



# Learning Style Analysis™

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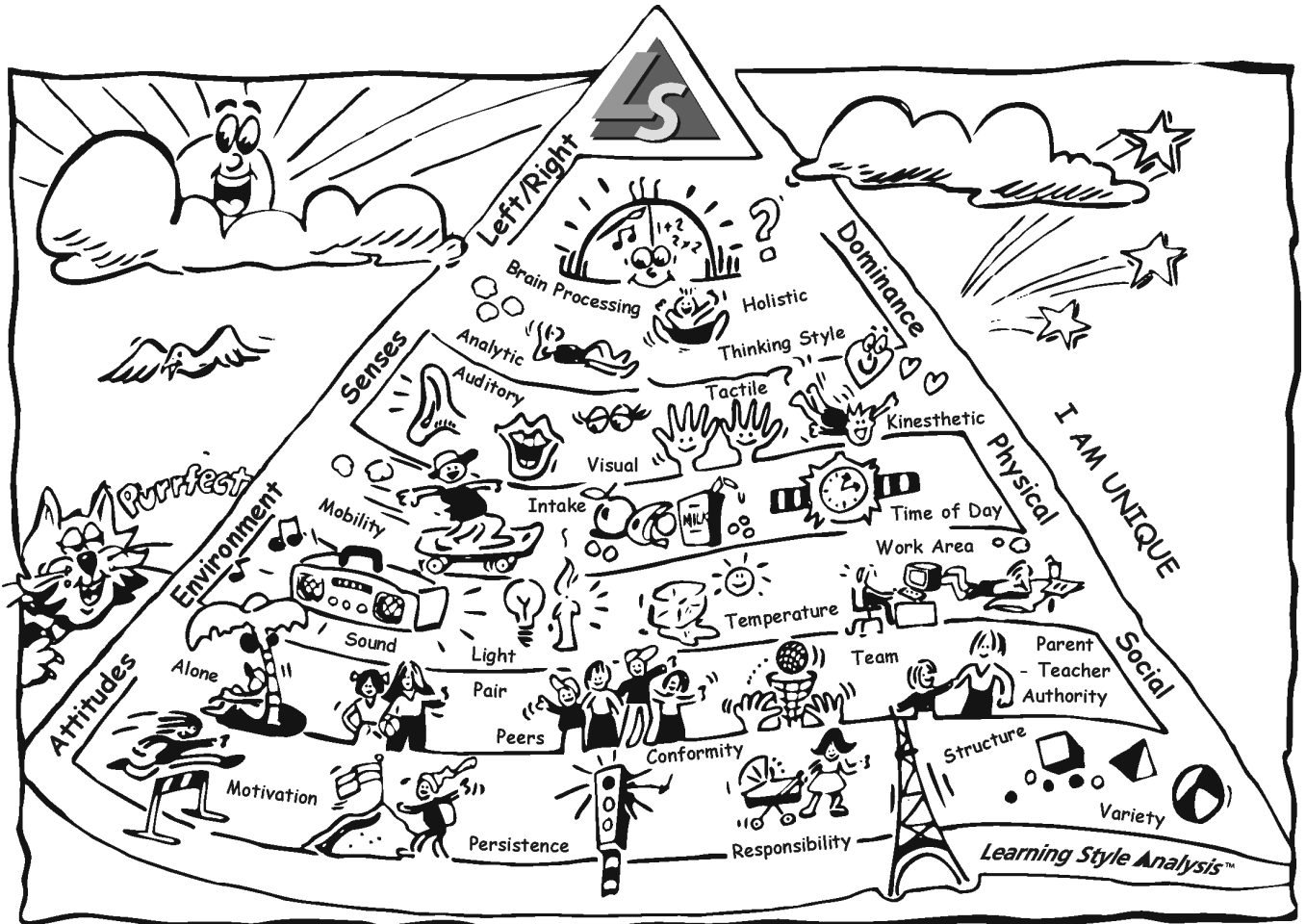
## LSA-Junior: Teacher Version

### 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:

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### 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



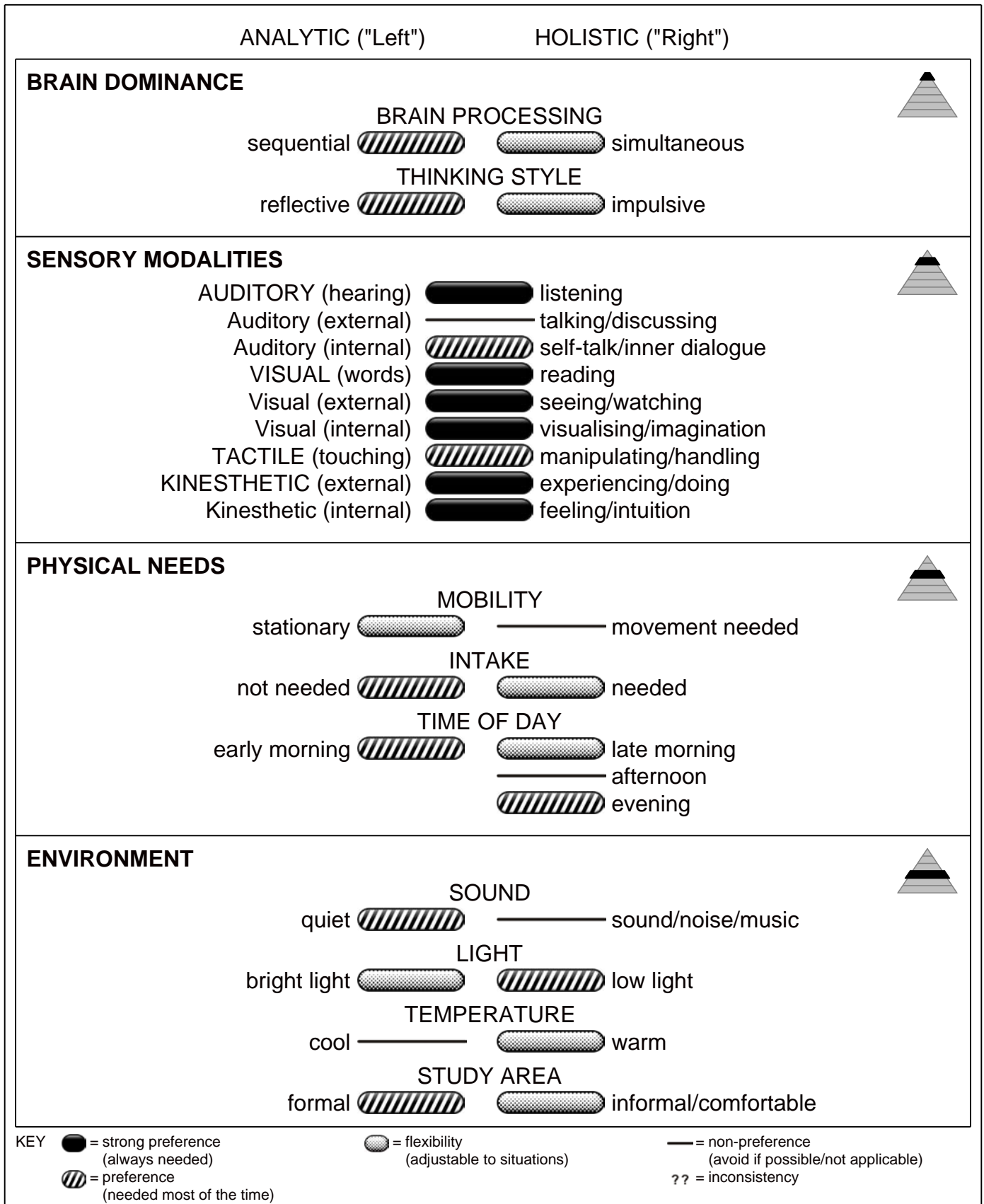
**SOCIAL:**

none

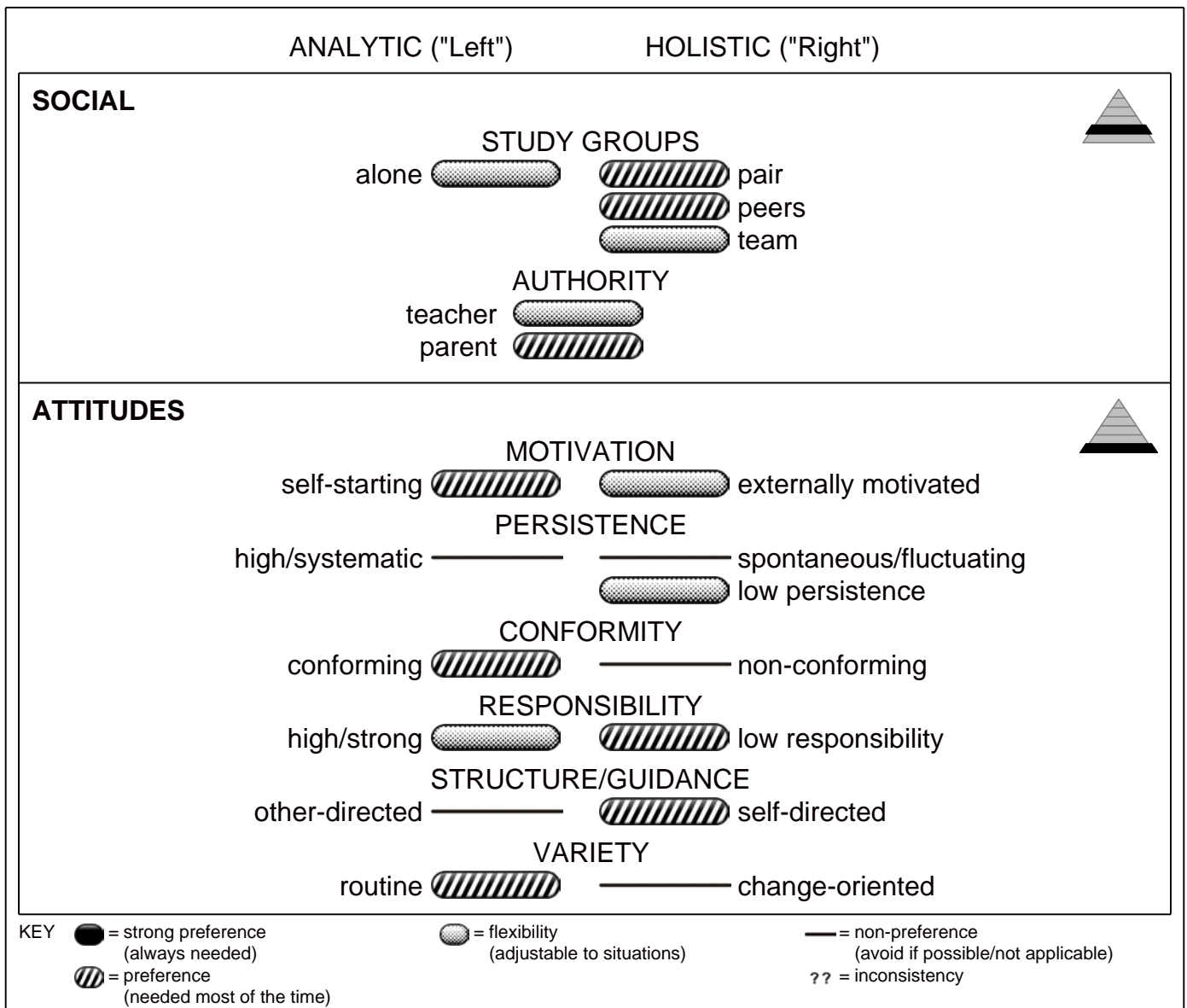
**ATTITUDES:** high/systematic persistence, spontaneous/fluctuating persistence, non-conforming, other-directed, change-oriented



## Graph 1. Biologically Based Elements



## Graph 2. Conditioned/Learned Elements



### DIFFERENCES BETWEEN BIOLOGICAL & LEARNED ELEMENTS:

The results on Page 3 show your biological needs when you learn something new and difficult.

Preferences and non-preferences in these areas are usually hard to change.

They grow with you 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 your learning attitudes.

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

The results on Page 4 reveal your conditioning.

They show with whom you learn best and what your attitudes are when you find yourself 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 you or in the world around you.

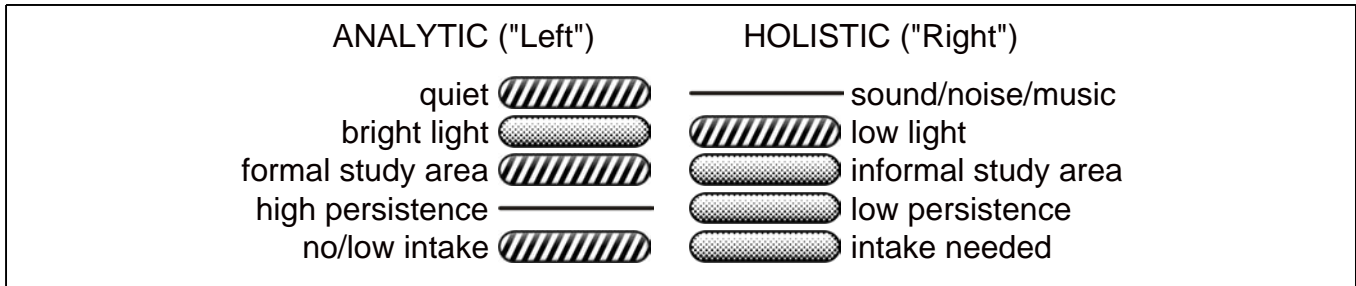
To be successful at school it is very important that you develop positive attitudes.

Always do the best you can because your preferences are your strengths when you use 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 tends to suggest an ANALYTICAL (sequential) learning style. On the other hand, preferring sound, soft lighting, informal design, low persistence (completing tasks in bursts while working on multiple tasks simultaneously) and need for intake suggests a HOLISTIC/ GLOBAL (simultaneous) learning style (Bruno, 1988; Dunn, Cavanaugh, Eberle, and Zenhausern, 1982).

## Recommendations

#### FOR 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 YOUR TEACHERS:

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

#### FOR THE GROWN-UPS IN YOUR FAMILY:

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

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

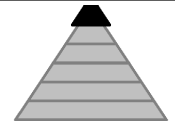
Whenever possible, provide the necessary learning environment at home, accept his unique style, and support John's true learning needs.



## PERSONAL REPORT AND STUDY GUIDELINES

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

### BRAIN DOMINANCE



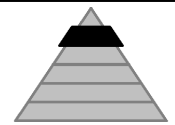
#### **BRAIN PROCESSING - sequential:** (preference)

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

#### **THINKING STYLE - reflective:** (preference)

John is a more reflective thinker. He functions best when he has time to think, contemplate and think again. Sometimes teachers may consider his responses to problems or new situations 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 study environment, at school as well as at home, would suit his thinking style best.

### SENSORY MODALITIES



#### **AUDITORY - hearing/listening:** (strong preference)

John finds it very easy to learn by listening and remembers the 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", TV and video tapes for his learning sessions, wherever possible. 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 concentrates he does not like to participate in discussions or be with people. Having to talk can actually make 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, it will help him to become a bit more flexible and sometimes include talking to others in his approach.

#### **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 improves and his understanding increases when he can have an inner dialogue about what he has learned. When he reads he might be saying the words in his head, which can slow him down. He probably doesn't need to talk to other people as much as he prefers to have conversations with himself. Help him to avoid negative self-talk and create time for 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 and 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 all his teachers know this, so that, wherever possible, he has written information available when he has to learn 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 to remember. His understanding is much better when he visualises what he has seen, heard, read or done. He might picture difficult situations and can 'see' the outcome clearly in his mind. To enhance his learning, improve his memory and reduce learning stress, make sure he takes time out for visualising and maybe daydreaming (but not during class or study time!). If he tends to worry through negative images in his mind, help him 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 learns, reads or concentrates. Once he can write, he often takes notes during class 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. He tends to fiddle, particularly when under stress, when he has to listen a lot, or when he is bored, impatient or frustrated. 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. All his teachers and his parents/caregivers 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 prefers 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 even difficult learning tasks more enjoyable.

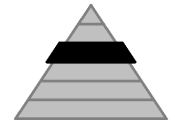
His understanding improves and his memory is better through participating and 'doing'. To achieve real study success, he needs to be actively involved in projects, physical activities, visits, field trips and real situations. If he can't have any of these, he should at least move his body or walk up and down while doing classwork, concentrating or thinking, even reading. All his teachers and his parents need to understand this learning preference and arrange activities which 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 stronger than his logic when he makes decisions or solves problems and he trusts his instincts more than his rational thinking. If he doesn't feel good about a learning task or his schoolwork in general, his motivation goes down and his interest disappears. It is very important for him to feel good in learning situations, 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 up his spirits, he needs to find a way to enjoy what he is doing and how best 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 long periods. However, if he is bored and/or his other learning preferences are not matched, he can't keep still. Therefore, working on stimulating learning tasks or study topics is very important for him. However, more often than not, he is quite happy to stay put while he is doing his schoolwork, concentrating or reading in class.

### INTAKE - not needed: (preference)

John does not like to eat, nibble, chew, or drink while he concentrates, reads, or does his schoolwork. When he is learning, he is learning. 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 classwork. However, for his brain to function at its best, 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. This is when he is most alert, concentrates best and can think clearly. To improve his school performance, it would be best for him to do all the learning tasks he finds difficult before 11 am, whenever 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. 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.

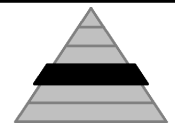
### TIME OF DAY - afternoon: (non-preference)

John finds the time after lunch really difficult for learning. He is usually 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 revision between 2.00 and 6.00 pm. It is better for him not to do demanding schoolwork in the afternoon. Doing his homework right after school will be difficult for him. You need to know this and, wherever possible, 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 sleeping and probably likes to stay up late. Discuss this evening preference with John and see if he can 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 in the classroom. To improve concentration, he should work in a quiet area with carpeted, noise reducing floors. He should also use ear plugs to cut out distracting sound. 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. If possible, he should read and do his schoolwork under indirect or subdued lighting, away from bright sunlight. He should also avoid fluorescent light in class, if possible, because it will agitate him.

**TEMPERATURE - warm:** (flexibility)

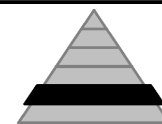
John's need for warmth while concentrating or learning is dependent on what he does. When he is interested in a learning task, temperature is not really important for him, but generally he prefers his environment to be more warm than cool. Although he doesn't always need warm temperatures in class, he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

**STUDY AREA - formal:** (preference)

John learns best in a formal environment and tends to read and concentrate 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, traditional classroom set-up is most effective for him.

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**SOCIAL**



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**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 learning projects 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 schoolwork or think problems over. When he is interested, he quite likes to learn in a team. This flexibility can be a great advantage for his learning success.

**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 to do his schoolwork better. His understanding improves when he can discuss problems with his classmates and he needs to have like-minded students around him when he concentrates, or works on something new and difficult. This is also very important when he does difficult projects. All his teachers 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 he needs a teacher close by or wants to learn without supervision, also 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 adult member of his family. Being told what to do, and how to do it, gives him confidence for his school and homework. He accepts authority and learns best when he gets lots of feedback showing that he is on the right track. Disagreement with parents/caregivers is 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 doing difficult homework.



## 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 high. He gets a real kick from achieving at school, and this keeps him going. It is very important for the quality of his schoolwork that he is allowed to say HOW he wants to do it.

### **PERSISTENCE - low:** (flexibility)

Whether John stays with his homework and follows it through really depends on his interest in it. When he loses interest or gets bored with his schoolwork, he often gives up. However, when he is really excited about something, his persistence increases considerably and he can complete study projects.

### **CONFORMITY - conforming:** (preference)

John learns best when he knows what is expected of him. He is eager to follow instructions and guidelines set by you and the school. His willingness to follow rules and regulations and to respect other peoples' opinions is an expression of his need to conform. He learns best with clearly defined school and classroom rules and likes to know what you, as his teacher, expect of 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. School may seem boring for him and homework is rather 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. This attitude often gets him into trouble in school and at home and disappoints teachers and parents alike. To increase John's responsibility for learning, he needs to become more aware of the consequences of not keeping his promises and by taking school more seriously. He will enjoy schoolwork 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 parents understand this and support him accordingly.

### **STRUCTURE - self-directed:** (preference)

John may have difficulties with being told how to go about his schoolwork, and his most effective learning happens when his teachers 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 things out for himself, he needs creative opportunities to grow and stretch his talents and abilities. He 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 him.

### **VARIETY - routine:** (preference)

John doesn't like change and variety. Instead, he prefers pre-set learning or study patterns and daily routines when he does his schoolwork. 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 classroom conditions. He learns best when there is not too much change and variety going on around him. However, he might need to become a bit more flexible as he goes through school and, with the support of his teachers, he can try out new strategies for learning.