

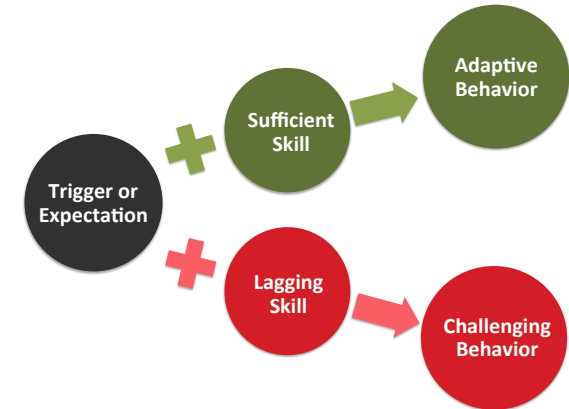
**CPS Assessment and Planning Tool**

Child's Name \_\_\_\_\_

Date \_\_\_\_\_

Responding to life's demands requires a lot of thinking skills. If a child doesn't have the skills to handle a trigger or meet an expectation, that is what we call a "problem to be solved." Until we solve that problem, the trigger or expectation is likely to result in some form of challenging behavior.

The most important task during the assessment phase is identifying the specific triggers or expectations that frequently lead to challenging behavior, as well as the thinking skills that would help the child to handle those demands more adaptively.



**Part 1: Identifying Triggers/Expectations, Lagging Skills, and Challenging Behaviors**

<p><b>TRIGGERS/EXPECTATIONS</b> +</p> <ul style="list-style-type: none"> <li>• These are the demands that the child is having a hard time meeting.</li> <li>• They are the triggers, expectations, precipitants, antecedents, situations, or contexts that can lead to challenging behavior.</li> <li>• When making your list, describe the who, what, when and where. Be specific!</li> </ul>	<p><b>LAGGING SKILLS</b> →</p> <ul style="list-style-type: none"> <li>• Lagging skills are the reasons that a child is having difficulty meeting these expectations or responding adaptively to these triggers.</li> <li>• Take a guess at which specific lagging skills are contributing by looking at the list of triggers/expectations, and referring to the Thinking Skills Inventory on the following pages.</li> </ul>	<p><b>CHALLENGING BEHAVIORS</b></p> <ul style="list-style-type: none"> <li>• These are the observable, challenging behaviors that often bring up the greatest concerns for adults and parents.</li> <li>• Examples are yelling, swearing, refusing, hitting, etc.</li> <li>• The challenging behaviors are the result of a child not having the skills to handle the specific triggers or expectations.</li> </ul>
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## Thinking Skills Inventory (TSI)

**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. Use this Thinking Skills Inventory to inform the “Lagging Skills” column on the previous page.

<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					

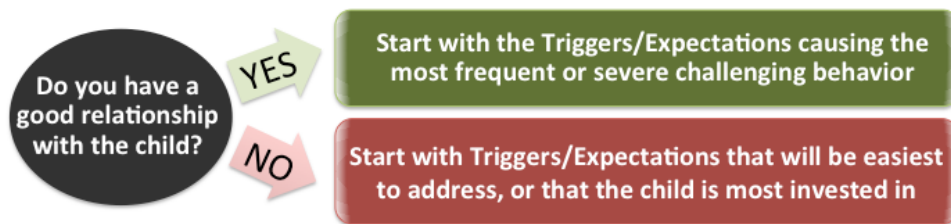
<b>Emotion- and Self-Regulation Skills</b>	<i>Consistent Strength</i>	<i>Sometimes a Strength</i>	<i>Depends</i>	<i>Sometimes Difficult</i>	<i>Consistently Difficult</i>
Thinks rationally, even when frustrated					
Manages irritability in an age-appropriate way					
Manages anxiety in an age-appropriate 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					

## Part 2: Planning and Prioritizing Problems to Solve

Next, decide which Triggers/Expectations are the first to be addressed with Plan B. Mark those Triggers/Expectations with **(B)**. If you're not sure where to start, use these guidelines:



For Triggers/Expectations that won't get Plan B right away, mark with **(A)** or **(C)** (for now).

- 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 getting the expectation met for now.

REMINDER: As problems get solved using Plan B, you will choose new Triggers/Expectations from those marked A and C to be addressed next with Plan B.