



LSA-Junior MINI: Teacher Version

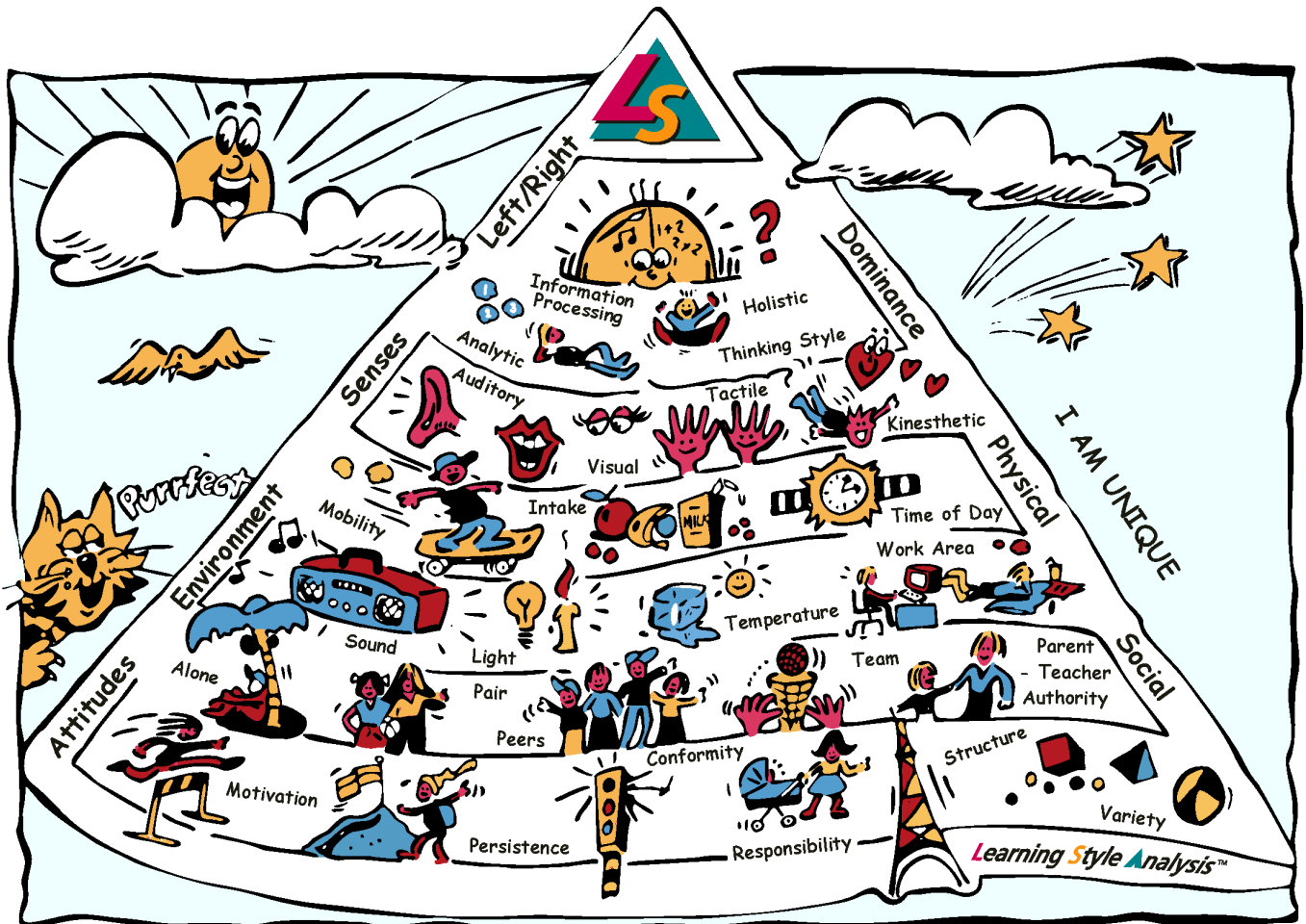
Personal Profile

for

Nadia Tester

Recommended re-profiling date: Thursday, 26 June 2008

Entered: Tuesday, 26 June 2007



How to make the best use of Nadia's LSA results:

- 1 Have her colour in the Learning Style Pyramid above. Showing her preferences, non-preferences and/or her flexibilities if you wish.
- 2 Look closely at Preferences and Non-preferences in the Profile Summary. Help her to apply them when learning something new and/or difficult.
- 3 Find out how flexible she is from Graphs 1 & 2. Nadia's flexibility is an additional strength in her learning style, useful in difficult situations.
- 4 Please note: She cannot have HER way in class or at home, all the time. But always look for the things that CAN make learning easier for her.

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Profile Summary

Nadia'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.

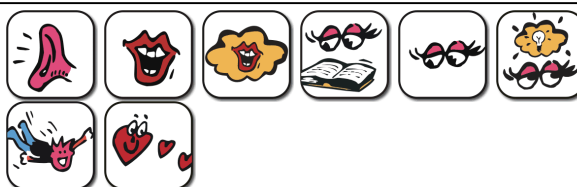
Key elements of Nadia's style when she has to learn something NEW and/or DIFFICULT:

Nadia's Preferences: (how she learns best)

BRAIN DOMINANCE: simultaneous, reflective



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



PHYSICAL NEEDS: movement needed, intake, early morning, late morning, afternoon, evening



ENVIRONMENT: quiet, bright light, warm, formal study area



SOCIAL: teacher authority, parent authority



ATTITUDES: self-starting, high/systematic persistence, conforming, high/strong responsibility, routine



Nadia's Non-Preferences: (what she needs to avoid when learning something difficult; in ATTITUDES it means 'this is not her way')

BRAIN DOMINANCE: sequential, impulsive



SENSORY MODALITIES:

Flexibility - see Graph 1

PHYSICAL NEEDS: stationary, no intake



ENVIRONMENT: sound/noise/music, low light, cool, informal/comfortable study area



SOCIAL:

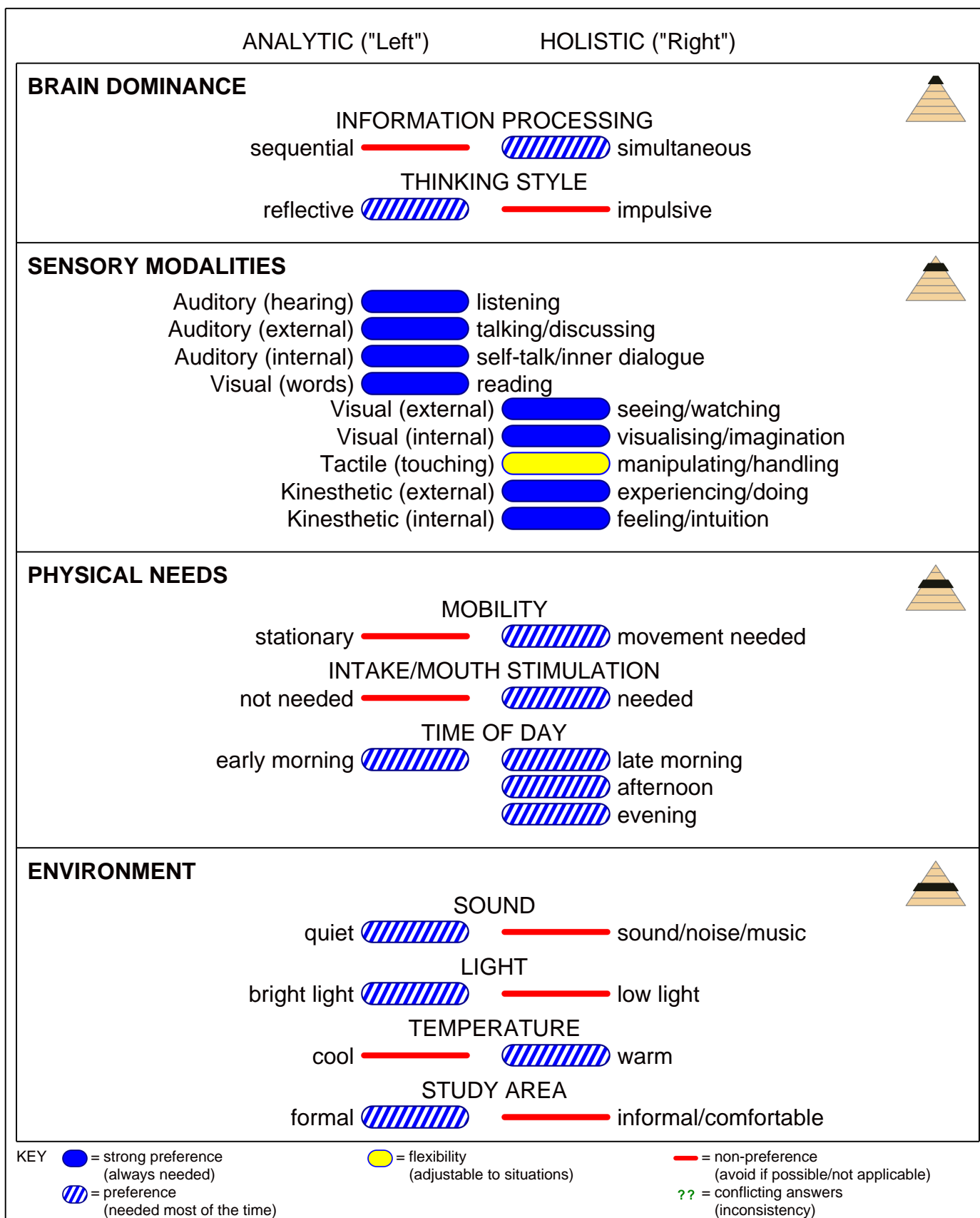
????? - see Graph 2

ATTITUDES: externally motivated, spontaneous/fluctuating persistence, low persistence, non-conforming, low responsibility, change-oriented

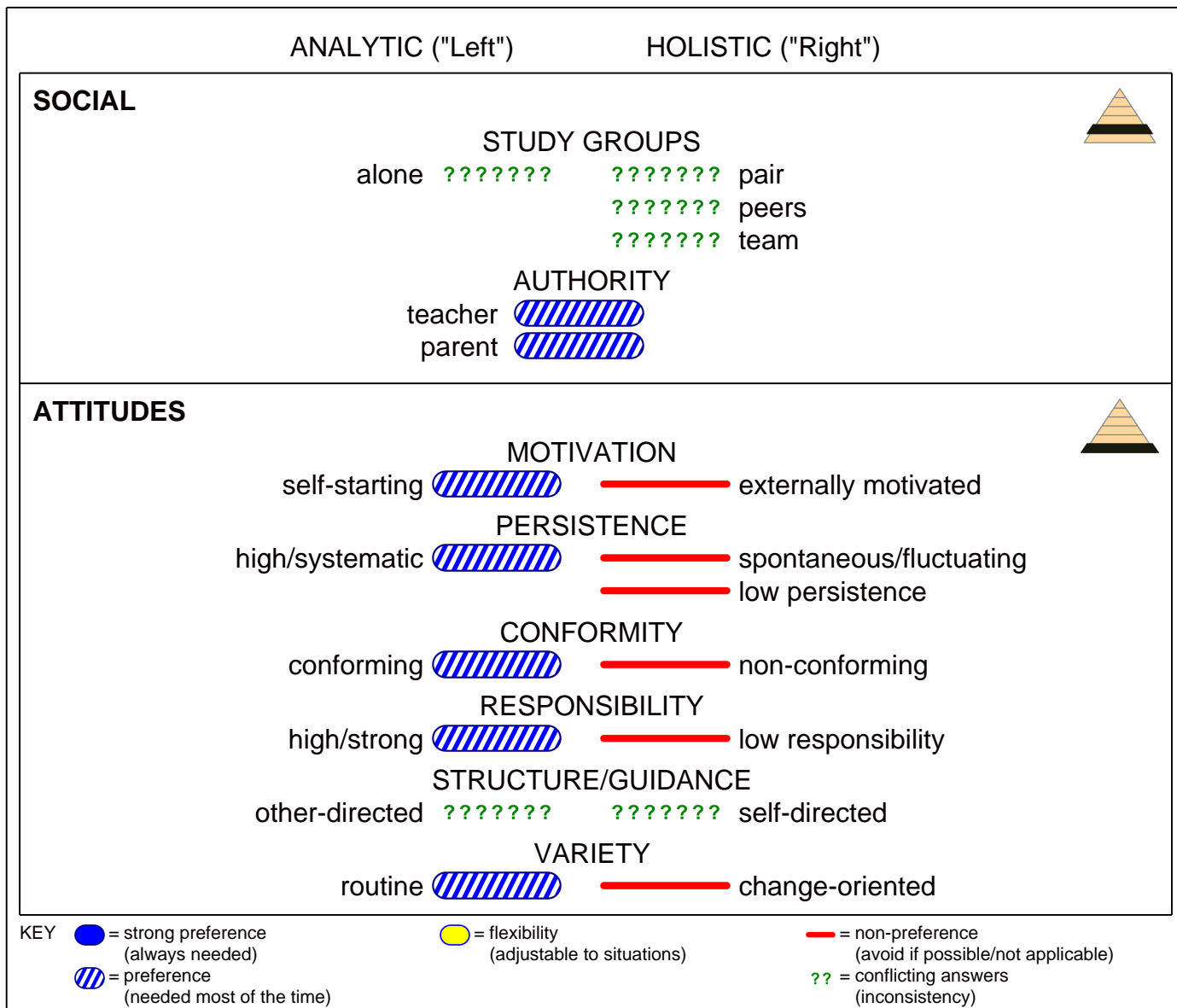


For the full LSA profile, see Graphs 1, 2 and 3.

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).

The more **QUESTION MARKS** are visible in a personal profile, the more it is likely that this student:

- a) is under stress,
- b) is currently experiencing confusion or is undergoing change in these areas,
- c) has reading problems, or was confused about the questionnaire (occurs very rarely).

This can lead to behaviour problems, loss of motivation, learning difficulties, underachievement, and ultimately dropping out of formal education. It is important that teachers and parents talk to the student about these areas in their LSA profile and attempt to find out the reasons for these inconsistencies. It is also recommended to redo the analysis in 2-3 months' time when the situation has settled down.

Recommendations

FOR Nadia:

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 Nadia 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 Nadia'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 Nadia's true learning needs.

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 Nadia'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 - simultaneous: (preference)

She is a more simultaneous, right-brain processor. In problem-solving she tends to engage the creative right hemisphere more often. To learn successfully she needs the big picture first and then the reasons for a task before she is ready to start. She prefers working with people who have a sense of humour and her comprehension improves when she is given concrete examples or hands-on techniques during the learning process. She is a multi-task learner who likes to do things simultaneously.

Most of the time she can't be bothered with details, she may thrive on 'creative chaos' and can be quite random in her thought processing. Usually she seems somewhat disorganised and she may have problems managing her time. To improve her learning in class, she needs help in setting priorities, practising time management and learning to follow certain study routines. Most importantly, make sure that she feels good about school and enjoys the learning process.

THINKING STYLE - reflective: (preference)

Nadia is a more reflective thinker. She functions best when she has time to think, contemplate and think again. Sometimes teachers may consider her responses to problems or new situations slow. However, when she comes up with an answer or solution it is usually well thought through. She should avoid learning situations where she has to make quick decisions. This could cause her stress and her thinking process might suffer. Moderate change, time to adjust and a steady pace in her study environment, at school as well as at home, would suit her thinking style best.

SENSORY MODALITIES



AUDITORY - hearing/listening: (strong preference)

Nadia finds it very easy to learn by listening and remembers the things she hears very well. She often likes to listen to conversations and can recall people's voices and remembers much of what was said. She is a good listener and benefits in learning when information is read to her. She learns well from teacher talks, discussions, and from precise oral instructions. Make sure that she can use audio tapes, "talking books", TV and video tapes for her learning sessions, wherever possible. Creating her own tapes and listening to them several times when she has to learn something new and difficult will also help with her study success.

AUDITORY - external/talking: (strong preference)

Nadia is a talker! When she studies, reads or concentrates she really needs to be with people. Talking about things and discussing ideas (school-related or not) definitely switches her on. Rather than reading something, she often just likes to talk about it. Her understanding is much better when she can talk things over with her classmates, teachers or parents. Her memory improves when she can explain what she has learned to someone else. One could even say that talking is important to feel good. If she has no-one to talk to, she may even talk to herself. However, as she can't always talk in class, she needs to practice being quiet and doing her schoolwork without talking.



AUDITORY - internal/self-talk: (strong preference)

There is a lot of self-talk going on in Nadia's head! She finds it much easier to concentrate, read or learn when she can have an inner dialogue about the new information. Rather than talking to classmates, teachers or parents, she often just likes to talk to herself. Her overall understanding increases and her memory improves when she has inner discussions about difficult learning tasks. Her reading speed might be slowed down because she may tend to say the words in her head. She probably uses self-talk to solve problems or sort out difficult learning tasks. As talking to oneself can be quite lonely, see whether she can find someone she trusts with whom she can share her thoughts, especially when she learns something difficult. If she has a tendency to worry, try to ensure that she cuts out negative self-talk and practices positive discussions with herself during the learning process.

VISUAL - words/reading: (strong preference)

Nadia is probably a 'bookworm', as she has a strong preference for seeing written or printed information. She remembers much of what she reads and can probably close her eyes, "see" the reading material and remember what she has read. She might like to take notes while she is listening so that she can read them later. For study success she really needs projects or assignments with clear, precise text and written instructions. Make sure all her teachers know this, so that, wherever possible, she has written information available when she has to learn something new and difficult.

VISUAL - external/watching: (strong preference)

Nadia has a strong preference for seeing/watching/observing and she probably loves movies. Looking at things, watching what's going on and absorbing what she sees is very important for her learning success. Her understanding of a text increases when pictures, diagrams and drawings are included. Rather than reading text passages she often just likes to look at the pictures. To help with her learning, she should use colours, pictures, magazines, films, mind maps and written materials with pictures and graphs. She remembers well what she sees, and observation might be another good way for her to learn new and difficult information.

VISUAL - internal/imagination: (strong preference)

Nadia has a vivid imagination and visualising definitely helps her to remember. Her understanding is much better when she visualises what she has seen, heard, read or done. She might picture difficult situations and can 'see' the outcome clearly in her mind. To enhance her learning, improve her memory and reduce learning stress, make sure she takes time out for visualising and maybe daydreaming (but not during class or study time!). If she tends to worry through negative images in her mind, help her change them into more positive ones. She needs to practice seeing positive outcomes, particularly when she is struggling with learning.

TACTILE - touching/handling: (flexibility)

Nadia is quite flexible when it comes to using her hands while she learns or concentrates. She can remember well by touching or manipulating things if she is interested. When she isn't interested, the information just by-passes her and she might find it difficult to remember. Make sure that she uses her other senses - auditory, visual or kinesthetic (doing) when she does her schoolwork.

KINESTHETIC - external/doing: (strong preference)

Nadia learns best through physical experiences and prefers learning situations with practical involvement. She probably likes sports activities and usually has high energy levels, although her movements might not always be very fast. When her whole body is involved, she finds even difficult learning tasks more enjoyable.

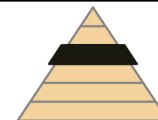
Her understanding improves and her memory is better through participating and 'doing'. To achieve real study success, she needs to be actively involved in projects, physical activities, visits, field trips and real situations. If she can't have any of these, she should at least move her body or walk up and down while doing classwork, concentrating or thinking, even reading. All her teachers and her parents need to understand this learning preference and arrange activities which support her in learning with her whole body.

KINESTHETIC - internal/feeling: (strong preference)

Nadia is a true feeling person! She strongly relies on her 'gut feeling' in school and home situations. Her intuition is stronger than her logic when she makes decisions or solves problems and she trusts her instincts more than her rational thinking. If she doesn't feel good about a learning task or her schoolwork in general, her motivation goes down and her interest disappears. It is very important for her to feel good in learning situations, otherwise it's hard for her to remember. When she likes a teacher and/or a subject she can learn well. If not, learning can become very difficult. To help her improve her study skills and to keep up her spirits, she needs to find a way to enjoy what she is doing and how best to go about it.



PHYSICAL NEEDS



MOBILITY - movement needed: (preference)

Nadia finds it very difficult to sit still for long periods of time. Having to sit still and listen to the teacher can be very hard for her. Her concentration improves and her brain works better when she can move her body. She changes her body posture frequently, often tapping her feet and fidgeting while she sits. She really likes to move around while doing her schoolwork, concentrating, listening and even reading. When she is bored, frustrated or under stress she can become restless, even agitated. More so when she has to listen for long periods of time.

This is why teachers may say she is 'hyperactive'. To improve her concentration, make sure that she is allowed to stand up and stretch regularly, walk around, take a break and then return to her schoolwork. Moving while she is learning something new and difficult helps her concentrate. It is very important that all her teachers understand her strong need for mobility and, wherever possible, allow her to move during learning periods. However, despite her preference for mobility, she must be aware that not everyone likes to move around as much as she does. She must learn to respect the classmates who don't want to be disturbed when they learn.

INTAKE - needed: (preference)

Whenever Nadia has to concentrate, read or do her schoolwork, she needs something to eat, nibble, chew or drink. Her need for intake makes it hard for her to go for long periods without eating or drinking. If there is nothing to eat, or if she is bored, she may chew on pencils, pens or even on her fingernails and clothes instead. It is important for her that she has plenty of opportunities to eat nutritious foods and healthy snacks in class, but make sure that she doesn't consume junk food and sweets! If she can't have nibbles, she at least has to have sips of water when she does her classwork or learns something new and difficult.

TIME OF DAY - early morning: (preference)

Nadia is an early bird! The early morning hours are a very good time for her to learn, read and study. This is when she is most alert, concentrates best and can think clearly. To improve her school performance, it would be best for her to do all the learning tasks she finds difficult before 11 am, whenever possible. A study session before breakfast will help her remember difficult learning material.

TIME OF DAY - late morning: (preference)

Nadia prefers the time before lunch for concentrating, reading, learning and problem solving. This is a time when she can think most clearly because she is most alert. It would be best if she could do her difficult schoolwork between 10.00 am and 12.00 noon. To avoid learning stress, see that she can do complicated learning tasks before lunch and, if she has to study at times which are not her preferences, she should do energising exercises like cross-overs.

TIME OF DAY - afternoon: (preference)

This is a very good time for Nadia to learn something new and difficult. She is most alert during the second half of the school day. It is important that her teachers understand that she concentrates best at that time. Therefore she should do learning tasks she finds difficult between 2.00 and 6.00 pm. Due to this preference, it is also good for her to do her homework immediately after she gets home from school.

TIME OF DAY - evening: (preference)

Nadia is a 'night owl' and most alert at the end of the day. She prefers the evening hours for thinking, doing her homework, or concentrating on difficult learning tasks. She gets more schoolwork done at night than during daytime hours. As her energy is usually high in the evening, she might have difficulty sleeping and probably likes to stay up late. Discuss this evening preference with Nadia and see if she can do her homework after dinner.



ENVIRONMENT



SOUND - quiet: (preference)

Nadia really needs it quiet while concentrating, reading or writing. She can learn best when it's silent in the classroom. To improve concentration, she should work in a quiet area with carpeted, noise reducing floors. She should also use ear plugs to cut out distracting sound. To do her homework well, she needs a quiet place with very few distractions.

LIGHT - bright: (preference)

Nadia likes light and most of the time works with all the lights on. Her concentration improves when bright light (natural or incandescent) is provided. She should always do her schoolwork under good lighting, use desk lamps, sit near windows or take her work outside into the sunshine, if possible.

TEMPERATURE - warm: (flexibility)

Nadia prefers to learn where temperatures are warm and comfortable. Therefore she probably learns better during the warmer months of the year. As she finds it difficult to concentrate when it is too cold for her, it is important that she sits where it's warm, that she is allowed to use additional heaters or wear extra clothing to keep her warm.

STUDY AREA - formal: (preference)

Nadia learns best in a formal environment and tends to read and concentrate better sitting upright in a chair at a desk or table. Whenever she needs to concentrate, make sure that she is not sitting on soft furniture or stretched out - she might fall asleep! A formal, traditional classroom set-up is most effective for her.

SOCIAL



STUDY GROUPS: (inconsistency)

Nadia's answers are not consistent and reasons for this could be:

- a. She may have overlooked something when she answered the questions; or
- b. an error was made putting the results onto the response sheet or entering them into the computer programme or website; or
- c. She might have thought about something else while answering these questions, not only how she learns something new and/or difficult; or
- d. there might be changes going on around her which she may not understand; or
- e. She may be going through a difficult period, which can lead to confusion and contradictory answers.

Please ask Nadia to give some thought to this area.

AUTHORITY - teacher: (preference)

Nadia definitely feels more secure when she can work closely with a teacher. She likes being told what to do and how to do it. She accepts authority and learns best when she gets lots of feedback showing that she is on the right track. Disagreements with her teachers don't feel good, and she always tries to resolve them quickly. It is important for her to have regular contact with her teachers, especially when she is learning something new and difficult.

AUTHORITY - parent: (preference)

Nadia definitely feels better when she can do her homework with a parent or adult member of her family. Being told what to do, and how to do it, gives her confidence for her school and homework. She accepts authority and learns best when she gets lots of feedback showing that she is on the right track. Disagreement with parents/caregivers is very unpleasant for her and she always tries to resolve such conflicts quickly. See that she can have regular study times with an adult, especially when she is doing difficult homework.



ATTITUDES



LEARNING MOTIVATION - self starting: (preference)

Nadia really likes to learn! Whenever she has to learn something new, particularly when it's interesting, she enjoys doing it, and her learning motivation is high. She gets a real kick from achieving at school, and this keeps her going. It is very important for the quality of her schoolwork that she is allowed to say HOW she wants to do it.

PERSISTENCE - systematic: (preference)

Nadia almost always finishes what she starts, particularly in her studies. It may bother her not to do so, and she would rather spend time completing her schoolwork than do other activities. She prefers to complete one assignment before she starts a new one. Long-term learning projects, with not too much supervision, may suit her best. Her follow-through is very logical and systematic, usually closely following guidelines.

CONFORMITY - conforming: (preference)

Nadia learns best when she knows what is expected of her. She is eager to follow instructions and guidelines set by you and the school. Her willingness to follow rules and regulations and to respect other peoples' opinions is an expression of her need to conform. She learns best with clearly defined school and classroom rules and likes to know what you, as her teacher, expect of her. For school success she needs long-term goals or study projects, clear directions, little change and predictable learning outcomes.

RESPONSIBILITY - high/strong: (preference)

Nadia almost always does what's expected of her. She carefully considers all the consequences before she does something. In her schoolwork she is very reliable and shows great willingness to take responsibility and follow directions. She feels most comfortable when she does the things she is supposed to do. When she makes a mistake, she tries to correct it as soon as possible. As school is very important for her, she is serious about her learning tasks, study projects and homework.

STRUCTURE: (inconsistency)

Nadia's answers are not consistent and reasons for this could be:

- a. She may have overlooked something when she answered the questions; or
- b. an error was made putting the results onto the response sheet or entering them into the computer programme or website; or
- c. She might have thought about something else while answering these questions, not only how she learns something new and/or difficult; or
- d. there might be changes going on around her which she may not understand; or
- e. She may be going through a difficult period, which can lead to confusion and contradictory answers.

Please ask Nadia to give some thought to this area.

VARIETY - routine: (preference)

Nadia doesn't like change and variety. Instead, she prefers pre-set learning or study patterns and daily routines when she does her schoolwork. She usually does things the same way and likes to stick to familiar techniques, especially when she is learning something new and difficult. Although she can put up with some change, she is not comfortable with ever-changing school or classroom conditions. She learns best when there is not too much change and variety going on around her. However, she might need to become a bit more flexible as she goes through school and, with the support of her teachers, she can try out new strategies for learning.



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.