

# Vetting EBLI Practitioners



## Resources for EBLI Background Information:



[The What, Why, and How of EBLI Blog](#)



[Speech to Print vs. Print to Speech Blog](#) and [Webinar](#)



Have more questions? Ask in [EBLI's Facebook Group](#)

## Recommended Questions to Ask:

### EBLI Background

#### Ask:

- **When did you begin EBLI training?**
- **Are you EBLI-certified?**

#### Items to consider related to background:

- *It is fine to get someone new at teaching EBLI, as long as you know they are learning, too.*
- *While many EBLI practitioners are teachers, background and degrees are not important to be an excellent, effective EBLI practitioner.*
- *The EBLI founder was a Neonatal ICU nurse before creating EBLI and has no degrees or certifications in education or literacy. No one teaching students at the EBLI center, founded in 1999, has a background in education.*
- *Some EBLI independent practitioners who are fairly new have taught many learners and become quite expert quickly and some who have taught for a few years have taught few.*
- *Ask probing questions to find out more about them.*

### Students Taught

#### Ask:

- **How many students have you taught with just EBLI?**
- **What, if anything, did you teach before EBLI?**
- **How many hours of EBLI instruction, on average, should I expect for my child?**
  - *The average should be 40 hours; if a practitioner tells you more than 40 hours, ask additional questions about why.*
  - *The times vary*
    - *Some students will require 6-12 hours and others 80 or more (though this is rare).*
    - *More seasoned EBLI practitioners often move students to proficiency in significantly fewer hours of instruction*
- **How long are your sessions and how many times a week?**
  - *EBLI's recommendation is 1-2 hours a week.*

#### What gains did these students make?

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## Recommended Questions to Ask *(continued)*

### Instructional Approach

#### Ask:

- **Do you teach other programs or approaches in addition to EBLI?**
  - If yes, what are they and why?
  - At our center, the only thing we teach (and know) is EBLI. Having many different programs, especially different approaches (traditional phonics, OG, or BL) is an indicator that it is likely the instruction will be diluted to a degree.
  - Many EBLI practitioners have also been trained in Reading Simplified, a Speech to Print approach using the same concepts as EBLI, and this is not problematic.
  - Mixing practices and approaches is the surest way to slow progress, confuse the child, and hinder outcomes.
  - This is a case where more is definitely not better.
- **Do you teach phonics rules and/or syllable types?**
  - Teaching these conflicts with EBLI instruction.
- **Do you play games during instruction?**
  - EBLI does not recommend playing games during instruction. EBLI is a game!
  - Games are a common practice with OG instruction. This is not something that is included or necessary with EBLI instruction.

### Path to Proficiency

#### Ask:

- **Do you think my child is capable of becoming a proficient reader? Why or why not?**
  - The answer to this should always be yes.
- **Do you recommend my child continue intervention in school or elsewhere while being taught EBLI?**
  - With EBLI, we recommend suspending intervention or instruction for remediation with a different methodology of teaching decoding/phonics while EBLI is being taught. Different methodologies in whole-class instruction do not impede progress with EBLI instruction, but mixing other methodologies in more targeted intervention instruction often slows student progress.

### References

#### Ask:

- **Can you share contact information for 2–3 parents of learners you've taught?**