




Profile Summary

Nisha's preferences are her strengths when she can use them in difficult learning situations. Her non-preferences become her weaknesses when she has to use them often. This can lead to frustration, concentration problems, low motivation, and learning difficulties. It is best when she is allowed to learn HER way - in school, at home and later in life.

Key elements of Nisha's style when she has to learn something NEW and/or DIFFICULT:

Nisha's Preferences: (How she learns best)

BRAIN DOMINANCE:	Flexibility - see Graph 1
SENSORY MODALITIES: auditory (hearing), auditory (internal), visual (external), tactile (touching), kinesthetic (internal)	
PHYSICAL NEEDS:	Flexibility - see Graph 1
ENVIRONMENT:	Flexibility - see Graph 1
SOCIAL:	Flexibility - see Graph 2
ATTITUDES:	Flexibility - see Graph 2

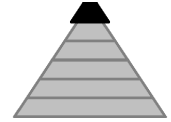
Nisha's Non-Preferences: (What she needs to avoid when learning something difficult)

BRAIN DOMINANCE:	Flexibility - see Graph 1
SENSORY MODALITIES:	Flexibility - see Graph 1
PHYSICAL NEEDS:	Flexibility - see Graph 1
ENVIRONMENT:	Flexibility - see Graph 1
SOCIAL:	Flexibility - see Graph 2
ATTITUDES:	Flexibility - see Graph 2

PERSONAL REPORT AND STUDY GUIDELINES

The following Report contains a detailed interpretation of the results shown in Graphs 1 & 2 in the LSA Profile. If Nisha acts on the recommendations and study guidelines, it will enhance her learning abilities, concentration and study skills. But most importantly, you will find that she has greater learning motivation and school success!

BRAIN DOMINANCE



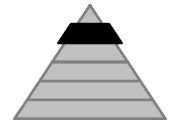
INFORMATION PROCESSING - sequential / simultaneous: (flexibility)

Nisha has the ability to flex between simultaneous (more right-brain) and sequential (more left-brain) approaches in problem solving and learning. In more emotional situations, she tends to think creatively, consider various aspects at the same time and creates the big picture, whereas in more rational situations she will think logically, proceed step by step, analyse and concentrate more on details. She is lucky to be able to quickly adjust her brain-processing style either to the big picture or to the necessary details. This flexibility allows her to respond to complex learning situations appropriately.

THINKING STYLE - impulsive/reflective: (flexibility)

Nisha has the ability to flex between impulsive (more right-brain based) and reflective (more left-brain based) thinking styles in her approach to problem solving, learning or studying. She is lucky to be able to adjust her thought processes quickly, either to a fast tempo or to slow them down according to the learning situation. This flexibility allows her to respond to various problems appropriately. It also makes her more effective in handling spontaneous and/or thoughtful situations well.

SENSORY MODALITIES



AUDITORY - hearing/listening: (preference)

Nisha prefers to take information in by listening and probably likes debating and discussing things. She can remember things she hears well, particularly when she is interested. Most of the time she likes to listen in learning situations. For better recall or long term memory, she should use audio tapes for teacher talks so that she can listen to the content later. Video tapes, "talking books" (tape versions of books) are also useful. She can also create her own tapes when she has to learn something new and difficult.

SENSORY MODALITIES: (flexibility) - auditory (external), visual (words), visual (internal), kinesthetic (external):

Nisha has quite a lot of flexibility in her sensory modalities. This means she must use a multi-sensory approach whenever she learns something new and difficult, combining listening, talking, watching, reading, doing, actively experiencing and feeling good about what she is doing. When she is interested in the subject, a learning task or her homework, she finds it much easier to concentrate and remember. This also helps her to feel good and stay motivated for learning. It is important that her teachers also understand her flexibility and encourage her to involve all her senses in learning.

AUDITORY - internal/self-talk: (preference)

Nisha often likes to talk to herself, particularly when she has to deal with tricky situations or when she has to learn new and difficult information. Her memory will improve and her understanding will increase when she can have inner dialogue about what she has learned. When she reads she might be saying the words in her head, which can slow her down. Her need to have conversations with herself is more important than with others. Help her avoid negative self-talk, if she tends to do this, and encourage positive discussions with herself.

VISUAL - external/watching: (preference)

Nisha has a preference for seeing pictures, watching and observing. For her to understand something new and difficult she needs to see it, take it in and think about it. In reading, she remembers best when pictures are included in a text. When taking on a new study project, she should use pictures, colours, films, graphs, magazines and written text with pictures as learning materials. It may also help her to draw colourful charts or symbols (mind maps) combined with words. Watching people and observing how things are done helps her learn and remember something new and difficult.

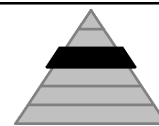
TACTILE - touching/handling: (preference)

Nisha likes to use her hands when she learn, reads or concentrates. She often takes notes while a teacher talks or plays with her fingers when she reads something new or difficult. If she can't use her hands for note taking, playing or doodling when listening, she finds it very difficult to concentrate. Particularly under homework stress, when she has to listen a lot or when she is bored, impatient or frustrated, she tends to fiddle. To improve her memory, she should use hands-on techniques and learning tools which she can touch or move, such as Koosh balls, manipulatives, models and real objects. Her teachers also need to know that she learns better when she can use her hands.

KINESTHETIC - internal/feeling: (preference)

Nisha is a feeling person! She relies more on her "gut feeling" than on her logic in learning situations and problem solving. Intuition seems to play an important role in most things she does. She learns better when she feels positive about her homework, the content and her reading material. If she doesn't feel good about what she has to learn or do at home, her interest and motivation go down and she often doesn't continue. She also understands difficult information better and finds learning easier when she likes her teachers, her home and school environment. Teachers also need to understand that her learning success depends on how she feels.

PHYSICAL NEEDS



MOBILITY - stationary: (flexibility)

Whether Nisha moves around or not while she is learning is influenced by what she does. It often depends on the overall learning situation and on what the learning task is. Sometimes she can sit still for long periods of time, especially when she is interested. At other times she can't do her homework without moving her body, tapping her feet or walking around. Her flexibility allows her to adjust easily to varying conditions and different learning situations at school or at home.

INTAKE - needed: (flexibility)

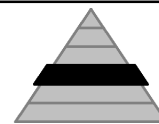
Whether or not Nisha eats, nibbles, drinks or chews while reading, concentrating or doing her homework, depends on the overall situation, on her interest in the task and often on what there is to eat. If she is very absorbed in her learning activities she can work without food or drink. However, if she is bored or frustrated, she might eat, nibble, chew or drink a lot more. Her flexibility helps her to go without eating or drinking - if she is immersed in a learning task or if food or drink is not available.

TIME OF DAY: (flexibility)

A specific time of day is not really important for Nisha's study success. She can learn and concentrate quite well at any given time. What is more important for her is the overall situation, what she does, why and with whom. Whether or not she is interested in her school or homework will determine how well she learns.

It is also important for her teachers to know this and for them to support her accordingly. Her flexibility allows her to adjust well to changing time conditions at school or in her study schedule at home.

ENVIRONMENT



SOUND: (flexibility)

Nisha's need for sound while studying is dependent on what she does. Sometimes she needs to have it quiet and sometimes she doesn't. She is very flexible and neither noise nor silence influences her concentration when she is really interested in what she is learning. This flexibility helps her to adjust easily to either quiet or noisy home environments.



LIGHT: (flexibility)

In her need for light Nisha is influenced by what she does. This may often depend on how interested she is in a task. Her flexibility allows her to learn equally well in dim or bright light. It is an advantage for her learning that she doesn't mind working under changing light conditions.

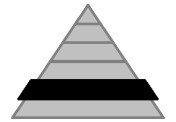
TEMPERATURE: (flexibility)

Nisha is flexible as far as temperature goes. When she learns, she is more influenced by what she does, with whom, and how she feels about learning in general. Often it's more important how interested she is in a learning task than whether it's cold or warm in her learning environment. Varying temperatures do not influence her learning ability as she can adapt well.

STUDY AREA: (flexibility)

Nisha is flexible in her need for formal or informal furniture in her study area at home. When doing her homework, she is influenced by what she has to do and, if she is interested in a learning task, the work area is not really important to her. She has the advantage that she can adjust easily to either type of study environment because she is highly adaptable to any kind of furniture and room set-up.

SOCIAL



STUDY GROUPS - alone / pair: (flexibility)

Sometimes Nisha wants to be by herself when she solves problems, reads or does her homework. Other times she likes to learn with someone else, depending on the task and her interest. Her ability to either work alone, or with one other student, allows her to be flexible in changing learning conditions and this allows her to adjust without problems.

STUDY GROUPS - team: (flexibility)

Nisha is flexible and usually has no problems fitting into a team or study group but sometimes she might like to be alone to concentrate on learning tasks, do her homework or think problems over. When she is interested, she quite likes to learn in a team. This flexibility can be a great advantage.

STUDY GROUPS - peers: (flexibility)

Nisha is quite flexible when it comes to working with other students but she doesn't really like to learn or work with a group of like-minded classmates all the time. Sometimes she needs her peers and other times she doesn't. For her learning success, it is more important that she is interested in the learning task. Her other learning preferences should also be matched, particularly when she does her homework.

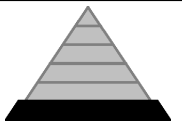
AUTHORITY - teacher: (flexibility)

Nisha is quite flexible when it comes to learning with a teacher. Whether or not she needs a teacher close by or wants to learn without supervision depends on her interest in the subject or learning task. She probably likes to have a teacher, coach or team leader to rely on, especially when she works on something new and difficult and when she trusts this person. To have success with her schoolwork it is important that she gets sufficient feedback or just the right amount of supervision she needs.

AUTHORITY - parent: (flexibility)

Whether Nisha wants to learn with a parent or older family member or not, depends on her interest in the task or homework and on the overall learning situation. She will respond positively to a parent and work well with a grown-up in her family, if she respects and trusts that person. Usually she does not mind someone checking her homework but she can learn equally well with very little supervision. This flexibility is a great advantage.

ATTITUDES



LEARNING MOTIVATION: (flexibility)

Nisha's learning motivation depends very much on what she has to read or study, on the circumstances and often on the teacher. Sometimes she likes learning and does it with enthusiasm, but you cannot force her to learn. When she is not interested or a learning task gets too difficult, she tends to switch off rather quickly. Make sure she always finds something exciting even when homework is difficult or boring. It's also important that she gets positive feedback and/or small rewards during the learning process.



PERSISTENCE: (flexibility)

Nisha's persistence in following through with learning tasks varies greatly. Whether or not she completes what she starts mainly depends on her interest in the assignment, with whom she has to do it and under which conditions. As soon as she loses interest or gets bored with a learning task she quickly turns to something else. She likes to take breaks and often forgets to return to her homework, but when she is really excited about something, her persistence can increase dramatically. Make sure that all her preferences are matched and that learning makes sense to her. It is also important that you support her and that she can have some fun during her study periods.

CONFORMITY: (flexibility)

Nisha is often torn between wanting to do things her way, and having to follow existing rules given by her teachers or parents. Whether she decides to do something against the rules or not, depends on what it is, how she feels about it and what the circumstances are. Often the whole situation is more important to her than the task at hand. As long as rules and instructions make sense to her, she has no problems following them. Her flexibility between conforming to the rules and being rebellious sometimes shows up as confusion and unpredictability in her behaviour. This may be why you or her teachers find it hard to understand her!

RESPONSIBILITY: (flexibility)

Nisha's responsibility for carrying out learning tasks and keeping promises mainly depends on whether or not she thinks it's the right thing to do and more importantly, whether or not she is interested or it makes good sense to her. Generally she is a reliable student and keeps her promises, but sometimes she uses excuses and just doesn't follow through. This happens particularly when she has lost interest in a topic or when school and homework have become meaningless for her.

STRUCTURE: (flexibility)

Nisha's need for guidelines and instructions on how to go about learning tasks depends on what she is doing, with whom and why. She is also influenced by her interest in the subject and the conditions under which she has to do her school or homework. All these determine whether she does something her way, someone else's way or together with others. Her flexibility helps her to learn equally well in a self-directed way, finding her own systems or, when required, following instructions and being guided by her teachers or parents in learning.

VARIETY: (flexibility)

Sometimes Nisha likes to try out new ways of learning and sometimes she likes to stick to known patterns. She is flexible when it comes to following routines or adjusting to change in her studies at school or at home. Her learning success depends on her level of interest, the situation and on what she does, why, how, when and with whom. It is certainly an advantage, in difficult learning situations, that she can easily adjust to routine or adjust to change when necessary.



Did you know?

Please be aware that the non-biological learning preferences (the learned or conditioned elements in Graph 2 of the LSA Profile) will change over time, and often much faster than the biological elements in Graph 1, especially during the early school years.

You may find that, as time goes by, Nisha begins to enjoy learning in different ways, in different study groups or with different people. Her attitude towards authority figures may change, and so may her levels of responsibility, persistence, conformity and motivation. But most importantly, you need to know how Nisha's biological style features change as time goes by.

We recommend that you allow Nisha to complete the LSA assessment again in 1 or 2 years' time and thereafter in 3 year gaps until she completes her formal education. Please note that, sometime in the future, Nisha will also graduate from the LSA Junior to the LSA Senior assessment instrument. Please be assured that the Parent and Teacher versions of the Student Report are also available in the LSA Senior version of the tool, so that you will be kept informed about your child's development and learning preferences in high school.

Computer Technology And Your Child

If Nisha has a preference or a strong preference in 4 or more of the below elements of the LSA Pyramid:

- VISUAL - external/watching
- VISUAL - words/reading
- TACTILE
- KINESTHETIC - internal/feeling
- TIME OF DAY - evening
- MOBILITY - stationary
- STUDY GROUPS - alone,

then she is probably good at working with computers. The Internet can be a great source of additional information and further explanations to her. If Nisha battles with a specific subject at school, she will probably benefit from an online tutorial, e-learning or computer-based training, e-books or from commercial educational software. Watch out, however, for excessive computer use, like surfing the Internet when bored or playing too many computer games; and for inappropriate use, like adult sites, adult chat rooms and gambling on-line. This is especially true as Nisha enters her teenage years.

Because Nisha will most likely enjoy socialising on the Internet, please discuss the topic of Internet safety with her. Ruben Rodriguez, director of NCMEC's Exploited Child Unit states that children who are relatively quiet and agreeable are especially targeted in chat rooms. Be especially vigilant if you think your child may not be getting enough recognition or attention.

Is Your Child Truly A Gifted Learner?

These may be the signs that your child is truly a gifted learner:

- highly integrated in analytic and holistic thinking
- can learn through all sensory modalities with ease
- can learn at any time, forgets to eat or do other chores when lost in learning
- prefers to work alone or with true peers
- won't accept authority
- is highly internally motivated - often learns for pure knowledge
- never gives up - has often extreme persistence
- dislikes rules - makes his or her own ones
- doesn't need help in structuring their learning, dislikes guidance.

Please page back and check whether Nisha exhibits some of the above characteristics.

Keep in mind, however, that the above characteristics are just a guideline and not a reflection on intelligence or potential. A gifted learner is someone who learns easily, nothing more and nothing less.

Is Your Child Underachieving At School?

The following needs may indicated that your child is underachieving at school:



- mobility at frequent intervals
- variety of learning tools and teaching methods
- informal learning environment (because of their inability to sit on hard chairs for a length of time)
- low lighting
- tactile or kinesthetic sensory input
- late morning or afternoon study sessions
- non-authoritative teachers and freedom to not conform
- recognition of their high motivation irrespective of their school results.

Please page back and check whether Nisha has a need for some of the above elements.

Underachievers are not learning-disabled. If they are not successful at school, it's simply because they are learning-different. In other words, their learning needs are often not met in a traditional school environment. Satisfy those needs and see the difference!

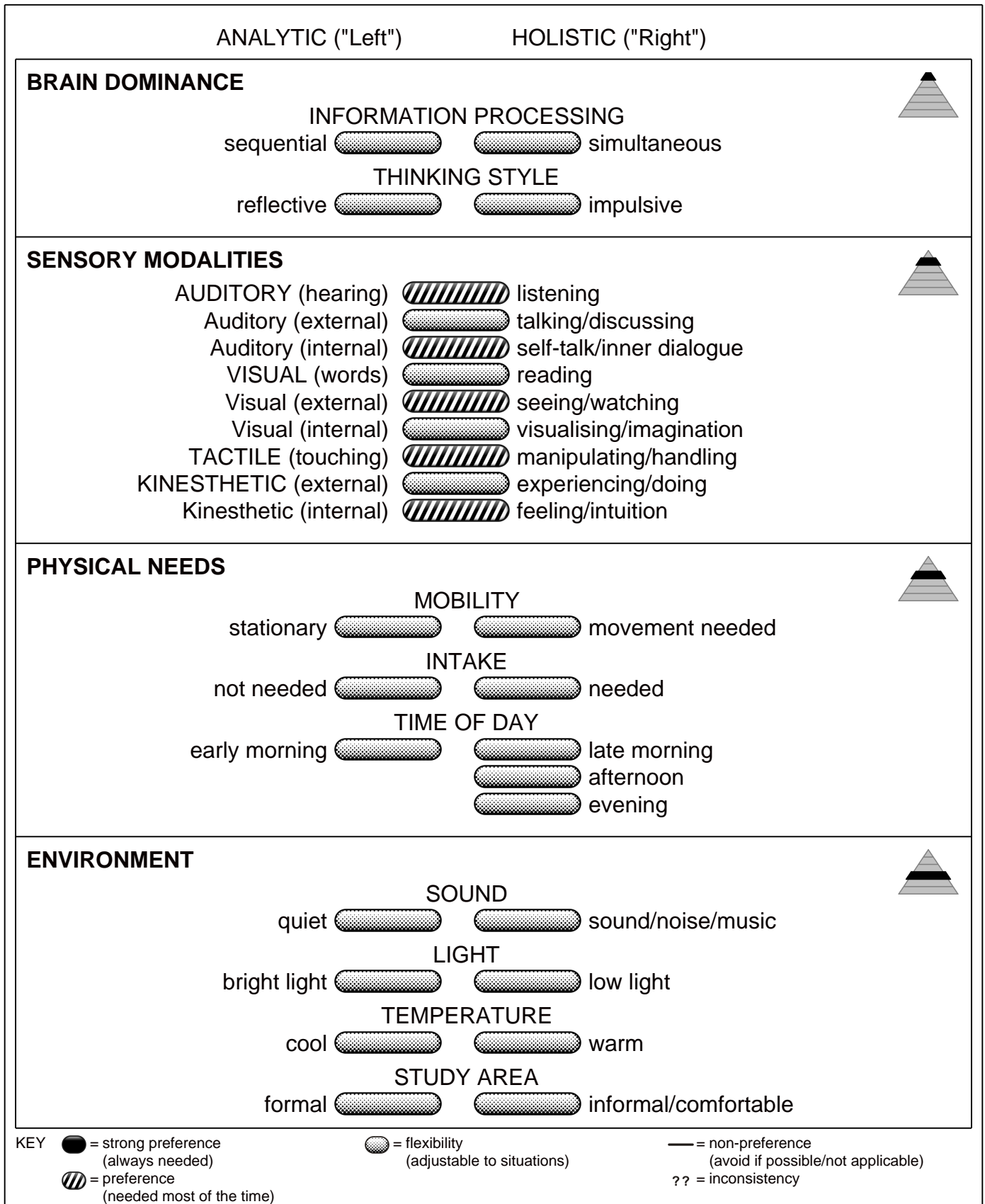
Dear Parent or Guardian

You now have all the information you need about HOW Nisha learns best and how to support her.

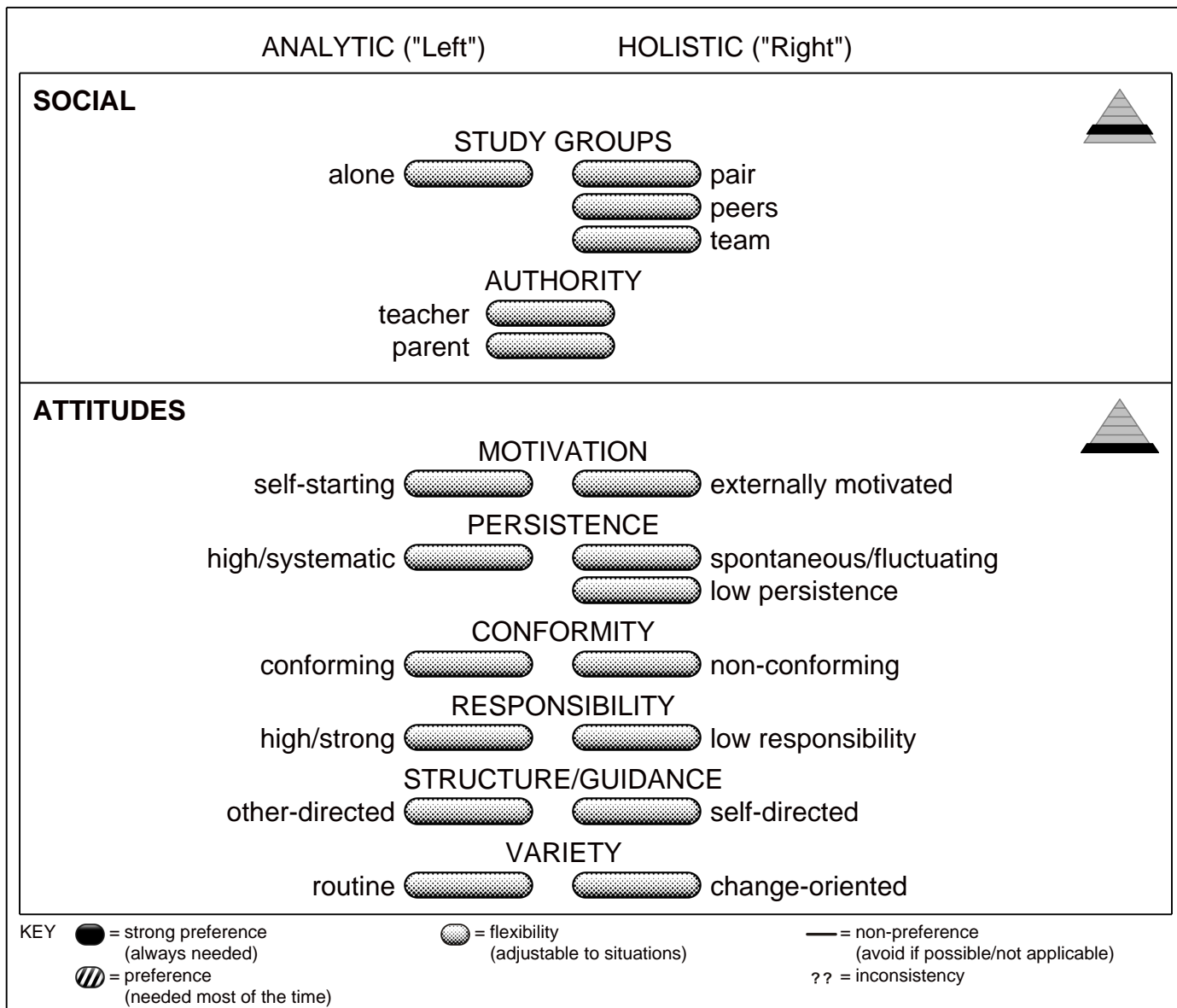
No matter WHAT she's learning, you now know her strengths.

Good luck with your shared journey to knowledge!

Graph 1. Natural / Biological Elements



Graph 2. Conditioned / Learned Elements



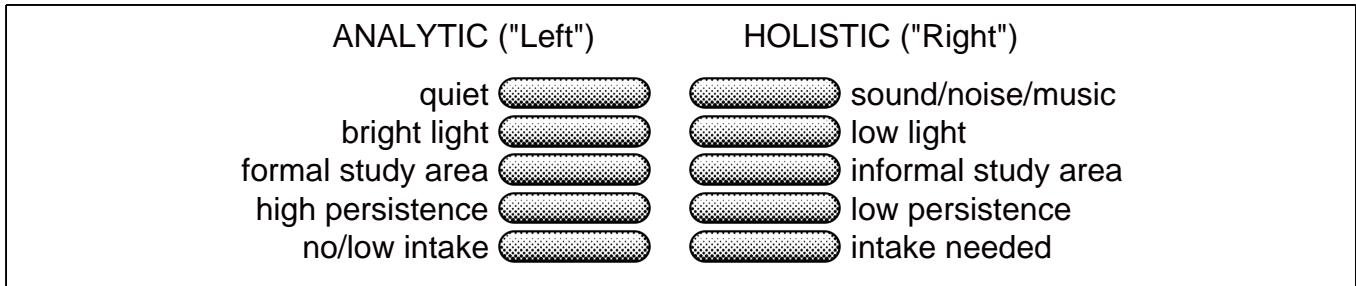
DIFFERENCES BETWEEN NATURAL/BIOLOGICAL & LEARNED ELEMENTS:

The results in Graph 1 represent Nisha's biological needs when concentrating, reading a study text, doing her homework or learning something new and difficult. Preferences and non-preferences in these areas are usually hard to change and remain mostly stable over a lifetime. When they are mismatched over a longer period of time they will influence learning motivation, persistence and responsibility in a negative way. For lasting learning success, make sure that her strong preferences are being matched most of the time. The results in Graph 2 reveal her conditioning, and show with whom she learns best and what her attitudes are when it comes to learning something new and difficult. These elements are not stable in her profile and can change quite rapidly. This usually happens when there are changes going on inside her head or in the world around her. To be successful at school it is very important that she develops positive attitudes and always attempts the best she can do because her preferences become her strengths when she uses them wisely.



Graph 3. Learning Style Tendencies

Compare this result with your Left/Right Brain Dominance in Graph 1



Three or more of the following elements: preferring quiet, bright light, formal design/study area, high persistence (to complete tasks without interruptions) and low need for intake tend to suggest an ANALYTICAL (sequential) learning style. On the other hand, preferring sound, soft lighting, informal design, low persistence (completing tasks in bursts while working on multiple tasks simultaneously) and need for intake suggests a HOLISTIC/ GLOBAL (simultaneous) learning style (Bruno, 1988; Dunn, Cavanaugh, Eberle, and Zenhausern, 1982).

Recommendations

FOR Nisha:

To really improve your study techniques, do this:

- follow the suggestions in your LSA Report,
- share your LSA results with your classmates,
- talk about your learning style with your teachers and the grown-ups in your family,
- see that your learning needs are met whenever possible, in class and at home,
- watch your own success!

FOR Nisha's TEACHERS:

Please help your students to understand their profiles, talk about their LSA Report and their personal preferences.

Find out which areas of mismatch between your students' true learning needs and the teaching styles used at your school exist.

This could be the reason for frustration, poor concentration, lack of learning motivation, stress and boredom.

Be aware that style mismatches almost always lead to learning difficulties, low self esteem and underachievement.

FOR PARENTS / CAREGIVERS:

To help Nisha improve her concentration, her study skills, learning abilities, motivation and school attitudes, please follow the suggestions in LSA Report closely, provide the necessary learning environment at home, accept unique style, and support her true learning needs.