BEHAVIOURAL READING™

RAPID VOCABULARY EXPANSION

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Illustrated by Justine Butler

www.BEHAVIOURALREADING.com.au

HOW TO USE THESE MATERIALS

The story *'Easter Holidays'* 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

Vocabulary is simply the list of words that we, as individuals, know. We all know some words, even if it is just our name.

This workbook is not about the myriad parts of the vocabulary jigsaw, which have already been researched and developed ad nauseam, but a completely different perspective.

I propose that in 'poor reading' students it is possible to identify the missing components, or poor integration of those components, from a student's reading *brain*, when compared to good readers.

Overview and Assumptions

A brief search on the internet will reveal that students starting school can recognise about 4000 to 6000 words, with adults using about 20000 words. The exact number is irrelevant to this argument because even if a child learning to read had only 20% of that number, the methodology described here would still be applicable.

Boldly making an assumption, that if a child can go onto becoming a good reader, no matter how many words they may initially have in their vocabulary, then the difference in reading development between those whom become skilled readers and poor readers must lie somewhere else.

This workbook will take you on a journey of discovery. We will explore the variety of skills that our brain can perform individually, and how these skills must then be integrated so that they can inter-communicate with each other.

Invariably when investigating why a child struggles to 'learn to read' you find either:

a) usually one, sometimes more, individual skills are not activated
b) the different skills do not interconnect and communicate with each other.

I have a saying in Behavioural Reading™ (BR™) - *'We must turn on all the parts of the brain and then we must make them all talk nicely to each other.'*

BR™ Magic Secret

Here lies the difference between the 'cans' and 'cannots'. The 'cans' have the correct turned-on, or intercommunicating combinations. The 'cannots' have turned-off, or non-intercommunicating combinations.

Our task is to - a) turn the appropriate neural components on and b) make them intercommunicate effectively and efficiently.

As learner readers, students are required to build on their vocabulary. Building vocabulary assists the student to master reading techniques. As more sounds and pictures (visual concepts formed in the brain to recognise the relation to sound and meaning) are understood and solidified, the more neurons are built that establish reading memories, rules and nuances.

INTRODUCTION CONT.

This workbook provides explanations of the neurological patterns, connections and observable characteristics used during the 'learning to read' process via the Vocabulary Expansion technique..

Notes on terminology throughout this workbook.

BR listening|speaking brain™

This refers to the neural connections and systems that make up the heard and spoken vocabulary of the student. This is important to recognise because at an early age the other *brains* require more complex programming and are not yet as functional.

BR seeing|reading brain™

This refers to the neural connections and systems that make up the see and read vocabulary of the student. Turning the characters on the page into meaningful communication – reading – makes up this *brain*.

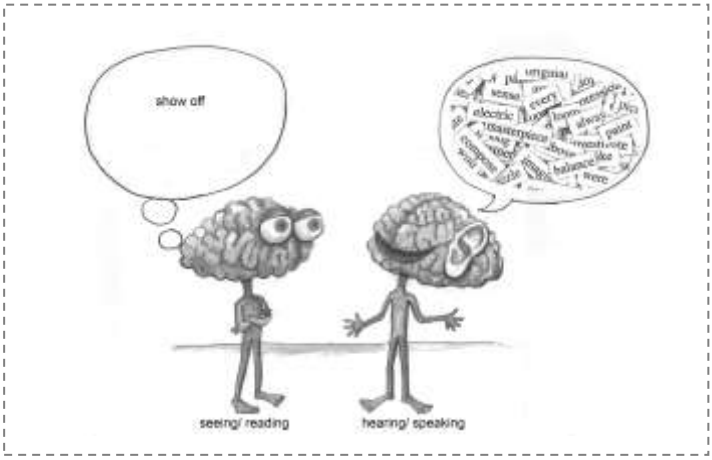
BR reading|speaking brain™

After mastering many other physical and neurological concepts, the *reading|speaking brain™* can be established and usually starts when the *seeing|reading brain™* does. Comprehension and intonation are some of the skills mastered by the *reading|speaking brain™*. It is important to note that any persistent difficulties identified in this area should be referred to a Speech Pathologist.

Dendrites

Dendrites are the small branches off the side of a neuron that propagate the electrical stimulation from other neural cells. They play a critical role in our learned actions and communication.

Dendrites actively grow. Noticeable growth is visible in only two weeks under the microscope of researchers. This is the new direction for education research and is known as neuroplasticity.



EARLY DEVELOPMENT a

Vocabulary is more than just the words we can read. It includes the words that we understand when we listen and when we speak. This is our 'language'.

As tiny babies we use our ears to listen. We hear and learn our very first words like:

- Names of objects, people, and places – *'teddy' 'Mummy' 'home'*
- How to ask for things we want – *'drink' 'milk'*
- Emotionally driven feedback – *'good boy/girl' 'thirsty/tired'*

EARLY DEVELOPMENT b

As we grow through our toddler years our babbling sounds and words learnt from listening and watching, turn into more structured sentences – <u>spoken language</u>.

EARLY DEVELOPMENT c

Speaking is more complex than listening because we need to:

1. Know the word from listening and…
2. Create a memory, picture, or an idea for the word in our mind
3. Recall the word by connecting the *listening* sound to the *visual* word in our mind.
4. Create the word orally – as a part of our speech (another complicated neural concept altogether – as the picture turns into sounds produced by very specific muscle movements in the mouth)

Can you imagine the millions of neural connections these processes require to enable us to speak?

For most of us this learning process develops innately, but for the student having difficulties 'learning to read', developing these processes can be extremely difficult to master* because of the complex neurology required.

*Students whom go on to struggle with this beyond this programme should be referred to a speech pathologist.

EARLY DEVELOPMENT d

Towards our school years we associate sounds with letters. The letter ‘a’ says the ‘a’ sound. The letter ‘b’ says the ‘b’.

EARLY DEVELOPMENT e

We then join the strings of letters and sounds together to make words that we can read.

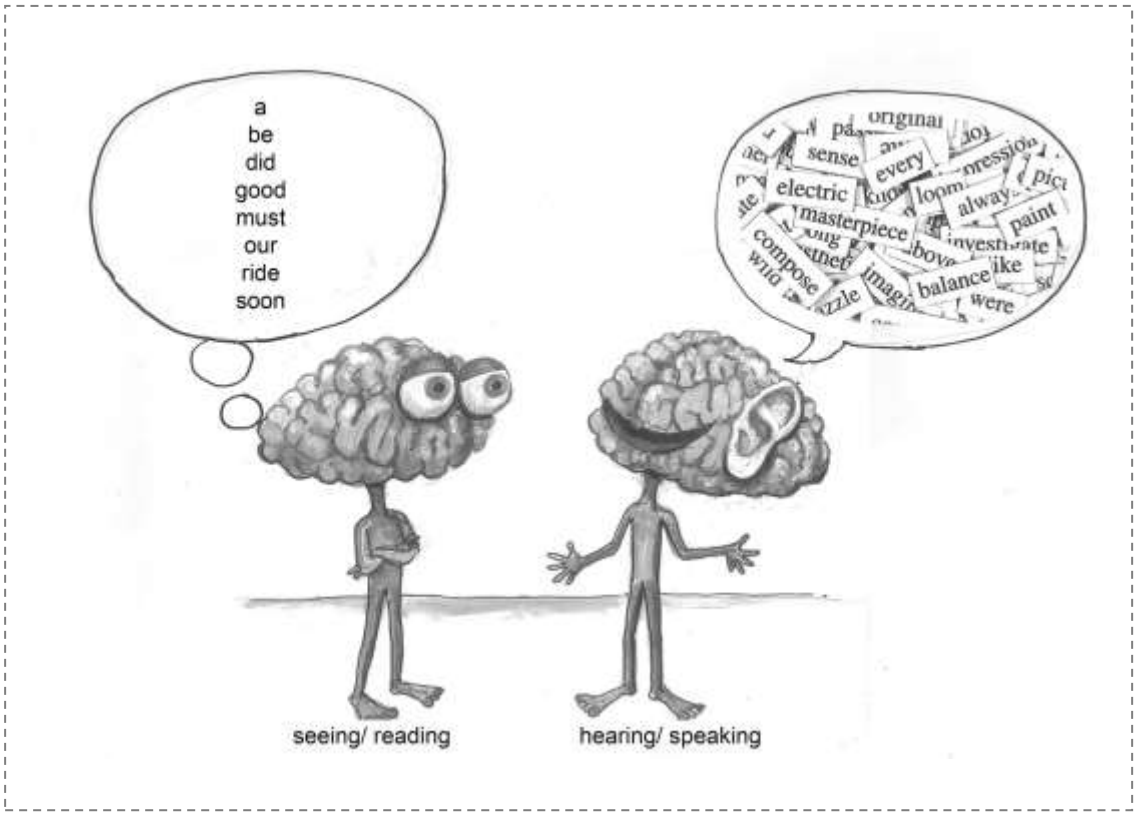
EARLY DEVELOPMENT f

Reading those same words that can be heard or spoken can be tricky for some students, yet so easy for others.

HOW EXCITING!

A great opportunity exists to help students reach their fullest potential.

VOCABULARY EXPANSION Overview a



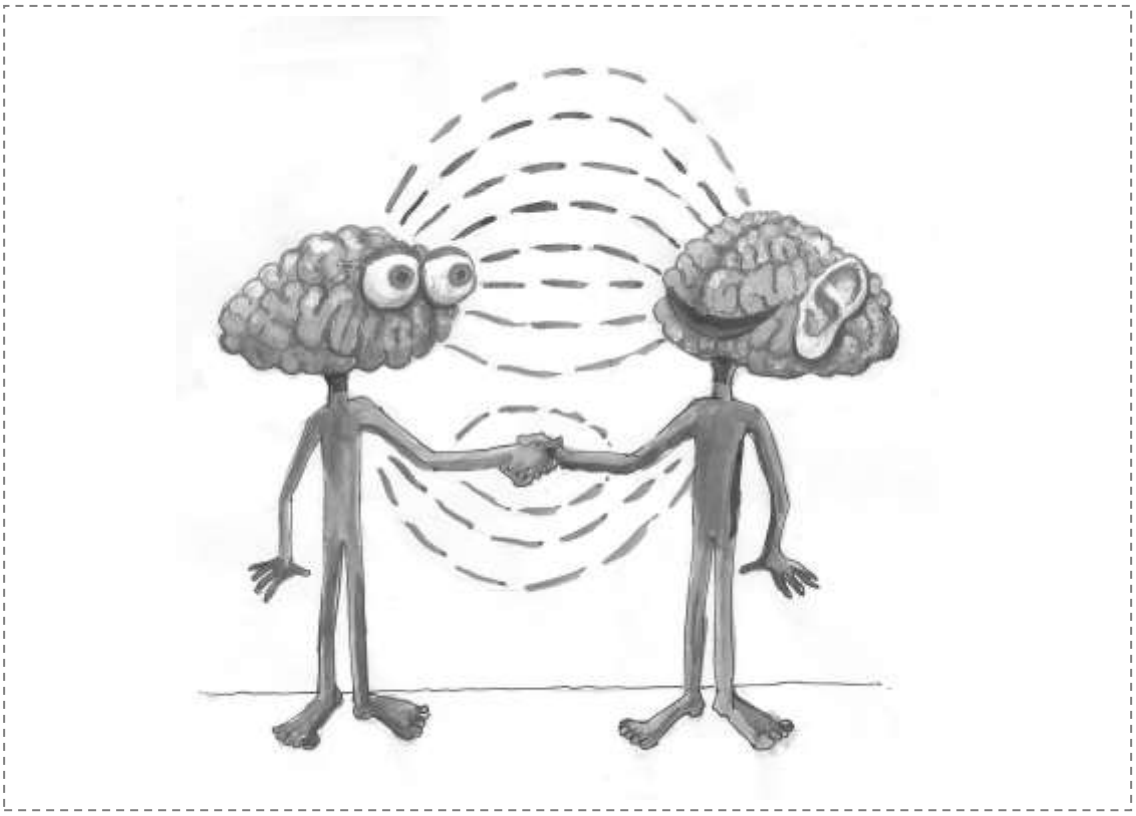
The problem for many….

Most children probably know a few thousand words in the *listening brain*, with a few less in the *speaking brain*, and will soon have thousands in their *seeing/reading brain.*

Unfortunately for struggling students, their *seeing/reading brain* may only have 20* words which, in comparison with a good reader having hundreds or thousands, can hinder the early 'learning to read' process.

* This number comes from my own clinical observation with children experiencing severe reading difficulties.

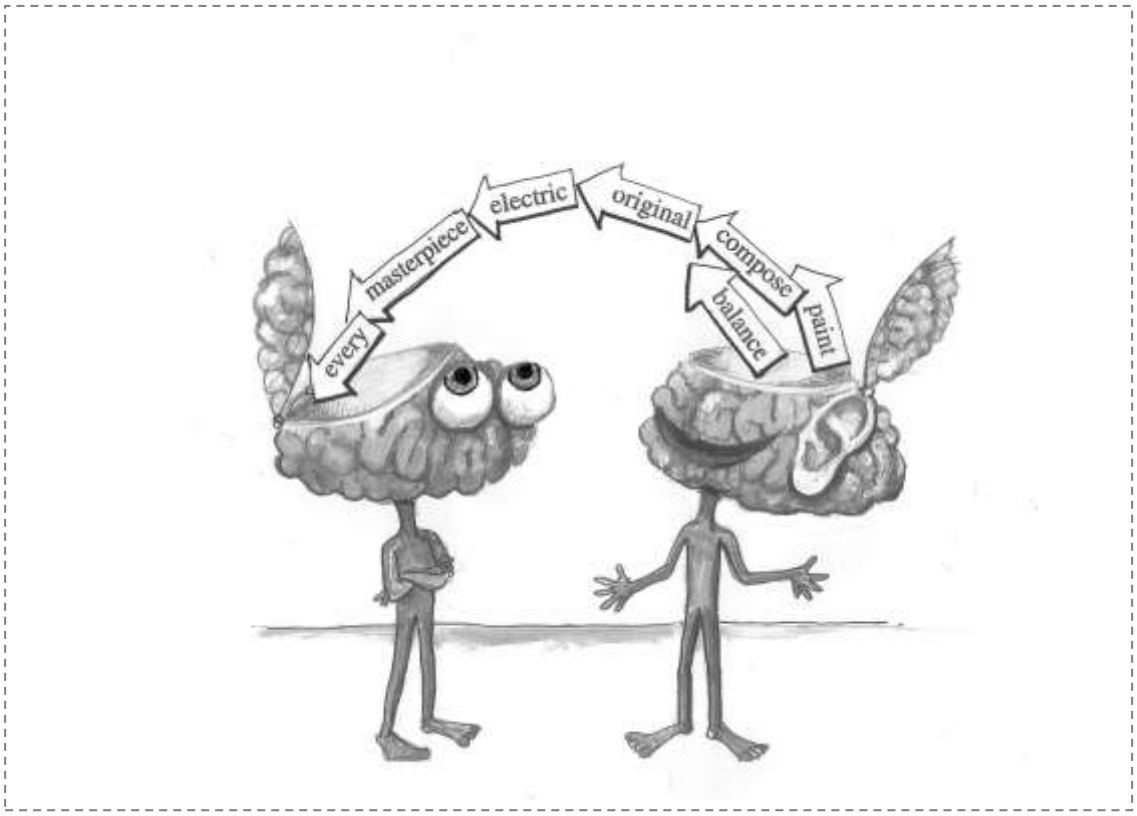
VOCABULARY EXPANSION Overview b



Rapid Vocabulary Expansion is about building the link between the *listening|speaking brain* and the *seeing|reading brain.*

Once this is established it will accelerate the rate at which children acquire new words into their readily accessible reading vocabulary.

VOCABULARY EXPANSION Overview c



Focus

We must focus on building the brain link and the neural connections that develop when parts or chunks of words are seen.

We must also actively focus on looking, spelling and chunking whilst intensely looking at the word and saying it concurrently. Do this, and in my experience, the specific neurological processes required will go on to create the essential links. These links enable the thousands of words already in the *listening/speaking brain* to rapidly become available to the *seeing/reading brain.* When they are encountered while reading they are readily learned.

VOCABULARY EXPANSION METHOD – STEP 1

You can use the story ‘Easter Holiday’ at the end of this workbook.

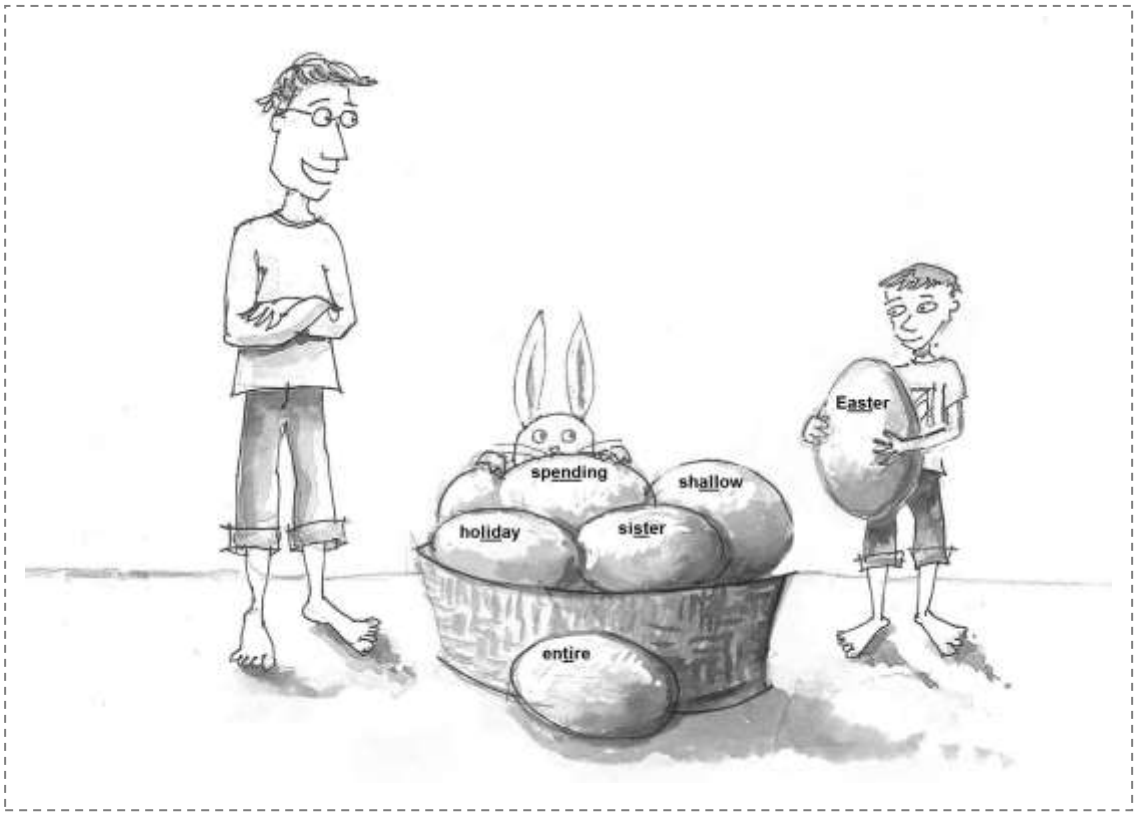
Step 1

TEACHER - Have the student peruse a paragraph and together identify any new or unfamiliar words.

…….. Easter …….. holiday …… spending

……. entire …… sister…….

VOCABULARY EXPANSION METHOD – STEP 2



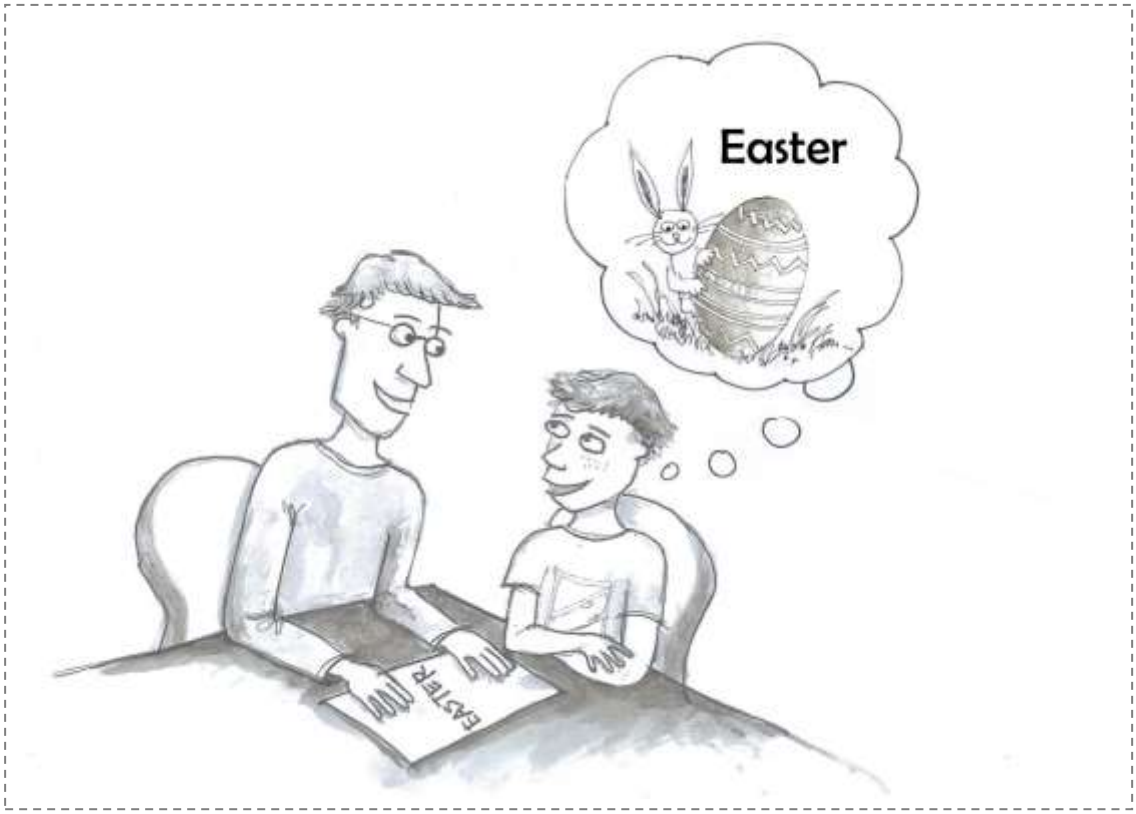
Step 2

TEACHER - Go back over the sentence with the student and place a small line under each word that is new or unfamiliar, as shown below.

…….. Easter …….. holiday …… spending

…….. entire …… sister…….

VOCABULARY EXPANSION METHOD – STEP 3



Step 3

TEACHER - Read, say, hear and describe each new word with the student. Point to the word and read the word to the student. Now ask the student to repeat the word and describe the word together.

Remember, your student should recognise these words already, as they are usually part of their receptive and expressive language vocabulary and we are building a link between the *listening/seeing brain* and the *seeing/reading brain.*

VOCABULARY EXPANSION METHOD – STEPS 4 & 5

Step 4

TEACHER - Point to one of the words that are underlined. Ask the student to say the word. Now randomly point to different words that are underlined, prompting the student to say them.

STUDENT – *'sister – entire – Easter – sister – holiday – spending – entire – Easter'*

Step 5

TEACHER - Ask the student to look at the word, say the word, spell it out loud and say what it means.

STUDENT – *'holiday…..ho – li – da – y ….it means I don't go to school'*

NOTE: Spelling in two letter groups (as above) is preferred in BR™

LONG TERM MEMORY RETENTION

Long Term Memory Method

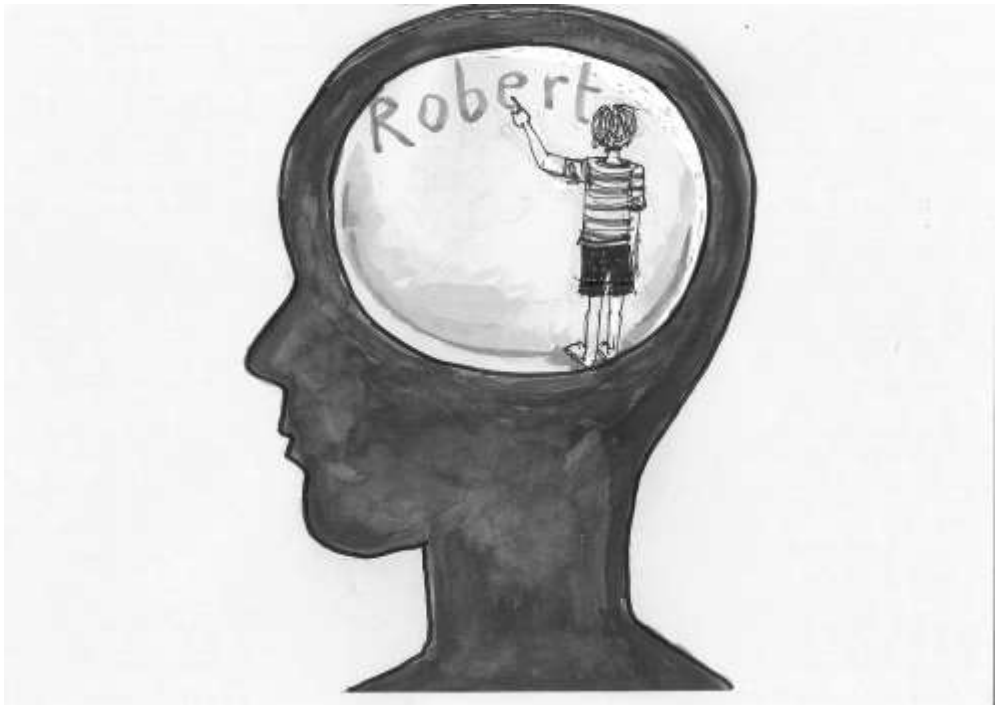
We must 'refresh' the new words to build them into our memory.

Have the student follow these simple steps for easy memory retention.

1. Day 1 – In a new passage, learn and underline the words that are new or unfamiliar
2. Day 1 – ten minutes later read the underlined words and say them three times each
3. Day 1 – two hours later read and say the underlined words three times each
4. Day 2 – read and say the underlined words only, then read the entire passage containing the new words
5. Day 5 – read only the underlined words once
6. Day 10 – read only the underlined words once

For a student who has shown ongoing memory retention issues keep this process up and read the same passage at longer time intervals. E.g. Try reading these words again in two weeks, 3 weeks, etc.

BR PERFECT IMPRINTING™



Imprinting is described in psychological terms as the initial learning of ‘something’. This initial imprint then forms the basis for future reference.

What this means to our learning student is that, as they are exposed to new words, the imprint will occur regardless of its quality. Therefore we must NOT have errors.

These are the behaviours that encourage Good and Poor Imprinting.

GOOD IMPRINTING

- neat hand writing
- clear speech
- reading in letter and word groups (phonics, context, letter chunks)
- carefully looking at a word (decoding)
- practising the unfamiliar word 5 to 10 times

POOR IMPRINTING

- untidy hand writing
- unclear speech
- letter by letter and word by word reading
- quick glance at a word
- repeating the unfamiliar word only once

BR RE-IMPRINTING CORRECTION METHOD™

CORRECTION METHOD

The student may say a word incorrectly to what is written.

E.g.: STUDENT – sees the word **'then'** but says **'they'**

To correct this, use the *BR Interrupt Method™* below.

Why it works:

The pause/think interrupt redirects the natural flow of nerve impulses from the **then|they** link to a different pattern.

Ask the student to look at, and read the word **then** silently until you ask them to speak it. Pause about 5 seconds between reading and speaking.

TEACHER - *'Read this word to yourself until I ask you to speak it.'*

STUDENT - Reads the word **then** pause think pause think pause think

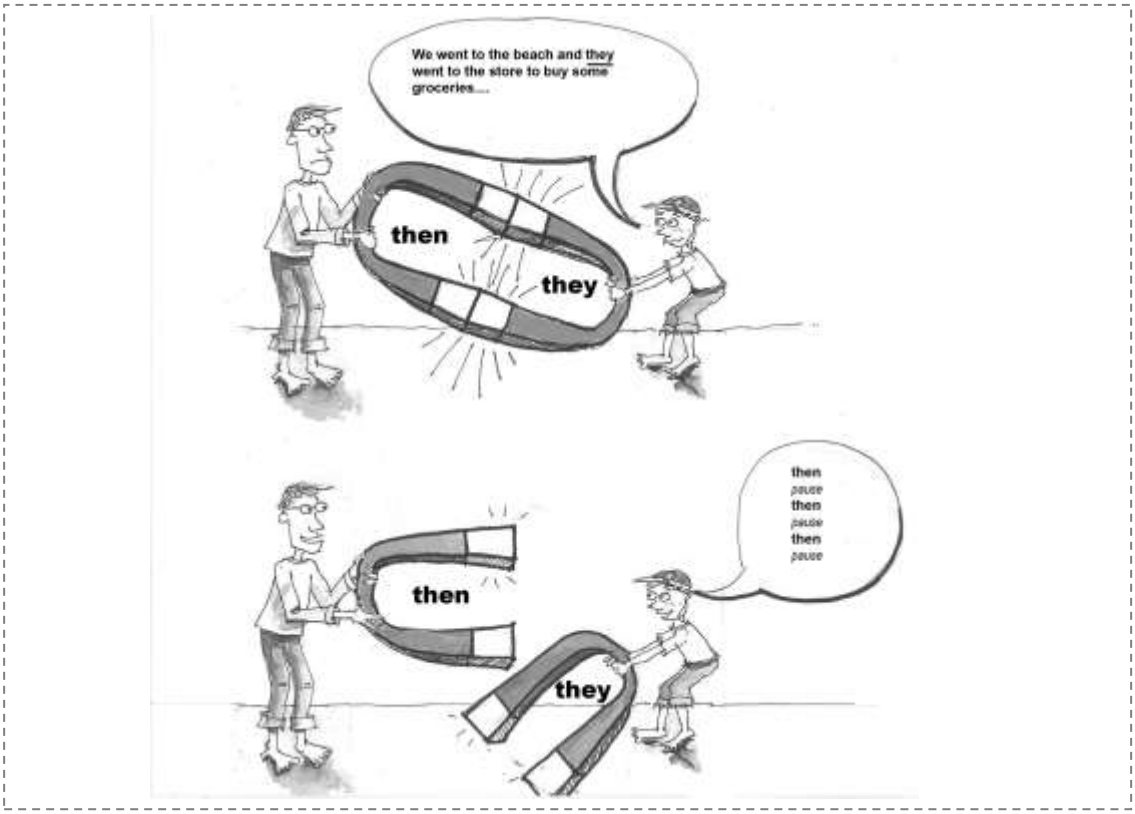
TEACHER – wait 5 seconds then *'Now say the word.'*

STUDENT – *'then'*

Repeat this ten to twenty times.

Troubleshooting... If a student has trouble with the method outlined, then just as they are about to speak you, as the teacher, quietly say the word to help prompt the correct response.

GROWING THE GOOD AND WITHERING THE BAD



Why it works…

Every time the incorrect **then|they** connection gets used it grows stronger because dendrites grow.

Every time we avoid the **then|they** connection it gets weaker – dendrites wither and die. This is known as cell pruning.

So… we avoid what is incorrect and always do what is correct.

TEACHER – repeat this new connection with the student and check it in two days and then again one and two weeks later.

The unfamiliar words will become the student's spelling list. Don't worry, it may seem overwhelming at first but the list gets smaller quite quickly.

BUILDING THE LINK IN EXTREME CASES – CASE STUDY

Case Study

Ben was about 13 years old and measured extremely low in his reading. At 13 he could participate in a conversation at his peer level. You could therefore conclude he had a well-established vocabulary asset of several thousand words with which to *listen* and *speak*.

Ben was learning to read and on encountering the word *biscuit* he slowed and stumbled his way along.

BEN - *'I asked my mum for a b _ bi _ bis….. bis _ qui…. bis _ qu _ ite'*

He tried again.

BEN – *'bis _ qu _ ite'*

I modelled the word and he looked and listened to me.

ME – *'biscuit'*

BEN – *'biscuit'*

ME – *'biscuit'*

BEN – *'biscuit'*

I then had Ben read the sentence again.

BEN – *'I asked my mum for a bis _ qu _ ite'*… saying it the incorrect way.

ISN'T THAT INTERESTING!?!

I asked Ben to look at me and say the word – he said *'biscuit'.*

I asked Ben to read the word – he said *'bis _ qu _ ite'.*

I asked Ben to look at me and say the word – he said *'biscuit'*

I asked Ben to read the word – he said *'bis _ qu _ ite'*

INTRIGUING!!!

BUILDING THE LINK IN EXTREME CASES – CASE STUDY cont.

Hearing/ Seeing/ Reading Brain

It appeared that Ben had no link between the word in his *listening/seeing brain* and *seeing/reading brain.*

We had to build the link between the *listening/seeing brain* and *seeing/reading brain.*

BUILDING THE LINK IN EXTREME CASES – METHOD

METHOD – Building The Link

TEACHER – *'Look at me and say biscuit'*

STUDENT – *'biscuit'*

TEACHER – *'again'*

STUDENT – *'biscuit'*

TEACHER – *'and again'*

STUDENT – *'biscuit'*

TEACHER – *'Now lower your eyes and look at the word as you keep saying biscuit.'*

STUDENT – *'biscuit….biscuit….biscuit….biscuit'*

BUILDING THE LINK IN EXTREME CASES – CASE STUDY cont.

It was interesting to observe that as Ben's eyes came into contact with the written word *biscuit* his speech faltered. It was as if his vision was trying to direct his speech to the previously established 'bis _ qu _ ite'.

As a consequence of the many repetitions of the correct *biscuit*, he fought to avoid the old neural connection and to use the new correct one instead.

RESULTS

Following this breakthrough, in the next week Ben gained about 20 reading words each day and then the flood gates burst.

The new found link between *seeing* the words and his *listening/speaking* vocabulary allowed Ben to add about 250 reading words per week over the next several weeks.

CONCLUSION

Rapid Vocabulary Expansion is the very essence of 'fix the brain and the words will follow'.

Once the floodgates of easy decoding/reading open, 'the hard part' is usually well and truly behind them.

It is such an exciting and rewarding time.

REMEMBER:

Work on the *brain*….and the words will look after themselves.
Work on the *brain*….and the education will look after itself.

BUILDING THE LINK IN EXTREME CASES – CASE STUDY cont.

FURTHER COMMENTS

My colleague when editing this booklet said…

'It can't be this simple. Did he retain all the words? It seems like it magically happens. Is this typical?'

SIMPLE – Yes it is this simple. In the same way that a good reader only needs to see a new word once or twice and it gets remembered, our 'poor reader' can do the same. Don't forget, our 'poor reader' used to have a different brain to a 'good reader' and now they have a brain just the same – with the same good reading behaviours. That is why they can now learn just the same and just as quickly.

RETAIN – All the words? No, not all the words, but about 90% of them. In other words, pretty much like our 'good reader' would remember them. When looking back over the words to refresh their memory, a few minutes later or the following weeks, it was remarkable how many were retained.

MAGICALLY – When we see a student improve so quickly, it may seem magical, but don't forget that we have structurally changed our student's internal brain wiring to resemble that of the 'good reader'. If indeed we have been able to do this, then learning new words quickly should be the new 'normal'.

TYPICAL – It is very typical of most students whom have come from a very low baseline, especially if they are a little older, perhaps ten years or up. Once the brain is changed, then all those words that they know to speak and hear are ripe for being able to be read. My clinical observations suggest that over 80% of our rapid vocabulary expansion students have the excellent results as I am outlining here. For most of the others, a little patience is needed. When the student's brain is ready then this phase of learning will become active also.

Level 1

EASTER HOLIDAYS

We are on Easter holiday and my Mum is spending the entire school holiday with my sister and I.

On the first day it was raining so we went to the store to buy some groceries. We planned to bake biscuits.

I dropped the bag of flour on the floor and had to clean it up. What a mess.

We had fresh baked biscuits and milk for afternoon tea. They were yummy.

The second day was hot so we packed our togs, goggles, towels and water toys and went to the town pool. There were lots of other children at the pool too.

My sister and I can swim, so we played all over the pool. We swam in the shallow end and the deep end. We played with a beach ball and swam through our dive rings.

We went to the Easter festival after lunch today to see the parade. We also saw the sunset over the city and it was flaming red and shimmering.

In bed tonight I had an idea. We should go to the beach tomorrow and catch some waves because the weather looks perfect.

I love holidays with Mum and being outside makes me happy.

WORKING CHECKLIST

Workbook 5 – Rapid Vocabulary Expansion

STUDENT NAME _____

VOCABULARY EXPANSION

VOCABULARY EXPANSION – STEP 1 ☐

VOCABULARY EXPANSION – STEP 2 ☐

VOCABULARY EXPANSION – STEP 3 ☐

VOCABULARY EXPANSION – STEP 4 ☐

VOCABULARY EXPANSION – STEP 5 ☐

LONG TERM MEMORY METHOD ☐

BR PERFECT IMPRINTING™

RE-IMPRINTING CORRECTION METHOD ☐

GROWING THE GOOD AND WITHERING THE BAD ☐

EXTREME CASE METHOD

BUILDING THE LINK - METHOD ☐