




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)

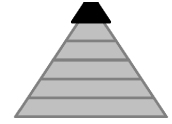
BRAIN DOMINANCE:	Flexibility - see Graph 1
SENSORY MODALITIES:	Flexibility - see Graph 1
PHYSICAL NEEDS:	Flexibility - see Graph 1
ENVIRONMENT:	Flexibility - see Graph 1
SOCIAL:	Flexibility - see Graph 2
ATTITUDES:	Flexibility - see Graph 2



PERSONAL REPORT AND STUDY GUIDELINES

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

BRAIN DOMINANCE



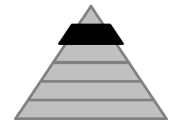
INFORMATION PROCESSING - sequential/simultaneous: (flexibility)

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 on details. She is lucky to be able to quickly adjust her information 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: (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 and studying. She is lucky to be able to adjust her thought processes quickly, to either 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 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. She can remember well things she hears, 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 recording teacher talks so that she can listen to the content later. Video tapes and "talking books" (tape versions of books) are also useful. She can also record 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 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 improves and her understanding increases when she can have an inner dialogue about what she has learned. When she reads she might be saying the words in her head, which can slow her down. She probably doesn't need to talk to other people as much as she prefers to have conversations with herself. Help her to avoid negative self-talk and create time for 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 will also help her to draw colourful charts or symbols (mind maps) combined with words. Watching people and observing how things are done, helps her to learn and remember something new and difficult.

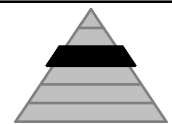
TACTILE - touching/handling: (preference)

Nisha likes to use her hands when she learns, reads or concentrates. Once she can write, she often takes notes during class 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. She tends to fiddle, particularly when under stress, when she has to listen a lot, or when she is bored, impatient or frustrated. 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. All her teachers and her parents/caregivers 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 schoolwork, the content and her reading material. If she doesn't feel good about what she has to learn in class or at home, her interest and motivation drop and she often doesn't continue. She also understands difficult information better and finds learning easier when she likes her teacher(s) and her home and school environments. All her teachers and her parents need to understand that her learning success depends on how she feels.

PHYSICAL NEEDS



MOBILITY: (flexibility)

Whether Nisha likes to move around, or not, while she is learning depends on what she is doing. Her need for mobility is influenced by 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 learn without moving her body, tapping her feet or walking around. Her flexibility allows her to adjust easily to varying conditions and different learning situations in the classroom.

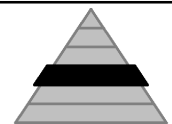
INTAKE: (flexibility)

Whether or not Nisha eats, nibbles, drinks or chews while reading, concentrating, or doing her classwork, 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. However, to keep up her concentration, she should drink water while she studies.

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 is doing, why, and with whom. Whether or not she is interested in her school or homework will determine how well she learns. 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 classroom environments.



LIGHT: (flexibility)

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

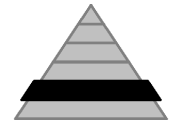
TEMPERATURE - warm/cool: (flexibility)

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 class. 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 in class. When doing schoolwork, 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 for 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 classroom set-up.

SOCIAL



STUDY GROUPS - alone/pair: (flexibility)

Sometimes Nisha wants to be by herself when she solves problems, reads or does her schoolwork. At other times, depending on the task and her interest, she likes to learn with someone else. Her ability to either work alone, or with one other student, allows her to be flexible in changing learning conditions, and she is able 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 schoolwork or think problems over. When she is interested, she quite likes to learn in a team. This flexibility can be a great advantage for her learning success.

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 difficult schoolwork.

AUTHORITY - teacher: (flexibility)

Nisha is quite flexible when it comes to learning with a teacher. Whether she needs a teacher close by or wants to learn without supervision, also 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, her homework and/or on the overall learning situation. She will respond positively to a parent and work well with an adult in her family if she respects and trusts that person. She usually does not mind someone checking her homework, but she can learn equally well with very little supervision. Her flexibility is of great advantage, especially during times of change.

ATTITUDES



LEARNING MOTIVATION: (flexibility)

Nisha's learning motivation depends very much on what she has to read or study, on the overall circumstances and often on the teacher. Sometimes she likes learning and does it with enthusiasm, but she cannot be forced! 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 schoolwork is difficult or boring. It's also important that she gets positive feed-back and/or small rewards during the learning process.

PERSISTENCE: (flexibility)

Nisha's persistence in following through with learning tasks varies greatly. Whether she completes what she starts mainly depends on her interest in the assignment, with whom she has to do it, and under what 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, wherever possible, and that learning makes sense to her. It is also important that you support her, and that she can have some fun during her learning.

CONFORMITY: (flexibility)

Nisha is often torn between wanting to do things her way, and having to follow 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 the circumstances. Often the whole situation is more important for 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. For this reason you may find it hard to understand her at times!

RESPONSIBILITY: (flexibility)

Nisha's degree of responsibility for carrying out learning tasks and keeping promises often depends on whether she thinks it's the right thing to do, as well as whether she is interested and 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 has lost meaning 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 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, what she is doing, why, how, when and with whom. It is certainly an advantage in difficult learning situations that she can easily adjust either to routine or to change when necessary.



DISCIPLINE PROBLEMS

Students with the following **Preferences** may experience school in a negative way and consequently act out their frustrations in class:

- Non-Conformity & Unsupervised
- Fluctuating or low Persistence
- Strong Holistic overall tendencies
- Impulsive Thinking Style
- Need for Mobility, Experiential Learning, Hands involvement (Tactile), Sound & Low Light.

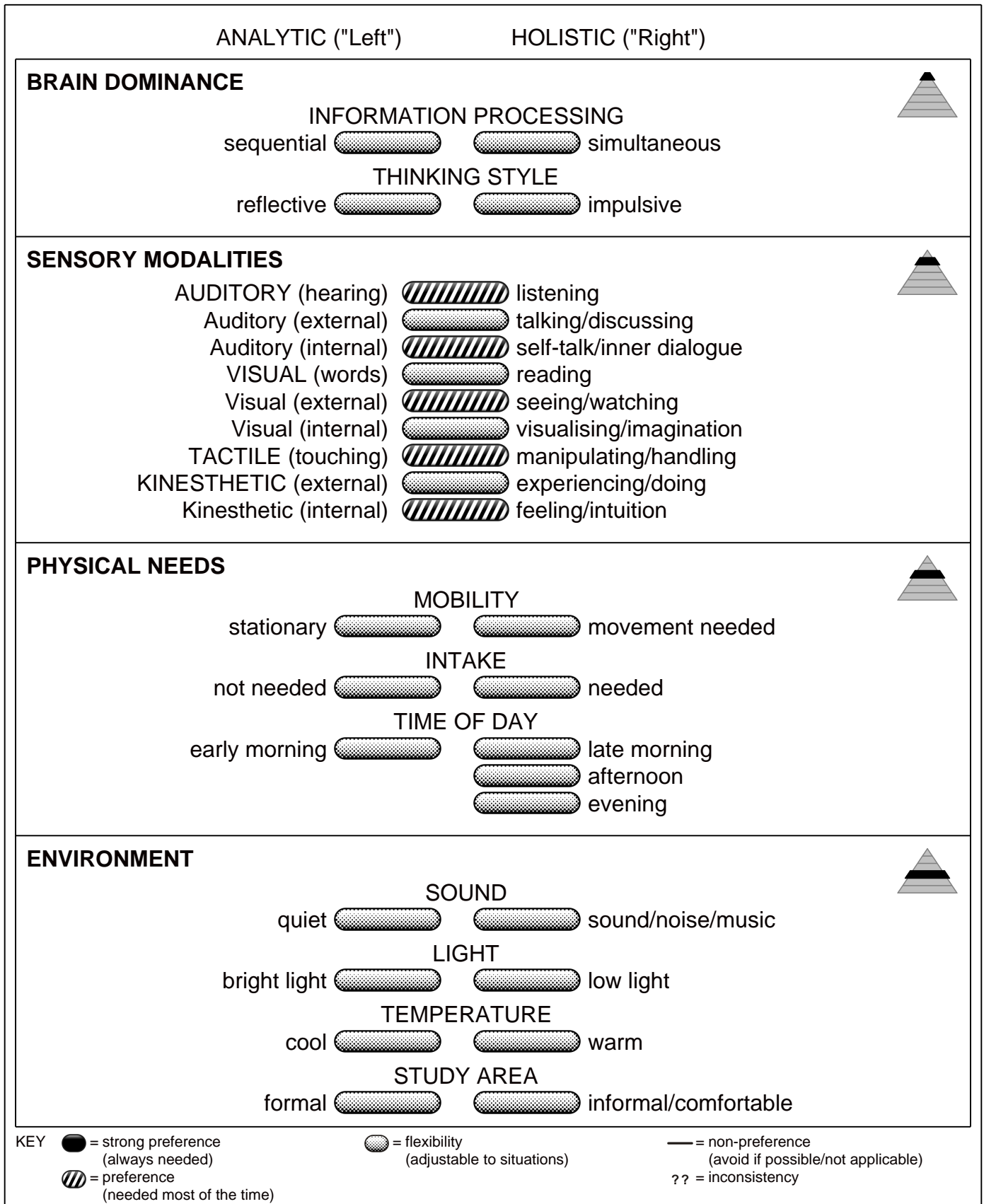
In addition, students with more than 4 of the following non-preferences may find a traditional classroom environment stressful or hostile and the more of the following non-preferences they have, the more it is likely that they will become problem students and ultimately underachievers, school failures and dropouts.

Please pay attention to students with **Non-Preferences** for:

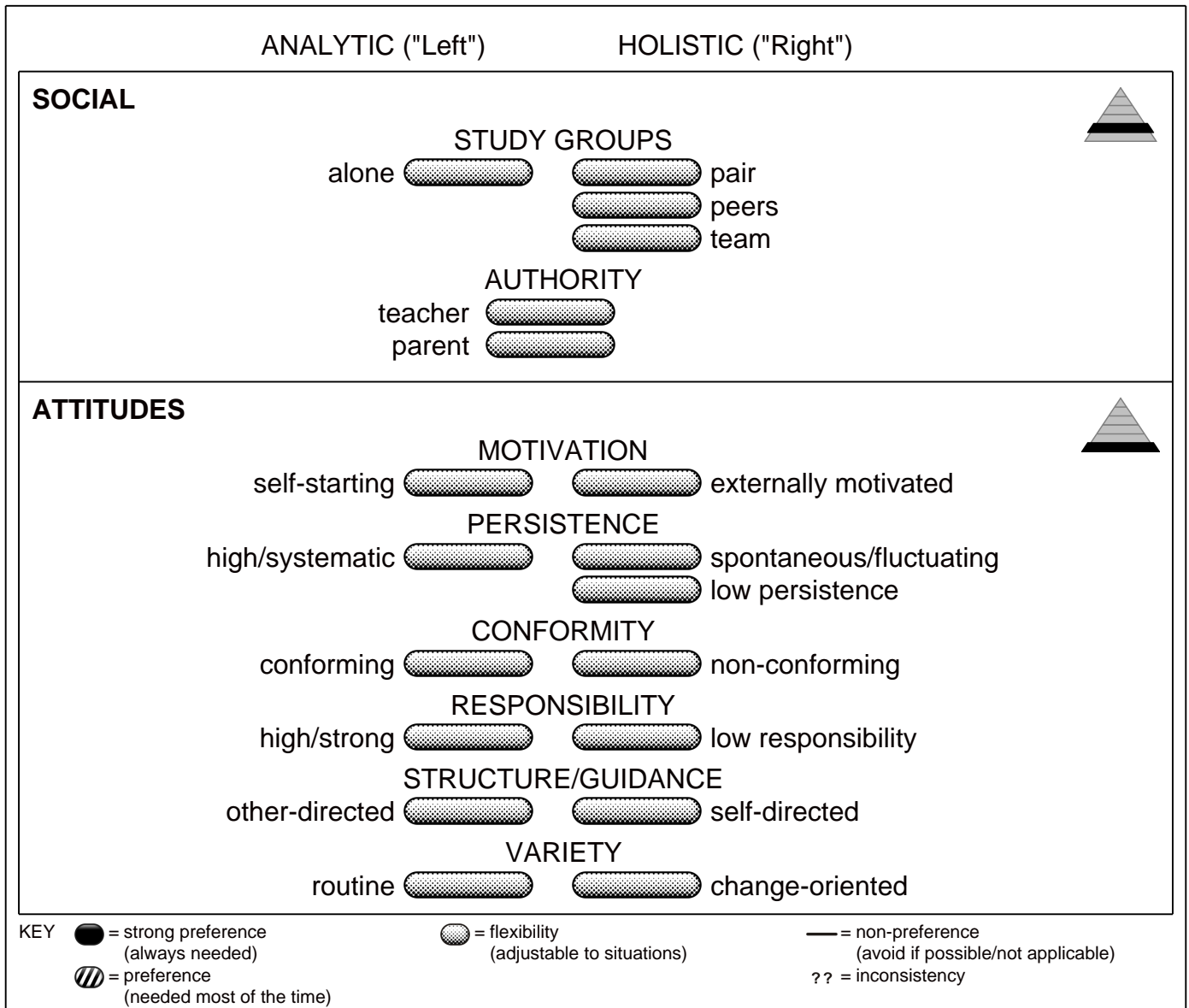
- Teacher authority
- School rules (conformity)
- Structure & guidance
- Routine
- Bright light
- Quiet classrooms
- Auditory learning (learning by listening)
- Visual - words (learning by reading)
- Sitting still
- Working in teams with a leader they don't accept
- Concentrating in the morning (early and late).

Teaching such students according to their preferred Learning Style will reduce tension in class and result in mutual trust and respect. It will also lead to better overall academic results and behaviour.

Graph 1. Natural / Biological Elements



Graph 2. Conditioned / Learned Elements



DIFFERENCES BETWEEN NATURAL/BIOLOGICAL & LEARNED ELEMENTS:

The results in Graph 1 show her biological needs when she learns something new and difficult.

These natural preferences and non-preferences are usually hard to change; they grow with her and remain mostly stable later in life.

When non-preferences are used over a long period of time they will have a negative effect on her learning attitudes.

For lasting learning success, see that her preferences are being matched most of the time.

The results in Graph 2 reveal her conditioning.

They show with whom she learns best and what her attitudes are when she finds herself in new and/or difficult learning situations.

All these elements can change often, sometimes even within a few hours.











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

To be successful at school it is very important that she develops positive attitudes.

Always support her to do the best she can because her preferences are her strengths when used wisely.

Graph 3. Learning Style Tendencies

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

ANALYTIC ("Left")	HOLISTIC ("Right")
quiet 	 sound/noise/music
bright light 	 low light
formal study area 	 informal study area
high persistence 	 low persistence
no/low intake 	 intake needed

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 tends 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 help improve her study techniques, do this:

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

FOR HER TEACHERS:

To help Nisha understand how she learns best, talk about learning styles in general and then explain the results in her Profile Summary.

After that go through her Personal LSA Report and follow the Guidelines.

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 and underachievement in your students.

FOR THE GROWN-UPS IN HER FAMILY:

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

Pay particular attention to her preferences and non-preferences when she has to learn something new and/or difficult (see her Profile Summary). Whenever possible, provide the necessary learning environment at home, accept her unique style and support Nisha's true learning needs.