



Learning Style Analysis™

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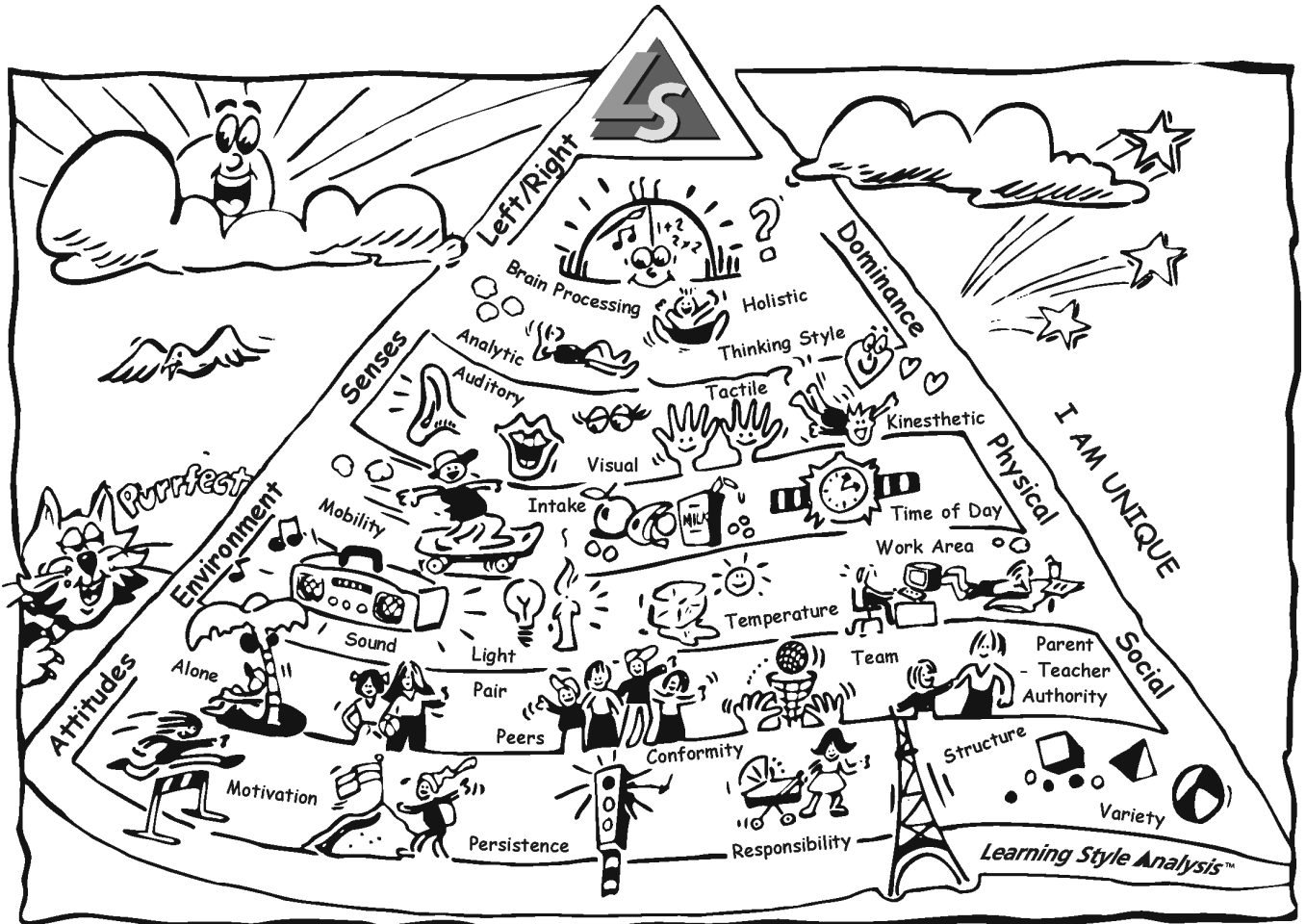
LSA-Junior: Parent Version

Personal Profile

for

John Sample 1

Entered: Monday, 30 August 2004



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

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

For more information please contact:

Technology Based Solutions www.askTBS.com 888.783.2283

Profile Summary

John's preferences are his strengths when he can use them in difficult learning situations. His non-preferences become his weaknesses when he has to use them often. This can lead to frustration, concentration problems, low motivation, and learning difficulties.

It is best when he is allowed to learn HIS way - in school, at home and later in life.

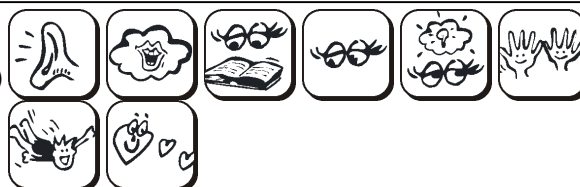
Key elements of John's style when he has to learn something NEW and/or DIFFICULT:

John's Preferences: (how he learns best)

BRAIN DOMINANCE: sequential, reflective



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



PHYSICAL NEEDS: no intake, early morning, evening



ENVIRONMENT: quiet, low light, formal study area



SOCIAL: pair, peers, parent authority



ATTITUDES: self-starting, conforming, low responsibility, self-directed, routine



John's Non-Preferences: (what he needs to avoid when learning something difficult)

BRAIN DOMINANCE:

none

SENSORY MODALITIES: auditory (external)



PHYSICAL NEEDS: movement needed, afternoon



ENVIRONMENT: sound/noise/music, cool



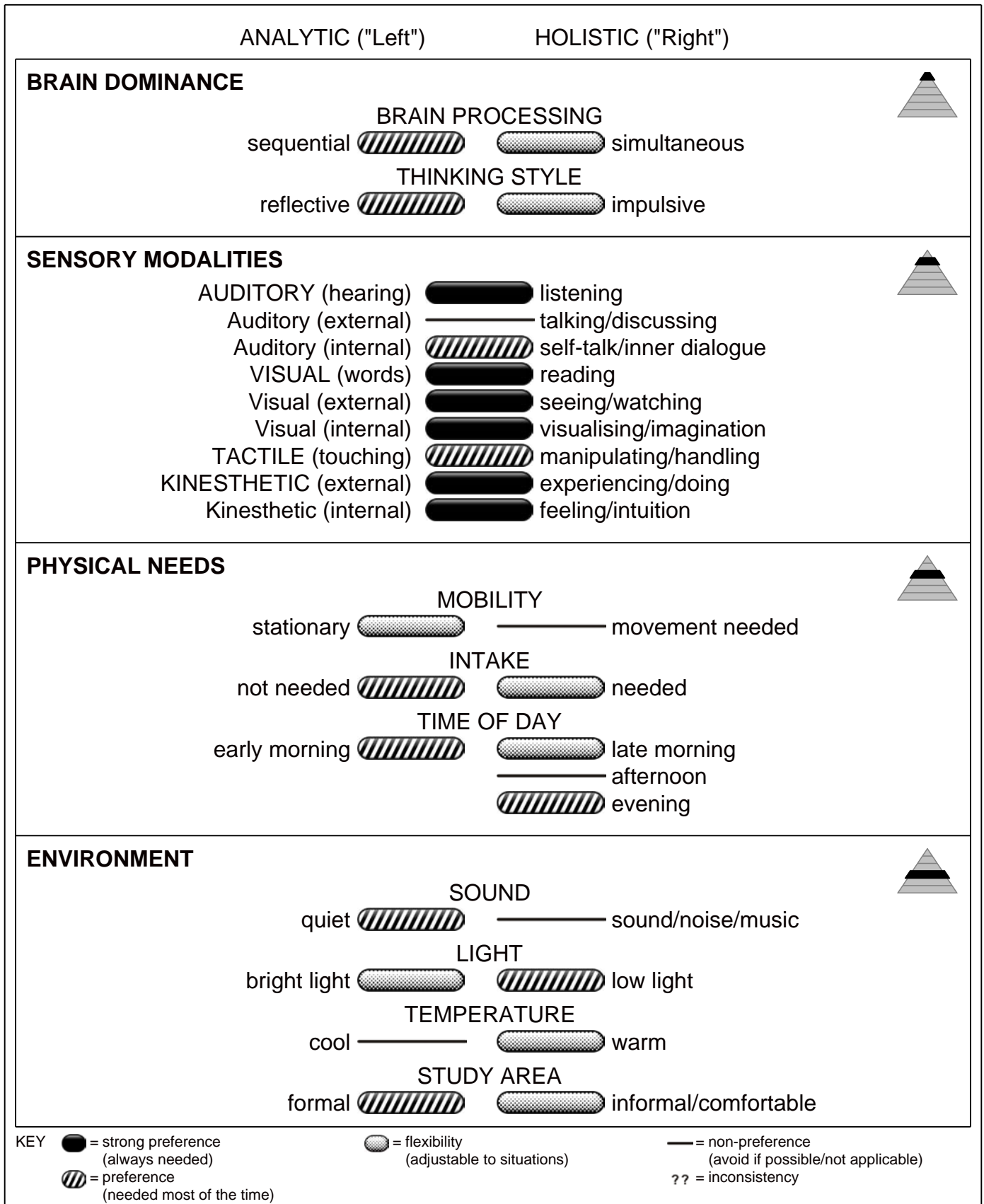
SOCIAL:

none

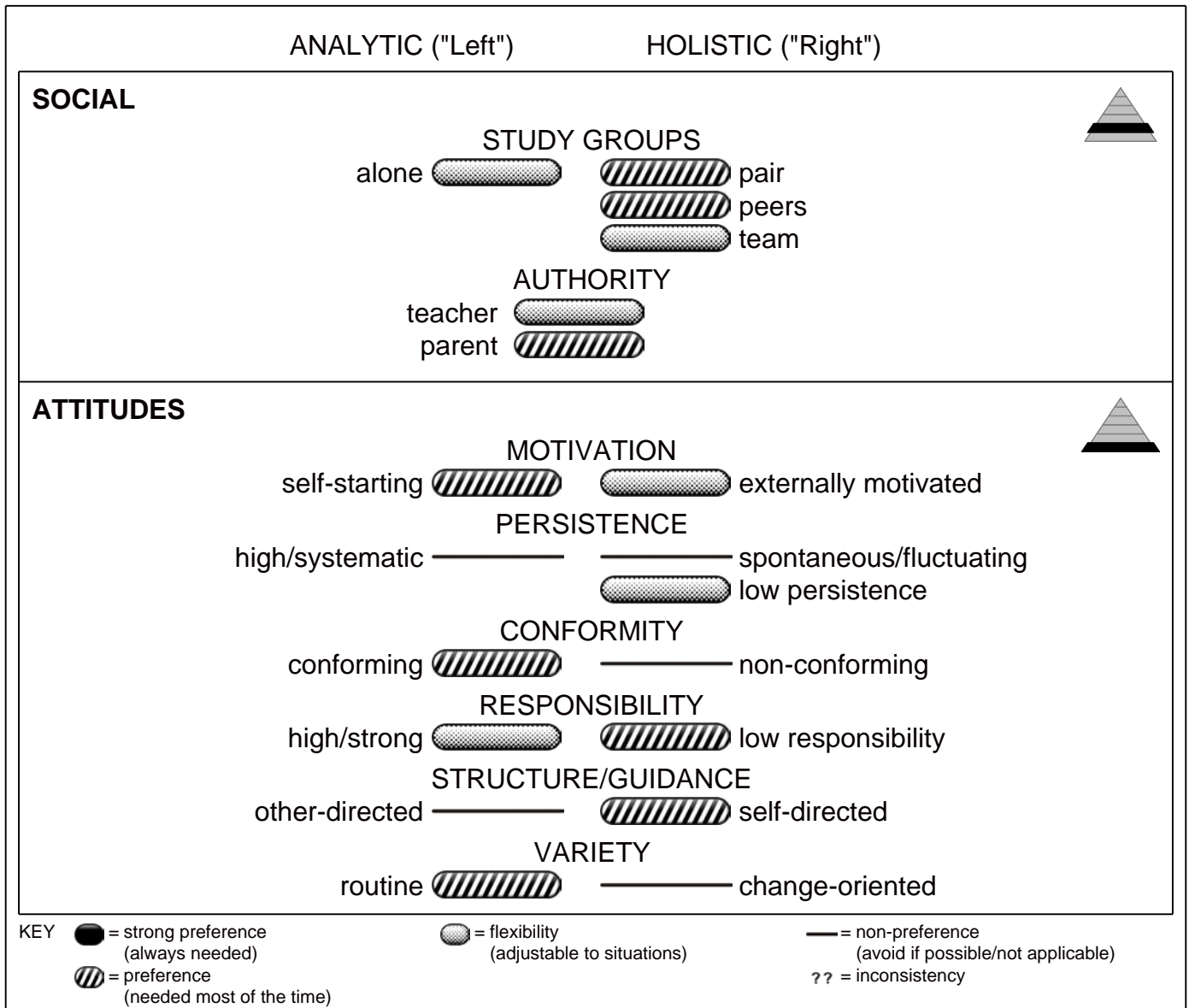
ATTITUDES: high/systematic persistence, spontaneous/fluctuating persistence, non-conforming, other-directed, change-oriented



Graph 1. Biologically Based Elements



Graph 2. Conditioned/Learned Elements



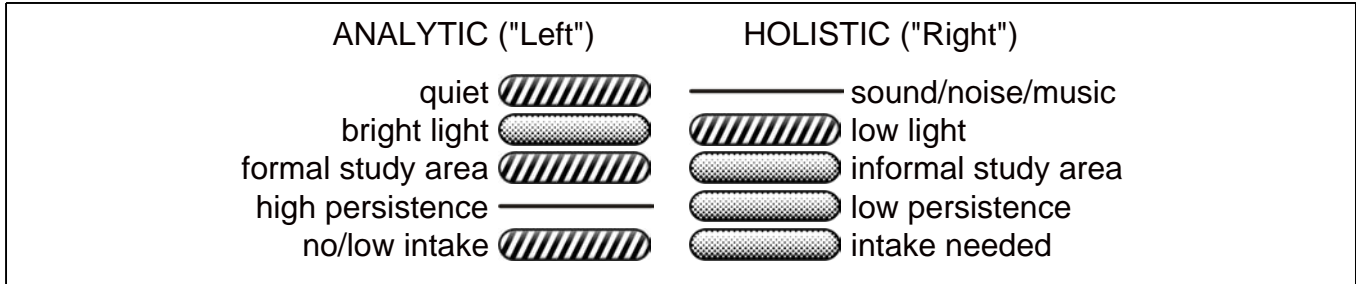
DIFFERENCES BETWEEN BIOLOGICAL & LEARNED ELEMENTS:

The results on page 3 represent John's biological needs when concentrating, reading a study text, doing his homework or learning something new and difficult. Preferences and non-preferences in these areas are usually hard to change and remain mostly stable over a lifetime. 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 his strong preferences are being matched most of the time. The results on page 4 reveal his conditioning, and show with whom he learns best and what his attitudes are when it comes to learning something new and difficult. These elements are not stable in his profile and can change quite rapidly. This usually happens when there are changes going on inside his head or in the world around him. To be successful at school it is very important that he develops positive attitudes and always attempts the best he can do because his preferences become his strengths when he uses them wisely.



Graph 3. Learning Style Tendencies

Compare this result with your Left/Right Brain Dominance graph on page 2



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 tend 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 John:

To really improve your study techniques, do this:

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

FOR John'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 PARENTS / CAREGIVERS:

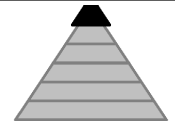
To help John improve his concentration, his study skills, learning abilities, motivation and school attitudes, please follow the suggestions in LSA Report closely, provide the necessary learning environment at home, accept unique style, and support his true learning needs.



PERSONAL REPORT AND STUDY GUIDELINES

The following Report contains a detailed interpretation of the results shown in the graphs on Pages 3 & 4. If John acts on the recommendations in his Personal Report, it will enhance his learning abilities, concentration and study skills. But most importantly, you will find that he has greater learning motivation and school success!

BRAIN DOMINANCE



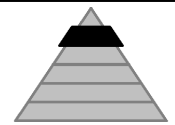
BRAIN PROCESSING - sequential: (preference)

John is a more sequential brain processor who often uses the logical, left-brain hemisphere in thinking and problem solving. He prefers study projects and homework assignments that move in a logical sequence. He probably learns best when reading and analysing information. In class, he dislikes jokes and irrelevant stories and prefers teachers who are analytical and stay with the topic when teaching. He is probably more single-task oriented and likes to concentrate on details. Most of the time he feels more comfortable finishing one job before beginning another. Generally he prefers to learn and do his homework in well-organised environments where he can follow rules.

THINKING STYLE:

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

SENSORY MODALITIES



AUDITORY - hearing/listening: (strong preference)

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

AUDITORY - external/talking: (non-preference)

John is not a talker! When he learns difficult things or has to concentrate, he does not like to participate in discussions or be with people. Having to talk can actually makes him uncomfortable or distract him. Rather than talking about something, he often just likes to be quiet, read or think about it. His understanding increases when he does his learning tasks quietly and his memory improves when he cuts out as much talk as possible. He is probably quite happy if he can be by himself and doesn't have to talk to anyone for some time. However, as being silent in class is not always possible, he needs to become a bit more flexible and sometimes do his schoolwork by talking to others.

AUDITORY - internal/self-talk: (preference)

John often likes to talk to himself, particularly when he has to deal with tricky situations or when he has to learn new and difficult information. His memory will improve and his understanding will increase when he can have inner dialogue about what he has learned. When he reads he might be saying the words in his head, which can slow him down. His need to have conversations with himself is more important than with others. Help him avoid negative self-talk, if he tends to do this, and encourage positive discussions with himself.



VISUAL - words/reading: (strong preference)

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

VISUAL - external/watching: (strong preference)

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

VISUAL - internal/imagination: (strong preference)

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

TACTILE - touching/handling: (preference)

John likes to use his hands when he learn, reads or concentrates. He often takes notes while a teacher talks or plays with his fingers when he reads something new or difficult. If he can't use his hands for note taking, playing or doodling when listening, he finds it very difficult to concentrate. Particularly under homework stress, when he has to listen a lot or when he is bored, impatient or frustrated, he tends to fiddle. To improve his memory, he should use hands-on techniques and learning tools which he can touch or move, such as Koosh balls, manipulatives, models and real objects. His teachers also need to know that he learns better when he can use his hands.

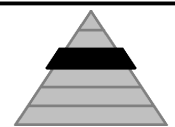
KINESTHETIC - external/doing: (strong preference)

John learns best through physical experiences and likes learning situations with practical involvement. He probably likes sports activities and usually has high energy levels, although his movements might not always be very fast. When his whole body is involved, he finds difficult learning tasks more enjoyable. His understanding improves and his memory is better through participating and "doing". To achieve real study success he needs to be actively involved in projects, physical activities, visits, field trips and real situations. If he can't have any of those, he should at least move his body or walk up and down while doing homework, concentrating, thinking or even reading. His teachers also need to understand this learning preference to arrange such activities and support him in learning with his whole body.

KINESTHETIC - internal/feeling: (strong preference)

John is a true feeling person! He strongly relies on his "gut" feeling in school and home situations. His intuition is much stronger than his logic when he makes decisions or solves problems. He definitely trusts his instincts more than his rational thinking. If he doesn't feel good about homework or his schoolwork in general, his motivation goes down and his interest disappears. In learning situations it is very important for him to feel good, otherwise it's hard for him to remember. When he likes a teacher and/or a subject he can learn well - if not, learning can become very difficult. To help him improve his study skills and to keep his spirits up, he needs to find a way to enjoy what he is doing and how to go about it.

PHYSICAL NEEDS





MOBILITY - stationary: (flexibility)

Whether he can sit still in class, while he reads, writes, concentrates, or does his homework, depends on his interest in the topic. If he is interested, he can sit still for longer periods but if he is bored and the learning situation is not right, he can't. Therefore, working on stimulating learning tasks or homework topics is very important for him. However, more often than not, he is quite happy to stay put while he is working in class, concentrating or doing his homework.

INTAKE - not needed: (preference)

John does not like to eat, nibble, chew or drink while he concentrates, reads or does his homework. When he learns, he learns. Eating comes later. He finds eating or drinking very distracting and it only interrupts his thoughts. This is why he can go without any intake for long periods of time. He always prefers to eat before or after (not during) his homework. However, for his brain to function better, he should drink water - particularly when he works on something new and difficult.

TIME OF DAY - early morning: (preference)

John is an early bird! The early morning hours are a very good time for him to learn, read and study. That's when he is most alert, concentrates best and can think clearly. For improving his school performance, it would be best for him to do all the learning tasks he finds difficult before 11 a.m., if possible. A study session before breakfast will help him remember difficult learning material.

TIME OF DAY - late morning: (flexibility)

John is quite flexible as far as the late morning hours go. If he is interested, he can do schoolwork at that time quite well. It might cost him some energy, but when the overall learning situation is right and stimulating, this particular time has not much influence on his concentration. To reduce learning-stress, see that he can do difficult tasks at his preferred time.

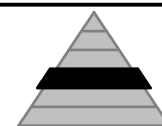
TIME OF DAY - afternoon: (non-preference)

John finds the time after lunch really difficult for learning. Usually he is not mentally alert, his thinking is fuzzy and his energy levels are low in the afternoon. He can 'get through' the afternoon - but not easily. This is definitely not a good time for concentrating, reading or doing homework. He should avoid new and difficult learning tasks and do only revisions between 2.00 pm and 6.00 pm. It is better for him to not do demanding schoolwork in the afternoon. When doing his homework right after school he will find it hard to concentrate. You need to know this and help him arrange more suitable study times. If he has to concentrate at this time, make sure all his other preferences are matched. He should also do physically energising exercises like cross-overs.

TIME OF DAY - evening: (preference)

John is a night owl and most alert at the end of the day. He prefers the evening hours for thinking, doing his homework or concentrating on difficult learning tasks. He gets more schoolwork done at night than during daytime hours. As his energy is usually high in the evening, he might have difficulty falling asleep and probably likes to stay up late. Discuss this evening preference with John and see if you can allow him to do his homework after dinner.

ENVIRONMENT



SOUND - quiet: (preference)

John really needs it quiet while concentrating, reading or writing. He can learn best when it's silent at home and to improve his concentration, he should work in a quiet study area with carpeted, noise reducing floors. He should also use ear plugs to cut out distracting noises. To do his homework well, he needs a quiet place with very few distractions.

LIGHT - low: (preference)

John usually prefers to study in low light areas as bright light may create tension, headaches and stress for him. Fluorescent light is especially distracting for him and reduces his concentration considerably. He should read and do his homework under indirect or subdued lighting, also away from bright sunlight. He should also avoid fluorescent light in class, if possible.

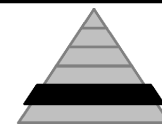
TEMPERATURE - warm: (flexibility)

John's need for warmth while concentrating or learning is dependent on what he does. When he is interested in a learning task, temperature is not really important for him but generally he prefers his environment to be more warm than cool. Although he doesn't always need warm temperatures in the classroom or at home, he doesn't really like it cool all the time either.

STUDY AREA - formal: (preference)

John studies best in a more formal environment, and tends to read or do his homework better sitting upright in a chair at a desk or table. Whenever he needs to concentrate, make sure that he is not sitting on soft furniture or stretched out - he might fall asleep! A formal, office-like set-up or work area at home is more effective for him.

SOCIAL



WORKING GROUPS - pair: (preference)

John really needs a friend or classmate to study or learn with. When he has someone else to solve problems or exchange ideas with, he finds learning much easier and has a better understanding of the subject. Sharing the workload or doing homework with a friend or classmate helps him to better understand difficult learning content and gives him more confidence.

WORKING GROUPS - team: (flexibility)

John is flexible and usually has no problems fitting into a team or study group but sometimes he might like to be alone to concentrate on learning tasks, do his homework or think problems over. When he is interested, he quite likes to learn in a team. This flexibility can be a great advantage.

WORKING GROUPS - peers: (preference)

The quality of John's schoolwork improves when he can learn with a group of classmates. Brainstorming or sharing ideas with his peers helps him to also do his homework better. His understanding improves when he can discuss problems with students from his class and he needs to have like-minded students around him when he concentrate or works on something new and difficult. This is also very important when he does his homework. As parent(s)/caregiver(s) you need to understand that he learns better with friends.

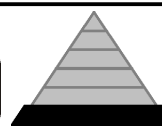
AUTHORITY - teacher: (flexibility)

John is quite flexible when it comes to learning with a teacher. Whether or not he needs a teacher close by or wants to learn without supervision depends on his interest in the subject or learning task. He probably likes to have a teacher, coach or team leader to rely on, especially when he works on something new and difficult and when he trusts this person. To have success with his schoolwork it is important that he gets sufficient feedback or just the right amount of supervision he needs.

AUTHORITY - parent: (preference)

John definitely feels better when he can do his homework with a parent or grown-up member of his family. Being told what to do and how to do it, gives him more confidence for school and homework. He accepts authority and learns best when he gets lots of feedback showing that he is on the right track. Disagreements with parents/guardians are very unpleasant for him and he always tries to resolve such conflicts quickly. See that he can have regular study times with an adult, especially when he is learning something new and difficult.

ATTITUDES



LEARNING MOTIVATION - self-starting: (preference)

John really likes to learn! Whenever he has to learn something new, particularly when it's interesting, he enjoys doing it and his learning motivation is always high. He gets a real kick from achieving something at school and this keeps him motivated. It is very important for the quality of his homework that he is allowed to say HOW he wants to do it.

PERSISTENCE - low: (flexibility)

Whether or not John stays with his homework and follows it through really depends on his interest in it. When he loses interest or get bored with his homework, he often gives up. However, when he is really excited about something, his persistence increases considerably and he is then more capable of completing his study projects.



CONFORMITY: (preference)

John learns best when he knows what is expected of him. He is eager to follow instructions and guidelines set by you and his teachers. His willingness to follow rules and regulations and to respect other people's opinions is an expression of his need to conform. He learns best with clearly defined school and home rules and likes to know what you and his teachers expect from him. For school success he needs long-term goals or study projects, clear directions, little change and predictable learning outcomes.

RESPONSIBILITY - low: (preference)

John usually does what he believes is right, regardless of what teachers or parents expect of him. Often he does not think about the consequences of his actions. Currently, school seems quite boring for him and homework is an unpleasant duty, not a priority for him right now. Although he is willing to do things and make promises, he often leaves tasks unfinished because he has lost interest or has forgotten what he was supposed to do. Activities outside school are much more interesting and more important for him right now. This attitude often gets him into trouble in school and at home and disappoints teachers and parents alike. To increase his responsibility for learning, he needs become more aware of the consequences of not keeping his promises and by taking school more seriously. He will enjoy homework more and have greater learning success, when he begins to use his other preferences which are his true learning strengths. It is important that not only you but also his teachers understand this and support him accordingly.

STRUCTURE - self-directed: (preference)

John may have difficulties with being told how to go about his homework. His most effective learning happens when teachers and parents understand his independent style. Learning situations where he can rely on his own way of doing things are best for him. As he prefers to set priorities and figure out things for himself, he needs creative opportunities to grow and stretch his talents and abilities. He learns best with clear objectives and when offered a choice of learning tools and deadlines for reporting and checking. Strict guidelines and instructions are quite limiting for him and you, as well as his teachers, need to understand that.

VARIETY - routine: (preference)

John doesn't like change or variety. Instead, he prefers preset learning or study patterns and daily routines when he does his homework. He usually does things the same way and likes to stick to familiar techniques, especially when he is learning something new and difficult. Although he can put up with some change, he is not comfortable with ever-changing school or home conditions. He learns best when there is not too much change and variety in his environment. However, he might need to become a bit more flexible as he goes through school and with the support of parents and teachers, he can slowly try out new strategies for learning.