



Developmental FX

The Developmental & Fragile X Resource Centre
a not-for-profit corporation

Learning Style for Boys

When designing or adapting curriculum or therapy goals, it is integral to take into account the learning style of boys with FXS. Remember that, in general, boys with FXS demonstrate:

- *Simultaneous*, not sequential learning. This is counterintuitive for many educators and therapists. Remember to teach by showing the finished product first, rather than through a sequential, step by step process. If you start an activity or event, remember to indicate when it is done. It is important for a *beginning* and *end* to be designated.
- *Visual*, not auditory learning. Augment teaching with picture schedules, visual cues and visual modeling.
- Excellent verbal and social *imitation* skills. Boys will easily imitate behaviors or mannerisms of others.
- *Incidental learning*. This is learning by passive observation of activities or events. You may think a child with FXS, sitting on the outside of a group being instructed, is not paying attention, however, it is highly likely that he IS attending and learning the task, even though he is on the periphery.
- *Strong memory* for routines, videos, TV shows. Integrate *interest areas* into learning materials.
- *Developed sense of humor*. Use this strength to develop therapy materials and adapt curriculum.

2000 S. Dahlia St Unit 300 Denver, CO 80222

303.333.8360 phone 303.333.8380 fax

info@developmentalfx.org

www.developmentalfx.org



Developmental FX

The Developmental & Fragile X Resource Centre
a not-for-profit corporation

Learning Styles for Girls

Girls and women with FXS may have similar patterns of strength and weakness as do males, but their overall levels of performance are usually higher.

Cognitive strengths among females may include:

- Vocabulary and comprehension.
- Short-term visual memory.
- Reading and spelling (owing to strong visual memory skills).
- Writing
- Spelling.

In addition, cognitive weaknesses among females with FXS may include:

- Abstract thinking.
- Understanding spatial relationships for abstract information, especially with a motor requirement.
- Quantitative processing and generalization of number concepts.
- Conversational processing (inability to understand the give and take of conversation).
- Topic maintenance (a run-on narrative style with frequent tangents).
- Short-term auditory memory.
- Maintaining attention.
- Impulsive behavior.
- Non-verbal learning (reading non-verbal cues, visual spatial comprehension).

The above information is excerpted from: **Lesson Planning Guide for Students with Fragile X Syndrome:**
A Practical Approach for the Classroom. Produced by The National Fragile X Foundation Education Project

2000 S. Dahlia St Unit 300 Denver, CO 80222
303.333.8360 phone 303.333.8380 fax
info@developmentalfx.org
www.developmentalfx.org