

BEHAVIOURAL READING™

DISARM THE PRECONDITIONED RESPONSE by Creating Fluent Reading

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www.BEHAVIOURALREADING.com.au

HOW TO USE THESE MATERIALS

The story '*A Day at the Beach*' can be found at the back of this workbook to assist in the use of these techniques.

Behavioural Reading™ (BR™) techniques are innovative and have been developed by supporting students through neurodevelopmental and individual learning strategies. They have been designed to specifically support students struggling with reading and/or spelling.

It is assumed that students have a good knowledge of phonics and exhibit no underlying physical or neurological development delays. If said delays are suspected, the student should be referred to a Speech Pathologist and/or Behavioural Optometrist to determine the underlying causes and plan a path of correction.

These workbooks have been designed for use by teachers, coaches and parents and at BR™ Coaching seminars. You may find the online tutorials useful also.

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INTRODUCTION



The PRECONDITIONED RESPONSE is not your fault as a teacher.

It is the student's response to the past, and where failure has been the result. It is what they will probably expect from you.

This is a FANTASTIC opportunity, if you know how to prove to the student that you can help them.

START THE CLOCK:

The student may only give you five minutes before a positive learning experience can turn into a negative one.

STEP 1 FIRST WORD OF THE SENTENCE

(the aim of Step 1 is to open up a dialogue)



Using the first word of the first sentence in the story 'A Day At The Beach':

TEACHER - Point to the word **My** and say

'What does this word say?'

STUDENT – responds 'My'

TEACHER –

'Great you can read! If it was Chinese or Russian, you could not read that' ... move on.

STEP 2 SECOND WORD OF THE SENTENCE



TEACHER - Point to the word **brother** and say

'What is this word?'

STUDENT – responses could be

- a) *'brother'*
- b) no attempt
- c) silence, but trying
- d) sounds out first two letters and then maybe guesses the word or gives up.

STEP 3 HELP THE STUDENT



TEACHER – Begin the word out loud...

'Br – oth –'

...hoping at some point that the student will engage and complete the word. If not just finish it.

'er -- brother'

Repeat the word and say *'your turn'*

STUDENT – *'brother'*

TEACHER - *'again'*

STUDENT – *'brother' ...*

Repeat this five or so times.

STEP 4 INTEGRATE THE WORD INTO LANGUAGE

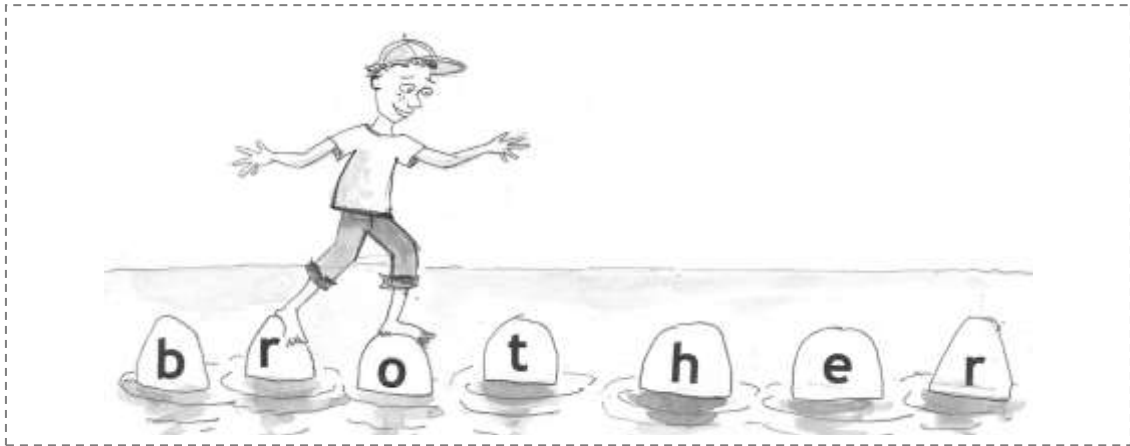


TEACHER – *‘What does brother mean?’*

STUDENT – responds

TEACHER - *‘Yes, like brother and sister. Well done!’*

STEP 5 INTEGRATE THE SPELLING – while looking at the word



TEACHER – ‘Spell brother’

STUDENT – ‘b – r – o – t – h – e – r’



TEACHER – Get the student to spell the word in different groups of letters.

STUDENT - ‘br – oth – er’ TEACHER - ‘Good’



STUDENT – ‘br – ot – he – r’ TEACHER - ‘Good’

STEP 5 continued



STUDENT – 'bro – th – er' TEACHER - 'Good'



TEACHER – 'Close your eyes and try to see it. When you can, then spell it backwards.'

STUDENT - 'r – e – h – t – o – r – b'

NOTE – About 70% of students will be able to do this. The students that cannot see or spell in reverse need to be instructed as per Workbook Two – Three Brain Essentials for Comprehension.

STEP 6 INTEGRATE CHOICE AND CONTROL



TEACHER – *‘Which way did you like spelling brother the best?’*

STEP 7 CREATE FLUENT READING AND CONTROL WORKING MEMORY LOAD THROUGH PHRASING



TEACHER – Sweep your pencil from **my** to **brother** and stop.

'Read this.'

STUDENT – *'my brother'*

TEACHER - *'again'*

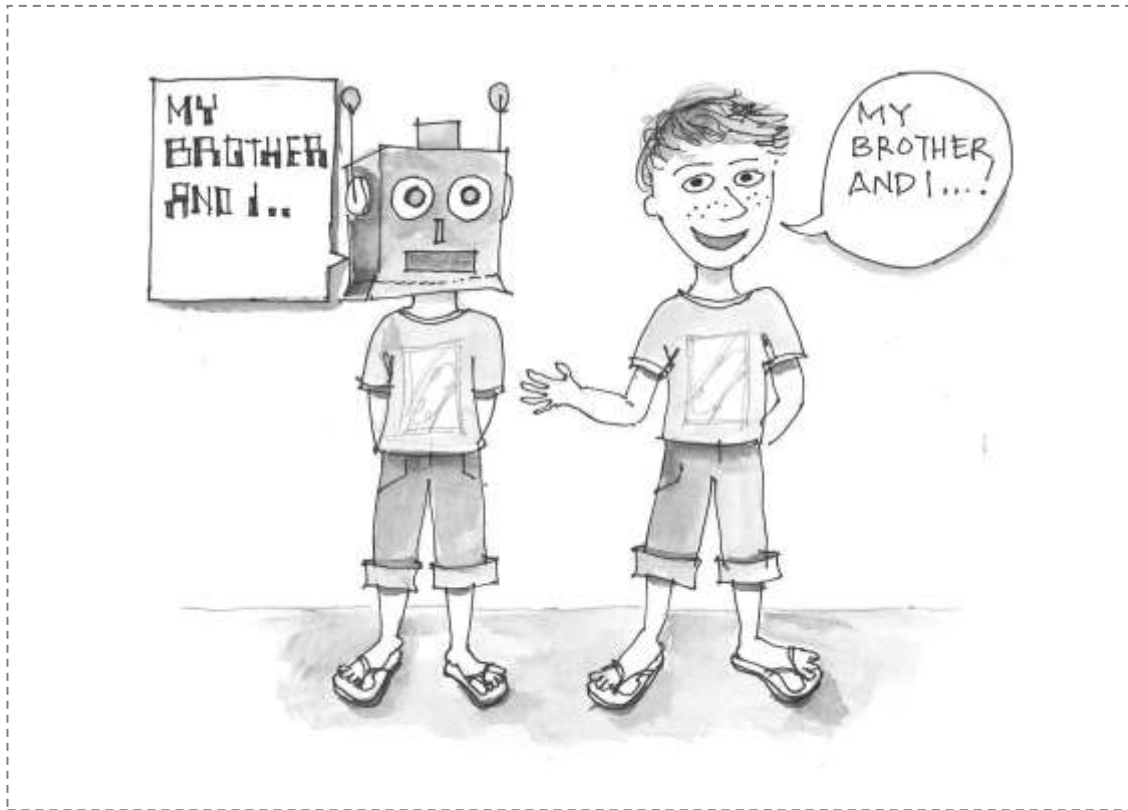
STUDENT – *'my brother'*

TEACHER - *'again'*

STUDENT – *'my brother' ...*

Repeat this five or so times.

STEP 8 MODEL EXPRESSION AND INTONATION



TEACHER – ‘Let’s change from robot reading. Listen...’

Using a gliding hand gesture and expression

‘My brother’....’your turn’

STUDENT – ‘My brother’

TEACHER - ‘Good, try again.’

Repeat this five or so times.

STEP 9 INTEGRATE SHORT TERM MEMORY



TEACHER – ‘Look at the words **my brother** but do not speak. Now look at me and wait....wait...wait....now say the words.’

STUDENT – ‘My brother’

Repeat this five or so times.

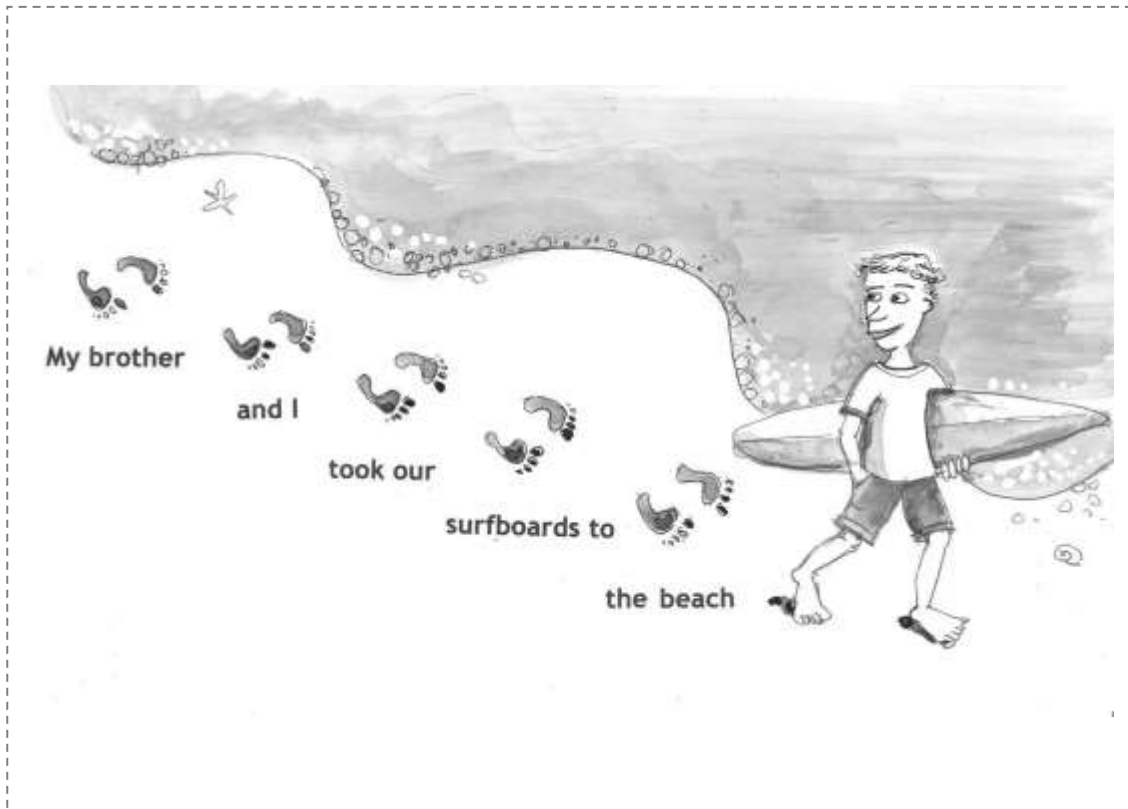
STEP 10 GROW THE VOCABULARY



TEACHER – *‘Now read the next two words.’*

Go back and repeat steps 1 to 8 to complete the sentence.

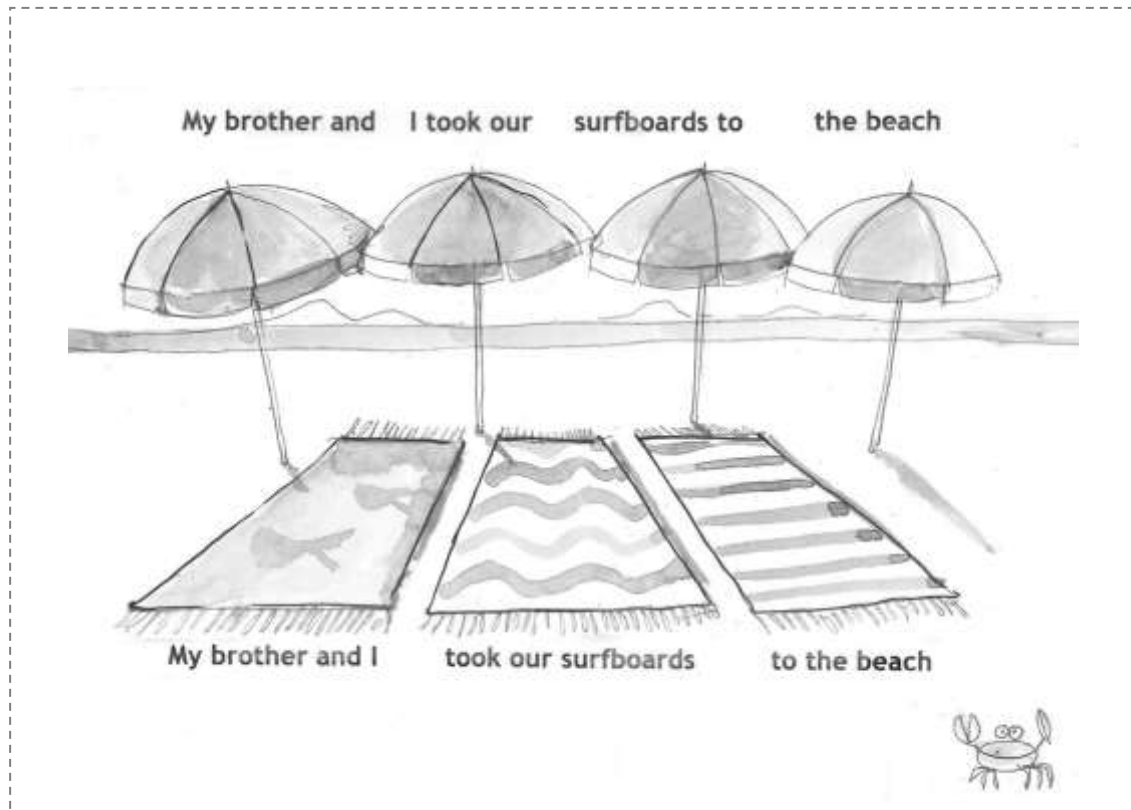
STEP 11 COMPLETE THE ENTIRE SENTENCE TWO WORDS AT A TIME



Ask the student to read the sentence two words at a time.

STUDENT – *'My brother – and I – took our – surfboards to – the beach.'*

STEP 12 CREATE VERSATILITY BY VARIATION



Create versatility by having the student read in three word and four word phrases.

THREE word phrases

'My brother and – I took our – surfboards to the – beach.'

FOUR word phrases

'My brother and I – took our surfboards to – the beach.'

STEP 13 RECOGNISE NEW VOCABULARY



TEACHER – ask the student to underline each word that was new or difficult when it was first encountered.

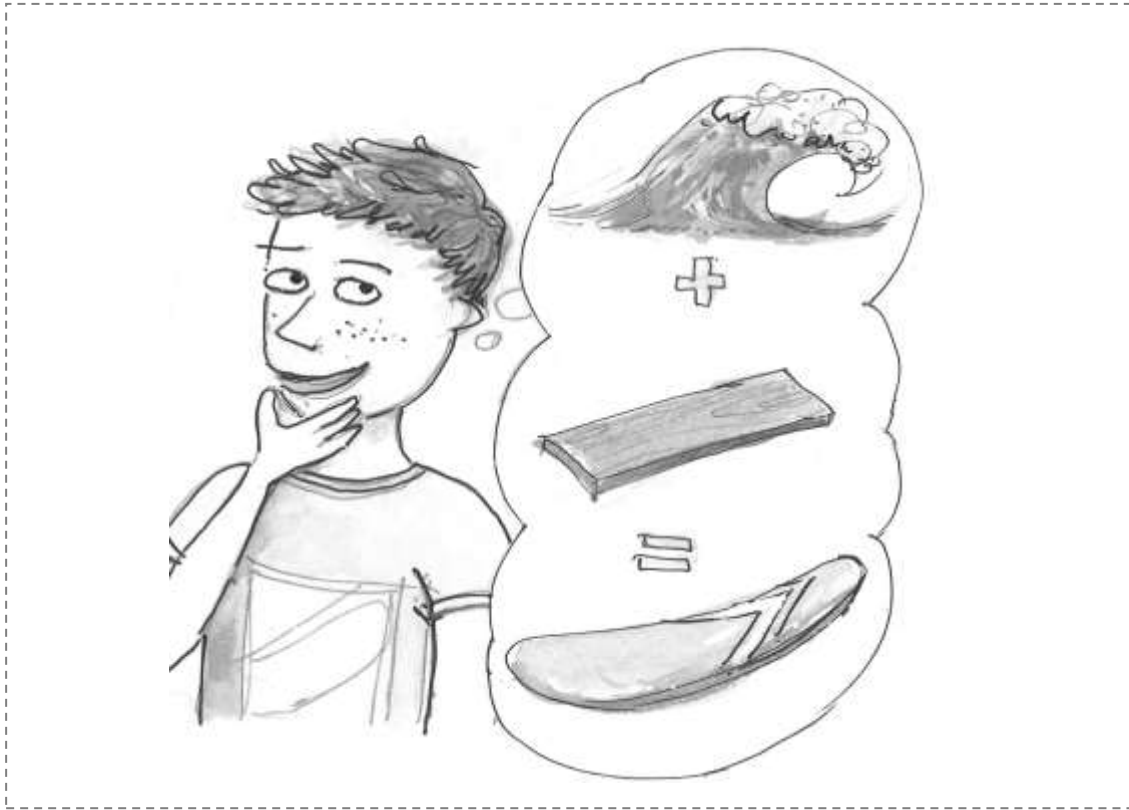
STEP 14 REINFORCE NEW WORDS



TEACHER – Point to one of the underlined words. Ask the student to say the word. Now randomly point to different words prompting the student to say them.

STUDENT – 'brother – our – took – surfbords – our – our – took – beach – took – beach – our – our – brother – surfbords'

STEP 15 WORDS IN WORDS



TEACHER – ‘Look at the word **surfboards**. I can see two words in the word **surfboards**. Surf and boards. What is surf?’

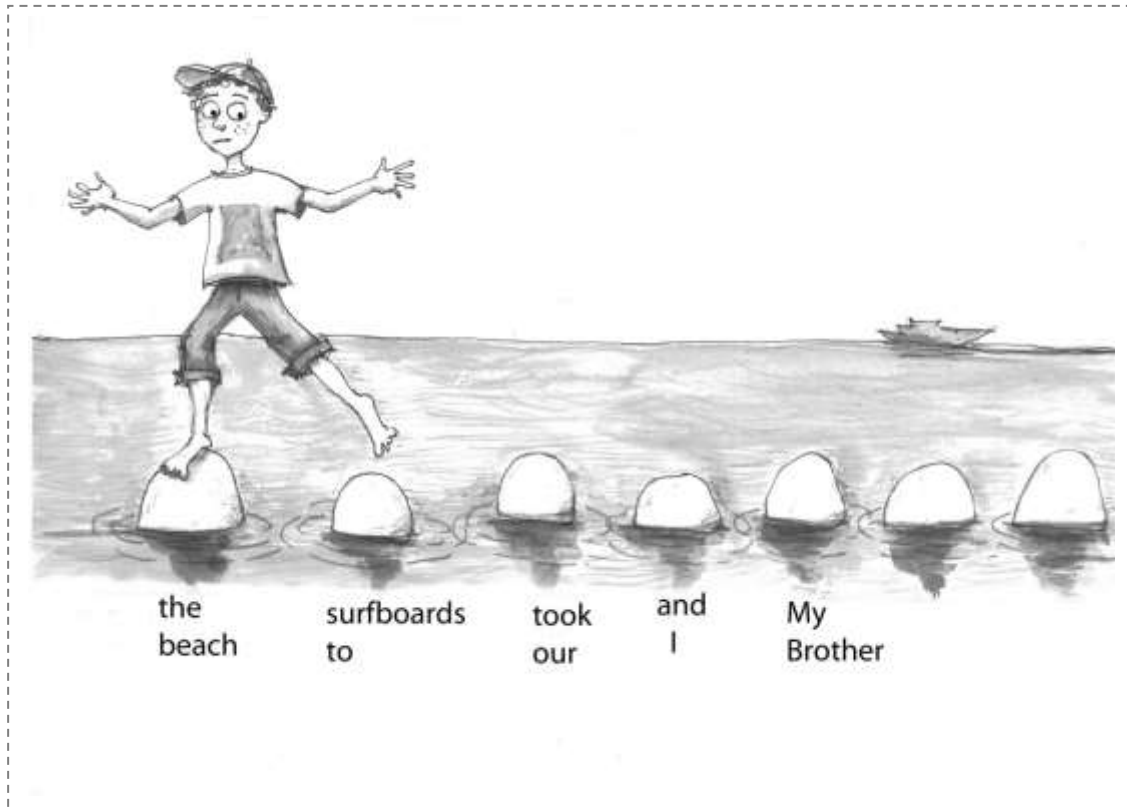
STUDENT – ‘waves’ (or similar)

TEACHER – ‘Yes, waves. What is a board? Do you have a board? What colour is it?’

STUDENT – interacts...

TEACHER – ‘The words surf and boards come together to make **surfboards**.’

STEP 16 PREVENT SONG MEMORISATION



STOP THE STUDENT RECITING THE STORY FROM MEMORY.

TEACHER – *'Read the sentence in reverse.'*

STUDENT – *'beach – the – to – surfboards – our – took – I – and – brother – my'*

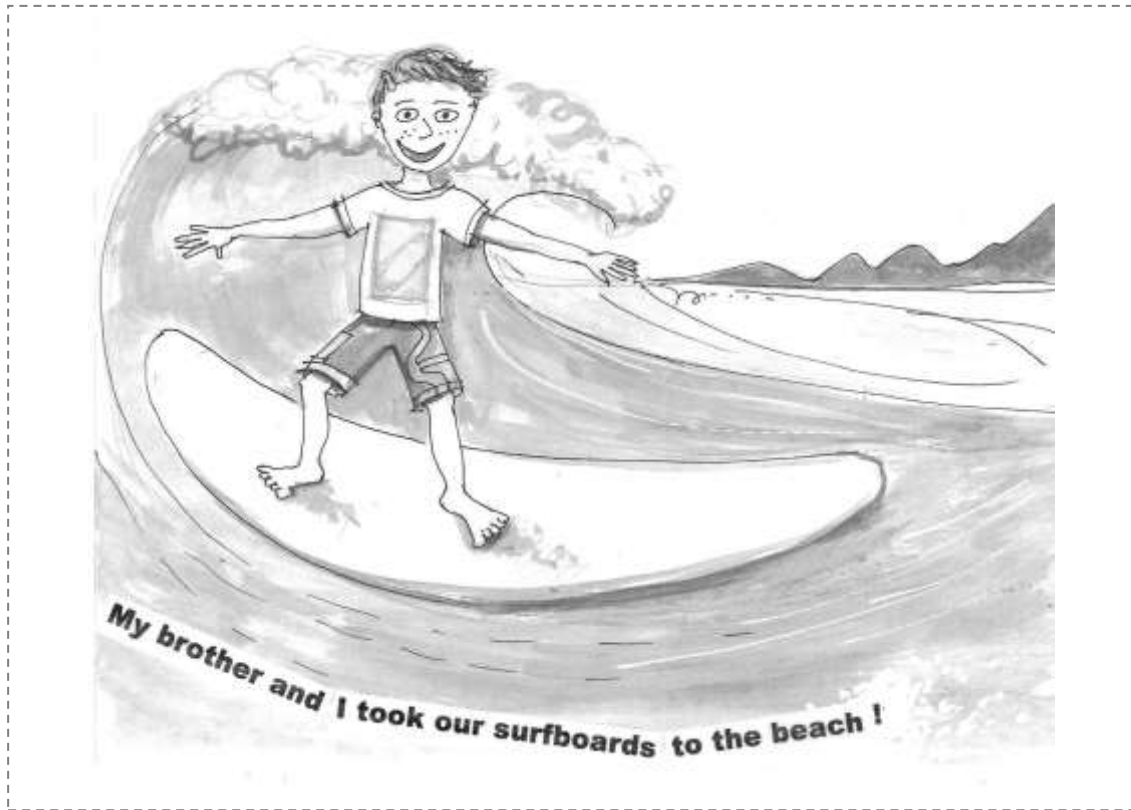
TEACHER – *'Read the sentence in reverse two words at a time.'*

STUDENT – *'beach the – to surfboards – our took – I and – brother my'*

TEACHER – *'Read the sentence in reverse three words at a time.'*

STUDENT – *'beach the to - surfboards our took – I and brother - my'*

STEP 17 READ AND ENJOY!



TEACHER – *‘Now read the sentence in a nice voice and really enjoy it.’*

‘Great, now let’s go onto the next sentence.’

Now move the student through the next sentence using the same steps.

Level 1

A DAY AT THE BEACH

My brother and I took our surfboards to the beach. We walked for a long time until we found the right spot. We put our towels on the beach.

My brother said, "The surf looks so good today!"

I walked to the edge of the water to get a closer look. At first it looked like yesterday's surf. Then I noticed the perfect waves. I looked closer. I saw some dolphins jumping up in the air!

"Look at the dolphins!" I said to my brother.

"They are playing in the surf. They are probably catching fish to eat," said my brother. He told me that dolphins like to eat fish. "Let's get in the water!"

We got on our surfboards and went into the water. All of a sudden a dolphin jumped up beside me. I was so scared.

My brother laughed, "They won't hurt you! They just want to play!"

I caught a wave and watched as a friendly dolphin rode it with me. It jumped all around and landed with a splash in the water. It was the best day of my life. I love dolphins!

WORKING CHECKLIST

Workbook 1 - Disarm the Preconditioned Response

STUDENT NAME _____

- | | | |
|---------|---|--------------------------|
| Step 1 | FIRST WORD OF THE SENTENCE | <input type="checkbox"/> |
| Step 2 | SECOND WORD OF THE SENTENCE | <input type="checkbox"/> |
| Step 3 | HELP THE STUDENT | <input type="checkbox"/> |
| Step 4 | INTEGRATE THE WORD INTO LANGUAGE | <input type="checkbox"/> |
| Step 5 | INTEGRATE THE SPELLING (while looking at the word) | <input type="checkbox"/> |
| Step 6 | INTEGRATE CHOICE AND CONTROL | <input type="checkbox"/> |
| Step 7 | CREATE FLUENT READING AND CONTROL
WORKING MEMORY LOAD THROUGH PHRASING | <input type="checkbox"/> |
| Step 8 | MODEL EXPRESSION AND INTONATION | <input type="checkbox"/> |
| Step 9 | INTEGRATE SHORT TERM MEMORY | <input type="checkbox"/> |
| Step 10 | GROW THE VOCABULARY | <input type="checkbox"/> |
| Step 11 | COMPLETE THE ENTIRE SENTENCE – 2 WORDS | <input type="checkbox"/> |
| Step 12 | CREATE VERSATILITY BY VARIATION – 3-4 WORDS | <input type="checkbox"/> |
| Step 13 | RECOGNISE NEW VOCABULARY | <input type="checkbox"/> |
| Step 14 | REINFORCE NEW WORDS | <input type="checkbox"/> |
| Step 15 | WORDS IN WORDS | <input type="checkbox"/> |
| Step 16 | PREVENT SONG MEMORISATION | <input type="checkbox"/> |
| Step 17 | READ AND ENJOY | <input type="checkbox"/> |