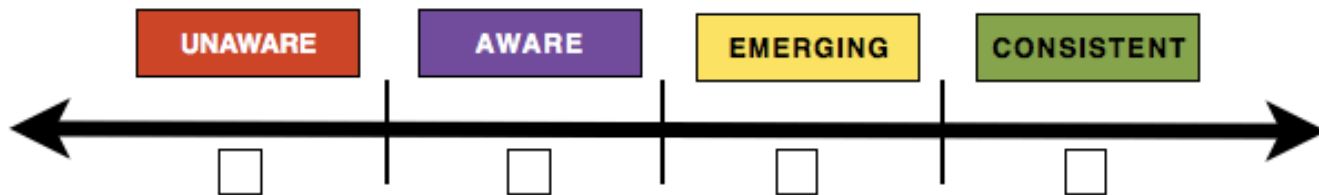




Learning Style Profile for Children with Autism Spectrum Disorders (Rydell, 2012)

1. Object vs. People Orientation



(Manipulation of objects, sensory-seeking, I see, I want, I get...)

(Looks up and around, notices and is aware of others. What are WE doing?)

A child may:

- Have a primary focus on objects
- Engage in self stimulation with objects
- Be unaffected and unaware of others in the environment

A child may:

- Have a primary focus on people
- Engage in reciprocal interaction with others
- Seek out others for engagement
- Be aware of others in the environment

Goal Priorities

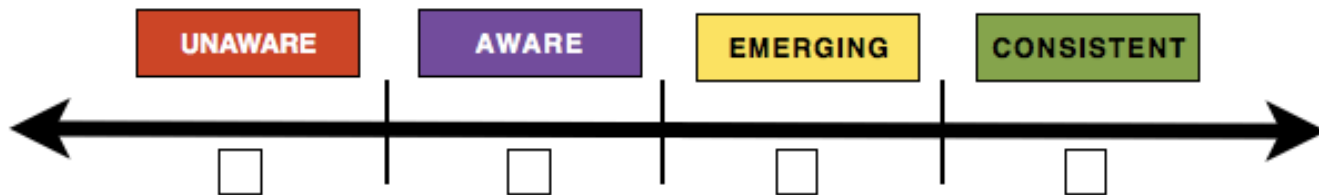
1. Establishes joint attention
2. Establishes proximity with others
3. Engages with others

Notes:



Learning Style Profile for Children with Autism Spectrum Disorders
(Rydell, 2012)

2. Learns through Social Modeling, Demonstrating and Rehearsal



A child may:
have little or no response to a partner's attempts to demonstrate, model or rehearse conventional social communicative interaction

A child may:
be responsive to a partner's attempts to demonstrate, model or rehearse conventional social communicative interaction

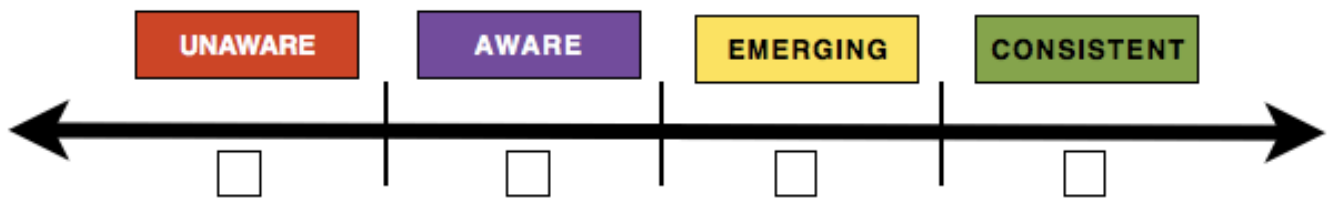
- Goal Priorities**
1. Responds to social/situational cues
 2. Learns through social imitation
 3. Establishes social reciprocity

Notes:



Learning Style Profile for Children with Autism Spectrum Disorders
(Rydell, 2012)

3. Attains Social Cues from Multiple Partners



A child may:

- be able to attain social cues primarily from one partner in a setting
- watch and learn from one partner at a time (i.e. be adult directed)

A child may:

- be able to attain social cues from a group
- watch and learn from multiple partners at one time (i.e. use contextual learning)

Notes:

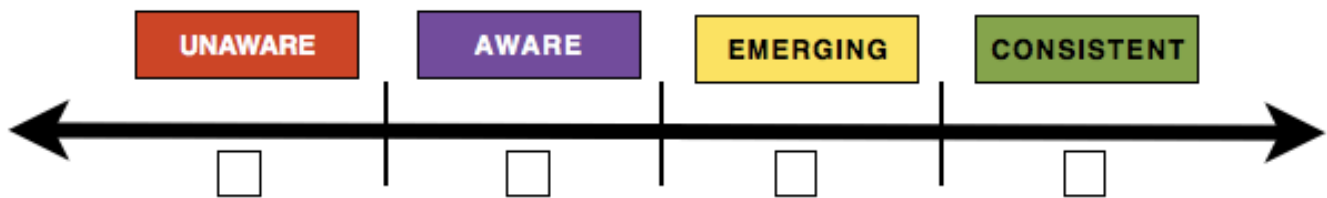
Goal Priorities

1. Responds to social/situational cues with multiple partners
2. Learns through social imitation with multiple partners
3. Establishes social reciprocity with multiple partners



Learning Style Profile for Children with Autism Spectrum Disorders
(Rydell, 2012)

4. Level of Flexibility with Objects, Activities and People



A child may:

use rigid/repetitive behavior by demonstrating ritualistic behavior, a need for sameness, rule-based interaction, and/or rote learning

A child may:

use flexible/spontaneous behavior and demonstrate this through an ability to vary, modify, and/or adapt to change

Goal Priorities

Engages and maintains interaction with partner(s) in:

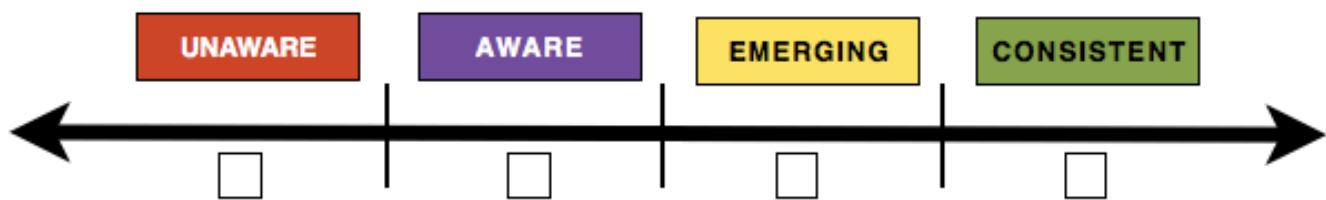
1. New environments
2. Varied agendas/themes
3. Modified circumstances

Notes:



Learning Style Profile for Children with Autism Spectrum Disorders
(Rydell, 2012)

5. Shared Control



A child may:

engage and participate in a social activity with a partner(s) only when the child's agenda and expectation is being met

A child may:

engage and participate in a social activity when the agenda is equally established and shared by the child and partner(s)

Goal Priorities

1. Engages in an agenda established by a partner
2. Spontaneously follows partner(s) lead and agenda
3. Spontaneously shifts/shares the lead and agenda with a partner(s)

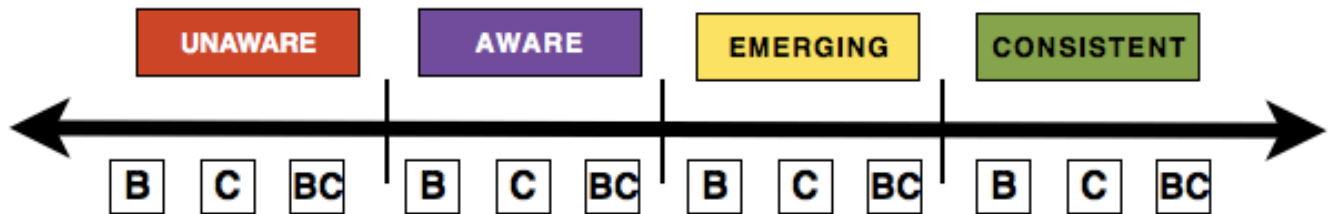
Notes:

LSP Continue



Learning Style Profile for Children with Autism Spectrum Disorders (Rydell, 2012)

6a. Interaction Style: Initiating



An individual may use behaviors or verbal/symbolic communication to express communication intentions. Please place a checkmark on the continuum that best represents the individual's overall level (e.g., unaware, aware, emerging or consistent) and whether the individual *primarily* expresses intentional communication to initiate interactions using nonverbal behaviors (**B**), verbal/symbolic communication (**C**) or both (**BC**). Ideally, the individual will eventually use both behavioral and higher-level verbal/symbolic communication means of expression at a consistent level.

Types of Intentional Communication to Initiate Interactions:

- requesting
- directing
- greeting
- showing
- giving

Notes:

Goal Priorities

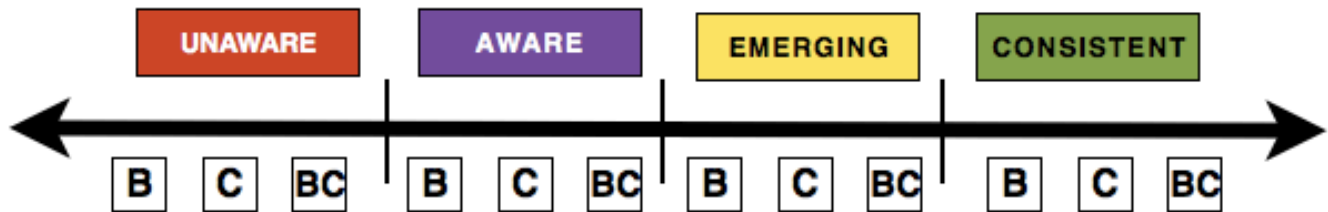
Engages and maintains a balanced interaction profile to:

1. Initiate interactions with a partner(s)
2. Maintain interactions with a partner(s)
3. Respond to a partner(s)



Learning Style Profile for Children with Autism Spectrum Disorders (Rydell, 2012)

6b. Interaction Style: Maintaining



An individual may use behaviors or verbal/symbolic communication to express communication intentions. Please place a checkmark on the continuum that best represents the individual's overall level (e.g., unaware, aware, emerging or consistent) and whether the individual *primarily* expresses intentional communication to maintain interactions using nonverbal behaviors (**B**), verbal/symbolic communication (**C**) or both (**BC**). Ideally, the individual will eventually use both behavioral and higher-level verbal/symbolic communication means of expression at a consistent level.

Types of Intentional Communication to Maintain Interactions:

- social commenting
- exclaiming
- labeling
- turn-taking
- reciprocal interactions

Goal Priorities

Engages and maintains a balanced interaction profile to:

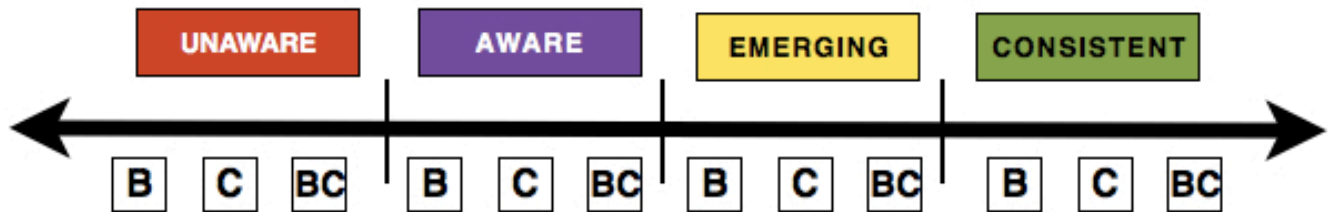
1. Initiate interactions with a partner(s)
2. Maintain interactions with a partner(s)
3. Respond to a partner(s)

Notes:



Learning Style Profile for Children with Autism Spectrum Disorders (Rydell, 2012)

6c. Interaction Style: Responding



An individual may use behaviors or verbal/symbolic communication to express communication intentions. Please place a checkmark on the continuum that best represents the individual's overall level (e.g., unaware, aware, emerging or consistent) and whether the individual *primarily* expresses intentional communication to maintain interactions using nonverbal behaviors (**B**), verbal/symbolic communication (**C**) or both (**BC**). Ideally, the individual will eventually use both behavioral and higher-level verbal/symbolic communication means of expression at a consistent level.

Types of Intentional Communication to Respond to Interactions:

- answering questions
- responding
- contingent commenting
- following directions

Goal Priorities

Engages and maintains a balanced interaction profile to:

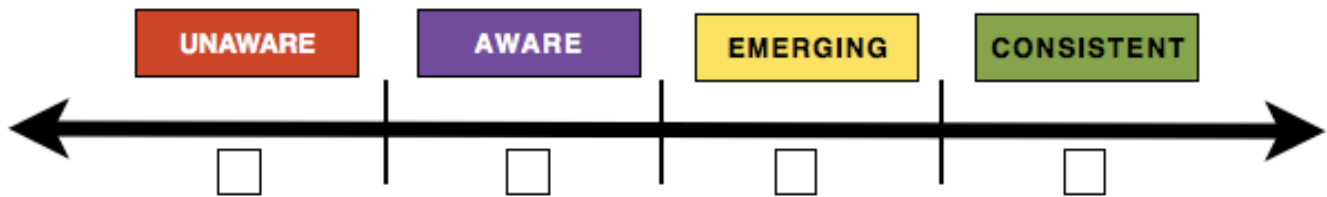
1. Initiate interactions with a partner(s)
2. Maintain interactions with a partner(s)
3. Respond to a partner(s)

Notes:



Learning Style Profile for Children with Autism Spectrum Disorders
(Rydell, 2012)

7. Verbal/Symbolic Communication



A child may:
use rigid and scripted utterances that are:

- ritualistic
- inflexible
- rote-learned
- prompted by adult

A child may:
use spontaneous utterances that are:

- symbolic
- flexible
- generative
- intentional
- cued by social/environmental contexts



Goal Priorities

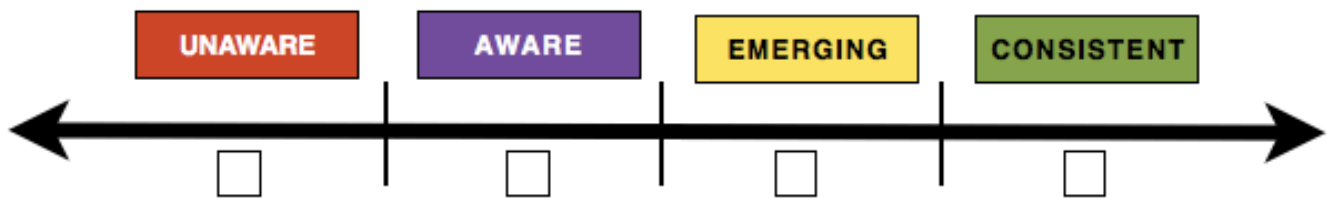
1. Generates multiple word utterances
2. Systematically varies utterances based on social cues and context
3. Independently communicates with a partner(s) based on social models, cues and context (understands how and when to communicate)

Notes:



Learning Style Profile for Children with Autism Spectrum Disorders (Rydell, 2012)

8. Executive Function



A child may:

- have difficulty establishing and maintaining focus in order to complete a plan of action
- demonstrate
 - impulsive actions or comments
 - rapid loss or change of focus
 - unrelated comments
 - tangential behavior

A child may:

- be able to make and execute a logical plan of action in logical, sequenced steps to its completion
- demonstrate the ability to
 - make a plan of action
 - maintain the plan of action
 - keep actions/comments relevant
 - keep actions logical and sequenced

Goal Priorities

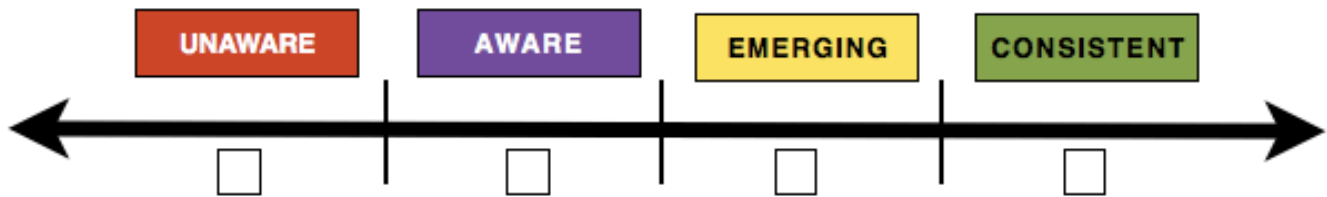
1. Participates in rule-based interactions
2. Independently follows mutually established plan of action
3. Completes plan of action in a timely manner

Notes:



Learning Style Profile for Children with Autism Spectrum Disorders
(Rydell, 2012)

9. Distance Learning



A child may:
act on and respond to partner or situational cues only at close distances

A child may:
act on or respond to partner or situational cues at increasing distances



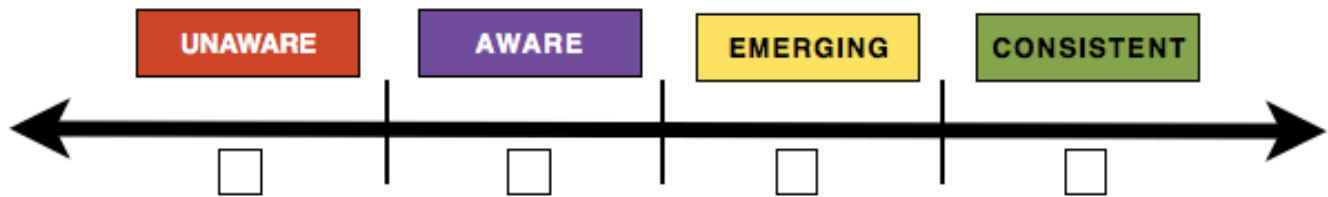
- Goal Priorities**
1. Establishes joint attention at a distance
 2. Engages with a partner(s) at a distance
 3. Processes information at a distance

Notes:



Learning Style Profile for Children with Autism Spectrum Disorders
(Rydell, 2012)

10. Transitions



Difficult

A child may:

- Block/ignore a partner's attempts to change activity event or location
- Have difficulty shifting attention from current to upcoming activity/event location

Fluid

A child may:

- Shift to new activity, event or location in a cooperative fluid manner
- Anticipate and shift attention to both preferred and less preferred activities



Goal Priorities

1. Establishes awareness of partner(s) shifting attention
2. Anticipates shifting to new circumstances
3. Follows social/situational cues for transitions independently

Notes:
