

Brings me closer to the present where I got trained in Emily in the summer of 2,020.

Used, for the next school year with all of my students intervention students who were in grades 2 and 3.

And I now am working as a private. Reading and writing specialist and I'm in my third year of using E.

Very good. Well, thanks so much. Jenna is out in the Boston area. So that's where she's hailing from.

And also we're gonna put in the chat, that her, the webinar that she did on the science of reading for this distinct magazine series is the best explanation of Eby I've ever heard, including myself.

And I'm the one that created at least. So we will share that in the chat and and I really recommend that you guys, you know, listen to that too, so happy that you're here.

Lindsey, how about you? Tell us about you, my dear.

Oh sure, hi everyone. I'm really happy to be here. I'm similar to Jen.

I've worn a lot of different hats through my career. It's being sort of a long and winding road.

So I've been an educator for over 25 years and the first half of my career I taught, really across the K to 12 span as a classroom teacher.

I specialized in English language arts, mostly at the elementary and middle school level, both in public and in private settings.

And then the second half of my career took sort of a turn. I was on a member of a small founding team of a network of monetary schools.

And it's quite post monetary we now have over a hundred locations across the United States and wore lots of different hats over the years there.

I was a principal for 8 years. I've worked as a curriculum designer, an instructional coach.

We And also most recently as a teacher trainer and literacy specialist. And then alongside that, I also have worked as an interventionist.

So that started around 8 years ago with my own daughter. Who was having struggles with spelling and with writing and so I started off in Barton.

Reading and spelling. I worked with children one on one up through book 8 of Barton. And then I went on to do my Orton Gillingham training in 2019 actually just before the pandemic.

And then proceeded to do my year long practicum to get my certification in OG. And so worked in OG in a one on one setting and then went on to discover structured linguistic literacy and Dedley in particular.

So went back to school again and did my certification in Evelyn and since then I've Guy Post, Missouri, I've been in charge of switching all of our intervention students over to Ebly and I'm also overseeing a pilot of Ely in 5 of our elementary classrooms.

We So that has been my journey.

Yeah, thank you so much. And Lindsey is hailing to hear from, Southern California.

That's right.

And, so we're excited to have her here and also she did a guest blog for us on this topic.

Excellent blog and we'll have cricket share that in the chat. It also will send that link to you tomorrow when we send that the recording too.

So next is Miss. Sandra. Sandra, can you tell us about you, my dear?

My name is Sandra Kimmitt. I'm from South rural Southwest Washington. So States.

I began teaching in the late ninetys for about 14 years. I considered myself very firmly a whole language teacher.

And then into balance literacy, I trained as a reading recovery teacher, worked with some bilingual education.

I was a bilingual teacher in the Spanish for a while. And also I was someone who was very passionate about literacy, so I attended all the conferences.

Became nationally board certified in literacy. And after about 14 years, I stopped teaching for a while to have children.

And when my son, when my daughter was about 4, she has a severe speech sound disorder.

This is my connection to the speech language pathologist. The one of the specialists said, okay, your daughter has this disorder.

Okay.

You need as if she's dyslexic. And after my 14 years of teaching, that was really the first time I heard anyone validate dyslexia or any type of reading.

Issue. So I began a deep dive more than 10 years ago. Into dyslexia, I quickly realized that all 4 of my children are dyslexic.

I was also diagnosed dyslexic, so it runs deep in our family. I started researching and figuring out what would get my children reading.

So I, training quite a few programs. I did the IMSC, OG certificate, the Linda Mood Bell program, the Linda Mood Bell program, seeing stars and lips and visualizing and verbal program seeing stars and lips and visualizing and verbalizing and used all kinds of OG S type programs like Barton, logic of English.

Oh, I've tried many things. Some of those things worked really well for a few of my children, but then I had a couple children with developmental language disorder.

So I really needed to figure out a way to get them reading. So I really needed to figure out a way to get them reading.

So I really needed to figure out a way to get them reading. So in 2019 I was at an international dyslexia conference and I found.

And on the back cover it said, oh, this is part of sounds right. So that was my introduction to speech to print or structured linguistic literacy.

And I started doing a deep dive with reading simplified. I read the phonographics books and more than a year ago, I signed up to take the EBLEY training and have been using that exclusively since.

Very good. Thank you, Miss Sandra. And, as she said, she's in Washington state.

So we've got almost all we needed somebody from, you know, down in Florida or somewhere, Georgia.

We have several people there too. We should have brought one on. We don't have any Midwestern, but I guess I can do that one.

And so Sandra's kids come out, especially Sabrina, comes on. And what I really like, Sabrina said that she thought she told her mom that she thinks that someday Taylor Swift might be as famous as Miss Nora.

I'm like, oh, maybe I'll have myself an NFL boyfriend or something.

Yeah.

But, in, in her story, you know, a little bit more about her kids and all of that.

We're going to share that also as a link. So that you can, you can read more about her and we'll also share that, tomorrow when we send the resources.

So now what we want to do is talk about why the shift, why did you make the shift? Why did you make the shift from OG to Edly?

Why did you make the shift from balance literacy to OG and we're going to start that so you can share a little bit about that.

I'm starting with Jen.

Sure. So when I think about it, I feel like there's sort of 2 proms for me and I think that the journey really started, wait a lot further back when I started looking for some speech to print oriented classroom curriculum.

After having read Louisa Motz's book and done a little bit of letters training, there was a lot of talk about speech to print and so I was on the hunt for, well, what would this look like?

And I think part of what spurred me to look for that was in my role as curriculum coordinator.

I really noticed pretty quickly that the combination of balance literacy and some traditional phonics, wasn't meeting the needs of enough of the students in the classroom as tier one instruction.

And in addition, the supplemental interventions that use traditional phonics methods like Gordon Gillingham were also not helping enough students with reading and writing challenges close the gap.

They were just, it was, they were really lingering in intervention. And even as I helped some of the teachers that I was working with implement classroom curricula that were more oriented from speech to it's still required piecing together a lot of different programs and approaches for the reading, for the spelling, for the writing, and it was just so time consuming.

It just didn't have any coherence to it. So that was from the standpoint as a curriculum coordinator.

And then as I started working more directly, with students as a reading interventionist again, I really felt that I, no matter how many additional programs I trained in, not quite as many as Sandra did, that I still wasn't meeting the needs of many of my students on my caseload and it really also felt exhausting trying to piece together lesson plans without a coherent framework.

For what I was trying to teach them. So all that led me to learn more and just do more reading and read research articles and attend more professional development, talk to other colleagues, and I started to kind of move beyond some of the labels and discover that there's really a whole family of instructional approaches out there that have been around for quite a long time that offer a different paradigm for reading and spelling instruction.

And so I think that's kind of what brought me to Ebly.

Very good. And just interesting. I just love stories and I even know you guys have stories and I'm learning more so thanks for sharing Jen.

Okay.

How about you, Lindsey?

Yeah, it's a good question. I think I've been sort of a somewhat of a searcher or a seeker throughout my career in education.

So if I think about why the shifts, you know, originally my pre-service training was in back then we called

it whole language today we call it balance literacy and I shifted away from balanced literacy just because I just didn't have the tools I had struggling readers and writers in my classrooms and I didn't know why they were struggling.

I didn't know how to help them. So that really started a decades long search in terms of trying to find answers.

I think the first book I read was, Why Johnny Can't Read, which was I think Rudolph Lacey, I think it was published in them.

Fifties or sixties this was you know way back at the beginning of my career and I kept looking to see how do I how do I help these struggling learners and so that led me to do a decades long dive into what the science was showing us.

And did eventually lead me to Barton and to one Gillingham and then the shift from you know Barton and Orton Gillingham to structured linguistic literacy in Ehly in particular.

I talked about a little bit of my blog. It really, there were 2 main things that that kept me searching.

And one of them was the time it was taking my students. I grew sort of concerned that they were making progress so they were making gains they were making progress but it was a lot of time for sort of modest gains.

And I think a lot of us here have heard of that Matthew effect where, you know, the struggling readers, like, they don't have years and years and years to catch up and get to age appropriate authentic text and and writing and I was concerned with how long it was looking like it would take them and a lot of people in the in that within that sort of approach we're saying yes it does take sort of years to

catch up and so that concerned me. And then the other concern was really around retention. That I was feeling like I was spending a lot of instructional time on, I think this is Jim's phrase, which I love, on declared knowledge.

So teaching the children about know, syllable types and and very involved ways to divide up syllables and spelling rules.

And that was taking a lot of instructional time. And my concern was that I wasn't seeing that the children were retaining it.

So they work for a short amount of time, but if I would revisit some of that down the road, I felt like it was gone.

It wasn't making it to their long-term memory. And so that was also a concern. And so I think those 2 things that the time and the retention, kept, kept me searching.

So that really accounted for my shift. To structured linguistic literacy.

Thank you, Lindsey. For some reason, you, I don't know if you guys can hear me.

I'm like, I didn't hear you for about 1 min there so but I get most of it so good.

Okay, did I cut out for everyone or just you know I? Okay, you.

No, I.

Oh, just. Just do. Oh good. I'm glad it was just me.

And I want to say interesting. I didn't know that about you, Lindsey. The very first book I read when I'm on this was on this journey too to help my daughter was why Johnny can't read and it was written in 1955.

There you go.

So and I remember it very very clearly. So thank you for that. Okay. So thank you for that.

Okay, Miss Sandra, how about you?

So my shift is for much more personal reasons. I had kids who Weren't learning how to read and I naively maybe selfishly thought before I had kids I thought oh I'm gonna be able to teach my kids to read because I have all this training.

And We live in a very rural area and we home school our kids. I thought, oh, they're gonna have the best of both worlds.

I will, no, I know how to do this. And then life threw me for kids who have pretty significant challenges.

And so when I didn't know dyslexia or any type of reading disorder anything when I started and so I started doing a deep dive.

And then it became very much. When I first began, I asked experts that I had trained with, when I first started teaching and I got a lot of excuses and a lot of excuses that I embarrassed.

L used to say as a teacher things like well, maybe your child doesn't have enough books in the home or maybe you're exposing them to too many books or is your house a literate environment?

But but in a very In a very selfish way, I knew what my kids had been exposed to.

And so I knew that They, it wasn't from a lack of books and it wasn't from a lack of trying.

And then I thought maybe I had spent a few years out of the classroom having kids. I thought maybe the reading world had like moved on and I was just missed the boat.

And so when I started learning about dyslexia and structured literacy programs, I started seeing, wait a second, this is research from the sixtys and seventys.

This is not new. It's just information I I was never taught. And in some ways some, the information was kept for me.

And so I started doing really deep dives in all kinds of programs. And then it became, clear.

When I would take my kids to specialists, they'd say, well, maybe you don't have the right training or maybe you know you need someone more specialized than you so I sought out other specialized people and worked with other specialized folks in reading and they still were having the same problems getting my kids to read.

And then I heard it similarly poor advice saying that maybe my child was one of the you know 2 or 3% that might not be able to learn to read.

I pretty much panicked. I said, I don't believe this. We can have a conversation.

He talks with me, he's a smart kiddo, and so I really was on a quest to figure out at what I could do to get him to read.

And when I started learning about structured linguistic literacy, I started with some programs, but I had at that point I had a child who was 14 years old.

And I needed to find materials that were appropriate for an older kid that didn't have, he was not going to read anything like with a nursery rhyme on it, even though he was reading like at a CVC level, he wanted he didn't really want to read a Bob book or even the high noon sounded out chapter books just didn't wasn't interesting to him and so I took a leap of faith

when I signed up for that ugly training because I had heard that it got children into authentic authentic text quickly and And so I jumped right in.

To find something that would work for him. I also work with the homeschooling community in my area.

So over the last 10 years, I've been tutoring lots of kids and I kept seeing the same issues, the same type of children, especially kids with.

Lots of language disorders were really struggling with all the rules and the Expectations of an OG type program.

Beautiful, thank you. And I do want to say too, I see that there's several every people on here who are heavily trained.

So I do want everyone to ask questions in the chat. I believe people feel free to happen in the chat and you can share about your stuff too in there as we get going because now we're gonna pop in to the challenges.

So with that shift, especially to E, which is a big paradigm shift for sure, and hear a little bit about that and how you guys manage that.

So Jen, you wanna. Start us off.

Sure. So I think, you know, trying anything new, learning any new approach has its challenges, but I think what was especially challenging about learning a structured linguistic literacy approach is that it really required me to discard old practices and ways that I had learned to think about how to teach students and how to talk to my students.

And so it required a lot of patience with myself, with my students and just being able to sort of sit with discomfort for a while until I started.

To get into a groove and really understand how it was going to work. And so I think what it what I came to, over time and it really did, I want to even say it might not have been even in the first year of teaching with Ebly, it took me time experiencing and seeing it with lots of different students to really appreciate and grasp that the focus in a structured linguistic literacy approach is

really different than the focus in traditional phonics. So while an OG type or print. Oriented program is really focused on moving through a carefully controlled sequence, scope and sequence with print oriented skills.

That require like Sandra was describing students to access and Lindsay too a lot of declarative knowledge to help them decode and encode.

Structured linguistic literacy approaches the focus is really on explicitly teaching students the logic and the concepts of the written code.

And along with that, a really consistent process for decoding and encoding. And that's doesn't sound like a huge shift, but it's just a huge shift.

So I think that piece of it took a while for me. And then I think more recently, the shift, I think one of the challenges that I felt now that I have been using Ebly for several years and finding it to be very effective.

I think it's been hard, to feel like there's such a limited, still such a limited awareness and lots of misunderstanding about what structured linguistic literacy is and lots of misunderstanding about what structured linguistic literacy is and why it matters that it's still such a limited awareness and lots of misunderstanding about what structured linguistic literacy is and why it matters, that

it's not the same as Orton Gillingham or other traditional Phonics. It's not an add-on to Orton Gillingham.

It's not something you mix in. And it's very likely I think research will have to be patient and wait and see what the research shows us, but just based on the research that I've read that the principles that underpin a structured linguistic literacy approach may actually be better aligned with the research than what we've been doing in most of our approaches up until now.

So those are some of my challenges.

Thank you, Jen. That's very insightful for sure. And I think what you said to it, even it was a year, you

know, I hear teachers all the time say, oh, after that first year, then it was just like, oh my goodness, and even as you go, but, is some, I think of it as kind of like an analogy to learning to read.

You know, it's clunky at first until you become more and more automatic. And it's like, oh, and then you kind of fly with it.

But I see a lot of that same analogy of teaching a five-year-old and how it's like, oh my gosh, this getting to blending is gonna make all of my hair turn grey a minute and that kind of stuff and how it takes but they're learning so much and then it becomes you have to kind of go through that uncomfortableness to get to the automaticity.

So I appreciate that and all of it. Thanks. How about you, Lindsay?

I know a lot of challenges. So. Talking about just one or 2 here. There are a lot of big emotions for me, but you can maybe ask more in the question time if you're curious.

Yeah, I think with me, really what I struggled with was I'd been looking into, you know, the the research into the science of reading for a long time and I really felt like I had an understanding of the principles.

But what I realize now is that I had also, jumped to certain conclusions about implementation.

And what I needed to do was sort of like tease apart the the principles of the science of reading.

From what I had concluded about how it needed to be implemented. I think that I, you know, I'd done the training in Barton and done the training and art in Gillingham.

And I sort of concluded, well, this is the way to do it. This is the only way to implement these science of reading principles.

And, so that was really confusing to me. And so if I can give some examples, for instance, you know, we know from the research base that we need to teach the code.

I mean, we know that decades of research have now shown us we need to teach children the code. But then I had to sort of tease apart, well, but how do we teach them the code?

You know, I've learned one implementation method through Orton Gillingham, which for instance was, you know, teach, a new sound letter correspondence in isolation.

So they would teach, you know, T-. So it's taught in isolation and much of that teaching is done through drills.

And I had to realize, well, that's one implementation method. But then when you go to structured linguistic literacy, something like, teaches it differently that that new sound letter correspondences are not taught in isolation.

They're taught in the context of words that are already in the child's oral lexicon.

And that's a different way to implement that principle. And so I had to realize like Wow, okay, there is actually a different way and I need to look into where's the evidence that maybe one of these ways is more effective than the other?

Or to give another example, you know, we know from the research in the science of reading that we want to scope and sequence.

We want a systematic scope and sequence. But again, I had one scope in sequence that I'd learned in OG, which I thought like this is the only way to do it.

And then when I started to look at structured linguistic literacy and I said, oh, you know, this different approach doesn't teach, you know, one spelling at a time or maybe 2 words at a time.

It teaches many spellings for a sound at one time. Like, wow, that's really different.

I need to look into that and see what is the evidence behind taking that different approach. So I think for me it was sort of like teasing apart the North Star of those principles that we know from the science are reading that I think really are settled.

From the implementation and really looking at implementation practices and seeing. I might be able to find one that might be more effective and might be more efficient.

So that was quite a kind of eye opening for me and it took me a while to wrap my mind around.

That is really, really helpful. Lindsey, I love that. And that implementation is, you know, we have that.

That research base, right? And then we have these kids in the classrooms that you need. Where is the bridge?

Exactly.

And that's really a big piece is that bridge to how do we most effectively and efficiently utilize that research, right, and then integrate it and move it to the classroom and yes, we, you know, if you have One mindset of how this is how it should look, but there's a lot of different evidence to that.

I like how you explain that. Thank you. Alright, Miss Sandra, what about you?

In addition to what Jen and Lindsey said, cause I think I had a lot of those same challenges.

My biggest challenge was setting aside. All the training and resources. And responses that I had for children. For example, I had I've gotten rid of a lot of them, but I still kept on to some.

I had tons of games and boxes of sand and letters and and gimmicky things to get kids interested in the learning.

And what I What I wanted to do when I started that ugly training is I wanted to take a year and just

use,bly.

So with all of the students that I work with and my own kids, so I would get a good sense of, okay, what is this?

Is it ebbly or is it the other things I'm teasing in? I didn't want to like muddy the waters.

And what I quickly realized is that I didn't need all those games. Like my kids, my own kids who are like really fidgety who I used to have a big box of fidget on my table they didn't need the fidgets.

They didn't need the wobble like this wobble seat cushion. We were just, they were involved in literacy in a way that that I hadn't experienced before and I saw that carry over with the students that I tutor like I like I would go months and my fidget box would be sitting on the shelf and so part of that challenge was like setting that aside like okay do I really need to

paint in shaving cream? No, we can just do our ebbly work. And then the other part was all those responses that I had trained into me to say to kids when they came to a word they didn't know.

That took for me, it took a long time to get that out of my head. I didn't have great strategies when in reading how to coach a kid when they came to an unknown word.

I had lots of rules for them to follow, but Emily gave me the tools of saying just each letter sound as you go.

And, that. Getting the the can kind of responses and sticking to just saying the sound and not giving them a lot of.

What? These.

Holy

And not giving of them a lot of extra information, I think was really key. I worked with a lot of kids what like I said many times but who have.

Lots of language disorders. And so throwing any any extra information and they are just kind of lost.

But with, I'm just My pencils tapping, they're saying the sound.

There's nothing else going on. And they were picking up and spending much more time in print than I had seen before.

And then my other personal challenge, I realized is that in E, we use a process of saying the sounds as you write, not the letter names.

And so for me, that was. And sometimes it's still incredibly challenging because my brain, was not remediated early and I still have a challenge saying the sounds as I write.

So I had to do a lot of real intentional practice. And still I still do a lot of intentional practice saying the sounds as I go.

What my biggest highlight came this week when my daughter came to me and said How do you spell Ricochet, Mom?

And I said, in my past, I probably would have just given her the letters. And, but now since changing a new way, I said, okay, well, what part of that is tricky for you?

And she said the A at the end. And I and I said to her, okay, well, would you like me to give you the letters or do you want me to give you another word you know that has those sounds.

And she doesn't have a language disorder so we could have this conversation and she said, oh I want another word.

And so I said, well, ballet. And she got this quizzical look on her face and she went back and she pulled all these.

French words. That have that A ending and came back and said, Mom. I just found another category, Gory for our same sound different spelling chart.

Can I add the ET? And I think all these words come from French. I mean, she was.

Passionate about it and maybe other families. Have these kind of discoveries where kids are making these connections on their own, but that has not been our experience with my kids with issues.

And so it was just a huge light bulb. And these type of light bulbs just keep coming off.

So the challenges that I find really challenging guide me to keep going so I can help them learn in a quicker way.

That is so fun. And that's a great story, Sandra. I love that story. And, in that discovery, you know, the best ways to learn, make mistakes, teach somebody else and discover.

So as much as we can, and that's the thing too with a lot of kids thinks I would think that every is a game.

So, you know, the game thing I've been hearing a lot more about. And I'm like, oh, and we never really thought about.

Games because at least a game so yeah that was good insightful stuff and our last thing our category before we get to the questions is tips.

So Jen, what tips do you have to share from your experience?

Yeah. So I think the thing that's been most helpful for me is really keeping up with the emerging research and networking with other people who are exploring structured linguistic literacy approaches and there

are a whole variety.

They're a little bit different and it's really interesting and helpful to learn from people who are doing things just a little bit differently, but with the same framework.

And to really start thinking of the challenges that we all just talked about and we only scratch the surface, I think.

As opportunities to expand your knowledge and improve your practice. And I just recently read, I'm sure many of you also may have seen there was a wonderful article in the reading league journal.

From September, October. And there was an article, it was by Austin Stevens, not going to get all their names, Dem Check and Solari, I think.

And the title is, Orton Gillingham, which aspects are supported by the research and which require additional research.

And there was one sentence that kind of jumped out at me and they said until we know if a specific practice works we should remain open to adjusting instructional practices to align with current research and rely on those practices rooted in evidence.

And so every time I think about, you know, what I've been doing with, that really speaks to me because I feel like that is, that rings true.

Okay.

And I think the other tip, that I would encourage people to follow is that if you do, or maybe when you commit to learning, a structured linguistic literacy approach.

To videotape yourself with your students. I've started doing that more and more. And I find that it really helps me, self-evaluate and see what I'm doing if I'm really doing what I think I'm doing.

And it also serves as a really nice vehicle for communicating with parents, with a really nice vehicle for communicating with parents, with a really nice vehicle for communicating with parents, with teachers or other support people what structured linguistic literacy looks like.

Oh, great tips. Wonderful. Thank you, Jen. And the video thing is, yeah, I always say that Shannon actually is on our team as a she does hot yoga.

What is it? Bikram yoga. And I went to her class one time, like, oh, it's pretty hot, but I'm like, I got this, I'm doing it and I don't know who took a picture and I'm thinking I have got whatever this pose is.

I'm a pro. In that picture, I looked like I was shocked because I was just really not thinking that that's what I was just really not thinking that that's what I was doing.

It was really I don't stick with me, that's what I was doing. It was really, it was 6 with me. It's been quite a

while too.

So that videotaping yourself and videotaping kids too at the beginning and then you know further on in their learning because oftentimes especially if they have been sub-literate for a while or years or a long time, they are good or great readers long before in their mind has caught up that they're good and great readers.

So that's a great take for both us and for the kids. Alright. Okay. Huh, yes.

Yeah. I would say that can I just add one more thing related to the students really actually most of them love being video taped they love watching re watching themselves when we make a video and oftentimes it can be a really powerful motivator for kids who are you know just lagging a little bit or feeling low energy when we say oh we're gonna make a video for your so and so teacher they get really excited.

Yeah, that's awesome. What about you, Lindsey?

Yeah, that's such great advice from Jen. Just to, you know, thinking about Jim's suggestion to keep following the current research.

That really resonates with me because I think back. Even just a few years ago. I had never heard of, you know, set for variability.

Or cognitive load or statistical learning and those all from following the newer research have really were part of the shift that I made.

So I guess, you know, lifelong learning, it's not just a phrase, it applies to us as well and it really has big impact when you keep learning and you keep seeing, well, what is the latest evidence that we have about how children learn to read.

So definitely second to that. And then I think my other piece of advice is, if you're convinced enough that, that you feel like you want to try structured linguistic literacy, whether it's, you know, ebbly or sounds right or reading simplified or whatever you decide.

I think that my tip would be to commit to, implementing it with fidelity with at least a few students.

And I think it's important to commit to that at the beginning. Because it's going to be really uncomfortable.

And hard and you're going to feel so tempted to bring in the practices that you used before, the ones that are comfortable to you.

Yeah, it's gonna feel new and it's gonna feel like you're going too fast and you're gonna feel unsure of yourself.

So I think that if you kind of commit from the beginning to implementing with fidelity because if you don't, if you kind of mix it in with other things, then you're never really going to know the true impact.

That structured linguistic literacy can have. I kind of think of that like almost like taking a medication.

That if you don't take a medication as prescribed, if you dilute it or you don't take it as prescribed, you're never gonna really know if it worked if it would have worked for you.

And so I think of it that way that if you feel convinced enough that you want to try, really try to commit.

To doing it with fidelity. And then when you're feeling unsure and uncertain and you have questions, then bring in.

Bring in your village. You know, Adley has a wonderful Facebook group. If you have coworkers, you know, where we're piloting, Eveley at Guy Hosea, we, we meet once a month, we share videos of ourselves.

You giving every lesson so we can get feedback, we share bright spots, we share challenges. And that really helps when we have those moments where we feel, you know, insecure to really lean on each other.

So those are some of the things that have really helped me.

That is great advice. I appreciate that. And it is hard when you're doing something new and different to not bring in.

It's just like the kids guessing. They know that guessing isn't working for them or the letter name interference, they know that guessing isn't working for them or the letter name interference or whatever that may be but you know so it's takes a little bit to shift it even if when you're really that's your name interference or whatever that may be.

But, you know, so it's takes a little bit to shift it, you know, so it's takes a little bit to shift it's takes a little bit to shift it even if when you're really that's your goal so no giving grace on that too which

I think my biggest step kind of like Jen and Lindsay said too the community finding a community of people who are going through the process with you and Nikki Pratti's group, the speech to print exploration page, is just a wonderful community.

I know like Lindsay said, that people are using all different kinds of programs but there's really just a sense of collaboration and like okay we're in this for the kids let's help each other out and there isn't really, you know, it's just how are we gonna help these kids and get them reading as quickly as possible?

So I think having a team. Or a Facebook or online team of people who are with you is incredibly powerful, especially for someone like me who's in a really rural area and I don't have, there's only one other literacy tutor in my region.

So I don't have many opportunities to collaborate. And then my second tip is once that you're teaching the process, I remember distinctly posting in the group saying, okay, I'm really apprehensive about moving to authentic text.

I just don't think I can do it. And both Marnie and Nora. Sent me a message saying, okay, you need to jump to authentic text.

I will never forget this day because I was working with my son Alfred who At the time he was 19 or 10, he must have been 10 and he really hadn't read much other than see he had been really successful with CVC books, all the decodable books.

And we had gotten to a point I think we had done like 25 activities with ugly and I said hey off our go pick a book off the shelf you know just pick it up and he was like what?

I can't read any of those books. And I have an amazing classroom library. At tons of the, books which he was or wasn't interested in, but he just happened to pick a frog and toad book.

And he's like, this is like a chapter chapter book. I don't think I could read this and I, we read one of the first stories together and his eyes kind of got really big and he went back to his desk.

And I will never forget this. I heard him giggling. He was reading the story and giggling.

At the frog and toad antics and it was the first time in his entire life. That he picked up something that he wanted to read that I didn't force him to read or encourage him or bribe him to be but it was something that he picked up off the shelf said oh this looks interesting he's an animal lover.

And he read it and was giggling and got it. And I said, wait a second. I honestly, I was, you know, being a little dowdy and I said, are you really reading that?

So I said come let's record it for grandma and he brought the book over and read every word and I said, well, Alfred, let's go get another book and he got his bush crafting book.

And we said that and read that book. So my biggest tip is don't be afraid to use authentic text.

If you give kids the strategies. That they can attack any word in text. Even kids who are pretty profoundly affected with dyslexia can really soar quite quickly when they understand the process.

My I had a similar experience with my, he was 14 then. I remember quite.

I remember the afternoon when he looked at me and he said, why haven't you ever told me this before?

This, this makes sense to me. This, my brain understands this. And so my biggest tip is just don't be afraid to jump in and try and see how it goes.

I love that. And you know that high bar, whatever we put that bar as long as we're supporting and we get them there and it's so exciting but a lot of times I think with all of the classrooms where we would coach after we've trained every teachers and stuff and the teachers would be doing.

I don't know, things that I thought this wasn't quite time for that. And I'm like, wow, I didn't realize they were like, oh, we didn't know any different that we weren't supposed to be doing that.

So there, so that really helped to guide us to like we got to speed it up, you know, even more as far as our curriculum.

And I also love to Sandra so many people have said that collaboration like you, you know, with Marnie or with John Walker and you guys all collaborate.

We just got a student referred to us from Steve Tretchen in Canada and they're like, how odd?

They're like, they're your competitors. And like, no, we're all working together in the same team for the same goal.

And I love that part too. So now we are at the fun part. I see that Shannon's been, you know, over there crazily gathering questions and also Shannon.

Do you have some questions for us?

Okay.

Okay. This one was a very popular one. This is to the panel in general. From Kelly Corkel.

Do any of you now encounter students that you would choose to use OG methods over Ebly?

And you know, why don't you each go and tell that now everybody's taking their head?

No, nobody has any.

Yeah, no, definitely.

Hi, I mean, I, I can jump in and speak to that because. Because I have my series certification and so on, I'm in some databases around the country.

Through my previous OG and so I get parents quite often that will reach out to me and say they want OG tutoring.

And, I, feel as a matter of integrity now that I've seen how powerful structured linguistic literacy is that I won't tutor any children in OG anymore.

And so what I say to the parents is give me 6 weeks. And if you're unhappy, I will go out and find you an urgent tutor.

And it's never happened. So I know I strictly use that. I know.

Yeah.

I do the same. I put all of my, I wanted to try, structured, linguistic.

Literacy with fidelity. So I put all my OG materials on a shelf in about 2019.

And I sold them all so I could pay for. Because I just wasn't using them. And I work with the home schooling community and it in the beginning I was offering I have a lending library where I loan out.

Resources for parents if they because they're working with their children on their own and I kept some of those OG ish type programs and now I don't even loan them out because I feel like I have other materials and resources to give to them.

I don't I feel the same as Lindsey. I feel like at the in my situation I ethically can't, I know I can get them.

To reading and writing and spelling and comprehending a lot faster and I so far I have not had a child.

That hasn't been successful.

Yeah, and I would echo those sentiments today when I was at walking, I sort of had an analogy pop into my head as sometimes happens when you're walking and exercising.

I was thinking about the old USDA food pyramid. And how it's been, revised or it's evolved to become the My Plate tool.

And when I looked it up today, cause I was wondering, so why did they do that? And it turns out that it was the food pyramid was felt to be based on outdated information and it was too complicated for people to follow.

So they simplified it and made it more user friendly with the goal of want everybody to be healthy and so I found that interesting because I feel the same way about structural linguistic literacy approaches.

You know, I don't think there was anything wrong with what we what I was doing before, but it just wasn't having the effect that I wanted.

Awesome.

Very cool.

And I, I don't know if this is appropriate, but I will just say it. I, I see a lot.

I'm pretty active in a lot of the groups and one of the biggest kind of misunderstandings that I read on line is that people say, oh, well, we need both speech to print and print to speech to learn.

Yes, of course we do. We're that's not what we're talking about. We're not just talking about encoding and decoding.

We're talking about structured linguistic literacy, which is just a different way to organize the information that's being taught.

And a different process. So I think that's important because I still keep seeing those kind of comments that.

That it's just not it's just a misunderstanding.

Thank you. What do we have next? Oh.

Well said. How would you concisely? This is from Yasmin Brooks.

How would you concisely explain to parents slash non-educators how a SL approach is different than more traditional approaches and OG.

Who wants to go first on that one?

Hi, go ahead.

I can jump in. Oh, Sandra, was that you?

Yeah, go ahead, Jen.

It was. I was just grabbing it because I have it. I have this great book that I anytime I I carry these around in my I carry these around in my purse.

It's from Anne Sullivan and I hand them out wherever I go because I'm always talking with parents and homeschooling parents and my pediatrician.

And, I It just is a really concise way that talks about the difference that we're starting with the sounds first and what's coming out of your mouth and it's that it's just a different orientation and how we do things.

And I have I, I give the parents a short little buck. I give them a little spiel and I even, I've upgraded to Nora Ask.

Yeah.

I carry a little mini whiteboard and I I I teach parents a really big word and I show them kind of how we teach kids multi syllable words in a way that doesn't involve rules and that's really I opening to parents because when you see those big words you're like, okay, how is a kid gonna get that?

And since most parents weren't taught, To read with rules, it's a real natural.

I haven't had anyone. I have had parents. Who have been told. I saw, I did see a comment that neural psyches are only recommending OG.

But that's because they're they don't understand a neuroscience like isn't teaching children to read and I had multiple neuroscience.

Diagnose and work with my children and I I didn't just go to a random nearest like I found people who are very involved in the literacy world.

And multiple of them said that my children would not be able to learn to read. And when my son who was now 15 went back and was reading.

They just didn't understand. Some of the it was that the programs that they were recommending and told me to use just wasn't working for him. And so I think as.

You. Parents become more involved with neuroscience and kids are going back for follow-ups. My neuro psych is now sold on structured linguistic literacy because they're in the know.

So where I send children to be diagnosed by psychologists in my area. So I've had conversations with all of them.

I also have conversations with my the pediatricians in my local area. I give them faith workowski's book if only I would have known and then the parent book.

I got a parent's guide to phonics and, it's just getting information out there.

Yeah, I agree. I haven't really found it to be a problem. And I think the question really comes from a place of that's all people have ever heard.

That's the kind of go to lingo and word that people expect when you have a child who's struggling to read and so I haven't found it hard to explain to parents what Sandra just said.

Yeah, I agree. I think that often when parents are looking for apprentice speech approach, what they're actually looking for is they've learned they want something systematic, they want something explicit, they want something structured, and so to explain that common ground and then say, and we're going to organize all of instruction around the sounds of English that this is simpler.

It's more straightforward. There's not going to be a lot of memorization and rule learning, which a lot of parents appreciate because often these are the children that have you know, challenges with working memory.

You know, so they appreciate that that's not going to be taxing for them. So yeah, I found that that some of these resources are really helpful.

The ugly quick draw on the homepage is really helpful.

Thank you guys. What do we have next, Jenny?

Anja is asking, are ably principles of techniques applicable to ESL teaching?

Absolutely, I'll say.

Or ESL teaching for English or for other languages.

English second language. Yeah.

I think ESL means English as a second language. Yep, yep. Cool. And Jen, this one is for you.

Someone asked you. Which article did Jen single out in the journal?

Was it the Reading?

So it's the Reading League journal and it's from the current issue, which is September, October, 23.

And the title. Okay. Okay, great. Yeah.

We'll share the link to that. We have. Oh, the links in the chat. Okay, we'll share that also in the.

I did in the chat, the links in the chat. Yep.

Yeah. And it's available. I think it's freely available.

Right. It is free that you don't have to get the journal. It they put it out.

A few weeks ago. Yeah.

For everybody. Yeah. But to get back to your other question, I think it works really well, with EOL students.

Because you're spending so much time with phone names and really helping kids, you know, hear and pronounce the phone names and words.

I think it's incredibly beneficial.

It's been our experience too.

Yes.

There are a couple of questions regarding scope and sequence and I think referring to Ebly one scope and sequence and how long our lessons and one is there a scope and sequence of skills, how many sessions per week, how long are sessions?

Do you want to address this here? Do you want to also, is there a place to see the beginning stages of the program to get a sense of what it looks like?

The training caught and then the training cost is substantial according to Julie. So I'd like to get a better sense of what I, what it would look like for my students.

Would like to answer that.

Okay.

There you go. So.

So scope and sequence, how long our lessons, how often are lessons, and then just a way to get a glimpse of.

To see the beginning stages of the program so she could see what it looks like for students. That's all on our trading page, do you think?

I mean, I don't I don't know Nora if you want to jump in I I think one comment I can say is that there's a lot of flexibility which is something I really appreciate.

I think lesson length is going to depend on you one on one. Are we talking about a classroom setting?

How often? I think the reality is depending on a classroom setting, how often, I think the reality is depending on your school setting or your private intervention setting on your school setting or your private intervention setting or your private intervention setting on your school setting or your private intervention setting or your private intervention setting on your school setting or your private intervention setting.

Some people are 30 min, 20 min, 60 min. So, you're private intervention setting. Some people are 30 min, 20 min, 60 min.

So we need to be a little bit flexible depending on what the circumstances with the child. So we need to be a little bit flexible depending on what the circumstances with the child.

And I've done all of into all of those models. So I would say that unlike, you know, OG, that sometimes has a very set lesson plan that you, you're trying to get through each time that there is flexibility to chunk out what you're doing.

I, you know, typically with private intervention students. It's an hour once a week.

And in a classroom setting, again it depends but sometimes 20 or 40 min a day depending on the on the classroom.

But the way that Edly is structured, it just depends how many activities you're going to get through in that one sitting and it's going to be fewer when you begin because you are not as skilled with it as an instructor and the pace is going to pick up as you get more skilled.

So there isn't kind of to me a black and white answer there because it really depends on, there is that flexibility.

Yeah, and there is a definite scope and sequence that the fabulous, team has put together to make it easier

for you to learn and implement.

But I think even within that as you become more proficient teaching ugly, you are able to be a little bit more flexible with the order that you teach things and which activities you focus on, which activities.

Maybe you don't focus on. And, and then really the best part is what happens after you've taught some of the discrete lessons, that teach, you know, and it does that don't even teach every single sound.

Spelling pattern in our code, but enough to jump start kids so that they can do that.

Self teaching and they're often running but then just need a lot of support in. Reading texts and writing about texts and that's that's where it gets to be a lot of even more fun.

I think.

And I know we have a lot of, teachers on here also. A classroom teachers, intervention teachers, private practitioners.

So feel free to share in the chat your experience with what you teach as far as in your classroom or in your You're room or you know what if you're doing one on one or whatever because there's it we you know some every single school and we're in 45 states now I realize and 14 countries and there some schools will do like 15 min we like we're rather have 30 min every other day than 15

minutes because you waste a lot of time you know transitions and stuff but Ely is very adaptable to I've learned with working with a lot of schools all schools how they have in every you know even private practitioners how they structure things are all There's a large wide variety, so there's a lot of flexibility with that for sure.

There's also samples of instruction on our training page too.

Oh, also, yeah, we maybe we'll include Shannon some of those overview videos of track one and track 2 and 3 and intervention so that they can see what that looks like.

We'll include that. In the recording. What else did you got?

Judith asks. I don't understand how you can separate speech to print and print to speech.

Decoding and encoding are reciprocal processes. So you're saying you teach from whole to part versus parts a whole did the she's referring to the national reading panel recommending synthetic phonics part to whole as the best way to teach Phoenix.

So.

So comparing what she's interpreting for the national reading panel recommending synthetic phonics, which is part to whole as the best way to teach phonics.

I don't know if that's a, did I say that right? Okay.

Yeah, go ahead, Jen. I feel like this would be

Yes. Yeah, I think so. So. Yeah, I think it's it's an interesting question.

I remember being really hung up on this for a long time myself just getting to understand some of the terminology.

Okay.

I think, you know, linguistic, so there's lots of names that are still going out there that refer to some of these different approaches.

Which is partly why I think this group tried to coin the term structure, linguistic literacy to simplify some of that.

So, I mean.

But I know that in the UK, the people who teach this kind of approach consider themselves under the umbrella of synthetic.

Systematic synthetic phonics, but it's a specific type. That's a little bit different.

I think maybe somebody else can jump in and help me remember I forget if it's, Stephen Parker on his blog page has a really nice delineation of some of these approaches.

And I feel like this.

Right. Right.

There is a lot of confusion, you're right, Jen, as far as, you know. Between the terms that even what is that even like what does that look like you're actually doing it with a child and how, how is that different?

Yeah.

Right. But I think all of these approaches are using both speech to print, you're saying sounds and you're using that to spell words but you're also lifting words off the page using the print and turning that into your speech.

So that happens. All the time throughout a whole lesson. That's why those I think there's been some confusion around using the term speech to print because it gets misunderstood as that activity.

And there was something about part to whole. I think the other thing that's different is that instead of focusing on first teaching individual sounds in isolation and Lindsay was talking about that earlier.

This sounds are taught within the context of a meaningful word.

So I don't know if that answers the question.

Yeah, if I can add to that, I hope I didn't introduce confusion by saying they're taught in the context of a word, that doesn't mean that it's sort of analytic phonics looking at where chunks.

Great.

We are still looking at individual phonemes. So it is definitely, I think, in this in the synthetic category.

But I found that really confusing as well, you know, speech to print print to speech. I mean, absolutely.

It's like, yeah.

Those are sort of 2 sides of the same coin and I think virtually every activity. In Ebly has, you know, encoding and then decoding.

Hmm.

So, you know, you're doing both of those processes. The key difference I think when we're looking at structured linguistic literacy approaches is How are you organizing?

Your scope and sequence and how are you organizing your instruction and what kind of instructional language are you using?

At the beginning I thought, you know, people are making a big deal out of nothing with when they say, you know, Don't tell a child that, you know, T says And I thought, why are you making such a big deal out of this? Who cares?

A child's gonna know a letter doesn't speak, but it actually really matters. Whether you're orienting your whole scope and sequence around sounds.

And then mapping the letters onto those sounds. Versus organizing your whole instructional plan around letters and spellings.

And it has impact because You know, children are really logical and if you're telling them T says And then what happens when you come to a word with TH?

What happens when you come to a word with Ti? What happened when you come to the word listen.

T is not sent anymore. And so it actually is really impactful to take this approach of building from the sounds and then mapping the letters on.

So I think that that's helpful when you think of, you know, speech to print or structured linguistic literacy as an approach asking the question.

How is this Gopin sequence organized? What kind of instructional language are we using? And it's not just that you're doing decoding, encoding activities, because of course every approach is gonna have both of those.

Very nice.

From Elena. Do you have any available studies that compare an SL approach to a print to speech approach that we could share with our school districts, especially showing how students acquire their learning in a more efficient way.

Then I'm gonna pump that to you because I think you would.

Yeah, we don't have them yet. Where some are in the works, right? But I think.

Yeah, and even setting individually the program, not to mention the components, but then comparison ones, you know, my dream, you know, any rich people that wanna fund some research is to have brain imaging studies studying Ebly and Orton Gillingham or whatever in the same amount of time with kids that, you know, with dyslexia and that type of thing and having pre and post brain imaging as

well as other, you know, assessments. That's been my dream for a couple decades now.

So I'm sure it's going to come to pass at some point, but just not, yeah.

And then when I talk to What's it's out by you, Yeah, they're willing to do.

I only need a couple of 1 million dollars to find just to do research on Ebly and then they'll do comparison research for more millions of dollars.

So. We can we can make that happens at some point but it's you know when people say oh where is the research it's you know now this year we're doing research on abley both an intervention in a classroom a year-long research and then we have an EIR grant we'll find out for first grade over 5 years.

In first grade classrooms but it is if you have never done anything with having a research study done on a program or a system.

It's unbelievable. What's required, which is why I think it's a reason why we don't have that many.

Not just, bly, but nobody, really, very few. Programs or systems have that. Excellent.

I would just happen to say in the meantime, there are some pretty compelling case studies, at the meantime, there are some pretty compelling case studies at the Sounds Right website if you look the first pretty large sample sizes.

BLy has some really compelling data and and case studies. So there are different pieces of evidence and

And phonographics has some and they actually have some phonographics brain imaging. And which is

what I taught and did, for 4 years before I created.

Yeah. Okay.

Okay. Yeah, I was gonna say.

Right.

Right. And there's some nice, a bunch of research on Marnie, sort of the prototype for Marne again, Spurbs reading simplified program that was called targeted reading intervention, I think.

Yep.

Yeah, yeah. Yeah. Yeah, there's a lot there's an awful lot out there.

It's all been buried. But you know, when I learned about this approach back in 1,997 98.

The professor that told me about it said, this has been around for decades and that was in the ninetys, you know, this it so it's not like it's new, it's just.

Been pretty hidden for whatever reason. Yeah. Alright, Jenny. Okay.

Questions keep firing in. Here's one from earlier in the, webinar. Oh gosh.

Other. Oh gosh, where is that one? For those who tutor using Ebly or other SSL method, have you had success with students who are getting OG based methods at school?

So many schools around me use Wilson Foundations.

That's all my students practically. So I live in, in Massachusetts, the, person who created foundations is right here and it's used widely in the schools and so I would say the vast majority of the students I work with, that's the case.

And you know, in an ideal world, they wouldn't, but the reality is foundations moves incredibly slowly.

And the kids that I work with surpass. I've showed parents the scope and sequence their children are learning the foundations and what they've completed with me.

And so, you know, occasionally students will ask me or will bring up something they've learned in school and I listen, we talk about it and then we just kind of shift and say this is the way we do it when we're working together and this is the way you can do it any time that you're trying to read or spell a word.

So.

Yeah, we're finding that too. We didn't used to have foundations in Michigan anywhere.

Now that what we're seeing at our center in Cricket and And Shannon and Alyssa can attest to this is and also we've got a lot of online students that are you know often OG is where in a school there's a combo now they're doing like workshop and foundations.

So they're guessing and looking at the picture plus having cognitive or where the rules in the letter name and we're having, you know, spending so much more time.

Yes. Yeah.

Right.

And doing those habits that are inhibiting their progress. But still it does work, you know, it will it will happen, but it just those things, you know, can come up, but it also they, we tell them you say your sounds when you're at school do these same things and because they work for them they they know to do that but doing them at the same time in the same lesson is what we definitely

say don't do that.

Right. And I will, I will just add a caveat. I think for most students, it doesn't present a huge problem, but I think there are a subset of students who are really, really struggling.

Who find it very confusing. So I think that is something to be aware of.

Yeah. It slows them down. And also another thing, and again, because we've had so many OG students in the last year and a half here at our own center is that they, the speed of Ebly, they're like, oh, we have been doing these more simple CVC, CCVC, CVC, CC, whatever.

And you guys are like throwing me into multi, you know, it's a little bit at first that transition we find is.

Is a little discombobulating for a little bit, but it's just a small. When do of time if they've had that as far as intervention before.

In my area, we don't have, the luck of having any real structured literacy interventions.

And so when I generally I work with kids who just have dyslexia but I've taken on a few students from our local elementary school who use balance literacy.

Some even use a program called Read Well, which is a Phoenix program. I will tell you, they move very quickly.

So I saw one of the comments was tell me a story of someone who moved through the program quickly. I worked with a kid who was in third grade.

Going into fourth grade. I wanna say by like, you know, just a few times with me, I just really needed to introduce the process to her.

For her to understand that a sound can have 1, 2, or 3. Or letters that they can a same sound can make.

Difference or a letter can make different sounds and I used the process to teach her how to decode multi-syllable words and she took off very quickly.

I mean it was I generally work with kids with learning disabilities, so I'm not accustomed to that, but I it was very fast.

Like I worked with her maybe. Maybe 2 months and she went back and joined her third grade by the next year, fourth grade learning and she was reading at grade level.

I saw that question too of wanting to hear success stories and. I mean, that's fun. We could do that all night.

So the one that pops to my mind is, and this, I think, for those of you who have been using Barton is I had a kindergarten is I had a kindergartner who was retained in kindergarten so they the school had asked her to redo kindergarten because they the school had asked her to redo kindergarten because they she was not progressing she was not learning

how to read you kindergarten because they she was not progressing she was not learning how to read.

She hadn't been tested for dyslexia but there is she has a dyslexic parent.

So very strong indications that she's just looks like as well. And when I first met her this was just when I was shifting to Eby I had done the Barton screener with her and she had failed it.

Which would have meant she wasn't even sort of at the point that she could even start that program.

But regardless, I, I started her actually on Edly. And, within I would say, 20 meetings with her.

Her teachers were coming to me and saying What are you doing? Like she's she's completely caught up.

She's surpassing her peers. You know, she was just, she took off like a rocket.

And you know, the very last time that I met with her, she's now testing in the ninetieth percentile on Dibbles across the board.

So I always hold her in my mind when I have sort of, you know, questions or doubts and I kind of hold on to that because it really is just this really powerful concrete for me.

Of, this would have, I know for a fact this would have taken years with other programs.

So that's That's mine.

You know, I want to share another little share because I just saw a comment come through about spelling.

So I had my own daughter Tabitha. She's 13 right now. She learned to read using OG, but her it did not carry over into her spelling.

Partly the rules were to do with it. So I last year took her through the ebbly process specifically for spelling and it I've seen this comment a few times that.

Or structured linguistic literacy de-emphasizes spelling which I really can't understand because it is literally in spelling and reading is literally in every activity that we do every time we write a word we are saying the sounds and we're focusing on spelling and in almost every activity.

I mean, in every lesson that we do, spelling is coming up and they're writing out their own words and we're correcting immediately.

And my, so my daughter last year was a pretty strong reader, but her spelling was really atrocious.

And she, absolutely became a better speller using Emily. I noticed pretty immediately that she was not able to segment sounds crisply when she was saying words and breaking them apart.

And if she was. Even though she had not been taught in a balance literacy way, she was chunking and guessing at words because she wasn't hearing it's all that auditory processing piece.

She was not hearing the individual sounds in the words, but using the program, she is an excellent speller.

I mean, you know. Like this week she didn't know how to spell ricochet.

Yeah.

You know, she she's been, you know, I would consider her she's had an IP.

Since she was 2, 3 years old. 3 years old at school. And she no longer qualifies for an IEP.

Her spelling is at grade level when I assessed her on the, I saw this question too. There was a question about does Ebly have assessments and yes there are assessments that go with ugly and when I did the spelling assessment with her the spelling list that I did with her was the kinder first grade because she really couldn't spell those words.

I mean, pretty basic words. And I test her at the sixth grade level and you know in her writing.

I will say she's some it is She's not a hundred percent. It's something that we're working on, but at least now she is very phonetically correct.

Like she gets very close and it just might be those unusual spellings and she's correcting her spelling on her own before she wasn't able to use.

She has a childhood apraxia of speech and so she wasn't able to use speech to text.

Very well, but she's able to use speech to text now and it's and I believe it's because she's able to say although you know her words sounded a little mumbled in the middle especially on longer words and now they're not they're crisper and when she's spelling she's hearing all the sounds, whereas at the beginning assessment she had some consonants.

Down but not many vowels and now she has every sound that's in the word she just might be off and for me and our journey that's an amazing progress.

There's a lot else.

Awesome. Good. Anything else, Shannon, that there? Yeah.

Okay. This maybe just piggyback on what these leaders are saying. Many students have handwriting difficulties.

How do you address handwriting automaticity? Print versus cursive, etc.

That's something that I loved about DI always struggled not knowing what to do and just wishing that I were also an OT and could, you know, help my students with handwriting and I think because every integrates the Peterson handwriting prompts and just like everything else with Ebbly your your integrating it into every writing activity that you do, there's an opportunity to help students with letter

formation, with placement. It really are seen huge improvements with kids who really have very poor handwriting when they start with me.

I wanna ask, I'm gonna bring in somebody who's not on here. Spatana, would you mind unmuting and talking about the RAN and the handwriting with Ebly because I think this is really really important as far as automaticity and even reading fluency and I really want somebody with a dot going for their doctor or something to study this because this is a big deal.

Will you share a little bit.

Oh, it's a huge deal. So I've been collecting data myself. Using the, the Maryland Wolf ran assessment.

So it's standardized, everything's there. And I do a pre and post with the kids that I work with and I solely do ugly with them.

And they start off by giving me a letter assessment where I time them in 1 min, you know, how fast can they write.

The ABCs, you know, in a minute. And then they do a post test doing the same thing, but I also do a pre and post ran.

And that's basically how fast can they name objects. Colors numbers and letters I just do those 4 categories.

Every single child that has improved their letter formation, their speed, their accuracy, their automaticity, all that.

Okay.

And in addition to that, after they've gone through the remediation with me about about sixteenish hours or so of remediation time.

They're ran scores go up. By like 20 percentile gains like it's incredible and there's nothing out there right now.

To my knowledge shows. That RAN can improve. But the problem is that these students haven't gone through efficient remediation and they haven't had all the components.

That they need to become a effective readers and spellers but if they have an effective you know program such as ugly And then you give them, It just skyrockets and it's happened.

I have about. 35 students. Data on 35 students in every single one of them have gone up in every category.

So it's incredible. Handwriting is crucial, critical.

I've seen.

And I know that these other people with ran too that have been following ran and doing data on it and I'm like we need to get that because what I don't even mention it because I get oh there's no research that says you can you can't increase ran and I'm like, Not yet.

You can't, there isn't research because we know you can.

I'm seeing. I'm seeing similar. I don't use the, RAN raster system, but I use the see top 2 and I'm seeing the same I have to wait a whole year because you can only that's the one downside I waited I have to wait a year to do this see top 2 again and I'm seeing the same thing because and it and if you think about it

it makes a lot of sense. Some of my more My students who have. Ran and processing in the less than first percentile when they started with me in 1 min of doing the Peterson prompt, they were maybe getting 2, 3, 4, maybe 4 letters.

And at the end, my most impacted kid got to 35. We were still working on it.

Yeah.

So got to 35. But everyone else has gone has moved up past 40 and the fluency the impact in that in fluency alone is is humongous.

It's crazy. I mean, to me, it just, I still am absolutely amazed about it.

It's insane, but exciting. So yeah, thank you. Thanks, Atlanta too for sharing.

And there is one program. So I do know this because I have kids who are greatly impacted by really low RAM scores.

There is one program called RAVE. OH, ran scores, but it's not appropriate for all learners.

You have to, it, you have to be a little more advanced and be at a certain grade level to use it.

So it's not applicable to all students.

Okay, thank you for that, Sandra. What else did we get for us, Shannon?

Kristen asks, I was recently told at the TRL. Conference that since we already know how to teach reading through a structured print to speech approach.

There is no need for an additional approach. There seemed to be some push back from folks who thought SL was creating a divide within the structured literacy world.

How do we build a bridge with OG folks so they understand we are all on the same team?

I think for me the biggest bridge is putting the students at the forefront or the center. And asking yourself if you have 2 options and one option is gonna take students a long time to work through.

And another option where students are moving a lot faster. I think it's worth taking a closer look because we have just too many students out there who are struggling and who it's taking a lot of time and money and effort and resources.

And so we all have that goal in mind. I know we do. And I think it's just really important to put ourselves out of it.

And be open to looking at what new research is coming out.

I will forever. Use whatever gets my teenagers reading quickly So I'm I am no longer beholden.

I mean, I say this as I was a former reading recovery person. I am not beholden to one program.

I will use what works. And so far what is working for my students who did not have a similar success in many other and not just OG because I don't think it's I don't think like especially at the reading league concert conference i don't think it's just oh gee i think it's more like a structured literacy which I don't think is just OG.

I think it's includes a lot of good Phoenix programs. But I will use whatever I can find.

To get kids into reading authentic text quickly. And and for right now structured linguistic literacy has been a path that has worked for the kids that that really need that help.

My 15 year old had given up on learning to read. I bought him an or cam learn one of those reading pens so we could take it anywhere because he was reading CDC words at 14.

And he needed to be able to read he was afraid to go out in public because if there was a sign on a bathroom, he wouldn't enter the bathroom because he was Absolutely.

Kind of warning that he wouldn't be able to read. He's reading.

Yeah.

He's reading now. Does he love reading? No, sorry, he doesn't. But he can read.

He doesn't carry his learning to, gonna be learning to drive. And he's, you know, reading.

I could not have said that a year ago.

I have to say I'm hopeful about building bridges. I really am. I think, you know, there's about building bridges. I really am.

I think, you know, there's a hundred 30 odd people on the call tonight. There have been wonderful questions.

Really respectful. I think that I don't think I've ever met an educator. That didn't want to do what's best for children.

I think that just sometimes new ideas. Take you by surprise, you become attached to your training and your you know your community and what's comfortable to you and I think that's really understandable but I love the you know the science of reading slogan no better do better and so I think we have to just keep talking, keep reading, keep learning, keep an open mind.

Stay curious. And just keep the children at the center. You know, when I was ahead of school and sometimes I would be walking into what I knew might be a contentious meeting with parents.

I would this was in the old days when I used to print photographs I would put up a photograph of the child in the center of the table to remind us we're all on the same team.

We all went with Bets for the child. And, I really believe that. And so I think that I'm very hopeful that we will build lots of bridges and all keep learning and make our way to what's best for the children.

. Yeah

Can I ask one more? There's been stuff in the chat and a couple questions here about research.

From Fran Blackwood, Nora, please. Review the research being done on Evelyn at this moment and when the results are expected and then from oh gosh.

There was another one on research too.

Right now we have. Rachel Schechter who has done tons and 40% of the research actually that are at that's SSA research that's out there.

She is the researcher who has done that. She is doing research for, Ebly right now and intervention.

We have a school district in Wisconsin and one in Massachusetts. For intervention, the school district in Wisconsin has about 20 teachers teaching Ablean intervention and it's a it's a random control so they were randomly chosen the schools and the people that are doing the intervention.

And then in, I don't know how many we haven't missed just that number keeps changing.

So we'll have all of them that will kind of be part of the same. Study for individual third grade through sixth grade.

It just started this fall and it will have the data in the spring. And then we have, University of Virginia, their literacy team there.

Has written an EIR grant for EBLEY, a 4 million dollars grant that we'll find out about November, maybe possibly December, a federal grant to study Abbey over 5 years in first grade classrooms.

So cross your fingers on that. We missed it last year by 1 point. And they made some revisions and and all and we're pretty confident that this year we should be getting that.

And if so, we'll start in January with prep stuff and then, do, I mean, it's, my learning curve on research has really been big, but I've learned an awful lot.

So those are 2 things. And, you know, always hoping and wanting for more. It's very expensive when you to do that as I'm learning more and more and also, you know, there's just a lot of things that are, there's just a lot of things that are, you know, there's just a lot of things that are involved, but I'm thrilled that we're having this, you know, this research happening and

the researcher too who has been around the block she said you know this research happening and and the researcher too who has been around the block she said you know not know this research happening and the researcher too who has been around the block she said you know not only is Ebly really revolutionary as far as your instruction, but no one in the world is doing the training of teachers in the way like our process of the, you

know, the, of how we do that. So I was very happy, you know, to hear that because We're just always trying to did best we can and not really sure of, you know, you know, how close we're hitting that target.

So that was really exciting to hear from somebody who's been around a. She's already got some conferences that she is.

Applied to to present the data from, so we're really excited about that so. And of course getting our, you

know, numbers that don't count apparently for much people say, but case studies and numbers from our teachers, they mean a lot to us as far as your period posts from the, you know, beginning of the school year to the end and all of those doing intervention.

That's why we asked for that data. So we're always collecting data and always Also left to hear the anecdotal stuff quite frankly those kids raising their hands and class or reading signs that they've never done before and you know having less anxiety, all kinds of wonderful things that are changing their life.

So. Yeah, we follow that closely.

Both Julian Yasim and asked which school district in Massachusetts. But schools in Massachusetts.

Well, I don't get how Massachusetts does this, you might help me, but I know it's Pentucket is the something.

What is that?

That's the, it's a Pentagon regional district. It's on the north shore of Boston and it's where Brent Conway is, right?

And there's a lot of different, there's several different schools and we're actually interestingly because the researcher needs the coaching call information from our people that are on in the, doing the research and Lucinda's not here, which is always like our right arm is gone.

This week, so we're trying to figure out where are those. Somebody said there's one person trained.

I said, oh no, there's not one in Massachusetts. So we're, I know it's several different schools in.

Hit Pentucket, whatever that's called. Yeah. So, yep. And New Berlin is the one in Wisconsin and St.

Joseph. Southern Michigan. So. Yeah.

Can we do more?

How about 2 more ladies? How are you doing? Okay for a few more? Okay.

Go for it.

Do you find summer asks? Do you find that CI students do well with Ely?

Doing have you want to answer that?

So in my world, CI means 2 things. So I don't like, does she mean people with vision issues?

Okay.

Yeah.

Or does she mean or cognitive impairment? So I don't know in my world I'm

I'm thinking probably cognitive impairment, but maybe they could, yeah.

So I've had a look, go ahead.

Well, I, yeah, go ahead. Now go ahead.

I've had a little bit of experience, the past year working with, young woman who's in middle school who has down syndrome and I would say we are starting to see glimmers.

It's a very different process. Working with a student with a significant cognitive impairment.

The same principles apply and it just takes a lot more as you'd expect a lot more time, a lot more repetitions, but it's been pretty exciting to see.

It's been our experience too. Yeah, a lot more. I have the lowest we've had.

IQ we've worked with was 40. But yes, we, but it takes it is it's gonna take a, you know, a good bit more, but they definitely learn and that's exciting too.

Yes.

And I'll add just that another, approach that is designed specifically for kids with more complex needs is Anne Sullivan's program.

And that was the book that Sounder held up the guy for parents, the father of Skye for parents.

She's the person who's created that, so.

And we refer to her too. When we have, I didn't know her, of her until the last few years.

That's where we, were, Yeah.

Yeah, and she's incredibly incredibly generous with her time if you reach out to her.

And her material, she has videos. Oh, I don't know. I can get him to Nora.

She has videos of her working with non-verbal students. That it's pretty phenomenal. Yeah, it's really phenomenal.

That's what I'm fascinating about. Wow.

Her materials. She has a book called Access to Phonics. And their their resources in the back of the

books on all of her kind of manipulatives like she uses picture cards kind of like peck.

I would like pecks to get the kids to respond to phonemic awareness work and reading. It's pretty phenomenal and Sullivan.

Her it's her program is called like phonics for SE and special educational need she's in the UK and her work is phenomenal.

Yeah.

I've worked with a few kids with, who are cognitive and I did see she did it was cognitive impairment and I did see she did it was cognitive impairment.

I'd see she did it was cognitive impairment. I've worked with a few kids and I it might take us a little bit longer.

And honestly, I work with them more. And honestly, I work with them more frequently for less amount of time.

So we don't generally, I work with them more frequently for less amount of time. So we don't generally don't do an hour lesson for a less amount of time. So we don't generally don't do an hour lesson.

So we don't generally don't do an hour lesson. I, one kiddo I'm thinking of in our lesson.

I one kiddo I'm thinking of in particular we work daily and we may work daily and we may work daily and we may work you know, in particular, we work daily and we may work, you know, 1015 min at a time.

You know, or multiple times in a day. To be able to meet their needs.

But I'm still seeing success.

Yeah, that's the key.

What else you got Shannon?

Let me just see what your guys's comments are on this. Ebly as far as a period to OG for all of the things that these professionals are saying.

I'm so impressed with the interleaving of all the concepts and just how much sense this all makes for my students.

And I just started. What bothers me, every single neuro psych, every single one recommends OG as if there is nothing else out there.

The parents spend so much money to hear the same thing. It's starting to really have set me as an advocate

for children.

I didn't know if you wanted to comment on that one.

I think it's gonna take time to educate. More people. That these approaches exist and how they're beneficial and so I think it's incumbent upon all of us to start doing that.

In addition to working with our students.

And I think.

I know that I'm going, I, I saw that Vicki was on here. I don't see her on the front page here now, but, down to Atlanta and they're doing a fireside chat which makes me think of or I'm doing a fireside chat actually Franklin Roosevelt, like that's so funny.

But it's gonna be pretty much all neuroscience, room of I think about 40 neuroscience that, that do exactly that and that I'm going to be talking to and helping to you know share a bit about this so that they they know about it but you know people will say all the time why don't we know about this well We've been hiding, all of us really.

Well, we've been we've well we've been hiding in people who are I mean I I've been teaching since, you know, I was started teaching in the ninetys.

And I'm someone very passionate. I went to Every year I go to the international reading. Well, now it's called International Literacy Association Conferences.

Yeah.

And one, I hadn't even heard of dyslexia. So if we're talking, if we're talking about neuroscience, what, I mean, we kind of have a bigger issue that maybe some of the neuroscience don't I mean we kind of have a bigger issue that maybe some of the neuroscience don't have specialized training and literacy and so maybe some of them aren't really even familiar

with the science of reading because to be quite honest with the students that I see, not all from the same neuroscience, I see multiple neuropsych evaluations, I can't tell me tell you how many I read saying, oh your child is the most profound I've seen, they might not be able to read.

And so, and I hear this a lot in the parent groups. I don't, I can't imagine the teachers are still saying this.

But I hear it a lot in the parent groups that parents are getting this advice. And so I think it's just.

You know, it's just time and and children going back to those same neuroscience with data that, look, now they are reading.

I, I've converted my, one of my son sees 2 neuroscience. I converted both of them and the team at Seattle Children's because they see the the data.

And that, you know, data doesn't fly.

That's true. Lindsey, do you have anything to add?

Yeah, I just I think that much of the science of reading movement along the way has been a grassroots movement.

And so I love that example, Sandra. I think that what resonates with families and with professionals is success stories.

So if we can go back. To the teachers back to the parents back to the neuroscience and show them the data and show them the improvement that I think that that's one important way to bring about visibility for SL and to really start this shift.

Like that. Shannon, do you have anything else?

There's lots else if you would like. This one. That's going way back.

I don't know if any can remember this, but CEObon, this is back at 7 42 just before 8.

Okay.

What was the name of the group she just mentioned? I don't remember what we were talking about then.

Or, and I don't remember.

I bet it was Nicky. I bet it was Nikki Pratti's group, the speech to print exploration.

Okay. Oh, SL. Linguistic Phonics on Facebook. Yes.

Okay, okay, yay. Awesome. Thank you. Other OG based programs seem to have, no this is not a question.

Oh, is it?

Okay. What is the name of the book Sandra is talking about? I don't remember someone put a link to that in or not, but there was a book you were talking about, Sandra?

Yes, can you read the name Sandra?

This one is called a parent's guide to phonics understanding how to help your child with reading and spelling.

It's by Anne Sullivan and Jeff Vaughn. And there was, yeah.

Okay, well put the link to that in the.

Okay, perfect.

In the recording tomorrow. What was the other book that you said you give out? Oh, Faith's book.

Which one?

Hey, Gorka. Oh, phase 4 Kowski, if only I would have known.

Oh, yep, yep.

Okay.

I don't have my person with me. I keep some extras in my purse.

You're so funny. I love that

Okay.

I think it's called Well, they're relatively inexpensive that when I leave them in my pediatrician's office or when we're going to therapy like I've left him in my OT, my kids OT office and our speech language pathologist office.

Oh!

You go, see do what Sandra does. That's how we get it out there. I gotta give me some, I just got a whole bunch of John Corcoran's the reading gap books.

I need to be throwing those out to everybody. So he sent him to me.

Well, we parents sit some of us parents with special needs kids sit in lots of waiting rooms for hours.

Yeah. That's right. You want something good to read. That's such a great idea.

And there's only so much you can scroll on your phone.

I love it. What else it Shannon?

From. How different are the various SLL approaches does it matter?

I know Epply and phonographics, but you guys

Yeah, I can't comment. I know, you know, a little bit of sounds right only from they had a wonderful symposium last year I went to and I've poked around the website but the only one I'm trained in is, so I don't feel like I have that basis to really do a comparison.

It's a good question.

Yeah. I don't think.

I can I can speak to this. Because I did the reading simplified training and I'm very familiar with sounds right and all the phonics book materials, they're very similar.

They all all of the programs come. I saw a question earlier in the day saying where did where did this approach come from?

And pretty much all the major ones, bly reading simplified sounds right right? I think AB Sedarian.

And Sullivan's program.

Yeah, phonographics. Yeah.

I'm probably saying that, Rick. Oh, and phonographics and and Sullivans, they all come from Diane McGinnis's work and so they all are very similar in their approach.

It's just the minutia that's different, how they might organize things. How.

Quickly they might get to authentic text. Some of the programs have materials that are start for a younger grade, I mean not younger, but, some of the materials are more designed for younger, age levels, but That one of the beauties.

You really, you can't go wrong.

Yeah, you really can and that's one of the beauties of that speech to print exploration page is that it's not just, to print exploration page is that it's not just ugly folks or it's not just sounds right folks.

It's all of us and all of our conversations because we're starting with how we speak and what's coming out of our mouths.

It's very similar.

Okay, and this is from someone who doesn't have their name attached to their, zoom account.

Thank you all so much for this webinar and everything you are all doing. Thank you for being humble and brave enough to try something different and move towards structured linguistic literacy.

Oh, that's sweet.

Oh, that's nice.

Yeah.

Any other questions? We'll do one more.

Okay. The last one, let's go. This one is asking about vocabulary, Lorraine.

Does vocabulary get in the way? I see that as a major block for comprehension and also mispronunciation as well.

Can she elaborate? Does it get in the way of what?

I will just I'm just gonna answer and I'm just gonna assume one of the things I love about.

Bly is the vocabulary graphic organizer and because I work with students who have pretty severe language.

Disorders with expressive and receptive language, the way, teaches new vocabulary words and I'm gonna, I just pulled out one of my potatoes. I don't know if you're gonna be able to see it.

We use graphic organizer. I wonder if I could send you a picture and put this, I don't know.

We write the word in the middle. We're it's a multi syllable.

This one the word is cafeteria and the kid who I work with is a home school kid and they actually didn't know the word cafeteria because they'd never been in one.

And so we map it out. We do the spelling. We write a definition. We're practicing spelling and reading and writing as we go.

We draw a little picture of the word and then they write a sentence with the word in it. My students, so we do this in our ugly lessons and at my own children and the children who I work with, I give them blank ones for them to do on their own.

I have kids that have little notebooks with words that they collect and like, oh, let's figure out this word or a harder word.

I don't, I don't find. That vocabulary is getting in the way, especially with Ebly because we're teaching it explicitly.

So even my kids who, you know, my older kids who have language disorders because we're explicitly teaching it.

We're pre teaching it in some of the passages. Not like I used to do. In my reading recovery days like where we do a picture walk and talk about it but we're pre teaching some of the words and multi syllable spelling and reading and we're talking about it and then they're reading it in a story.

I feel like they're retaining the vocabulary because we're used it's not just oh here's a look at here's the word cafeteria but we talked about it when you're reading it.

We've talked about when you're spelling it and then we're reading it in either authentic text or in your

writing.

It's they're internalizing it more more quickly or quickly or no

Yeah, I wanna say Sandra too with what you just touched on there the integration like with Ep League my whole thing with creating this is application when you're reading and writing.

That's the whole goal of all of it, right? But the integration of all those things and having them connect together.

I think that that I know that that's part of the reason where it's so which really accelerates the instruction because we're you know you talk about those prefixes and suffixes and root words in these words that you're already teaching to spell and they're going to be in the story that you're going to read and you're going to use them, you know, with what you're gonna write in your summary sentence

and, and that integration where it's not the silo. Here is this with Penny McGuire. Here's vocabulary.

Here's spelling. Here's phonics. It's all integrated together and in in each of the activities.

Which I think is really powerful and then app applied to reading and writing. And you explained that very well as far as what that looks like.

So I like that.

I just haven't had until now like we would do vocabulary lessons and teach vocabulary with our spelling.

And like it was that silo and this is the first time that my kids have started doing it on their own.

That we're having all kinds of conversations about vocabulary and words and sounds that are unusual.

Because they're attuned to it and they're curious about it. And that may be just because my own children have, significant special needs and maybe other families do this on their own, but it hasn't been our experience until now.

So it's a blessing for us.

Okay, I think we're gonna call it a wrap. We will, thank you guys so much.

Hmm.

And you can hop on, we have an every community Facebook page. We'll put the link for other people if they want to sign up after the fact on there too.

Tomorrow you'll get an email with this recording as well as all of the links to all the things that we talked about so that you can have them right at your fingertips and yes if you and then we'll have a conversation we'll put a post on our every community Facebook page that you can ask questions and we

can tag Lindsey and Jen and Sandra if if you have anything that didn't get answered

here as we've gone way over. Which I have a tendency to do, but I knew that that was going to happen tonight because these guys could be we could be here to midnight for sure with them giving all of their great advice and experiences and all so thank you guys very much for joining and and thank you Jen and Lindsey and Sandra so much for being so open and so generous with sharing with everybody.

We appreciate you very much. And Shannon, thanks for those questions and cricket for Guardian and being on that chat and answering all kinds of stuff and for all of you guys.

Okay.

Thank you very, very much. We appreciate you all. So have a good night.

Good night.

Thank you.