



## LSA-Swift: Teacher Version

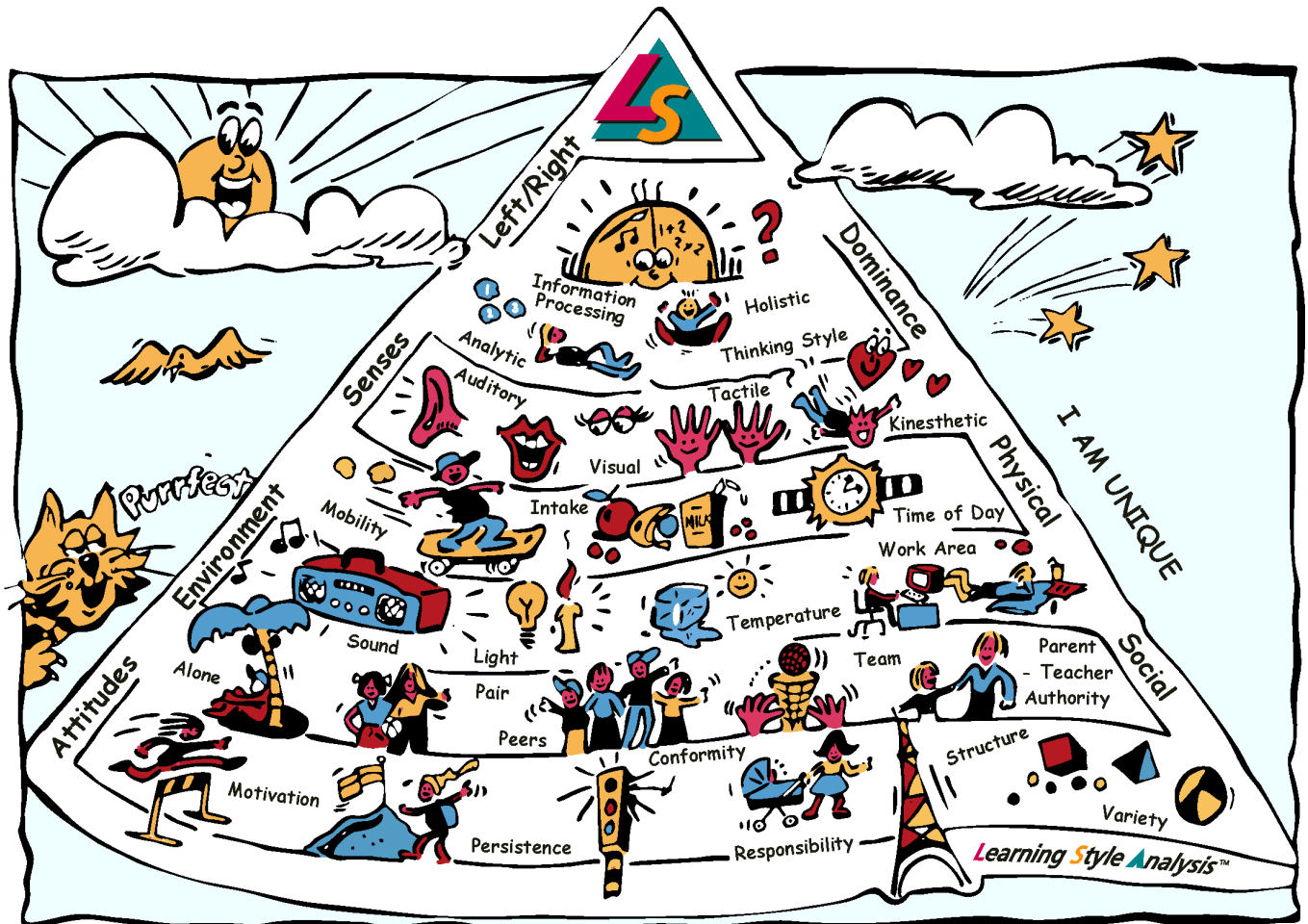
### Personal Profile

for

### Sally Tester

Recommended re-profiling date: Thursday, 10 January 2013

Entered: Tuesday, 10 January 2012



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

- 1** Highlight in the Learning Style Pyramid above her preferences, cross out her non-preferences and/or mark her flexibilities if you wish.
- 2** Look closely at her Preferences and Non-preferences on Page 2 in her Profile Summary. Apply them when she has to learn something new and/or difficult.
- 3** Find out how flexible Sally is from the Graphs 1 & 2. Sally's flexibility is an additional strength in her learning style, useful in difficult situations.
- 4** Please note: Sally cannot have her way in class or at home all the time; always look for things that can be done to make learning easier and more successful for her.

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## Profile Summary

Sally's preferences are her strengths when she can use them in difficult learning situations, and her non-preferences become her weaknesses when she has to use them over longer periods of time. This can lead to frustration, concentration problems, low motivation, and learning difficulties. When Sally is allowed to learn her way, she will enjoy studying more and her academic performance will improve.

### **Key elements of her learning style when Sally has to learn something NEW and/or DIFFICULT:**

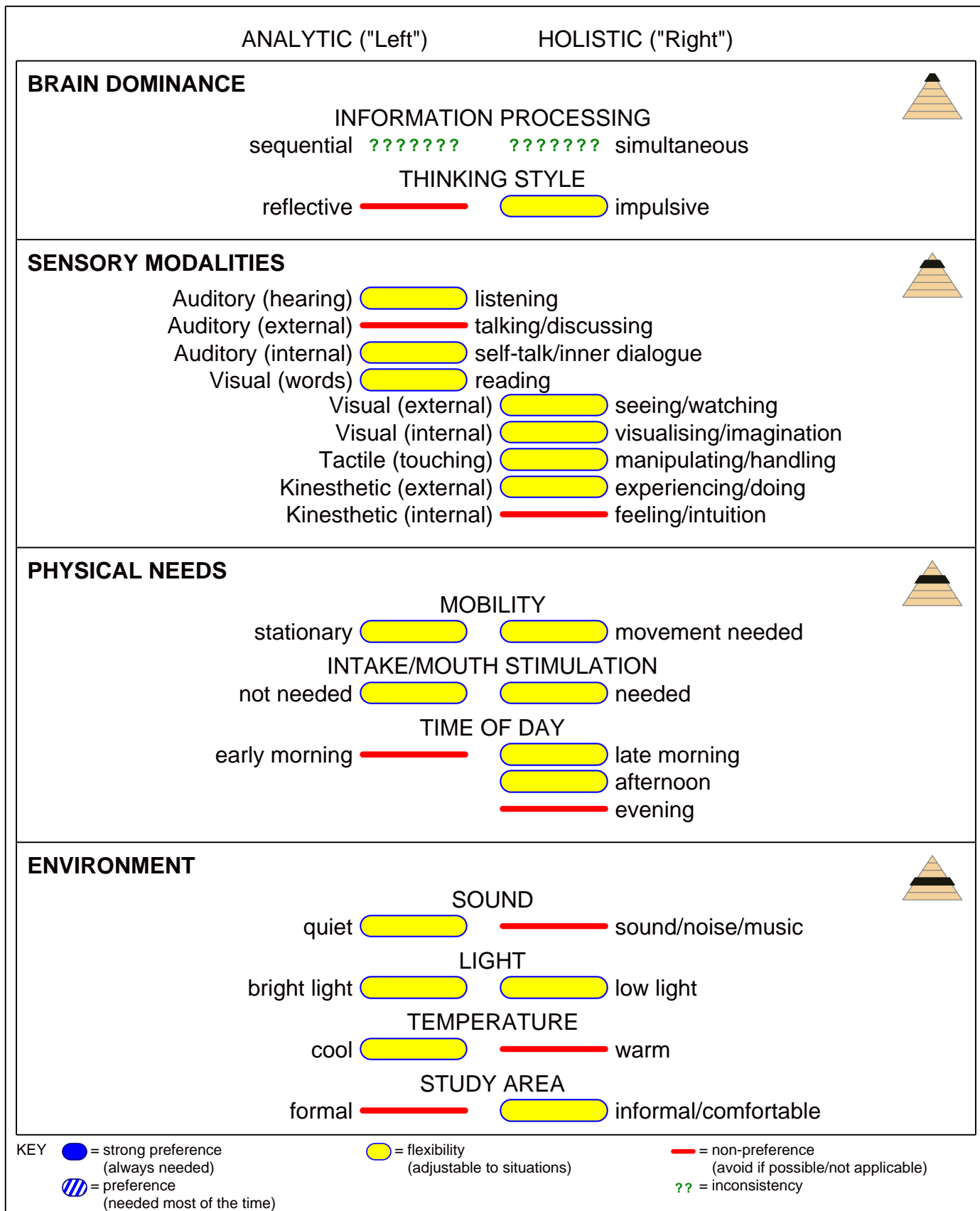
#### Sally's Preferences: (how she learns best)

<b>BRAIN DOMINANCE:</b>	Flexibility + ?????? - see Graph 1
<b>SENSORY MODALITIES:</b>	Flexibility - see Graph 1
<b>PHYSICAL NEEDS:</b>	Flexibility - see Graph 1
<b>ENVIRONMENT:</b>	Flexibility - see Graph 1
<b>SOCIAL:</b>	Flexibility + ?????? - see Graph 2
<b>ATTITUDES:</b>	Flexibility - see Graph 2

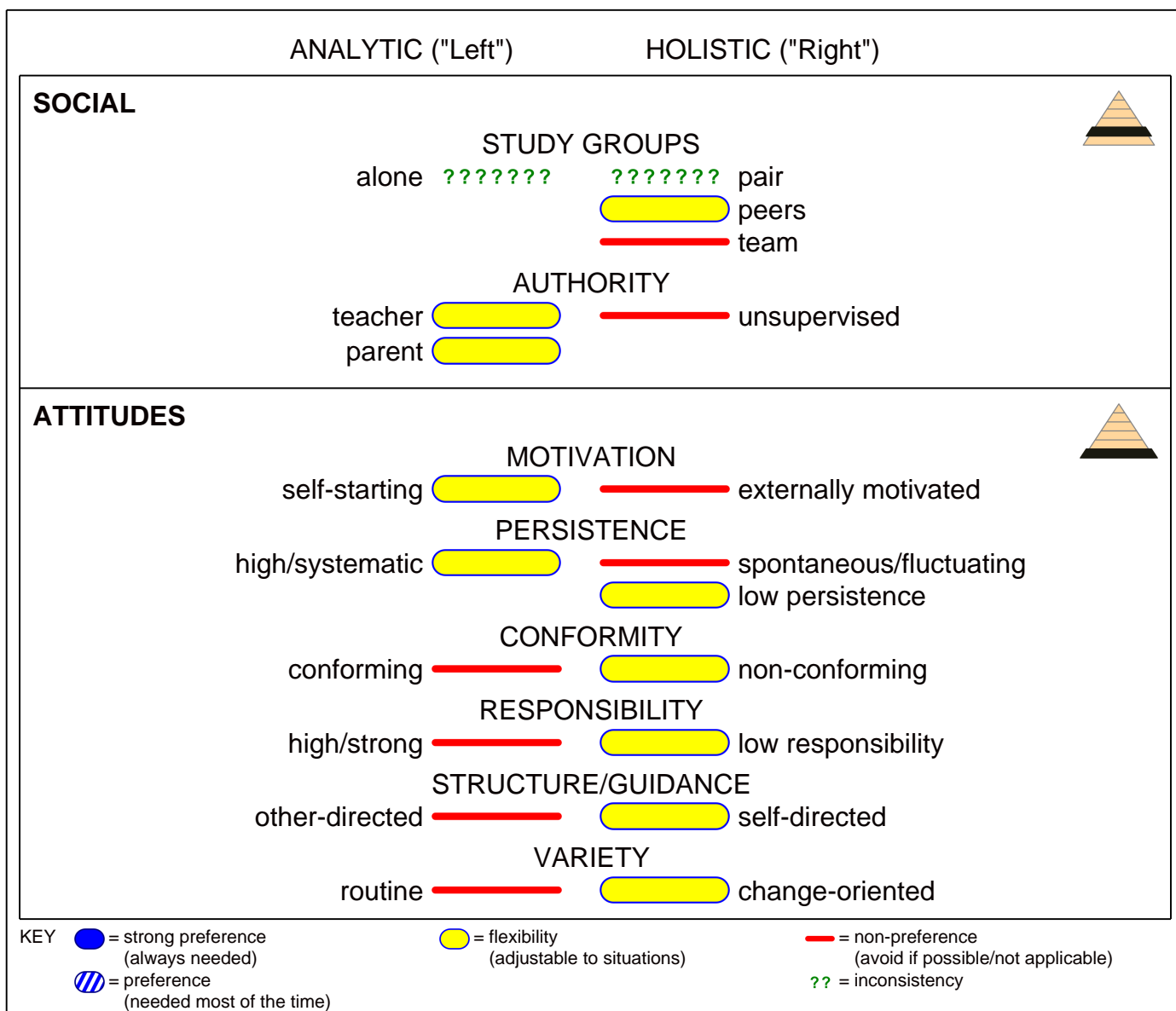
#### Sally's Non-Preferences: (what she needs to avoid when learning something difficult; in ATTITUDES it means 'this is not her way')

<b>BRAIN DOMINANCE:</b> reflective	
<b>SENSORY MODALITIES:</b> auditory (external), kinesthetic (internal)	
<b>PHYSICAL NEEDS:</b> early morning, evening	
<b>ENVIRONMENT:</b> sound/noise/music, warm, formal study area	
<b>SOCIAL:</b> team, teacher authority	
<b>ATTITUDES:</b> externally motivated, spontaneous/fluctuating persistence, conforming, high/strong responsibility, other-directed, routine	

## Graph 1. Natural / Biological Elements



## Graph 2. Conditioned / Learned Elements













### DIFFERENCES BETWEEN BIOLOGICAL & LEARNED ELEMENTS:

The results in Graph 1 represent Sally's biological needs when concentrating, reading a study text or learning something new and difficult. Preferences and non-preferences in these areas are usually hard to change and remain mostly stable over a life time. When they are mismatched over a longer period of time they will influence learning motivation, persistence and responsibility in a negative way. For lasting learning success, make sure that her strong preferences are being matched most of the time.

The results in Graph 2 reveal her conditioning, and show with whom she learns best and what her attitudes are when it comes to learning something new and difficult. These elements are not stable in a person's profile and can change quite rapidly. This usually happens when there are changes going on inside the person or in the world around her. To be successful at school it is very important that Sally develops positive attitudes and always attempts the best she can do because her preferences will become her strengths when she uses them wisely.

## Graph 3. Learning Style Tendencies

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

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/work 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 GLOBAL/HOLISTIC (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 Sally:**

To really improve Sally's study techniques:

- follow the suggestions in her LSA Report,
- suggest that she shares her LSA results with her classmates,
- talk about her learning style with Sally and her teachers,
- see that her learning needs are met whenever possible, in class and at home,
- let her watch her own success!

**FOR Sally's TEACHERS:**

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

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

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

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

**FOR THE GROWN-UPS IN Sally's FAMILY:**

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

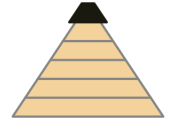
Pay particular attention to her preferences and non-preferences when she has to learn something new and/or difficult.

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

## PERSONAL REPORT AND STUDY GUIDELINES

The following Report contains a detailed interpretation of Sally's results shown in Graphs 1 & 2 at the end of her LSA Profile. If she acts on the recommendations in her Personal Report, she will not only enhance her learning abilities and problem solving skills, but also improve her academic achievement.

### BRAIN DOMINANCE



### INFORMATION PROCESSING:

Sally's responses are contradictory and research with this instrument has shown there are several possible reasons for this:

- a. She might have overlooked something or an error was made transferring the results onto the response sheet or entering them into the computer program; or
- b. She might have changed her focus while answering this part of the questionnaire, not only thinking about new and/or difficult learning situations; or
- c. There might be changes going on around her which she cannot control; or
- d. She could be going through a difficult period which often leads to some form of inner confusion and to contradictions in answering the questions.

Please ask Sally to give some thought to this area.

### THINKING STYLE:

When Sally is interested in something, she tends to use fast-track, impulsive thinking in learning or problem solving situations. As her attention span is usually short, she might find it hard concentrating on difficult learning tasks, particularly when she has lost interest. Reflecting on something is not her style and she finds it boring staying with one task for too long. She learns best when learning situations are interesting, challenging and allow her to act quickly. It is important that the adults understand her thinking style and support her accordingly.

### SENSORY MODALITIES



### SENSORY MODALITY FLEXIBILITIES - auditory (hearing), auditory (internal), visual (words), visual (external), visual (internal), tactile (touching), kinesthetic (external):

Sally has quite a lot of flexibility in using these senses. This means she must use a multi-sensory technique whenever she learns something new and difficult, combining the following techniques: listening, talking, watching, reading, doing, actively experiencing and feeling good about what she is doing. When she is interested in the subject or learning task she finds it much easier to concentrate and remember. This also helps her to feel good and stay motivated for learning.

### AUDITORY (external):

Sally is not a talker! When she studies, learns difficult things or concentrates, she does not like to participate in discussions or interact with people. Having to talk can actually make her uncomfortable or distract her. Rather than talking about something, she often just likes to be quiet, read or think about it. Her understanding increases when she goes about learning quietly, and her memory improves when she cuts out as much talk as possible. She is probably quite happy if she can be by herself and doesn't have to talk to anyone for some time. For her future career planning it is important to consider jobs with very little people involvement and minimal communication skills. Please see that her parents are aware of her requirements in this area.

### KINESTHETIC (internal):

Sally bases her decisions more on logical reasoning than on her "gut feeling" and she doesn't need to engage her feelings to understand new and difficult material. It might seem strange to her that other people base their decision making on their feelings and intuition and that they can only perform well when it feels right for them. If rational thinking does not give her the desired solution, she could learn to become more aware of her intuition and feelings. She might discover that this can truly enhance her information intake and decision-making processes.



## PHYSICAL NEEDS



### MOBILITY:

In Sally's need for mobility she is strongly influenced by what she does, by the overall learning situation and by the nature of the task. Sometimes she can sit still for lengthy periods of time, especially when she is interested in the learning assignment, other times she can't learn without needing to move her body, tap her feet or fingers, or pace up and down. Her strong flexibility allows her to adjust equally well to different situations and varying conditions.

### NEED FOR INTAKE:

Whether or not Sally eats, nibbles or drinks while reading, her learning or concentrating depends on the overall situation, on her personal interest and often on what's in the fridge or handy to get. If she is very absorbed in her learning activities she might go without intake but if she is bored or frustrated she might eat, nibble, chew or drink a lot more. Her flexibility in this area helps her to go without eating or drinking if she is immersed in a task or if food is not available. (Attention: If she is already smoking, or has tried smoking, she might be in danger of getting addicted to this potentially lethal habit due to her strong flexibility for intake!)

### TIME OF DAY: early morning, evening

These times of the day are not really Sally's preferred ones. She probably finds it rather difficult to be fully alert and energetic during these hours. For best study performance find out her other time preferences, and help her schedule difficult tasks accordingly. If she has to concentrate during these parts of the day, make sure that all her other preferences are matched and that she does energising physical and mental exercises.

### TIME OF DAY: late morning

This time of day does not really make any difference to Sally's school performance. She can function and concentrate quite well during these hours provided she is interested in the subject or learning task. More important than time of day for her is what she does, why, with whom, and under which conditions.

### TIME OF DAY: afternoon

This time of day does not really make any difference to Sally's study performance. She can read, learn and concentrate quite well in the afternoon if she is interested in the subject or learning task. More important than this time of day for her are the following factors: what she does, why, with whom and under what conditions.

## ENVIRONMENT



### SOUND:

Sally's need for sound while concentrating or learning varies according to what she does but she prefers her environment to be more quiet than noisy. Although she doesn't always need silence during her reading or study time, she doesn't really like ongoing background music or constant noise in her environment either.

### LIGHT:

Sally's need for light is influenced more by what she does and it often depends on what the task is. Her strong flexibility allows her to learn equally well in dim or bright light as she is highly adaptable to changing light conditions.

### TEMPERATURE:

Sally's need for warmth while concentrating or working is dependent on what she does, but she prefers her environment to be more cool than warm. Although she doesn't always need cool temperatures in her work or study area, she doesn't really like it too warm all the time in class or at home either.



## WORK AREA:

Sally's need for formal/informal design and furniture while studying or concentrating is dependent on what she does, but she prefers not having too much formality in her environment. Although she doesn't always need an informal, cosy set-up for her study area, she doesn't really like being in very formal environments with only desks and hard chairs all the time either.

## SOCIAL



## ALONE/PAIR:

Sally's responses are contradictory and research with this instrument has shown there are several possible reasons for this:

- a. She might have overlooked something or an error was made transferring the results onto the response sheet or entering them into the computer program; or
- b. She might have changed her focus while answering this part of the questionnaire, not only thinking about new and/or difficult learning situations; or
- c. There might be changes going on around her which she cannot control; or
- d. She could be going through a difficult period which often leads to some form of inner confusion and to contradictions in answering the questions.

Please ask Sally to give some thought to this area.

## TEAM:

Sally is not very keen to study in a team, nor to work on group projects with her fellow students. Generally she doesn't feel comfortable discussing a study topic or sharing her thoughts and ideas about subject content in a group of students. Having to work as a team member reduces her concentration and might impact her study skills negatively. It is important to understand that team-learning activities are not the best way for her to learn right now. For study success, make sure she has the right people mix and that her other preferences are matched, particularly when she is learning something new and difficult. However, for future learning and work success, she also needs to be comfortable when she has to function in teams. Maybe she can learn to become more flexible and participate in team tasks, and even begin to enjoy that! Respecting, or even liking, the team leader might also help her to become a team player.

## PEERS:

Sally is quite flexible when it comes to working with other students, but she doesn't really like to solve problems, work or study with a group of like-minded classmates all the time. Sometimes she needs her peers, and other times she doesn't. For real study success, make sure she is interested in the learning task, has the right people mix and that her other learning preferences are met.

## AUTHORITY:

When Sally learns something new and difficult it is definitely better for her to have an adult close by who can give her support and supervise her work. She feels more confident if she can discuss difficult learning tasks or assignments with the person in charge, and she quite likes it that teachers or parents check up on her schoolwork or homework. If this is not possible, at least make sure that she gets regular feedback about the progress of her studies.

## AUTHORITY - TEACHER:

Sally is quite flexible when it comes to working with someone in authority. Whether she needs an adult close by, or wants to go about her learning without supervision, depends on her level of interest in the subject or learning task. She probably likes to have a teacher, parent or team leader to rely on, especially when she works on something new and difficult, and when she trusts this person. To be most effective in her studies, make sure she gets sufficient feedback, or just the amount of supervision she needs.

## AUTHORITY - PARENT:

Sally is quite flexible when it comes to learning with someone in authority, but she probably prefers to have a parent or grown-up family member to rely on, especially when she has to study something new and difficult. Whether she needs an adult close by, or wants to go about her learning without supervision, also depends on her level of interest in the learning task. When she trusts the person, she actually quite likes being supervised. For her to study best, make sure she gets sufficient feedback and just the amount of supervision she needs.


**LEARNING MOTIVATION:**

Sally's motivation often depends on what she is supposed to study, on the teacher and on the overall conditions. Sometimes she "turns on" to projects and learns with enthusiasm, but sometimes she loses interest quite quickly. When she is not interested, her motivation goes down although she usually tries hard to keep it up. It would help her to get small rewards for her learning success and receive regular, positive feedback on difficult tasks while she is learning.

**PERSISTENCE:**

Whether Sally stays with something and follows through always depends on her interest in the learning task or study assignment. When she loses interest or gets bored with a task she tends to give up easily, especially when she encounters difficulties. But when she is really excited about something, her persistence usually increases and she might sometimes be surprised that she has finally completed a difficult learning project or study assignment.

**CONFORMITY:**

Although Sally tends to follow her own rules and do what she believes is right, when she is interested she can also easily fit in and do things the more traditional way. She will often decide to do an unconventional thing, but it depends on what it is, how she feels, and whether she can do it 'her way'. When rules and regulations make sense to her, she is willing to follow them, but if not, she will do the opposite of what teachers or parents want her to do. Her flexibility in conforming to rules or not (becoming a non-conformist) might sometimes lead to confusion and unpredictability, but can also be an advantage in helping her adjust to difficult situations.

**RESPONSIBILITY:**

Sally's responsibility for carrying out tasks and keeping promises often depends on whether she thinks it's the right thing to do, but she is not always sure what the 'right' thing is. She tries to be reliable and keep her promises, but frequently she just doesn't follow through, she breaks her promises and uses excuses for not doing her school work or home duties. This often disappoints her teachers and parents because they have seen that she can do it when she is interested. She needs to be reminded of her obligations, especially when she has lost interest in a learning task or considers it no longer important. To keep her responsibility high, make sure she enjoys what she is doing and that the learning task makes sense to her.

**STRUCTURE:**

Sally's need for directions and instructions while studying, solving problems or handling difficult learning tasks varies according to what she does, with whom and why. She is usually more influenced by the conditions of her school work or assignments. Although she likes to learn or solve problems in a self-directed way and not having to follow directions closely, her flexibility also allows her to work in a well-structured framework, following directions given by others when required.

**VARIETY:**

Sally is quite flexible when she has to learn or study under changing conditions. Although she tends to welcome variety and cope well with change, she can also follow routines and familiar patterns, particularly when she is interested in a subject. However, for greater effectiveness, it is important that her other preferences are matched, and that she can do school work and homework with the right balance of variety and routine.



## 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.