

Reading Style Inventory® (RSI®)

Narrative Report

What Is a Reading Style?

A person's Reading Style is his or her special learning style for reading. The RSI Narrative Report considers how a person's ability to learn to read is affected by the reader's (a) style of processing information, (b) perceptual strengths, c) physical needs, and the (d) reading environment. Not only does every person have a distinctly different Reading Style, but every reading method, resource, and strategy requires particular Reading Style strengths and preferences of the learner.

What Does the Reading Style Inventory Measure?

The Reading Style Inventory (RSI), measures a person's learning style while reading. After students take the RSI questionnaire, the RSI online program produces the RSI Narrative Report, which identifies the student's Reading Style and recommends compatible reading methods, strategies and materials.

Since the most important Reading Style elements are "Global and Analytic Tendencies" and "Perceptual Strengths," those are described and discussed in the greatest detail in this report. Reading Styles research is available at www.nrsi.com/research.php

Reading Style Inventory

Narrative Report

Name Jared Brown

Gender Male

Grade 7

Date 6-29-07

Teacher Mrs. Smith

REPORT SUMMARY

Jared Brown has strong global tendencies and moderate analytic tendencies. For maximum progress, Jared needs to work with reading materials that he finds deeply engaging. Jared's reading program should include nonfiction materials.

Jared has minimal auditory strengths and minimal visual strengths. This combination could make learning to read difficult for him unless the correct reading methods, materials and strategies are used consistently and often. Of primary importance for Jared is the use of colored overlays to lessen his possible symptoms of visual dyslexia. This topic is discussed in detail in this report.

Jared's minimal auditory strengths may not make him a good candidate for intensive and/or prolonged phonics instruction. Reading methods that match his Reading Style strengths include: the Fernald word-tracing method, the Carbo Recording Method®, and modeling methods (all of these reading methods are described at the end of this report).

Jared has good tactile and good kinesthetic strengths. Those strengths should be used to support his learning. Activities that match Jared's strengths, are described in this report.

1. GLOBAL AND ANALYTIC TENDENCIES

Jared has strong global tendencies.

Strongly global learners tend to be highly intuitive, spontaneous, and creative. They usually enjoy and learn easily with stories and humor. They often need to see the “big picture” and to understand the wholeness of a topic before learning details.

To do their best, these students need to feel a strong emotional link to the reading materials being used. Although reading tastes vary widely, strongly global learners often enjoy stories with humor, excitement, action, mystery, amazing facts, adventure, fantasy, science fiction, and so on.

Jared’s responses to the RSI questionnaire indicate that he has strong global tendencies.

Recommended Teaching Strategies:

- Provide reading materials of great interest to Jared.
- Begin new topics with overviews, visuals, drama, or personal experiences. Then discuss details.
- Connect reading to real world events with magazines, newspapers, and television.
- Meet with students to discuss, enjoy, and share their reading interests.
- Include the use of hands-on games when practicing reading skills.
- Limit the use of detailed worksheets.

Jared has moderate analytic tendencies.

Strongly analytic people make many decisions based on logic; they like well-established, consistent, fair rules and feedback. They often are meticulous, punctual, good planners, and generally like to concentrate on one task at a time.

Jared’s responses to the RSI questionnaire indicate that he has moderate analytic tendencies, and, therefore, has some of the characteristics of strongly analytic students to a lesser degree.

Recommended Teaching Strategies:

Moderately analytic students generally enjoy reading some nonfiction materials on topics that they find interesting. They respond well to teaching that is moderately analytic with consistent rules that are applied fairly but somewhat flexibly, depending on circumstances. They also benefit from some information presented step-by-step, and some planning ahead.

2. PERCEPTUAL STRENGTHS: Auditory, Visual, Tactile, and Kinesthetic

Jared has minimal auditory strengths.

Students with excellent auditory strengths often can learn and remember what they hear and have the auditory abilities needed to learn phonics.

Jared's responses to the RSI questionnaire indicate that he has minimal auditory strengths. Jared reports that he has difficulty sounding out words, recalling the sounds that letters make, sounding out new words, remembering rules about sounding out words, and recalling verbal directions.

Recommended Teaching Strategies:

Jared's minimal auditory strengths indicate that he may not be a good candidate for phonics instruction. Phonics programs usually require good to excellent auditory strengths on the part of the learner. Small amounts of phonics for short periods of time could be beneficial for Jared. Monitor Jared's progress frequently. If small amounts of phonics are difficult and/or stressful for him, then consider changing or minimizing phonics instruction for a period of time. Jared's reading program needs to be balanced and should include recreational reading and other reading methods that match his Reading Style.

Special Interventions for Jared:

- Try sounding out words with Jared, preferably in private.
- Teach just a few important phonics rules.
- Provide written directions for work; give to Jared.
- Do not require Jared to sound out words while reading.
- Write key words on the board during lectures.
- During a lecture, divide students into groups to discuss or draw what has been taught up to that point.

Jared has minimal visual strengths.

Students with excellent visual strengths can remember what they see and they have the visual abilities needed to learn with visual reading methods.

Jared's responses to the RSI questionnaire indicate that he has minimal visual strengths. Jared reports that he mixes up letters like "b" and "d," mixes up words that look alike, mixes up letters when writing a word, can't recall difficult words after seeing them a few times, finds it difficult to copy from the board, and loses his place on a page while reading. Those symptoms indicate that Jared is not perceiving print correctly and may have visual dyslexia.

Recommended Teaching Strategies:

Jared's minimal visual strengths do not make him a good candidate for highly visual reading methods, such as the whole-word reading method. There are reading methods, however, that can help Jared learn to read. Those methods are listed and described at the end of this report.

Special Interventions for Jared:

- Use cursive writing to lessen Jared's reversals of letters like "b" and "d."
- Use reading materials with slightly large, simple print, if possible.
- Provide repetition of words through many senses.
- Use dark-colored markers on white boards.
- Limit board copying; give Jared a written copy of the assignment.
- Permit Jared to use an index card under words while reading.
- Try colored overlays. Place a colored overlay over a page of print, and ask Jared to describe what he sees. Repeat this process with each of several different colors. When a particular color "works" for a student, the improvement in the student's visual perception is instantaneous. Colored overlays, however, do not help every person with symptoms of visual dyslexia. For more information see

www.dyslexiacure.com.

Jared has good tactile strengths.

People with good tactile strengths are better able to recall and understand what they hear and see when their hands are touching and feeling something. For example, when a tactile youngster plays a hands-on reading game, the tactile stimulation provided by touching the game pieces while looking at them, helps to imprint the words that are on the game pieces. Similarly, when tactile students doodle, draw, take notes, and/or feel objects while listening to a lecture, they are more likely to understand and recall the lecture. Generally, the stronger the tactile stimulation, the stronger the imprinting that occurs.

Jared's responses to the RSI questionnaire indicate that he has good tactile strengths.

Recommended Teaching Strategies:

Encourage Jared to learn words through writing and touching activities, such as: tracing over words, typing, writing on a chalkboard, feeling words made of clay, playing a hands-on reading game, and writing words in sand or uncooked rice placed in a tray. If possible, have Jared use cursive writing so that he feels the "flow" of a word as he writes.

Jared has good kinesthetic strengths.

People with excellent kinesthetic strengths tend to recall what they hear and see when they are physically moving. For example, acting out or pantomiming a story can improve the kinesthetic youngster's recall and comprehension of that story. When kinesthetic students are moving, they are more likely to remember and understand what they see, hear, and touch.

Jared's responses to the RSI questionnaire indicate that he has good kinesthetic strengths.

Recommended Teaching Strategies:

For Jared, memorizing and learning may greatly improve when he can pace, ride a stationary bike, or build something. Other activities that help kinesthetic students learn more easily are: acting out a story after reading it, pantomiming words or a phrase, saying each letter of a word on each bounce of a ball, and creating a hands-on reading game.

Note: Highly kinesthetic students tend to like stories with lots of pictures, movement, action, excitement, surprise, adventure, and so on.

3. PREFERRED READING ENVIRONMENT (Sound, Light, Design)

Brain research tells us that students learn to read more easily and are more likely to associate reading with pleasure when they are comfortable in their surroundings.

When reading, Jared prefers no music and no talking in the background, bright or dim light, and a place to read that has an informal design.

Recommended Teaching Strategies:

The following strategies are designed to provide a comfortable reading environment, reduce stress, and enable Jared to concentrate on enjoying and understanding what he is reading.

If possible, provide the following environmental accommodations: a quiet reading area with unconnected headsets that block noise available for student use, bright or soft light, and informal furnishings that enable students to shift and change reading positions (such as soft chairs, rug, and pillows).

4. PHYSICAL PREFERENCES (Intake, Mobility, Time of Day)

The need for intake (food, drink), and for mobility, vary greatly among students and can affect reading ability. For example, some students concentrate and read better when they can snack or drink while reading and some are comfortable sitting and reading for only short periods of time. Boys, in particular, tend to need to move and shift their reading positions more often than girls.

Time of day is also important. While some people maintain the same energy levels all day, most have highs and lows. During energy highs, people usually concentrate and learn more easily.

When reading, Jared reports that he does not like to eat or drink something. He likes to read for about 10 minutes, and then to get up and move around, and prefers to read in the evening.

Recommended Teaching Strategies:

The following strategies are designed to help Jared focus, relax, and enjoy the reading experience.

If possible, provide the following accommodations: permit Jared to read for a short while and then to stretch and move before reading again; create an informal reading area (with rugs, pillows, and/or soft chairs), provide lists of reading materials of interest to Jared that he can read at home, and discuss with Jared why he does not like to read at any time during the day.

RECOMMENDED READING METHODS

Students with many learning strengths usually are able to learn to read with many different reading methods. For those students with perceptual weaknesses, however, it's particularly important to use reading methods that accommodate the learning strengths they do have.

The top three reading methods for Jared, in order of preference, are: the Fernald word-tracing method, the Carbo Recording Method®, and modeling reading methods. Reading methods are described briefly below. See www.nrsi.com/rsi.php to print a more detailed description of all reading methods.

Highly Recommended for Jared

Fernald Word-Tracing Method

With this technique, a word that a youngster wants to write into a story is written by the teacher in crayon on a large card (preferably in cursive writing). The student traces over and says the word two or three times, then turns the card over, and writes the word from the tactile memory of it. This method is particularly appropriate for low visual, tactile students.

Recommended for Jared

Carbo Recording Method®

High-interest, challenging stories are recorded with good expression, “chunked” phrasing, a slow pace, and in small amounts. The student listens to the recording, usually

2 to 3 times, while following along in the story, and then reads back the passage aloud.

Note: The Carbo Recording Method is appropriate for beginning readers or for students reading below their grade level. To hear and see stories recorded with this method, go to

http://www.nrsi.com/power_reading.php

Acceptable for Jared

Modeling Reading Methods

With all modeling reading methods, a competent reader reads first, while the novice reader listens and follows along in the text. Some effective modeling reading methods are: shared reading (the teacher reads and points to the words while students follow along); the Carbo Recording Method[®] (described above); echo reading (the teacher reads aloud a portion of a story – then the students read back the same material); choral reading (two or more read a passage in unison); and pair reading (two students take turns reading passages from a story).

Individualized Reading Method

This method is a structured form of sustained silent reading. Each student silently reads material of his or her choice for about 15 to 30 minutes, daily or a few days per week. During this time, the teacher holds brief individual conferences with students to listen to them read and discuss their story.

Not Recommended for Jared

Language-Experience Method

Students write and read their own stories. Materials needed for writing are available for students (e.g., simple dictionaries and boxes containing words for writing).

Phonics Method

Students are taught letters and their sounds, which are then blended to form words. The first books used contain the letters students have been taught. Students are encouraged to decode unknown words independently.

Orton-Gillingham Method

This method uses a great deal of tactile reinforcement to teach a highly structured form of systematic, intensive phonics instruction.

Linguistic Method

In this method, letter clusters, patterns, or word “families” are taught (e.g., fat, mat, cat, bat). Beginning books are used that contain words that fit the patterns taught.

Whole-Word Method

Before students read a story, unfamiliar words that appear in the story are taught. Students are encouraged to decipher unknown words by looking at the shape of the word carefully, and the accompanying pictures and context clues.