

## The Learning Style Profile: Moving Your Child from Learning Style Weaknesses to Learning Style Strengths

**Presented by:** Patrick Rydell, Ed. D, MS

**Hosted by:** UF Health/Jacksonville CARD, UF Health FDLRS –MDC

### About the Presenter

Dr. Patrick J. Rydell is the Founder and Director of Autism On Call, LLC, the training and consultation affiliate of Rocky Mountain Autism Center (RMAC), Inc. in Lone Tree, Colorado. Dr. Rydell is the co-author of the SCERTS Model (Prizant, Wetherby, Rubin, Laurent & Rydell, 2006) and author of the Learning Style Profile for Children with Autism Spectrum Disorder (LSP) (Rydell, 2012). Dr. Rydell has co-authored 5 book chapters and numerous peer-reviewed research articles on topics related to autism spectrum disorders. He is a Northern Speech Services, Inc. instructor for continuing education and has developed a series of ASD ecourses, epub, and training videos for parents and professionals. Dr. Rydell previously hosted a weekly online radio show, Autism Today with Dr. Pat, on VoiceAmerica Radio that focused on autism spectrum disorder therapy and treatment ideas, tips, and strategies for professionals and parents.

### Training Description

**Target Audience:** (parents, teachers, and care providers of individuals with Autism Spectrum Disorders)

**Part 1: Using the LSP “Peer Coach Rotation” Method to Teach Social Skills to Children with ASD (10:00-12:00 p.m.)**

This course takes the empirical research on ASD peer-mediated interventions and provides practical, common-sense strategies for professional and parents to help children with autism learn how to increase their social abilities with friends. Dr. Patrick J. Rydell uses the Learning Style Profile (Learning Style Profile for Children with Autism Spectrum Disorder, Rydell, 2012) to provide a simple approach that assists our children with autism to 1) establish a primary focus on people vs objects, 2) develop a social priority, 3) look up and around at the social cues and information available and to “read the room”, 4) establish a comfort zone with learning from peers and friends, and 5) learn from peers and friends as primary sources of information. These strategies also help children with autism to see a peer(s) as a trusted mentor and “wingman” as confidence builds to participate in unplanned social activities with friends. Five goals are offered to guide this process.

**Part 2: Designing Successful ASD Intervention Sessions: How to Reduce Potential Behavior**

**Challenges from the Start (1:00-3:00 p.m.)**

More time spent coping...is less time spent learning. Both children with Autism Spectrum Disorder and therapists struggle at times with interactional breakdowns during intervention sessions. Core challenges and learning style differences in children with autism spectrum disorder often lead to mutual confusion, anxiety, misunderstanding...resulting in potential “behavior challenges”. Therapists then spend an inordinate amount of time and energy getting the intervention session back to a calm, regulated state, but then time is up. This course provides therapists with ASD session design considerations to help mitigate interactional breakdowns so therapy can be more productive from the start. Through connecting empirical research and our understanding of ASD learning style challenges to the day-to-day intervention sessions, Dr. Rydell provides considerations and practical strategies for therapists to design, set up and begin quality intervention sessions for children with autism spectrum disorder. These design considerations cannot replace individualized strategies that come from a comprehensive social, communication and behavior assessment, but rather can be added to therapists’ toolboxes in order to confidently and consistently spend less time coping and more time learning in intervention sessions.

### Training Objectives

Participants will be able to describe 10 of each:

- LSP assessment questions that therapists might consider when designing intervention sessions for children with ASD.
- Learning style challenges that therapists might consider when designing intervention sessions for children with ASD.
- Considerations that therapists may use to design, set up and begin intervention sessions.

### Dates:

*\*\*This is a 2-part training.*

*Participants should attend both sessions.*

### July 7<sup>th</sup>, 2020

Part 1: 10:00 am to 12:00 pm

Part 2: 1:00 pm to 3:00 pm

**Location:** Online

### Registration Deadline:

July 6<sup>th</sup>, 2020

Limited to first 300 participants

### Register Online:

*Registration is mandatory.*

<https://bit.ly/2TNRC9t>

### For more information contact:

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*Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.*