

BEHAVIOURAL READING™

READING FAST, SLOW AND IN BETWEEN

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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

Reading rate, or the speed at which we read, is often encouraged with speed reading courses or pressured by peer level comparison.

The question should be asked – ‘Is it important to read fast, or is it more important to be able to read accurately, and then to read at *your* speed as you become more proficient?’

Note that ‘*your*’ speed may include various speeds from slow to fast depending on your physical and emotional state and the content that you are reading, i.e. if you are sick or tired or reading something challenging then your reading rate may be a little slower.

NEUROLOGICAL SEQUENCING:

To better understand how we read, fast or slow, consider the ways we walk or run. It could be fast, slow or in-between.

To be able to vary our speed of running or walking, there is a combination of neural messages and muscle sequences that must occur.

As we all know, versatility comes from doing a variety of activities but if we only ever run at a fixed speed our bodies grow and adapt to that singular speed. An elite athlete’s muscle and neural connections develop differently from the average person who may do regular exercise, as the elite athlete is training more often, for longer periods of time, and with a bigger variety of activities.

For a beginning reader, lack of speed variation causes inflexibility in how the brain processes information and also how the muscles develop.

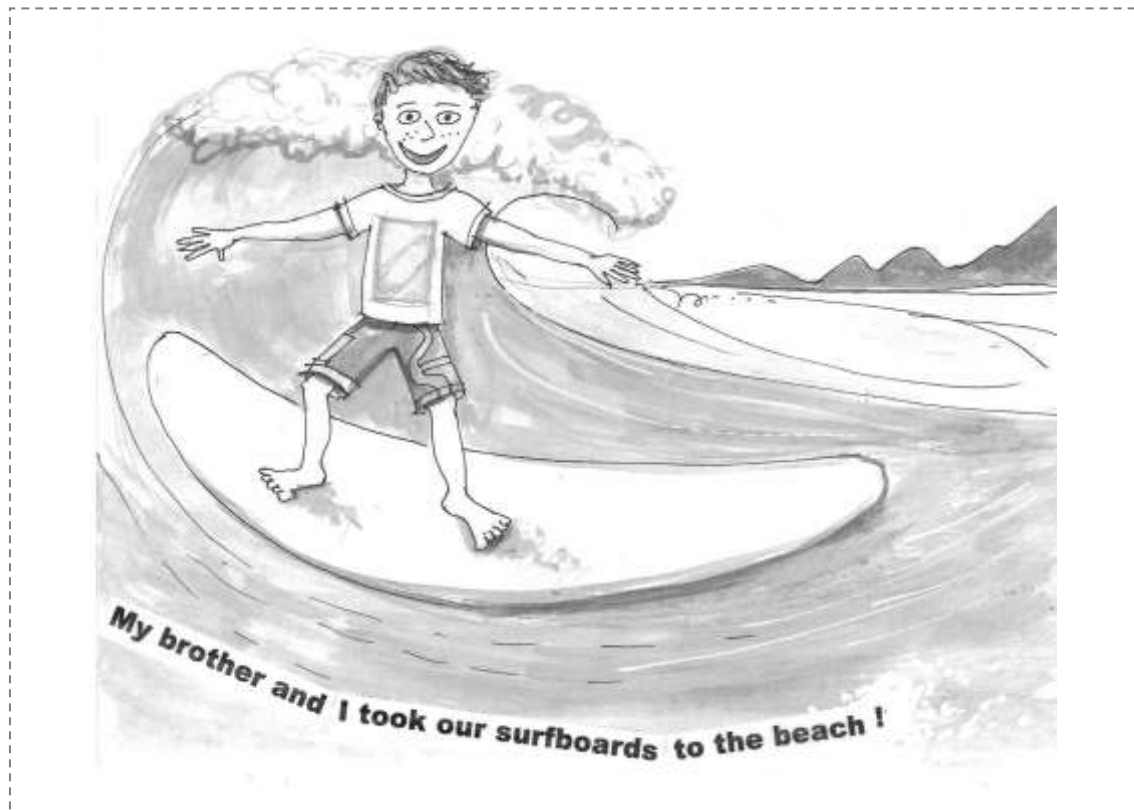
To counter the problem of slow reading, or for that matter fast reading (if that is the only way a person reads), the student must be coached to read at speeds other than what normally fits within their comfort zone/s.

SLOW READING - SPEED IT UP - STEP 1 Story Familiarisation

Use the story 'A Day At The Beach' which can be found at the back of this workbook.

TEACHER – *'Read this paragraph please.'*

STUDENT – *'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'*



SLOW READING - SPEED IT UP - STEP 2 Task Setup

<i>Start Time</i>	<i>Stop Time</i>	<i>Seconds Elapsed</i>	<i>Multiplication Factor</i>	<i>Number of Words Read</i>	<i>Reading Rate</i>

Have a Clock with a second hand or Timer ready, along with paper and pencil. A calculator may also come in handy.

Set up your paper as above.

This exercise can be a lot of fun!

SLOW READING - SPEED IT UP – STEP 3 Introduce the Concept



Ask the student to read the paragraph noting the start time and finish time. Now we are going to calculate the reading rate.

Words Per Minute (WPM)

Multiply the seconds to get WPM.

I.e. if the student reads for 20 seconds, then multiply by 3 to calculate the amount of words the student would have read in one minute.

If the student reads for:

10 seconds = x6 (multiply by six)

12 seconds = x5

15 seconds = x4

20 seconds = x3

30 seconds = x2

SLOW READING - SPEED IT UP – STEP 3 (example)

Teacher examples:

- If a student read 30 words in 15 seconds then the WPM would be 120.
- If a student read 50 words in 20 seconds then the WPM would be 150.
- If a student read 60 words in 30 seconds then the WPM would be 120.

<i>Start Time</i>	<i>Stop Time</i>	<i>Seconds Elapsed</i>	<i>Multiplication Factor</i>	<i>Number of Words Read</i>	<i>Reading Rate</i>
9:35:00	9:35:15	15	4	30	120
10:36:30	10:36:50	20	3	50	150
1:00:00	1:00:30	30	2	60	120

SLOW READING - SPEED IT UP – STEP 4 Increase Speed



TEACHER – *‘Now let’s read the same paragraph over and over, faster and faster and even faster.’*

Continue to record and calculate the scores. Celebrate each new speed as you go!

SLOW READING – SPEED IT UP - STEP 5 Push Through



Have the student commence reading this known passage super-fast and then, without stopping, drive forward onto the next sentence whilst trying to maintain the same momentum and speed.

TEACHER – *'This time, when you get to the end of the paragraph, keep reading.'*

STUDENT – *'My brother and I..... We put our towels on the beach...'*

TEACHER – *'Keep going!!'*

STUDENT – *'My brother said, "The surf looks so good today!'*

TEACHER – *'WOW, Listen to that fast reading.'*

FAST READING – SLOWING DOWN



TEACHER – *'Now, please read the same passage SLOWLY.'*

Read this same passage over and over, each time saying the words slower. Record each time as it gets slower.

MANAGING READING SPEED – STEP 1 Metronome Setup

Look on the web to find a free metronome App. I like 'Tempo Perfect'. Explain to the student how the metronome works and let them listen to it. You can tap to the beats to practise.

TEACHER – *'Let's practise making the metronome Tic-Toc at about 20 beats per minute (bpm). Now tap your hand on the desk with me in time with the beats.'*

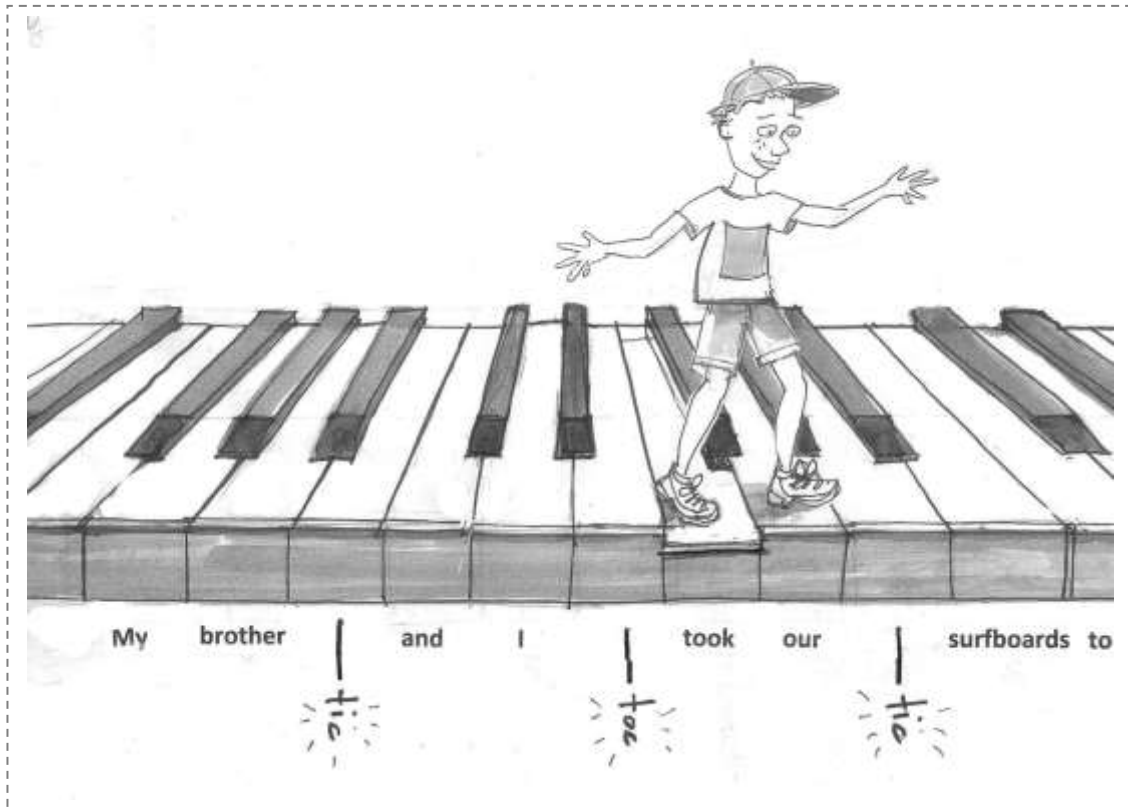


TEACHER – Now let's change the bpm on the metronome so we can tap at different speeds.

Get slower 20...15... 12... 10..., then get faster 20... 25... 30... 35 bpm.

Work at the student's pace, especially if this is their area of difficulty. Don't move onto a new speed until you see that the student is feeling confident at the current speed.

MANAGING READING SPEED – STEP 2 20 bpm Two Word Groups



Set the metronome to 20 bpm.

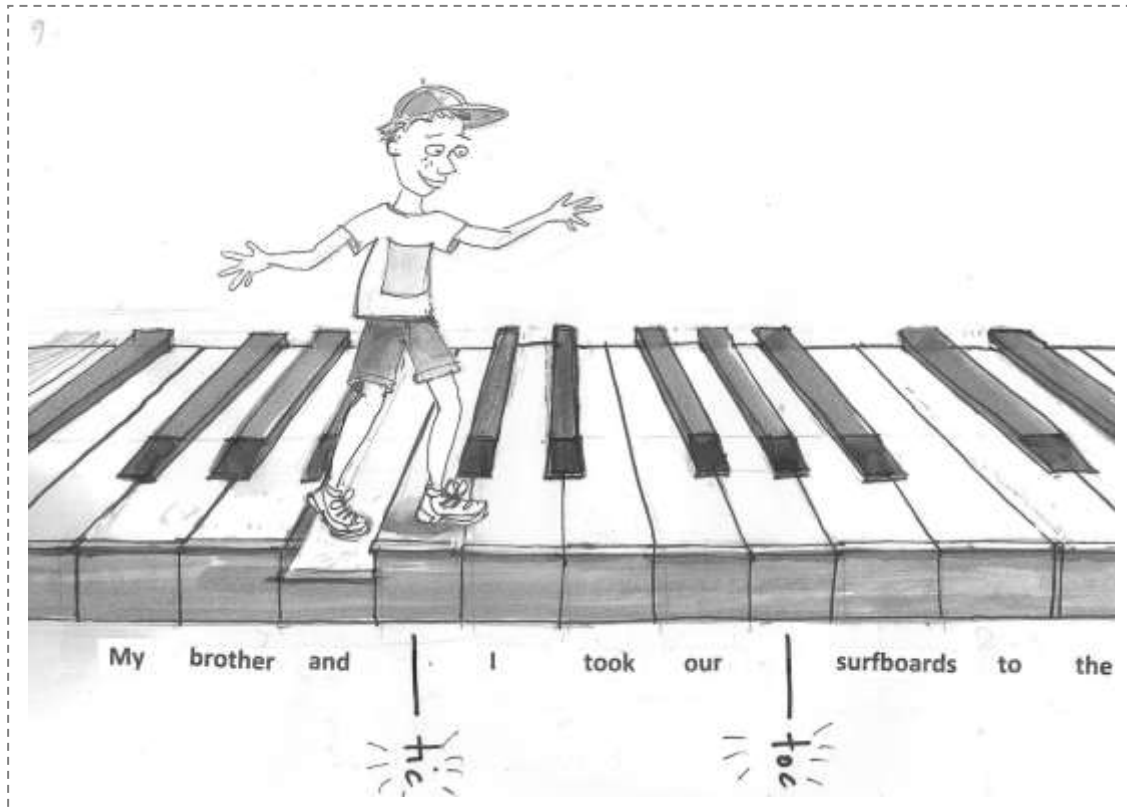
TEACHER – *'Please read two words at a time on each tic-toc like this ...'*

tic *'My Brother'* **toc** *'and I'*

STUDENT – **tic** *'My brother'* **toc** *'and I'* **tic** *'took our'*

Continue to practise this until the student is working confidently with two word phrases at 20bpm.

MANAGING READING SPEED - STEP 3 20 bpm Three Word Groups

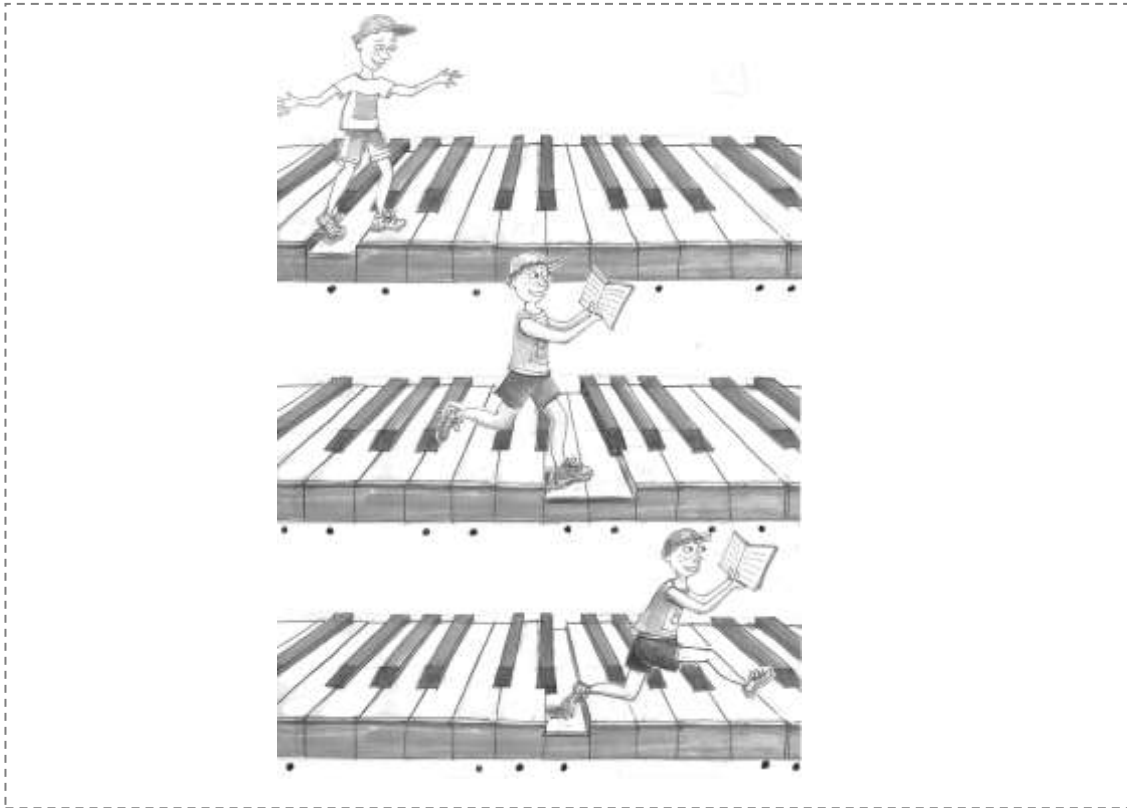


Set the metronome to 20 bpm again.

TEACHER – ‘Now do three word groups.’

STUDENT – **tic** ‘My brother and’ **toc** ‘I took our’ **tic** ‘surfboards to the’...

MANAGING READING SPEED - STEP 4 15 bpm – to- 10 bpm



Now set the metronome to 15 bpm.

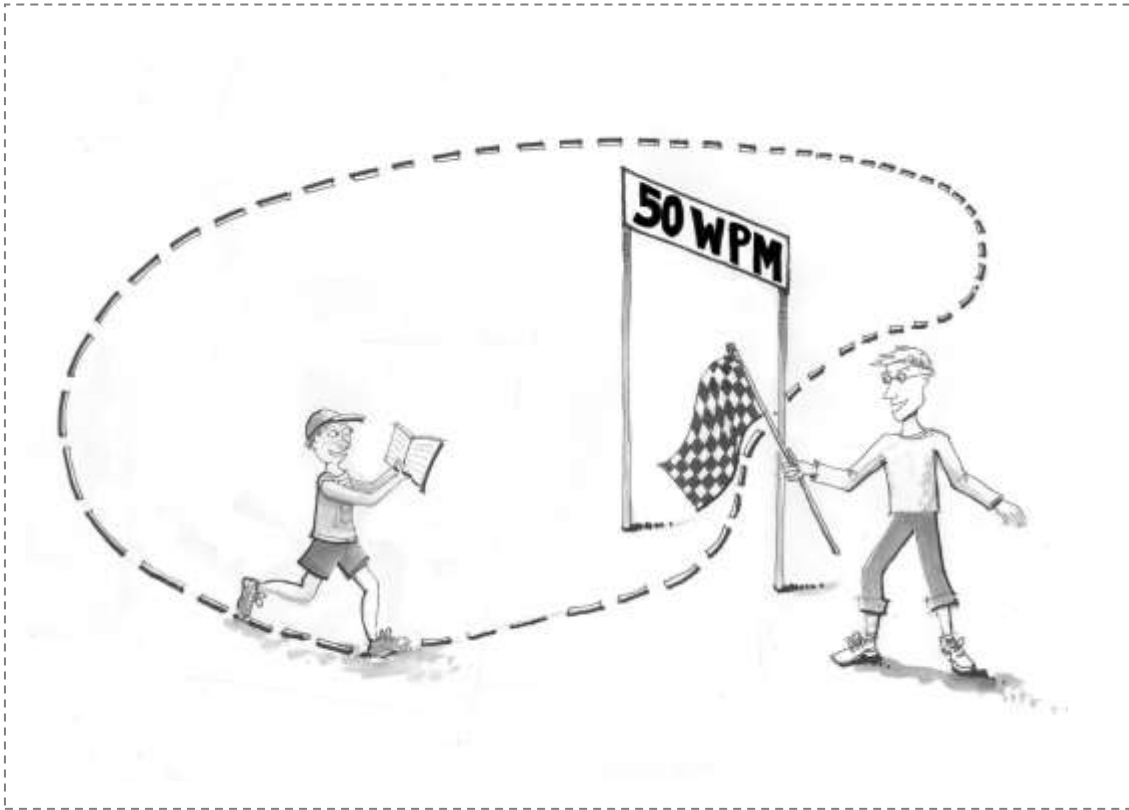
TEACHER – *‘Now do two word groups at 15bpm.’*

STUDENT – **tic** *‘My brother’* **toc** *‘and I’* **tic** *‘took our’*

TEACHER – *‘Now three word groups at 15bpm.’*

Repeat this process for two and three word groups at 12 bpm and 10 bpm.

MANAGING READING SPEED – STEP 5 Slow and Fast



Ask the student to read two and three word groups slowly at 10bpm.

Now speed up through the rates below.

12 bpm → 15 bpm → 20 bpm → 25 bpm

30 bpm → 35 bpm → 40 bpm → 50 bpm

60 bpm

CHOOSING YOUR SPEED



TEACHER – *‘Now, I want you to choose your own speed to read at.’*

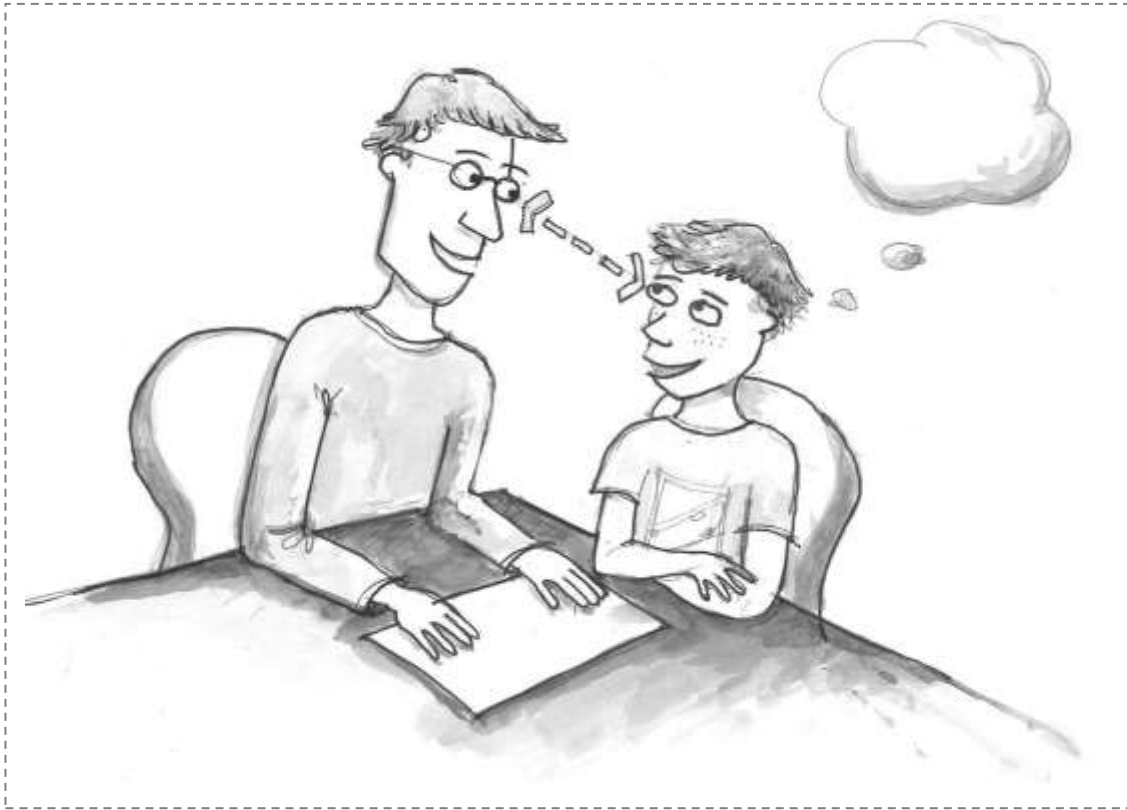
STUDENT – *‘OK ... Fast.... My brother and I....’*

TEACHER – *‘Try another speed.’*

STUDENT – *‘This time Medium...My brother and I....’*

Encourage other speeds and practise about five times or until the student is showing confidence.

ROUNDING OUT THE SKILL – STEP 1 Looking Up



Like in WORKBOOK ONE:

TEACHER – *'Finally, let's combine speed with looking up and down.'*

STUDENT – looks down and reads silently... looks up... *'My brother'*... looks down and up again... *'and I'*...

ROUNDING OUT THE SKILL – STEP 2 Intonation



TEACHER – *'Try doing the same with expression!'*

STUDENT – looks down and reads silently... looks up... *'My brother'*... looks down and up again... *'and I'*...

Encourage the student by showing them how this is done, if it they are finding it difficult.

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 3 – Reading Fast, Slow & In Between

STUDENT NAME _____

SLOW READING

- | | | |
|--------|-------------------------------------|--------------------------|
| Step 1 | SPEED IT UP – Story Familiarisation | <input type="checkbox"/> |
| Step 2 | SPEED IT UP – Task Setup | <input type="checkbox"/> |
| Step 3 | SPEED IT UP – Introduce the Concept | <input type="checkbox"/> |
| Step 4 | SPEED IT UP – Increase Speed | <input type="checkbox"/> |
| Step 5 | SPEED IT UP – Push Through | <input type="checkbox"/> |

FAST READING SLOWING DOWN

MANAGING READING SPEED

- | | | |
|--------|--------------------------|--------------------------|
| Step 1 | METRONOME SETUP | <input type="checkbox"/> |
| Step 2 | 20 BPM Two Word Groups | <input type="checkbox"/> |
| Step 3 | 20 BPM Three Word Groups | <input type="checkbox"/> |
| Step 4 | 15 BPM to 10 BPM | <input type="checkbox"/> |
| Step 5 | Slow and Fast | <input type="checkbox"/> |

CHOOSING YOUR SPEED

ROUNDING OUT THE SKILL

- | | | |
|--------|------------|--------------------------|
| Step 1 | LOOKING UP | <input type="checkbox"/> |
| Step 2 | INTONATION | <input type="checkbox"/> |