The BOS
(Brain Operating System)
Method from the Exact *Word*

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Introduction

Human beings are language geniuses by ages 3-5.

The genius remains but "hides," inadvertently veiled by our misfit Latin grammar model.

The BOS Method removes the veil for designed thinking, writing, reading.

How? the Exact *Word* discovered that when viewed **by groups of words,** a natural binary property emerges from English. Additionally, these groups of words act together in only four rule-governed patterns. That's right: only four.

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Introduction

This presentation addresses:

- Language Habits of English

- Patterns of Thought – the BOS Method's ThoughtPrint

- Syntax – English as it *really works*, not just the Latin descriptions of individual words.

The Three Tenets of the BOS Method	The Seven Aspects of the BOS Method
Motivation	Motivation
A Paradigm Shift From Struggles To Solutions	(In)accessible skills
	Impediments to Writing
	Writing as Thinking
Critical-Thinking Skills	Matching word to thought
	Structures for writing
	Writing to adapt to audience

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Introduction

How does the BOS Method Help?

"Getting" It – Learning the BOS Method takes a little practice, but it's fun. Once you see it, you can't not see it. Your students and their teachers will take the BOS Method with them forever.

Using It – Anyone, youngster or adult, can learn and benefit from the BOS Method. We have thrilling "before" and "after" writing samples and numerous testimonials, yours for the asking.

Improving with It – "Re-write? How? I said everything I knew in the first place." The BOS Method is hands-on and provides tools for self-expression and clarity of meaning.

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Language Habits of English: Fixed-Word Order

When you see boxes below, without saying anything out loud, what do you instantly do?

to

store

the

want

I

go

to

My uncle owns a *still* in West Virginia;
When the IRS searches for him for taxes,
he *stills* the engines,
hides under the *still*,
lying very *still*;
still, he *still* runs his *still*
next to the *still*-life store.

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Language Habits of English: Fixed-Word Order

Something instinctual happened. Right?

Language-habit "kicked-in" to create meaning.

- First Box: You instinctively ordered the scrambled words.

- Second Box: *Fixed-Word Order* changed the definitions of "still."

Change the pattern - change the meaning.
—tEWMantra

Language Habits of English: Fixed-Word Order

- **What she said** inspired me.
- I love **what she said**.
- Although influenced by **what she said**, I made another commitment.
- Wanting **what she said** to influence the staff, I raved about her and her speech.
- Although **what she said** inspired me, I had to try my own plans first.

Instinct applies here too. We "just know" that meaning changes when the placement changes.

Change the pattern - change the meaning.

~tEW Mantra

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Language Habits of English: Fixed-Word Order

The grammar of an inflectional language will no more mix with that of a word-order language than oil with water.

-- Dr. Harold Whitehall
Webster's New Twentieth Century Dictionary

The BOS Method expands the Latin Operating System (LOS), an inflected, word-focused language. The BOS Method helps students rediscover their natural language genius and to see why they think the ways they do.

Patterns of Thought ~ the BOS Method's ThoughtPrint

Why do we think the ways we do?

Because when thought turns to sentence, we prefer one or two of the **only four patterns** which English uses to create all sentences:

Primary Image ~ "mission-driven"

Conditional Image ~ life's changing circumstances
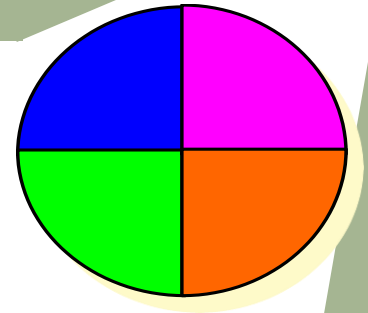
Process Detail ~ past, present, future guidelines

Background Detail ~ every facet of every event

The BOS Method uses colors to identify each of the four patterns. Using a highlighter to color our writing, we instantly reveal our favorite pattern(s) and language habits. As we learn to use the other patterns, our expression of thought invariably expands.

Everything we *hear, read, say, and write*, falls into one of these four patterns.

But, besides having our ThoughtPrint favorites, we have to use all four patterns because that's all English has!

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Patterns of Thought ~ The BOS Method's ThoughtPrint

Primary Image

- She left.
- She caught a cold.
- The dog puked.
- The room needs paint.
- He avoided the trip.

Conditional Image

- Since she left, I feel blue.
- After she caught a cold, I abandoned my vacation plans.
- Although mother cancelled the party when the dog puked, people still arrived late that evening.
- Since the room needs paint, he avoided the trip.

Process Detail

- Leaving us, she stalked down the road.
- Polly, catching a cold, shivered uncontrollably.
- Mother threatened to cancel the party.
- Puking again, the dog looked guiltily at me.
- Choosing colors for the rooms needing paint preoccupied my afternoon.
- By avoiding the trip and shirking duties, he lost his job.

Background Detail

- She left in a hurry with her lunch bag.
- Without her boots, she caught a cold during her walk.
- In desperation, Mother cancelled the party.
- The dog in the kitchen puked on the birthday cake.
- The room in the tower needs, in short order, a coat of primer under the paint.
- The man in the blue coat avoided the trip to the ocean.

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Syntax – How English Really Works

Precisely because English is a fixed-word order language, we can look at our sentences in **groups** of words; we find there are only two types of word groups to choose from: Images and Details.

Moreover, there are only two types of Images (Primary & Conditional) and only two types of Details (Background & Process).

<div>

Two Images:
Primary & Conditional
Nounness and Verbness
operate tied together.

Two Details:
Background & Process
Nounness and Verbness
operate separately.

</div>

Each pattern has its own formula and Trigger words.

"Flipping" meaning from one pattern to another. "Blending" and "Nesting" are the secrets to ordering and re-ordering thought. The BOS Method shows how.

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Syntax – How English Really Works

NOUNNESS

- Can express more than the name of a person, place, or thing
- Identifies the source of "Doing" or "Receiving"
- Has *agency,* the power to act or to receive and complete meaning
- Uniquely, patterns operate as Nounness

VERBNESS

- Expresses not only action, but the transfer that Movement makes
- Identifies what the Doer is doing
- Serves as Process Detail pattern
- Includes mental, emotional, or physical Movement

Nounness occurs in sentences in only 1 of 2 ways: Doer or Receiver.

Verbness serves as the axis around which Nounness rotates, the idea's Movement.

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Syntax ~ How English Really Works

Two simple sentences:

1) The system failed.   2) The student complained.

- The student complained; therefore, we assumed that the system had failed.

- The student complained; consequently, the system failed.

- Although the system failed, we had prepared a default.

- The failing system triggered a default.

- Since the failing system triggered a default, the student felt vindicated.

- We used the failed system to test the default.

- By complaining , the student helped us to detect the failing system.

- We welcomed the student's complaining when it was specific.

Flipping the Trigger words and changing patterns create new ideas, and new thoughts.

"Getting" It – The BOS Method

The BOS Method involves a Paradigm Shift, **but once you see it, you can't *not* see it.** A 9th grader shares her experience:

> "I wanted to cry! It was like an atom bomb when it hit me. I was suddenly enlightened, it all made sense, and here I was ready to cry. I understood that new grammar Mr. Bentz taught last year…So I'm asking myself, why am I being subjected to something that doesn't work [LOS] when, last year, I was presented with something that does [BOS].
>
> "At first I didn't understand this new grammar, or this new way of looking at English. But now I get it!
>
> "I won't ever be the same."

Is she young or old?

She's both!

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Using It - The BOS Global Objectives

- Modeling and practicing rigor, intellectual inquiry, and creativity;

- Introducing the BOS Method as a language tool for articulating meaning "between the lines:"

- Addressing risks inherent in intellectual challenge;

- "Thinking with context;"

- Helping students gain confidence with the learning process - , grappling with struggle and finding resolution;

- Tying thinking tools to writing, reading, & lines-of-reasoning;

- Showing parallels between traditional grammar and the BOS method while surpassing labeling parts-of-speech;

- Helping both teachers and students understand design choices which address meaning, thought, and perspective in every aspect of learning;

- Reading closely, confidently across the curriculum.

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Using It ~ The BOS Specific Objectives

- To match thought to wording with precision and originality;

- To tie ideas together and create flow and unity;

- To separate ideas from details and define the difference;

- To organize thinking, speaking, writing;

- To use Trigger words to suggest multiple ways to write for different audiences and to engender/stimulate new perspectives;

- To give students tools to take responsibility for their own writing and to track their own progress;

- To evaluate writing without espousing one style or set of rules to define good writing;

- To address and increase all levels of writing ability;

- To understand the mental editing process of choosing language by design, rather than speaking and writing by default;

- To reduce teachers' paper loads.

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Improving with It – Students' Scores Rise

Bob O'Connor, principal of Treasure Mountain International School, Park City, Utah, defined the Exact *Word's* impact as having four key outcomes:

- Engagement of Every Student

    Figuring out how the patterns *already work in the mind* makes thinking and writing satisfying , like solving a puzzle.

- Confidence Across the Curriculum

    Contagious, confidence spreads to all aspects of students' lives.
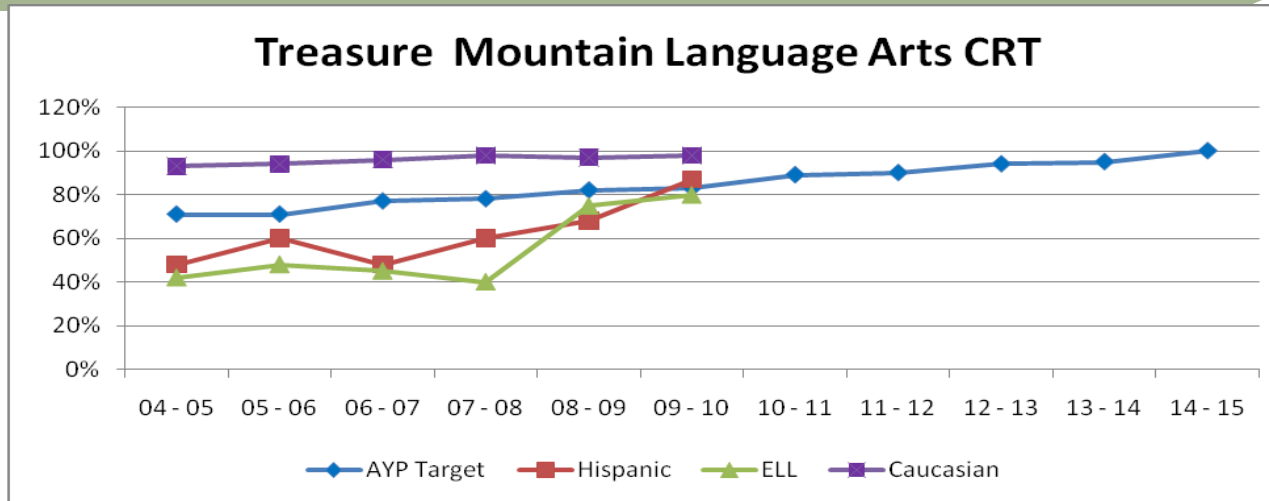
- Significantly Raised Scores

    Standardized test scores reflect notably increased mastery.

- Ease of Intervention

    Once general improvement begins with the BOS Method , a very small number of students require intervention.

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Improving with It – Students' Scores Rise

Treasure Mountain Language Arts CRT

During 2009-2010, Ms. Durfee's eighth graders' CRT state test scores:

- Moved the entire school average to AYP for the first time
- Surpassed the 13% improvement goal to an achieved 18%
- Moved the Hispanic students from 68% proficiency to 87% proficiency and 3% higher than the Anglo native-speakers' scores.
- Moved the ELL students to 80% or higher proficiency

Ms. Durfee was the school's only teacher using the BOS Method, which she taught in regular English classes, ELL-segregated groups. Other teachers and students, essentially an inadvertent control group, did not garner these results. Nor did she, in prior years. Ms. Durfee attributes these outcomes to teaching the BOS Method.

Improving with It ~ Students' Scores Rise

Significant Standardized-test Improvement

DATA SUMMARY	FIRST SUBMISSION HOLISTIC	LAST SUBMISSION HOLISTIC	Increase of:
WALLACE	2.90	3.00	0.10
BELLISTON	3.30	3.40	0.10
CARTER	4.00	4.40	0.40
LUKE	4.00	4.60	0.60
OLSEN	3.30	4.50	1.20
WHOLE GRADE	**3.5**	**4.1**	**0.60**

- Student writing assessed by the software program *My Access* **improves in two weeks** by up to 1.5 points with the BOS Method as a revision tool at Crescent View Middle School. The *My Access* software assesses word use, sentence length as a measure of complexity, and grammar.

- Two of the five CVMS teachers listed in the chart above had their students use the BOS Method for revision of their own first drafts. To improve the *My Access* first-submission scores, students of teachers Luke and Olsen used the BOS Method to rewrite their essays. The revisions increased scores by .60 and 1.20 points *in two weeks time.*

- None of the other teachers' students used the BOS Method in either pre-writing or revision.

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Improving with It – Students' Scores Rise

- The Luke-Olsen classes' achievements *increase the whole-grade score by 2.40 points.* The BOS Method impacts scores to significantly affect whole-grade totals. First-draft quality increases by nearly .5 points *for whole-grade totals, in only two versions of the same paper* submitted for assessment.
- The BOS Method gives students choices for designing improved writing; students know *what to do.*

From these results, Messrs. Olsen and Wallace discovered that a majority of their students improved proficiency quickly. Out of 142 and 130, respectively, only 8 of Mr. Olsen's and 7 of Mr. Wallace's students needed individual intervention strategies.

Improving with It ~ Students' Scores Rise

Mr. Olsen's eight, plus one student starting at level 5, used "Orange" Trigger words for adding Details and "Pink" Trigger words for adding Images. Students wrote two papers, each with one draft and one final. After seven months, only two students scored below level 5 and became Mr. O's intervention set. Students used this method on their own; *Mr. O. ended his customary extensive paper-grading edits.*

Date of Essay	Topic	Name	Holistic	
17-Oct-06	MDG	Wid C	4.2	
6-Apr-07	Epic Hero		5.1	21%
17-Oct-06	MDG	Jake P	3.3	
6-Apr-07	Epic Hero		5.3	61%
17-Oct-06	MDG	Taylor B	4.3	
6-Apr-07	Epic Hero		5.8	35%
17-Oct-06	MDG	Braden B	2	
6-Apr-07	Epic Hero		2.9	45%
17-Oct-06	MDG	Cody G	4	
6-Apr-07	Epic Hero		5.5	38%
17-Oct-06	MDG	Alyssa H	3.6	
6-Apr-07	Epic Hero		5	39%
17-Oct-06	MDG	Megan M	5	
6-Apr-07	Epic Hero		6	20%
17-Oct-06	MDG	Connor M	1.3	
6-Apr-07	Epic Hero		2.1	62%
17-Oct-06	MDG	Mckelle	4.3	
6-Apr-07	Epic Hero		5.1	19%
				38%

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The BOS Changes Lives

We provide:

- Teachers' professional development to certify your teachers to teach the BOS method;

- Teachers with a BOS syllabus map and other aids to guide teachers throughout the year;

- Students with exercise books, color-matched, laminated "companion cards" of the four trigger lists, and highlighters with laser-imprinted pattern formulas;

- Teachers and students with progress-analysis tools using a custom on-line survey;

- Teacher follow-up and continuous improvement sessions, either on site or using virtual media;

- Consulting services for administrators and parents;

- Individualized follow-up.

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