

Collaborative Problem Solving® Assessment and Planning Tool (CPS-APT)



for _____ on _____ .
(Name/ID) (date)

Instructions: Complete each section in order. This is a working document and should be updated regularly. If you can, collaborate with others involved in the individual's life to gather as much information as possible.

CHALLENGING BEHAVIORS

List the behaviors you see. These are behavioral responses to difficult triggers, situations, or expectations.

Ex. Yelling, swearing, refusing

PROBLEMS TO BE SOLVED

List the situations *when* the challenging behaviors occur. These are also known as expectations, triggers, antecedents, precipitants, or contexts. Identify the Problem *as specifically* as possible, including what, when, where, and/or with whom the Problem happens. If assigning Plan A (imposing will) or Plan C (drop it for now), describe who will be responsible for following the Plan and what they will do.

The Problem to be Solved is...	Need to gather more specific info from others*	Plan (A,B,C)	What will Plan A/C look like in action?
Ex. Transitioning from lunch to group on time	<input type="checkbox"/>	C	Group leader will allow them to enter late without comment or consequences
	<input type="checkbox"/>		

*Be sure to update your CPS-APT after you gather more information from others.

THINKING SKILLS

Below are the skills that contribute to whether the individual can adaptively handle specific triggers and expectations. Rate the extent to which each skill is a strength or challenge by marking one column for each skill. Keep in mind the individual's cultural background when assessing thinking skills. Do not obsess – this is your best guess!

Language and Communication Skills	Consistent Strength	Sometimes Strength	Depends	Sometimes Difficult	Consistently Difficult
Understanding what others are saying					
Following the flow of conversations					
Quickly understanding people who are talking					
Saying what they are thinking or what they need					
Saying what's bothering them					
Saying what they are feeling					
Quickly finding the words they need					

Attention and Working Memory Skills	Consistent Strength	Sometimes Strength	Depends	Sometimes Difficult	Consistently Difficult
Sticking with things that need a lot of attention					
Doing things in order					
Keeping track of time					
Thinking about more than one thing at a time					
Staying focused during activities					
Ignoring distractions					
Thinking of more than one solution to a problem					

Emotion- and Self-Regulation Skills	Consistent Strength	Sometimes Strength	Depends	Sometimes Difficult	Consistently Difficult
Handling feelings when angry or frustrated					
Handling feelings when annoyed					
Handling feelings when nervous, worried, or anxious					
Handling feelings when disappointed or sad					
Thinking about what might happen before doing something					
Pausing before they respond					
Waiting for something they want					
Being energetic at the right time; getting energy up when expected to					
Being calm at the right time; calming down when expected to					

Cognitive Flexibility Skills	Consistent Strength	Sometimes Strength	Depends	Sometimes Difficult	Consistently Difficult
Handling changing from one activity to another					
Understanding that things can be "kind of," rather than all one way or all the other; seeing "shades of gray" rather than only "black & white"					
Imagining different ways things could happen in the future					
Handling changes to a routine or rule					
Handling new situations or unclear answers (e.g., "I don't know")					
Changing their mind if offered a different idea or solution					
Understanding why a plan may need to change					
Not taking things too personally, exaggerating, or thinking things are worse than they are					

Social Thinking Skills	Consistent Strength	Sometimes Strength	Depends	Sometimes Difficult	Consistently Difficult
Paying attention to what others are saying or doing					
Understanding what other people mean from the way they behave or talk					
Starting and having conversations with others					
Getting other people's attention in positive ways					
Understanding how their behavior makes other people feel					
Understanding what other people think of them and their behavior					
Understanding other people's points of view					

PLANNING STEPS

First, decide which problem to solve right away using Plan B. To help you decide, answer both questions below.

Do you have a good relationship?
Can they tolerate some stress?

YES to both?

Start with the Problems that cause the most frequent or severe challenging behavior.

NO to either?

Start with the easier Problems, ones that you feel most flexible about, or ones they are most invested in.

Next, for Problems that are not solved with Plan B right away...

- Choose Plan A if trying to get your expectation met is more important than reducing challenging behavior.
- Choose Plan C if reducing challenging behavior is more important than trying to get your expectation met.

Then, after a Problem is solved using Plan B, choose a new Problem to solve from those marked Plan A or C.

