Identifying Patterns Worksheet

Patterns of Quality

Quality is defined as a demonstration of a concept or skill in a way that, while allowing the child to accomplish a desired task, is done in such a way that it may hinder understanding of others, the accuracy of the performance, and/or may get in the way. Examples of quality include, issues around intelligibility, application of too much or not enough force, moving too quickly or too slowly, talking too loudly or softly etc. Patterns of quality don't automatically suggest a concern; rather, they are an important consideration if they are interfering with interactions, physical health, and/or acquisition of future concepts and skills.

Comments:

List Patterns of Quality:

Pattern Considerations: What do the identified patterns mean? What does it tell you about yourself? What are the implications?

Patterns of Latency

Latency, as it relates to learning or development, is defined as the amount of time it takes for someone to act or "do" after a request or prompt. In other words, how quickly does a child respond? Examples of latency include issues around time to task or verbal responses to questions or prompts, and also include concerns around impulsivity. Patterns of latency may not always be a concern, however they are important to consider if they are negatively impacting learning, development, health, communication, and/or behavior.

Comments:

List Patterns of Latency:

Pattern Considerations: What do the identified patterns mean? What does it tell you about yourself? What are the implications?

Patterns of Assistance

Assistance is when an adult, a peer/sibling, or the environment performs part of the concept or skills under consideration. Assistance alone does not warrant concern or a higher tier of instruction (i.e., assistance might be expected based on what is known about developmental expectations); however, when a pattern of needing assistance (e.g., required under predictable circumstances/situations beyond what would be expected of a novice learner, for the child's age/present level of ability/developmental readiness, culture, and/or prior exposure) emerges, a concern is noted.

Comments:

List Patterns of Assistance:

Pattern Considerations: What do the identified patterns mean? What does it tell you about yourself? What are the implications?

Patterns of Interfering Behaviors

An interfering behavior is one that a child demonstrates instead of the desired or expected concept of skills. Not all interfering behaviors are aggressive or purposeful; however many times they are (e.g., hitting, biting, throwing). At times, behaviors can interfere given that the child (by choice or otherwise) is not able to maintain or establish attention, walks away from interactions or tasks, or even outright refusal to participate. Sometimes these are unconscious (sensory/biological); so this pattern has less to do with challenging behavior and more to do with a barrier to learning.

Comments:

List Patterns of Interfering Behavior:

Pattern Considerations: What do the identified patterns mean? What does it tell you about yourself? What are the implications?

Patterns of Unexpected Performance

Patterns of unexpected performance represent instances where the child's performance would not have been anticipated or expected according to typical development. For example, a child was demonstrating a later skill before demonstrating an earlier skill, or was emerging across early and later skills simultaneously. This pattern may also represent situations where children have a tendency to demonstrate inconsistent performance, to the extent that they may excel or struggle on the same skill without a clear explanation for the difference in performance.

Comments:

List Patterns of Unexpected Performance:

Pattern Considerations: What do the identified patterns mean? What does it tell you about yourself? What are the implications?