



BRPOD is different and it has no peer.

It addresses the traditional learning process in the polar opposite way to everything else and has several paradigm breaking features that are likely limitations for traditional educational practices.

Whereas common education practise has a heavy focus on curriculum, **BRPOD** places absolutely no emphasis on it, but instead **completely focuses on a set of skills that we have identified as critical for the efficient learning process and aims to build this over a short time frame.** The student can then go on and learn in the classroom the same as the 'top' kids, hence, any time lost in this BRPOD process can be regained later through better and more efficient learning.

BRPOD has a saying, "that when you can read this little sentence, you have already done 90% of establishing the 'Learn to Read Process' in the brain" :- "*My brother and I took our surfboards to the beach.*"

The sentence is irrelevant. Realizing that a brain when it reads, is simply recognizing some artificial shapes like 4 7 9 or others like A Dd Rr Y M Kk O, to the brain they are no longer just shapes, but

shapes with special features, and because human brains have repurposed some parts of itself, like where we recognize faces, we can do things with these shapes. We name them, give them sounds and meaning, draw them, can read them even when they look quite different such as messy handwriting or a different font. We also learn to mix them together giving them additional meanings like words. As humans, we have concocted this sophisticated coding system called 'reading' and it extends to include all of our abstract cognitive reasoning, imagination and problem solving which when combined we would describe under the single word – intelligent.

But. We are the only animal capable of this learned behaviour because of the brain that we have, which can adapt in the needed ways.

So, if our brain 'learns' to read, **what happens when things go wrong** and is it restricted to only reading or can it extend onto many other cognitive functions of the brain?

It is well understood that when students are having difficulties, specialized testing from educators and various allied health professionals can often accurately identify weaknesses. It is then

common practise and well documented that skilled assistance by the appropriate professional can often remedy to normal limits or even to well above average, and **these very same students are often able to go on, to academically excelling lives** once the difficulty is overcome. **And this is an important point.**

The list of formally recognized skills and processes needed for efficient reading /literacy /learning and intelligence in general, are many. My estimation is that it probably numbers in the 200 range, but I suspect that this number is likely to be far larger and very importantly it crosses many different academic fields of our physiology. It includes our brain, mouth, movement, hearing, vision, language, sequencing and timing, many psychology parameters, and the unique education experience for a particular person. Of course, behind all those items mentioned there are further categories and subcategories. It is a long list.

And in its purest form, every single skill needs to be switched on, then trained to a high standard and then integrated with every other skill to make a harmonious whole. This is what we see as that special 'something' in exceedingly high achieving people.



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Within our clinic setting, for a new client, prior to developing a treatment strategy we would formally assess just the same way a doctor might before prescribing a drug or treatment. It is quite common to see a profile where only a single item is deficient, which when remedied will allow for progress of that isolated item, but then extends positively in many other ways that at first, seem unrelated.

An example of an unrelated benefit particular to BRPOD is that of comprehension. There is no formal content within the general sequence of sessions that would be typically identified as being for reading comprehension benefit, however following a fortnight of one-hour sessions daily, there is an average improvement nearing four years reading comprehension gain in the 13-year-old cohort. Understanding how this occurs at this stage can only be conjecture, however it is a measurable and observable occurrence that **displays this phenomenon even though science is yet to understand why.**