All right. Welcome everyone to our Handwriting to

Improve Reading

webinar. Really excited about this one.

I am Nora Shabazzi, the founder of EBLI, Evidence-Based Literacy

Instruction, which is a comprehensive system of teacher

training and student lessons. So thrilled to have all of you here.

I saw in our sign-up we had hundreds and hundreds of people in the last just couple

of days sign up, and a lot from New Zealand and a lot from

Australia. So I always love our Down Under people, who I know it's Friday

where you are, so you guys take us into the future, which is pretty awesome.

And please do, as always, share in the chat where you're from, where you're joining

us from, what especially about this topic might be of interest to you.

Definitely share your

questions. You know I love those, and I always go back and read every single word

that you put in the chat. Shannon tonight is going to be our question

gatherer. And

Lucindra and Cricket and Hannah are on here from Team EBLI

also to be helping us out. So they may be chatting back and forth with you guys in

the chat there with the comments. So I am going to share my

screen and get started here.

Okay, so we are going to be talking about one

of my-- Oopsie. Why are you not doing this here?

Favorite topics tonight, which is handwriting and how it connects to

literacy. So many people don't really think that handwriting is a very big deal

anymore. Kind of been put way on the back burner

and kind of ignored a lot. And I want to talk

about why it's so important to put it on the front burner, what we can do to

easily bring it to the front burner,

and all that kind of good stuff.

So where are you from and all those kinds of things, again, please put those in the

chat. Share with us

where you're from,

what brings you here, what you do, all that good stuff.

Are you a parent, a grandparent, an educator, a tutor, which is also an

educator? All of us are educators, I guess.

So share a bit of your story. We always appreciate that.

And I wanted to start out today with honoring Diane

McGuinness. I get a little choked up. I've been a little choked up all day.

She is my literacy hero from the very

first day that I really got on this journey for

real. And, after months and months and months of researching,

Diane's book, "Why Our Children Can't Read," is what led me to

teaching my daughter to read in just a few hours, and

her work is the foundation of everything that we do that

has to do with phonemic awareness and phonics,

and then some,

with EBLI. So she just passed away, and it just makes

my heart very sad because her work has the potential to change the world

of literacy tremendously. But she never really understood.

She became a friend of mine. I had this weird habit of

when I read a book or something about that I really knew this person

was different and that it had something significant to do

with progressing literacy, I would pick

up the phone and call them. And I would say 100% of the time, the actual

person would actually answer or respond if it was an email,

and I did that with Diane. And so we had many years of

interacting back and forth, lamenting over why

this work of hers and that I picked up to do with EBLI, first

Phonographics and then EBLI, was just stuck in the back corner of

some

basement warehouse being ignored and when it really

had the potential to change the world of literacy.

And it makes my heart just sick to think that she has

passed without her work, I

don't know,

making the difference that she know that it could.

So today, I feel really

strongly that I am going to up my game and make

sure that all that she did that has this potential to change the world

of literacy was not for naught. So I'm stepping up my game, and I hope you

guys will do it with me. So these are her two books that,

for me,

made the biggest change, and then also her prototype that says,

do these things with teaching literacy, and it will change the world

of you as a teacher or an educator or a parent, and it also

will change the world of your children. And that I know is true.

So,

gratitude and honor to this really giant in my

mind of a woman who's done so much great work that has

mostly been ignored, and it's time for that to

stop, in my opinion. So I hope if you haven't read her work, that you read

her work, that you read about her, and that,

moving forward, we take her work and move it out into the world in a

massive way. So that is my-- Since

this morning when I found out about that she passed, I've just been really like

oof,

my soul feels very sad, and my heart feels kind of crushed.

So anyway,

I just wanted to spend a moment to honor her at the start of this because she was

always also very much into handwriting and why aren't we teaching handwriting, and

she just did not

pull any punches. She was just a straight shooter, and she and I would lament over

a lot of things and that we didn't understand, and quite frankly, I still don't

understand, and I imagine she didn't either to this point.

But still, we move forward and try to help everybody

in their literacy journey in her name and in her honor.

All right, so what we're going to do tonight is we are going to talk about how

handwriting really benefits literacy in so many areas of

literacy. And I did a handwriting webinar, I don't know, time is hard

to keep track of, but maybe a couple years ago,

in this process that I'm going to talk about, but I'm going to go a little bit

further with a lot more on the error correction and that type of thing.

And since then, if you google about the importance of handwriting and

reading There are so many things that come up.

I'm just going to share a few of them tonight as kind of a carrot.

Handwriting is important. If you have it in the back corner

basement of the warehouse, or if you even have it on the back burner, bring it to

the forefront because it is that important. Let's see.

I don't know what I'm doing here with my...

It's going to change the world of your reading instruction to include

handwriting with your instruction.

So it will help increase reading and improve reading in

general, improve your kids' fluency.

That's a really big piece that we see at our center here, that's kind of our

learning lab, as we've been really doing this handwriting process that I'm going

to teach you consistently over the last couple of years.

Your kids' processing speed, attention and focus, motor planning, motor

movement, so many carrots here that will

be benefits if you do this very simple process of teaching your kids

handwriting. And teaching them how to form the letters, how to get

fast at forming the letters, all that good stuff.

It is very, very important. Okay? And then I'm going to

go through the handwriting process that we do and show a video of a young man who

had significant problems. And the video that I'm going to show you is his first

time through of the training piece that we do.

So you can see pretty much, besides hand over hand, every error correction that we

do and what that looks like. All right?

And then, of course, with the recording, we will send you everything that you need

to be able to do this

and the assessment yourself.

So I'm first going to share, and we'll put these links also.

Also, I'm going to have Cricket is doing our links tonight, and she's going to put

in that stuff about Diane,

to all those resources that I shared, so you have links if you want to get her

books or look at her prototype. And also these articles where

these quotes come from.

So this first article talks about

if you don't teach kids handwriting and they have less handwriting practice,

not tracing by dots, by the way. I got permission from Peterson Handwriting

to do dots very sparingly and transitionally, but

basically handwriting should have nothing to do with tracing lines or

tracing by dots, especially extensively.

But handwriting practice and teaching your kids actually how to do it

will make it easier for them to read, and not doing it will make it harder for them

to read. And what I like in this second bullet point is

experts believe that forming letters by hand while learning the

sounds, Ebley people, that's called, say, is right, that we know, and you know that

I hound on that continuously. But that activates the reading

circuits in the brain to say the sounds as you write the letters, and that is

something that is one of the very big foundational pieces of

Ebley that is non-negotiable. The kids have to do that until they're

automatic at doing that. And then keyboarding.

This is a thing that I hear all the time.

Well, we don't need to spelling, which is going to be my first webinar in the fall,

but keyboarding is another thing. Who cares? They can keyboard.

Keyboarding is faster, but it doesn't mean it's better, and several of these

articles are going to talk about that.

So just because they can keyboard, it is not the same as when

they're actually making the motor planning, the motor movement to actually

create those letters.

And then recognizing letters. It's just like when we say, "Well, I don't read all

those words and sound them out when I'm reading this." Recognizing letters isn't

the straightforward, I am not saying every sound as I sound it out.

I'm automatic, and that is in my sight word bank of orth-- it's

orthographically mapped, which doesn't mean I've memorized those as whole words.

I have read them through decoding, and now I'm automatic at that.

It's the same thing with recognizing letters.

It's not just straightforward and everybody just recognizes them, and it's all

easy like it is for those of us who are fluent readers. That is not the case.

There's a progression for kids to be able to get to that, and sometimes even

adults.

And so learning the letters by handwriting helps make

those brain connections that help accelerate literacy.

We have been blown away. We've always taught handwriting, and it's always been a

part of Ebley, but this process I'm going to teach you is newer and probably the

last two, three years with Ebley,

that we do regularly because it is so critical

for our kids and adults, okay, to get them highly

literate to their highest potential. The handwriting is critical.

Top to bottom, left to right, all that good stuff.

Here's another article, why schools should keep teaching handwriting, even

if typing is more, I don't know, useful, I guess, faster, I suppose.

This was a cool study that did

brain scans, and this was of preschoolers.

And one group of kids were just shown the letters and told, "This is an A.

Look at this and recognize it." And the other one was taught how to write them.

And they did this with these preschoolers over four weeks and did brain scans pre

and post. I love brain scan stuff. I am one day going to have brain scan

research for sure. I have no doubt about it, with Ebley and a bunch of

different components of it. But anyway, the kids who had the

brain scans that just looked at the letters, okay, showed that their scans were not

any different pre and post. But the kids who actually learned how to write the

letters and learned the letters, huge spike in the reading network of the brain,

not the handwriting. I don't know what network that is in the brain,

quite frankly, but the reading networks that we know on that left side that we

need to be able to read. So huge differences that actually

motor planning and motor movement to make those movements to make those letters is

critical. And making them accurately. Okay?

And here's another one, the reading writing relationship.

So focusing on reading the letters while writing them.

So you're looking at the letters. We go with sounds.

In our handwriting process, you're going to learn to actually teach the letter

names there. We don't say don't teach them. They're just less significant.

But also leads to more proficiency with reading.

So there's so much, again, research on the

connection between

proper accurate handwriting and reading that it's

really almost

there's no more question about it, quite frankly Also working memory,

kinesthetic memory, all of these things that help you

connect to that reading piece. And then the other-- This was interesting, and I

never thought about this until I read this article, that keyboarding utilizes both

hands, so you're using both sides of the brain to do the

keyboarding. But when you're handwriting, you're only doing one

side of the brain, which causes that part of the brain that controls writing to

fire. That doesn't happen when you're doing typing.

So really critical, even though our kids, we don't mind, of course, that

they keyboard, and they know how to do that, but we

cannot skip. It's kind of like kids skipping crawling before they

walk. It's not the end of the world, but there's some things that are going to be

not as ideal. So we want to be sure we do not skip

teaching our kids handwriting. In Ebley, we always teach them print first and

then cursive. I mean, you can teach them cursive.

We don't in Ebley because of the segmenting piece. But handwriting is critical.

So please know that it is critical.

So these are kind of my slides to be like please, there's so much stuff out there

that shows you why this is critical, why this is so, so, so, so, so important.

So please know that. This, I love this

picture. We put this out here in one of our social media posts.

I did those free Ebley lessons when

COVID first hit back in March of 2020.

And we had kindergarten group, first grade group, and second and older group.

And you'll see these kids, I thought, "Let's do our handwriting thing with these

kids." Because I was making this whole thing that I was doing up kind of as I was

going. So I decided, let's do handwriting at the beginning of each session

between the 8th of April till the

29th of April, which they did two sessions,

Tuesdays and Thursday each week. So it was about 30 minutes total,

where I had them do an assessment, and some of the parents sent me pictures.

I probably had maybe 20 of the parents

of all the kids send me both pre and post pictures.

So they sent me a picture on the 8th, and then on the 29th.

One of them says it's actually the 29th. That's the 28th.

But on the 29th, they took another picture to see.

Now, some of the parents, I

told them what the process was. They were watching the lessons.

Some did that, some did not. So you can see Caitlin over here on the right.

She's a little preschooler, four years old.

And you can see she's writing and getting some ideas with this process of how

handwriting goes. But look at her just 30 minutes of instruction

later.

She's got one reversal here, but great with lowercase letters.

Really, really, really obviously impressive.

Sierra was going into first grade, and you can see she had very

few letters, and not in order, and some of them not the right ones.

And then she got all the way through the alphabet one time.

And then Elliot, I think Elliot was like a third or fourth grader, and the

same with DJ. I think he was in third grade.

But you can see the difference, regardless of where they started with when you

do this training with your kids.

This is really interesting because I had a dear

person to me that I've known for many years, but I didn't know about her struggles

with reading, and she just recently got a

grant from Apple. Ten

entrepreneurs in the country got this grant.

So they are businesses who are doing well, but also doing good

things for the communities and all.

And they got this grant that has a lot of perks to it, one of them being taking

classes at two different Ivy League

colleges. There's a cohort of them that will take these classes, and she's like,

"I'm going to have to give this grant back because I read too slow.

I can't comprehend. I can't spell well.

I don't think that I can do this." So she asked for me to help her.

And typically, the data that we know from Peterson

on this alphabet activity that we do was with kindergarten and first-grade kids,

and I'll talk more about that in a little bit. And we do it on everybody.

And then I thought with her, "Am I going to do this alphabet?" And I'm like, "Yes, we're going to do it because we're doing it with everybody." So if you look at her alphabet, this is what she wrote on my first session with her, which was on the 4th of November, and then this is on the 9th of November.

But look at where she got. Now, nice handwriting, right?

E, F, G, H, I, J, K are all missing.

Okay?

L, M, N, and she kind of stopped here.

S, T, and I don't know if this was a U or a V, and then she had a Q, and a Y, an X.

When she was over here at these last five, she's like: "I don't know what's happening with my brain. I don't even know what I'm doing.

How do I not know how to do this?" She was just so perplexed about it, and I said, "You know what? It doesn't matter." When you're doing this activity of writing the alphabet A, B, C, D, and writing in lowercase letters, you are doing so many things simultaneously where you have to pull from your memory.

Remember, what's the next letter? How do we create that letter?

What does it look like? How do we know? The Bs and D reversal is very, very common.

So doing this activity brings in so many cognitive processes, processing speed, all kinds of things.

So you can see now over here, H, I, J we missed.

And the next time she did not miss J anymore.

But all of the rest of them she got in order.

That's called explicit instruction in coaching and supporting and error correction.

So I'd only gone through it with her a couple of times, went through it twice after she did this assessment, and then before she came back the next time, she said, "I've been practicing." And look at how many that she got in a minute. This was the second time we came. I tested her for a minute.

So from 26 to a whole lot more letters, right? We want to get 40.

So don't think that, oh, this child is this age, or this child is this smart, or this child is this whatever, or this adult, that this is not critical because it really is, and really, really powerful.

So again, here are the benefits of doing this handwriting, our protocol that we do with the handwriting with this.

It's very easy to teach for anybody, okay?

And it's easy to remediate children of all ages, including preschool, and it's free. That's exciting. And these are all of the things, that's only just some of them, actually. There are more that this will benefit.

Fluency, reading, handwriting, attention, motor planning, motor movement.

There's so many things that teaching this handwriting process will improve in all of your students.

So you're not just going to say, "Oh, these few might have some handwriting issues." You want to do the assessment, if you're a classroom teacher, on everybody. Okay? And we'll talk a little bit more about that in the protocol, that type of thing. The webinar that I did previously, a few years ago, is called Handwriting the Alphabet and Fluency, and Cricket will put that link in the

chat, and we'll also send that to you tomorrow.

So you can look at that webinar also.

And I didn't go as deep into the process and all of the specifics on

it. And I know that because then we'd always get more questions about it and stuff.

And I really wanted to go deep into this, and I also wanted you to see

the error corrections in action with a student who really struggled with this at

the beginning, and see that process of it.

So let's see. So this is Cash, and this is the

video I'm going to show you. He's a third grader who really had some

significant issues with handwriting.

And I'm going to show you how this process looks with him.

Now, also, the other interesting thing with this activity

is what we see is, as they improve on the number of letters that they're

writing, their reading fluency and accuracy both seem to

improve almost exactly at the same time.

It's crazy, but pretty wonderful, for sure.

So

really great. So I'm going to show you, this is about a five-minute video of me

working with Cash his first time through after his assessment, and

showing you how I do those error corrections, and how I guide him and lead

him, and how I fade away from doing the

supports and the hand-holding stuff.

So I'm going to pull up that video because I don't know, it won't play over

there. So

got it here. See if

y'all can see it. Hopefully, you can hear. See our stuff.

Okay, so you're going to write those letters, and I'm hoping that I get to help you

with some of them. My eraser's open, and if there's any ones, I'm going to show you

here, and we'll do it together. Okay?

We're just going to go A, B, C, D, E, F, G, all the way through.

Okay?

Okay.

We're going to start with A. All right, so go ahead. Let me hear you.

A.

Yep.

You know that one's a-

B

... tricky one. Can I show you something with this guy?

When you make a B, I want you to think of /b/ bat bounces up and hits

the /b/ ball at the /b/ bottom, like that.

So it's going to start here, go all the way down, and then partway up, and then

that way. So the bat comes first, and then the ball at the bottom, right?

Go right there.

So you again say "Bat."

Say what letter?

B.

Yep. A, B. What's next?

C.

Awesome. Then what?

May I ask you to do something this way?

When you write that line like that-

D

... it's very, very easy to confuse it with this one, with that B.

So whenever we write a D, so that you don't confuse it, this is how I want you

to do it. You do a doorknob first, and then the door, and then down.

So you start here and go this way, so it looks like this. Door knob, door down.

We're going to go this side down. So if you do the doorknob first, it's really hard

to turn into a B. Okay? So start here and go that way.

What's that letter?

Um, well, B.

Well, let's look at it again.

D.

Yep. Go all the way up to this one, and then down. So we have a little kickstand.

Go all the way down to here again.

There you go. Tell me what you have again.

A, B, C, D.

Now, these two are the exact same thing. They're a line and a circle. All right?

They're very easy to confuse. That's why we're going to make them a little bit

differently, okay? A, B, C, D. What comes next?

E.

Yep, that one's a slide across first. Oh, I love that slide across.

Can we make him come left to right? Because that's how we read.

Go make your slide across this way. Slide across, hook around. What's that letter?

E.

That's a beautiful E, much better than mine. What's the next one?

F.

Yep. And one more thing about him. A lot of times people make a F

like they make an R and then they cross, so this is how we're going to make him.

When you make that F, you're going to start here kind of like a candy cane, and you

hook first and come down, and then you cross. So start right there.

F. All the way down, and then cross.

Can I have a high five, Mr. Terrific Man? Beautiful. Okay, what do we have?

A, B, C, D, E, F.

What's next?

G.

Now this one, can I show you this one? Because this guy's a little bit tricky.

When you make that G, you're going to do that hook around like we did with our A.

Hook around, down here, and then you get that little tail.

So start him right here and go that way first. Start right there. Hook around.

Oh, I want you to hook right this way. Go right that way first.

Start there. Look around. Oh, and the hook is going to go down.

Nora, you are not doing a very good job giving good directions here.

He's going to go down like that, then that way. Okay, go that way first. All right.

What's this letter?

G.

Yes, it is. Terrific. High five, mister. All right, what do we have?

A, B, C, D, E, F, G.

What's next?

H.

And start at the top. They all like to be like rain starting at the top, so do it

tall down, and then roll down. Ooh, nice

job. Way to go. What's next? H.

Let's start with E.

Say it for me.

E, F, G, H, I.

Yep.

Perfect. What's next?

J.

Mm-hmm.

And you know what? They're going uphill because he likes to go down.

Let's make him so he comes down here below like that guy's

tail. Can you make him do that? So start right there and go down.

Oh, lovely. Awesome, mister. Okay, H.

I, J, K.

You know what he looks like?

Mm-hmm.

All right. If you need some help, you just ask me. And if I... Oh, yeah.

Nice job.

Good.

H, I, J, K, L.

I like that L. Good job.

Oh, you know what? We're going to keep him lowercase.

So he just is a straight stick down. All down.

So start him right there and say that letter name.

L.

Okay. What do we have?

H, I, J, K, L,

M.

Now this guy, a lot of times people like to make him from the bottom, and he looks

like a bird. So we don't want to start from the bottom.

Always start him here first and do a small down first. Small down.

Oh, yeah. Woo-hoo. Terrifico. What letter is

that?

M.

Then what's next?

K, K, L, M, N.

Mm-hmm. And he also doesn't want to be at an angle like that, so you got to do

small down first and then a roll down. Yeah. Oh, wow.

Again, much more beautiful than mine. All right. What do we have?

L, M, N, O.

Spectacular. What's next?

P.

Mm-hmm.

Okay, I love that, that you did that job.

We're going to make him to go down a little bit lower, so he's below the line.

One, two. I should have given him a line here. My apologies for that.

He goes down here, and then he comes up, and he's a roll around like a pipe

with a, I don't know, a pipe coming in from... Start right there. Roll down.

Up.

What letter?

P.

All right. Now the next one is the same dude, but we start with a hook around

first. So let me show you him.

You hook around down and you give him a little tick, okay?

Start there first. What's this one called?

Q.

Mm-hmm. All the way up there and go down and make that... Oh, yeah, baby.

So what do we have?

M, N, O, P, Q, R.

Mm-hmm.

Way to go top to bottom. I should be playing the point game and giving you like a

million points, shouldn't I? All right, Mr. Cash, let me do it.

♪ Now, I'm giving you a bunch of points because you are

top to bottoming it like a boss. ♪ Okay. Q, R.

What's next?

S.

Mm-hmm.

Oh, my gosh. Mr. Amazing. All right.

Q, R, S,

T.

Yep. It's completely collected. Spectacular.

T.

U.

Mm-hmm. Exactly.

Wow.

You are rocking it. Then what?

All these top to bottoms. Yep, one sec.

Did you go-

V.

Yep.

Those guys look a lot alike, don't they?

Mm-hmm.

They've just got a pointy bottom. Okay, T, U.

W.

W. Yeah, W. He's

kind of like a double V, isn't he?

W.

Instead of a W. Really? Okay. W, can you come down here?

More points for you, by the way.

What's that one?

X.

Yep. What's the next one? That's a beautiful X.

Y.

Mm-hmm.

And I'm going to show you this one that you've made him beautifully.

Sure.

But you know what you can do here is you can just lift your marker up there and

then just come back up here and go that way. Okay.

I like how you made his tail go down. What's that one again?

Y.

Nice. And what's your last one?

Z.

Yeah. Let's see him.

Oh, my goodness. I've got to give you some more points.

That was absolutely tremendous. We need a high ten for that.

Okay. Can we go through them one more time, do you think?

Mm-hmm.

All right. We'll leave these guys up here. Go for it again.

Always remember, start at the top like we have been doing.

Let's hear you. Okay. I'm sorry.

I'm going to move so you can see it. Okay, what's your first letter?

A.

Yep.

B,

C.

I'm going to cover these guys just so that you're not copying them.

Can you do a hook around with him first? Thank you.

D.

Yeah.

Can you make him slide from this way closer to that? Yep. What's that one?

E.

Mm-hmm.

Oh, that guy's just... You're turning into an R again, mister.

Got to get that head up just so we can get some oxygen going to that beautiful

brain of yours. How about that one?

Yes.

What's that one?

F.

I'm giving you points under here. You just can't see them. E, F. Yep. What's next?

G.

Hook around first. Hook around.

Yep. Come up and touch. Oh, you know what you're getting for that is

20, 40, 60, 80, 10. I'm going to run out of space.

That's 150,000. That was phenomenal learning. Spectacular. E, F.

G.

What's next?

H.

Mm-hmm.

No. Wow. You got a neat H going on. That's beautiful.

I.

Mm-hmm.

What's next?

J.

Mm-hmm. You're

like the

superhero of... What's that guy?

K.

Mm-hmm.

And can I show you just on him, I'm going to show you how we're going to even make

him faster, because if we can save a half a second, why not?

You kick in and kick out. You don't even have to lift up your marker.

So start there, kick in, kick out.

Okay?

What do we got?

H, I, J, K, L.

The one we like, right? Now, remember this guy, no birds.

We're going to do the small down first. What's our next one?

M.

Yep.

I'm so thrilled by you. I have to get you coins.

N.

Come on. Come on, my man. That is stupendous. Yep. L, M.

N.

Small... Oh, look at you go. That's awesome. Mm-hmm.

O.

Mm-hmm.

Can we have the... That's the right way he's going to go up, but I would like the

down tail first, just so he goes down below there, and then come up and go that

way. Love that you got him going that right way. Awesome.

Q.

And I want you to have him come with a hook around. Yep. Yep, just like that. Yeah.

Ooh, look at how fancy he is. That's like perfection. Beautiful.

Okay, what's next?

R.

Mm-hmm.

Nice.

S.

S.

T.

Mm-hmm.

U.

Come back here.

V.

W.

Mm-hmm.

X.

We'll let him... Let's go top to bottom on him, because you have been on a perfect

roll. Just like that. Yes. He's lovely.

Y.

And do you mind if you lift it? Can you try that one once again, where you lift him

up like doop-doop, where you lift up that marker instead of...

He just looks pretty too, doesn't it? Such pretty handwriting. Yep. Y.

Z.

Yep. Let's see him.

Woohoo. Wow. Have you been prac-

Okay.

So you can see with him the difference.

If you look, I think it was like six minutes, maybe longer, for that first time

through. The second time through was like two.

So you can move so much quicker. Let me share my screen again

and get back to...

Not him.

Sweet boy.

Let's see. Go away. I don't know why. Oh, there we go.

Practiced that with him, huh?

No.

You have not.

No practice. I don't know if he's been practicing now, but he's moving along very

well, which is fun. Okay, so that's what that can look

like. It can be that sometimes we just go through it two or three times with a kid,

and then they're just like boom, boom, boom, boom, boom, and they fly.

It's really quite amazing to see how quickly they move along

with that. So we have this handwriting protocol.

It's about a page and a half long. We're going to send it to you in the recording

tomorrow.

What you do is you do assessment before you start.

You just ask your students to write the alphabet for one minute with

lowercase letters, okay? And they may not write lowercase letters, and it

talks to you about if they write uppercase, they don't get it wrong.

And we're sending you a sheet also that they can write on

for their assessment, and then you just fold it over, and there's like four places

that you can write on to assess them with it.

Otherwise, they do it on the whiteboard because it's really easy to do

error corrections when you do that. So we write it on paper for a minute.

We tell them to do lowercase. They go all the way through Z.

If they get to Z, then they start back over at A.

And we don't do any corrections whatsoever, and they can do some really funky

things. You'll be like, "Whoa." They'll miss letters.

They'll mix up the whole alphabet. They do all kinds of interesting things.

And you can also tell if they're writing bottom to top and all of that.

But what's really fun about the assessment, you can do it again.

We may do it, like we see kids an hour a week at our center here.

We might do it after a month, or we'll do it if we reassess them at six weeks,

after six sessions or something like that,

so that you can check it out. Now, when you assess them,

especially, well, anybody really, any of your kids or adults or anybody that you do

this with, if they write the alphabet top to bottom, left to right, lowercase

letters, and do 40 letters or less, you are not going

to do any training with this whatsoever. Not at all. They're done. Okay?

It's like they've learned to ride the bike.

They don't need to keep learning to ride the bike. We don't have to do that.

If they have less than 40 letters, you're going to do the training just like what I

did with Cash. Ideally, it's done one-on-one.

You definitely cannot do it whole class, but you could do it in small group and

have them write, and then you'd have to kind of pause everybody to do error

corrections, that type of thing. I wouldn't do a group of more than four, for

sure. But so that you can really see what they're doing, and they can be doing it

on their whiteboard.

So, you do that coaching and error correction.

And then you reassess a good bit. Now, Peterson Handwriting,

years ago when they did this, they said that they found that it should

be something that is happening in kindergarten.

Like

the kindergarten roundup when they do an assessment kind of thing with the kids or

whenever they do that for kindergartners.

If they write it in 40

letters in a minute,

you will see that those kids, kindergarten and first grade, do not have reading

problems. If they can write the alphabet lowercase 40 letters or more in a

minute. It's a very good screener to see, and it also

increases that processing speed and all kinds of stuff too.

So those kids that already have it, regardless of age, they don't need to

do it again. Okay? So we'll send you that fluency protocol.

And again, if you have any questions in, you put those in the chat.

I didn't really say that very much this time. And also, this is another thing.

We ask our

teachers, we're going to actually put it this year, coming year, into our

Ebly teacher training and student lessons.

We're going to actually put it in there and ask everybody to assess it and to train it and follow the protocol, and I really want some research done on it.

And if I could have research done on it with brain imaging, that would be really exciting. But what we would like in the meantime is for you, if you do this process already, or if you go ahead and do it with your class, with your child, with your students, if you tutor, that type of thing, we would love for you to share your pre and post assessment.

And you'll see on our sheet, you could just send a picture or a scan of the Ebly sheet where you can have them write it. We don't put lines on the sheet.

We see if they're all over the place. This is an assessment.

We want to see where they're at, and then we want to see how that changes.

So purposely, there aren't any lines.

So for the assessment, do not change that and add lines or anything.

When we're training it, sometimes we'll do a line and have the kids be able to understand that spacing and what goes below the line, all that kind of stuff too. So you pay attention to how many letters they wrote and their errors, and the protocol tells you if they do a reversal, that's counted as incorrect. If they do an uppercase letter, that's counted as correct.

So we tell you what to count as correct and incorrect.

If they skip letters like the 55-year-old did, we don't make that incorrect.

We just count the number of letters that they wrote, but we can see that skipping from before and how that changes the next time they do it. We also ideally would like you to do reading fluency at

the same time. Ask them to do a fluency passage month Mark the number

of letters or number of words as well as the number of errors.

So a lot of people already do that with DIBELS or Acadience or

that kind of thing.

And a lot of those passages you can get too for free on the

internet. So doing that because truly we see when our kids--

What I notice is with kids, when they really start to

soar with their fluency, then we check the handwriting, and it's like, "Oh my gosh,

look at there." The fluency went up and the handwriting went up just about at the

same kind of rate, which is really, really fun.

So do share, if you would, your pre and post.

We would love to see those and see what this looks like for

you and your students, and you can email that to info@abley.com.

We have some people that in our training, they've been putting their pictures

on our private Facebook page, but even on our regular Facebook page,

too. Feel free to share those. It's absolutely fascinating and

amazing the changes that you see, not just in their handwriting,

in their fluency, in their reading in general, in all of those things.

And again, the research shows why that is.

So that's pretty grand.

Our next webinar is not until September. How about that?

We got a lot of things going on here in Ableyville.

So the summer, we

normally don't do any webinars, but I'm actually going to jump into spelling.

I've kind of avoided that, not because I don't love it, because I absolutely adore

it,

but I'm getting braver and braver with things to really talk about that, and

also

Diane McGinnis has a lot to say about that too.

So correct spelling and is it important, and why is it important, and

all that kind of good stuff. So we'll be talking about that

starting off the year and hopefully getting people going in the right direction

with spelling, because there's always lots of questions on that.

All right. And that, your recording and all the links will be sent tomorrow.

And now I'm going to stop sharing and see where

we're at and see if Shannon has any questions for me.

Shannon, do we have any questions?

Yes.

Okay.

The first question is, first of the

evening from Tina. "I'm a parent. Kids are

ages 12, eight, and five. Can I do it with all of them?"

Yes, ma'am. Yes, please, and do it with all of them.

And they can all do the assessment at the same time.

That's the beauty of the assessment.

You can have a room with 200 kids if they just are writing the alphabet.

But you certainly can. And remember, if they've got

40 letters or more, and you can tell with their writing, if they're writing them

from the bottom to top. They might have a few they write from the bottom or the

top, or they might have 40 letters and they've done a reverse or whatever, just

look at those, or you can have them go through the alphabet a couple times, and

there's just very few corrections that will need to happen. But yeah.

So some of them might not need it, and all of them may, or all of them may not.

So yep, see where they're at and what they're doing.

Their handwriting tells you so much about so many things. It's pretty amazing.

Yes.

Also, are you ready?

I am.

Also, can you explain the reason for saying a letter name during handwriting

versus the sound?

Yes, because we're not reading.

That's from Amy.

Yes, that's a great question. I am really pretty obsessive about

not using letter names in anything that has to do with reading or

spelling, because that's not what we need to access.

Once in a while, a vowel, because the vowel letter name, O, is the

sound O, like in the word go or most, but never with a

consonant letter name. So I keep letter names.

It's just like your middle name. I'm not going to tell you to get rid of it.

That would be silly. We don't need to get rid of it.

However, we don't want it interfering with our reading and spelling instructions.

So we put it in handwriting because we're not

reading there, and we're not spelling there.

So we get that letter name, and the kids are going to-- The letter name

is easy to pick up, quite frankly. A lot easier, and

people panic about it because it's on assessments, so it's like, okay, let's do it

in the handwriting. Because they don't know in that whole sequencing,

simultaneous processing, there's so many good things in this handwriting thing.

So doing the letter name there is all good, and then

everybody's happy and all. And it also helps them with the

letter name. So we're good with that there.

As long as you keep the letter names away from any and all

reading and spelling instruction.

Because that's not what we need to access to read or spell, it's the sound.

So that is why.

We'll just have to see, won't we?

Oh, and he-

Also said Wispy, and he disappeared through the seventh-grad hall

... I think we have somebody. One second.

There's that. Okay. Go ahead, Shannon.

There were a couple about this one. Hints for virtual instruction.

A few people are asking about teaching this virtually.

Shannon, do you or Cricket want to address that with how you do that with your

online students?

Well,

you mean like the logistics of it is I have the students

work on a laptop. So when they're handwriting, they can

literally turn their screen down, and I can see exactly what they're doing.

And then my favorite words when I'm working with kids

are pause.

So they stop what they're doing, and I can error correct right in the moment.

And if, for instance, I need to, well, for the assessment

piece, not, but for the practice piece, if their

handwriting's going up all over the place, is mom nearby, dad?

We draw a line for them so we can have them write straighter,

are a couple of key things that I use. Cricket, do you have anything?

Having them turn down that laptop thing or their camera on their

regular computer is huge. You have to see what they're doing, obviously. Yeah.

Cricket, do you have anything else that you do that--

Oh, you're muted.

Am I unmuted now?

Yep, you are.

Okay. I do the assessment, and then

I'll explicitly teach it with that screen down

on their board, and then I'll have the parents do that

activity with them at home. So they'll teach them at home.

So I'll send them the Peterson handwriting prompts and all that stuff, and

I'll actually have them do the apps too, because our prompts

are on our apps. Makes a big difference.

Yeah, the Abley apps, that's a good point.

Now, having the parents do it, anybody can do it.

And if you're a classroom teacher and you want to do this, have a peer pro do it.

Have an older student buddy do it. Anybody can do this, for sure,

if you train them how to do it. So like Cricket says, sending the prompts home,

you could do a little video for them and share this webinar, whatever,

to get your parents to do it. Because the more they practice, the quicker-- it

happens so quickly, it's almost unbelievable, quite frankly.

So it's on that number of repetitions.

If they've got reversals, it may take a few more

times through. But it's just so quick and efficient.

So, yes. But virtually, that whole

turning down their camera and all that, there's all kinds of things that we've all

learned tricks with virtually these last couple of years, for sure, and

how to do that. So,

what else, Shani?

This one's kind of a two-part from Amanda.

The first part was-- Let me find it up

here.

"I'm curious why the K wasn't corrected in the video.

I'm curious why the K wasn't corrected considering it is written as a capital,

but the L was corrected."

Right.

And then her follow-up was, "I'm also curious why I is

allowed to be the same height as letters like H and K.

In my school, we have a focus on handwriting, but the letter size is important."

Yeah. And you notice on the second time through that I did do that.

Now, quite frankly, I could've been having a daydream moment.

Who knows what I was doing?

You know what? And nobody died. That's the really fun part.

So, as you move forward, that's the whole thing.

Any kind of instruction that we do, it's forgiving for us being humans.

That's the beauty of that, too. Did you notice

almost every single letter, the child had to have a correction on?

So in my mind, I think while he was making it, quite frankly, before

I went on a daydream, who knows what I did, but I was like, okay, well, he's kind

of making that a little bit bigger.

But as you move on,

when you have so many fish to fry, you can only put so many in the pan kind of

thing. Could I have fixed it? Yes. Did I fix it the second time, too?

As he gets going and he's writing on paper, when we do that, or writing on

anything, when we're doing our sorts or we're doing whatever, we will do that.

But too many corrections, and maybe this was it. Quite frankly, I don't remember.

It's been quite a few weeks since I did this.

It could have been like he was anxious.

Too much of a correction on every single thing

is a bit much, and it's not like it's the only time we have to do it.

So,

I bet you within a week, this child had fairly

perfect handwriting because his was pretty good already.

So those are the kinds of things that you can deal with as you go, too.

But it's just human error on my part, and we don't have to have

perfection on every single thing, especially when there was an error correction

on the majority of the letters.

So.

This one is from AD.

Okay.

"For years I have heard that the

Scandinavian countries, who rank among the highest on

international test scores, wait until second grade to focus on the writing

process. Would you happen to know if this is true?

If it is, is there some wisdom in holding off on the handwriting process until

then?"

I don't know anything about that, but I would say no.

Because,

my

just turned last week two-year-old grandson has a pencil hold that's right, and he

likes to draw, and he likes to make those.

The kids like to do it, and they are perfectly developmentally capable

of doing that. So the handwriting process and the spelling process, quite frankly,

I think can start at a whole lot younger.

You're not going to go and have them write a dissertation or anything, but

writing the letters and all, definitely even in preschool.

The kids, that's when their

brain sponges and learning so much, and we're getting that

motor planning and motor control and motor movement and fine motor and

gross motor and all of those things, where we can get it on the outset

instead of having them practice doing things incorrectly and then having to

remediate it. That makes a lot more time and energy on it.

So I don't know about that in Scandinavian countries

or whatever, but I do know that there's an awful lot of little kids

that are even three, four, and five that have no problem with handwriting

when they're trained and taught how to do it.

Developmentally, they start closest to them and do that bottom to top until they're

told how to do it right, just like told how to do anything that we teach them how

to do. So I don't see that as a problem.

And I haven't seen it as a problem over the years. So.

From Katie about the video as well: "This student has a good pencil

grip. How do you correct poor pencil grip?"

Yeah. There's a lot I'm like,

how could you even think to hold a pencil like that? So I'll show you.

Shani had to grab a whiteboard here.

It's on this whiteboard.

And just notice that.

Important.

Okay.

So, this is what I do. If I'm in a whole class, if I'm in a small group, one on

one, I don't care. I tell the kids to raise their hand that they write with.

Sometimes they don't know what hand they write with, so the trick I do with that is

I put a marker or a pencil right in the midline on a

board and say, "Grab this." And whatever hand they grab it with, that's the hand

they're going to use, okay? So when they're like this and I said, "Okay, so

I want you to take your hand-- So everybody, let's do this.

Raise the hand and wave to me with the hand you write with, the hand you pick up a

pencil with, okay? Put it down by your side and shake it. Shake, shake, shake.

Shake, shake, shake." And I have to lift my thing up here.

"Now bring it up and lay your hand on the side, right on your table or

wherever you're at." Now, when you lay your hand like this, unless you have

arthritis or a disability with your hand, when you lay it down naturally, the

thumb is back, the fingers forward, these fingers are underneath.

This is how our hand likes to be naturally.

So I tell kids to do this, and I say, "This is how..." I don't know how I'm going

to do this with- ... holding this board up too, but I'll just hold my hand in the

air and pretend a board's under it. So this is how your hand likes to be naturally.

So when you hold a writing utensil,

I'll get a marker because that's what I use.

When you hold a writing utensil, they're lazy, they like to lay down.

So you lay them down and you just drop them there.

So this finger is forward, this thumb is back, and this one's underneath.

And that's how they like to be. They don't like to be like this, or like this, or

all of the things that they do that are really crazy.

Well now, if you teach third or fourth grade or older,

this fish to fry, this boat has sailed.

I wouldn't even keep trying to get them to change their pencil grip.

It has been too deeply embedded and you're going to fight.

And quite frankly, they're not going to change it, that I found.

And if they're doing whatever they do there, okay.

But try not to hold it as tight, too.

But for the little ones, if we do that, so this likes to lay down. Okay?

It doesn't want to be a soldier like this.

And then they hold it so tight, these fingers don't touch.

If they're touching, you're squeezing, the marker's not going to run away, or the

pen or the pencil or crayon. Never runs away.

You hold it only as tight as you need to so that you don't drop it.

And don't hold it way back here, and don't hold it way up here.

All of those things we explicitly teach them.

Explicit instruction about what you do,

not do it all wrong for as many repetitions as you can for

a year or two, or five or seven, and now we're going to try to fix it. Okay?

So those of you who teach the little kids, you can deal with this.

I do not. I would say fourth grade and older, it's just like, bummer.

That's how you're going to be doing that, because you've been doing it 500 million

times over the last however many years of your life, and it is

too deeply embedded into your neural pathways, and there's too many other things we

need to change when we're doing remediation.

My own child was one of them, quite frankly.

I'm like, "Whatever's going on with that pencil hold, we're not fixing that because

I'm tired of fighting about it, and it's not changing with all of these...

I'd have to do a whole lot more time and attention to it, and there's too many

other important things." But for those younger ones, definitely the

pencil hold, it's important. And the Peterson, and

also with the left-hander, you shift their board, you angle it a

different way, so they can write easier than you would if you're right-handed.

You angle it to the right, I guess, instead of to the left. Yeah.

So that they can write

easily with the left-handed stuff. So yeah.

But that pencil hold is, and I will teach the kids, and I will tell those older

kids. I will tell them, and if they really, really want to change it,

they will work on that.

But really, it's just some things that it's just such a

deep, deep, deep, deep ingrained habit.

And then there's other deep, deep, deep ingrained habits that really are important

to undo.

So that would be my advice on that. Yeah.

What else, Shanny?

There's a couple

just now about cursive. How does this work with cursive?

There's so much research backing cursive, and also I'm curious about cursive,

too. Is it important to learn cursive?

I love cursive. Peterson handwriting has the most beautiful cursive that you've

ever seen on the face of the earth. I don't teach it because I teach EBLI to

everybody I teach. And whatever age and grade level that we're

teaching, when we're doing EBLI, we do print because if you do

cursive, you will not be segmenting the sounds as you write.

And part of EBLI that's so critical is saying every single sound as you write it

with a second in between, so that you're not slowly blending.

Well, you can slow blend while you're reading, but not while you're saying as you

write. So we only do

print, but I would recommend for sure cursive, and I'd really recommend Peterson

cursive. And it's

gorgeous really. And it has that more flow and more...

But if we could just get people to be teaching print, that would be exciting.

Cursive would be great. And Peterson has prompts for that too.

We just don't use them for that reason because of our segmenting and saying as you

write.

You ready?

Yep.

From Meg, "Would you also agree that bottom-up handwriting is

too embedded in neural pathways in third grade as well?"

No.

When you're teaching a third grade classroom,

that's a hard one to deal with when you're teaching a class of

25 or something like that. However, not in small group.

And you can get writing in small group and not many of them are going to be doing

that bottom to top. It's going to be your remediation kids for the most part

anyway.

So I don't let bottom to top go,

ever.

No. Top to bottom, left to right is critical.

If you want to have that transference to all the benefits that you're going to get

in reading, top to bottom, left to right

is really, really important.

Much more so than the pencil hold. Yeah.

That, reversals, capital letters in the middle of words, and all that silly stuff,

mm-mm.

Yeah. And we teach lowercase starting in

three-year-olds. Because more than 90% of the letters that you're going to

see and use are lowercase. And there's people that say, "Well, the

uppercase are easier," or whatever, and I don't know.

We just do lowercase, and we teach the uppercase as they come up

when we're doing sentence writing and that kind of thing.

And these kids have zero problem with it too.

Which is pretty awesome.

She's asking even with an adult.

The remediating bottom to top.

Well, my

answer on that depends on the situation.

So if you're talking an adult, I'm sure that there's some significant literacy lack

there. And so you have a lot of other things to deal with, too.

With that, with the adults, I would

be sure that they make the Bs and the Ds in the way that we tell them to, and you

may have to have that on the back burner for a while, but explain to them why it's

important to do it top to bottom. Because when they stop, and playing the point

game every time you catch them doing that.

The point game that we do in EBLI, and anybody who teaches EBLI knows this, it is

not at all for reward and punishment.

It is to help change that deeply embedded habit

to a new one. It's to change it to a new habit.

So every time they start a letter from the bottom and then they change and they do

it... I give them like Five points, 10, 20, or whatever.

Sometimes I'll do 100 points, especially if they've been doing it forever.

And it's just like we had an adult in Detroit who said, "You know that..." Because

we had a whole study being done down there with adults and one of

the tutors called and said, "This person," I don't know what he was doing.

He was probably guessing words, I would imagine, because that's a popular one.

But he was doing something she

knew he should stop doing, and I said, "Have you played the point game?" And she

said, "He's an adult." And I said, "Trust me.

I play the point game when I'm doing in-person trainings with teachers."

And I'll tell them, "If I get more points than you, then we're going to have less

time for lunch." I tell you what, any behaviors that are not

ideal, they stop completely because they're

bringing it into their consciousness. So she did it with this man.

She called back and she said, "Oh my gosh, this man said, 'You know what?'" Without

her even saying anything. "That point game really helped me be aware

because it's like when I play pool.

Somebody puts a dollar on the pool table, that changes the whole game.

This is a whole different thing. It's not because it's really a dollar, but it's

just this whole difference in my thinking.

And that point game, whole difference in my thinking." So she was just like, "First of all, I thought you were crazy," but then I'm like, "Oh my gosh." And it totally shifted his behaviors as far as whatever it was,

guessing or whatever she wanted to shift. So I would try that, too.

And it may be he need to, like I say, it may need to be on the back burner.

And that's the art of teaching anybody anything.

We have to know when to back a little bit, when to push a little bit, all of those kinds of things. So, and if you've got all kinds of stuff that you're fixing everything,

then you have to do it as a process.

But what I would really do is explain to them, "This is why I hound on this. Are you okay with me reminding you?"

And what you can do is just not say a word, erase it, and put a dot at the top.

And then that's helping to shift that habit to a new habit.

More repetition, that's the difference.

And we got to cut off that other neural pathway with the inefficient habit and then build that rut.

We got to make it enough so that it becomes a rut and that connection with a new one.

There are a lot more about points, and Nora's going to address this specifically every single one, and there's quite a few questions.

I want to go back to a few that were during the video.

I think you addressed this, but I'm not sure, the question from Haviva.

Do you have them write the alphabet on unlined surfaces

specifically? I think that was for the assessment.

Absolutely for assessment. Yes. Now, with the training thing, like I said to him,

too. Oh, I should've written you out a line. I didn't know this child.

I'd never seen him before. One of our reading therapists works with him, and she's

like, "He'd be perfect. I did the assessment, and he needs help." And because I

wanted a video so you guys could see what the error corrections look like.

So he was perfect for that. So, I didn't really know him, and I

completely forgot what the question was. Shannon, can you help me again?

Do you do unlined-

Oh, yeah

... assessments?

Yeah.

Yeah.

So once we're trained for everybody, but even him, once I

gave him some guidance, he didn't really need those lines, per se.

So when we're training it, but never for assessment. Good question.

And then the follow-up from Morgan is when do you introduce lines to ensure

tall and fall letters, and the small letters stay proportionate?

Yeah, and you can move to paper, of course.

And you can even do it on paper if you want to.

But,

and this is a big but,

as you need to do the error corrections, stay on the whiteboard.

If you do it on the paper and you're erasing stuff, this is a whole different

psychological thing. Don't do that. Okay?

So it's everything in learning and teaching is a progression.

So as they move to, like, "Okay, you know how to do these," get them on the paper,

make sure you've got those tails down and the tall ones higher and all that kind of

good stuff. They will get there. Look at those kids that you see

the video of, and which we didn't do anything.

There was no line, there was nothing.

There was just them doing it, and they're all over the place.

They automatically, when you train them how to do this, they get that

spacing. It's wild. There are certain kids

who have really significant fine motor issues and stuff.

Even they write big letters, they do this or that.

We'll put a line to put the-- This is pulling another

instruction that we do, but it's all about using this in

application when we're actually going to really write things,

too. So...

And she wanted to know when do you introduce the lines to

ensure

the letters are tall and-

Yeah, and you can talk about that-

... when. Yeah

... and see, I told him he was going to go down.

When you don't have to do error corrections on the process of how they create those letters, so how they're making the letters when they're doing that right, then you can move to those lined papers with the three lines on them or whatever.

Do not do it if you have to do error corrections because then you're going to be forced to either cross things out, erase things,

kind of crush their heart a little bit, which we don't want to do.

We want to do those error corrections where they're easy and smooth and you can write above and all that. You can't do that so easily on paper.

So it's a progression, so guess what? Everybody's different.

So the answer is when they're doing it accurately.

And they'll get there at different times. Some will do it after one time through.

Some will need three or four or six.

So it just depends.

Felicia wanted to know, can you explain the 40 letters or less part?

That is my friend, bless rest his soul also, Dr. Bob Rose, who used to email me every single time I sent any email correspondence out to anybody for six years, seven, eight, 10, I don't know, a lot of years.

Now our--

Oh my gosh, what's my guy's name from Peterson Handwriting? Rand Nelson.

Oh, yeah.

And then this Dr. Bob. They had done this data stuff from kindergarten

and first-grade teachers, and they found that this 40 letter thing

was,

if they had 40 letters, these kids did not have reading difficulties through

K one and even in older grade levels.

If they did less than 40, then they did. So here's the deal.

This is something that they did a small Not comparison, and

people would have learned a lot about-- It's not like there was a control group and

all this kind of stuff as far as comparison, but they did a small data

collection on that. They were trying to get me, and I was ignoring them for a lot

of years, and I feel bad about it, to get our teachers to do this.

And I just pushed them off and pushed them off like we all do with things like,

"That sounds interesting, but..." And I feel horrible about it for all the kids

that I didn't do that for, and also that Fabros died before I even started doing

it, and how right they were about it. So I can't ask him the question.

Rand Nelson is retired, and I don't know if I can find him anymore either.

But

it was because of their data that they said, and we're finding that the same is

true as we're doing it at our reading center.

It needs more research, but I can tell you, and everybody here at our reading

center would tell you, that this is a thing.

And do it. The research will come in time.

But

yeah, so they were the ones that led me to the 40 letters thing.

Is it quick, et cetera, if the student has a learning

disability in language?

It's quick, et cetera, with pretty much everybody. Mm-hmm.

At our reading center,

Cricket is our person

that deals with everybody that calls as far as parents for kids here.

We mostly train teachers, but we have kids that we see, too.

We have a waiting list now, and she's like, "Okay, we're up to 60 some." Sarah, you

want some of them? Up to 60 some on our waiting list.

And Cricket said just today, she's like, "Okay."

For months now, almost every single person that has called has

said, "My child has the worst case of dyslexia ever." And it

doesn't matter, the ones calling from Hawaii, the ones calling from Australia, the

ones calling from all over the United States of America.

Canada is a big place. "Our child has the worst case of dyslexia ever.

I don't think you can help them." And she said, "You know what?

We have had so many worst cases of dyslexia ever, and we help every single

one of them." Sarah, what do you want to say there?

Unmute and speak, Sarah.

Can you?

Surely you jest. No. There are

thousands upon thousands upon thousands of the worst

dyslexics that cannot be taught by anyone other than-

No. I think that you need to stop there. They cannot be taught.

They can be taught, but they're taught to a degree that then they can't learn

anymore, and they're kind of blamed for that.

But we're hearing that it didn't used to be as much.

It was more like the East Coast and the West Coast, but it's really--

But every time Cricket gets a call, she's like, "I bet it's going to be the worst

case of dyslexia in Montana," or wherever these people are from.

But all of those kids with that or anything,

the only thing is when you're struggling with anything, you have a weakness that

needs to be strengthened. This is our job, is to strengthen it.

This is your job, is to strengthen it.

So we strengthen that weakness, and it's no longer a weakness.

And with the handwriting, the worst case of dysgraphia, the worst case

of anything, it

will be

a whole lot quicker than you think it's going to be. I can tell you that for sure.

Yeah. And anybody who's done it, if any of you on here have done it, feel free to

share your story or your experience in the chat if you

want to.

So yeah.

Yeah, there's a lot of good comments and input.

Okay.

And you're going to love reading this tomorrow. Okay.

I'm assuming you find this knowledge is transferred to their

writing?

Oh, yeah.

Good question.

That's a good point. Yep. Well, not necessarily their spelling, but definitely

their writing. And when we teach in Ebley,

we are really explicit on teaching spacing,

with our little kids, really explicit about the uppercase at the beginning, and the

spacing in between, and what a sentence is, and the punctuation, and all of those

things. But of course, when you can do the letters top to bottom, left to right,

and they're symmetrical, and they're straight, of course, that's

the whole idea really, is transfer to the writing.

But the benefit in the writing and the benefit in the reading and all of these

connections that are happening in the brain.

What I would love to see is how does this integrated instruction that we do--

We never teach handwriting on its own besides this thing, but really,

we want processing speed, too. But also, our goal is to increase the fluency.

Everything that we do is integrated with a lot of different

instruction and a lot of different areas of literacy and essential components of

reading at one time. We do not teach phonemic awareness over here by itself and

then spelling over there by itself, or even phonics by

itself. Everything, spelling and reading, encoding and decoding,

is integrated continuously with Ebley, and when they've got that, they

don't have to pull from their brain. "Did you see that boy?

He's trying to like, how do I make that B?

Is it a B or is it a D?" You could see him pause and think, and then the second

time through, and although he started a reversal on one of them, he was so much

more fluid and fluent. What we're doing is we're freeing up those neural pathways

so that you can put that attention to other stuff.

Because if you have to think about what is that letter, how do I make that letter,

what is this going to do here, how does that go?

If you're using all of that, plus you have to think up a story and write it down

and all the gazillions of things that you have to do to be able to

write, it's going to slow it down if you've got the handwriting problem.

Great question, and yes, definitely, you're going to see a difference with the

handwriting.

Nora, there are a lot still coming.

We can hang for a little bit, if everybody's okay with that.

Okay. Do you train daily, or would two to three times a week be

sufficient?

Yeah, twice a week. We do it once a week. Twice a week is plenty.

Some parents, some of your guys' parents I know, will do it every day.

Guess what? Then in a week, you're done.

But if you're a teacher,

to do that, you probably want to spread it out and maybe do it a couple times a

week.

Nora-

It takes like five minutes.

Yeah. I have the parents practice it at home for homework. They love it.

The kids love it. They all feel successful.

Yeah.

It's huge.

Yep, so that's a good plan, too. Sarah, did you have something to say over there?

I love your--

She's got this charades thing going on. I like it.

I can see her right to my left in my Hollywood Squares here. All right.

What else, Shani?

Oops, you're muted, Shannon.

Sorry about that. Okay.

No problem.

More on the video, as you were doing the video.

What if they write 40 or more, but don't have proper

formation on all letters?

You're going to work on those, and it's not going to take you long at all.

It's going to be a couple of minutes, and you're going to talk about, "Let's look

at these letters, and let me show you how to make those so that you're doing top to

bottom."

Yeah. That's just a quick easy...

And you'll see on our assessment, we want all lowercase, all top to bottom,

and 40 or more

before you

release them to no more.

And all of that's going to be in our little

protocol thing.

From Cynthia, "98% of my students are ESL.

Would IB look outcomes be the same as

English first language students?" Would outcomes be the same

as English as first language students?

Most of your 98% are-

I would say yes. Yep, because you're-

Sorry

... when you're teaching that alphabet thing, for sure. Yep.

Is the assessment timed? The goal is 40 letters or more in a minute?

Yes.

When you do an assessment, you time them, see how many they write in a minute. Yep.

This is kind of a good one. In regard to the 40 lowercase letters, does that mean

that you go through the sequence of 26 and then continue to have the student write

the next 14 letters? So for example, they'd write through Z and then A

through N for the 40.

They just keep going. So when they're doing the assessment, they do X, Y, Z, A,

B, C, D, E, F, G, H, I, J, K, L, M, N, P. Sometimes they'll get through three times

the alphabet.

I had that happen actually when I did my online lessons, and those pictures that

you saw, those kids, some of them came.

One of the little girl, I think it was a little girl that had it, she'd gotten

through the alphabet three whole times, almost all the way to Z the third

time, too. I'm like, "That's impressive."

Yeah. So they just keep at it. It's not like you get to N and you stop.

We just see how many they do. And looking at them.

And the cool thing of when you have our alphabet exercise

assessment sheet, basically, and there's a date, you put the date, and then they do

it, and

you can fold the paper over, and then you flip the paper over, and then they do it

again. So you flip the paper over. You don't want them looking at the other ones

that they did and just copying, of course.

And then on the back, you have the same thing.

So then you open it up, and you see this is what they were doing three weeks ago,

and look at this now. You cannot not be

blown away.

And this is if you're a teacher, parent-teacher conferences, here where they were

in September, and now here they are in...

Or even if you're in May right now, and they're going to have any more

parent-teacher conferences because school's almost over.

But it happens so quickly. It just happens so quickly.

It's just mind-blowing how it's just simple, it's

straightforward, it's free, it's easy, and it happens very, very

quickly.

Yeah.

Here's a question about...

Hold on. Let me find that.

Are there extra supports needed for dyslexia, dysgraphic, et cetera

stu-

Now, the only thing that you didn't see in there that sometimes happens, especially

with little ones, and especially

some

times, more little ones I'd say, is hand over hand.

If we do the dots and all that whole thing, and they're still like, "Whoa," or they

look at their finger or their hand like some alien just landed, and they don't even

know what they're supposed to do there. They don't even know where to start.

We put our hand over there, and we help them.

We don't just show them over and over again.

We put our hands so that now they're feeling that motor movement.

They're feeling it even though we're doing that. Then we fade away.

And then we may do the dots, and then we may make just the letter above.

Then we may just do a dot with an arrow to start. Fade away from the dots.

That's what Rand Nelson was... I was like, "Rand, we have to have the dots

sometimes, just for a little bit." Because he is just like, "The worst thing that

you can do with handwriting is those worksheets that are horrific, that they just

trace the things 100 times or whatever. Don't do that.

Don't do that." And I said, "Sometimes in remediation, we have to have a dot

for when we're gradually releasing them." He said, "You can have a dot." So we have

some worksheets where we have dots for just a few letters, and then they fade away

where we just have the dot and the arrow, and then they just have the dot of where

to start, and then they do it on their own.

But you don't want to do a bunch of dots for a very long time.

So we fade from that hand over hand, and then, a lot

of times I'll do it right next to them or above them so that they can see that.

But even then they'll do it. They show you.

He showed me, I think with that G or whatever letter that was, where we were going

all over the place. He showed me what he needed and what I needed to explain

better and more. So they'll show you, for sure.

When I have tried to coach students in the handwriting process, many were

resistant and/or entrenched in poor handwriting habits.

May I please ask how you address such issues?

Just like with that child, he's one of those that you're just talking about.

So what I do it with is in a way that

is engaging and respectful

and

a lot of positive reinforcement and showing

them. I knew what he was going to do with some of those letters.

I knew just by where he was. Now, but I've done this quite a few times, but I knew what he was going to do, so I circumvented that and said, "Let me show you this one." I knew the G was going to be a problem, "So let me just show you what you need to do here."

I don't know this child, I never laid eyes on him in my life until I sat down across from him. So I knew nothing about him at all except for that he had trouble with his handwriting. So

he's showing me with those first few letters what I need to do.

When do I need to jump in? When do I need to back off?

These kids think this is the most fun thing ever because why?

We're not just showing them how to do it, we're having them do it and giving them those scaffoldings that they need so that they will be

successful, and then the next time through, they do it three times faster at least, and with a whole lot less support from you So that's

what that is about. Just like write your letters and now you got to do it better, now you got to do it right. We can't keep doing that.

This is best done one-on-one, quite frankly.

Now, and teachers are like, "Well..." But you can do two minutes one-on-one with each child in a week, for sure,

so that they can work through that, and you won't need all of your kids in the classroom to have that happen. And you don't have to do it for very long.

So it's a win-win-win-win all the way around.

But you've got to give those scaffolds and drill down based on what

they need and then fade away. And you fade away quickly.

It's not like we're never going to make a mistake or they're never going to do

that, but you got to give them the support that they need as they need it, and then

allow them to show you what they know.

So it's a process for sure.

This is a good one about the scoring.

So even if they are mixing upper and lowercase letters, missing

letters in the sequence and/or forming them incorrectly, but are

writing 40 plus letters per minute, you don't

recommend-

That's not going to happen. Trust me, that's not going to happen.

You're not going to have that scenario.

Now, if you did have that scenario, you're still going to train them until they

actually have all lowercase. So again, all

lowercase, all top to bottom, and 40 or more.

But if they're doing all of that and missing letters and doing-- They're not going

to have 40 letters. They're just not.

I've never heard of SATPIN. If children learn letter-

Oh, I know SATPIN.

Okay. If children learn letter sounds in SATPIN order rather than alphabetic, would

you still use the alphabet as they don't necessarily know it yet?

Yep, because we're teaching it to them. I've done this with four-year-olds.

It's so fun.

Because almost everybody knows the ABCs, really.

And if they don't, and you notice when we get to K, L, M, I didn't go

all the way back to A. Think of the

alphabet song. After G, A, B,

C, D, E, F, G, we kind of pause. So then after we got to M, then I have them

start back, H, I, J, K, L, okay, M. I'll just go back a few,

and they get that in there, and they know the alphabet within two times of

doing it. You'll see. Yeah. You really have to see it for yourself.

She just typed in the chat. It's Jennifer. It's Jen Newman.

Oh.

It happened with a fourth grade student today, Nora.

Yeah.

With what?

With that.

With uppercase and lowercase?

More than 40.

Oh, wow. I've never had that.

Yeah, more than 40 in a minute with uppercase, lowercase, and skipping.

So you absolutely have to go back and fix those things, but it

won't take long. I'm sure if he did uppercase, it was probably

a B and a D, maybe a G. A lot of times the G, they'll do that.

So just teach him how to do those, and the ones he's doing bottom to top, have him

top to bottom. It should be very...

And I don't know what he missed, but then just go through it a couple times with him. But that's pretty interesting, Jen, because I have never had it happen where there was 40 or more and they were doing all that kind of stuff.

That's very interesting.

She said she's going to send you a phone. Do you want me to keep going?

There's-

Sure.

Okay.

What age do you start them writing the alphabet?

Whatever age you start teaching them.

So probably I'd say four or five. Mostly we start in school, so five, or a four-year-old in preschool, they can.

Yeah. But probably typically five.

Do you want to answer the point game questions?

Mm-hmm.

How do you earn points? Can you explain the points game more?

I can explain just for a second. A points game is something that's embedded into all we do in Ablely when we train teachers, and it is to stop bad habits. So, and it's to celebrate them.

When I'm playing in a whole class, they get a lot of points.

The most naughty child in the class that causes a lot of disruption, when they do something right, and they will always do at least something right, I catch them doing something right and I point it out and say, "Everybody tell Jacob thank you.

You just got your team a point." We put a point up there and Jacob is proud as

punch and quits doing all the naughty stuff. I like that one.

I get a point when they're really

being poop socks or they're really... I very rarely get points.

I don't give myself many points. If I'm working in reading and they keep

guessing,

I'll say, "Okay, if you get through this

sentence and you don't guess, you're going to get 10 points or whatever." But if

they guess, "Now remember, say your sounds instead of doing the guess." Guessing is

really hard to undo. So I might get a point there. I don't get a lot of points.

But if they're stalling, if they keep saying the letter names, that's

one where I'm like, "Oh, I'm hearing those letter names.

This is the third time, class. I'm going to give myself a point.

If you guys say just the sounds for this whole next word, your team's

getting 20 points." So it's just, again, to change the...

I went to a school once in Detroit, and they were a fourth grade classroom, and I'm

like, "Okay, you guys are going to play the point game." They're like, "Ugh." I'd

never had any class not like the point game.

I can control any class with the point game. It's amazing.

And I'm like, "You don't like the point game?

Why not?" Now, this was maybe 10 weeks after their teachers were trained.

They said, "We've never won." And I'm like, "What?" So the teachers were like,

"Look at me being better than you, and you got nothing." So it's been

used as a punishment, and then the teacher wins the points and the kids get a

punishment. Of course, they're not going to like that. We don't use it like that.

So it's just a system that we use with really all that we

do for behavior management and to also get them

in because they've got so many bad habits once you hit, really even first grade

anymore it seems, but definitely second grade, these kids have a lot of habits that

are not serving them well, and we need to shift them to the habits we want them to

do. So the point game is what we use for that. Yeah.

Do you want to do one more and call it a night? Because they keep coming.

Yeah. See, it's easier for me to speak the answer than to type them all, so I kind

of like, "I'll hang out."

Okay. Well, there's... Yeah, we can do.

I'll hang out.

There's not too many left.

Okay.

From Elizabeth, "I was late, so sorry if I already answered." I don't

think you did. Can you have a sheet with the alphabet for young kids and

don't know the alphabet yet, especially in a group set?

Oh, can you have a sheet with alphabet for young kids that don't know the alphabet

yet, especially in a group setting?

No.

If yes, could it be the alphabet be sorted by handwriting strokes,

L, T, L, K?

A, C, D, and BP

Nope.

I would not have the alphabet there because then they're just going to copy.

That's what they're doing is they're copy tracing, kind of.

And then tracing, but they're just going to copy it.

What we do when we do the assessment is we want to know what they know.

So you know a kindergartner. Let's look at Caitlin's.

You saw Caitlin's thing where she did a lot of shapes that were great and even a

couple letters, but she gave us that information of what she knows.

So they're showing us what they know the very first time.

Then we're going to train them, and we're going to do it in order the same way,

like we did. Yes.

She wanted to give you the context that it's a camp situation

with different volunteers each week, so alphabet writing was done whole group, and

some did not know it.

Yeah. And that's where you have to train it.

Mm-hmm.

Yeah. Then you go through the training process with the video.

It's okay.

Yeah.

ESL learners again. "In regards to English learners, ESL students, do you

request that they do the initial assessment in their native language or

in English?"

English.

I don't know their native language, really.

So yes, because we're going to go in English, but it gives us the information that

we know.

And letting them know that so that I know-- and this is what we tell kids about

everything that we do. Assessment is like, okay.

I like assessment to tell me what are your strengths, what do you need to

have more assistance on, so I know not to waste your time and teach you stuff you

already know. So this just gives me information on what to do and what not to

do so I can better help you.

And that then answers yours, Sarah, because you said maybe ESL students do Spanish

alphabet. Which you just said no, right, Nora?

I did.

You did. And I think you nailed them all, lady. Wow.

Wonder Woman.

Yes. Woohoo. Let's go. Yeah. Just try it, you

guys. I'm so excited for you to try it.

Try it and you'll be like, "Oh my gosh, how is this even possible?" It's

just I feel bad that I didn't do it for all those years when poor Bob

Rose was really, really, really-- He's a doctor, and he was retired, and he's doing

this. He's like, "I tell you, this is something." And then I think, "Why didn't I

do that?" Because it's like me telling people, "Please teach linguistic phonics.

I tell you, this is something." And they're like, "Yeah, maybe one day." So

I did the same darn thing, and I feel bad about it, but I am making

up for it now, and I really, really, really recommend that you guys try this

and allow yourself to be blown away because you will be blown away.

It's pretty spectacular. And Jen, yes, do send me the

picture of that fourth grader. I'm curious now. This is my puzzle mind here.

I want to know all about that child,

because I find that very fascinating, and I also am curious as to what letters he

left. So send that to me, and we can talk about it.

So thank you guys for coming, and we will see you in September.

Isn't that a song? Yeah, we don't have any things

happening between now and then as far as webinars and all.

So I hope you all have a great summer, and

we look forward to seeing you guys in the fall.

I hope you are going somewhere fun and

relaxing and all of those kinds of good things.

We are writing-- This is exciting. Let me tell you an exciting eblee.

Oh, gosh. Nora, how did I almost forget to say this?

We are in the process with

researchers from the University of Virginia and some amazing grant

evaluators from WestEd, which is a really spectacular

evaluator company

for federal grants. And we're writing a grant for eblee

research for first grade classrooms in especially rural areas.

You don't have to have them rural, but mostly rural areas.

So if you know any schools that would like to have some free

eblee, next

year is a planning year and then the following year.

But if you know anyone who would be interested in that and part of research, we're

going to have 20 schools, and we're probably going to have a lot more

than that interested, but we're going to try to go with people in the order that

they contact us. Twenty schools, so if you have seven first grade classrooms,

all of them will either get the treatment or the

control. And the next year, the control classrooms, they

get the training and the treatment, too. So really, really exciting.

We're really pumped about this. Everybody's

like, "Okay, where is the research?" And I'm like, "I've been wanting research for

all these years," so this is really happening.

So that's pretty fun. So if you know any schools that

would like first grade people to be taking part in this grant, we're

going to send our letter of intent in the next couple of weeks, and you can email

me at info@eblee or have them, just with their contact

information, that they're interested.

And when we have the information, we'll send that out to them.

So that's a big deal.

You get extra points if you're in a rural area.

And if it's low income, poverty kind of area, that's even better.

So all of those things,

that's another one of our many, many exciting things that we have.

It's like all the exciting things have been happening at one time here in eblee

land, so it's pretty fun.

Pretty exciting. So there is that. So that's what I'm going to be doing.

This grant is due in July 21st, so I will be having

summer starting July 22nd. But we're excited because it's a dream

come true to be moving forward on this, so that's pretty fun.

All right. Thank you guys all for having this beautiful spring evening, in Michigan

anyway, taking your time and listening here.

And we appreciate you being here, and we'll send you out that email tomorrow.

All right? Thanks a bunch.

Bye. Thank you.