



ALSUP Guide

- The *Assessment of Lagging Skills and Unsolved Problems* (ALSUP) is best used as a *discussion guide* rather than as a free-standing checklist or rating scale
- Meetings should be focused almost totally on identifying lagging skills and unsolved problems. It is not the goal of the meeting to try to explain *why* a child has a particular lagging skill or unsolved problem, so hypotheses and theories about *cause* are to be avoided. It is also counterproductive to have participants go into great detail about the *behaviors* that a child exhibits in response to a given unsolved problem so story telling is to be avoided as well.
- It's best to discuss each lagging skill (rather than "cherry-picking"), starting at the top
- If a lagging skill is endorsed, don't continue moving down the list of lagging skills...move *over* to identify the unsolved problems associated with the lagging skill
- An unsolved problem is an *expectation a child is having difficulty meeting in association with a particular lagging skill*
- To identify unsolved problems, begin with the stem, "Can you give some examples of times when..." and then restate the endorsed lagging skill (e.g., "Can you give me some examples of times when Tommy is having difficulty making transitions?")
- Identify as many unsolved problems as possible for each endorsed lagging skill... don't move on after identifying only one unsolved problem
- Many lagging skills may contribute to the same unsolved problem...don't spend valuable meeting time trying to be precise about which lagging skill best accounts for a given unsolved problem
- Here are some guidelines for writing unsolved problems:
 - **They usually begin with the word *Difficulty*...** (e.g., *Difficulty taking out the trash on Thursday mornings*)
 - **They should contain no reference to the child's *challenging behaviors*,** though reference to *expected* behaviors is fine (so you wouldn't write *Screams and swears when having difficulty completing the word problems on the math homework...*instead write *Difficulty completing the word problems on the math homework*)
 - **They should contain no adult theories** (so you wouldn't write *Difficulty writing the definitions to the spelling words in English...because his parents were recently divorced*)
 - **They should be split, not clumped** (so you wouldn't write *Difficulty controlling impulses* but rather *Difficulty raising hand during social studies discussions*)
 - **They should be specific...**there are two strategies to help:
 - Include details related to who, what, where, and when
 - Ask *What expectation is the child/student having difficulty meeting?*