

Date: _____

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

Completed for _____

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.

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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? |
|--------------------------|--------------------------|------------|-------------------------------|
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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. Rate the extent to which each skill is a strength or challenge by marking one column for each skill. Do not obsess – this is your best guess!

|  Language & Communication Skills | Consistant Strength | Sometimes Strength | Depends | Sometimes Difficult | Consistantly 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 & Working Memory Skills | Consistant Strength | Sometimes Strength | Depends | Sometimes Difficult | Consistantly 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- & Self-Regulation Skills | Consistant Strength | Sometimes Strength | Depends | Sometimes Difficult | Consistantly 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 | Consistant Strength | Sometimes Strength | Depends | Sometimes Difficult | Consistantly Difficult |
|---|---------------------|--------------------|---------|---------------------|------------------------|
| 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 | Consistant Strength | Sometimes Strength | Depends | Sometimes Difficult | Consistantly Difficult |
|--|---------------------|--------------------|---------|---------------------|------------------------|
| 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 | | | | | |

✓ Planning Steps

1. 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 undesired behavior.

NO to either?

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

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

3. After a Problem is solved using Plan B, choose a new Problem to Solve from those marked Plan A or C.

