

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

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