

One-page, RSI Profile - Provides parents with a special version of their child's RSI. Teachers may also print a letter for the parents and a parent booklet that explains the child's reading style and best teaching strategies.

September 19, 2003

Dear Parents of Beth Beneville,

A short while ago, Beth was given a very special questionnaire called the "Reading Style Inventory," or RSI. The RSI asks the students to select statements that describe what helps them to read and what they find easy or difficult to do when they read.

One of the exciting things about the RSI is that it produces two computerized profiles - one for teachers and another one for parents. I have enclosed the parent version of the RSI profile for Beth. This profile describes the reading style of Beth. Both the RSI profile and the booklet that accompanies it will give you many ideas for helping Beth to read better and study more efficiently at home. I will be using the information on the RSI to help Beth in school, and with your support at home, I know that Beth will be successful.

Research with the RSI strongly indicates that, when students are taught the way they learn best, they feel more relaxed about learning, and they learn at faster rates. For example, most of us usually have different times during the day when we are alert and learn most easily. Some students are most comfortable when they read in bright light, but other students feel nervous and uncomfortable in bright light, and will read more easily in soft light. Students who prefer soft lighting sometimes find that the bright light causes such a glare that it hurts their eyes and makes reading difficult.

Another important area covered by the RSI is perception. Perception has to do with whether Beth learns best auditorily (hearing), visually (seeing), tactually (touching), and/or kinesthetically (moving and doing).

The enclosed RSI profile will give you a great deal of personalized information about Beth. I suggest that you read the RSI profile and the booklet that accompanies it. I believe that you will find that the RSI recommendations and suggestions are important and worthwhile following.

Sincerely,

Teacher's Name will appear here

RSI Online

## RSI Profile Diagnosis for: Beth Beneville Recommended Strategies for Teaching Reading

### Global/Analytic Tendencies

Moderate global tendencies  
Moderate analytic tendencies

Limit holistic teaching: humor, stories, games  
Limit routines, rules, directions, details

### Perceptual Strengths

Good auditory strengths  
Excellent visual strengths  
Fair tactile strengths  
Good kinesthetic strengths

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

### Preferred Reading Environment

Quiet (no music)  
Quiet or Talking  
Bright or dim light  
Warm temperature  
Formal and informal design  
Highly organized

Provide quiet areas, headsets  
Sound (talking) is not a factor for the student  
Light is not a factor for the student  
Allow to read in the warmest area of the room  
Have hard chairs and soft chairs available  
Provide highly organized reading materials

### This Student Is

Peer-motivated  
Adult-motivated  
Self-motivated  
Highly persistent  
Highly responsible

Encourage sharing reading interests with peers  
Encourage sharing reading interests with adults  
Provide many opportunities to read  
Provide long-term assignments  
Provide long-term, independent work

### This Student Prefers

Many choices  
Little or no direction  
Work checked immediately  
Work checked by adults

Provide large variety of reading materials  
Provide direction as needed  
Check work immediately after completed  
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  
Not 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  
Do not schedule paired reading often

### Physical Preferences

Intake sometimes  
To read in the morning  
To read in the early noon  
Not to read in the late noon  
To read in the evening  
Little or no mobility

Permit a snack while reading  
Schedule reading in the morning  
Schedule reading in the early noon  
Do not schedule reading in the late noon often  
Assign reading work for the evening  
Permit to read for long periods