

Nora Chahbazi: Welcome everyone. I am so excited that you are here tonight, and also welcome to those of you who are watching the recording. This is a topic that I have been curious about, really, ever since I started my literacy journey, and we have almost 2,200 people that signed up for this webinar, so I know a lot of you are very curious, too, so I won't waste any time, and we'll just get going

Nora Chahbazi: oops

Nora Chahbazi: all right. So our topic tonight a bit different than what I usually do with webinars is the disconnect between research data and classroom instruction and unraveling the chaos, because for me it's always felt very chaotic. And at the beginning of my journey I thought.

Nora Chahbazi: you know, I'm very curious about this, and so I've dabbled and learned little things here and there, but in the last 4 months I have been digging very deep into

Nora Chahbazi: a whole lot of stuff about this, and so I'm excited to share what I've learned, which is an awful lot. You're going to have a lot more resources in this webinar than you have had in past webinars, because I'm only going to touch the surface of all these things that I've read and learned, and all. But you will have all kinds of things to dig deeper yourself. So tonight, we're going to talk about a historical perspective from the past 70 years of

Nora Chahbazi: reading, instruction and research and data, as well as the disconnect between what's proven in reading instruction and what's actually happening when we're teaching kids in schools. And then the role of empirical evidence, it's something that gets dissed a lot in the science of reading movement, it seems.

Nora Chahbazi: And I want to talk about that a good bit tonight, too, and then how beliefs and dogma often trump science and research. All right. So that is what is on the agenda.

Nora Chahbazi: Nope, and if you don't, if you're not muted, if you would please mute your

Nora Chahbazi: find who that is. Katie.

Angela E: Have you shown me.

Nora Chahbazi: Or cricket. I see it.

Nora Chahbazi: All right. Yes, and today we do have Katie and Cricket with us from Team Ebley. So be sure that you put your questions in the chat, and we're going to answer those at the end. Katie will deliver those to me, and

Nora Chahbazi: also I would love it if you would put where you're from. I always like it to see our people, our people from New Zealand and Australia, who are here from tomorrow, but it's just always good for me. I always look through the whole chat, and I love to see where everybody is from. So share that. And as questions come up, please put them in there, and I will answer as many as

Nora Chahbazi: humanly possible. Once we get to the end. All right. So I just wanted to start out with

sharing a little bit about me. As I said, I am the founder of Ebley, evidence-based literacy instruction, which is a I'll tell you more about what it is as we go for those of you who may not know. But I started on this journey, not from an education perspective. But as a nurse, quite honestly, and a mom, I was a nurse for about 10 years, a neonatal, intensive

Nora Chahbazi: care nurse. Very happily a nurse, I must say, moved to Guam with my family. My then husband was a doctor in the navy, and so we had a wonderful time living in the tropics for a few years, and colleen, as you see here, is my middle daughter, and in Guam she was taught a becca at a little Christian school on the ocean in Guam, along with my older daughter and my younger one, was not in school

Nora Chahbazi: yet, and when we moved back to Michigan in 1996. She was taught whole language, so she had very strong phonics, instruction, and very strong whole language instruction, and she was very bright, is very bright. I should say she just had her 35th birthday, but very bright. Her math scores were in the 90th percentile on the Iowa test.

Nora Chahbazi: but reading, unless she'd memorized a story. She really could read pretty much nothing, and in second grade her reading scores were a year below grade level. So

Nora Chahbazi: we were back in Michigan. I hadn't gone back into nursing because I still had a preschooler, and so I started researching on what to do to help her because she didn't with phonics. She got it with the one letter. One sound thing pretty much, but when it got to, you know, more complex code and rules and all that kind of stuff, she

Nora Chahbazi: totally didn't get it at all. So I ended up finding, thanks to a former professor actually at Michigan State University, a Professor of education who had done that for 30 years. She told me about a book called Why our children can't read, and what we can do about it, which I'll talk about a little bit more later, and that led me to teaching my daughter in just a few hours, where she was actually reading chapter books which I didn't know any different.

Nora Chahbazi: That's cool. And this professor told me that it really should probably take a very short amount of time. So I'm like, cool, that's good. And that was that what I was teaching her was phonographics. And I became a phonographics trainer about a year later, because

Nora Chahbazi: I kept teaching other people's kids. I would talk to other moms and say, Yeah, I taught Colleen, and she's reading everything, and she's loving reading and her spelling lag, but that always happens. It was 2 years before she spelled was correctly, consistently, but you know, and their spelling really caught up as she read more and and did more correctly too. So I became. I taught other people's kids at my house just volunteering, and then

Nora Chahbazi: I became a phonographics trainer in 1998 did my 1st training with 30 teachers, and I still wonder like, how did they all get to me? I don't really know. In the in the spring of 99 is when I did that 1st training and that June my then husband, was going to open. He was a doctor, and he was going to open a wellness center, and he said, Why don't you have a room in my Wellness center?

Nora Chahbazi: Well, about a month before his wellness center fell through and I had a whole reading

center. So I opened ounce prevention reading center. I taught. We taught

Nora Chahbazi: students, one on one there and then. I also trained teachers and coach them in schools. It was all in person training for the 1st 20 years or so of of what I did.

Nora Chahbazi: and then in 2,003, really, actually 2,002. I realized our reading center was, you know, it was kind of like our test lab, actually. And I kept learning more and more and more, and realized I wasn't really teaching phonographics anymore. Phonographics was

Nora Chahbazi: very focused on, you know, phonemic awareness and phonics, and one on one, instruction and all, and I had branched out much beyond that, and I really wasn't following the contract that I'd signed. So I quit doing that. And then a company nonprofit had called me up and told me, hey, that I'd worked with before. We have offered everybody in our whole county

Nora Chahbazi: training by you. And I'm like, Oh, that's a problem. Because I don't have any training anymore. So that's how Evelyn was born. So that was in 2,003, 2017, we started shifting to online training because we knew the 3 day training was too much of a fire hose.

Nora Chahbazi: and in 2020, in February 2020 was our last in-person training purposefully, which was convenient with Covid. And since then we've been doing all in-person training and student instruction. And so now we are. Currently, we're actually in all 50 states. Last, we checked 23 countries. But I know it's more because we've had more people from

Nora Chahbazi: other countries. So my journey has been very atypical, and without having any background in education. It has been really different for me than most educators, because I don't know. You know what perspective educators have. So it's been a really interesting

Nora Chahbazi: and

Nora Chahbazi: atypical, as it says up here journey. So that's my story. And that's kind of where I'm coming from.

Nora Chahbazi: So this is from an article from Doug Carnine from 1992. He also said the same thing in a very recent

Nora Chahbazi: web, or podcast that he did. And I'm going to talk a lot more about him. But this is really kind of the crux of what I want to talk about tonight. Teachers are being deprived of existing knowledge about effective methods to teach their students, which, of course, then, the students are being deprived of those effective methods, too. So this is the thing that has had me curious, really, since 1998 on this journey, and my curiosity about it has continued to

Nora Chahbazi: until it was like at this peak level, you know, in the last 6 or 8 months that led to this

Nora Chahbazi: to this webinar. So I'm going to talk about 7, 70 years of evidence that's really been

Nora Chahbazi: impressive evidence, but has largely been dismissed as far as in in education.

Nora Chahbazi: And the 4 things that I'm going to talk about are direct instruction, open court success for all, and linguistic phonics. So I'm going to give you a little background. A little of the information about some of the resources that I have about each of these things, and the wonderings of where are we at with this? And why have these things not really caught on

Nora Chahbazi: with with the effectiveness that they are

Nora Chahbazi: so the 1st one upsy a slides thing and come on slides. Don't do that. -Oh! Now I

Nora Chahbazi: all right, let me see how I go back here.

Nora Chahbazi: Usually I know how to do this. Let me escape a second.

Nora Chahbazi: Oh, this is not good.

Nora Chahbazi: Come on, there you go. Yay, Nora. Okay. So the 1st one is direct instruction. And this book I read probably 9 months ago, and I don't remember who

Nora Chahbazi: recommended it to me. So whoever you are, thank you, and if you are, you can put in the chat. So it helps me remember, but teaching needy kids in our backwards system. 42 years of trying. This was 2,007. I think this book came out, and this is by Zig Engelmann, who created direct instruction. So I read this book, and it kind of read like a dystopian novel. Actually, Zig Engelman was a marketer

Nora Chahbazi: and an advertiser that was studying. He was researching actually for a client. How many repetitions, you know, like a jingle takes basically for a preschooler to memorize that kind of really got him interested in education which moved him into creating direct instruction. He also has very atypical path. So this this talks about

Nora Chahbazi: his journey of creating direct instruction and then getting into what was called Project Follow, through which was a research study the largest and most expensive research study ever done in the United States, and it was 1967 to 77. But it was 8 years of instruction

Nora Chahbazi: that was paid for and researched by the Federal Government. And so 18 different programs were selected. At first, st parents and all kinds of people got to decide which

Nora Chahbazi: program that they were going to use. It was in rural areas and also inner city schools. So

Nora Chahbazi: 18 of these programs started, 9 of them fell off. And at the end there were 9 programs that made it all the way through to show which ones were the most effective. And at the beginning they said, the ones that are most effective are going to be funded. Obviously, right? And that's what we're going to do. More of. So that was the game plan

Nora Chahbazi: at the beginning.

Nora Chahbazi: Okay, so project follow through this. This is a chart of the results. After those years. Now, the dark blue is basic academic skills. They studied reading and math problem. Solving skills is in

the teal color, and then self-esteem is in that maroon color. So you can see on the left.

Nora Chahbazi: This is actually project. Follow through with 30 to 40, you know, 35% gains right in every area that they had. And then, you see, a couple of the other ones had some gains in basic skills, a few percent gains and self-esteem. They did well, but

Nora Chahbazi: most of them almost all of the other ones. Well, all the other ones had. Look at how much negative.

Nora Chahbazi: I guess you can't say growth, whatever you want to say. Negative results were with these other programs, shocking right? And when you look at, they spent 500 million dollars, which in today's dollars is like 200. And what is right there?

Nora Chahbazi: Oh, 475. I kept trying to figure out this. I had from 246 to 475 billion with a B dollars that they spent on this program \$2,700 a student, I think, or \$2,200 a student that they did for this project each year. So a ton of money, 180 schools, 70,000 students.

Nora Chahbazi: oops. Yeah, more than 180 schools. They have that twice. So if you look at this now interestingly, if you think I've never heard of this, and why have I never heard of this? Because these results were never published, they were never made made public. Now this is actually from direct instruction. They made this chart. I do believe so. The public never was aware of the results of all of these

Nora Chahbazi: things. Now this to me, was the most crazy part of it all. So at the end of this they were going to give a lot more money to the project. So what they did to the programs that did well, 98% of the money went to the 8 programs that are not project follows or does not direct instruction. And I'm like, Wait a minute. What they said. Well, they just didn't have enough time to prove how well they could be. There was direct instruction really was the only phonics program. So that was

Nora Chahbazi: they talk about it in the book an issue. I highly recommend you read this book so direct instruction got 2% of the money, and really kind of not even kind of got buried and pushed out. And you know they, you know, they're still around, and I think making a little bit of a resurgent resurgence. Actually. But they had tremendous amount of research and data showing the positive effects. And it hasn't reached a lot of

Nora Chahbazi: places in a lot of schools. But reading this book again was just like.

Nora Chahbazi: How can this be true? Right like, I don't know if you're wondering that, too, like, what are you wondering about this? Because it just was very wild, so it's a very compelling book.

Nora Chahbazi: I couldn't put it down when I was reading it, so I highly highly recommend it. So this is one thing like, why on earth would we have something like this? And in the beginning the plan was, if there's something that shows that it works a lot better. We're going to put more money to that when and instead, they really did the exact opposite. It doesn't make sense, does it

Nora Chahbazi: crazy?

Nora Chahbazi: This one I have to give you a little back story on this, because I wasn't, you know, really planning on this is the one that actually made me decide for the most part to do this webinar. I was at Thanksgiving. I was visiting my daughter in Central Illinois, and her husband and kids, and we were at their friend's house. Billy's house, and I was talking to Billy and Scott, my son-in-law, came up, and he comes up, and he drops this book right in front of me. He says, this looks like a book you should read, Nora.

Nora Chahbazi: and I'm 1st of all the title caught my attention, and I was like.

Nora Chahbazi: let's kill Dick and Jane and Billy, his friend, is an it guy, and I'm like, why do you have this book? A and B. Can I borrow it, and he works for caris chemical, which is in their Peru la Salle area where they live, and Karis chemical bloke. Caris is on the right. Here is the his, his boss, so Billy is the it, guy for the head, it person for karis chemical. Now bloke.

Nora Chahbazi: His family came to this central Illinois area from Germany in the 18 hundreds, and he was there, went back to Germany for a few years, and his son went to school in 1st grade part of 1st grade in Germany, and then came to the Us. And went to school. Here.

Nora Chahbazi: the part of 1st grade that he went to school. He learned how to read, and they were reading like the classics, and reading pretty extensive stuff, and when he came back here he was reading Dick and Jane. So see Spot see Spot run. I had Dick and Jane when I grew up, so I know I know the Dick and Jane books. So he and his wife were mortified. So they sat at their kitchen table and actually created open court.

Nora Chahbazi: And so

Nora Chahbazi: They, you know, put millions of dollars to it, of course, and a lot of schools utilized it. They had really great gains, all kinds of

Nora Chahbazi: crazy stories in this book, too. Crazy stories. But as I'm reading this book I'm realizing like

Nora Chahbazi: I need to talk to this man. And I knew that Billy knew him. And I said, Hey, Billy, can you get me in contact with him. I'd love to do a zoom with him, and I was happening. It so happens I was going to my daughter's that weekend, and Billy said, Why don't you? He's open Friday afternoon, if you can meet with him, so his house is one quarter of a mile down the road on the same street from my daughter, where they live, which I thought was crazy. This man is. He's 97 years old, sharp as a tack.

Nora Chahbazi: the most by far the most brilliant human being I've ever been around ever I was like I was with him for 2 h, and it was like a

Nora Chahbazi: I don't know 3 college courses, and he has 36,000 books in his class. He was he or in his house. He also created. He was the one who founded international baccalaureate in the United States and brought that here. So the man is like a legend, and I was just absolutely

Nora Chahbazi: amazed by him. So this was just less than 2 months ago that I met him, and we got to talk

about what actually happened, because you see how the Open Court Publishing Company fought the culture of American education. They did not win. He ended up selling open court in 96, but they had a lot, you know, like really good gains. Then

Nora Chahbazi: California needed to have a list. They had a list that, if you know, effective instruction was going to go on their list. They turned down open court, which was the most effective instruction. That's a whole story in the book you have to read that book. It's really I highly recommend it. It's also eye-opening

Nora Chahbazi: insane, honestly, you know, to look at it. So it was really cool to be able to talk with blauch, and he has given up. Really, he does do some work still with Timothy Shanahan. But, he said, I just have to give up on the American education system when it comes to reading, because

Nora Chahbazi: I can't see how there's any hope. And I'm like, Well, we got to have some hope right. But he had some very interesting perspectives, and it was a very, very eye-opening 2 h. So this is some stuff from I shared the link to the book and the link to some of their data here, but these are some of the things that they had. Really.

Nora Chahbazi: They sold it. To be able to get on the California list is, if I remember that right, so really good gains and greater gains over each year. You can see with in different schools for their their state reading tests and all. So

Nora Chahbazi: very effective. And actually his that we do, which is linguistic phonics I'm going to talk about open court is really a lot like that. They do. You know, it's kind of like print to speech, plus speech to print, but a lot of similarities. And it's also very similar to what my daughter was taught in Guam with Becca. So

Nora Chahbazi: very interesting. Another article I'm sharing with you guys showing about the positive, you know, major positive effects with 10 percentile point gains with open court. And then also 19 percentile point gains with success. For all which I'm going to talk about next.

Nora Chahbazi: So success for all was not on my radar to talk about quite honestly until, thank you, Emily Hanford. So the story the new episodes came out just about a month or so ago. And I'm like what

Nora Chahbazi: this is interesting. So here's another one. And if you haven't heard these most recent last 3, I think 11 through 13 have sold a story I highly recommend you. Listen, I will share those links also. But this talks about a school in Ohio, and how for 25 years they've been in the 90th percentile or above the 90th percentile on their state test using success for all. So this is a book that I have not yet

Nora Chahbazi: read, but it is a book that they was written about success. For all. I plan to read it and see what is up with that. So this is the scatter chart thing. Basically, that's poverty and reading scores. Okay and interesting. I looked at a lot of states. All the States that my grandchildren, and of course, in Michigan, where I'm at.

Nora Chahbazi: But these scores are really a good bit higher than most, and it's a state test. So there's going to be variation in that. But if you see this little circle way up here, okay, this is

Nora Chahbazi: higher poverty, higher reading. So this is Steubenville, almost at a hundred percent proficient. Okay? Really.

Nora Chahbazi: atypical and and interestingly, success for all applied for the to be on the list. I'm going to talk about List 2 in Ohio, and did not get on there. They have gotten on in the in the new most recently. But Emily talks about that, too, in her sold a story. So check that out, because it's very fascinating.

Nora Chahbazi: very, very fascinating. Actually, whoops.

Nora Chahbazi: Let me keep moving forward. Yeah, okay.

Nora Chahbazi: So the next one that I want to talk about. And this one is the dearest and nearest to my heart, because it's what we teach. This is the book. Why our children can't read, and what we can do about it that Annette Weinshank, the professor from Michigan State, told me about. She had a reading center called the Reading Center in Lansing, Michigan, and how I knew about her because my mom told me about 2, 12 year old twins that were her neighbors that went to this reading center and ended up, after not very many hours of instruction, out of special Ed

Nora Chahbazi: and I had been looking for months to try to help Colleen. So that's how I got in contact with her with Annette, and she told me about this book. Why, our children can't read, and what we can do about it. Still, my very favorite book I've ever read

Nora Chahbazi: ever about reading, instruction and literacy, and it had just come out in 97, when I was talking to her, so I got it from the Publishing Company. Fascinating thanks to this book, my daughter became a very great reader very quickly on the right. Here. This is. Thanks to Marnie Ginsberg. From reading simplified, she created this graphic showing on the left. Here you can see why our children can't read. And all of these programs, including Ebley. That's right here. Phonographics that I taught to

Nora Chahbazi: that have been born, thanks to Diane McGinnis and her linguistic phonics prototype that she created, and that a lot of the speech to print or linguistic phonics or sounds. First, st instruction is based on. So these are.

Nora Chahbazi: And even it's been around on that. Why, I do that all the time a little bit longer than you know, since the the late nineties but

Nora Chahbazi: very little. And when I learned about this I thought, everybody's going to want to learn. When I read this book I'm like, oh, my gosh! Everybody is going to want to learn about this! That was me being naive back in the day. But that's really what started me on my path of like. Why doesn't everybody want to know about this something that works so quickly and so well? And really.

Nora Chahbazi: you know, so consistently with all kinds of learners, from the highest to the lowest to dyslexic, and all of that kind of thing. So what is the deal? So I highly recommend that book. This is something that also from Marnie that she had created, showing from David Kilpatrick's book, assessing, I've got it right here, assessing, preventing and overcoming reading difficulties that showed a whole lot of programs. And most of them you'd be familiar with that got 0 to 6 standards to

Nora Chahbazi: score gain. So an effect size of this would be an effect size of like point 4 0 to point 4, actually, which is not at all too modest. Okay, now, these

Nora Chahbazi: these programs that got 12 to 25 standard score gain, which is an effect size of like

Nora Chahbazi: gosh, one and a half to 15 is is one effect, size gain, which is tremendous, right stupendous. So so it was, you know, 1525. That's a lot. So one I'm not quite 2. So

Nora Chahbazi: almost one to, you know well, over one and a half effect size gains, which is insane. And so when you look at this, there's 4 programs that that David looked at

Nora Chahbazi: to that. Have this kind of effect size. They said you should use these programs. One was lips, Linda Mood Bell's program. One was phonographics. What I was trained in, and is, what's the foundation of Ebley actually discover? Reading was some research that was done on these 2 together, and the other one was Janine Heron, an amazing.

Nora Chahbazi: phenomenal woman who's 88 years old and spunky as I'll get out still, that she created. That has really tremendous effect sizes. So all of these are linguistic phonics or speech 1st programs that are very rarely used. And if they are, they're kind of used, as

Nora Chahbazi: you know. I don't know

Nora Chahbazi: support, or extraneous or extra stuff, you know, not not the instruction that is actually given to kids. And I give you in the resources that cricket's going to be putting in the chat. And also you'll get in the recording a whole lot of there's links to a lot of research studies that you can look at with this brain imaging research. All kinds of stuff that shows these really great gains that happen with this kind of instruction.

Nora Chahbazi: This is from sounds right. Another spectacular linguistic phonics program. John Walker is the creator and he's in. They're out of England, but they also have operate here in the United really all over the world, too. But they did a spelling. Oh, come on.

Nora Chahbazi: Oops, let's go. They did a spelling assessment.

Nora Chahbazi: I think this is 2,007. But I'm not positive of that year. With 1,607 kids, it started over 2,000 kids, but some out of moving, and all that kind of thing ended up with 1,607 kids. And these are the spelling gains. You can see that on average the spelling for year. One kids were about 6 year old kids 10.9 months above expected grade level. So 10.9 months above

Nora Chahbazi: their year one. They call it over there for the 6 years old level. If you look at the year 2 students, it's 11.5 months above

Nora Chahbazi: spelling is much, much, much more challenging to

Nora Chahbazi: to have progress right. It almost always lags for every student behind reading. So this is with with linguistic phonics, reading and spelling are taught.

Nora Chahbazi: They're integrated. They're taught interchangeably. Actually, maybe that's not the right word. But so this is with the reading instruction. The spelling gains absolutely phenomenal right? Nobody gets very great spelling gains to be perfectly honest, and really nobody's ever

Nora Chahbazi: looked about much or cared about this this. These kinds of gains. So if their spelling gains are this much, their reading gains are even higher. And there's lots of data also on

Nora Chahbazi: and sounds right and also on, you know, reading Simplified, which you're going to see 2.

Nora Chahbazi: So, and also Ebley looking at our stuff, which, of course, I have. The most of this is something I did way back in like 2,005. I didn't do it. Some a person independent person, gathered all the data. Matt Burns did the

Nora Chahbazi: you know.

Nora Chahbazi: analyzed it and did the effect, sizes and all. So you can see this is a 1st grade school in Michigan, and they have

Nora Chahbazi: 85% free and reduced lunch 50% Hispanic, including migrants that left in October and came back in March, and their scores are included in here, too. So you can see the gains on word id, which are real words, word attack, pseudo words which are more challenging. They shows you that they really can read the words because they've never seen them before, so they can decode those words. And you see these effect sizes. Now remember an effect. Size of 0 point 8 is strong.

Nora Chahbazi: 1.2 is extremely strong. I don't really know what 2.7 or 2.2 8 is, but it's way better than extremely strong. So all through this data that Matt Burns had analyzed and that was gathered from a bunch of different schools, whole class intervention.

Nora Chahbazi: The effect sizes were almost every one of them above one. Okay, so across the board, for all of these different groups in a bunch of different areas.

Nora Chahbazi: this is 6th grade. So to look at intervention, this was actually a paraprofessional teaching, one on one. She had 25 students, a very short amount of time that she worked with them average of about a little less than 10 h.

Nora Chahbazi: and you can see their gains. You know how many grade level gains they made, not just on word reading, real and nonsense words, but also on vocabulary and comprehension. Comprehension is what we really want, right those great big gains. And then again, you can see on the right. Those bar charts show how many kids the percent of kids at or above grade level on the different tests. And then the effect sizes

Nora Chahbazi: monumental effect sizes.

Nora Chahbazi: and then all kinds of other tests. It doesn't matter what test it is. If you can read. If you really taught how to read it.

Nora Chahbazi: you know, doesn't matter. This is, I think this might be a

Nora Chahbazi: Fastbridge, the one on the left, one of our s. 1 s. This case, study for Beach. This was, I think, dibbles. And you can look at these kindergarteners. This is nonsense words. One teacher trained, one teacher trained all their teachers trained. Look at the gain and nonsense words. Those of you who are kindergarten teachers know how hard it is to increase, but they had. I think this is, I can't read it. 97%, a lot of percent of green and very little red. The next year they had. They never had it red again, for I don't know the 10 years that I

Nora Chahbazi: had continued to work with them, and this one down here is a middle school that was taught by all the teachers were trained, and they were just taught in their beginning hour, which is like 20 min before their state test in October, and they made huge gains on their state test. So you can see, they got up into the eighties almost 90% on the state test, which is a good bit of a challenge. So if instruction is

Nora Chahbazi: effective and efficient, it's going to work with whatever the test is.

Nora Chahbazi: This is reading simplified. This is with 450 students. Grade. K, 2. Okay, so look at these gains, 40% growth in one year for for these students. And this is in the air. So you can see the green up, up, the red, down, down, which is what we want. So these are really important.

Nora Chahbazi: you know, empirical evidence of efficacy. Right? So this is what we want to look at. And why would we? And this has been going on a lot with quite a lot of

Nora Chahbazi: different linguistic phonics programs with really very little attention or or interest in in it, or why? Why, that is which is very odd. I think

Nora Chahbazi: this is targeted reading intervention, this one here, this is one that Marnie Ginsberg was also involved in. And the research on this. And it's all over the place, and it's only it's like 5 h of instruction, but an effect size of 0 point 5 with that. And there's quite a few studies showing the gains with targeted reading intervention. Another linguistic phonics.

Nora Chahbazi: Program.

Nora Chahbazi: Another thing that I wanted to point out, because I think it's really interesting. And I've been pondering what this means. But all of these programs, one thing that they have in common, they have several things in common. I would say but one thing they have in common is none of these people were educators that did this, and I think with me, not being an educator. And I think about this, I think

Nora Chahbazi: when you don't come up through the education system, you don't have the mindset of how it's supposed to be right. So I think that there's a opportunity. I'd be curious about your thoughts about that, too. An opportunity for

Nora Chahbazi: outside the box, thinking because Zig, like I said, was a marketer and Advertiser. Blauch is an engineer, Robert Slavin and Nancy Madden, a husband and wife team that made a success for all their researchers. Diane McGinnis was a professor of psychology. So they were not educators. So I find

that that's interesting. And then I think, well, was it because they're not educators that

Nora Chahbazi: their programs were really kind of shoved aside. I don't know.

Nora Chahbazi: Let's just an an assumption. I don't really have any idea, for sure. But I am curious now. This

Nora Chahbazi: really was an Aha moment for me, so I wanted to share it. This was on Donna's page, Donna Heitmanic's page, the science of reading what I should have

Nora Chahbazi: learned in college. I think I got that one right. And this was what somebody put. It's been a couple years old almost exactly about somebody talking about joining. They joined our Facebook community page and was concerned because so many people are talking about how good it is and like it's almost, it's too good to be true, and you can see there's a lot of comments on here. 270. You can go search it, and you can find it. And the comments are interesting. They're from Ebley people who are like no, it really is that good? And other people saying

Nora Chahbazi: it can't be. Now, my Aha! Moment with this

Nora Chahbazi: post was like, Wait a minute.

Nora Chahbazi: Why is it that shocking, that there's something

Nora Chahbazi: that so many people say works so well? Why is it that shocking. I mean, there was even someone.

Cricket McCarthy (EBLI Team): I'm gonna give Nora a quick call to let her know she's muted or froze.

kathleenmccaffery: I think she's frozen.

Cricket McCarthy (EBLI Team): Yeah, I'm a caller.

Cricket McCarthy (EBLI Team): Oh, she's off. Okay. I bet she's coming back on.

Katie Curtis: So Nora just lost power. And she's gonna be back on in just a minute from her phone. So if everyone can just hang tight.

Katie Curtis: and we appreciate your patience.

Megan Turshman: I would just like to share. This is how you know. The webinar is amazing, because even with these tech difficulties you still have over 300 people just sitting here waiting like we just can't wait for Nora to come back. She's so amazing to listen to.

Katie Curtis: You all are so great, she said, her powers back on. And we are working really, really fast to get the show back and running. So again, we appreciate your patience. And yeah, it is super exciting.

Cricket McCarthy (EBLI Team): Thank you all.

LaVonne, Venice Beach, California: Hello, Lavon, here from Los Angeles, California. I sent out a personal message to share. Marshall just wanted to let you know there was a message there for you. Private message from me to you, since we're both in La.

Nora Chahbazi: Katie, are you on here.

Cricket McCarthy (EBLI Team): There we are! You! Back!

Nora Chahbazi: This is my problem. I'm here. However, my computer is not you don't. You can't see my Powerpoint right? This is not there. All right. This is really entertaining, isn't it? Not very entertaining?

Katie Curtis: We're gonna pull it up for you. Nora.

Nora Chahbazi: Okay, yeah. Will you pull it up.

Katie Curtis: Yeah.

Nora Chahbazi: Thank you guys for your first.st

Katie Curtis: Let me know!

Nora Chahbazi: Thank you.

Nora Chahbazi: That is like, seriously, I have it here, too, so I can talk. But you don't get to see anything.

Nora Chahbazi: The good news is is, I'm mostly through

Nora Chahbazi: a lot of the stuff, but if you guys pull it up, that would be wonderful.

Nora Chahbazi: Did you find it.

Cricket McCarthy (EBLI Team): I'm looking, am I?

Nora Chahbazi: Can you get it?

Cricket McCarthy (EBLI Team): If you computer, I have the link on my phone. I don't know if that helps.

Nora Chahbazi: Katie, can you get it?

Katie Curtis: I'm I'm working on it. My computer is going really slow.

Nora Chahbazi: Well, that's fun. Let me see if my okay, well, you guys, how about this? While we're looking?

Nora Chahbazi: My Internet's not on

Nora Chahbazi: Oh, oh, my gosh! It's gonna work! Yay, life is good.

Nora Chahbazi: Alright.

Nora Chahbazi: Katie, is there? Are there any questions that I can answer while I'm multitasking here?

Nora Chahbazi: Yeah, actually, Jeffrey had a really great question. He asked, what linguistic phonics means if you want to go ahead. And

Nora Chahbazi: oh, yeah, that is a great question. Yeah, alright. Hold on! Look at me. I am going on to zoom.

Katie Curtis: You gotta turn off your.

Nora Chahbazi: Yeah, I'm working on it. I do know that.

Nora Chahbazi: Okay. Now you can hear me. Can you hear me?

Cricket McCarthy (EBLI Team): I can hear you.

Nora Chahbazi: Yay team. Okay, Katie, can I answer that question after we're done? Then? So I can finish up here. Okay?

Nora Chahbazi: All right. So to elaborate on empirical evidence. And this is something that Doug Carnine, who's like my new best buddy. And I'm going to tell you why in a minute, because I didn't even know about him until 2 months ago. But I have become obsessive about him. But he talks about empirical evidence in a podcast I'm going to tell you about in empirical evidence information attained through observation and documentation of certain behavior and patterns. So it's a big part of the scientific method of

Nora Chahbazi: research, which means, like a great example, is the very 1st book I read in Nursing School was about Ignaz Semmelweis. It was the 1st day of nursing school. They gave it to us, and it was about this doctor who realized in the 18 fifties that if you washed your hands

Nora Chahbazi: he worked with

Nora Chahbazi: residents or doctors learning to be doctors, doing autopsies and delivering babies, and they'd go back and forth, and 30, some percent of the women would die. The mothers delivering babies, and he realized if they washed their hands they wouldn't die.

Nora Chahbazi: And so he was really pretty excited about that right. He went from 30 to 34% deaths a month to 0 in some months, maybe 3. And so he was telling people about this. And I have an article. I'm going to share. This is from a Npr. Article about this, but there's many books about it, and he was telling all the other doctors, hey, we just need to wash our hands. What a great idea!

Nora Chahbazi: Look at all these people that are not dying! And the doctors were pretty furious, and they thought they were blaming him, or he was blaming them, that

Nora Chahbazi: they're the problem when it's the women are weak, and this kind of thing. So they got him fired from his job, and he kept trying to talk about. If you'd wash your hands, you know these women won't die. So they got him excommunicated from the country.

Nora Chahbazi: and he still kept trying to spread the word, and they got him, him, his wife, to get him committed to an insane asylum, where he was beaten and died of an infection. Interestingly, but it's a very fascinating story.

Nora Chahbazi: And it really as a nurse, made me want to wash my hands, of course. So that is empirical evidence. Okay, going from 32%, 34% of women dying to 0 is very

Nora Chahbazi: powerful. So that's that's the type of empirical evidence. So these kind, the kind of evidence with our linguistic phonics, with Ebley, with all these things that I'm talking about, where it's not like double blind studies, and all of that. But it's like this is pretty solid proof that these things work. Okay, that's what empirical evidence is.

Cricket McCarthy (EBLI Team): So, Doug Carney, now we get to talk about him because he's really kind of cricket. Have you got those people coming in.

Nora Chahbazi: Okay. Doug Carne. He actually recently, with some very influential people in literacy, created the Evidence Advocacy Center and one in February. I listened to Jen. Newman sent me this. She's always my send me all the best podcasts and things to listen to and read, and she sent me this podcast I've listened to it 7 times. I'm

Nora Chahbazi: haven't listened to hardly any, podcast even 2. But I've listened to it 7 times. It was so fascinating. The same week I finished reading. Let's kill Dick and Jane. And in

Nora Chahbazi: that book, in 1987,

Nora Chahbazi: they presented open court to the International Reading association and the great results and all. And Doug Carne was the one that presented it. And I'm like, Wait a minute.

Nora Chahbazi: This guy in 2025, and that guy in 1987 are the same. They are the same guy. He also started a project called the Kinder Project. You can find it online. This man is just amazing. I've tried to get a hold of him. But I couldn't yet. But I plan to. But so this is on this progressively incorrect, podcast you really have to listen to it. Okay? So I'm going to share some things. What he has talked about since

Nora Chahbazi: the early nineties. And really, even before, is how, how, really, what he says a lot, and he says it very kindly and respectfully and but straightforwardly like we need to not be going in education, from dogma. We go more from dogma and our beliefs than from data and research and proof of what really works. So I really have been like Binging on Doug Carnine.

Nora Chahbazi: So these are some quotes from the podcast he says, education does not respect evidence.

Now, Blau Karas said to me, educators don't really understand it.

Nora Chahbazi: evidence or research. And I'm like, that's very interesting. But he said, he says, this a lot Doug does in his podcast in his papers. He's like we are looking more about what we like or believe in education, especially when it comes to reading instruction than about what the evidence is showing and all professions. This was interesting. He talked about medicine he talked about. You know how they used to put boiling oil in wounds which I'm glad I wasn't that patient. But lots of lots of professions became professions

Nora Chahbazi: because of outside pressure. Okay, outside pressure forced them to become a knowledge-based profession. And they say and educate, he said. These are quotes from his podcast

Nora Chahbazi: for education, the failure to teach hundreds of thousands of children how to read may be the crisis, to force education, to become a knowledge-based profession. So this was his podcast from February

Nora Chahbazi: and some other things. He talked about which I really believe this a lot is oftentimes things don't change from the inside out. And he said, because education is expected, resistance to be held accountable to the knowledge base right to move from beliefs to evidence. We're convinced there must be a collaborative that includes the groups that are most harmed by our underperforming education system, and I think that he has a really good point here that is really worth

Nora Chahbazi: pondering and discussing, and having a back and forth, not a blaming thing, or any of that stuff that doesn't get anybody anywhere. But how can we really do something that truly moves this forward for the sake of kids and teachers really in society as a whole, but he talks about parents and families. I think that parents I know for me as a parent, my child suffering. And it wasn't that long.

Nora Chahbazi: but but it was intense, and her suffering from lack of literacy

Nora Chahbazi: is what still motivates me. All these years later, okay, 2627 years later. I'm still motivated by that little 7 year old child who was so traumatized by not having been taught how to read in a way that makes sense yet. So I definitely think parents and families are huge but affected elected officials and social justice organizations, business employers. I've had doctors. I've had lawyers. I've had business. So many people tell me we're a little concerned with the literacy ability of you know the

Nora Chahbazi: the choices we have to hire, you know. But I talked to 2 doctors interestingly

Nora Chahbazi: in Disney World several years ago. Who said.

Nora Chahbazi: How can I hire a doctor that can't spell or read? Well, you know, I'm like, that's interesting, too, and post-secondary educators. But it is a collaborative thing. I think, that it's not that education obviously can be helpful in it, but sometimes, when you're too close to it, it's hard to see what's possible. But even though I think I know some of these things that are on here

Nora Chahbazi: can and will be triggering. They're really worth thinking about. And really, really worth listening to his podcast because that's why he started the Education Advocacy Center.

Nora Chahbazi: And this was from a paper that he did in 2,000,

Nora Chahbazi: about the same thing like we need to really go with

Nora Chahbazi: what is evidence as opposed to what we think or we like. And I've included links to 2 of his papers that I think you're going to really appreciate actually. But these are actually pulled right. These are screenshots right from his. This paper. In education the judgment of experts frequently appear to be unconstrained by objective research. He's got away with words, too, but it's true. Our judgments, our opinions, our beliefs. We strongly hold them.

Nora Chahbazi: Not just in education, but in all kinds of things. So. And this just talks about him like we need to go from dogma to evidence to be able to get to these children what they actually need.

Nora Chahbazi: And he talks about becoming a mature profession, and he lists out 6 things that are required to become a mature profession in that podcast too, and also in this paper, actually. And so it's basically these 6 wraparound moving from the judgments of experts to the judgments of quantified data which, of course, makes sense.

Nora Chahbazi: And he talks about how medicine went there, kicking and screaming also.

Nora Chahbazi: And these are from a paper in 1992. Now, it's interesting because in his podcast. What he says is

Nora Chahbazi: really nothing's changed since I wrote this paper in 1992. And I like this conclusion that great amounts of money have been spent on research for better ways to teach research. That's largely ignored, just like the research that I'm talking about here, you know, again evidence. It's not double blind study research, which is really hard to do. You know, human, you know, kids and curriculums and all that kind of stuff. But almost no money is spent to monitor the efficacy.

Nora Chahbazi: So what are the outcomes? What are the student outcomes? We really need to have our top

Nora Chahbazi: conversation topic be about children and the outcomes. How are they doing? Right? Not we think this is better or that's better. But what are the outcomes? Are we moving that needle for these kids, or are we not? And if we're not, what do we need to do differently? Okay? And so he, he like, I said, he is really my my new

Nora Chahbazi: favorite. I don't know. I binge really stateless. I really want to talk about stateless because. These came up in Emily Hanford's podcast, about how success for all was not put on the state list, and also

Nora Chahbazi: it was an issue with open court where they were not put on the State list out in back in 1987. And now we have a lot of new State lists. We're on the Michigan state list for intervention, Ebley is, but that's an old list. Now there's a new list, and we missed that cut up. There's all kinds of things where these laws are written, and Emily talks about it, too, about how, just in the last couple years, all these States have created these lists kind of in a knee jerk

Nora Chahbazi: fashion that maybe limiting the choices for schools. We've had many, many people approach us. Please

Nora Chahbazi: be on this state list. Apply for this state list, because if you're not on the list. We can't use Ebley, and our kids are making such great gains with Ebley. So we did it for one state, actually, and the State wouldn't even look at our our application.

Nora Chahbazi: which was very interesting, because we had somebody who reads applications for the State that said it was the best application she'd ever seen that she'd ever seen for that state. So why is that? I mean, I don't know. And this was for, like secondary intervention. It wasn't like

Nora Chahbazi: classroom where there's a lot more competition or whatever. So why is this

Nora Chahbazi: that doesn't make sense. Why, why is that happening? And I really think that there's a i'm also including a planet word presentation that Emily Hanford moderated, and Mark Seidenberg and his wife are on it, and he talks about the stateless thing, too, and about how we really need to take a pause. And

Nora Chahbazi: what are we doing? You know all the state lists that we're looking at, and that we're out they ask about. We don't teach syllable types with our speech 1st instruction. It's not needed because we're going by speech, but they ask about syllable types which really isn't based on the research. There's not outcomes that show. This is a good idea. So there's a lot of discussion going on back and forth about this, which is great. But now we have 40 states that have put things on their lists

Nora Chahbazi: based on, you know, without stopping to look at what this discussion is back and forth. So this is another thing that really needs to be.

Nora Chahbazi: you know, discussed and talked about widely, right? And shared widely.

Nora Chahbazi: Okay. Now we're at the question and answer part, I know, and hopefully the power will not

Nora Chahbazi: go out again.

Nora Chahbazi: All right. So I will stop sharing. And Katie. Now you can start with the questions.

Katie Curtis: Okay, did you want to go ahead and start with mean? And then there are several questions. Just how is it different from structured literacy programs that are endorsed by the Ida like Og, and things like that.

Nora Chahbazi: Okay? Linguistic phonics. This is with Ebley, even Diane McGinnis. All kinds of us. We struggle with an identity crisis. Of what do we actually call this and what it is is it's speech, 1st instruction, where

Nora Chahbazi: the students are coming to school talking right? And we start with speech. So we don't do anything in isolation like a sound or a letter in isolation we start with like in Ebley. Our 1st word we do in

kindergarten or preschool is at. So they're going to do the word at. And what are the sounds at? And then they match the spellings to the sound. So the sounds lead the instruction as opposed to in print.

Nora Chahbazi: First, st instruction or print to speech. The letters lead the instruction. The sounds are natural. Okay, almost everyone speaks right letters are manmade. It was create. Those were created to represent the sounds that we say. And there's a lot of complexity there, especially in the English alphabetic code, because we borrowed from a bunch of different countries. So linguistic phonics is really speech. 1st instruction and print to speech or traditional phonics is

Nora Chahbazi: print 1st instruction. I hope that that makes sense. So you because we're moving from speech, we start with the sounds and not letter names, because you can't say the letter names because we don't say 8, 8, we say at

Nora Chahbazi: right? So we start with that we can move very quickly because we are explicitly teaching the 4 concepts of English, and we've got lots of stuff in there. I've shared some things, a lot of resources also in links in the resources that are talking about the differences between the speech 1st and print first, st too, so you can learn a lot more. There.

Katie Curtis: Okay. There was another question about what were the programs from Kilpatrick's book that had the low effect sizes.

Nora Chahbazi: We have his book here.

Nora Chahbazi: This is a great book. I read this right when it came out, too.

Nora Chahbazi: and I actually looked at that, because I wanted to know myself and also double check the other ones, too. These are the ones with a 0 to 6%. Orton, Gillingham, Wilson, and related elaborate rules. Phonics approaches.

Nora Chahbazi: Read 1 80 system 44. Repeated readings, flashcards, reading, recovery, leveled literacy, instruction, fast forward

Nora Chahbazi: failure-free reading never heard of that one great leaps. Visual tracking training

Nora Chahbazi: are erlin erlin, I think. Lenses and scotopic sensitivity. Syndrome

Nora Chahbazi: learning styles and learning styles. That's the last one yeah.

Katie Curtis: Okay. This question was from Vicki, and she said, What can we do as a collective group to promote this information to the masses.

Nora Chahbazi: That's what do you guys think? That's a great question. I I've been wondering that for 26 years.

Nora Chahbazi: and I don't have an answer

Nora Chahbazi: I've been trying. We've been trying. I mean, we have a collaborative. This is what we're doing. We have a collaborative with several people, John Walker, Marnie Ginsberg, me. Several people who teach linguistic phonics. Donna Heitmanick has been very instrumental in helping us trying to spread the word. We had an accelerate literacy summit last summer that was free. It's now \$97. But there were 36

Nora Chahbazi: spectacular presentations. So we collaborate with other bunch of program providers who teach linguistic phonics trying to get the word out. Distinct magazine. Did an entire issue on? Or is that what's called on just linguistic phonics? We called it structured linguistic literacy. But then we didn't want to do that, because there's structured literacy which is

Nora Chahbazi: like really Og programs. But speech or print 1st stuff. And people got confused speech to print, which is really what it is. It's method but

Nora Chahbazi: methodology. But Louisa Motes has a book speech to print. Most people think of speech to print is spelling. So there's a lot of people trying to

Nora Chahbazi: that have been really working collaboratively to get the word about this out there. If there's a if you have other suggestions, I would love to hear them in the chat. I think that would be really helpful to, you know.

Nora Chahbazi: Kind of brainstorm about like, what can we do like? What like, I think about project files? How did that like? Didn't anybody know they were spending? It was 500 million dollars in back in 67. But didn't they know that they were doing this research thing? And didn't anybody say like, well, what happened with. I don't get it

Nora Chahbazi: really at all. And and what do you do? I mean? What were they going to do about it? We're not gonna give you any money, and we're going to kind of kick you to the curb. So too bad for you, even though your kids did really well.

Nora Chahbazi: it doesn't make sense, and I don't know what I mean. They don't know Blaut Karis, the smartest person I've ever met. He didn't know what to do.

Nora Chahbazi: so I don't know.

Nora Chahbazi: I wish I had an answer. I'd like one if somebody else has one.

Katie Curtis: Nora is the book that you just read from. Is that in the list of resources that Cricket shared.

Nora Chahbazi: I don't know. It's not because I didn't, really. This is what it is. It's called essentials of assessing, preventing and overcoming reading difficulties by David Kilpatrick.

Nora Chahbazi: It's a great book.

Nora Chahbazi: It actually is. This is the book that was the impetus that started Maria Murray to start the Reading League.

Nora Chahbazi: Yeah. By the way.

Katie Curtis: So when you were talking about all the different approaches. And and you were talking about Og and everything. Evelyn was asking just about what the key differences were and said, can there be a compromised approach that balances both.

Nora Chahbazi: You know, a lot of people would like there to be.

Nora Chahbazi: I don't know how it could be. They're so dramatically. It's kind of like I use this example. Cricket was just talking about it when we came on. I have a Mac computer at work and a PC. At home. And I'm like, why is this not copying? What is the problem? I'm pressing control whatever B Whoopsy, whatever. Oh, that's not how you do it on this one. So they're doing the same thing, but they do them very differently. So if you're using both, you're going to cause

Nora Chahbazi: a lot of confusion, and we know that for sure, because at our reading center well, we have hundreds of people that have taught Og that now teach Ebley that say the same thing. And if you're an Ebley person that have taught Og, maybe you could share your thoughts and your experiences in the in the chat. That would be helpful. But it's not something, it's not a good, it's an oil and water marriage that does not go well.

Nora Chahbazi: So there's certain things, of course, like segment. But it's all, everything is just done differently, the whole approach and and how to do it. And so what happens that we find with our kids that that come to us is.

Nora Chahbazi: you know, there's that

Nora Chahbazi: you don't want to do it together, because we've also got a kind of undo like we don't need the rules. We don't need any syllable types. We're just going to go with speech, which is a paradigm shift, but they get to it quickly because it moves really fast, and it's logical to them. So they don't. Really, they're not mixers.

Nora Chahbazi: And hopefully, people who

Nora Chahbazi: teach Ebley will share about that that used to teach that have taught Og. 2.

Katie Curtis: All right. There was a question from Valerie, she said. Has there been any research about the connection between publishers and what is sold to districts. Often this feels like all that publishing companies want to do is just sell their product.

Nora Chahbazi: I don't know of that, but not that. Not that I've looked. I have never looked at it either, so I don't know. You know it's interesting. I

Nora Chahbazi: I taught in the truth about reading. I taught David Chalk, who was a

Nora Chahbazi: he used to take over for Bill Gates like presentations. He was a huge in it stuff, and he he was a

Nora Chahbazi: one of he and a partner created a patent on like cyber security so that could prevent it, and he was presenting it to countries and to these fortune 100 companies and all kinds of things. And he said, one of the Ceos pulled him aside. After one of his presentations, he said, you don't understand.

Nora Chahbazi: Technology is a fix it to

Nora Chahbazi: break it, to fix it. That's what it is a break it to fix it.

Nora Chahbazi: situation where we need it to break, because a lot of our money is made by fixing it, break it, fix it. And and David said, That's reading instruction in the Us. Schools. And he said, They make sure it's what happens. This isn't working. So 5 years later we spend another, however, many hundreds of thousands or millions of dollars to get a new one, and then that one's not working. So we do. You know, it is a multi-billion dollar industry.

Nora Chahbazi: and there's, you know, a lot of money involved. And so if you have something that works well and is not that expensive, and you don't need to keep re buying different things, you know.

Nora Chahbazi: I think that there, there's a

Nora Chahbazi: something to that, because publishing companies keep tweaking a little bit of stuff and then selling it again. I don't know

Nora Chahbazi: but it hasn't worked very well, as we know, for decades.

Katie Curtis: Okay, back in the very beginning of your presentation there was a question asking more about if you could explain the family tree by Marnie.

Nora Chahbazi: Yeah. So what Marty did is she has and I'd have to go back and look at it. But we've got like the Diane McGinnis. And then we have on this side was Montessori. And there's a few programs over there. The Linda mood, I think. Yeah. And stuff that come from that.

Nora Chahbazi: And then Diane McGinnis's her linguistic phonics protocol, and, like I was trained in phonographics. John Walker, who has sounds right, was trained in phonographics. Marnie Gisberg, who has reading simplified, is trained in phonographics. That reading thing. They were trained in photographics. Almost everybody came up through Diane McGinnis and the Jeff and Carmen McGinnis's phonographics

Nora Chahbazi: and expanded upon it to, you know. Because.

Nora Chahbazi: yeah, they that's what's on the left side of that tree are the ones that came from

Nora Chahbazi: from the Diane McGinnis linguistic phonics. That's she used that term. But it also means something else. And it's actually in David's book. I'm like, Wait a minute, David. You've got linguistic phonics in here, and it's in a negative connotation thing. I don't remember what it is, but so then there's confusion like, oh, we don't want that linguistic phonics, but she called it because it's going from speech type of thing. So it's those are the ones that are the majority of them on the left side of the tree that have

Nora Chahbazi: grown out of Diane McGinnis's linguistic phonics. Prototype.

Katie Curtis: Okay. There was a question that came through from Cher, and she said, Isn't the new research on phonemic awareness, saying it's only beneficial with letters as opposed to the dots and the fingers.

Nora Chahbazi: Yeah,

Nora Chahbazi: Now, we've always done it that way now with, yes, there's a lot of research. That's because actually, David's stuff.

Nora Chahbazi: which he shifted to used to be all oral, and the research is strong that you do not need to do intensive all year long. Oral phonemic awareness or definitely not phonological awareness stuff which is also Haggerty. So Haggerty and both Kilpatrick do do that now with Ebley, with going from the letters to the fingers to all oral. That's kind of another

Nora Chahbazi: topic, right? Share which we could talk about. But we're doing that to take, take away the letter, name, interference, and also to strengthen working memory. And that type of thing, too. So other cognitive processing, executive functioning things are part of that progression, and it doesn't happen. I don't know half a dozen times that we do it for about 5 min with kids. Not very much, because there's so much phonemic awareness that's already embedded into every ugly activity.

Nora Chahbazi: But yes.

Katie Curtis: There was a question that came through asking if linguistic phonics will work for dyslexic kids.

Nora Chahbazi: Absolutely. And a lot of our ugly people that have done, Og would absolutely say, unbelievably, fast and well, yes, you know. And all kids are, you know, different like.

Nora Chahbazi: I got really especially from the dyslexic community when I 1st said it, like 3 years ago in a in a

Nora Chahbazi: in a webinar. That on average, this is what I was told by Nanette Wineshank. Really, it should take about an average of 12 h to remediate a student, right? And I've said that that's what I thought. That's all I knew. I have known no other way. And at our reading center that's been very true for 2 and a half decades.

Nora Chahbazi: No, it's getting a little lesser. It's becoming more like 12 to 24. But even dyslexic kids now we have had students, a couple of them that have had over a hundred hours of instruction. So it's not everybody who has also had kids that have had 2 and have made tremendous gains. So it's, you know, there's it's not

Nora Chahbazi: everybody, but it's an average. So dyslexic kids. They love the simplicity, the that

Nora Chahbazi: the really low, cognitive load. They love the logic. It just goes along with their they're

like, Wow! This makes so much sense. Yes, and we have of our 220 people on our waiting list right now at our center, I would say. Probably 90% of them have had our dyslexic and and have had previous instruction that they want to move it faster. Yeah. And our trainees, too. Lots and lots and lots of Og people that are have become

Nora Chahbazi: train an aptly, and many of them teach only dyslexic kids.

Katie Curtis: There are quite a few questions coming through just about abile, specifically, is it something that can be used in conjunction with the curriculum that their district provides. Is it a way of teaching, or is it a program with materials.

Nora Chahbazi: It is a way of, it's a methodology.

Nora Chahbazi: and it is a process. And it is a program. So it's a program with materials and a, it's a system

Nora Chahbazi: that can be utilized their whole life. It's not something. You only teach this. And then you're done. It's it's skills, concepts, and information that are taught explicitly, and then move to implicit, you know, and self-teaching and implicit learning that continue. I use it all the time. All of us who

Nora Chahbazi: teach Ebley, and you know, do we? I use it all the time when I come across an unfamiliar word, or when I'm spelling a really long word or whatever. So it's something that they learn. And then they just use anytime. They're reading, writing, and spelling. Yes, and it's used a lot like I just met with a district today who had trained their special Ed people, and then they train more special Ed people, but they did a

Nora Chahbazi: which I love. I wish people would do this more. This would be perfect if schools would do this. I'm like, you guys need to write a guest blog because this is perfect. They did Ebley and 2 other programs in special Ed for this whole past year, and looked at the gains, and they just got their their end of the year testing that they're doing. And they're like Ebley was miles above the other 2. So we're ditching the other 2, and all of our interventionists are going to be trained in Ebley, but they're not. They're doing a more og

Nora Chahbazi: thing in classrooms. And how are these kids, you know, going to do. And I'm like, well, when they learn how to read. And they have a process. They're really just going to kind of fly past all the rest of that.

Nora Chahbazi: All kids that are taught in private practice, or whatever we love it when it's taught in a classroom. But there's a lot of it's we. We have K. 5, you know, classroom training for K. First, st second, 3, rd 4, th 5.th But most schools like these schools pretty soon you're going to be teaching this in your whole class, by the way, but they start with either special Ed or intervention, and these kids go back into a regular classroom. What they do is kind of fly by a lot of the other kids that used to be ahead of them.

Nora Chahbazi: Yeah. So it doesn't matter. Really. We used to used to be all balanced literacy. But it doesn't matter. They they really excel. Yeah.

Nora Chahbazi: I wanna know how we're gonna like, how do we change things? Does anybody have any.

Laura Stam: For all the time.

Nora Chahbazi: Huh! There!

Katie Curtis: There are a lot of questions in the chat right now, asking, how can we get this information to parents? How can we get this information to classroom teachers. How can we change teacher colleges?

Katie Curtis: Yeah, information out there.

Nora Chahbazi: There is a really great question. All of those are really, really, really great questions.

Nora Chahbazi: and I really wish I knew the answers. I don't know, but I think that it would be worth having some sort of a collaborative or some sort of a I mean sharing. You can share this webinar, we'll have to cut out the part where my power went out. Maybe. I don't know what happened then, but

Nora Chahbazi: I mean sharing some of the resources, too, and getting people like, why don't we do a book study on this crazy book? Let's kill Dick and Jake or this one that's even crazier, I mean crazy.

Nora Chahbazi: They're crazy.

Nora Chahbazi: And you like to talk about like why

Nora Chahbazi: like why and what can we do differently said, we don't keep. We've been repeating now again for 70 years, 70 years, probably longer. But I don't know that we have been repeating the same thing over and over, and doing the same thing. And we keep. We're getting worse. You guys are getting worse. Our kids. The proficiency for our students is worse than it was.

Nora Chahbazi: We can't keep doing this and just saying, Well, you know

Nora Chahbazi: whatever. But I don't know what we can do. I mean.

Nora Chahbazi: I'm really an outsider, to be honest, and I don't know.

Nora Chahbazi: I like to know, and I think about it, and I wake up in the night and think about it, and I haven't gotten there. But the people, I think, in the system, too.

Nora Chahbazi: and also people outside the system getting these collaboratives just like Doug Carnine talks about, how do we get people together. That's really going to

Nora Chahbazi: do something to move the needle to educate people. I think that Emily Hanford's doing a great job and constantly evolving with what she's learning and she's sharing. But I know she's concerned, too like in her podcast, like, Wait a minute. I wasn't like everybody. Go change now and ban any kind of instruction that you know I was talking about, but we should look at it. I talked to somebody

Nora Chahbazi: who who was part of a state that was making a new law. And they were

Nora Chahbazi: this person who is part of research stuff, said, Let's do a pilot and see what actually works. Well, this state, decided Nope, we're gonna get these things. And now it's going very bad.

Nora Chahbazi: But they just the knee jerk like we're going to do it. Now, I think we need legislative people to be

Nora Chahbazi: aware and educated instead of.

Nora Chahbazi: you know, like, oh, somebody just came to me like way back, 20 years ago. I did some stuff in Michigan that I went to where somebody oh, we decided we're going to do put these millions of dollars to this thing because my, the Aids girlfriend was a teacher who did this program. And so the

Nora Chahbazi: I don't know Senator, or whatever it was, it's like, okay, let's put my millions of dollars. That's how he decided that they were gonna do that. And I was there to try to get him not to.

Nora Chahbazi: But they did it. So I don't know the way things happen are crazy.

Nora Chahbazi: and the way things don't happen are crazy, too. So

Nora Chahbazi: I wish I did. Yeah.

Katie Curtis: There's a really good question from Sarah that gets asked quite a bit, she said. You often talk about the misconception about the term speech to print and Luisa Motz's book. Can you elaborate on that? Are there big differences between Emily and letters that you could discuss.

Nora Chahbazi: I could.

Nora Chahbazi: Letters is a lot of declarative knowledge that teachers who really have known nothing about the code or anything find fascinating.

Nora Chahbazi: It's a lot and a lot of times what happens is we don't. Every

Nora Chahbazi: it cuts away every. We only teach what's absolutely needed

Nora Chahbazi: for somebody. Learn to read and spell and write to their highest potential. We don't do any Fluff whatsoever. We don't do any declarative knowledge extra stuff. We do very little talking. Actually. So there's a lot. I mean, 200 h of letters is a lot. And so the teachers have all this knowledge.

Nora Chahbazi: And what I'm seeing happen. And a lot of teachers are telling me they see happening is then they're trying to teach all of that to the kids, which you know. I think that there was something in Emily Hanford's most recent 3 Podcasts that was very, very telling. Exactly this. Those teachers in Steubenville knew nothing about the science of reading or any of that. But the State required them to do letters training. So they went through letters training, and they said.

Nora Chahbazi: This is really interesting, but it's not going to. Nothing in it is going to change how we're teaching these kids. So it's information. It's really like you could have a linguistic degree, I think, but it's information in all, but it's not like what you need to teach the children, and I think there's a disconnect there, where all of this stuff and all of these terms fricative is my favorite. I have no idea what it means, but that's 1 of them that we need to tell a child this is a fricative or a

Nora Chahbazi: whatever, if some another one starts with an a

Nora Chahbazi: but you don't. You do not need to know any or a Schwa. I don't even know what a Schwa is. I mean, I've heard I know what the definition of a Schwa is, but I'm like, how do you actually teach a child to apply the schwa that there's so much information and focus in a day? There's a schwa day, right

Nora Chahbazi: you don't need. I've taught kids that have had all kinds of stuff and know all about a schwa. They can't read, and I've taught them to read without the Schwa information. So that may be interesting. I don't know but it's not necessary to teach somebody how to read, so I think that that's a disconnect, and also letters, is very print to speech, focused and let you know, and rules and all of those things.

Nora Chahbazi: And we don't do any of that

Nora Chahbazi: we really work hard to teach them to read as fast as possible, so they can actually read

Nora Chahbazi: and spell and write and get on with life in their classroom, ideally.

Katie Curtis: going or continuing about Emily? Specific questions. There was a question from Vivian saying, Do you do you see similar gains in reading and writing, or is reading the initial impressive gain.

Nora Chahbazi: Reading is definitely going to be reading with every human.

Nora Chahbazi: almost every single one. I'm not going to say every, because nothing is always every, but almost every human is going to be much faster, and spelling is going to lag. Okay, if you have a student that is subliterate, and that is well behind grade level.

Nora Chahbazi: Their their gap is going to be bigger between reading and spelling and catching it up is going to take longer. Right? You definitely teaches reading and spelling integrated right? Each activity teaches both of them. So their spelling is going to definitely improve. And we put focus on that. Obviously, with what like we'd like them. To write a sentence with a capital letter, and a period would be really nice, too. We teach them that very quickly, but

Nora Chahbazi: the spelling. To get the accurate spelling and writing. It takes all of us

Nora Chahbazi: time, and you need to have a lot of words under your eyes. You have to have a lot more reading now you've had a deficit of 5 years of reading, and for the kid they were talking to me about today.

Nora Chahbazi: That was at a 1st grade level and now is at a 5th grade level. But their spelling isn't as

great. I'm like they haven't. They wouldn't know how to spell, you know. Do I use Ea or AI for a in this word? They haven't seen it right? So you've got to have that practice in that in all of that, and the exposure to text and words under your eyes. It's that negative, Matthew effect, for sure, for those kids. So the spelling is going to take time

Nora Chahbazi: for a lot more time, and and you don't need to keep them in intervention and drill spelling. You need to have the more words under their eyes. Audio books where they're actually reading the book, you know, looking at the words in the book, more independent reading to more writing with corrections where they make the correction after you give it to them. That kind of thing. Yeah, that's going to. But the spelling is going to lag for everybody, not just those who are subliterary.

Katie Curtis: How? How many more questions would you like.

Nora Chahbazi: Oh, we're doing pretty good, like. Let's do 15 more minutes. How about?

Nora Chahbazi: Especially with the power outage.

Katie Curtis: Okay.

Katie Curtis: This question came from Rachel, she said. Do children who have speech impairments and impediments still do well with linguistic literacy.

Nora Chahbazi: They do exceptionally well, if you're talking about articulation tremendously well, you know we and I think that part of it is because we segment not only segment the sounds, but they say the sound as they write, each spelling, and there's a break in between. We don't do like slow blending when we're spelling, when we're reading, we do, but not when they spell, so that segmenting with the sound, and I think each sound and not doing that sound just in isolation, like practicing that kind of thing, but putting it in a in a word, type of thing that is.

Nora Chahbazi: and I don't know why. And I'd love. There's so many things I have a whole laundry list of things I'd like to have researched, I mean, I believe, in general. But all of these different parts of it that are really critical, but doing the segmenting of it and immediately putting it into blending it into a word.

Nora Chahbazi: We have had kids. There's 2 of them that we've had that I remember they were both 6, and they talked like like their whole mouth was full of marbles, and they're both youngest children, and all of their siblings, and parents could understand them perfectly. We could understand nothing.

Nora Chahbazi: and both of them became, after doing Ebley, where we all could now. They didn't have perfect speech yet, but we all could understand them. And speech therapists tell us all the time that teach Ebley like, Oh, my gosh, this is what I do with my non reading kids with

Nora Chahbazi: with speech. Because it works so well. Yeah, works really, really well.

Katie Curtis: All right. There are a few questions coming through. About. Does avari teach morphology?

Katie Curtis: Incorporate vocabulary instructions? So students can learn

Katie Curtis: the phonology and semantics and everything together.

Nora Chahbazi: We're going to do it in a way that's different than what you're used to, because everything is integrated. We teach explicitly the 5 essential components of reading, phonemic awareness, phonics, vocabulary, fluency, and comprehension, as well as handwriting, writing, and spelling those 8 things. Every activity that we teach has 4 to 8 of them in each activity. Okay? So when we teach a word especially, we all of our kids get to 3. Well, second and older, get to 3 syllable words in the 1st couple of lessons.

Nora Chahbazi: kindergarten, and 1st get there pretty quickly, too. We start them with 2 syllable, then 3 syllable. I mean we don't start them there, but not kindergarten, but we they get to 3 syllable words for sure, and we so we do it with like application. So we're going to do unprepared. We talk about on means, not means in the past. Prepare means this, and we're so. We have listed

Nora Chahbazi: the you know, morphology. Now we don't do etymology, I would. I would say. Not that again. We don't want too much

Nora Chahbazi: cognitive load, which is a lot, especially for somebody who's learning to read or whatever. So we do that in the context. And then they're going to notice. Ed is all over the place and on is all over the place. So it's not like you have to teach it in every word, then they can apply it. So we do it. That's the way that we do it. Yes.

Nora Chahbazi: and we always talk about the meaning of I mean, not like cat or whatever, but or today, or but meaning that we think that any of the kids in the class, or in our one on one or group, or whatever may not know we, we talk about what it means very briefly.

Nora Chahbazi: and then we have some actual explicit vocabulary activities in Ebley, too.

Katie Curtis: Okay? So this question is from Kim, what is recommended for implementing Abley with fidelity in a school setting.

Nora Chahbazi: Follow the recipe.

Nora Chahbazi: That's just it. It's a recipe where you start at the beginning, and we give you everything. We make the teacher's life easier. That's our number. One thing besides high and quick and

Nora Chahbazi: good gains for students is to make the teachers don't. I've never met a teacher yet of all the thousands I've trained that said, you know I got too much extra time in my day. Could you give me some more stuff to do? Never. We take away all the lesson planning. We do it all for you, so you can do your teaching

Nora Chahbazi: and just follow the recipe you just follow along whether you're doing whole class. Small group, one on one.

Katie Curtis: And can Emily be used virtually, or is it in person only.

Nora Chahbazi: Lots of virtual during Covid. Actually, I

Nora Chahbazi: was. So we were flooded with so many people, parents and teachers like, we aren't allowed to teach. No, our kids aren't getting taught. So for a couple months, 8 weeks, actually, I taught twice a week, an hour to kindergartners, an hour to 1st graders and an hour to second and older.

Nora Chahbazi: which was quite a trip, and I would have 125 kids on the screen at a time. I'd never done anything like that before. It was so much fun, and the results were unbelievable to parents were just like what? But a lot of people teach. Most of our our interventionists do, but at our center, but also private interventionists oftentimes have either all all virtual or half virtual and one-on-one. Some people just do one on one.

Katie Curtis: Okay? So this question came through from Karen, she said. Can you speak to a particular blight on literacy instruction known as heart words? It's an add on strategy for so called.

Nora Chahbazi: Gosh, this is not about the topic I want to talk about, but I mean I will talk about it, I guess. Yes, we, don't

Nora Chahbazi: we?

Nora Chahbazi: We match all of our sounds to

Nora Chahbazi: the spellings. That so said we would do, said, Here's a how many letters spell, those 2? Now. We may have them circle at first, st if they're not familiar with that. Okay, you need to remember this because you haven't seen that before. But we don't talk about

Nora Chahbazi: regular and irregular, or this is a heart I don't even I feel like that would be really hard for, like, how do you know that they don't know this or that, or the other thing. Really, I don't know how they know that. But we don't.

Nora Chahbazi: We don't do that actually, in Lindsay Kimony's book, and I just got her new one. But she talks about our the way that we teach our high frequency sight words, whatever you call them

Nora Chahbazi: in her book. She's got actually a lot of Ebley in both of her books that she has. I taught her son, and so she talks about how we actually teach in Ebley our high frequency sight words, and we also have it. We have 3 apps that you could get, and they're only \$4 99 cents. You put a bunch of kids on them, but we have handwriting in there, and and there's 1 that's called sight. Words made easy. It's sight words and homophones, high frequency, words and homophones. So you can see what that looks like.

Katie Curtis: There are. The majority of the questions that have been coming through are asking very specific questions about the Emily training and what instruction looks like.

Nora Chahbazi: You look at the resources

Nora Chahbazi: that I gave you, all kinds of resources that are coming to you. Cricket's been putting them in this chat. They'll come with a thing tomorrow. So, and we have so many webinars that can tell you a lot

about that. You feel free for sure. Go to the Ebley Community Facebook page and ask questions there, or you can email us@infoatebley.com. But does anybody have any solutions yet, Katie, I'm really wanting somebody to give some really inspired thing about how we can.

Katie Curtis: A lot of conversation, but I haven't. I don't think we've come up with a solution.

Nora Chahbazi: Well, maybe not a solution, but a

Nora Chahbazi: an idea or a thought. Yeah.

Katie Curtis: There were some some comments about a press release.

Nora Chahbazi: Oh! Did they make.

Katie Curtis: Cancer doing a doing research about Emily.

Nora Chahbazi: Or linguistic phonics, or whatever. Yeah. And I think that she, Emily Hanford, has.

Nora Chahbazi: She's a brilliant person. She actually came to an athlete training many, many years ago, 2,018, and she is a brilliant person, and she

Nora Chahbazi: is constantly

Nora Chahbazi: learning and looking, and all so I but she never tells you what she's doing until you see what it's what it is. So

Nora Chahbazi: who knows what she's doing? But she's doing? She's never not doing so

Nora Chahbazi: hopefully, that's something she'll look at. But there's other, you know.

Nora Chahbazi: A lot of somebody came up to me, actually at a screening for the truth about reading in Denver and said, I'm a journalist and like, what should I write about? And I'm like because of Emily Hanford. I'm like, well, write about the same thing, you know. So any journalists educating them? There's a great journalist in Boston who does a lot of. There's a lot of journalists who are talking about it. But I think not about this.

Nora Chahbazi: everybody. This is like.

Cricket McCarthy (EBLI Team): You know what's his name? And

Nora Chahbazi: Harry Potter, that you can't talk about

Cricket McCarthy (EBLI Team): Phone.

Nora Chahbazi: Oh, voldemort. Yeah, this is like Voldemort. I mean, it's just

Nora Chahbazi: people don't like to talk about it. And it's very interesting. But I think those other programs are also like Baltimore.

Nora Chahbazi: like, No, Speaky, don't talk about it.

Nora Chahbazi: So I guess. Talk about it more.

Nora Chahbazi: That would be good, right? We can all talk about it more.

Nora Chahbazi: Yeah.

Katie Curtis: So cricket has left the link to our community Facebook group for anybody that wants to learn more or keep continuing with these conversations. She's also linked

Katie Curtis: our training information for anyone who's had questions about how to how to get started.

Nora Chahbazi: Yeah, I don't know, but

Nora Chahbazi: I get hope, like I had hope way back in 2,001 when we had reading 1st and no child left behind, and I was like, Oh, my gosh! I got that whole, you know. National Reading Panel report. Read the whole thing. I'm probably one of the few people that read the whole thing. And I'm like, this is just what we teach. Oh, my gosh! Everything is going to be great

Nora Chahbazi: that didn't go so well.

Nora Chahbazi: I'm always I get hope, and then I lose hope, and then I get hope, and then I lose hope. But.

kathleenmccaffery: Christopher Pomelo.

Nora Chahbazi: We can fix this issue. We do not need to have 31% proficiency

Nora Chahbazi: with our 4th graders and 8th graders and all.

Nora Chahbazi: But we've got to do something different somehow together. I don't know.

Nora Chahbazi: I would love to

Nora Chahbazi: figure that out. I mean, we do all that we can in our little neck of the woods. We stay focused on our mission of teaching the world to read in our little, very grassroots way. We don't have any marketing. We don't have any sales people. We don't have any of that, but we do have people from all over the world that keep hearing about it, and more and more people doing it, you know.

Nora Chahbazi: So that's good.

Nora Chahbazi: But it's a drop in the ocean.

Nora Chahbazi: not even a drop in the bucket. It's a drop in the ocean. And there's an awful lot of kids who are suffering that don't need to be. And a lot of teachers are suffering, too. Actually, so

Nora Chahbazi: I don't know what we will do.

Nora Chahbazi: but I know that we can do something, you know.

Nora Chahbazi: But and I've got this card. I actually just showed this to somebody the other day. This is right here next to me all the time. Isn't that fun? These little flappers, it says, well behaved women never make history.

Nora Chahbazi: I don't like conflict. I don't like arguing. I don't like any of that, and this is not a good place for that. Actually, so sometimes you have to do things that make you uncomfortable, which this webinar was one of them. But we have to go out of our comfort zone and do things that we haven't done before.

Nora Chahbazi: If we're going to make a difference, and I just know we can. I just don't know how exactly.

Nora Chahbazi: So that's me.

Nora Chahbazi: What I gotta say anything else, Katie.

Katie Curtis: I think you touched on all of the big questions that came through.

Nora Chahbazi: Okay, well, I appreciate all of you being here.

Nora Chahbazi: And it's just like I said this, this webinar was double. The people registered by the time we started than any other webinar we've had. So I know that there's a lot of interest in this and a lot of what can we do read some of the things I mean. You can't really me telling you just a little bit about it. Some of the stuff that I shared because

Nora Chahbazi: it really helps give you a perspective on

Nora Chahbazi: all of it. But you know.

Nora Chahbazi: I was hoping Blaut Karas would give me some sort of, you know.

Nora Chahbazi: Really insightful

Nora Chahbazi: piece of information. But he really, he's kind of gone through the ringier for a long time, and he's just like, yeah, I gotta work on other things, because

Nora Chahbazi: he doesn't really have hope for this. So I'm like, Well, that's not good.

Nora Chahbazi: But there's got to be a way when there's a will. There's a way, and we have a lot of will.

So that is good. So thank you, all of you.

Nora Chahbazi: for being here, and I apologize for my power. I wonder if my power in my house is out?

Nora Chahbazi: We shall see and we will get this to you. I don't know, Katie. We'll talk about how we can fix that little blip if we need to. And if you guys have questions, stay in touch and let's, you know, maybe on our Facebook community group, we could

Nora Chahbazi: brainstorm and things that we could do as a collective. How about that?

Nora Chahbazi: Alright?

Nora Chahbazi: So thank you. All, I appreciate you being here, and we will get that recording out to you with the resources, too. But you can also get them in the chat, and we'll get them to you tomorrow. All right. Thanks. A bunch.