**ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS** (Rev. 8/29/11)

Child’s Name: Date:

**Instructions:** The ALSUP is intended for use as a *discussion guide* rather than a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent. If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify examples (unsolved problems) in which that lagging skill is causing difficulty. Unsolved problems should specify the explicit conditions in which the child or adolescent is having difficulty meeting expectations (a non-exhaustive list of potential unsolved problems

is shown at the bottom of the page). To assist in prioritizing, also rate the degree to which each recorded unsolved problem is setting in motion challenging episodes.

**LAGGING SKILLS**

 Difficulty handling transitions, shifting from one mindset or task to another

 Difficulty doing things in a logical sequence or

prescribed order

 Difficulty persisting on challenging or tedious tasks

 Poor sense of time

 Difficulty maintaining focus

 Difficulty considering the likely outcomes or

consequences of actions (impulsive)

 Difficulty considering a range of solutions to a problem

 Difficulty expressing concerns, needs, or thoughts in

words

 Difficulty understanding what is being said

 Difficulty managing emotional response to frustration

so as to think rationally

 Chronic irritability and/or anxiety significantly impede

capacity for problem-solving or heighten frustration

 Difficulty seeing the “grays”/concrete, literal, black-and-

white, thinking

 Difficulty deviating from rules, routine

 Difficulty handling unpredictability, ambiguity,

uncertainty, novelty

 Difficulty shifting from original idea, plan, or solution

 Difficulty taking into account situational factors that

would suggest the need to adjust a plan of action

 Inflexible, inaccurate interpretations/cognitive

distortions or biases (e.g., “Everyone’s out to get me,” “Nobody likes me,” “You always blame me, “It’s not fair,” “I’m stupid”)

 Difficulty attending to or accurately interpreting social

cues/poor perception of social nuances

 Difficulty starting conversations, entering groups,

connecting with people/lacking other basic social skills

 Difficulty seeking attention in appropriate ways

 Difficulty appreciating how his/her behavior is affecting

other people

 Difficulty empathizing with others, appreciating another

person’s perspective or point of view

 Difficulty appreciating how s/he is coming across or

being perceived by others

**EXAMPLES OF UNSOLVED PROBLEMS**

**EXAMPLES (UNSOLVED PROBLEMS)**

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| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |

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| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |

**HOME**: Waking up/getting out of bed in the morning; Completing morning routine/getting ready for school; Sensory hypersensitivities (specify); Starting or completing homework (specify); Time spent in front of a screen (TV, video games, computer); Going to/getting ready for bed at night; Sibling interactions (specify); Cleaning room/completing household chores (specify)

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| 0 | 1 | 2 | 3 |

**SCHOOL**: Shifting from one specific task to another (specify); Getting started on/completing class assignment (specify); Interactions with a particular classmate/teacher (specify); Behavior in hallway/at recess/in cafeteria/on school bus/waiting in line (specify); Handling disappointment/losing at a game/not coming in first/not being first in line (specify)

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