HINTS & TIPS FOR USING THE ALSUP

- The **Assessment of Lagging Skills and Unsolved Problems (ALSUP)** is best used as a discussion guide rather than as a freestanding 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.
- To identify unsolved problems, begin with the stem, "Can you give some examples of times when (name of child) is having difficulty..." and then restate the endorsed lagging skill.

  EXAMPLE: *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.

GUIDELINES FOR WRITING UNSOLVED PROBLEMS

- They usually begin with the word Difficulty.

  EXAMPLE: *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.

  EXAMPLE: 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.

  EXAMPLE: You wouldn't write *Difficulty writing the definitions of the spelling words in English... because his parents were recently divorced*.
- They should be split, not clumped.

  EXAMPLE: You wouldn't write *Difficulty getting along with others,* but rather, *Difficulty agreeing with Chad on the rules of the four-square game during recess.*
- They should be specific. Here are two strategies that help:
  - Include details related to who, what, where, and when.
  - Ask *What expectation is the child/student having difficulty meeting?*