

Unstuck Fast Facts

What is the goal of Unstuck?

To improve executive functioning (EF) in students at school to help them be more flexible, regulated, problem-solvers.



- Executive functioning skills include planning, flexibility and organization
- Executive functioning problems include trouble transitioning and completing multiple-step tasks

What is Unstuck?



- 21 easy-to-lead school-based group sessions that last 30-40 minutes each
- Can be implemented in any setting: mainstream or special education classrooms, pull-out group, or after school club.
- Needed materials are either provided or items that are already available in schools (glue, scissors, etc.).
- Simple classroom and home practice guides for each lesson are included.
- Parent resources are available in both English and Spanish.
- Includes visual supports and posters for abstract concepts.

Who is Unstuck for?

Unstuck and On Target (UOT) can be used with anyone who has EF problems and the verbal ability of a 7 or 8 year old.



Who is qualified to teach Unstuck?

All types of professional school personnel, including teachers, special educators, school social workers, speech and language therapists, occupational therapists, counselors, or school psychologists, can teach Unstuck effectively.



How did we develop Unstuck?

A team of teachers, psychologists, occupational therapists, parents and students were all involved in the development of Unstuck.



Does Unstuck Work?

We tested Unstuck in Title I schools with racially and ethnically diverse families who spoke a total of 14 different languages, and compared it to an empowering behavior management program (Contingency Behavior Management; CBM).

We found that:

1 Students and parents liked UOT more than CBM.



2 UOT worked better than CBM for students with ASD and both programs worked well for students with ADHD in improving classroom behaviors (social reciprocity, transitioning, rule abidance, participation, getting stuck and being less negative).

	ASD		ADHD	
	UOT	CBM	UOT	CBM
Improved classroom behavior	✓	✗	✓	✓
Better problem-solving	✓	✓	✓	✗
More flexible	✓	✗	✓	✓
Improved planning	✓	✗	✓	✓
Higher student & parent satisfaction	✓	✗	✓	✗

✓: greater or improved, ✗: less or not improved

(AND these improvements were maintained 1 year later!)

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3 UOT and CBM worked well for everyone, no matter how old they were, what race they were, the family's income, or what language was spoken in the home! We also found that any school staff member can lead the groups, regardless of their profession or expertise.

What kids say they learned:

"Being able to have multiple plans because if I don't have multiple plans I get stuck. If I have multiple plans I can get a little of what I want, rather than not at all. In most situations that's better."

"When I get really mad at a teacher or friend, I try to think about is it really necessary to get mad. I try to stay calm and be flexible and cope with what's going on."