

## RSI Individual Complete Report

**Student Name:** Jared Brown

**Grade:** 7th

**Date:** 10-19-09

**Teacher's Name:** Mrs. Smith

### Profile Diagnosis

### Recommended Interventions 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  
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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**

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#### **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 Recording 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