

ASSESSMENT OF LAGGING SKILLS AND UNSOLVED PROBLEMS (Rev. 12/5/08)

Child's Name _____ Date _____

LAGGING SKILLS

- _____ Difficulty handling transitions, shifting from one mindset or task to another
- _____ Difficulty doing things in a logical sequence or prescribed order
- _____ Difficulty persisting on challenging or tedious tasks
- _____ Poor sense of time
- _____ Difficulty reflecting on multiple thoughts or ideas simultaneously
- _____ Difficulty maintaining focus
- _____ Difficulty considering the likely outcomes or consequences of actions (impulsive)
- _____ Difficulty considering a range of solutions to a problem
- _____ Difficulty expressing concerns, needs, or thoughts in words
- _____ Difficulty understanding what is being said
- _____ Difficulty managing emotional response to frustration so as to think rationally
- _____ Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration
- _____ Difficulty seeing the "grays"/concrete, literal, black-and-white, thinking
- _____ Difficulty deviating from rules, routine
- _____ Difficulty handling unpredictability, ambiguity, uncertainty, novelty
- _____ Difficulty shifting from original idea, plan, or solution
- _____ Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
- _____ 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")
- _____ Difficulty attending to or accurately interpreting social cues/poor perception of social nuances
- _____ Difficulty starting conversations, entering groups, connecting with people/lacks other basic social skills
- _____ Difficulty seeking attention in appropriate ways
- _____ Difficulty appreciating how his/her behavior is affecting other people
- _____ Difficulty empathizing with others, appreciating another person's perspective or point-of-view
- _____ Difficulty appreciating how s/he is coming across or being perceived by others

UNSOLVED PROBLEMS

HOME

- _____ Waking up/getting out of bed in the morning
- _____ Completing morning routine/getting ready for school
- _____ Sensory hypersensitivities
- _____ Starting or completing homework or a particular academic task
- _____ Food quantities/choices/preferences/timing
- _____ Time spent in front of a screen (TV, video games, computer)
- _____ Going to/getting ready for bed at night
- _____ Boredom
- _____ Sibling interactions
- _____ Cleaning room/completing household chores
- _____ Taking medicine
- _____ Riding in car/wearing seatbelt

SCHOOL

- _____ Shifting from one specific task to another (specify)
- _____ Getting started on/completing class assignment (specify)
- _____ Interactions with a particular classmate/teacher (specify)
- _____ Behavior in hallway/at recess/in cafeteria/on school bus/waiting in line (specify)
- _____ Talking at appropriate times
- _____ Specific academic tasks/demands, e.g., writing assignments (specify)
- _____ Handling disappointment/losing at a game/not coming in first/not being first in line (specify)

OTHERS (list)