

Dear Parents of Jared Br[,],

A short while ago, Jared 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 Jared. This profile describes the reading style of Jared. Both the RSI profile and the booklet that accompanies it will give you many ideas for helping Jared to read better and study more efficiently at home. I will be using the information on the RSI to help Jared in school, and with your support at home, I know that Jared 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 Jared 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 Jared. 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,

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One Page RSI Profile for Parents (Intermediate)**Student Name:** Jared B[, } ~~XXXX~~ **Grade:** 7th**Date:** 10-09-09**Teacher's Name:** T | • ÉU{ @**Recommended Interventions for Teaching Reading****Global/Analytic Tendencies**

Strong global tendencies

Teach holistically with humor, stories, games

Moderate analytic tendencies

Limit routines, rules, directions, details

Perceptual Strengths

Minimal auditory strengths

Limit listening activities focusing on decoding

Minimal visual strengths

Limit visual aids (word cards, board work)

Good tactile strengths

Use tactile activities (writing, typing)

Good kinesthetic strengths

Combine reading with building/doing/floor games

Preferred Reading Environment

Quiet (no music)

Provide quiet areas, headsets

Quiet (no talking)

Provide quiet areas, headsets

Bright or dim light

Light is not a factor for the student

Cool temperature

Allow to read in the coolest area of the room

Informal design

Provide soft chairs, couches, rugs, pillows

Fairly organized

Provide reading material for browsing

This Student Is

Not peer-motivated

Limit sharing reading interests with peers

Adult-motivated

Encourage sharing reading interests with adults

Not self-motivated

Provide material based on student's interests

Moderately persistent

Provide some long-term assignments

Moderately responsible

Provide small amounts of independent work

This Student Prefers

Some choices

Provide some choice of reading material

Some direction

Provide direction as needed

Work checked often

Check work soon after completion

Work checked by adults

Have adults check work, provide guidance

Sociological Preferences

Not to read to a teacher

Do not schedule to read to a teacher often

Not to read with peers

Do not schedule reading with peers often

To read alone

Schedule to read alone

Not to read with peers/teachers

Do not schedule to read with peers/teachers often

To read with one peer

Schedule paired reading

Physical Preferences

No intake while reading

Does not need a snack while reading

Not to read in the morning

Do not schedule reading in the morning often

Not to read in the early noon

Do not schedule reading in the early noon often

Not to read in the late noon

Do not schedule reading in the late noon often

To read in the evening

Assign reading work for the evening

Much mobility

Permit short breaks while reading