

**Positive Strategies
Learning Style Profile**

Student: _____	Date: _____
Completed by: _____	

Each section below presents dimensions that affect engagement and learning. For each item, circle **one** response that describes the conditions under which this individual learns best. Circle **?** if you are unsure and **NR** when the condition is not relevant. Upon completion, review all responses and mark the **five** items most critical to the design and delivery of instruction for this individual. If completed by a team, ensure that context influences are considered; setting, instructional design, and reinforcement needs may vary by subject and setting.

INDIVIDUAL LEARNING STYLE

Critical

- Preferred mode for processing information** - visual / auditory / tactile / combined / ? _____
- Preferred position** - seated / standing / laying down / varies / ? / NR _____
- Previous activity** - preceded by physical activity / preceded by a quiet activity / ? / NR _____
- Mealtimes** - before meal or snack / after meal or snack / ? / NR _____
- Time of day** - morning / afternoon / evenings / varies / ? / NR _____
- Time of the week** - early in the week / midweek / late in the week / weekends / ? / NR _____
- Most effective type of prompt** - physical / visual / verbal / varies / ? _____
- Tolerance for prompt fading** - requires prolonged use of prompts / moves easily to less direct prompting / responds with time delay / varies / ? _____
- Response to new situations** - looks around / disengages / laughs, cries or vocalizes / manipulates materials / engages with people / other _____ / ? _____
- Response to inactivity** - daydreams / vocalizes / becomes restless / manipulates materials / other _____ / ? _____

REINFORCER ASSESSMENT

- Preferred type** - social / tangible / free time / self-reward / combined / varies / ? _____
- Type of social** - brief praise / prolonged social contact / physical contact / public posting / varies / ? / NR _____
- Type of tangible** - food / toys / preferred items / clothing / money / privileges / special activities / varies / ? / NR _____
- Use of free time** - break from task / relaxation time / time off / varies / ? / NR _____
- Self-reward** - pride in accomplishment / engaging in sensory-motivated activities / varies / ? / NR _____
- Tolerance for reinforcer fading** - requires prolonged, high level of reinforcement / moves to intermittent schedules easily / varies / ? _____

INSTRUCTIONAL DESIGN

- Group size** - 1:1 / small group / large group / varies / ? _____
- Style of interaction** - friendly or familiar / stern or formal / varies / ? / NR _____
- Task variety** - single activity at a time / working on variety of tasks / varies / ? / NR _____
- Task type** - open-ended tasks / tasks with a clear starting and ending point / varies / ? / NR _____
- Task familiarity** - familiar / new / varies / ? / NR _____
- Task difficulty** - easy / moderate / difficult / varies / ? / NR _____
- Transitions** - signalled / occur on schedule without other notice / varies / ? / NR _____
- Daily schedule** - clearly explained and followed / tolerates changes without notice / varies / ? / NR _____
- Activity level during task** - stationary / some movement / physically active / ? / NR _____
- Length of time on task** - <5 minutes / 5-15 minutes / 15-30 minutes / >30 minutes / varies / ? _____

INSTRUCTIONAL SETTING

- Noise / activity level** - in quiet areas / in active areas / ? / NR _____
- Lighting level** - in soft, dimly lit areas / in bright, well lit areas / ? / NR _____
- Temperature** - cool / warm / ? / NR _____
- Location** - indoors / outdoors / community locations / home / ? / NR _____
- Appearance** - clean, uncluttered area / "messy", stimulating areas / ? / NR _____