

CHILD'S NAME:

DATE:

NAMES OF CAREGIVERS COMPLETING THIS INSTRUMENT:

### STEP 1: SKILLS

Whether neurotypical or neurodivergent, children 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 kids can demonstrate these skills under some conditions but not under other conditions.

This section is aimed at helping caregivers discuss those skills and the degree to which they may be impacting a particular child. Being aware of and considering the skills that may impact a child's capacity to handle life's problems and frustrations and meet various expectations helps caregivers move away from motivational explanations for concerning behavior (e.g. attention-seeking, manipulative, coercive, unmotivated) 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 child to access at times and appears to be making it difficult for the child 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
Regulate activity 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 a child 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 child 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 for guidance on writing unsolved problems.

**SCHOOL/FACILITY PROMPTS**

- Are there specific tasks/expectations the student is having difficulty completing or getting started on?
- Are there classmates this student is having difficulty getting along with in specific conditions?
- Are there tasks and activities this student is having difficulty moving from or to?
- Are there classes/activities the student is having difficulty attending/being on time to?
- As you think about the start of the day to the end, are there any other expectations the student has difficulty reliably meeting or that you find yourself frequently reminding the child about?

**HOME/CLINIC PROMPTS**

- Are there chores/tasks/activities the child is having difficulty completing or getting started on?
- Are there siblings/other children the child is having difficulty getting along with in specific conditions?
- Are there aspects of hygiene the child is having difficulty completing?
- Are there activities the child is having difficulty ending or tasks the child is having difficulty moving on to?
- As you think about the start of the day to the end, are there any other expectations the child has difficulty reliably meeting or that you find yourself frequently reminding the child about?

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