

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 your 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 5 Push Through



Have the student commence reading his known passage super-fast and then, without stopping, drive forward on to 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.'*

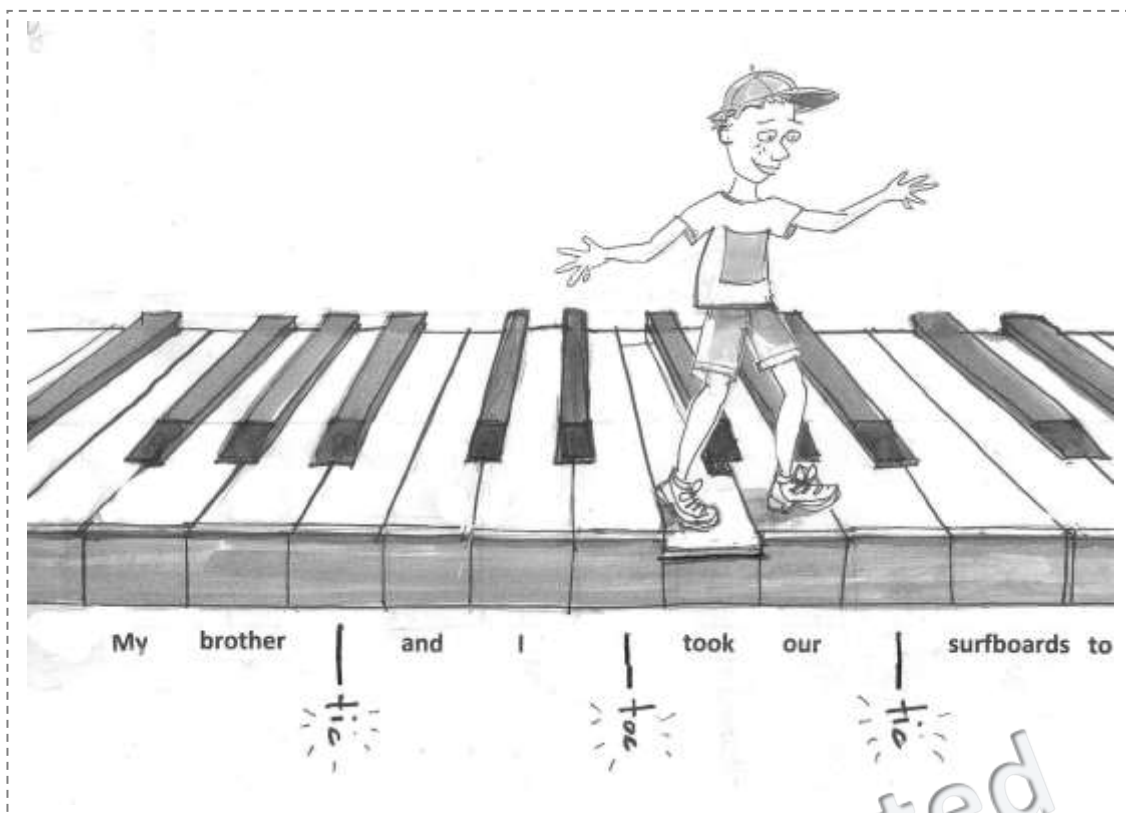
STUDENT – *'My brother and I..... We put our towels on the beach...'*

TEACHER – *'Keep going!!'*

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

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

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 ...'

t : '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 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.

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 ☐

Step 2 SPEED IT UP – Task Setup ☐

Step 3 SPEED IT UP – Introduce the Concept ☐

Step 4 SPEED IT UP – Increase Speed ☐

Step 5 SPEED IT UP – Push Through ☐

FAST READING SLOWING DOWN ☐

MANAGING READING SPEED

Step 1 METRONOME SETUP ☐

Step 2 20 BPM Two Word Groups ☐

Step 3 20 BPM Three Word Groups ☐

Step 4 15 BPM to 10 BPM ☐

Step 5 Slow and Fast ☐

CHOOSING YOUR SPEED ☐

ROUNDING OUT THE SKILL

Step 1 LOOKING UP ☐

Step 2 INTONATION ☐