

INDIVIDUAL'S NAME:

DATE:

NAMES OF CAREGIVERS COMPLETING THIS INSTRUMENT:

STEP 1: SKILLS

Whether neurotypical or neurodivergent, people communicate that they're having difficulty meeting expectations in diverse ways, including through their concerning behavior. This behavior is best conceived as a frustration or stress response, the nature of which is determined by a variety of factors, most especially certain skills related to flexibility/adaptability, frustration tolerance, problem solving, and emotion regulation. Some people can demonstrate these skills under some conditions but not under other conditions.

This section is aimed at helping staff, supervisors, and others discuss those skills and the degree to which they may be impacting a particular individual. Being aware of and considering the skills that may impact a person's capacity to handle life's problems and frustrations and meet various expectations helps others move away from motivational explanations for concerning behavior (e.g. attention-seeking, manipulative, coercive, unmotivated, lazy, uncooperative) and toward a more compassionate, accurate understanding of such behavior. Note that these skills are not the primary focal point of intervention in the CPS model; the unsolved problems you'll be identifying in Step 2 will be the "targets" of intervention.

Please check off a skill if it's difficult for the individual to access at times and appears to be making it difficult for them to handle problems and frustrations and/or meet certain expectations:

Maintain focus	Consider a range of solutions to problems	Regulate emotional response to problems and frustrations
Manage energy level	Flexibly handle ambiguity, uncertainty	Empathize with others, appreciate another person's perspective or point of view
Handle transitions, shift from one mindset to another	Shift from original idea, plan, or solution	Interoception (ability to understand and feel what's going on inside their body)
Consider the likely outcomes or consequences of actions (impulse control)	Express concerns, needs, or thoughts in words or other means of communication	Tolerate and manage the sensory environment
Persist on challenging or tedious tasks	Understand what is being communicated by others	
Sense of time (time that has passed, time needed)	Appreciate how their actions affect others	

STEP 2: UNSOLVED PROBLEMS

Unsolved problems are the specific expectations an individual is having difficulty meeting. The wording of an unsolved problem will translate directly into the words that you'll be using when you introduce the unsolved problem to the person when it comes time to solve the problem together. Poorly worded unsolved problems often cause the problem-solving process to deteriorate before it even gets started. Please reference the ASUP Guide - A for guidance on writing unsolved problems.

WORKPLACE/DAY SERVICES PROMPTS

- Are there specific tasks/expectations the person is having difficulty starting or completing?
- Are there other people (e.g. workmates, staff, supervisors, etc.) this person is having difficulty getting along with in certain situations?
- Are there transitions between activities or environments that the person finds challenging?
- Are there decisions that the person has difficulty making?
- As you think about the totality of the expectations being placed on the person in the workplace/day services setting, are there any others they are having difficulty reliably meeting?

List unsolved problems here:
(or on a separate sheet)

HOME/RESIDENCE PROMPTS

- Are there other people (e.g. housemates, staff etc.) this person is having difficulty getting along with in certain situations?
- Are there transitions between activities or environments that the person finds challenging?
- Are there activities, places, or appointments the person is having difficulty attending/ being on time to?
- Are there aspects of self- or personal care the person is having difficulty completing?
- Are there decisions that the person has difficulty making?
- Are there specific times of the year when the person finds it more difficult to cope (e.g. Christmas, Halloween, staff holidays, anniversaries, etc.)
- Are there personal or lifestyle goals that the person is having difficulty making, starting, or sticking to? (e.g. exercise, nutrition, sleep etc.)
- As you think about the person's daily routine, are there any other expectations the person has difficulty reliably meeting, or that you find yourself frequently reminding the person about?

ASUP - A

ASSESSMENT OF SKILLS AND UNSOLVED PROBLEMS

 List unsolved problems here:
(Continued)

Collaborative & Proactive Solutions
THIS IS HOW PROBLEMS GET SOLVED