

BEHAVIOURAL READING™

TEACHER CLASSROOM GUIDEBOOK

INTRODUCING NEUROLOGICAL TECHNIQUES IN THE CLASSROOM

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www.BEHAVIOURALREADING.com.au

HOW TO USE THESE MATERIALS

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, spelling and learning in general.

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

Behavioural Reading™ (BR™) 'defines' *the* set of techniques that a brain needs for efficient reading. A poor reader has not yet mastered these techniques.

BR™ should also be seen as an add-on to any existing reading program being used within the school. In this way the good work already being achieved will continue with the added advantage of being able to fill in the gaps where a student's innate deficits lie, and where a teacher's training or experience accommodates every child's learning style.

With virtually anything humans do, the brain will either just 'do it' as a once-off activity, whereby neurotransmitters are used as short-term chemical switches only, or the brain goes on to 'record' it by building permanent connections with dendrites.

Human brains actively learn and grow. This 'recording' of new learning occurs when similar actions are repeated, thereby stimulating similar neurotransmitter pathways. With continued and repetitious actions, the brain sees this repetition, and in the place of the slower and more energy dependent neurotransmitter route, it grows a dendrite.

A dendrite may be likened to a tree growing a new twig. It is an actual object, but unlike the tree whose twig does not serve a particular communication purpose, our dendrite 'twig' is there to carry a special piece of information – to remember a fact, to hear a sound, or the myriad other 'learned' actions performed by a human brain.

BR™ techniques are reading behaviours broken down into their smallest parts. These techniques were created through a process of observing and working with many struggling readers as they attempted to move through the complex process of learning to read.

Although we specifically relate BR™ to the ability to read, these techniques are interchangeable. For example, it is essential to engage 'critical thinking' in order to perform many tasks in life. Mathematics in particular will require great critical thinking ability. Sequencing is also an essential ability as many of the daily tasks we undertake are sequential in their form.

The human brain learns by recognising sequences, repetitions and patterns. It can then go on to make these learned patterns even more efficient by building shortcuts known as 'automaticity'.

Behavioural Reading™ Neurological Techniques

Fluency – Speed – Visualisation Recognition and Manipulation – Imprinting – Accuracy – Working Memory
Management – Sequencing – Critical Thinking – Automaticity – Skill Isolation

BEHAVIOURAL READING™ MATERIALS

BEHAVIOURAL READING™ WORKBOOKS

BR™ techniques have been documented in six workbooks available in printed format and downloaded from the website www.behaviouralreading.com.au

Workbook One – Disarm the Preconditioned Response by Creating Fluent Reading

Workbook Two – Three Brain Essentials for Comprehension

Workbook Three – Reading Fast, Slow and In Between

Workbook Four – Essential Sequencing

Workbook Five – Rapid Vocabulary Expansion

Workbook Six – Brain Friendly Spelling

These workbooks were designed as a coaching tool for teachers in a one-on-one teaching environment. The workbooks contain the essential BR™ reading techniques so will be interchangeable as either a one-on-one resource or classroom resource.

BEHAVIOURAL READING™ STORIES

BR™ has 4 reading levels and 20 stories. These stories provide a teacher with uncomplicated texts, without the distraction of pictures. They are suitable for all reading levels and will provide the basis to work through the sequence of BR™ Workbooks.

BEHAVIOURAL READING™ CHECKLIST

A handy checklist is provided at the end of each workbook. These checklists allow teachers to keep track of individual students or classes.

BEHAVIOURAL READING™ EZIREADER™ SYSTEM

The EziReader™ system has been developed to create a simple way of implementing BR™ techniques for classroom use.

The EziReader™ system consists of a set of discs to be spun on a pencil by the teacher. The student stops the spin, and the exercise the student points to is the exercise the classroom completes.

It's fun, interactive and gives the teacher quick access to the BR™ exercises. The EziReader™ system provides a way for the students to have choice and control, essential for building reading confidence.

There are six EziReader™ discs - three discs, double sided.

Use the EziReader™ Reference Guide to match the techniques to the terminology.

BEHAVIOURAL READING™ IN THE CLASSROOM

FURTHER NOTES ON BEHAVIOURAL READING™

READER LEVELS

Diagram A is a visual representation, in general terms, of the percentage of Poor, Good and Great readers in a school environment.

The Australian Bureau of Statistics reports up to a third of classrooms scoring poorly in reading tests. Teachers have reported these percentages can vary from 10% to 40% in their classrooms and schools. On average in Australia it is safe to say that approximately 25% to 30% of students struggle with their reading ability.

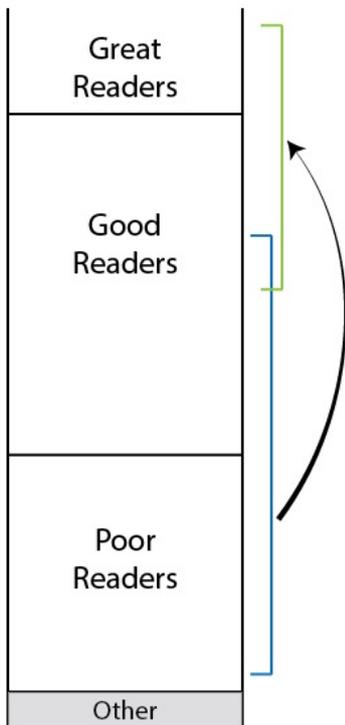


DIAGRAM A
Average Classroom

The blue bracket and arrow indicate the students targeted with BR™. The black arrow indicates the movement of this group of students to the green section when they improve their neurological reading techniques.

NORMAL BRAINS

The average Australian grade three or four class is generally made up of students with a variety of reading abilities.

There are the *great* readers that just seem to 'get it' *despite* their environment and teaching systems. Their brains are 'normal' and they have easily developed great reading behaviours.

There are *good* readers, we often call them 'peer level' readers. These readers sit on and above the peer level line. Using BR™ will fill in, repair, or build, any neurological learning gaps that are essential building blocks stopping them from becoming *great* readers. A good reader's brain is also 'normal'.

Poor readers sit below the peer level line. By grade four (at the latest) teachers are aware that these students experience difficulties in their reading and are often unable to provide a resolution to move them to peer level and above. The use of BR™ will allow teachers to discover the specific neurological areas where students have developed poor behaviours. With this knowledge, and armed with the BR™ techniques, teachers can take these students from poor readers to great readers.

Poor reader's brains are also 'normal'.

As all Great, Good and Poor readers have 'normal' brains, they should all be able to acquire the skills needed to become Great readers. BR™ structurally changes Poor reader's internal brain wiring to resemble that of a Great reader.

The lower shaded percentage of students shown in diagram A represents the students who may have intellectual challenges due to brain injury or illness or other medical concerns that have or are hindering learning progress. This is a very low percentage, and although using BR™ techniques with these students has occasionally achieved great improvement, teachers should expect only moderate improvement. (This group does not wholly encompass students with a diagnosis. Where sometimes this can be the case, many children with a diagnosis can improve greatly with BR™.)

POOR READING BEHAVIOURS –VS- GOOD READING BEHAVIOURS

Poor reading behaviours are those that prevent students from reading well. It is not anyone's fault that a student has developed this way. The cause/s may or may not be known. What is known is that these behaviours can be discarded and rebuilt.

Some examples of poor reading behaviours are:

- reading one-word-at-a-time
- guessing words
- loss of focus
- memory loss
- little vocabulary growth
- fast reading/skipping words
- lack of comprehension

EXPANDING WORKING MEMORY –VS- MANAGING WORKING MEMORY

There have been amazing results from the analysis of working memory improvements. Some recent results show that when cognitive improvements are made, with regard to working memory, it does not expand, rather it becomes better managed.

In light of this, the computer analogy (used for many years in the neuroscience field) is accurate. RAM (random access memory) is a finite amount of data storage the computer uses to save data that is currently being accessed. It is a short term storage area and is overwritten constantly as the specific data being accessed changes.

Developing a student's ability to better manage their working memory creates a good reading behaviour.

BRAIN EXERCISE

Brain exercises are used to make a versatile and responsive brain. This intelligent versatile brain is what we would recognise in high achieving people as having that something 'extra'.

Brain exercises are simply small, different approaches to basic tasks that allow the brain to integrate and coordinate itself between the myriad different aspects of our human brain. The greater the versatility, integration, cross referencing and flexibility our brain has then the greater it's processing speed and potential for intelligent growth.

WHICH GRADES?

Preparatory and grade one classes can easily master many of the exercises in the BR™ workbooks and will assist in creating great reading behaviours for the future.

BR™ techniques in grades two and three classes are essential, as students learn quickly and it is important to avoid building poor reading behaviours. This has, in the past, been the time when poor readers are recognised by teachers and through testing. Use of BR techniques in this class environment will improve the majority of poor readers, increase the level of good readers and assist teachers to recognise students that require one-on-one practise to keep up with the class.

BR™ techniques activate vital neurological sequences, but are also able to destabilise the overused sequences that may prevent correct and balanced behaviours from developing.

By grade four it is obvious which students have poor reading behaviours. These poor reading behaviours are preventing reading improvement to peer level and above. It is not necessary to split the class to use these techniques. Implementing BR™ in a class environment for grades four and above will – 1. Give teachers the opportunity to assess all students and 2. Allow students who appear to be great readers to build other skills essential in their learning years.

NOTE: This document does not cover every neurological exercise that can be incorporated into a class environment. The Daily Routine Guidebook continues to be updated with new exercises. Please check the website regularly for the latest materials, exercises and guidebooks.

BR™ TEACHING TECHNIQUES

KEEP IT ONE STEP EASIER

It is important to ensure the students are not overwhelmed, or believe reading to be a 'difficult' process. After all, if some children of three years old can teach themselves to read, it begs the question of – 'How difficult can it really be?'

Children will often have the perception that reading is difficult prior to being exposed to BR™ techniques, Reading should be just another form of learning.

Using a known text to introduce new techniques is important to keeping the new technique easy to learn. The BR™ reading techniques are broken down into tiny chunks so the student is never overwhelmed. The techniques may seem small and even inconsequential to some students, but others may take some time and practise to master them before having the ability to move on to the next technique, or even move on to a larger concept within the same technique.

Unlike our muscles that respond well to working hard - such as by lifting heavy weights - and will grow accordingly, our brain does not learn very well under these conditions.

'One Step Easier' refers to the course of action by a teacher when the child is struggling. Simply make the task a little easier until satisfactory results are evident. This could take as little as a few seconds, minutes or perhaps longer with bigger tasks. Examples of such easing of the task could be reducing the 'phrase' length being read from four words to three, or from three to two words. Another example could be increasing the amount of 'pause' time that is spent at the end of a sentence.

Be assured that when the correct threshold is found, the task becomes simple, the mood lightens and the satisfaction to the child, and usually their teacher, is profound.

MASTER THE TECHNIQUE BEFORE MOVING ON

Along the same lines as 'keep it one step easier', asking a student to move onto a new technique without first consolidating the previous technique can create confusion and uncertainty. The workbooks have been designed in a sequence that encourages reading development from the first 'learning to read' stages through to competence. No matter a reader's level, it is important for a student's future learning that all BR™ techniques have been mastered.

ACHIEVING MASTERY

For a student to show mastery of a technique they will need to be able to repeat it easily and in different contexts – e.g.: with a new story, at a later time, with varied speeds, varying lengths, etc. This strength, robustness, tolerance to change, and versatility are all hallmarks of 'mastery' and are really an indication that the brain has grown sufficient neural connections, and to such a degree, that levels of 'Automaticity' occur within a given task.

MEMORY AND LEARNING

Remember the Facts of Memory (Workbook Four – *Essential Sequencing™*)

Do it once equals fail, repeat it equals success.

For humans, memory and learning are one and the same. The very action of retaining information is a process whereby the brain sees sufficient similarity in a pattern of information and that it is repeated sufficiently to migrate the knowledge from the initial short term use of the neurotransmitter synapse, to the growing of a dendrite which will then be accessible in the long term.

THE FIVE STEPS TO LEARNING ANYTHING, AS USED BY HUMANS

All humans, without exception, follow these five steps when learning anything, regardless of prior education, age, culture or desire.

1. **Recognising** – that you don't know 'something'. This step, subconscious or not, creates an awareness that knowledge is missing and is desired.
2. **Deciding** - to know that 'something'. This step is conscious and initiates the following steps.
3. **Learning** - The action of being taught or learning that 'something'. Whether it is in a formal environment or self taught is irrelevant, but what is important is that in this early stage of competence, it requires active and conscious thought to carry out the task. A good example of this is to watch a young child learning to ride a bike, where they start to ride, but it is taking active concentration on the tasks required – pedalling, steering, balancing, sitting, standing, leaning, etc.
4. **Practising** - The 'something' is reconciled and trialled. Whether the 'something' task is riding a bike, driving a car or completing calculus, the brains ability to perform the necessary functions occurs because the growth of the necessary dendrites has occurred between steps three and four.
5. **Mastering** - Truly inspirational achievements by humans comes from this step. Though not really a different step to step four, the extensive training that is evidenced by our Olympic athletes, our amazing ballet dancers and our myriad of academics are testimony to the merits of complete immersion in a relatively small sample of activities. It is this intensive and detailed learning that truly spawns amazing human endeavour. Unfortunately the reverse is also true, mediocrity is also easy to achieve.

SIMPLE LEARNING GUIDELINES

It is essential that new knowledge be repeated in a cascading nature. To do this when teaching students, allow the knowledge to embed perfectly the first time. Then repeat two or three times throughout that same day. Practise again twice the next day and wait a day or two to quickly review this new knowledge again. Review again after a week and then after two more weeks. This process of cascading repetition will actively promote dendrite growth for this item of knowledge. Satisfactory adherence to these guidelines will ensure that the new work has been stored in long term memory.

Always remember that memory is a process whereby the brain grows dendrites to record the needed information.

INDIVIDUAL DIFFERENCE IN LEARNING

Anticipate that all students are different. Every teacher has heard that statement ad nauseam, but in the context of our learning brain, we must think about how many repetitions are needed to 'see' the pattern and then how long between each subsequent practise can be endured before the brain gives up and discards the new knowledge. In this regard we are all truly individuals.

(see also Workbook Five – *Rapid Vocabulary Expansion*, Long Term Memory Retention technique)

NON-SELECTIVE MEMORY

The brain cannot differentiate between correct information and incorrect information. As a consequence, any information heard or used will potentially be stored into memory.

I play a small game in my clinic where I ask parents to spell the name of a very deep sea fish that I know they will never have heard of. I ask them to spell it five times, and then tell them how to spell it properly, or on the odd occasion that they have it right I ask them to spell it another way – incorrectly. Try this exercise to see what I mean by 'non-selective memory'.

Spell the name of this fish five times.

Pomfrit – Pomfrit – Pomfrit – Pomfrit – Pomfrit

Now spell it as –

Pomfret – Pomfret – Pomfret – Pomfret – Pomfret

One of these spellings is correct, but on asking you to spell Pomfret/Pomfrit, both spellings now exist in your brain.

It so happens that 'Pomfret' is the correct spelling, but this little exercise shows that your brain cannot be selective on what it retains because we choose to believe it is important or not.

Spell Pomfret again. Notice that both spellings are in your brain now and by making you repeat it a few times your brain will seek to grow dendrites and retain it long term.

Take a minute and reflect on the teaching practises that are used in classrooms the world over that build complicated and confused brains unnecessarily.

KEEP DECODING AND READING SEPARATE

Decoding is a tool consisting of sets of rules for learning new words or recognising unfamiliar words. A good way to think of it is by comparing the 'automatic' way we recognise our own name compared with a word such as 'conflagration' which we seldom see and must pause, possibly even take a second or third look at, to understand or 'read' it. Decoding should not be confused as being a reading technique.

Remember, BR™ is not just a reading tool, it is the set of neurological techniques and sequences the brain uses when putting into practise all of the 'learn to read' tools, and following that, the actual act of 'reading'.

Behavioural Reading™ definition: The effortless transfer of words and their meaning from written text to the reader. Such examples could include an adult enjoying a 'good novel', where the reading takes them on a journey within the pages with little effort, or even being conscious that the process is occurring.

Comparing 'decoding' and 'reading'; reveals to us that the effort and neural pathways for each are quite different. BR™ always demands that an active choice is made to either 'read' effortlessly, or in contrast to 'decode', but doing both concurrently is a demanding and complex skill and should be seen as such. Expecting our beginner readers to be able to do same is unrealistic and is possibly reflected in the enormous number of children who fail to move onto reading competence.

METHOD OF APPLICATION

In the classroom, or while assisting a beginning reader, slowly and with elongation of the sounds, prompt the difficult words for the students as they read. Some students will read the rest of the word as you prompt and others will need help with the whole word. Regardless, it is important to be focussing on the 'reading' techniques and actively removing focus away from the new words. Generally speaking the new words will be learned along the way and with very little apparent effort.

USE IN ANY LESSON

It is recommended that BR techniques are incorporated into any lesson at any time of day. There are many BR exercises that may be used in this way. For example, the Pencil Grip technique can be used throughout the day before, or during, each lesson. Note: The students should already know the exercise and thus the terminology.

TEACHER – *'OK students, show me Pencil Grip One, Two, Three, Four. Now write the date on the top of your page.'*

Or

TEACHER – *'[student], spell our new word today', and a little later choose another student.*

STUDENT – *'swamp, sw-am-p' [using the spell two technique]*

It's that simple. These will become more familiar as teachers move through the BR techniques.

RE-IMPRINTING

When learning new knowledge re-imprinting may be required by some students to allow the brain to discard old behaviours and build anew, or correct flawed behaviours. The technique 'BR Re-Imprinting Correction Method™' is a guide for this process. (see Workbook Five – *Rapid Vocabulary Expansion*)

THE IMPORTANCE OF THE PAUSE

Asking students to read a word, and then 'pause' before speaking the word on a command, flicks a switch in the brain. The pause/think interrupt technique, used in Workbook Five, redirects the natural flow of nerve impulses from the poor reading behaviour to a different pattern, allowing the new word you are introducing to be learned. This method breaks down the old, poorly developed, behaviours allowing the brain to take on new behaviours.

THE IMPORTANCE OF CRITICAL SKILL

Comprehension requires the multitasking-multithinking brain to be engaged. This enables the reader to extract not only superficial ideas from a page of text, but also to interpret hidden meaning, emotions and agendas, and go on to have great reading comprehension skills.

Workbook Two – *Three Brain Essentials for Comprehension* – details the techniques used to develop these abilities.

THE IMPORTANCE OF SEQUENCING

Most of our life is governed by sequential tasks. To clean our teeth we need to go to the bathroom, pick up the toothbrush, open the lid of the toothpaste, place the toothpaste to the brush, squeeze the toothpaste, etc.

We are usually unaware of the sequencing that our brains process constantly. Some students have not developed this technique or have not developed it to its fullest potential. The neural efficiency derived from learning this technique will have positive benefits in many other aspects of frontal lobe functions including recall, and impulse control.

BUILDING THE LINK

For some 'extreme cases' the link between the *listening/seeing brain* and the *seeing/reading brain* needs to be built. Students will falter when their eyes come in contact with the word. They can't seem to reconcile the word with the spelling or visual word in front of them.

Workbook Five – *Rapid Vocabulary Expansion* – details the 'Building the Link in Extreme Cases' case study and technique to overcome this rare problem some students experience.

SWIRLING CARD TECHNIQUE

The swirling card placed in front of the text being read is a simple but highly effective way of instigating the essential sequences required for correct reading technique. This simple activity forces the integration of the frontal lobe, the memory loop, the visual to memory link, the memory to speech loop and these in turn promote the complex sequences needed for efficient comprehension tasks. (Daily Routine Guidebook – Exercise 18)

IMPLEMENTING BEHAVIOURAL READING™ INTO THE CLASSROOM

TEACHING THE AVERAGE AUSTRALIAN CLASS

The average Australian grade three or four class, we assume, is made up of great readers, average readers, poor readers and very poor readers (which may include some students with a diagnosis).

Having a teacher aide to watch the class as you move through the techniques can be beneficial in assisting you to record who is struggling with a particular technique. You may see a poor reader struggle with the very first BR™ technique (fluency) or you may see a great reader struggle with comprehension. The students noted accordingly, can be flagged for individual attention.

Move on to a new technique when students have mastered the current technique. For a student to have some mastery of a technique they will need to be able to repeat it easily under a new context – e.g.: with a new story and at a later time.

It should be noted however that it is reasonable to expect that the great majority of students will be able to quickly progress onto what is generally accepted as good reading in only a few weeks of BR™, thus freeing up a lot of time that the teacher would otherwise not have had.

NOTE ON READING MATERIAL

Using commercially purchased 'graded' readers can instigate poor reading behaviours when learning to read. These readers tend to have pictures and are very distracting. Readers have their place.

Parents often ask me - 'Then what should I do with the school reading homework my child brings home?'

School readers should be seen in the same way as going to the movies with your child. There is no agenda apart from sharing some quality time together with your child. If some learning occurs then that is a bonus.

In contrast BR™ is a series of exercises promoting the appropriate neurological sequences to modify the reading techniques and create specific reading behaviours. In other words, school readers are about reading enjoyment, and BR™ is about learning to read. Keep them separate.

HOMEWORK

If homework is desired then these techniques can be practised at home by the students using the BR™ stories. Ask the students to practise reading a story they are now familiar with, e.g.: 'A Day at the Beach', with the Read Phrase 2 & Reverse, and Look Up Cluster 2 techniques (See EziReader™ Reference Guide). For Special Education students you can just copy the first sentences of the story and get them to practise one of these techniques.

WEEK ONE

WORKBOOK ONE – DISARM THE PRECONDITIONED RESPONSE

Review Workbook One in depth first. Also make a quick review of the complete workbook series. All of Workbook One techniques can be introduced in a half hour to one hour session.

Print or photocopy the checklist at the end of the workbook if you wish to keep track of your progress.

Work through the workbook one page at a time, initially breaking down reading barriers with the 'First Word of the Sentence'.

- Write the story 'A Day at the Beach' on the board or use a projector so the class can follow.
- Use the arrow worksheet as an introduction to the first part of the technique (Daily Routine Guidebook – Exercise 17)
- Keep it one step easier
- Place a mark under the words that some students are finding difficult. (Workbook One - Step 13)
- Continue through the week by using Workbook One techniques and completing the whole story. Always review the underlined words first.
- Once the class has mastered two word fluency, move onto three and four word fluency. Show the students how trying four or even five word fluency becomes difficult. It is better to stick with their limitations and practise this until the next step is mastered.
- Utilise the checklist at the back of the workbook to keep track of the techniques completed and/or individual student progress.
- Practise robot syllables (Exercise Nine – Daily Routine Guidebook) and speaking with intonation.
- Use the Swirling Card technique to switch on the memory loop (Daily Routine Guidebook – Exercise 18)
- Have a support teacher watch the class to catch the students who struggle with particular techniques – work with them one-on-one, or in much smaller groups, by going over the techniques until they have mastered them.

NOBODY KNOWS ALL THE WORDS

Encourage your students and breakdown those negative barriers, by showing them that 'nobody knows all the words'. Have an adult read a medical excerpt to show how they stumble on the medical words just like children stumble while learning the words.

Your students will know 7000-9000 words in early to mid primary. Many of these words will be heard and spoken, but are not yet in the reading brain. There are hundreds of thousands of words to learn. Nobody can know all of those words. Medical specialists are better at the medical words. Boat builders are better at the boat words and computer programmers know computer words. Let your students see that we all have to put our decoding behaviours into practise at some stage, and although this may seem like a 'struggle', it's really just effort.

REINFORCING THE TECHNIQUES

After the initial introduction of these techniques, continue to use them throughout the week.

For example, reading a lesson objective can be read with the fluency techniques.

- If the lesson objective is *Discovering Mummies in Ancient Egypt*:
 - TEACHER – ‘Please read the lesson objective with phrase 2 2 2 + Sentence.’ (EziReader™ Reference Guidebook)
 - STUDENTS - ‘Discovering mummies – in ancient – Egypt, discovering mummies in ancient Egypt’.
 - Or if the students are learning new words in this lesson:
- TEACHER – ‘Spell ancient in Spell Two’ (EziReader™ Reference Guidebook)
 - STUDENTS – ‘ancient, an-ci-en-t’

The EziReader™ is a fabulous tool for keeping the class engaged in these exercises throughout the week.

LEARNING NEW WORDS

When learning new words have the students write them perfectly. (Exercise Five – Daily Routine Guidebook)

Ask the students if it’s easier to find things in a messy bedroom or a neat bedroom. Of course the answer is neat. Explain that it’s the same for a brain. We need to put ‘new’ things in neatly the first time.

TEACHER – ‘When we learn something new it must be....’ (wait for the class to respond)

STUDENTS – ‘Neat!’

TEACHER – ‘Great, write this new word as neatly as you can’.

MESSY WRITING

For students who have pedantic and slow writing habits, explain the need for slow and perfect writing and fast messy writing in our daily life. Shopping lists usually only need to be legible for you, so they can be messy. Engineers need to write neatly for reports. Exercise 11 in the Daily Routine Guidebook is also useful for these types of exercises.

Practicing shopping list writing, writing fast, and slow. This creates versatility. We all need to write fast or slow as adults. This can be a really fun exercise. It also empowers the student to make choices, and this reinforces the primal urge for ‘control’ in their lives.

Use familiar words like *cake, oranges, buns, butter* when practicing shopping list writing, to keep it easy.

WEEK TWO

WORKBOOK TWO - THREE BRAIN ESSENTIALS FOR COMPREHENSION

Review Workbook Two in depth. Students should be mastering at least two or three word fluency by now. It will be dependent on the student.

Print or photocopy the checklist at the end of the workbook if you wish to keep track of your progress.

Spend ten minutes reviewing Week One exercises. By now the students should be mastering Workbook One techniques. Always review the difficult underlined words before reading the story.

Use the Swirling Card exercise with a familiar text to switch on the memory loop. (Daily Routine Guidebook – Exercise 18)

Observation is important when introducing these techniques. Students who can't perform some of the exercises need to work on them individually or in smaller groups. Also, some of these exercises might be a little loud with all the students talking at once.

Keep moving through the exercises until the completion of Brain Essential Two.

Brain Essential Three needs to proceed at a pace that suits the majority of the class. It's OK to move forward if a few students can't perform the exercises well. Work with these students at a later time one-on-one.

Keep the lesson 'one step easier'. Use Workbook One story 'A Day at the Beach' if you haven't worked with 'A Walk in the Forest' yet. The text needs to be familiar and easy to read. If you find several students in the class struggling with the techniques drop back to the previous technique they were more confident with.

- Write a familiar story on the board or use a projector so the class can read it while using Brain Essential Three – Critical Skill, Step 1 to Step 10.
- Work with Brain Essential Three – Step 11 throughout the week for practise.
- Watch that the students don't fatigue. When they are constantly making mistakes, or become distracted, you may have exhausted their ability to manage working memory. If this happens, finish the lesson and complete it at another time.
- If you can't finish Workbook Two in one lesson, continue on another day or move it to Week Three.

DIFFICULTY WITH VISUALISING

Some students may have difficulty visualising and those students will present themselves when working with Brain Essential Two, if not Brain Essential One.

These students need extra one-on-one work to practise these techniques and come up to speed before moving forward.

NOTES ON BRAIN ESSENTIAL THREE – CRITICAL SKILL

The focus with this skill is the action of concurrently reading AND doing an unrelated task like an addition sum. This is the neural essence of comprehension and must be achieved. Students have widely varying abilities so be observant for those who struggle. Anticipate change almost instantly if the level is correct.

WEEK THREE

WORKBOOK THREE – READING FAST, SLOW AND IN BETWEEN

Spend ten minutes reviewing Week Two exercises. Always review the difficult underlined words before reading the story. Delay 'week three' if the class is still working on Workbook Two.

Only use some of the elements of Workbook Three. There is no need to do each individual exercise. Ownership and choice are primal instinctive needs and these Workbook Three exercises allow us to teach students that they can choose their reading speed.

Explain that in adult life we need to read some things fast, some slowly, and some ultra accurate. We need to make a choice about our reading speed depending on our circumstances.

Giving students this knowledge allows their idea of 'reading skill' to expand. Their knowledge of the skill of reading now takes on a new dimension, one that requires that extra little neurological thought process that involves choice.

'CHOICE AND CONTROL BUILD READING CONFIDENCE!'

The story about the surgeon is a great way of explaining this.

TEACHER – 'A man goes into a hospital to get his pinkie finger cut off because it has a disease. The surgeon must read the patient notes ultra accurately before operating to make sure he cuts off the pinkie finger on the correct hand. Would you agree that it's pretty important to read the notes ultra accurately if you are the surgeon?'

Here's an example combining some of the elements from other Workbooks and the EziReader™ system to create some fast and easy brain exercises.

PARAGRAPH ULTRA ACCURATE (EziReader™ Reference Guide)

PARAGRAPH SPEED – VERY SLOW (EziReader™ Reference Guide)

PARAGRAPH SPEED – VERY FAST (EziReader™ Reference Guide)

MODEL EXPRESSION AND INTONATION (Workbook One Step 8)

Work through these exercises with fast pace changes.

Continue to work with previous exercises such as - writing new words perfectly; 222 + sentence; spell 3.

WEEK FOUR

WORKBOOK FOUR – ESSENTIAL SEQUENCING

Print or photocopy the checklist at the end of the workbook if you wish to keep track of your progress.

Teach students the 'Facts of Memory'.

Do it once equals fail, repeat it equals success.

Using the times tables to learn sequencing is a little about the numbers and an awful lot about the brain.

SESSION ONE

Aim to work through Step 1 to Step 7 (Workbook Four) in your first session with the class – starting with the Facts of Memory.

After 'Count Using Fingers – Step 3' use the Times Tables exercise with the students (Daily Routine Guidebook – Exercise 21). Ask the students if they can feel the back of the brain move (switch) when reading and then come from closer to the front of the brain when from memory.

For enhanced brain switching during the teaching of these techniques use the Swirling Card technique with the Times Tables exercise.

SESSION TWO

In the second session move through Step 8 to Step 12 (Workbook Four).

- Step 9 Write the answers on the board, there is no need for each student to write down the answers themselves.
- Step 10 Ask the students to look away or cover their eyes when prompted.

Use the Times Tables exercise regularly to incorporate some of these techniques. The EziReaders™ also incorporate many of these types of exercises.

Keep up the Brain Exercise this week with the EziReaders™.

WEEK FIVE

WORKBOOK FIVE – RAPID VOCABULARY EXPANSION

Print or photocopy the checklist at the end of the workbook if you wish to keep track of your progress.

TECHNIQUES FOR MANAGING VOCABULARY EXPANSION

To manage the vocabulary expansion for each child in a class environment may seem like an enormous, never ending job. However it doesn't have to be difficult and the ownership of vocabulary growth can be placed with the student.

Vocabulary Expansion Method Step 1 to Step 5 can be taught in a class environment. Write the first two sentences on the board so the students can work through the story together and learn these new techniques.

BR™ RE-IMPRINTING CORRECTION METHOD™

The BR Re-Imprinting Correction Method™ may be useful at this stage of the implementation. You may notice that some students continue to read, then say, some words wrong no matter how you try to change this. E.g.: the student reads *'then'* and says *'they'*.

Information and correction methods for BR Perfect Imprinting™ can be found towards the back of Workbook Five. Use this method to work with individual students where a particular word is an issue.

MANAGING AND RECORDING INDIVIDUAL VOCABULARY EXPANSION

Student vocabulary expansion can be managed by gluing the BR™ stories into their exercise pads. This way the student can review the 'difficult' words for further imprinting, and also see the progress they are making.

As students progress to worksheets and other reading materials, use a Vocabulary Expansion Worksheet (VEW) to manage the vocabulary growth of each student. Teach the students to transfer their underlined words to their VEW. Each time a student is tested on these words place a ✓ next to the words that were correct and ✗ next to the words that were incorrect. Don't cross out a word until it has at least three sequential ✓'s next to it.

Example of a VEW:

<i>banana</i> ✓✓✓	<i>space</i> ✓✓✓	<i>cupboard</i> ✓✗	<i>brother</i> ✓✓✓	<i>work</i> ✓✓	<i>walk</i> ✓
<i>my</i> ✓	<i>from</i> ✓	<i>our</i> ✗✗	<i>jumped</i> ✗	<i>around</i> ✗✓	<i>surfboard</i> ✗✓

If the student's reading ability is advanced enough their VEW can become their spelling list and used in the same way.

Students using the *poor reading behaviour* of frequent 'guessing' will become familiar with the new process of a) underlining the word; b) asking for help to read the word; c) transferring that word to their VEW. The new process will become a *good reading behaviour*.

Support students may find this method too difficult initially. Wait until practise with these techniques, in a one-on-one teaching session, improves their reading ability. Manage their VEW with them in the meantime.

BRAIN FRIENDLY SPELLING

WORKBOOK SIX – BRAIN FRIENDLY SPELLING

Workbook Six is designed to help students learn about how their brain works and how to use their brain to the best of their ability.

IMPRINTING

Imprinting (Phase 1 Easy Spelling and Remembering) works through a specific set of techniques from previous workbooks to create a great imprint of a new word to learn to spell.

RETRIEVING

Using the unfamiliar words (underline technique from Workbook Five – Step 2) set the tasks for the student defined in Phase 2 of Steps to Easy Spelling and Remembering.

The same style of worksheet as the Vocabulary Expansion Worksheet (VEW) can be used to manage spelling in the same way.

WORKING WITH SUPPORT CLASSES

TEACHING THE SPECIAL EDUCATION CLASS

CLASS SIZE AND TAKE UP

Whilst working with groups of students requiring supplementary educational support BR™ techniques should be applied differently to the average class. Small groups of three to six students may do well using the average class schedule set out within this document. Working with larger classes (eight or more) will need to be managed differently.

Teaching speed and success rate will depend on the make up of the class. The timing recommended in the Teacher Classroom Guidebook does not apply to classes made up wholly of support students. Many techniques will take longer to embed to the stage of mastery.

In a larger support class it is essential to work with those who 'choose' to work through the techniques with you. The remainder of the class should be removed to perform other activities to prevent distraction. It is assumed support is available to the teacher to split the class.

To do this, take the whole class through weeks One and Two of this guidebook. If some of the class is not responsive during these sessions, before starting Week Three, ask the students to choose - 'Who wants to keep working through these techniques with me?'

Those that say yes will be the ones who felt empowered by the improvement in their reading. They FEEL the difference. Continue to work through this guidebook with students who chose to stay.

SMALL GROUPS

The remainder of the students may need to work with teachers individually or in groups of two and three. They may be able to join the class in later week of the guidebook.

If most of the class remains responsive and engaged there should be no need to split the class except for some small individual work.

SUPPORT STAFF

All staff supporting the class should be learning the BR™ techniques being introduced. Teaching fluent reading whilst support staff are encouraging reading by any means, and allowing students to read one-word-at-a-time, will negate your initial teaching.

It is recommended that the teaching of sight words is discontinued at least during the implementation of BR™. Time allocated to learning sight words would be more beneficial learning the unfamiliar words in the BR™ stories.

Students can easily see how they are progressing and will notice that fewer words are getting underlined in each story.

KEEP IT ONE STEP EASIER

Don't forget to 'keep it one step easier'! When the work seems difficult these students will be the first to 'turn off'.

MASTER BEFORE MOVING ON!

Any gaps in reading knowledge (i.e.: alphabet, phonemes, phonics) will need to be addressed separately to implementing BR™.

TIPS FOR WORKING WITH SUPPORT CLASSES

The average class implementation works around weekly periods - Week One, Week Two, etc. It will be necessary to focus on mastering techniques rather than time periods for a support class. Some support students will master techniques quickly, whilst others will struggle with certain techniques and will need consistent practise to master them.

WEEK ONE

The Fluency Arrows and Fluency Letters/Numbers worksheets have been designed to help move these students to mastering fluency. Using the idea of 'keep it one step easier' these worksheets provide an extra level of simplicity with which to introduce fluency to students requiring support. Up and Down arrows are the easiest. Don't move to left and right arrow fluency unless they are 'easy'. (Daily Routine Guidebook – Exercises 17 & 19)

WEEK TWO

The swirling card technique in Week Two may show exceptional results with some support students. This is because the use of the card with the student encourages the complex neurological sequences required for comprehension. (Daily Routine Guidebook – Exercise 18)

WEEK THREE

Change the reading speed to *Ultra Slow* by having five seconds between each pair of words spoken (using the metronome).

For *Fast* reading keep it to approximately six words so that the student repeats this phrase over and over, and more and more quickly.

WEEK FOUR

TABLES THE BRAIN FRIENDLY WAY

Prompt the student by showing them with your own fingers. Start with two fingers and at the same time move their hand and speak out loud – '1, 2'. Show the student the mechanics while you speak, then the mechanics while they speak.

WEEK FIVE

Rapid vocabulary expansion only happens when the students are really starting to make progress. Unlike other reading skills, vocabulary expansion is a result of previous neurological techniques being in place.

When the students are cognitively able to cope with this level it will be easy and it will work. If they are failing, and losing the words, then they are not neurologically ready for the level or complexity of words that occur during this neurological growth period of rapid vocabulary expansion.

This is akin to a child entering the chapter book phase of reading, where reading vocabulary is able to expand rapidly.

WORKBOOK SIX

Students who have difficulty writing can become great typists. Touch typing is easy to learn by repetition once the student knows where to put their fingers on the keyboard. Typing practise and spelling practise work well together. Have the student type their weekly spelling list out every night and paste it into their lesson pads.

NOTE ON EZIREADERS™

Using EziReaders™ with a large group of support students may seem too fast paced. Treat it like brain exercise. The fast pace provides motivation for the students neurological switching mechanisms to fire.