

BehaviouralReading POD Checklist Manifest

July 2021

Begin by printing this document and following the instructions contained herein



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Teacher's First Time

- 1 Print BehaviouralReading Checklist Manifest
- 2 Log onto behaviouralreading.com.au
- 3 Password onto BR POD
- 4 Do a trial run on yourself
- 5 Open Assembly 3of5 Day1 (Difficulty = Medium)
- 6 Coloured Glasses (strongly preferred)
- 7 Speakers/headphones* (*Strongly preferred)
- 8 Sound quality needs to be very good
- 9 Quiet work space
- 10 Stable non-swivel chair required
- 11 Dim lighting
- 12 No screen reflections
- 13 Get started

Notes: The 'clinic space' is very important. The objective is to have a non-stimulating place to work. Plain walls, quiet and moderately dim lighting. This software will be creating new neural pathways in the brain and this is best achieved when no other distractions are around.

SHOPPING LIST:

Student's First Time

- 1 Consult this Checklist Manifest
- 2 Student File
- 3 BR POD Record Sheet
- 3 Testing profile
- 4 Strategy
- 5 Starting Level Default=3/5 day1
- 6 Get started
- 7 Finish with BR STARTER Sheet 1 and/or 2

Default: Ass3/5 Day1

Remember that the procedures in this Manifest are based on years of experience. It is NOT a requirement that all procedures are strictly adhered to, but it is a good place to begin.

A simple Manilla folder holding the students results, case notes and strategies is a simple yet valuable resource.

Testing will be the basis of your treatment strategy. See 'Case Planning' checklist for your choice of tests

The BR POD Record Sheet can be found at the end of this document. Print as needed.

Strategies are numerous but here is an example: 'BR Pre Testing', 'BR POD Intervention', 'BR Reading Techniques', 'BR Rest Neural Consolidation Phase' (3 weeks), 'BR Spelling Method', Phonics Instruction, Post Assessment 1, 'BR Rest Neural Consolidation Phase' (8 weeks), Repeat 'BR POD Intervention', Extended 'BR Reading Techniques', Post assessment 2

With teacher experience, sometimes, manipulation of the order will help.

Starting level is a 'BR Best Guess'. Most children 8 – 12 years old can be started on Assembly 3 of 5 Day 1. Monitor the student closely for the first day or two and it will be evident if it is too difficult. Being too easy is NOT a problem as it must be 'BR easy' to be effective. As the teacher becomes more experienced, you will learn how to 'BR jump about' and thereby make POD even more versatile and adaptive to the specific needs of each child.

BR STARTER Sheets 1 and 2 can be found at the rear of this document – The BR Checklist Manifest

Navigation Tips

- Play / Pause keystroke P
 - Home Page Menu
 keystroke Ctrl + Alt + E
- Forward, Reverse, Select a page via the address bar

example <http://literacy.brpod.org/lesson/57048c22fb689d1100181ff7>

I wish to forward to page 23:

<http://literacy.brpod.org/lesson/57048c22fb689d1100181ff7/23>

Note the /23 added to the end of the address

Press Enter

I now wish to go backwards to page 15

<http://literacy.brpod.org/lesson/57048c22fb689d1100181ff7> (23

Change the /23 to /15

<http://literacy.brpod.org/lesson/57048c22fb689d1100181ff7/15>

Press Enter

Typical first time Questions & Answers:

Good Morning Cathy, REPLY IN LINE IN CAPS from Philip ☺

1. Hi, notes say not to get it wrong. FIRST FEW SESSIONS, BE LENIENT.

2. Is that the same with pea pod puzzle? AGAIN BE LENIENT

3. How do you get out of the lesson if you need to? SUPPOSE THIS IS THE ADDRESS BAR:

<http://literacy.brpod.org/lesson/5702f91be3da1c110013d9cd>

DELETE THE END SO
ONLY <http://literacy.brpod.org> REMAINS AND PRESS ENTER AND IT TAKES YOU BACK TO THE HOMEPAGE MENU

OR BETTER STILL CREATE A BOOKMARK
FOR <http://literacy.brpod.org> ON YOUR BOOKMARK BAR AND JUST PRESS THE BOOKMARK

4. So student needs to listen to all sounds before putting correct one in the circle? AGAIN, PICK YOUR BATTLE. IT IS NOT ESSENTIAL BUT DESIRABLE. IT IS ESSENTIAL THAT THE EXPERIENCE IS EASY AND FUN. BUILD THEIR CONFIDENCE FIRST.

5. Student was getting very quick after the first few screens. So I need to hold him back? YES AND NO. WE WANT FAMILIARITY, BUT WE ALSO WANT TECHNIQUE. I AM ALWAYS PRETTY LENIENT THE FIRST FEW SESSIONS BUT THEN TIGHTEN UP MY EXPECTATIONS WHEN THE TIME SEEMS RIGHT AND THEY APPEAR TO BE ABLE TO TAKE ON THE HIGHER DEMANDS.

Good Morning, REPLY IS IN LINE IN CAPS

1. I started at Assembly 3 of 5 Day 1. Is that where I start with students? YES ALL GENERAL STUDENTS. BUT NOT intellectually impaired. They would be Ass 1 of 5.

2. Are the students meant to continue watching the screen between pages (when the colourful diagonal lines move across the page?) WHATEVER THEY LIKE, NOT ESSENTIAL

3. I did all the Sound Snips in that lesson the it went to a Copy Spell of bear and bare. Is that considered the end of a lesson? NO THE LESSON CONCLUDES WITH A FIREWORKS OF EXPLODING PEAS FOR 10 SECONDS. ASS 3 OF 5 DAY 1 IS ABOUT 91 PAGES LONG. LOOK IN THE LOWER LEFT HAND CORNER FOR USEFUL ADMIN INFORMATION

4. Do you then start on the next lesson (Assembly 3 of 5 Day 2)? YES - THE NEXT DAY, BUT IF YOU HAVE SURPLUS TIME, SIMPLY REPEAT THE SAME DAY WITHIN YOUR LESSON, OR ELSE SPEND THE REMAINING TIME TO DO SOME BR HOMEWORK FOR EXAMPLE EXERCISES ON BR EZIREADER SIDE 1

5. I tried to go ahead to see some of the other techniques ie. Pea Pod Puzzle, Hide and Peek but couldn't...is that correct that you can't go ahead? CHECK YESTERDAYS TIPS. YOU CAN ADD A/56 ON THE WEB ADDRESS BAR TO JUMP TO A PARTICULAR PAGE

6. Just a question about another girl. She is my lowest one at school: Her teacher said that he has started sounding out words when reading rather than reading them like before. Is this a reaction to sound match in POD? WOW... THE LOWEST KID AND SHE CAN READ AND SOUND OUT..... OK SO WE JUST NEED TO BE CLEAR ON WHAT THE NEED/EXERCISE IS EACH TIME. IF HER LANGUAGE IS IMPAIRED (SPEECH LANGUAGE IMPAIRMENT) YOU WILL NEED TO REHEARSE THE ACTIVITY TO REINFORCE THE SPOKEN INSTRUCTION.

SHOPPING LIST and Essential STARTING ITEMS

- Subscription to BR
- Checklist Manifest
- BR POD
- Computer with Internet connectivity
- Coloured Glasses/Lenses
- Noise cancelling Headphones (BOSE) - preferred
- A day at the Beach – A0 size POSTER
- BR EziReader SET (buy or print your own)
- BR STARTER Sheets (this checklist manifest)

Daily Start

- 1 Turn on computer
- 2 Establish internet connection
- 3 Log on to <https://literacy.brpod.org>
- 4 How much time is available?
- 5 Student walks for 10 minutes (preferred)
- 6 Select student exercise
- 7 Select colour lens/glasses
- 8 Headphones v's speakers ...
- 9 BR Loading or not?
- 10 Relax
- 11 Commence

Assembly sessions are about 30 to 40 minutes duration. Except the very early/easy ones and the later difficult ones that are shorter/longer. The session will not stop, but continue in a loop making it very easy to extend for a longer time. Be sure to monitor the 'end' to collect the session score if this is being recorded.

Clinically we aim to have an uninterrupted 60 minutes of work on POD. This is challenging, but manageable and proves most beneficial to the student. To achieve 60 minutes, a given 'Day' would be completed twice. The 'Days' have been built to be about 30 minutes long to fit into common school timetables, but it is always preferred to use 60 minutes wherever possible.

Session 1 it is best to use speakers at the start so that you can give instructions and guidance.

Exception: very shy, intellectually impaired, withdrawn, non-compliant, ASD. These students are often best with headphones+glasses+computer and left in supervised isolation. More...(central executive therapies)

Sessions 2 – 5 noise cancelling headphones (BOSE quietcomfort15 or 25) are preferred for pure isolated sound that facilitates 'remapping' of the sound/letter combinations through neuroplastic changes

Sessions 6 – 10+ Speakers are preferred because having moderate background sounds becomes an advantage in the therapy which will assist in treating auditory processing issues. Use your judgement.

BR Loading: Is an additional task to make the job harder. Examples, sorting paper clips, sorting coloured buttons, sort matches from toothpicks while doing the BR POD task.

Daily End

- 1 Record the student's score
- 2 Do about 5 minutes of BR ReadingTechnique
- 3 Use BR EziReader: Side 1
- 4 Book the next session
- 5 Emphasize that they will probably be tired and should rest

Remember that the joint objective of BR POD and the BR Reading techniques (BRRT) is to establish effective and efficient reading and learning skills as quickly as possible. POD and BRRT go hand in hand with each providing essential components to achieve this.

There is overlap between POD and BRRT. For maximum clinical effectiveness the teacher should observe and consider the particular strategy being followed. Be prepared to amend the order of activities to suit a particular students individual needs and progress.

Sound Snips – a phoneme exercise

- 1 Hear the audio eg t - a - p
- 2 Wait until the entire audio has finished
- 3 Student recites what was heard on the 'audio'
- 4 Student taps hand in time
- 5 Student selects correct response and places into circle
- 6 Stress/ anxiety/ health...

Being in a relaxed state of mind is a conditional prerequisite. The student must always feel safe and in control. If non compliant, be prepared to let them sit quietly, headphones on, glasses on and watch the screen. This combination still does a lot of therapy on the central executive neuroplastically within their brain.

SoundSnips “Troubleshooting”

- 1 Student won't speak clearly (more)...
This can be problematic so use your judgement. Usually the cause is a preconditioned response. With just a few sounds, patiently model to the child the correct response and assist. If a speech pathologist is available, get their help in initiating. A common comment “I am doing it in my head”. Unfortunately, the brain is ‘literal’ and only when a particular action occurs, does that section of the brain activate. In other-words, reading silently and reading out loud are quite different processes within the brain.
- 2 No tapping of hand
- 3 Not looking at the target circle
Not urgent, try again tomorrow. We are trying to get them to see the ‘residual after burn’ once the word has disappeared
- 4 Won't allow audio to end before proceeding
Non Compliance. Take control of the mouse so you can prevent them from rushing thereby enforcing correct technique. Use judgement
Non-compliance or an inability? If inability, then take their hand and help by tapping it in time, or speaking at the required rate with them
- 5 Rushing the speech or the tapping
- 6 Not wearing coloured glasses on one eye (more)...
Some students will resist wearing single lens coloured glasses, but the accelerated development of Central Executive Functions make it a very high priority

PeaPodPuzzle — visual memory & sequencing exercises

- 1 Copy the Pea Pattern from one side to the other
- 2 Select peas from left to right
- 3 Select peas top to bottom similar to reading
- 4 Avoid jumping around randomly
- 5 Vocalize the location and placement
- 6 Advanced techniques

Vocalize the location: eg in the corner, skip one, diagonal, below, above, in the middle. The benefits of this are numerous: Visual memory, sequential planning, expressive language, semantics, logic, central executive timing/sequencing, form constancy, working memory management

Various changes can be made to this simple exercise that will shift focus and develop other brain processes. Try these 1) alter the sequence from horizontal to vertical 2) from line by line to groupings 3) from top to bottom to bottom to top 4) alternating top line, bottom line, top line etc These changes will all place added demands on the Central Executive and visual systems and if speaking occurs concurrently, expressive language. Anticipate doing these changes for older students demanding of and capable of, higher processing loads.

The peas will vanish when chosen. This is by design. You may need to tell the student to actively look, remember and recall where to put the pea on the other side.

PeaPodPuzzle: “Troubleshooting”

- 1 Control of mouse too difficult: Child points at selection with finger and teacher handles mouse; use a touch screen; use touch screen and ‘pen’; slower mouse; enlarge the zoom (Ctrl +)
- 2 Inability for eyes to track horizontally: Trace your finger across the screen; do an INTENSIVE Pea Pod Puzzle for added practice.
- 3 Inability to remember which pea has been chosen; use a simpler puzzle sequence and repeat as many times as needed

Hide and Peek: Visual word finding

- 1 Read the phrase above the target
- 2 Recite the phrase in a clear voice about 5 times until it is remembered
- 3 Keep reciting the phrase over and over, whilst looking for the words

Hide and Peek: “Troubleshooting”

- 1 Cannot ‘see’ the words: Press pause (P) to allow plenty of time: Initiate visualizing using BR Comprehension ‘Bedroom’ technique
- 2 Teacher, track along under the words with your finger very slowly
- 3 Have student read and spell words individually prior to searching
- 4 Have student read the phrase forwards, backwards, out of sequence until the ‘sight word effect’ occurs
- 5 Repeat the same Hide and Peek phrase multiple times until it is familiar
- 6 Remember ‘one step easier’ and go to a shorter phrase if struggling

Leaf Latin: Jumbling and unjumbling words

- 1 Note that there are only two sequences; jumbling / unjumbling
- 2 Jumbling a word: reposition the first letter to the last position and then add an extra letter 'a'. Example 'pen' becomes 'enpa'
- 3 Follow the sequence on computer
- 4 Start with small words and progress to longer words
- 5 Student must recite the target over and over whilst searching
- 6 Searching examples: pen pen pen or enpa enpa enpa (spelling)
- 7 *'Extremely powerful tool when done correctly'*

Leaf Latin: “Troubleshooting”

- 1 Unjumbling: the student should ‘spell’ the word NOT sound it out
- 2 Unjumbling: The student must say the ‘word’ BEFORE looking at the solution list
- 3 Persistent looking at solutions: Cover the solution list with your hand to compel the student to follow your directions

Find The Phoney: Homophones for mixing sounds, language and letter sequences

- 1 Listen to the recorded phrase
- 2 Repeat the phrase out loud (auditory memory)
- 3 Press 'p' to pause the program allowing for plenty of time
- 4 Look and spell both words in turn (take care, un-hurried, perfect)
- 5 Select the correct word, spell it again (slowly and deliberately)
- 6 Press 'p' to Play
- 7 Place correct word into the target

Find The Phoney: “Troubleshooting”

- **1 Listen and Recite:** **Listening and reciting** can be difficult. It will reveal the ‘BRWorking Memory Threshold’ at the point where the skill fails. BR OneStepEasier: Just ask student to try and remember the first 2 words, then 3, then 4, then as they improve they can go on to manage the entire phrase.
- **2 Defensive postures:** **Defensive Postures:** These are the myriad things that students have learned to do in order to disguise their struggles from other people. Expect that they will resist changing from their natural way of ‘how they do it’. Though appearing very simple, spelling out a word is in fact quite difficult for many of these students because it is in fact reading but at the single symbol level. Be patient but also insistent that any given task is done exactly as you expect.
- **3 Look and spell** **Look and Spell** is often very revealing. It will reveal the ‘BR Central Executive Sequencing’ failure and also the ‘BR Imprinting’ failure where simply looking at the letters and saying the letter names can prove difficult. The student will likely rush, skip letters, jumble letters out of order, substitute letters, not know the correct name for letters (poor imprinting) and various other errors.
- **4 Re-imprinting** **Demand** that the student adheres exactly to your request for speed, volume, content etc, as when they fail to do as you are asking, it will likely be revealing some ‘BR Neurological Skill’ failure that can then be addressed during your ‘BRTreatment’

Note what errors occur as these must be addressed over the next few days during the ‘BR POD Intensive’ so correct re-imprinting occurs.

Copy Spelling – A visual accuracy exercise

- 1 Observe the word in CAPS at the top of the screen
- 2 Choose the correct word below
- 3 Carefully look at the letters
- 4 Slowly spell the letters
- 5 Exactly as they are written
- 6 Demand it is slow and correct

Copy Spelling is a seemingly simple exercise but it is staggering how many children struggle to simply follow the letters in a word and spell it out loud.

Common causes of the reluctance to look closely at the words include:

1 Not recognizing and knowing the names of each letter well

2 A practised pattern of guessing

3 A practised adoption of the Look Say Cover Write Check method where the children focus on the 'cover' and believe that looking closely at the letters is not allowed

Emphasize to the student that when learning a new word for the first time, this initial imprint is incredibly important as it acts as a lifelong reference. The better, clearer and more accurate it is learned, the simpler it will be for the brain to recall and use it in later life.

CASE PLANNING – GOLD + SILVER

• Gold Standard

The student is afforded the same thorough service that would be expected if they had an acute medical condition. They are treated as a client whom has a comprehensive battery of diagnostic tests which allows for an informed professional decision in order to create a sound and realistic hypothesis and then design a course of treatment to address this hypothesis in a systematic and measurable way.

- 1) Case History;
- 2) BR Gold Testing Profile:- (DST, GORT, WRMT, QUIL, LAC, TVPS + Behavioural Optometry + Hearing test)+ (optional - Educational Psychology eg WISC,) + (optional : Auditory Processing via Audiologist)
- 2.1) BR Case Advisory Service + email BR Client Summary Sheet to BR Head Office for evaluation and opinion (fees apply)
- 3) BR POD Computer Intensive (1hour daily for 10 days) + concurrent BR Reading Technique
- 4) BR Reading technique weekly (One lesson per week for 4 weeks)
- 5) BR STARS 'Sound Training for Reading and Spelling' Phonological awareness lessons (1 lesson per week for 10 weeks)
- 6) Resting, BR Neural Consolidation Phase (1 month to 6 months)
- 7) Retesting all under performing scores and redirect via a new hypothesis
- 8) BR POD Top-up computer intensive sessions as needed

• Silver Standard

The school tests according to their own preferences, which allows for a professional decision in order to create a plan of treatment.

- 1) Case History;
- 2) BR Silver Testing Profile:- GORT LAC, TVPS + School choices
- 3) BR POD Computer Intensive (1hour daily for 10 days) + concurrent BR Reading Technique
- 4) BR Reading technique weekly (One lesson per week for 4 weeks)
- 5) BR STARS 'Sound Training for Reading and Spelling' Phonological awareness lessons (1 lesson per week for 10 weeks) or equivalent alternative
- 6) Resting, BR Neural Consolidation Phase (1 month to 6 months)
- 7) Retesting all under performing scores
- 8) BR POD Top-up computer intensive sessions as needed

CASE PLANNING – BRONZE + IRON

- **Bronze Standard**

The school ONLY tests using the GORT. This will only demonstrate outcomes at the story level and not provide any diagnostic information. GORT results are being collated by BRResearch which are made available to all BRMembers for self evaluation and/or self research and broader studies and comparisons.

2) BR Bronze Testing Profile:- GORT + School choices

3) BR POD Computer Intensive (1hour daily for 10 days) + concurrent BR Reading Technique

4) BR Reading technique weekly (One lesson per week for 4 weeks)

5) BR STARS 'Sound Training for Reading and Spelling' Phonological awareness lessons (1 lesson per week for 10 weeks) or equivalent alternative

6) Resting, BR Neural Consolidation Phase (1 month to 6 months)

7) Retesting all under performing scores

8) BR POD Top-up computer intensive sessions as needed

- **Iron Standard**

The school does not test but 'broadbrushes' BR Treatment of all lower students. Anticipate being effective for the 80% treated but expect about 20% to still underperform. Especially useful to cover larger numbers and keep costs down. Target Grades 3 or 4

1) BR POD Computer Intensive (1hour daily for 10 days) + concurrent BR Reading Technique

2) BR Reading technique weekly (One lesson per week for 8 weeks)

3) Classroom or Teacher aide Phonics as available

4) BR POPD Top-up computer Intensive Units as needed

5) Consider utilizing the BR Gold Standard in Grades 5-7 if underperformance persists.

ADHD

- We assume ADHD is a Central Executive deficiency
- Focus on sequences, timing, impulse control
- Use colour/clear lens combinations
- Emphasize slow, controlled, deliberate
- Use isolation curtains as needed

ADHD presents in brain scans as a delay in development of the pre-frontal cortex. Normal development typically commences at 6 years old, but ADHD children often only begin this phase closer to 9 years old. Most children normalize at around 12 years old regardless of the age that development begins.

All BR therapy focuses on developing the Central Executive.

The Central Executive is responsible for the learning of sequences, internal brain timing and impulse control, to name a few.

As a dog will chase a ball across the road, so will a 2 year old toddler. The learned sequence of stop, look, wait, decide and then fetch the ball is one of the very early learned sequences that we see our children learn. Our very young child at 2 or 3 years old cannot be taught this routine, but somewhere around 3 - 4 years, the child's brain matures to the point that it can. The sequences needed to achieve this simple safety routine are only possible with the presence and use of a human's Central Executive housed in the Pre-Frontal Cortex of our brain. It is this specially adapted part of the brain that gives humans our unique ability to grow our brains in ways that enable complex learning and reasoning tasks. Conversely, it is also this aspect of our brain that when not activated and developed, results in the dysfunction seen in our ADHD youth.

Red/clear lens combinations force the Central Executive to manage the processing of the unusual visual input when it is teamed with what else is being heard and spoken in exercises such as Sound Snips. Even with limited cooperation from the student, treatment effects are usually evident in a few days. The student will then begin normalizing.

Auditory Processing – Mapping

- Auditory Processing: assume it is a brain 'mapping' deficiency
- Close adherence to POD
- Remapping will occur
- Any identified errors should be 'targeted'
- Do NOT allow for any errors to occur on POD
- High quality sound
- Close adherence to auditory remapping

Auditory Processing is a term that is frequently heard. It is real and can be quite easily identified through an audiologist. They have provided many great insights into our understanding through their research.

BR POD addresses the whole combination of auditory processing, visual processing, memory processing, working memory processing, rapid naming processing and central executive processing concurrently. It is quite unusual to find a single processing deficit but they are often combined.

BR Auditory Remapping: Protocol

- 1) Commence POD using high quality noise cancelling headphones eg. BOSE (ambient background noise must be NIL.)
- 2) Maintain 0% ambient background noise for days 1-6
- 3) Introduce background noise sessions 7-10 (use desktop speakers or inbuilt laptop speakers. Increase background noise until quite loud)
- 4) Noise analogy: start in the library (days 1-6) and finish in the cafeteria (days 7-10)

Repeat as needed

Glasses Choosing Colour

- Starting combination is always: yellow lens / Clear lens (nothing)
- Alternate eyes each day ie day1 = colour/clear day2 = clear/colour
- Different colours may be used but as a problem solving tool only
- Always use a combination = colour/clear colour/nil
- Not colour/different colour eg red/blue unless troubleshooting
- Not same/same eg green/green unless troubleshooting

Glasses: Daily Order

- Alternate eyes each day ie day1 = red/clear day2 = clear/red
- Glasses are of major importance and must be used
- Glasses promote Neuroplastic change in the Central Executive
- Wear glasses only Day1 – Day8
- No glasses Days 9 - 10

Glasses: Pain management

- Immediately remove glasses
- Continue the program
- Check pain score 0 – 10
- If pain reduced, refit glasses
- Monitor
- Use a 5 minutes on 5 minutes off approach
- Increase as pain adjusts

Pain associated with the eyes is usually created by the huge neural processing load from having one eye seeing one thing and the second eye, something very similar but different. The effect of this neural overload is similar to the neural overload known as sea sickness when some people are on the rolling waves in a boat.

Adjustment for most students will take just a few days, yet for others, tolerating the dual lens combination won't be complete in a block of 10 POD sessions, but will need further treatments during a subsequent block of POD treatments

Reduce pain by using a lighter shade of lens, eg yellow and gradually increase shade towards darker. The hardest 'neurologically' are the red or the dark blue.

Intellectual Impairment: Getting Started

- Preamble: Intellectual Impairment is a frontier science and nothing can be assumed. Protocols must always be assessed against a logical hypothesis of the strengths and deficiencies. BR POD has achieved some successes with II.
- Casenotes
- Assembly 1 of 5
- Repeat the Assembly 1 of 5 Days as needed
- Anticipate repeating the same Day twice weekly for up to 10 weeks
- Anticipate that changes will be evident in the student within this time
- To establish a baseline of Central Executive function, focus on:-
 - Wearing ColourLens Glasses
 - PeaPodPuzzle
 - SoundSnips
 - Hide and Peek

The entire focus when working with the intellectually impaired student is to effect change in the ability to learn a sequence, then repeat it. BR POD achieves this by forcing the prefrontal cortex to manage the unusual incoming information provided by the single lens coloured glasses along with the very simple tasks provided in Assembly 1 of 5. This simple condition of altered visual stimuli to an otherwise familiar learning process provides a unique gateway to clinically force cognitive change in a student even when there is no conscious compliance.

It can be anticipated that observable improvements in concentration, attention, mouse co-ordination, spoken language and other, will usually be evident in only a few sessions.

Intellectual Impairment: Sound Snips

- Preamble: Sound Snips are a vital skill that will become possible at a reasonably early stage.
- Be very mindful that the student will tend to have poor technique that must be managed by the clinician.

As a clinician, I find that I need to sit up very close to the student and use hand signals of STOP and GO for when I am wanting them to speak and put up the solutions. Sometimes I will take control of the mouse to inhibit their placing of the solution if they have not yet said and tapped the sounds appropriately.

These steps are needed in order to create the 'environment' that I believe is needed to effect the desired learning. Students whom are presenting as 'II' are even more likely to have deficiencies in their Central Executive sequencing functions and this will adversely affect their ability to do these exercises in an optimized manner.

Anticipate that the student will need to progress from the single sound, to the double 'cv' to the triple 'cvc' (consonant vowel consonant). Be patient with this phase as it is pivotal for the integration between the relationships of the lexicon; visual; auditory and phonemic.

Language Therapy: PeaPodPuzzle

- Preamble: PeaPodPuzzle gives an opportunity to both screen and also remediate poor expressive language* As a clinician, I find that I need to sit up v Caution: trial phase only – NOT yet tested and quantified with data:

Rapid Naming: CopySpelling

- Preamble:
Rapid automatized naming (RAN)
is a task that measures how quickly individuals can name aloud objects, pictures, colours, or symbols (letters or digits)
- CopySpelling: As a Diagnosis tool:
- CopySpelling: As a Treatment tool:
-

Rapid Naming: is the ability to look at an object or item and verbally name the object. Of course for the verbalizing to occur there is essential neurological processing that has had to occur in concert. Spelling single letters is also a very simple form of reading but also relies on the RapidNaming skill. Expecting a child to read whole words in sentences without the effortless spelling of letters is extremely problematic. Consider the effortless spelling of letters an essential prerequisite to whole word reading.

Observable indications/Diagnosing: As a child spells the target word on the computer monitor, the spelling is not spoken smoothly but seems to be problematic. Faltering, saying the incorrect letter, fast and slow. Anything other than nicely timed and sequenced spelling should be interpreted as a rapid naming issue.

Treatment protocol: Basic help: Simply do this CopySpelling exercise and when doing Find the Phoney also include spelling the words as well as repeating the descriptive phrase. Extreme help: The SoundSnips exercises allow for a very sequential and huge volume of repetition because they are repeated so many times through POD. Not only tap and sound out the SoundSnips, but include spelling the letters as well. Fluent reading, meaning the pleasant flowing phrasing of the letters should be demonstrated, taught and used at all times by the student through this exercise.

Expected outcomes: It is reasonable to expect obvious improvement in 2-5 days. Most children should have completely resolved the issues in a few weeks from starting therapy.

Rapid Naming: with Circular Soundsnips

- Preamble:
Rapid automatized naming (RAN) is a task that measures how quickly individuals can name aloud objects, pictures, colours, or symbols (letters or digits)
- Soundsnips: As a Diagnosis tool:
- Soundsnips: As a Treatment tool:

Rapid Naming: is the ability to look at an object or item and verbally name the object. Of course for the verbalizing to occur there is essential neurological processing that has had to occur in concert. Spelling single letters is also a very simple form of reading but also relies on the RapidNaming skill. Expecting a child to read whole words in sentences without the effortless spelling of letters is extremely problematic. Consider the effortless spelling of letters an essential prerequisite to whole word reading.

Observable indications/Diagnosing with Soundsnips: While doing the Soundsnips exercise (which is hearing the eg. 'bet' tapping and saying the b – e – t, and then placing in target), add this additional step.

- Spell the four words in the soundsnips bundle. Eg. b e t g e t s e t m e t moving around the four words (level easy)
- To make it a little harder repeat the previous step but do it twice first clockwise then anticlockwise to reduce the likelihood of 'reciting' behaviour. (level medium)
- Now introduce more sophisticated 'planning' for the central executive by altering the speed of the speech. As most children improve they will go quickly. Once this is achieved, then make them speak more slowly and then alternate fast slow. (level hard)

As a child spells the target word on the computer monitor, the spelling is not spoken smoothly but seems to be problematic. Faltering, saying the incorrect letter, fast and slow. Anything other than nicely timed and sequenced spelling should be interpreted as a rapid naming issue.

Treatment protocol: Basic help: Simply do this CopySpelling exercise and when doing Find the Phoney also include spelling the words as well as repeating the descriptive phrase. Extreme help: The SoundSnips exercises allow for a very sequential and huge volume of repetition because they are repeated so many times through POD. Not only tap and sound out the SoundSnips, but include spelling the letters as well. Fluent reading, meaning the pleasant flowing phrasing of the letters should be demonstrated, taught and used at all times by the student through this exercise.

Expected outcomes: It is reasonable to expect obvious improvement in 2-5 days. Most children should have completely resolved the issues in a few weeks from starting therapy.

Visual Memory - Low Average

- Preamble: Visual Memory: Generally does not need any particularly special treatment beyond the standard POD protocol. Approx 10% will need the adapted protocol shown below. Depending on severity
- Casenotes
- TVPS test results of Visual Memory
- Visualization 'dog under tree check' = OK
- PeaPodPuzzle ONLY
- 15 minutes
- easy to hard
- twice week for one month
- coloured glasses sporadic
- retest
- Casenotes

Visual Memory - Very Low

- Premamble: Visual Memory:
Very Low Visual Memory will require a precise POD protocol.
- Casenotes
- TVPS test results of Vis Memory
- Test minor: Visualization 'dog under tree check' = fail
- Test medium: Look at Fluoro light and 'see' the residual flare when eyes are closed = fail
- Test major: Look at a VERY bright small light eg torch or LED in a phone
- Start Therapy
- Look at Very bright light repeatedly
- recognize the residual flare
- reduce brightness of light
- fluoro tube
- POD sound snips with/without glasses
- Focus on target circle
- tiny eye movements to and from target circle
- 15 minutes
- daily for 1 month
- Other Visual Memory levels?
- retest
- Casenotes

Word Attack: Leaf Latin

- Preamble: Leaf Latin the reading of the reverse form eg 'oota oldca' for 'too cold' is a word attack skill

As a clinician, I find that I need to sit up v

- Both diagnosis and treatment component

-

Working Memory

- Preamble: Working Memory is addressed in BR POD not as an entity that needs improving but something that needs better management
- Casenotes
- Assembly: as age/ability appropriate
- Glasses
- Perfect technique
- Relax
- BR Reading technique and pay particular attention to any added stress components

The BR assumption is that Working Memory does not need to be made larger but that what is available is used efficiently.

Any person can overload their own working memory but managing this condition is a skill that sometimes needs to be taught.

When using BR POD, evidence of working memory overload will be that an exercise of 2 items in length can be done well but the same exercise using three items in length will fail. Working memory thresholds are this fragile and close observation of the student will allow the teacher to see this.

In the event that a working memory overload is occurring, simply make the exercise 'BR One Step Easier' until it can be managed with ease. Repeat a few times at the easy level. Rest till the next day and then try at the harder level again.

Client Checklist - Professional

- ☐ Initial Assessment
- ☐ Report Sent + Date
- ☐ Computer Intensive 10sessions
- ☐ BR initial techniques 2-5 sessions
- ☐ BR EziReader
- ☐ Subscribed to www.BR
- ☐ Speech Pathology
- ☐ Review Assessment 120
- ☐ Redirection and BR Top-up
- ☐ Review Assessment 60
- ☐ OFFICE USE
- ☐ Fees Agreement DATE
- ☐ Fees Audit 1
- ☐ Fees Audit 2
- ☐ Fees Audit 3
- ☐ Fees Completed + Date
- ☐ Agreement End Date

Name
Client ID Number

BR POD Record Sheet

Date	Session	Module Level	Score pass y/n	Eye colour lenses	Comments	Clinician
	1					
				L/L R/L		
	2					
				L/L R/L		
	3					
				L/L R/L		
	4					
				L/L R/L		
	5					
				L/L R/L		
	6					
				L/L R/L		
	7					
				L/L R/L		
	8					
				L/L R/L		
	9					
				L/L R/L		
	10					
				L/L R/L		

BR STARTER Sheet 1

↑ ↓

↑ 3

6f3

4u↓

3 4

3 3

↑ p↑

e↓e

↓ 4

3 ↑

s↓↑

2↑G

↑ ↑

↓ 5

5 2

A G

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!”

Number of pages per Day session approximately

Day	1/5	2/5	3/5
1	117	220	189
2	139	228	269
3	193	238	284
4	216	248	326
5	233	258	366
6		265	262
7		288	268
8		282	284
9		280	368
10		280	364