

**TYPICAL LEARNING PREFERENCES AND STRENGTHS  
IN AUTISM SPECTRUM CONDITIONS AND  
EXAMPLE TEACHING/LEARNING STRATEGIES**

<b>INTROVERSION PREFERENCE</b> <i>Prefers to think it through</i>	
<b>Learner prefers :</b>	<b>Example strategies</b>
Working alone or with a close friend	File folder activities, choose peer to work with
Quiet setting where there are few interruptions	Work carrels, reading barrels, ear plugs; forewarning of breaks
Time to warm up to new people, tasks and settings	Plans, advance notice, prior home practice
Thinking about something before being asked to respond	Numbering off students, reading about topic before class work, forewarning, signaling system for 'ready'/'not ready'

<b>SENSING PREFERENCE</b> <i>Prefers to see the details</i>	
<b>Learner prefers:</b>	<b>Example strategies</b>
Noticing details, facts, specific information	Research, gathering facts
Established procedures, precise directions and outcome criteria	Models, visual plans with step-by-step directions
Hands-on, experiential learning	Learning centers, shoe box tasks, file folder tasks
Practical information that can be applied to real life	Bridging to own experiences

**THINKING PREFERENCE**  
*Prefers to understand the logic, be objective*

<b>Learner prefers :</b>	<b>Example strategies</b>
Understanding rationale	Reason for learning or doing a task or activity
Logical procedures and behavior	Plans, precise directions and expectations
Specific feedback on performance	Praising specific skill used ("you did X well")
Independent work or activities; personal challenges	Learning centers, file folder activities, self-monitoring

**JUDGING PREFERENCE**  
*Prefers to finish what s/he starts*

<b>Learner prefers:</b>	<b>Example strategies</b>
Finishing tasks and projects	Checklists
Predictability	Plan, schedule
Being decisive	Checking own work against model or key to know when finished
Following plans or schedules	Checking off completed tasks

**VISUAL-SPATIAL**  
*Stronger when s/he sees the picture or image*

<b>Approaches that honor visual-spatial strength:</b>	<b>Examples</b>
Presenting information visually	Graphic organizers, PowerPoint®
	Pictures, videos, visual images
	Written language, symbols
Demonstrating knowledge through visual means	Art project, pictures, posters
	Videos, cartoons
	PowerPoint, maps, charts

**BODILY-KINESTHETIC**  
*Stronger when s/he moves all or part of her/his body*

<b>Approaches that honor bodily-kinesthetic strength:</b>	<b>Examples</b>
Presenting information through movement	Hands-on activities, movement games
	Dance, movement
	Interactive whiteboards
Demonstrating knowledge through movement	Role-playing, dramatization, animation
	Choreography
	Creating props, dioramas, mobiles

**MUSICAL-RHYTHMIC**  
*Stronger when there is rhythm and melody*

<b>Approaches that honor musical-rhythmic strength:</b>	<b>Examples</b>
Presenting information through rhythm and/or melody	Songs, music videos
	Rhythmic approaches such as finger math
	Use soft background music
Demonstrating knowledge through rhythm and/or melody	Practicing or memorizing to rhythm or melody
	Composing songs, creating music videos
	Making up new lyrics to familiar tune

**LOGICAL-MATHEMATICAL**  
*Stronger when there is rhythm and melody*

<b>Approaches that honor logical-mathematical strength:</b>	<b>Examples</b>
Presenting information using logic and/or mathematics	Information organized by category, advance organizers
	Problem-solving process, problem-based learning
	Brain teasers, mysteries
Demonstrating knowledge through logic and/or mathematics	Graphs, charts, diagrams
	Webquests
	Organization of information into logical sequences