



LSA-Junior: Teacher Version

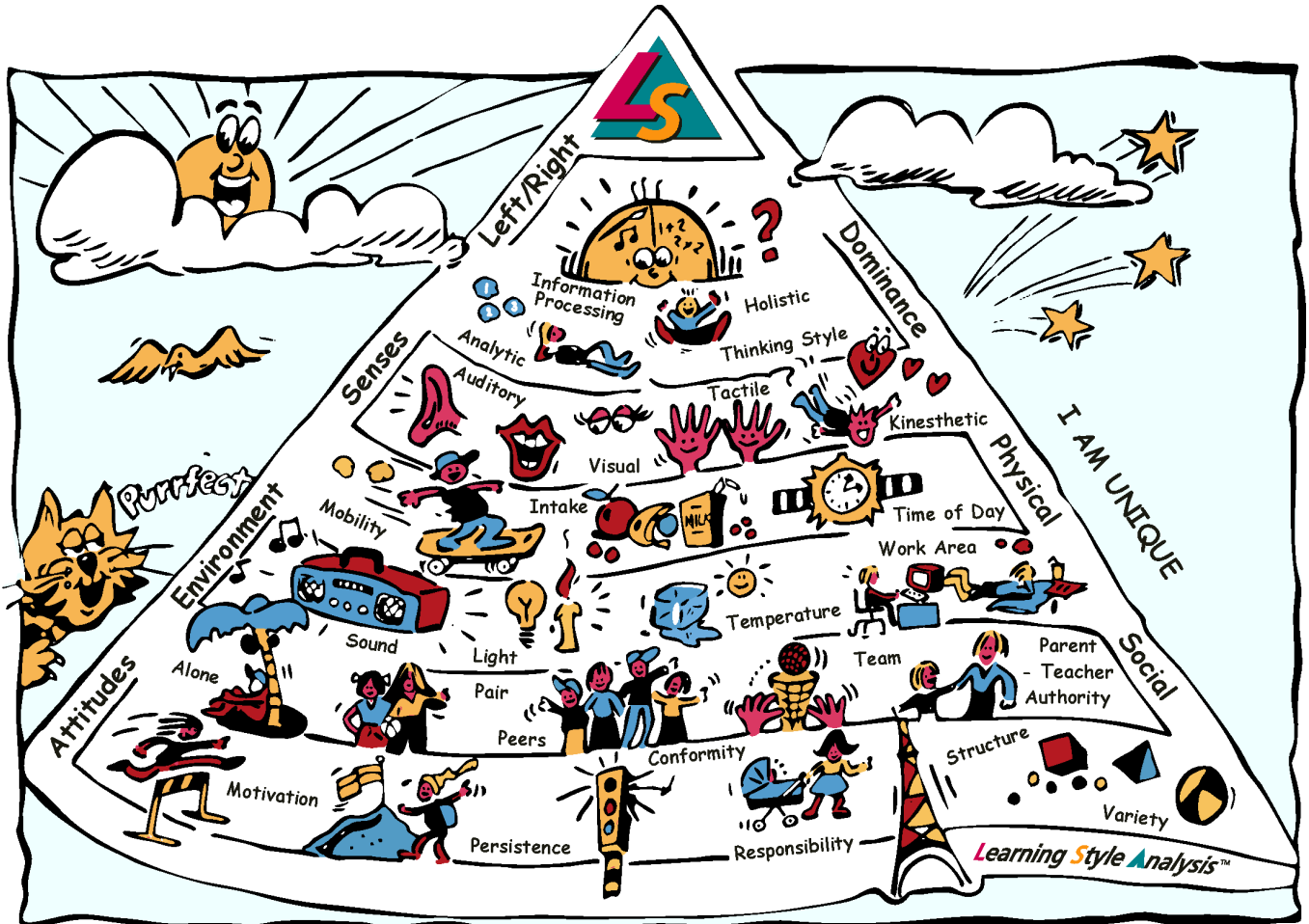
Personal Profile

for

Ramona Tester

Recommended re-profiling date: Thursday, 26 June 2008

Entered: Tuesday, 26 June 2007



How to make the best use of Ramona'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. Ramona'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

Ramona'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 Ramona's style when she has to learn something NEW and/or DIFFICULT:

Ramona's Preferences: (how she learns best)

BRAIN DOMINANCE: sequential, reflective



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



PHYSICAL NEEDS: stationary, no intake, late morning, evening



ENVIRONMENT: quiet, bright light, warm, informal/comfortable study area



SOCIAL: teacher authority



ATTITUDES: externally motivated, spontaneous/fluctuating persistence, conforming, self-directed, change-oriented



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

BRAIN DOMINANCE: simultaneous, impulsive



SENSORY MODALITIES: tactile (touching)



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



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



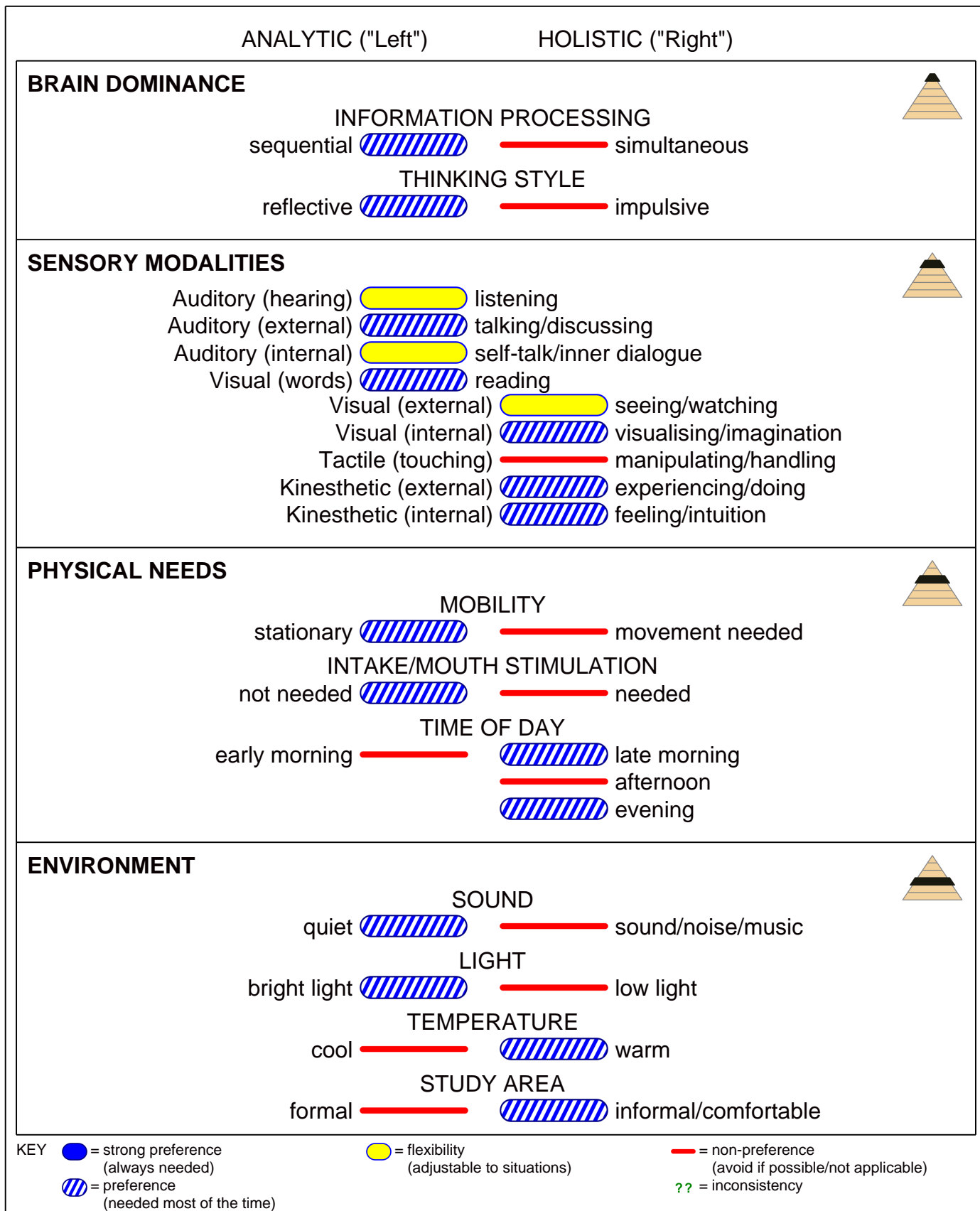
SOCIAL:

Flexibility + ?????? - see Graph 2

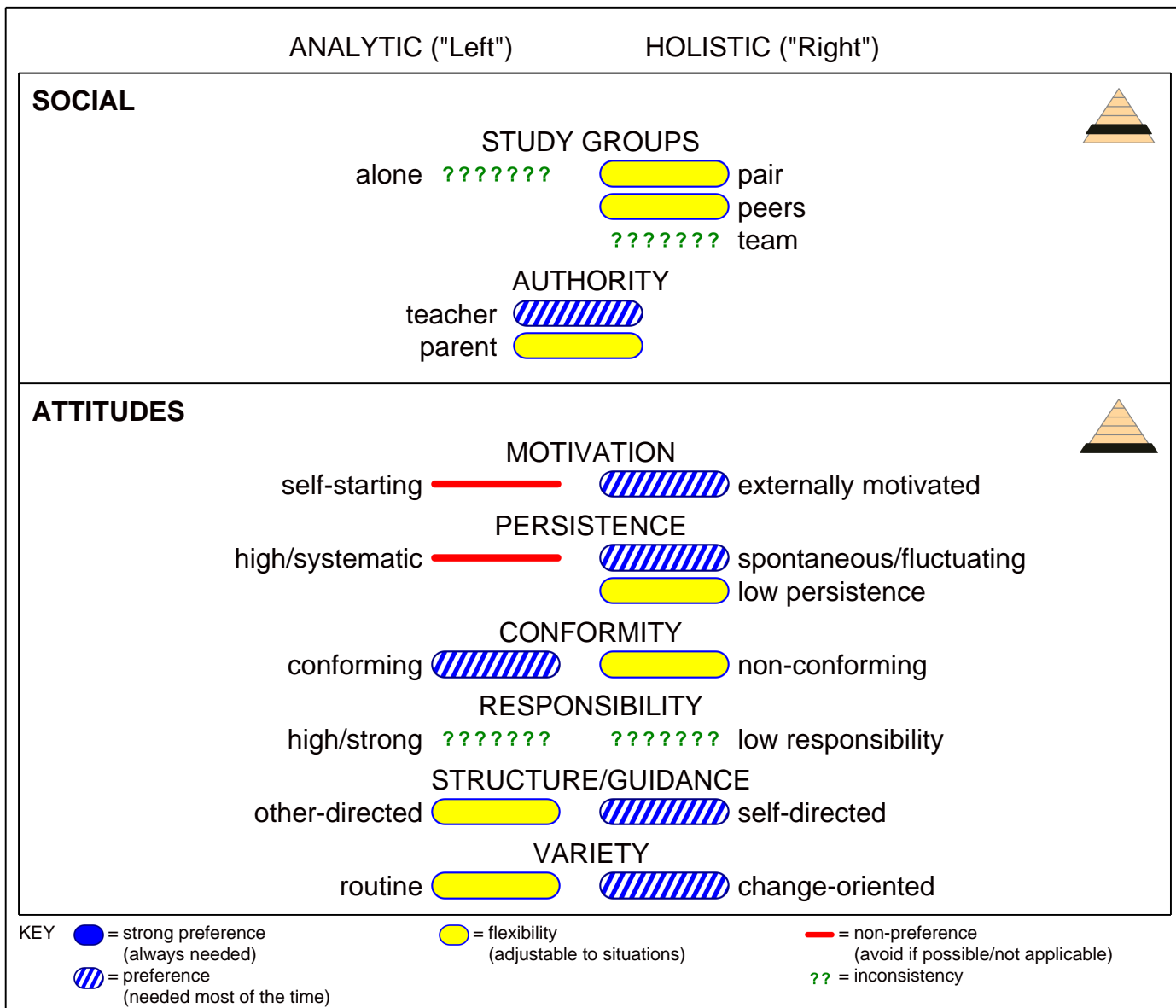
ATTITUDES: self-starting, high/systematic persistence



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 Ramona:

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 Ramona 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 Ramona'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 Ramona'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 Ramona'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



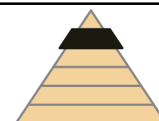
INFORMATION PROCESSING - sequential: (preference)

Ramona is a more sequential brain processor, who, more often than not, uses her logical, left-brain hemisphere in thinking and problem solving. She prefers study projects and learning tasks that move in a logical sequence. She probably learns best from reading and analysing information. In class, she dislikes jokes and irrelevant stories and prefers teachers who are analytical and stay with the topic. She is probably single-task oriented and likes to concentrate on details. Most of the time she feels more comfortable finishing one task before she begins another. Generally she prefers to learn and do her schoolwork in well-organised environments where she can follow rules.

THINKING STYLE - reflective: (preference)

Ramona 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



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

Ramona 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 - external/talking: (preference)

Talking is definitely one of Ramona's preferences. She likes to be with people in learning situations and would rather discuss contents and study topics than just hear or read about them. It helps when she can talk things over with a classmate, a teacher or parent. Her understanding of subject matter is better when she can discuss it. Her memory also improves when she has a chance to explain what she has learned to others. 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.

VISUAL - words/reading: (preference)

Ramona prefers to see written or printed words when she learns something new. She remembers well what she reads and she probably likes reading a lot. Her understanding is better when she can read about the study topic or learning content. Once she can write, she will often take notes while listening so that she can read them later. She can work well on written assignments or projects with clear written instructions and precise text.

VISUAL - internal/imagination: (preference)

Ramona often uses her imagination for problem solving and visualising helps her to remember. Her understanding is better when she has the opportunity to visualise what she has seen, written, heard or read. She has the ability to 'see' the solution for difficult situations and can often solve problems in her mind. To improve her memory, enhance her study skills and reduce stress, allow her to practice her imagination and maybe even daydream (but not in class or during study time!). She should use visualisation techniques, particularly when she has to learn something new and difficult. If she tends to worry through negative pictures in her mind, she should practice seeing positive ones instead.

TACTILE - touching/handling: (non-preference)

Ramona definitely doesn't like writing or note taking. She only does it when she has to, or for learning content she knows she can't remember otherwise. She might also have problems operating a keyboard. Using mainly her hands in the learning process is not very satisfactory for her. Rather than taking notes, she should learn information through her other senses - visual (seeing, imagining), auditory (hearing, talking) or kinesthetic (doing, feeling), particularly those she most prefers. She should learn new and difficult concepts through the strongest of her senses, and reinforce them by using the others. If she has no preferences, she **MUST** use multi-sensory activities, combining reading, writing, watching, listening and doing to achieve learning success.

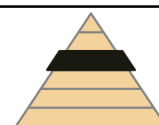
KINESTHETIC - external/doing: (preference)

Ramona has a preference for practical learning or practical study situations. She likes being active and involved and learns best by 'doing' or experiencing. She may be involved in physical or sports activities and usually she has high energy levels, although her movements might not always be fast. Her understanding improves through practical experience, visits, projects, physical activity and involvement in real situations. It would help her to walk back and forth when thinking, doing her schoolwork, or even reading. All her teachers and her parents need to understand this physical learning preference and arrange activities which support her in learning with her whole body.

KINESTHETIC - internal/feeling: (preference)

Ramona 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 - stationary: (preference)

Ramona can sit still for long periods of time. Long, seated sessions or quiet tasks don't bother her. When she does her schoolwork, reads, or concentrates, she prefers to sit at a desk with a stationary chair. She likes to settle in and then work without moving or changing her body posture. As she has a real need to sit quietly while she studies, it can be distracting for her to be with classmates who need mobility. To learn best, she should stay away from areas where there is a lot of movement going on. For health reasons, however, make sure she gets enough exercise to counter-balance her lack of mobility while doing her schoolwork.

INTAKE - not needed: (preference)

Ramona does not like to eat, nibble, chew, or drink while she concentrates, reads, or does her schoolwork. When she is learning, she is learning. Eating comes later. She finds eating or drinking very distracting and it only interrupts her thoughts. This is why she can go without any intake for long periods of time. She always prefers to eat before or after (not during) her classwork. However, for her brain to function at its best, she should drink water, particularly when she works on something new and difficult.

TIME OF DAY - early morning, afternoon: (non-preference)

These times of day are not really Ramona's preferred ones. She probably finds it rather hard to be fully alert and energetic during these hours. If she has to concentrate during these times of day, make sure that all her other preferences are matched wherever possible. She should also do physically energising exercises (like cross-overs) before she begins to do her homework. It is important that all her teachers know her best times for learning and support her accordingly.

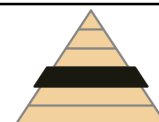
TIME OF DAY - late morning: (preference)

Ramona 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 - evening: (preference)

Ramona 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 Ramona and see if she can do her homework after dinner.

ENVIRONMENT**SOUND - quiet:** (preference)

Ramona 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)

Ramona 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)

Ramona 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 - informal: (preference)

Ramona really prefers an informal, cosy place when she studies, reads or works on difficult tasks. She can learn best on a bean bag chair, couch, lounge chair, floor or carpet in an informal environment and in a relaxed body posture. To improve her concentration, allow her to create a comfortable study area in her classroom. She should also try difficult assignments away from desks and hard chairs. At school it would be good for her to have a comfortable place of learning in a corner of the classroom and if there are only hard chairs in her classroom, maybe she could use a cushion to sit on.



RESPONSIBILITY: (inconsistency)

Ramona'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 Ramona to give some thought to this area.

STRUCTURE - self-directed: (preference)

Ramona may have difficulties with being told how to go about her schoolwork, and her most effective learning happens when her teachers understand her independent style. Learning situations where she can rely on her own way of doing things are best for her. As she prefers to set priorities and figure things out for herself, she needs creative opportunities to grow and stretch her talents and abilities. She learns best with clear objectives, but also when offered a choice of learning tools and deadlines for reporting and checking. Strict guidelines and instructions can be limiting for her.

VARIETY - change-oriented: (preference)

Ramona really can't stand study routine! She can get bored easily when there is not enough variety in learning. As she loves change and enjoys trying out new things, she hardly ever does the same thing the same way twice. Although it will not always be easy, her teachers should support her in her need for variety, and her love of change, when she learns something new and difficult. It is important that you and her parents understand this preference and provide the appropriate learning conditions wherever possible. To achieve success, she really needs to learn in many different ways: with or without people, with multimedia, learning tools and computers, as well as under varying conditions.

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.