

# BEHAVIOURAL READING™

**CLASSROOM PROGRAM  
FIVE MINUTE NEUROLOGICAL  
DAILY ROUTINE  
STIMULUS EXERCISES FOR LEARNING  
EXCELLENCE**

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*[www.BEHAVIOURALREADING.com.au](http://www.BEHAVIOURALREADING.com.au)*

## HOW TO USE THESE MATERIALS

The story '*A Day at the Beach*' can be found at the back of this guidebook.

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 struggling students.

It is assumed that students have a good knowledge of phonics (or are being taught phonics) and 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.

This workbook has been designed for use by teachers in a classroom setting or home school parents. The online tutorial may also be useful in understanding how these exercises are introduced.

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## INTRODUCTION

Building neurological connections is key to creating a great reading mind. Many small connections create the complex tasks we perform daily.

Well-developed eye tracking and focus, critical skill, management of working memory and reading-speaking are only a small part of the hugely complex system we have in our head.

Oh, and don't forget that our head is attached to our body, so making the body move, feel, see, hear... creates even more complex connections, all of which we need to perform difficult tasks like reading. For some, these connections are not created innately and need to be nurtured from early development.

Daily practice of essential neurological processes keeps the mind flexible, and past learning available, as it learns new things and creates new connections.

## PURPOSE AND INSTRUCTION

These techniques are complimentary to Behavioural Reading™ (BR™) Workbooks.

It is ideal to have your students perform these techniques on a daily basis. Spend five or ten minutes each morning to do some of these exercises. You can choose a different exercise each day. They are small refresher exercises designed to refine and imprint each skill. They do not need to be done many times but just a few times each. Regular practice is the key.

These exercises will be quite easy for most students but difficult for others. Obviously those who struggle will require extra assistance to create correct technique. Once they can do it well, daily reinforcement will maintain the skill.

Have the students perform these techniques together while you walk around checking each student's capability and speed. Take note of students who struggle and record the task and the issue, e.g. slower than others, technique performed out of order, can't start the technique, etc.

These students require further instruction to gain and cement positive neurological behaviours for future learning. Ask support teachers and parents to practise these same tasks with the students.

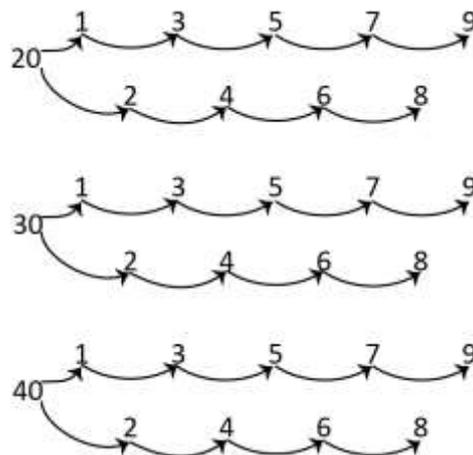
## EXERCISE ONE – ODDS AND EVENS

### BRAIN SEQUENCING

For our bodies to perform any task there is a combination of neural messages and muscle sequences that must occur.

Versatility and flexibility comes from doing/practising many things. For a beginning reader, lack of variation causes inflexibility in how the brain processes and also how the muscles develop.

The student first looks at the number '20' and then to the number '1' and says 'twenty-one', then moves their eyes to the '3' and says 'twenty-three', then moves their eyes to the number '5' and says 'twenty-five', and so on. Writing this on the board and pointing to it as the student works through is helpful.



#### EVENS

TEACHER – 'Let's count in twos from twenty.'

STUDENT – '22 – 24 – 26 – 28 – 30'

TEACHER – 'OK, now let's count in twos from thirty.'

STUDENT – '32 – 34 – 36 – 38 – 40'

TEACHER – 'OK, now let's count in twos from forty.'

STUDENT – '42 – 44 – 46 – 48 – 50'

#### ODDS

TEACHER – 'Let's count in twos from twenty-one.'

STUDENT – '21 – 23 – 25 – 27 – 29'

TEACHER – 'Let's count in twos from thirty-one.'

STUDENT – '31 – 33 – 35 – 37 – 39'

TEACHER – 'Let's count in twos from forty-one.'

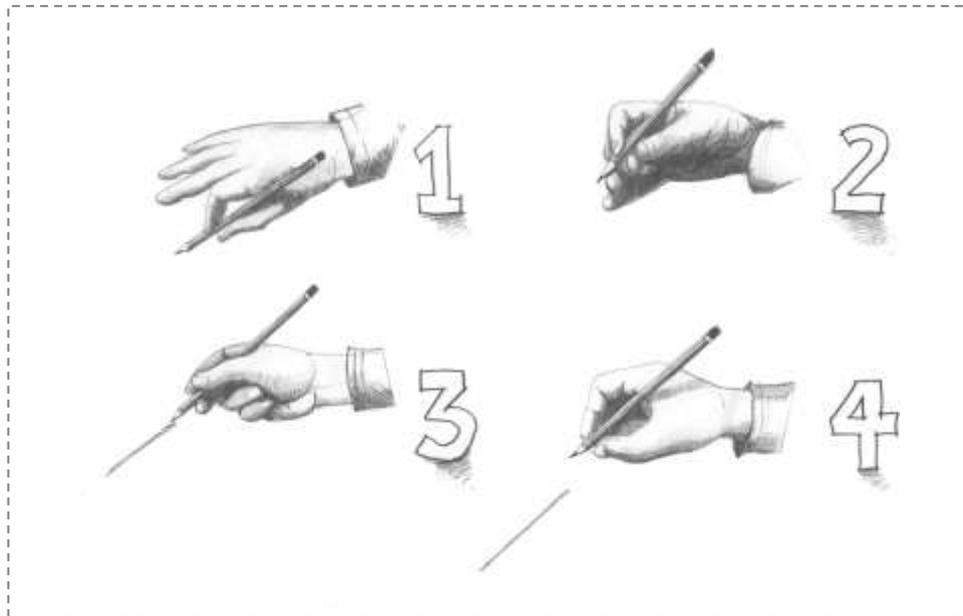
STUDENT – '41 – 43 – 45 – 47 – 49'

## EXERCISE TWO – PENCIL GRIP

FINE MOTOR | MOTOR PLANNING | MOTOR SEQUENCING

Connecting the physical body with the mind also creates and uses neural connections.

You can't make your finger move if you don't have the neural connection to tell your nervous system what to do. You also need to know what you want to do with your finger and how you want to use it.



Have the students speak the positioning numbers as they place their fingers on the pencil.

Step 1 – Place thumb and index finger on pencil.

Step 2 – Place middle finger under the first two, between knuckle and thumb nail.

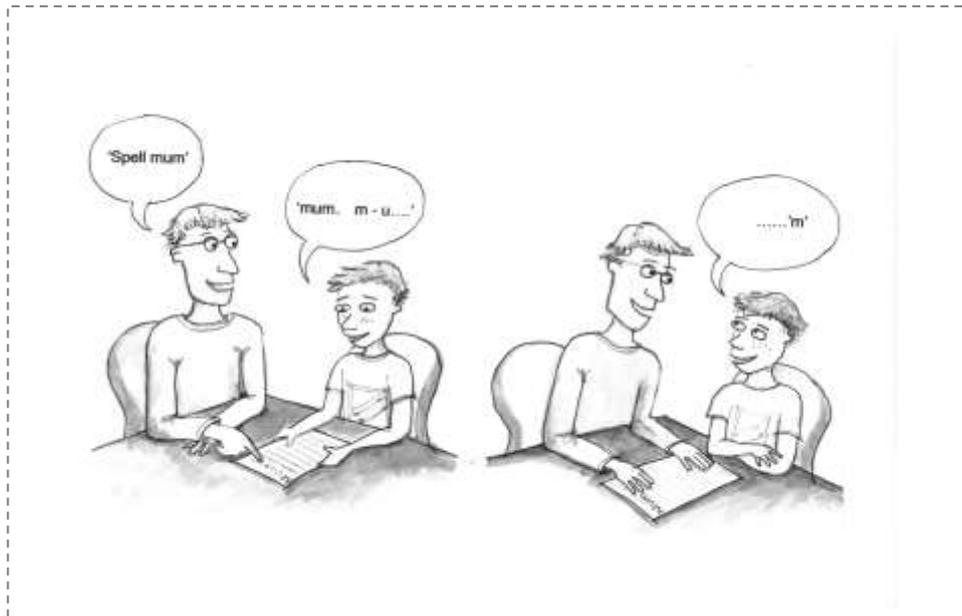
Step 3 – Close the ring and pinkie fingers in against the middle finger.

Step 4 – Position pencil between knuckle and web of index finger and thumb.

## EXERCISE THREE – SAY, SPELL, PAUSE

MULTIPLE ACTIVATION | NEURAL REST | MEMORY RECALL

Neurological patterning can create habit and therefore rest the brain from making and using neural connections to their fullest extent.



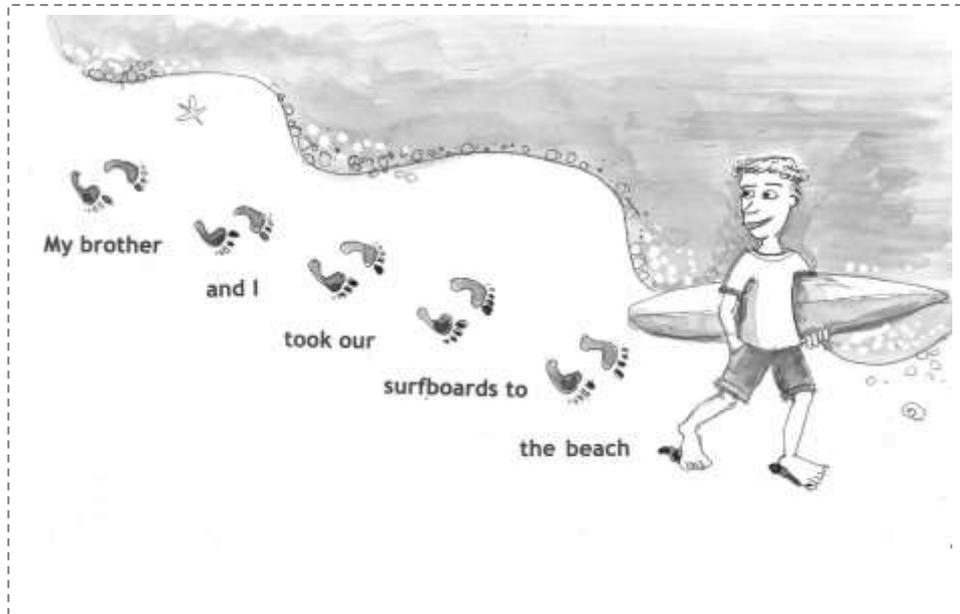
**SPELLING** – Using the say/spell quick phrase method with pausing ask the students to spell the words.

**TEACHER** – *'Let's use our Say, Spell, Pause method. Spell mum'*

**STUDENT** – *'mum....m – u' pause..... 'm'*

## EXERCISE FOUR – TWO PHRASE READING

WORKING MEMORY MANAGEMENT | DECODING | RECALL



Use the story 'A Day At The Beach' at the back of this guidebook.

Ask the students to read the sentence in two word groups making sure they pause in between.

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

Next, ask the students to read in two word groups backwards, including the pause in between.

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

## EXERCISE FIVE – LEARN A NEW WORD | NEATNESS

IMPRINTING | MOTOR PLANNING | RECALL

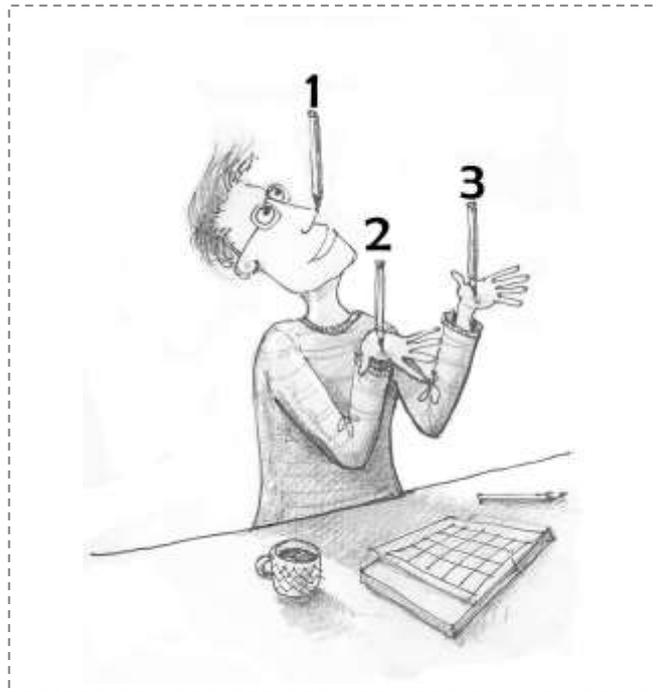
Friday

TEACHER – ‘Our new word today is Friday. I want you to write it down in your best hand writing. Take your time to make sure it is very neat. F – r – i – d – a – y.’

Or better still, have the students take the next step and write the word in chunks. Ask the students to look up at the word, look down at their book, write a chunk and repeat. Fr – id – ay.

## EXERCISE SIX – TIMES TABLE FINGER PRIMER

SEQUENCING | MOTOR PLANNING



Ask the students to count using their fingers. They can use any object to count with (in this case 'pencil') while counting on their fingers.

one pencil

one pen

one window

one two

two pencils

two pens

two windows

two twos

three pencils

three pens

three windows

three twos

four pencils

four pens

four window

four twos

five pencils

five pens

five windows

five twos

six pencils

six pens

six windows

six twos

seven pencils

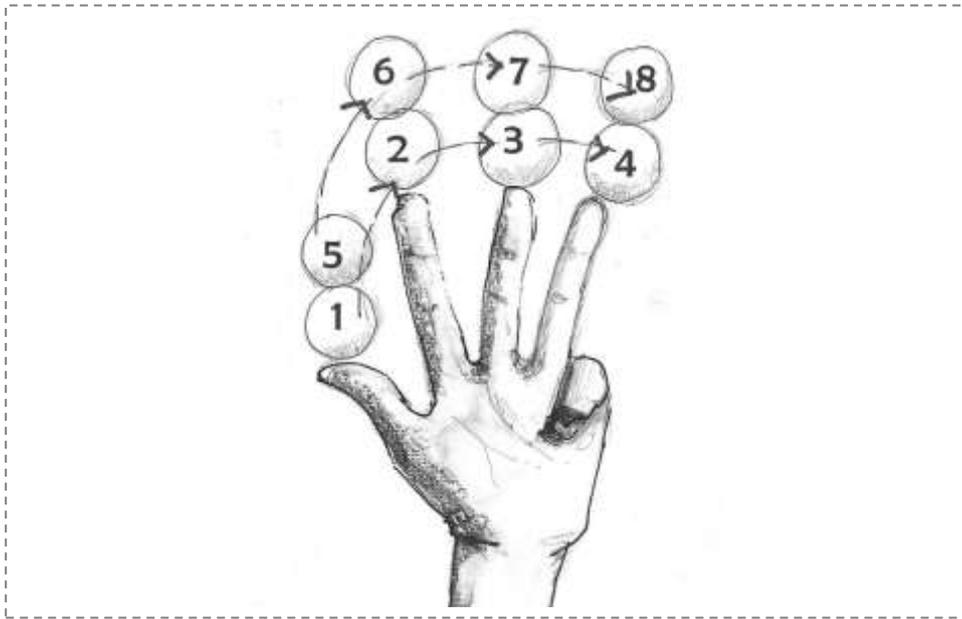
seven pens

seven windows

seven twos

## EXERCISE SEVEN – BUILD OUR TABLES

SEQUENCING | COUNTING | PATTERNS

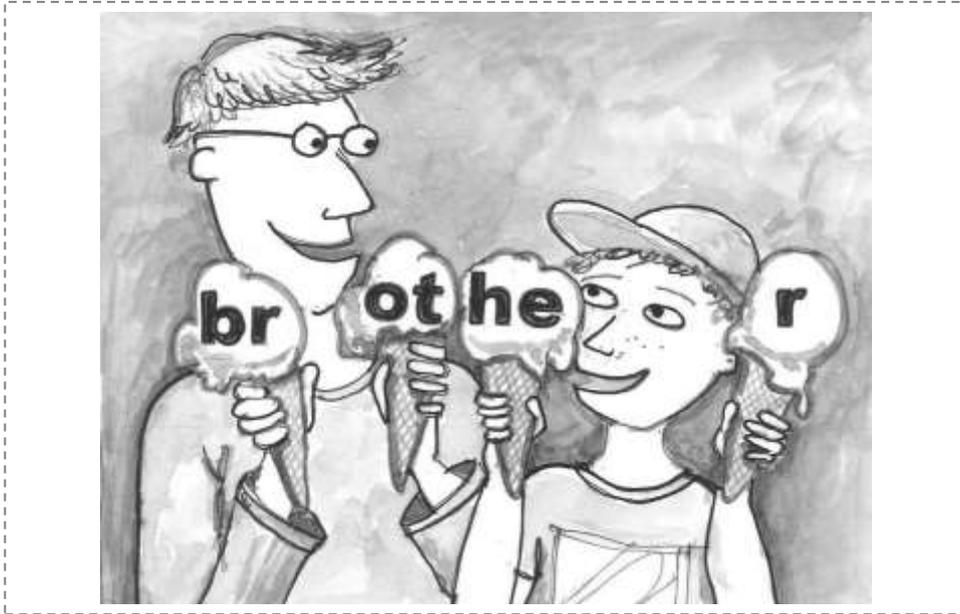


Ask the students to count from 1 to 4 on their fingers.

Then using the same fingers count 5 to 8, and so on.

## EXERCISE EIGHT – SPELL IN TWO LETTER GROUPS

SEQUENCING | LETTER RECALL | LONG TERM MEMORY | WORKING MEMORY  
MANAGEMENT



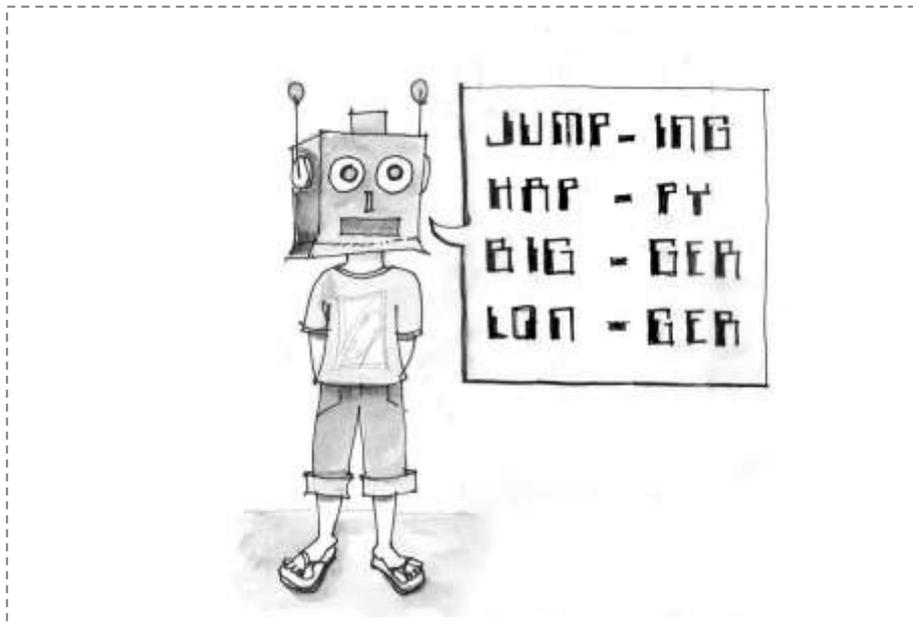
Ask the students to spell each word in two letter groups.

STUDENT – 'br – ot – he – r'

\*Add the student's school spelling words to this sheet so you can progress easily when you open the guidebook.

## EXERCISE NINE – SOUNDS AND SYLLABLES

AUDITORY PROCESSING | SOUNDS | AUDITORY SEQUENCES



### SOUNDS

Have the students sound out words slowly and tap while sounding them out.

STUDENT – ‘*b – e – t, p – e – t, b – a – sh, l – a – s – t*’

### ROBOT SYLLABLES

Now ask the students to say words in syllables. Have the students place their hand under their chin to feel the muscle movement when speaking the syllables.

STUDENT – ‘*jump – ing, hap – py, big – ger, lon – ger*’

## EXERCISE TEN – TWO WORD LOOKUP CLUSTERS

SHORT TERM MEMORY | SEQUENCING | WORKING MEMORY



\*Use the story at the end of this guidebook or similar for this exercise.

Pick a paragraph and ask the students to read two words, then look up and say the two words. Have them keep reading in this manner.

STUDENT – reads two words

STUDENT – looks up

STUDENT – *'I walked'*

STUDENT – reads two words

STUDENT – looks up

STUDENT – *'to the'*

## EXERCISE ELEVEN – TRACE THESE WORDS

FINE MOTOR | VISUAL MEMORY | VISUAL SEQUENCING | FORM CONSTANCY  
SEQUENCING

cat

many

was

skinny

ooh

ouch

BIG

walk

LOUD

long

short

## EXERCISE TWELVE – SPELL BACKWARDS

VISUALISATION, VISUAL MANIPULATION, SEQUENCING

big = gib  
cat = tac  
mouse = esuom

Ask the students to read/say and then spell the words, close their eyes and when they can see it in their mind, spell it backwards.

STUDENT – ‘b - i - g’....closes eyes.... ‘g - i - b’

STUDENT – ‘c - a - t’....closes eyes.... ‘t - a - c’

STUDENT – ‘m - o - u - s - e’....closes eyes.... ‘e - s - u - o - m’

## EXERCISE THIRTEEN – READING SPEED

SEQUENCING, INTERNAL TIMING, RHYTHM, DECODING, VOLUME

SLOW QUIET

**The big dog sat on the mat.**

MEDIUM MEDIUM

**The cat sat in the tree.**

FAST LOUD

*A frog jumped in the pond.*

1. Ask the students to read a sentence at a slow pace and quietly.
2. Ask the students to read a sentence at a medium pace and medium volume.
3. Ask the students to read a sentence at a fast pace and loudly.

**EXERCISE FOURTEEN – TWO AND THREE LETTER COPY**  
SEQUENCING, FINE MOTOR, VISUAL MEMORY, WORKING MEMORY

brother = br - ot - he - r

bicycle = bi - cy - cl - e

walked = wa - lk - ed

secondary = se - co - nd - ar - y

present = pr - es - en - t

catching = ca - tc - hi - ng

Have the students copy the words in two letter groups.

TEACHER – ‘Please copy these word two letters at a time. Look up to see and remember two letters, and then look down and write the two letters. Then look up for the next two letters and so on.’

surfboard = sur - fbo - ard

yesterday = yes - ter - day

playing = pla - yin - g

firstly = fir - stl - y

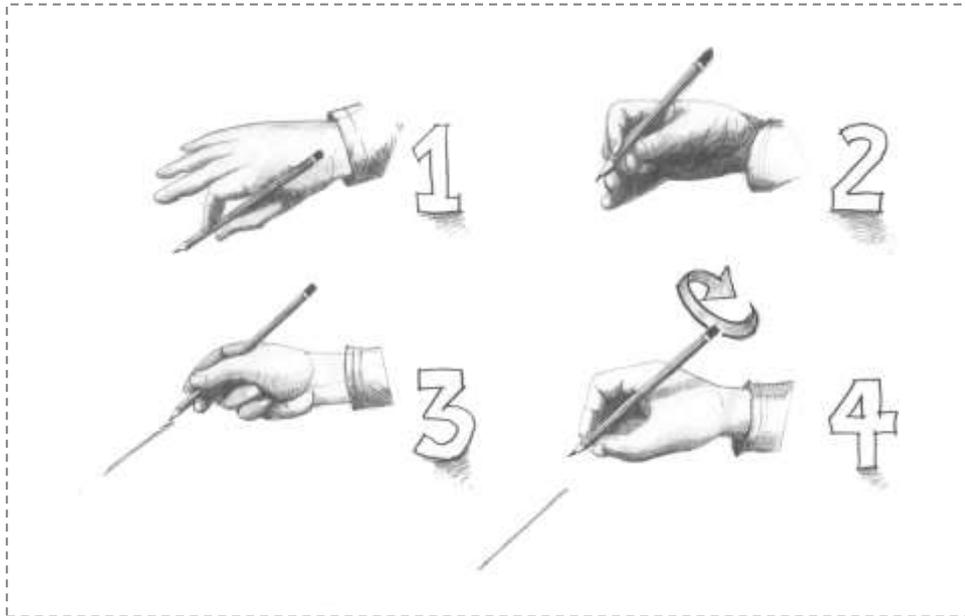
dolphins = dol - phi - ns

probably = pro - bab - ly

Have the students copy the words the same way in three letter groups.

## EXERCISE FIFTEEN – PENCIL GRIP WITH TURN

SEQUENCING, FINE MOTOR, PROCESSING



Direct the student through this process. Ask them to speak the positioning numbers as they place their fingers on the pencil, then draw a line and turn the pencil.

STUDENT – ‘One, two, three, four’

STUDENT – draws a line.

STUDENT – turns the pencil in their fingers.

Repeat this process.

## EXERCISE SIXTEEN – CHUNK COPY

RECOGNITION OF CHUNKS, VARIATION OF PATTERN, VISUAL MEMORY,  
AUDITORY MEMORY

reading = read - ing

secondary = se - cond - ary

present = pres - ent

presenting = pres - ent - ing

presentation = pres - ent - a - tion

presented = pres - ent - ed

Students copy the words in COMMON SENSE CHUNKS.

TEACHER – ‘Please copy these words in common sense chunks. Look up to see and remember a chunk and then look down and write the chunk. Then look up for the next chunk and so on.’

reading = rea - ding

secondary = se - con - da - ry

present = pre - sent

presenting = pre - sen - ting

presentation = pre - sen - ta - tion

presented = pre - sen - ted

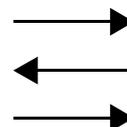
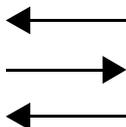
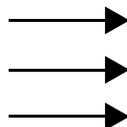
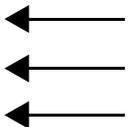
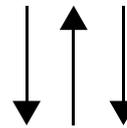
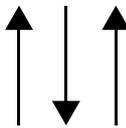
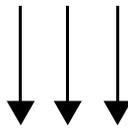
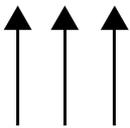
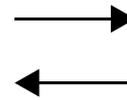
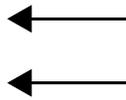
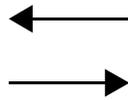
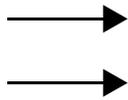
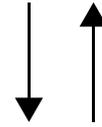
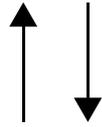
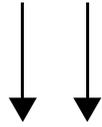
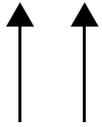
Students copy the words in SYLLABLE CHUNKS.

TEACHER – ‘Please copy these words in syllable chunks. Look up to see and remember a chunk and then look down and write the chunk. Then look up for the next chunk and so on.’

## EXERCISE SEVENTEEN – ARROW FLUENCY

### FLUENCY PREPARATION

Use this exercise when introducing Workbook One for fluency preparation.



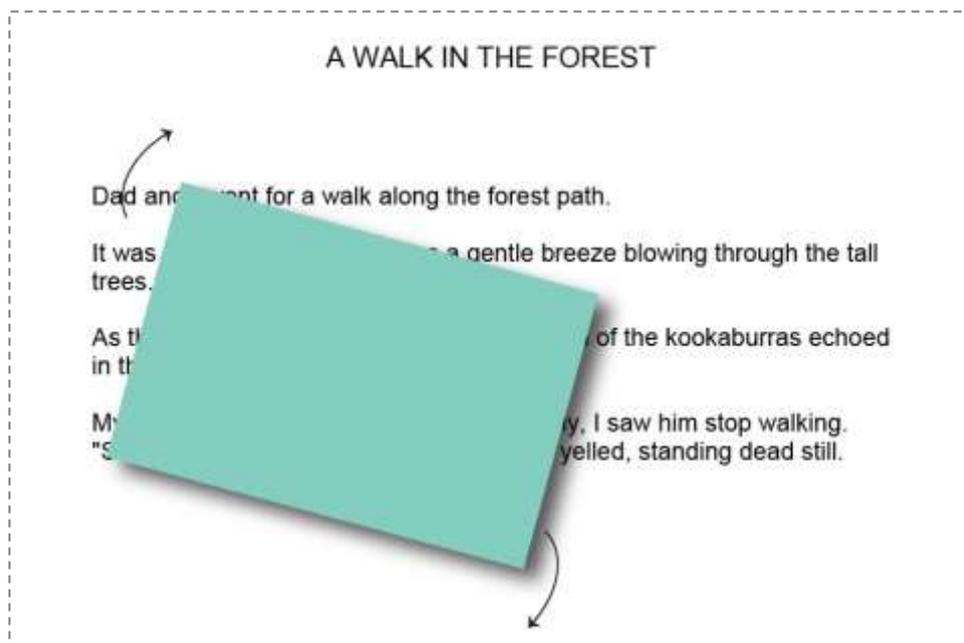
TEACHER – ‘Please read out which way these arrows are pointing.’  
STUDENTS – ‘Up-up, down-down, up-down...’

## EXERCISE EIGHTEEN – SWIRLING CARDS

### COMPLEX SEQUENCING

Using a piece of card, about 9cm x 12cm, swirl it in front of the story while the students read. An A4 size card can be used if the story is on the blackboard.

This exercise can be used when reading two word sentences or phrases.



This simple activity forces the integration of the frontal lobe, the memory loop, the visual memory link and the memory to speech loop. These in turn promote the complex sequences needed for efficient comprehension tasks.

## EXERCISE NINETEEN – LETTER FLUENCY

### FLUENCY PREPARATION

Use this exercise when introducing Workbook One for fluency preparation.

cd em ko wa ts me

aw or st bm za ps

gt qu so tn vm wx

djt ofm zcw ep tla fez

awm pdbg wmn der mon aca

sye kam kam fem wuy wfo

zsar dbop pdbg wmni nvuw acii

TEACHER – ‘Please read out groups of letters fluently.’  
STUDENTS – ‘c-d, e-m, k-o...’

## EXERCISE TWENTY – PIG LATIN / PIDGIN

### COMPLEX REASONING – AUDTIORY & VISUAL

#### Phase 1.

Write the word *pen* on the board and ask students to read the word.

Under the word *pen* write *enp* and explain that you have moved the 'p' to the back

Now try a few other words like *atc*, *enB*, *arb*, *ipr*, *hent*.

#### Phase 2.

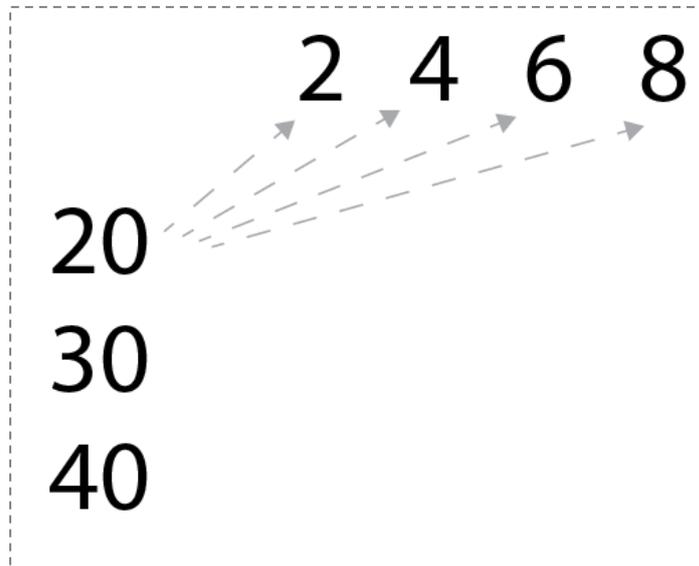
Write the word *enpa* and explain that they need to ignore the letter 'a' when they read it. Try this on some new words.

*atsa*, *heta*, *romfa*, etc.

owna	ookla	taa	hista
ishfa	llaa	edra	ndaa
hinysa	eha	ivesla	nia
owlba	ittingsa	noa	reyga
olepa	eha	sia	amena
ovesla	isha	oodfa	lwaysaa
naa	heta	oodma	orfa
ongla	imTa	wimsa	isha
amena			

## EXERCISE TWENTY-ONE – TIMES TABLES

### READING/MEMORY RECALL



Write these numbers on the board (not the arrows).

TEACHER – ‘Look at 20 and say twenty. Then look at two and say two. twenty-two.’

Then move on to the next.

STUDENT – ‘Twenty-Two, Twenty-Four, Twenty-Six...’

Repeat this for 30, 40. The students are using their seeing/sequencing skills.

Then keep the students going in this chant and after ‘forty-eight’ point to where 50 should be and move them through to ‘fifty-two, fifty-four’ and so on. They will be using a combination of their reading and memory recall, co-ordinated via their frontal lobe as the sequence master.

You can also do this exercise with odd numbers – 1, 3, 5, 7, 9 and whilst using the Swirling Card technique (exercise 18).

## 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

### GUIDEBOOK – Daily Neurological Routine

#### **SLOW READING** (add dates)

EXERCISE ONE – Odds and Evens	<input type="checkbox"/>				
EXERCISE TWO – Pencil Grip	<input type="checkbox"/>				
EXERCISE THREE – Say, Spell, Pause	<input type="checkbox"/>				
EXERCISE FOUR – Two Phrase Reading	<input type="checkbox"/>				
EXERCISE FIVE – Learn a New Word   Neatness	<input type="checkbox"/>				
EXERCISE SIX – Times Table Finger Primer	<input type="checkbox"/>				
EXERCISE SEVEN – Build Our Tables	<input type="checkbox"/>				
EXERCISE EIGHT – Spell In Two Letter Groups	<input type="checkbox"/>				
EXERCISE NINE – Sounds and Syllables	<input type="checkbox"/>				
EXERCISE TEN – Two Word Lookup Clusters	<input type="checkbox"/>				
EXERCISE ELEVEN – Trace These Words	<input type="checkbox"/>				
EXERCISE TWELVE – Spell Backwards	<input type="checkbox"/>				
EXERCISE THIRTEEN – Reading Speed	<input type="checkbox"/>				
EXERCISE FOURTEEN – Two & Three Phrase Copy	<input type="checkbox"/>				
EXERCISE FIFTEEN – Pencil Grip with Turn	<input type="checkbox"/>				
EXERCISE SIXTEEN – Chunk Copy	<input type="checkbox"/>				
EXERCISE SEVENTEEN – Arrow Fluency	<input type="checkbox"/>				
EXERCISE EIGHTEEN – Swirling Cards	<input type="checkbox"/>				

EXERCISE NINETEEN – Letter Fluency

EXERCISE TWENTY – Pig Latin/Pidgin

EXERCISE TWENTY-ONE – Times Tables