

Unstuck Fast Facts

What is the goal of *Unstuck and On Target (UOT)*?

To improve executive functioning in students at school to help them be more flexible, well-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*?

- Provides 21 easy-to-lead school-based small group sessions that last 30–40 minutes each
- Can be implemented in any setting: general or special education classrooms, pull-out groups, or after-school clubs
- Supplies needed materials, or uses items that are already available in schools (glue, scissors, etc.)
- Includes simple classroom and home practice guides for each lesson
- Provides parent resources in both English and Spanish
- Includes visual supports and posters for abstract concepts



Who is *Unstuck* for?

Unstuck can be used for children who have executive functioning problems and the verbal ability of a 7- or 8-year-old. We developed and tested it with third-through fifth-graders.



Who is qualified to teach *Unstuck*?

All types of professional school personnel—including teachers, special educators, school social workers, speech-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 involved in the development of *Unstuck*.



Does *Unstuck* work?

We tested *Unstuck* in Title I elementary schools with racially, ethnically, and language diverse families and compared it to an empowering behavior management program (Contingency Behavior Management; CBM)

We found that

- 1 Students and parents like UOT more than CBM.
- 2 UOT worked well for students with ASD and for students with ADHD in improving classroom behaviors (social reciprocity, transitioning, rule abidance, participation, getting unstuck, and being less negative).



- 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! Also, any educational team member, regardless of his or her discipline or expertise, can lead the groups.

Here's 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 is going on."

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

√: greater or improved, x: less or not improved

(AND these improvements were maintained 1 year later!)

This study was supported by The Patient Centered Outcomes Research Institute (PCORI AD-1304-7379).