



# Learning Style Analysis™

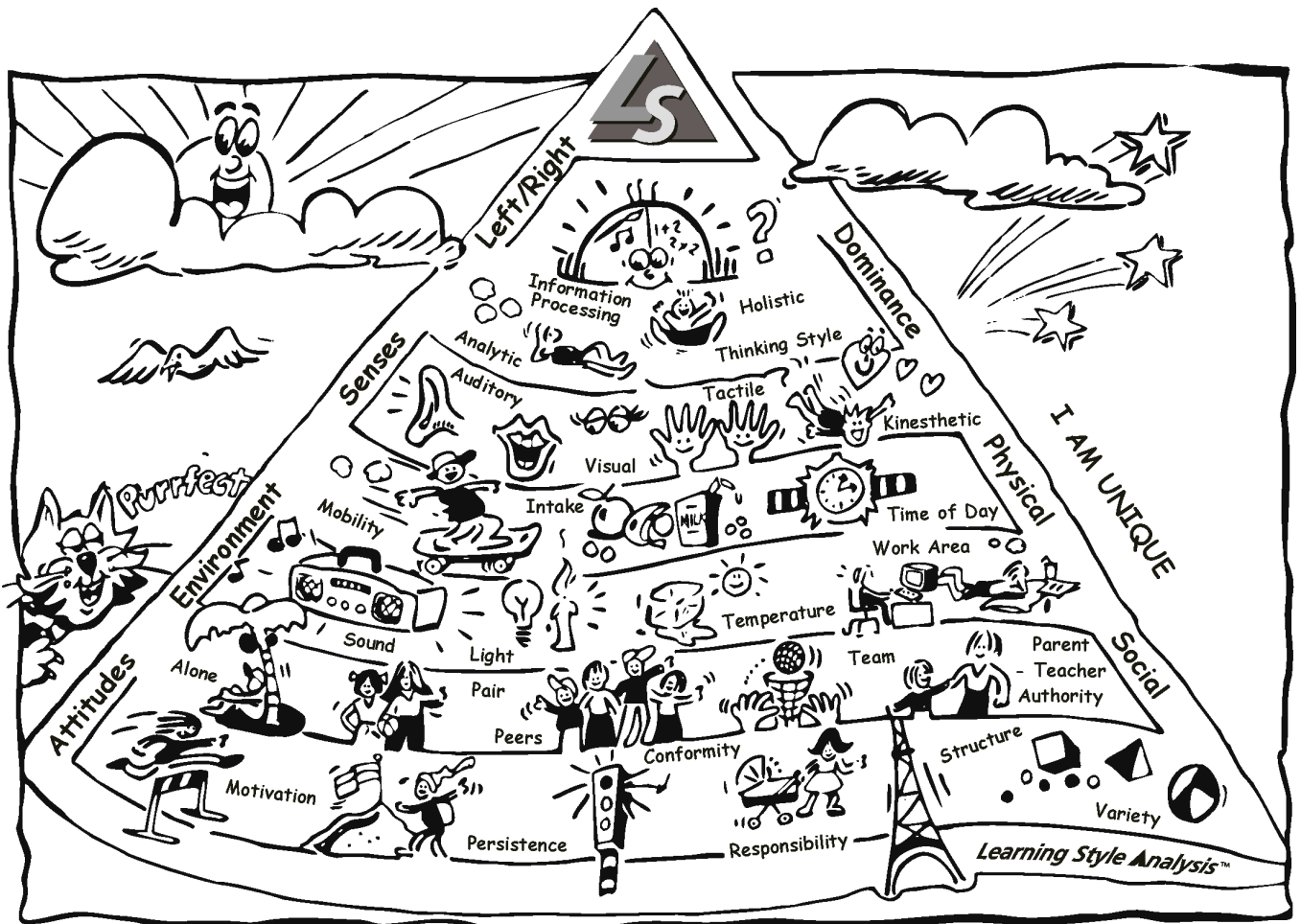
## LSA-Junior: Student Version

### Personal Profile

for

**Nisha Tester**

Entered: Monday, 14 August 2006



### How to make the best use of your LSA results:

- 1** Colour in the Learning Style Pyramid above to show your preferences, your non-preferences and/or your flexibilities if you wish.
- 2** Look closely at your Preferences and Non-preferences in your Profile Summary. Apply them when you learn something new and/or difficult.
- 3** Find out how flexible you are from Graphs 1 & 2 in your Profile. Your flexibility is an additional strength in your learning style, useful in difficult situations.
- 4** Please note: You cannot have YOUR way in class or at home all the time. But always look for the things you CAN do to make learning easier for you.

For more information please contact:

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## Profile Summary

Nisha, now you know how you learn best (through your preferences).  
When you can use your preferences at school and doing your homework,  
you will be more successful.

However, when you have to use your non-preferences you will find learning harder.  
And you might not feel happy about working this way.

This may lead to you not liking school and getting marks or grades that don't show how  
smart you really are.

It's best if you are allowed to **learn YOUR way** - in school, at home and later in life.

The following pages describe in detail how you learn best.

For better understanding, please discuss your profile with your teachers and the grown-ups in  
your family.

### **Key points (elements) of my style when I have to learn something NEW and/or DIFFICULT:**

#### **My Preferences: (How I learn best)**

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**BRAIN STYLE:** Flexibility - see Graph 1

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**SENSES:**



**Listening (auditory - hearing)**

I like to listen when someone explains something.



**Self-talk (auditory - internal)**

I often talk to myself.



**Watching (visual - external)**

I need to see how things are done; I like watching people and everything around me.



**Touch (tactile/touching)**

I like to use my fingers. Touching or holding things in my hand helps me concentrate.



**Feelings (kinesthetic internal/intuition)**

I need to feel good about the things we're studying.

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**PHYSICAL NEEDS:** Flexibility - see Graph 1

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**CLASSROOM AND HOME:** Flexibility - see Graph 1

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**SOCIAL:** Flexibility - see Graph 2

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**ATTITUDES:** Flexibility - see Graph 2

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#### **My Non-Preferences: (What does not help my learning)**

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**BRAIN STYLE:** Flexibility - see Graph 1

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**SENSES:** Flexibility - see Graph 1

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**PHYSICAL NEEDS:** Flexibility - see Graph 1

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**CLASSROOM AND HOME:** Flexibility - see Graph 1

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**SOCIAL:** Flexibility - see Graph 2

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**ATTITUDES:** Flexibility - see Graph 2

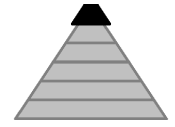
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## PERSONAL REPORT STUDY GUIDELINES

The following Report explains your results shown in Graphs 1 & 2. If you act on the suggestions and guidelines, you will improve your concentration and study skills. But most importantly, you will find that you like learning better and have greater school success!

### BRAIN DOMINANCE



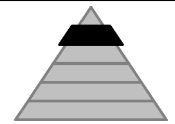
#### INFORMATION PROCESSING: (flexibility)

- You can flex between 'big picture' (more right-brain) and 'details' (more left-brain).
- Sometimes you think creatively and are able to think about more than one thing at the same time.
- You also like to see the 'big picture' first.
- Sometimes you think logically, go step-by-step and think through all the details.
- You are lucky to be able to do both the 'big picture' and the details.
- This flexibility allows you to respond well to complex learning.

#### THINKING STYLE: (flexibility)

- You have the ability to be impulsive / do-now-think-later (more right-brain) or reflective / Think-first (more left-brain), or both.
- You are lucky to be able to adjust your thinking quickly.
- This flexibility lets you do things in different ways.
- It makes you good at handling lots of different situations well.

### SENSORY MODALITIES



#### LISTENING (auditory - hearing): (preference)

- You like to learn new things by listening.
- You probably like debating and talking about things.
- When you are interested, you can easily remember the things you have heard.
- Most of the time you like to listen in learning situations.
- For better memory, use audio tapes of teacher talks.
- Audio tape versions of books are also useful for you.
- When you have to learn something new and difficult you can create your own audio tapes.

#### SENSES: (flexibility) - Talking (auditory - external), Reading (visual - words), Imagination (visual - internal), Action (kinesthetic, doing/experiencing):

- You are quite flexible in your senses.
- You MUST use many senses whenever you learn something new and difficult.
- Always combine listening, talking, watching, reading, writing, using your hands, actively experiencing, and feeling good about what you have to learn.
- You find it much easier to concentrate when you are interested.
- It is important that your teachers and the grown-ups in your family understand your flexibility.
- They need to encourage you to use all your senses in learning.

#### SELF-TALK (auditory - internal): (preference)

- You often like to talk to yourself.
- You do this when you have to learn new and difficult information.
- You understand better when you can have an inner "chat" about what you have learned.
- When you read, you may be saying the words in your head, which can slow you down.
- You probably don't need to talk to other people much.
- Allow time for positive talk with yourself.



## WATCHING (visual – external): (preference)

- You like seeing pictures, watching and observing.
- To understand something new and difficult you need to see it.
- In reading, you remember best when pictures are included in a text.
- Use pictures, colours, films, graphs, magazines, and written text with pictures.
- It will also help you to draw colourful charts or symbols (mind maps) combined with words.
- Watching and observing how things are done helps you to learn.

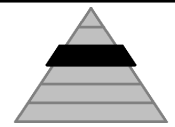
## TOUCH (tactile/handling): (preference)

- You like to use your hands when you learn, read or concentrate.
- You often take notes or play with your fingers.
- To improve your memory, use hands-on techniques and learning tools you can touch or move (such as Koosh balls, models, and real objects).
- Your teachers and the grown-ups in your family should know that you learn much better when you use your hands.

## FEELINGS (kinesthetic internal/intuition): (preference)

- You are quite a feeling person.
- You rely more on your feelings than what you think.
- Feelings play an important role in most things you do.
- You learn better when you feel positive about the content.
- If you don't feel good about what you have to learn, your motivation goes down.
- You understand difficult information better when you like your teacher and the learning environment.
- Teachers and the grown-ups in your family should understand that your success depends on how you feel inside.

## PHYSICAL NEEDS



## MOVING: (flexibility)

- Whether you need to move around or not depends on what you have to do.
- Sometimes you can sit still for long periods of time, especially when you are interested.
- At other times you can't learn without moving your body, tapping your feet, or walking around.
- This happens when learning is boring for you.
- Your flexibility allows you to adjust to different learning situations.

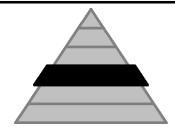
## FOOD/DRINK: (flexibility)

- Whether or not you like to eat, nibble, drink or chew depends on the situation and on your interest.
- Often it also depends on what there is to eat!
- If you are enjoying your learning activities you can go on without food or drink.
- If you are bored or frustrated, you might eat, nibble, chew or drink a lot more.
- Your flexibility helps you to go without eating or drinking if you need to.

## TIME OF DAY: (flexibility)

- There is no particular time of day that is best for you.
- You can learn and concentrate well at any time.
- What is more important for you is the overall learning situation and what you are doing.
- Whether or not you are interested in your learning task will determine how well you learn.
- It is important for your teachers and the grown-ups in your family to know this, so that they can support you.
- Your flexibility allows you to adjust well to changing study times.

## ENVIRONMENT



## SOUND: (flexibility)

- Your need for sound while learning depends on what you do.
- Sometimes you need to have it quiet and sometimes you don't.
- When you're interested, sound doesn't affect you.
- This helps you to learn either in quiet or noisy classrooms.



### LIGHT: (flexibility)

- Your need for light depends on what you are doing.
- Often it depends on how interested you are in a task.
- Your flexibility allows you to learn well in dim or bright light.
- It is an advantage that you don't mind when light levels change.

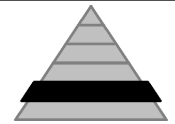
### TEMPERATURE: (flexibility)

- You don't mind the room's temperature.
- It's more important how interested you are in a learning task than whether it's cold or warm.
- Temperature does not make a difference to your learning.

### STUDY AREA: (flexibility)

- You are flexible and are more affected by what you are doing than your study space.
- You can work at a desk or on the floor.
- You can adjust easily to different classrooms and study places.

## SOCIAL



### STUDY GROUPS - alone/buddy: (flexibility)

- Sometimes you want to be by yourself when you learn.
- Other times you like to be with someone else, depending on the learning task.
- You don't mind working one way or the other, particularly when you're interested.
- Your ability to either work alone, or with another student allows you to be flexible.

### STUDY GROUPS - team: (flexibility)

- You are flexible and normally fit in to a team or study group.
- Sometimes you like to be alone to concentrate best.
- When you are interested, you quite like to learn in a team.
- This flexibility can be a great advantage for your learning success.

### STUDY GROUPS - friends: (flexibility)

- You are quite flexible when it comes to learning with others.
- You don't really like learning in a group all the time.
- Sometimes you need your friends around, and other times you don't.
- It is important that you are interested in the learning task.
- Your other learning preferences (as shown in this LSA Profile) should also be matched wherever possible.

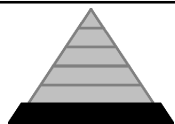
### AUTHORITY - teacher: (flexibility)

- You are quite flexible when it comes to learning with a teacher.
- Whether you want a teacher close-by, or not, depends on your interest in the learning task.
- You probably like to have a teacher or grown-up to check-in with.
- Try to make sure you get enough feedback and supervision.

### AUTHORITY - parent: (flexibility)

- Whether you want to learn with a parent or carer, or not, depends on your interest in the learning task.
- You will react positively to a parent or carer if you respect and trust that person.
- Usually you do not mind someone checking your homework.
- You can learn well with little supervision.
- Your flexibility is a great advantage, especially during times of change.

## ATTITUDES



### LEARNING MOTIVATION: (flexibility)

- Your motivation depends on what you are doing.
- Sometimes you like learning, but you cannot be forced.
- If you are not interested, or it gets too difficult, you may switch off.
- You can find ways to make even difficult or boring tasks fun.
- Try to find small rewards and 'wins' along the way.

**PERSISTENCE:** (flexibility)

- Your persistence in following through varies a lot.
- Whether you complete what you have started depends on your interest.
- When you lose interest or get bored, you often turn to something else.
- You like to take breaks and often forget to return to your work.
- When you are really excited about something, your persistence can increase a lot.
- Make sure that you can have as many of your preferences matched as possible.
- Try to help the teachers and the grown-ups in your family support you.

**CONFORMITY:** (flexibility)

- You are often torn between wanting to do things your way and having to follow the rules.
- Whether you choose to do something against the rules, or not, depends on what it is.
- Often the 'big picture' is more important for you than the task at hand.
- You have no problems following rules or instructions, if they make sense to you.
- Your flexibility between conforming to the rules, or not, sometimes shows up as confusion.
- Sometimes teachers and the grown-ups in your family find it hard to understand you!

**RESPONSIBILITY:** (flexibility)

- How good you are at keeping promises depends on whether you think it's the right thing to do.
- You will do it if you are interested or if it makes sense.
- You are mostly a reliable student, but sometimes you don't do what you should.
- This happens when you have lost interest in a topic or it doesn't make sense to you.

**STRUCTURE:** (flexibility)

- Your need for guidelines and instructions depends on what you are doing.
- You are affected by your level of interest and the conditions under which you learn.
- Your flexibility helps you to learn well in a self-directed way, finding your own ways of doing something.
- When it feels right, you will follow instructions and let yourself be guided.

**VARIETY:** (flexibility)

- Sometimes you like to try out new ways of learning and sometimes you like to stick to what you know.
- You are flexible when it comes to following routines, or changing your work flow.
- Your learning success depends on your level of interest and what you are doing.
- It is an advantage in that you can easily adjust to routine or change.



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## Computers And You

If you have a preference or a strong preference in 4 or more of the below elements of the LSA Pyramid:

- WATCHING (visual - external)
- READING (visual - words)
- TOUCH (tactile/handling)
- FEELINGS (kinesthetic internal/intuition)
- TIME OF DAY: Night Owls
- MOVING - sitting still
- WORKING GROUPS - alone

then you are probably good with computers!

The Internet can be a fun tool for you: you can use it to find information or extra explanations. Animated learning programs and e-books are also good for you.

Keep in mind, though, that the Internet can be a dangerous place. Not everybody may be who they say they are, even if you've been emailing and chatting for a long time. Please discuss Internet safety with your parents and agree to rules about internet activities.

Nisha, you now have all the information you need about HOW you learn best.

No matter WHAT you're learning, you now know your strengths.

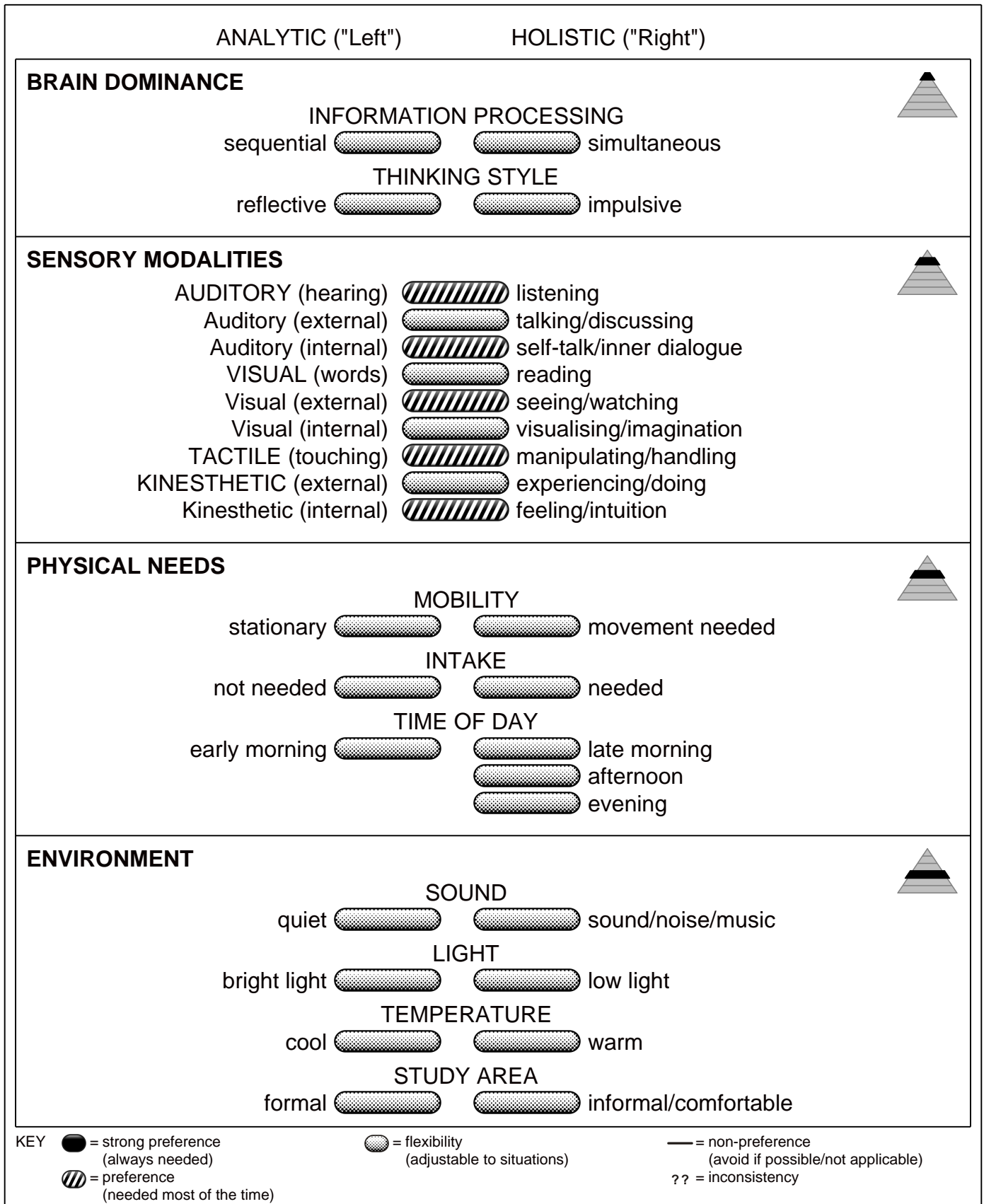
Please ask your parents and teachers how they can help you use your preferences at home and at school.

### Did you know?

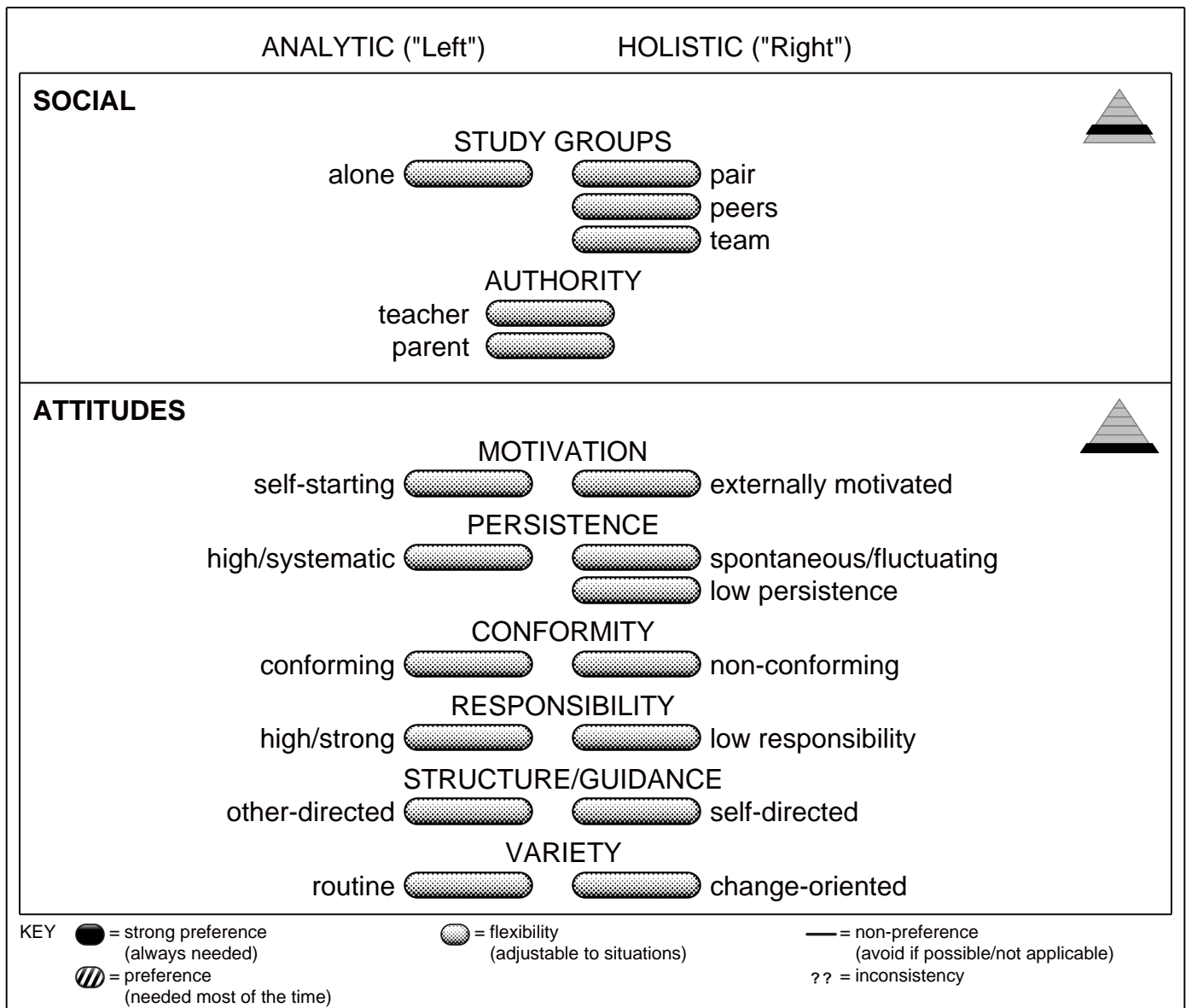
As you grow up, you change. You learn best in a certain way today, but next year you might need to do it differently because you are growing up and naturally changing your style. That's why it's important to answer these LSA questions again in a couple of years' time. Please remember to ask your parents to update your LSA in 1 or 2 years' time.

Good luck with your studies!

## Graph 1. Natural / Biological Elements



## Graph 2. Conditioned / Learned Elements



### DIFFERENCES BETWEEN NATURAL/BIOLOGICAL & LEARNED ELEMENTS:

The results in Graph 1 show your natural, biological needs when you learn something new and difficult. Preferences and non-preferences in these areas are usually hard to change.

They grow with you and remain mostly stable later in life.

For learning success, make sure that your preferences are being matched most of the time.

The results in Graph 2 show with whom you learn best and what your attitudes are when you learn something new and difficult.

These elements can change quite rapidly, often within a few hours.

This usually happens when there are changes going on inside you or in the world around you.

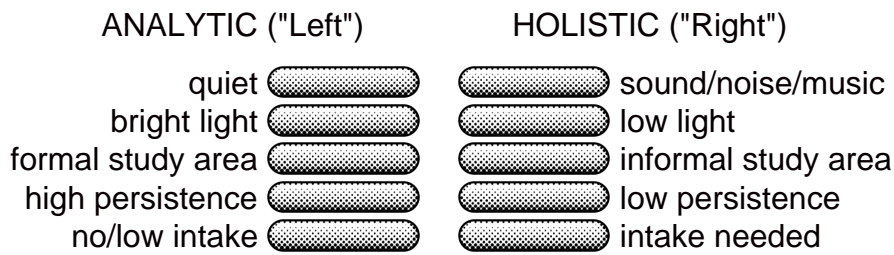
To be successful at school it is very important that you develop positive learning attitudes.

Your preferences become your strengths when you use them wisely.



### Graph 3. Learning Style Tendencies

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



KEY = strong preference (always needed)      = flexibility (adjustable to situations)      = non-preference (avoid if possible/not applicable)  
 = preference (needed most of the time)      = inconsistency

## Recommendations

### FOR YOU, Nisha:

To really improve your learning, do this:

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

### FOR YOUR TEACHERS:

To help Nisha understand her learning style, talk about her LSA Report and personal learning preferences.

Find out which areas of mismatch between your students' true learning needs and the teaching styles used at your school might 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, loss of motivation and underachievement.

### FOR THE GROWN-UPS IN YOUR FAMILY:

To help improve Nisha's concentration, study skills, learning abilities, motivation and learning attitudes, please follow the suggestions in this LSA Report closely.

Pay particular attention to the Profile Summary showing her preferences and non-preferences when she has to learn something new and/or difficult.

Whenever possible, provide the necessary learning environment at home, accept her unique style, and support Nisha's true learning needs.