

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 (UNSOLVED PROBLEMS)

		Seldom	Sometimes	Often	Very Often
1. <input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another	0	1	2	3	
2. <input type="checkbox"/> Difficulty doing things in a logical sequence or prescribed order	0	1	2	3	
3. <input type="checkbox"/> Difficulty persisting on challenging or tedious tasks	0	1	2	3	
4. <input type="checkbox"/> Poor sense of time	0	1	2	3	
5. <input type="checkbox"/> Difficulty maintaining focus	0	1	2	3	
6. <input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsive)	0	1	2	3	
7. <input type="checkbox"/> Difficulty considering a range of solutions to a problem	0	1	2	3	
8. <input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words	0	1	2	3	
9. <input type="checkbox"/> Difficulty understanding what is being said	0	1	2	3	
10. <input type="checkbox"/> Difficulty managing emotional response to frustration so as to think rationally	0	1	2	3	

EXAMPLES OF UNSOLVED PROBLEMS

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)

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)