

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

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

Date: \_\_\_\_\_

Instructions: The ALSUP is intended for us 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 show 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   | EXAMPLES (UNSOLVED PROBLEMS) | Seldom | Sometimes | Often | Very Often |
|--|------------------------------|--------|-----------|-------|------------|
| ____ Difficulty handling transition, shifting from one mindset or task to another  | 1.                           | 0      | 1         | 2     | 3          |
| ____ Difficulty doing things in a logical sequence or prescribed order   | 2.                           | 0      | 1         | 2     | 3          |
| ____ Difficulty persisting on challenging or tedious tasks   | 3.                           | 0      | 1         | 2     | 3          |
| ____ Poor sense of time  | 4.                           | 0      | 1         | 2     | 3          |
| ____ Difficulty maintaining focus  | 5.                           | 0      | 1         | 2     | 3          |
| ____ Difficulty considering the likely outcomes or consequences of actions (impulsive)   | 6.                           | 0      | 1         | 2     | 3          |
| ____ Difficulty considering a range of solutions to a problem  | 7.                           | 0      | 1         | 2     | 3          |
| ____ Difficulty expressing concerns, needs, or thoughts in words   | 8.                           | 0      | 1         | 2     | 3          |
| ____ Difficulty understanding what is being said   | 9.                           | 0      | 1         | 2     | 3          |
| ____ Difficulty managing emotional response to frustration so as to think rationally   | 10.                          | 0      | 1         | 2     | 3          |
| ____ Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration   |                              | 0      | 1         | 2     | 3          |
| ____ Difficulty seeing the "grays"/concrete, literal, black-and-white, thinking  |                              | 0      | 1         | 2     | 3          |
| ____ Difficulty deviating from rules, routine  |                              | 0      | 1         | 2     | 3          |
| ____ Difficulty handling unpredictability, ambiguity, uncertainty, novelty   |                              | 0      | 1         | 2     | 3          |
| ____ Difficulty shifting from original idea, plan or solution  |                              | 0      | 1         | 2     | 3          |
| ____ Difficulty taking into account situational factors that would suggest the need to adjust a plan of action   |                              | 0      | 1         | 2     | 3          |
| ____ 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.") |                              | 0      | 1         | 2     | 3          |
| ____ Difficulty attending to or accurately interpreting social cues/poor perception of social nuances  |                              | 0      | 1         | 2     | 3          |
| ____ Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills  |                              | 0      | 1         | 2     | 3          |
| ____ Difficulty seeking attention in appropriate ways  |                              | 0      | 1         | 2     | 3          |
| ____ Difficulty appreciating how his/her behavior is affecting other people  |                              | 0      | 1         | 2     | 3          |
| ____ Difficulty empathizing with others, appreciating another person's perspective or point of view  |                              | 0      | 1         | 2     | 3          |
| ____ Difficulty appreciating how he/she is coming across or being perceived by others  |                              | 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 particular classroom/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)