



Learning Profile Continuum

	EARLY ENGAGEMENT	RECIPROCAL ENGAGEMENT	INITIATING LEARNER	ACQUIRING LEARNER	TYPICAL LEARNER
RECEPTIVE LANGUAGE	Follows simple, familiar directives occasionally	Has some receptive vocabulary, follows single step commands	Is developing receptive language and follows two-step commands	Follows directions and answers "wh" questions	Has age-appropriate receptive language skills
COMMUNICATION	Requires an adult to interpret signals and shape behaviour	Uses single words and pointing	Has reliable communication skills using phrases	Has good basic communication skills and talks in sentences	Has effective communication skills
ATTENTION	Lacks focus on and attention to activities and others	Focuses on own activity and is starting to shift attention	Is able to shift attention to adult's choice of activity	Is developing increased attention span and focus	Has a well developed attention span and focus
PROCESSING	Responds inconsistently	Processes simple information slowly	Needs significant time for processing	Needs extra time for processing	Processes readily
CONTENT	Relates only to simple personalized content	Relates to relevant personalized content and makes some choices	Relates to content based on personal experiences	Starts to generalize learning to new situations	Generalizes learning across many situations
SUPPORTS	Is a tactile, sensory, concrete learner	Relies on concrete, tactile, sensory and simple pictures	Requires concrete objects and pictures to learn	Uses pictures and symbols for learning	Has some abstract learning skills
INTEGRATION	Needs external stimuli to engage	Needs constant and ongoing repetition for new learning	Needs repetition for reinforcement of learning	Needs repetition to integrate new learning	Integrates new learning readily
MOTIVATION	Responds inconsistently to direct feedback	Responds to direct feedback	Exhibits some self-motivation with frequent prompts	Is self-motivated with occasional prompts	Is self-motivated and initiates learning
MATCHING SKILLS	Has no apparent matching skills	Matches familiar concrete objects	Is developing matching skills with symbols	Is starting to use symbol system	Uses symbol system independently for new learning
SOCIAL SKILLS	Demonstrates awareness of others	Has emerging social skills and awareness of peers	Initiates interactions with peers	Engages and sustains interactions with peers	Establishes relationships with peers independently
PLAY SKILLS	Needs play to be facilitated	Imitates household activities, functional play	Plays at a symbolic stage	Engages in narrative play	Generates imaginative play
MUSIC/RHYME	Responds to music	Responds to and enjoys music and rhymes	Engages with music and rhymes	Recognizes and joins in with familiar music and rhymes	Sings lyrics and generates rhymes
EARLY LITERACY		Responds to being read to	Is beginning to be aware of environmental print	Has some print/sound/symbol association	Uses print/sound/symbol association
INDEPENDENT LITERACY			Is beginning to understand concepts about print	Is beginning to learn to read and write	Reads and writes with increasing competence