LEARNING STYLE ASSESSMENT

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Informant(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Introduction:** The purpose of this assessment is to learn the qualities and characteristics of instructional activities that promote learning for the student – essentially the things you do that appear to promote learning and those things you have experienced that do not appear to promote learning. Each topic below relates to a feature of the learning context or task(s) that has relevance to the student.

1. Quality of tasks or activities
   1. Inherently reinforcing properties
   2. Functional, meaningful outcomes to student
   3. Preference because of positive effects on self (e.g., sensory stimulation, relief of anxiety)
2. Pacing of instruction
3. Task sequencing
4. Predictability related to learning context and/or task(s)
5. Choice-making opportunities
6. Types of prompts that are helpful
7. Types of praise
8. Style of correction procedures
9. Facilitating transition
10. Effective deceleration strategies for problem behavior