

Date: _____

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

Completed for Sample Residential APT

Instructions: Complete each section in order. This is a working document and should be updated regularly. If you have more Problems to Be Solved use another page.

1: UNDESIRED BEHAVIORS

List what you see. These are behavioral **responses** to difficult triggers, situations, or expectations.

Head on desk, ignores staff and flips them off, runs out the room, putting holes in the walls/property destruction, swears/curses; racist comments

2: PROBLEMS TO BE SOLVED

List the situations when the undesired behaviors occur. These are also known as expectations, triggers, or antecedents. Identify the Problem as **specifically** as possible. **Use more lines as needed.**

The Problem to Be Solved	Need info?	Plan A/B/C	What will Plan A/C look like?
Returning from passes with Dad	<input type="checkbox"/>	B	Sunday night supervisor to Plan B
Wiping the tables at lunch	<input type="checkbox"/>	C	Ask which "job" they want and re-assign to that one
Fire alarms/drills	<input type="checkbox"/>	A	Give them a warning before the drill. For a real alarm escort if necessary
When in a group that is led by Mr. Garcia	<input type="checkbox"/>	C	Change to the other group
Washing hair when showering	<input type="checkbox"/>	C	Encourage but don't consequence
Brushing teeth in the morning	<input type="checkbox"/>	B/C	Nurse to Plan B. Until then prompt but don't consequence
During school	<input checked="" type="checkbox"/>	C	Milieu staff won't address until they can get more information from school staff
	<input type="checkbox"/>		
	<input type="checkbox"/>		



3: THINKING SKILLS

Check the skills you believe the individual struggles with and that are making it hard for them to handle specific triggers and expectations. Keep in mind the individual's cultural background when assessing thinking skills. Check as many as apply, but do not obsess – this is your best guess!



Language & Communication Skills

- 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 & Working Memory Skills

- 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- & Self-Regulation Skills

- 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

- Handling changing from one activity to another
- Understanding that things can be "kind of" rather than all one way or all the other way; seeing "shades of gray" rather than only "black and 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

- Paying attention to what others are saying and 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

