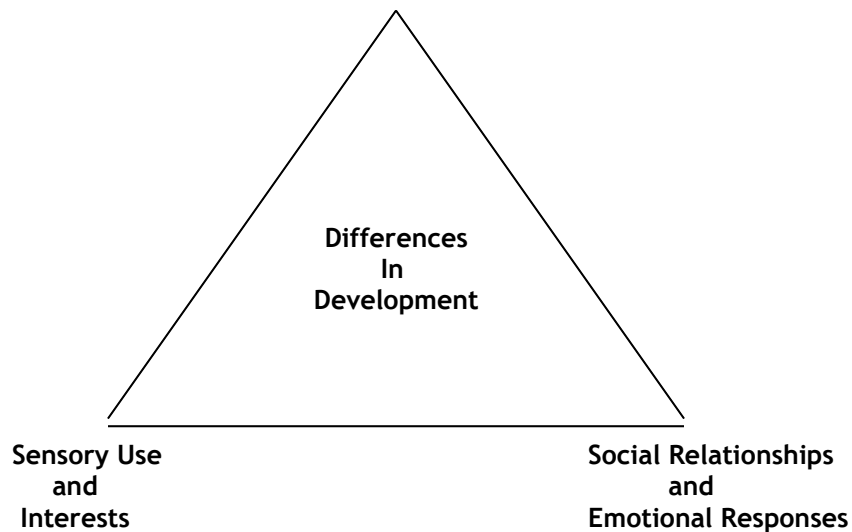


"Sonya's" Behavioral Profile

Language and Communication

Speaks with lilting, high-pitched intonation and inflection
Shouted in response to questions or other verbal input
Speech was self-directed rather than directed towards a listener
Speech was a mixture of meaningful words and jargon
Asked for help only when necessary to gain access to a preferred object
Labeled many objects during the diagnostic interview session
Organized language best when she had visual contextual cues
Telegraphic syntax
Speech intelligibility poor at times
Rote quality to her speech; used scripted phrases
Soothed self by repeating "You can watch 'Blues Clues' now" and rubbing her hands together
Did not initiate or respond to our attempts at social conversation
Nonverbal language, such as eye contact and changes in facial expression, was limited



Sensory-seeking drive to her play
Used materials to create repetitive visual and movement routines
Attention span best with manipulative materials
Idiosyncratic intrinsic and tangible motivation
Captured by visual details and reflections in mirror
No hand dominance yet
Flinched involuntarily in response to sudden visual and auditory input
Strong imitation skills and memory for songs
Used peripheral eye gaze and held things close to her face
Applied a light touch to most objects
Body tensing and darting across the room

Neutral expression most of the time
Facial grimacing when watching her reflection in the mirror
Anxious about social exchanges
Unresponsive to social praise
Limited tolerance for input from other people; tolerance increased as session progressed
Aware of and interested in our actions
Social interactions with peers very limited; watches at times but does not actively participate in play
Agitated by demands to follow our agenda

"Sonya's" Suggested Educational Supports

Language and Communication

Does best with visual organization and predictable routines
Use a visual picture and word schedule to signal transitions
Pair verbal requests with visual prompts
Pair visual requests with music prompts
Limit access to mirrors
Use visual cues to signal sequence of events ("first" and "then" mini-schedules)
Continue to systematically build language skills through therapy and applied practice

