i>	<i>Sometimes Difficult</i>	<i>Consistently Difficult</i>
Handles transitions, shifts easily from one task to another					
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					
Can shift away from an original idea, solution, or plan					
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/ <u>avoids</u> over-generalizing or personalizing (Example: <u>Avoids</u> 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.”)					

<b>Social Thinking Skills</b>	<i>Consistent Strength</i>	<i>Sometimes a Strength</i>	<i>Depends</i>	<i>Sometimes Difficult</i>	<i>Consistently Difficult</i>
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					
Understands how he or she is coming across or being perceived by others					
Empathizes with others, appreciates others' perspectives or points of view					