**ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS (Rev. 11-12-12)**

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 the specific expectations the child is having difficulty meeting in association with that lagging skill

(unsolved problems). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.

**LAGGING SKILLS**

**UNSOLVED PROBLEMS**

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

Sensory/motor difficulties

**UNSOLVED PROBLEMS GUIDE:** Unsolved problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior; free of adult theories and explanations; “split” (not “clumped”); and specific.

**HOME:** Difficulty getting out of bed in the morning in time to get to school on time; Difficulty getting started on or completing homework (specify assignment); Difficulty ending the video game to get ready for bed a night; Difficulty coming indoors for dinner when playing outside; Difficulty agreeing with brother about what television show to watch after school; Difficulty handling the feelings of seams in socks; Difficulty brushing teeth before bedtime; Difficulty staying out of older sister’s bedroom; Difficulty keeping bedroom clean; Difficulty clearing the table after dinner

**SCHOOL:** Difficulty moving from choice time to math; Difficulty sitting next to Kyle during circle time; Difficulty raising hand during social studies discussions; Difficulty getting started on project on tectonic plates in geography; Difficulty standing in line for lunch; Difficulty getting along with Eduardo on the school bus; Difficulty when losing in basketball at recess

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