

Complete RSI Profile**Student Name:** John Brown**Grade:** 7th**Date:** 2007-06-29**Teacher's Name:** Mrs. Smith**Profile Diagnosis****Recommended Strategies for Teaching Reading****Global/Analytic Tendencies**

Strong global tendencies
Moderate analytic tendencies

Teach holistically with humor, stories, games
Limit routines, rules, directions, details

Perceptual Strengths

Minimal auditory strengths
Minimal visual strengths
Good tactile strengths
Good kinesthetic strengths

Limit listening activities focusing on decoding
Limit visual aids (word cards, board work)
Use tactile activities (writing, typing)
Combine reading with building/doing/floor games

Preferred Reading Environment

Quiet (no music)
Quiet (no talking)
Bright or dim light
Cool temperature
Informal design
Fairly organized

Provide quiet areas, headsets
Provide quiet areas, headsets
Light is not a factor for the student
Allow to read in the coolest area of the room
Provide soft chairs, couches, rugs, pillows
Provide reading material for browsing

This Student Is

Not peer-motivated
Adult-motivated
Not self-motivated
Moderately persistent
Moderately responsible

Limit sharing reading interests with peers
Encourage sharing reading interests with adults
Provide material based on student's interests
Provide some long-term assignments
Provide small amounts of independent work

This Student Prefers

Some choices
Some direction
Work checked often
Work checked by adults

Provide some choice of reading material
Provide direction as needed
Check work soon after completion
Have adults check work, provide guidance

Sociological Preferences

Not to read to a teacher
Not to read with peers
To read alone
Not to read with peers/teachers
To read with one peer

Do not schedule to read to a teacher often
Do not schedule reading with peers often
Schedule to read alone
Do not schedule to read with peers/teachers often
Schedule paired reading

Physical Preferences

No intake while reading
Not to read in the morning
Not to read in the early noon
Not to read in the late noon
To read in the evening
Much mobility

Does not need a snack while reading
Do not schedule reading in the morning often
Do not schedule reading in the early noon often
Do not schedule reading in the late noon often
Assign reading work for the evening
Permit short breaks while reading

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Reading Method Recommendations

Highly Recommended

The [Fernald method](#) is highly recommended. Make the following modifications:

Provide quiet writing/reading area

Provide high-interest assignments

Provide colored writing paper

Acceptable

The [Carbo Recorded-Book method](#) is acceptable if student is a beginning reader and/or is reading below ability level. Make the following modifications:

Schedule to read with one peer

[Modeling Methods](#) are acceptable especially for beginning readers or if reading material is above student's reading level, e.g. shared reading, recorded readings, echo reading and choral reading.

The [Individualized method](#) is acceptable. Make the following modifications:

Teacher should check work

Provide frequent breaks

Not Recommended

The [Language-Experience method](#) is not recommended for this student.

The [Whole-Word method](#) is not recommended for this student.

The [Phonic](#) and the [Linguistic method](#) is not recommended for this student.

The [Orton-Gillingham method](#) is not recommended for this student.

Special Modifications For This student

For all reading methods, the following modifications are recommended for this student:

Write directions for work, give to student

Use cursive to lessen b&d reversals

Provide repetition of words through many senses

Have student use index card under words

Limit board copying, give written copy of assignment

Try colored overlay over page

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Reading Materials Recommendations

Highly Recommended

Index cards, writing notebook, dark crayon, word box

Recommended

"Hands-on" activities, manipulatives and games, e.g. task cards, bingo, board games, tracing, drawing.

Games and manipulatives involving large muscle movement, e.g. puppets, floor games, large manipulatives.

Acceptable

Recorded readings above student's reading level.

Assorted written materials, e.g. trade books, newspapers, magazines, short stories, articles. Add word-for-word recordings if reading materials are above student's reading level.

Audio card readers, VCR's, Electronic Teaching Machines, etc.

Computers

Not Recommended

Reading Kits

Workbooks and worksheets

Writing materials, unless student dictates stories or uses a typewriter or word processor

Basal readers emphasizing a whole-word approach, unless word-for-word recordings accompany readings

Basal readers with phonic or linguistic emphasis, unless word-for-word recordings accompany readings

Orton-Gillingham Materials



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1-800-331-3117