



Theory of Mind Inventory **2**

TODDLER SCREEN

Hutchins, T. L., Prelock, P. A., Bonazinga-Bouyea, L. © 2016

Name/unique identifier of child: _____ Child's gender: **M** **F**

Name/unique identifier of caregiver completing the ToMI-2: _____

Primary caregiver's gender: **M** **F**

	month	day	year
ToMI-2 date of administration:	_____	_____	_____
Child's date of birth:	_____	_____	_____
Child's age in years/months:	_____		

Notes:



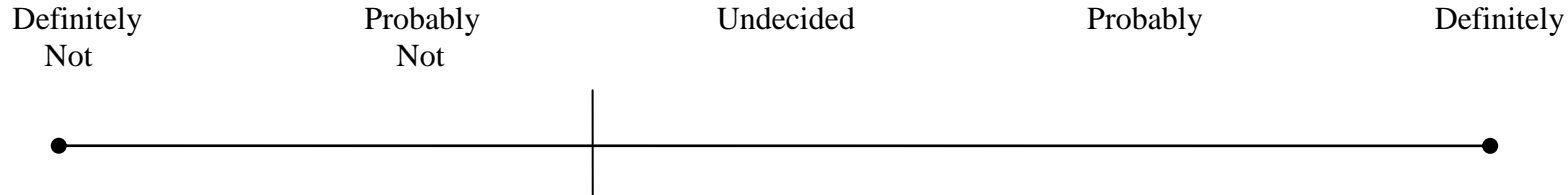
Theory of Mind Inventory

2

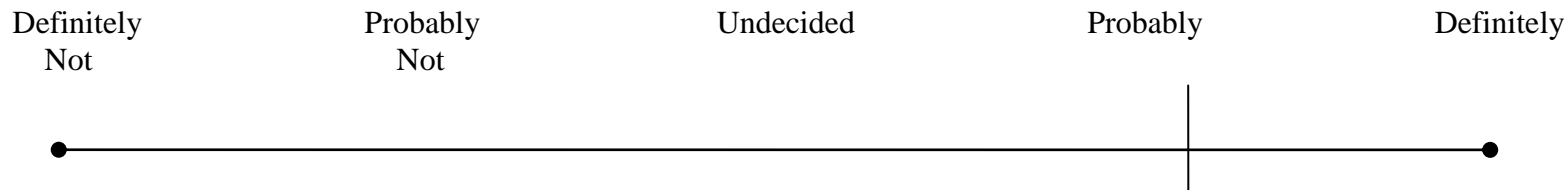
TODDLER SCREEN

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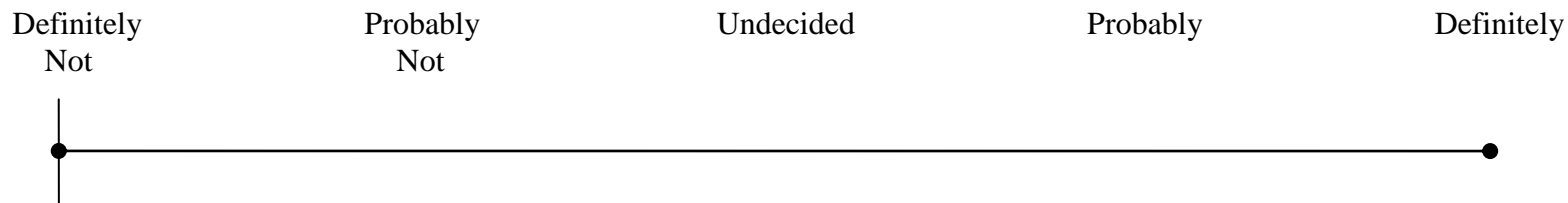
INSTRUCTIONS: The purpose of this measure is to learn about caregiver's ideas regarding children's thoughts and feelings. Please read each statement carefully and indicate the degree to which you believe each statement is true for your child. Sometimes, you may feel that you don't know for sure whether a statement is true or not. When you feel this way, reflect upon your experiences with your child and try to decide, given everything you know about this child, how certain you are that the statement is true or not true. There are no right or wrong answers so try to respond as honestly and thoughtfully as possible. To indicate your response, make a vertical hash mark along the appropriate point on the continuum. If you feel undecided as to the most appropriate answer, make a hash mark somewhere underneath 'undecided' but keep in mind that you can lean toward either end of the continuum. For example:



If you have more definite feelings that the statement is true or not true, make a hash mark along the continuum that reflects those feelings. For example:

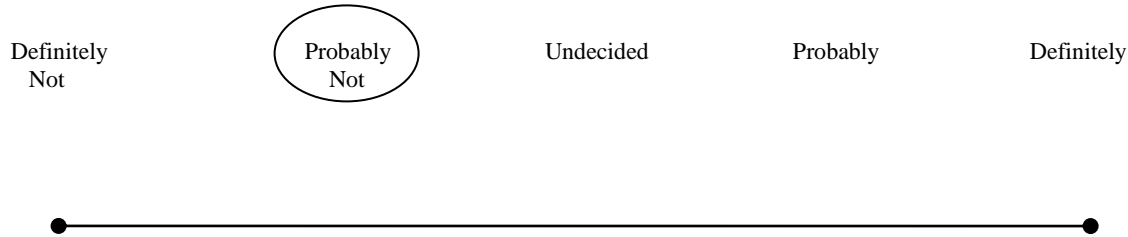


To express total confidence in your answer, put a hash mark through the dot at either end of the continuum. For example:



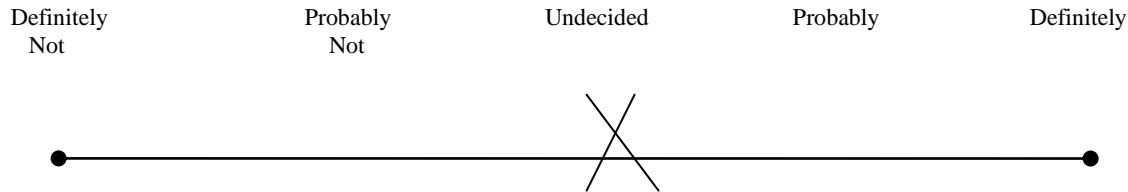
Please indicate your response by drawing a vertical hash mark and avoid other ways of responding:

NO



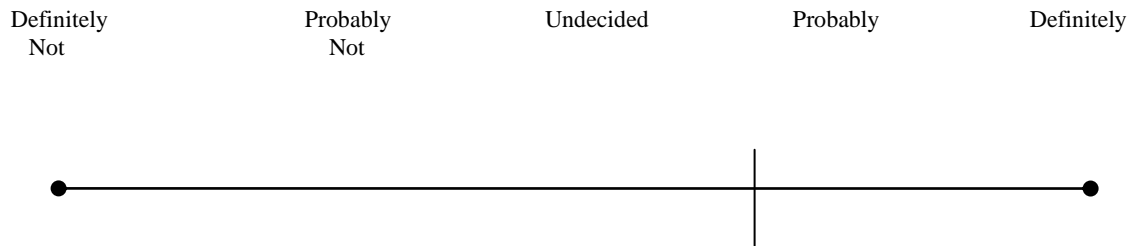
NO

NO



NO

YES



YES

3. My child recognizes when someone needs help.

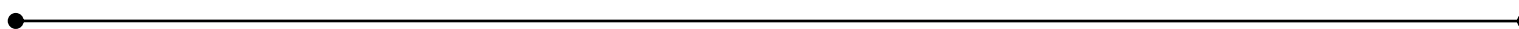
Definitely Not Probably Not Undecided Probably Definitely



3. _____

6. My child understands that when people frown, they feel differently than when they smile.

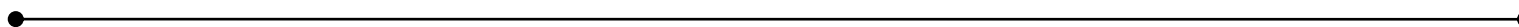
Definitely Not Probably Not Undecided Probably Definitely



6. _____

24. My child understands whether someone hurts another on purpose or by accident.

Definitely Not Probably Not Undecided Probably Definitely



24. _____

25. My child recognizes when others are happy.

Definitely Not Probably Not Undecided Probably Definitely

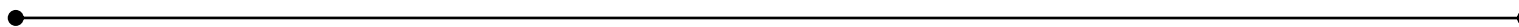


25. _____

For Scoring Purposes

28. My child understands that, when I show fear, the situation is unsafe or dangerous.

Definitely Not Probably Not Undecided Probably Definitely



28. _____

37. My child is able to show me things.

Definitely Not Probably Not Undecided Probably Definitely



37. _____

38. My child is able to pay attention when I show him/her something.

Definitely Not Probably Not Undecided Probably Definitely



38. _____

43. If I looked up and stared in the sky, my child would also look up to see what I was looking at.

Definitely Not Probably Not Undecided Probably Definitely



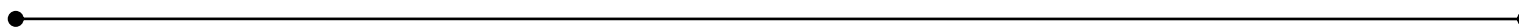
43. _____

For Scoring Purposes

*For Scoring
Purposes*

44. If my child saw a strange new object, he/she would look to me and check my reaction before touching it.

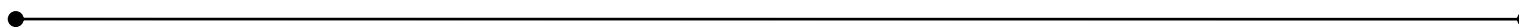
Definitely Not Probably Not Undecided Probably Definitely



44. _____

48. My child recognizes when others are sad.

Definitely Not Probably Not Undecided Probably Definitely



48. _____

49. My child recognizes when others are mad.

Definitely Not Probably Not Undecided Probably Definitely



49. _____

50. My child recognizes when others are scared.

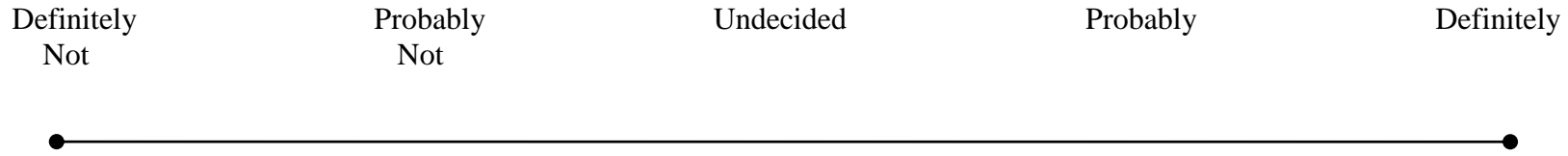
Definitely Not Probably Not Undecided Probably Definitely



50. _____

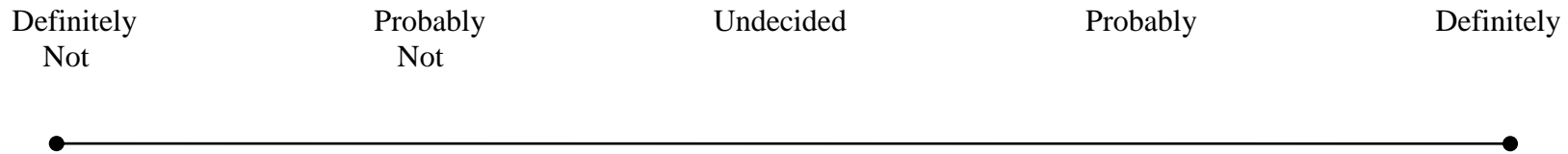
*For Scoring
Purposes*

54. My child understands the word “want”.



54. _____

59. My child understands that people are happy when they get what they want.



59. _____



Cut and score...

For easy scoring, cut out the ruler below. Scores for each item range from 0 – 20. To score, first align the ruler points 0 and 20 to the end points (solid circles) located at each end of the continuum. Be sure to estimate each score to the first decimal point (e.g., 9.4) and avoid rounding to whole integers (e.g., 9.0).

