

## Lagging Skills from a Brain and Body State Perspective

This section will help you understand why the child is responding so maladaptively to problems and frustrations. Please note that these **lagging skills are not the primary focal point of intervention**. In other words, you won't be discussing the lagging skills with the student, nor will you be teaching most of the skills explicitly. The primary targets of intervention are the unsolved problems you'll be documenting in the next section.

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| <input type="checkbox"/> Difficulty maintaining focus  | <input type="checkbox"/> Difficulty seeing the "greys"/concrete, literal, black & white thinking   |
| <input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another                                   | <input type="checkbox"/> Difficulty taking into account situational factors that would suggest the need to adjust a plan of action                     |
| <input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsive)                               | <input type="checkbox"/> Inflexible, inaccurate interpretations/cognitive distortions or biases (e.e., "Everyone's out to get me," "Nobody likes me.") |
| <input type="checkbox"/> Difficulty persisting on challenging or tedious tasks   | <input type="checkbox"/> Difficulty attending to or accurately interpreting social cues/poor perception of social nuances                              |
| <input type="checkbox"/> Difficulty considering a range of solutions to a problem  | <input type="checkbox"/> Difficulty appreciating how his/her behavior is affecting others  |
| <input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words   | <input type="checkbox"/> Difficulty shifting from original idea, plan, or solution   |
| <input type="checkbox"/> Difficulty managing emotional response to frustration so as to think rationally                                 | <input type="checkbox"/> Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills                  |
| <input type="checkbox"/> Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heightened frustration | <input type="checkbox"/> Difficulty empathizing with others, appreciating another person's perspective or point of view                                |
| <input type="checkbox"/> Sensory/motor difficulties  | <input type="checkbox"/> Difficulty handling unpredictability, ambiguity, uncertainty, novelty   |

**FYI:** 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 an 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 ALSUP Guide for guidance on the four guidelines for writing unsolved problems.

Ross Greene's Lagging Skills:  
[Livesinthebalance.org/our-solution/](http://Livesinthebalance.org/our-solution/)

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**Brain States**  
**Threats**  
**Values**  
**Dysregulation**

CPS lack of skills in **5 areas of neurocognitive skills**.

**Language & Communication Skills** – don't have the skills to tell you what they need, what they are thinking, etc so uses inappropriate behavior to show you or says "I don't know."

Brain states

- Difficulty expressing concerns, needs, or thoughts in words

**Attention & Working Memory Skills** – all are state dependent, depend on your emotional state. Will be better when in a regulated state. Time when you've felt anxious and had to do well, high stake situation.

Dysregulation, Brain states and Values

- Difficulty maintaining focus
- Difficulty persisting on challenging or tedious tasks

**Emotion and Self-Regulation Skills** – When dysregulated can't communicate well, solve problems. We say and do things we wouldn't do if regulated.

Dysregulation and Brain states

- Difficulty considering the likely outcomes or consequences of actions (impulsive)
- Difficulty considering a range of solutions to a problem
- Difficulty managing emotional response to frustration so as to think rationally
- Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heightened frustration
- Sensory/motor difficulties

**Cognitive Flexibility Skills** – Struggle with change, get stuck, black and white, concrete thinking.

Dysregulation, Brain states and Perceived threats

- Difficulty handling transitions, shifting from one mindset or task to another.
- Difficulty seeing the "greys," concrete, literal, black and white thinking
- Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
- Inflexible, inaccurate interpretations/cognitive distortions or biases (i.e. "Everyone's out to get me," "Nobody likes me.")
- Difficulty shifting from original idea, plan, or solution
- Difficulty handling unpredictability, ambiguity, uncertainty, novelty

**Social Thinking Skills** – Understand how being perceived, impact on others, empathy for others

Dysregulation, Brain states and Perceived threats

- Difficulty attending to or accurately interpreting social cues/poor perception of social nuances
- Difficulty appreciating how his/her behavior is affecting others
- Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills
- Difficulty empathizing with others, appreciating another person's perspective or point of view

Either don't have the skills or can't access them in the moment.

Need for top-down AND bottom-up interventions

Brain States

Threats

Values

Dysregulation