

So hello everybody, and welcome to our webinar here, the EBLI webinar on fixing b-d reversals.

I know if you do anything with teaching kids or anyone, you have a significant issue with b-d reversals because especially struggling readers, they have this problem a good bit. I was in several different second-grade classrooms today and had to deal with not just b-d reversals, but p and b, and p and q, and all those types of things that really can hinder, obviously, your kids with not just reading, but also with writing.

So what I'm going to go over today and what I'm going to teach you is a process that you have to do one-on-one. It has to be done one-on-one.

It's not something that can be done in a small group or a whole class, but it takes, depending on how prevalent and how deeply ingrained these b-d reversals are, it takes pretty much between about eight minutes and 15, for the most part. And interestingly, for the majority of kids, you have to go through the process one time.

Sometimes the little girl I'm going to show you is a first grader, and she has tremendously ingrained b-d reversals, and so she would have needed this whole process another time, but that's definitely more the exception as opposed to the rule.

So I'm going to have you go through this process

and show it to you on the videos. There's four parts, basically,
and I'm going to show you each part and then kind of talk about it a little bit,
and then the next part and talk about it, and so that you can ask
questions too, for each of the different parts and get
an idea kind of the overall. But as you're watching the little girl and
as I'm talking to you about
all of this stuff, know that with
everything you teach with kids or teaching at all, is you
differentiate. Some kids need more of this and less of that.
Some kids need a lot more explicit and
hand-holding and all that type of thing.
So be mindful of that as we
go through it. So to do this, again, it's going to be one-on-one, about
eight to 15 minutes. The materials that you will need is a whiteboard
and a marker and a timer. Those are the three things that you're going to need, and
there's going to be four different parts to the instruction.
So I am going to send you in the recording, I will send you-- I made up
a script, but like I said, it's all of the different parts,
but when I
present it and teach it to kids, it varies a little bit based on
how deeply ingrained their b-d reversals are.
By doing this process, you are actually going to help
eradicate those b-d reversals, not just in writing, but

also in reading. So we're dealing with this and covering it from both of those angles. So what I'm going to do first here is I'm going to share my screen, and I'm going to show you this little lady.

If you are EBLI trained, these videos are available on the EBLI members area. And this young lady is the one who has it more severely, the b-d reversal problems, but there's two other videos on there. Now, these videos are only for people who are EBLI trained because we use, obviously, children, when either one-on-one, small group or classrooms when we're doing our videotaping, and we have permission to use them in a closed group, not to give them out to the public. So that's why I can't send this video to all of you.

So if you're not EBLI trained, pay close attention to the video, and I will send you step-by-step of how you go about doing what you need to do here.

So I'm going to share my screen.

And we're going to get the video. So I'll show you for the first part, and then we'll stop and see if you have any questions before we go on to the next one.

I want to say a couple of things before I start.

Let me go back to not sharing my screen. Whoopsie.

What's

going on here?

There we go.

Just a couple other things about handwriting.

I'm a little obsessed about handwriting.

I forgot to tell you about our

Peterson handwriting.

Over the two decades that I've been teaching EBLI and

teaching lots and lots of learners of all ages and a lot of difficulty,

I have looked for handwriting instruction that would be really

worthwhile and useful and easy to teach.

And what we found many years ago, it's called Peterson Handwriting.

Their website is peterson-handwriting.com,

and they have very simple, straightforward prompts,

movements to do exactly what you need to do to make the letters.

So we use their handwriting extensively.

Interestingly, they give the prompts for free. I'm going to send those to you also.

But we do it with all letters. Of course, on here you're just going to see

for the b-d reversal stuff. But they've been around for over 100 years,

and they have very great computer-generated research to

show about the motor planning, motor movement

of making letters, as well as how if you give students

a specific start point and a stop point with handwriting, it greatly

decreases attention problems, greatly decreases impulse control

issues and all kinds of good things, and also greatly increases

their quality of writing. So a lot of good

reasons to be mindful about handwriting, but this isn't about all

handwriting. I'm just going to focus on b-d, but I just wanted to let you know, I am going to be sending you those prompts that help make all letters and all numbers with a very minimal number of movements and prompts that you have to say.

So be mindful of that. So now--

I don't know what happened here.

Let's see.

Let's go here. Okay, now I'm going to share my screen, and we're going to start our video with our little first grader.

She's a first grader, again, with very severe b-d reversal issues.

So you will be able to see what she's up to.

Once

we're partway through and she's done with doing the first part, which is going to be making the Bs,

I'm going to stop, see if you guys have questions before we go on to the next piece of the four different parts.

Here we go.

Okay, get your marker. When we make a bat, we're going to start up high.

We're going to go bat, bounces up, it hits the ball at the bottom. So it looks like this. Bat bounces up, hits the ball, hits the bottom. Here it is. Okay, bat bounces up,

hits the ball, hit the bottom. Okay, now I want you to say it.

Bat.

Bat.

Bounces.

Bounces.

Hits the ball.

Hits the ball.

Hits the bottom. Four

sounds. /B/, /bat/, /b/,

/bounces/, /b/, /ball/, /b/, /bottom/. What sound do you think that is?

/B/.

Yes, that is a /b/. Okay, say it again. Bat.

Bat.

Bounces up.

Bounces up.

Hits the ball.

Hits the ball.

Hits the bottom.

Hits the bottom.

Four sounds. Bat hits the ball, hits the bottom.

So you say bat-

Bat.

Hits the ball.

Hits the ball.

Hits the bottom.

Hits the bottom.

Buh. One more time, bat.

Bat.

Ball.

Hits the ball.

Hit

the bottom.

Hit the bottom.

Buh.

Buh.

Now you say it by yourself. Can you say it? Bat.

Bat. Hits the ball. Bounces. Hits the ball.

Very good. Okay, so now we are going to do one minute of buhs and see how many we can do. So this is what it's going to look like.

We're going to start over here, and you're going to say, "Bat hits the ball, hit the bottom, buh. Bat hits the ball, hit the bottom, buh." And if you don't need to do any more, you can keep doing it. If there's any that go backwards, I'm going to help you out with that. But we're going to see how many you can get in one minute.

Okay? All right. Are you ready?

And go. Bat hits the ball.

Bat.

Say buh. You must say buh every single time.

So as many as you can, keep going. Buh.

Buh.

Can you

again?

Buh. Buh. Buh. Buh. Buh. Buh. Buh.

That is a lot of buhs. All right, one, two, three.

32 buhs? Oh, my goodness. 35 of

them, 32 buhs.

So.

Okay.

So hopefully you guys can hear. Somebody had posted, I think Hannah posted that

it's

a little quiet, but I've got the volume up as far as it can go.

So

Hannah, will you do me a favor and tell them how to raise their hand?

Can you guys hear me?

Yes, I can hear you.

Okay.

Hold on one second, and I will see what I can do.

I believe

if you are on a computer and you hover your mouse over toward the bottom of the

screen, you'll see a little bar come up,

and you should be able to click Participants, and then you'll see your name in a

long list of participants, and there should be a raise hand button toward the bottom of the list of names.

So you can either raise your hand or you can unmute yourself if you have a question, or if you would like, you can write it in the chat box

as far as

what we're doing with the buhs and if that's a problem,

or you have any questions or any wonderings about what I'm doing there.

So any questions at all?

Let me see if I can see any hands raised.

No hands

raised.

Okay. So if you don't have any hands raised, I will go back and share my screen again. Oops, let's see.

What was being said? Oh, you couldn't hear that at all? Oh, that's not good.

What was being said is I was telling her bat hits the ball at the bottom, buh. So,

the

Peterson handwriting prompt is actually tall down, roll around.

So you just tall down, roll around.

But,

with Bs and Ds,

there's a lot more

problem with that, I should say. So we add this additional prompt where it's

/b/, bat bounces up. So the bat part is the

line for the buh. And then you go

partway up and then hits the ball at the bottom.

So bat bounces up, hits the ball at the bottom, and then they always say, "Buh,"

the sound and not the letter name. If that makes sense.

So that is what was being said there, and I'm sorry that you can't hear that.

Hannah, could you not hear it at all, or?

It was really hard to hear, and I feel like a good suggestion might

be just replaying that piece again now that the clock is gone and it's turned up again.

Oh, yes. I had a ticking clock, not a bomb in here, but yes, the clock thing.

So I will show that again, that piece, so you guys can see it.

My apologies for that, so thank you for that.

Or that, I should say. Okay, I'm going to show you a little bit more so you can

hear

those prompts.

Buh. One more time, bat.

Bat.

Ball.

Hits the ball.

Hit the bottom.

Hit the bottom.

Buh.

Buh.

Now you say it by yourself. Can you say it? Bat.

Bat. Hits the ball.

Very good. Okay. So now we are going to do one minute of "buhs" and see how many we can do. So this is what it's going to look like.

We're going to start over here, and then it's just, you're going to say, "Bat hits the ball at the bottom, buh. Bat hits the ball at the bottom, buh." And if you don't need to anymore, you can keep doing it.

If there's any that go backwards, I'm going to help you out with that, but we're going to see how many you can get in one minute. Okay? All right. Are you ready?

And go. Bat hits the ball.

Say buh. You want to say buh every single time.

If there's one you should can't, keep going. Buh.

Do it again.

Okay, so hopefully... Let's move her to-- Oh, yeah, we'll get to the Ds. So we have another question here, so let me answer that.

I will stop sharing my screen for a second so you can see me.

Another question was, how long is the timer?

We do it for one minute. Okay? One minute of "buhs." Once in a while, and it's typically if they have maybe a dozen or less or fewer that they've made, I might do it for another minute and see if they can beat how many they had. Our goal is to try to get to 16 to 22 repetitions. Research shows that on average, of course, some are

less, people are less repetitions and some are more, but on average it takes 16 to 22 repetitions to commit something to long-term memory.

So we want to be sure that we are getting at least 16 repetitions in there. We're going to get more in as we move on and do more the next parts also. But it's for one minute and typically we do it one time, for the most part.

So I'm going to share my screen again, and you're going to see the next thing that we're going to do is the "duhs." Hardly ever do they get as many

Ds as they get Bs, because

the motor planning and motor movement is a lot more confusing.

And typically, though this child was an exception, her "buh" were more of a problem than the "duhs," typically.

But even so, to make those

is more of a challenge. So almost always they get fewer

Ds than they do Bs. So bat hits the ball at the bottom, buh. Yes.

What I was saying to her first, because she made her Bs a lot like sixes. You know how kids do that? They'll make it like a six or a music note.

So I said to her at first, "Bat bounces up, hits the ball at the bottom."

So all of those prompts start with buh purposefully. Okay, buh, bat.

Buh, bounces. Hits the buh, ball at the buh, bottom.

And then I usually fade away from the bounces up unless they make another six again. So bat hits the ball at the bottom, buh.

And they do that for the first few, typically when we practice.

Sometimes they'll do it once they get into the timing part also, but mostly what's not negotiable is saying buh.

They have to say buh every time they do it, because that helps drill it into their neural pathways, too. Okay? So that's what we're doing there.

So for the duh, it's actually going to be doorknob, door down.

That's our prompt for the duh. Doorknob, door down.

So hopefully you'll be able to hear that better here.

So we'll check her out on that.

The duhs. Okay? We're going to see. Make sure you do the crazy duh.

But this is really important. Doorknob, door down, duh. Start with the fat bat doorknob first, okay?

Go for it. Let me hear you say doorknob.

Doorknob.

Door.

Door.

Down.

Down.

Duh.

Duh.

Do another

one. Doorknob.

Doorknob.

Door.

Door.

Down.

Down.

Duh.

Duh.

Make sure you say duh. If you don't say doorknob, door down, that's okay, but you need to always say duh. But you might want to think of doorknob, because this one you really want to make with that tall down first. The bat was just doorknob first.

Let's say a doorknob.

Doorknob.

Wait, you know what? When we do that doorknob, because he's start here and he's going to come over here. Okay? Doorknob.

Doorknob.

Door.

Door.

Down.

Down.

Duh.

Duh.

Doorknob.

Doorknob.

Door.

Door.

Down.

Down.

Duh.

Duh.

Do it again.

Doorknob, door down, duh.

Good job.

Doorknob, door down.

Okay. Are you ready for the timer? Let's see how many.

We're going to start over here. See how many duhs that we can get. Are you ready?

And that's a duh. Go for it. Doorknob, door down.

Let's hear

it.

Say duh.

Duh.

Duh. Duh. Duh. Duh. Duh.

Okay,

that looks like a F, doesn't it? You got to be sure you hit the door corner.

Tall duh.

Duh.

Duh. Duh. Duh. Duh.

Duh.

Can you move your doorknob a little bit? It's getting a little... Like that. Okay.

Duh.

Duh.

Beautiful. Oh, duh,

thank you. Okay, back to your seat.

22 duhs. Good job. Now we're going to get real trick--

Okay, let me come back to you a second.

So for that duh, as you can see,

she has to think a little bit more about it, moving her arm a little bit more,

all that type of thing. Now, normally, I'm a pretty big stickler about pencil

hold and keeping your letters

somewhat on a straight line and not flying all over the place.

But when they're doing this,

I really let that go a little bit, because I really want them to make that process

of making the doorknob, door down, and feeling what that feels like and getting a

lot of repetition of doing it the right way. Okay?

Now, with a duh, a lot of times your kids will start with that line.

When your students start making a tall down first It's just as easy to

turn it into a "buh" as it is a "duh." But when you do the hook around first, it's

close to impossible to turn that into a "buh." If they do that doorknob part

first and then door down, they're not going to

be able to do that reversal to the "buh." And

again, when you have enough repetitions of them doing this in print, you're

going to see a huge decrease, and pretty soon completely gone, where the

reversals are happening in reading also, as well as

in writing. So any questions about the "duh" before we go on to the more complex piece that we're going to have here? Anybody have any questions?

You can put it in the chat. I'm going to check and see if anybody-- I always like it when people raise their hand. I had several the last one, which was fun.

So you can raise your hand and you can actually talk if you would like to be on, and you can talk to me and ask me questions that way, or you can chat.

So everybody good? Hopefully, you're able to hear that a little bit more.

All right. So the next part that we're going to go on to is I'm going to do a combination of Bs and Ds. Now, I just go, if a student has more difficulty with these, I typically do more of those.

Bs, I typically do more of those. But I'm just going to say, "Make a duh, make a buh, make a buh, make a duh, make a duh, make a duh, make a buh." So I'm just telling them to make the letter, and right when they get toward the end of making it, I'm going to tell them the next one to do.

I don't go, "Bu-duh, bu-duh, bu-duh." And of course, I say the sound, not the letter name.

But I don't go every other, because then they get into that rhythm, and they don't have to think as much about the motor planning and motor movement of it.

So this is much more challenging than doing just the same of one letter. So we're going to do a combo, and you'll see what that looks like with our little lady.

Okay.

Okay.

When I say a "buh," you're going to bat the ball at the bottom. Buh.

When I say, "Duh," doorknob, door down. Duh. Okay, hook around, tall down.

All right? And I'm going to not do them in order. So are you ready?

So when I say, "Make a duh," you're going to do a doorknob first.

When I say, "Make a buh," you're going to bat, hits the ball. Are you ready?

All right. Here we go.

Wait a minute. Okay. Make a buh.

Bat-ball. Bat hits the ball, always comes after the bat.

When you make a buh,

always the bat comes first, and then the ball comes after.

Because when you're playing baseball or softball, we don't want the bat going

behind it, or the ball going behind us, do we? That'd be a bar. Okay?

So wait a minute. Hold on. Let me get my act together here. All right.

Are you ready? Make a buh. Bat hits the ball at the bottom. Say buh.

Buh.

Duh.

Doorknob first.

Duh.

Make a duh. Buh.

Buh.

Buh.

Duh.

Duh.

Duh.

Duh.

Duh.

Duh.

Duh.

Duh.

Duh.

Duh.

Duh.

Duh. Do

one.

Buh.

Buh.

Buh.

Buh.

Duh.

Duh.

Duh.

Buh.

Buh.

Bat

hits

the ball at the bottom.

Your bat. Bat.

Good job. If you think of that buh, bat first, okay, and that duh, doorknob

first, that's going to help you. Right there, darling?

They look the same, they're definitely the same thing.

They're a circle and a stick, just in a different part.

And if you make them like that, it's going to make it a lot easier.

All right, let's see how many you

got.

19, very nice. 19 for both of us. Okay, now we're going

to... Okay, so that is part number three.

So first they make as many buhs, then they make as many duhs as they can in a

minute. And again, if they get less than a dozen or fewer, I'll do

another minute, and then I kind of make it a game.

"Do you think you can get more than 12 this time?

How many do you think you can get? Let's try 14." And increasing that processing

speed with doing it, too. But doing the buh and duh, it's a

huge cognitive load for them to remember, "Okay, which one do I have to do

first?" Because again, with those reversals, it's like them looking at a

dinosaur from a bunch of different angles.

It looks exactly the same, you're just looking at it from a different angle.

So Bs and Ds are really confusing. So we start out

with the buh because it's simpler.

With everything we teach with EBLI, it is simple to complex, and it's the same thing that we're going to do with doing this process. So everything simple, moving more complex. Always model first, show them what you're expecting them to do, walk through every single, break every step down to the different parts of it.

And also, I always think of whenever we teach, whenever I teach teachers, whenever I teach students, whole classrooms, it doesn't matter, I think of show and tell. Tell them what they need to do while at the same time you're showing them. And model first, where you do it, and then you do some together, and then set them free, too. So we start with the Bs, which are easiest, then we go to the Ds, which is a little more challenging, then make a combination of the Bs-Ds, which again, is the next level up.

And then after that, you're going to actually put these into words, which the wheels can really fall off on this.

For probably the majority of kids, I will time them and see how many words they can make.

But this little girl, I did not time her because her reversals were so severe, and I wanted her to get a whole lot of repetitions without the anxiety of the timer. A lot of times they like the timer and the competition of it, but if you have a student that has anxiety around a timer, be really subtle about using it or don't use it at all.

Because once we get into words, I really want- ...

her and any student I'm teaching this, to apply what it is that we're learning. So we're going to teach it to them explicitly, now we're going to apply it. When we use this is actually when we're writing and when we're reading.

Okay, so now she's going to go ahead and do it in quite a few different words. Any questions about the Bs and the Ds combination, or why I did what I did, or any of that kind of thing? Oh, I have a raised hand. That's so exciting.

All right. Unmute. All right, so who is this?

Hi,

Nicole.

Oh, I can't hear you.

Hi, Nicole.

Hi, Nicole. How are you? What's your question, my dear?

You're a little bit freezing.

Okay.

I was just wondering if the words

like the

doorknob, door, down, duh, if it was important that they all started with a

D, because at my school I do

Handwriting Without Tears, and

we do the magic C with a line down for D.

But what if they just want magic C line down duh?

If they

do that, it's very purposeful that bat hits the ball at the bottom, all

start with a buh, and that doorknob, door, down, all start-

Okay

... with a duh. Because it helps-

Okay

... more relate it and connect it to what

they're actually doing.

Yeah.

Now, like I said, the Peterson prompt is kind of like yours, but it's more hook

around, tall down. But every time they make this, hook around, small down is

for A. Hook around, down tail is for a G.

So

especially kids who are taught Ebley, they are familiar with that

language, too.

Okay.

But when I do the Bs and Ds, I usually do the doorknob, door, down, just to add

that extra hook of the first sound.

But if it works for them to do that and that's what they're used to, and

that works for them to not reverse it-

Mm-hmm

... then that's fine, too.

Does that make sense?

Okay. Thank you.

Yes, you're welcome. Thanks for raising your hand.

Yeah.

Definitely.

All right. I'm going to mute you, and then I'm going to show-- Oh, you already muted. You muted yourself. Thank you, Nicole.

Let's see, we've got a chat here.

If they mess up during B/D time, do you stop and correct? Yes. I don't know if you guys saw or noticed in there, but-- Let me lower this hand.

But any time they start-- Like when she's starting to do a D, and she starts with a tall down, I'll erase, and then I give the prompt. So I'll erase it and I'll say, "Hook around first."

Or that type of thing. So I make the error correction when it happens. Yes, I don't wait till the end because I don't want it to get stuck in her brain. I want to stop her as she's starting to do it wrong and get rid of it, and so that she can then do it the correct way. So the error correction in the moment is really--

We infuse that in any kind of instruction that we do.

It

varies with different things that you're doing.

But even when students are reading, they make an error in a word, we fix it right

away. Mostly with their spelling, we fix it right away.

Because we don't want that error imprinted on their brain.

So yes, as they're going along, and I just quickly erase quickly and just tell them whatever prompt that they need or whatever redirection they need with that.

So, good question. But yes, we do the error corrections in the moment when it happens.

And you'll see that a lot in this last piece.

So what's going to happen in the last piece here is

I'm going to give her words that all of the words have two Bs in them, or two Ds in them, or a B and a D.

So I'm going to tell her to say the sounds as she writes each word.

And I'm not timing her on this because I really want her to have a lot of repetition. Now, notice how much more challenging this is going to be for her because she's applying it and putting an end to what she needs to do. Much harder than just making a bunch of buhs or a bunch of duhs, or even the combination of them. So I'm going to give her a whole bunch of repetition, you will see. And

then I'm also going to do something that we do in Ebley Instruction where we play the point game.

The point of the point game is to bring into your kids' consciousness to quit doing bad habits.

We use it a lot with guessing words. We use it with looking at the pictures.

We use it when students look up at us when they're reading.

We use it like when these B/D reversals, like when they're making letters from bottom to top, or they're not making it. So we give them points.

We try to give them a lot more points than we give ourselves, of course.

But we give them points when they bring into their consciousness what they're supposed to be doing, and then they apply it.

So you're going to see that I'm going to play the point game

with her, and to really try to move her because her

reversals are going to come out like a crazy person right about now.

We have a question here. Do you do this all in one sitting in 8 to 15 minutes?

This video is 14 minutes.

Almost always it's 10 minutes or less.

And always we do this whole process, all four steps, in

one sitting. Now this young lady, for sure,

when she comes back, we would do it again.

Also, this was a taping day, and I'd been taping a long time

with a lot of kids. But she'd been doing other work, a lot of intensive

reading and writing with Ebley for over an hour.

This was the last thing that we did.

So this child, she's in first grade, and her brain was fairly fried.

But still, we went through the whole process.

But you'll see by the end, she's getting a little bit fatigued, but she's also

staying with it. So we're not averse to having them

make mistakes and fixing the mistakes.

If they're truly falling apart and getting really frustrated, we're not going to keep doing that. But you'll see this child is a really, really hard worker.

And, yeah. So you want to go through all four of the parts in one sitting.

So here she comes for putting the words together

And as you can see here, we're at seven minutes and 23 seconds.

It's going to take another seven minutes just for the words that we're going to do. But you'll see there's an awful lot of error correction, too.

Here go a few words. It has "was" and "wasn't," okay?

Now, you're going to say the sounds, and if you're not sure, go ahead and talk about them. You can do that, okay? We're going to go over the word "did."

We're going to do the right word, "did."

Dub. I dub you the queen of St. Bubas.

Dub. What is the sound of dub?

What comes first in a dub? Dub.

What are we going to say first when we make that?

Dub. But when you come to a door, what comes first on the door, the doorknob or the door? Doorknob. Well, look at that doorknob.

It comes before the door, right? Yes.

So when you make a dub, I want you to think dub, doorknob first, and then the door.

All right? When you make a dub, say doorknob.

Doorknob. Door. Door.

Dub. All right, dub. What's that sound,

dub? Bat. Dub.

B-bat as the b-ball at the b-bottom. Bad.

Please write bad.

Go ahead.

Bad. You're right. Bat first, then a butt.

Say

it.

Butt. Never going to get to go for that ball backwards.

The ball's always going after

the bat, okay? The bat and then the ball. That ball is never going to go backwards.

All right? Make a bat.

Bat. Bad.

Doorknob first.

I'm going to give you five points every time you make them the right way, and I'm going to give you five points every time you don't. Okay?

So if you make a bub with a bat first, five points for Madison.

If you make a dub with a doorknob first, five points for Madison.

If you don't, then Nora gets five points. Okay? Are you ready?

Bad. Sage, write bad.

Say it. Bad. Okay, five points for you.

Dib.

Oh, five points for you. Sage, you write dib.

Nope, five points for me.

Dib.

Say it. Dib. Five points for you. What's that sound in dib?

Dib. Mm-hmm. Say what?

Dib. Not did, dib.

Dib.

Five points for you.

Dib. Dib. Dib.

Five points for me. Is that ball coming after that bat? Dib.

Dib. Five points for you.

Dib. Oh, five more points. Bad. Bad.

Five points for me.

That's not a doorknob first, is it? Bad.

Bad. Ooh, you're going to beat me, aren't you? Okay.

Band. Band.

Band.

Say

it.

Band. What's next on band?

Oh, really? You gave me five more? You got band.

Band.

Oh, now what comes first with a dif-doorknob, dif-door, dif-dum?

There you go. Okay.

Dab. Now make it separate. Dab.

Stace, are you really going to do that?

Are you really giving those five points so silly willy, willy? Dab.

What's the sound in dab?

Doorknob, door down. Da, da, da, da. Say it.

Say it.

Dab.

Bad. No, you're right. That was one. Wait a minute. I'll give you your five points.

Bad. I mean, body without the E. Bad.

What's the first sound? You hear that? Yeah, it's all right. That was good.

But where is it? Wait a minute. When you make a butt.

B-bat, b-ball, b-bottom, right? That's up in the butt, so what are you going to make first, the bat, the ball, or the bottom? Maybe the bat? You were right.

Make a butt.

Bat first.

Bat.

No, is that ball after that bat? That ball's behind the bat.

It never goes behind the bat, okay?

Our team's always going to hit the ball after the bat. Say butt. Butt.

What's the sound in bad? Bad.

Say what? Ooh, look at that duh.

All right, did.

Here, I'll do it. Well, I don't want to get rid of my name because it comes straight down. Did. Now I want you to think about every single one of the three to

make a did.

What's the first one in did?

Did. What do we say when we make a dab?

Doorknob. Doorknob? Door down. Then what?

What's the doorknob connected to?

Door. What's the doorknob connected to right away? What's that?

Door. Does that door mean? I guess connected to the door isn't it.

Doorknob, door down. Let me see.

Okay, I forgot what my word was.

Did. Okay, did, we're going to say it.

What's the

sound

in did? Did. Oh, that's going to be so hard. It's ridiculous. No, it's good.

Keep your did going.

You're right. That's right. It's perfect.

How do you forget that? Doorknob first. Did. Okay.

If I had a list of words, that would be a little bit more helpful, wouldn't it?

How about, can I make up words?

No? No making up words. Oh, darn.

Okay.

Do we have bid? Let's do bid. I'm going to bid on it.

Oh, we have bid for this table. Let's do it again. Bid.

Bid. All right. The bat,

stair, state? Yeah, you say that sound.

Say

it. What's the sound of bid? Say what?

Bid.

Bid.

Yes.

Oh, I almost got five points, and you got them. Good job.

That was a good one. I want you to think about it every single time you make a /b/

and a /d/. I want you to say, "Brain, let's think.

Which way do I go first? Do I make a bat first for a /b/, or

a doorknob first for a /d/?" Okay? Can you do that?

I'm going to be checking in to see how.

Okay.

So that is the whole process that we do.

Now, what I do, if she were not so fried and almost every time, I also

go back and have the students read the words. So they go through and read them.

She was at the end of her learn-- Like I said, she's

probably been an hour and 20 minutes by that point.

So she'd had a ton of learning and a ton of brain fry, for sure.

And she's another one, the next time we see her, we're

going to do this process again, to get her even more automatic with

those b's and those d's. So,

what questions do you guys have about that?

Any questions, thoughts, wonderings?

You can put it in the chat, or you can raise your hand, either way.

And I will

answer. So,

okay, let's see who we got.

Let's see. Anna's got a question. Let me see.

Yep, I do all this work.

I think that I...

Let's see. Yep, I answered. You do it in one minute.

And do you stop and correct right away? Yep, very good. Okay, good.

I did answer you, Anna. Wanted to make sure.

So, the other thing, remember, 16 to 22 repetitions

on average. Now, that means some kids might need 100, some kids might need two.

But on average, it's 16 to 22 repetitions.

If they have a deeply ingrained reversal issue, you're probably going to want

more than 16 to 22. Now, she did,

I think almost 30 b's and 22 d's, and then when she did a combo,

she was doing more of those. Of course, when she's writing the words, she's doing

more of those. So we're getting an awful lot of repetitions in as she's going.

It's very different to make b's and d's in isolation than

it is to apply them and put them into words.

So I'm purposely giving her words that have both b's and d's because she

has to really stop and think about what she's doing and how she's doing it,

so that she can become successful with it.

But when you're doing this, if you're a classroom teacher and you're doing this one-on-one with some students, then when you're up teaching the whole class and you're

writing a word or doing whatever, you can remind, we do a lot of work in Eberly on whiteboards, but I can say to a student way across the room, "Hey, Jamie, look at that again. When you make that /d/, you need to do the hook around first or the doorknob part first." So you can

use these prompts, of course, beyond just when you're doing this process when you're reading.

And they say, "/b/" and the word is drum or something.

Say, "Look it, there's a doorknob first.

What sound?" So instead of just giving it right to them or say,

/d/, or that's a D. We always use the sound, always. Whoopsie.

What happened there? We don't ever use the letter name. Let's see.

The host is turned... What's going on here?

Karen's screen. I don't know what's happening here. I lost...

Summit Karen, I think that you went on to share your screen, and I don't know how you did that,

but I want you to unhide.

Sorry, you guys. Oh, there we go. Thank you, Karen.

Oh, I lost my train of thought.

Oh, having your students do that application and

always talking about the sound. We don't talk about the letter name because kids, especially if they're struggling writers, they're typically struggling readers, and they already have a lot of what we call letter name interference.

B is two sounds, /b/ /e/. D is two sounds, /d/ /e/.

W is like six sounds, /d/ /uh/ /b/ /o/ /y/ /oo/.

And of course, a W doesn't start with the sound /d/.

So, a lot of times,

kids who have these reversals are confused with the letter names and the sound thing too. So when we're doing writing and we're doing reading, we're focusing on sounds. So, just to point that out, too.

We also talk about top to bottom, left to right.

When we read, it's top to bottom, left to right.

When we write, it's top to bottom, left to right.

So that's pretty significant of a--

And a really important point that you want to be sure that your

kids are aware of when they're doing the

writing, obviously, of your b's and d's, but of all letters, too.

Because that impacts not just writing fluency, but reading fluency, too.

Let's see.

What else did I want to say? Oh, another thing, when we are doing

handwriting,

and this is one of the reasons why...

There's a lot of reasons why I obsess over handwriting, why it's embedded into

everything we do in Eberly, and all of our instructions that we do with kids

is because we want for our kids to-- It will help

decrease both impulse control and attention problems.

Again, with a start place and a stop place.

No tails and no-- You'll notice your kids who have attention problems, their

letters are all over the place. When you give them a specific place to start and a

specific place to stop, that's going to help decrease those attention problems

and

impulse control, too, which is really a fun,

what do I want to say? Side effect, I should say.

All right, so Mary says, "How many times do you repeat this activity if you see

them still forming their b's and d's incorrectly?"

I would say, I have a little first grader,

and I have done it with her two times.

I actually did it with her two times because she was pretty significant.

I'm seeing her right now, and she probably

reverses

5% of the time now, so I'm not going to go back and do it again.

I would say until they're about 80%, if they've been

reversing like this little girl was more than 50% reversing her letters, so

maybe 40% doing it correctly. And same with

the first grader I'm working with right now.

So when they're up to about 80%,

or they're stopping themselves. They start to make it a
d with a line, and they'll stop it and they'll change that.

So you know that they're shifting over.

So

I don't know if I've ever done it more than two times, to be honest, with anybody,
the whole process. So you want to get to where the
vast majority of the time, for sure,
they are making them the right way.

And also, if you're calling their attention to it when they're reading, when
they're writing and spelling, that application piece.

No uppercase b's and d's unless it's at the beginning of a sentence
or it's a proper noun. And we don't ever let kids write
uppercase letters in the middle of words, and we let them know that we don't see
that in a

book or that type of thing. Always, I can tell when I go into a
classroom to coach or whatever, and I see some kids writing and they have uppercase
b's and d's in their writing, I know that that's a reversal thing, and
that's what's going on there. So that's another indicator.

So don't let them do that. The more that you have them do the timing and
rhythm and repetition with doing this process, the quicker they're going to
reverse that. So doing it really explicitly, because if you're a classroom teacher,
you don't have time to-- Obviously, not all your students are going to have b/d
reversals, but sometimes you can have quite a few.

So you're not going to have time to take eight to 15 minutes to work with, I don't know how many kids you may have, six, seven kids in a classroom repeatedly, but you do have time to work with them one-on-one if when you're doing conferring with them even. This would be a good use of time for eight minutes or so with a student, or somehow to get them so that you can do that.

But then you can, again, apply it in a lot of different places where you're not sitting down again for up to 10 minutes with one student to explicitly teach it again. So you don't want to obsess over it.

You don't want to

overdo it and go for-- We're not big on go for mastery, because nothing that you teach with reading and writing, hopefully, is going to be, we teach this one time, and then we forget about it. It's not like they're never going to see b's and d's again, or have an opportunity to use those in application with what they're doing.

So basically, one or two times, and especially if you're teaching

remediation like you are, Mary, you have a lot of opportunity because you also teach Ebley. So you're always on your whiteboard, and you're right there where they're doing their letter formation and stuff.

So just continue to reinforce those same prompts and that same verbiage as they're doing any kind of writing, and of course, also with reading.

So what other questions do you guys have?

Anything else that you're wondering about with the b/d?

Again, the Peterson handwriting, the regular prompt is tall down,
roll around for a /b/ and hook around, tall down for a /d/.

And again, very purposeful. Whenever we see students starting to make that line,
even if they're going to make the d the right way, we don't let them do that
because it's just as easy to turn it into a b.

So that hook around thing is going to work a whole lot better for them
for sure.

So I am wondering what else you are wondering.

So go ahead and ask me a question if you have any.

Anything about the process, about the student, about a student of
yours that you're wondering about, I would be happy to answer any
questions if you have them. You can either raise your hand
or put a question in the chat
if you have any.

Let's see. I'm going to look at my--

So again, the website for

the prompts that we use, the Peterson prompts, is

peterson-handwriting.com. And again, we like them because there's

only about nine prompts, and you use those to make every letter

uppercase and lowercase, as well as every number. And they're very simple prompts.

They don't go on and on with a whole bunch of instructions that

don't really relate to what you're doing, which is what we like about them.

All right. So

Hannah has a link right here in the chat for Peterson

Handwriting's site. So Mary's asking, "I've done this activity with some kindergartners who have trouble discriminating between b and p.

It helps make them more aware of which is which." Yeah.

b's and p's, yeah, I've noticed that one even a little bit more.

But you can do the same kind of idea. I don't know.

I tried to make up a prompt for the p that might work,

but fortunately with b's and p's, most of the time,

they kind of work their way out of it a lot more than they do with b's and

d's. Those b's and d's seem to hang on forever and ever.

But you can still do that same, you can do it with b's and p's.

D's and p's, I guess that's not nearly as much of a

reversal issue. Sometimes m's and w's are a reversal issue.

So you could do it with any of them.

Very good. I am glad, Leanna, that you-- Yes, please

do share it.

With Ebley,

I'm here doing this work

because of my own daughter's struggles over 20 years ago.

I'm always thinking of all of the kids who are suffering from

things like not being able to read and write, of course, but also these things like

b's and d's and reversing those, and it causes an awful lot of angst for kids. So in any way that we can help you better help your kids, that's really kind of what my mission is and our mission here with Ebley is. So-

The prompt could be pole. Yeah, I did something with a pole and a pie.

I think I did that with a P. I don't know. Paddle? There you go.

I like that, Sarah. So yeah, pole and a paddle, or a paddle and a I don't know.

So if you guys think of something really clever for a P, I would be happy to share that, too. But I like the pole.

A

pole and a pie doesn't make any sense, but a pole and a paddle, if you have a little racketball paddle kind of thing, that would make sense.

So Hannah,

are you here? I don't see you, but I

see your name. Is there anything that you want to add? Oh, there you are.

Anything you want to add that I have not thought of?

Yes, I had a few things as you were talking.

The first one is for the students who struggle with handwriting in general, and not just the reversals, because a lot of times there are a lot more issues. We do have the apps, and I know there are a lot of newer people on here who are not as familiar with EBLI.

Oh, that's a good idea.

Yeah. Beginning reader apps for Apple devices on iPads, and we also have one sight words app for iPhones. They're also on Android, on Google Play for Android devices, and just recently on Amazon for Kindle Fire tablets. They're \$4.99. You can have six. Well, I think the Apple ones are unlimited kids, and the other ones are six kids at a time using the apps, and then when one child gets finished, a new child can take their place as a user. And they're really powerful.

Tons of repetition, and they don't allow the students to make the letters incorrectly. So those are really powerful for handwriting instruction, and you can have them anywhere.

And also, for those who are not trained, we have an in-person training coming up March 13th through 15th in Kalamazoo, Michigan, for pre-K through first-grade teachers, and an online training starting March 18th for anybody teaching second through eighth, and both of those trainings also for remediation teachers.

Good.

Yes, thank you for that. I forgot about the app.

So,

with those apps, not only do they have handwriting in there, they start as young as for three-year-olds. Three-year-olds for EBLI

Island is our first app, and not only does it do handwriting, but it also does say and pull, and it will teach all the one-letter spellings, and we teach them in the context of words. We teach them in isolation, segmented, and blended, but always in the context of words, not like just a buh, a bee, that type of thing.

Always in the context of the word big or something like that.

So, it teaches sound to symbol, it teaches handwriting, it teaches blending and segmenting, and

also fluencies. That's the very first one.

All the one-letter spellings, and then the sh, and ch, and c, I think are in that first app.

And then the second app is EBLI Space, and that's a continuation.

And then the Sight Words by Sound, I guess it is.

That's really for anybody second grade and above.

We've had adults who are readers that are like, "Wow, I learned so much."

The sight words one is really appropriate for anybody. And I have a couple questions here, so let me--

Lisa, you're trained, are you not? I think you're trained.

A lot of kids with reversals. The videos are on the EBLI members area. If you click into the videos, you know how all of the activities are in alphabetical order? There's three different students.

This one student, and then there's two other ones that it takes about eight minutes. They don't have as significant as reversals as this little girl did, and that's at the very end of the whole alphabetized video list.

So if you're EBLI trained, that's where you're going to find that.

So Angela says-

Sorry.

Yeah.

I'm so sorry to cut you off. I just wanted to add one thing, though, too, for those who are not trained, because there will be an email tomorrow, correct?

With-

Yes

... the steps in the video that you showed today?

No, I can't send the video out to the world.

So the video-

Oh

... is only available for-

EBLI members

... on the EBLI members area. Yeah.

But the steps will go out separately.

The steps I'm going to send out, yes.

Okay, got you. Thank you.

Yep. So those steps. Yep. And I'm looking, I think I saw a--

All right, so Angela, the steps are great.

Oh, the apps are great. See, put my

glasses on, right? Oh, your kiddo started using it

when she was three, now in second grade. Well, that's pretty exciting.

I bet she's a pretty darn good reader, which is fun.

Thank you, Angela, for sharing. Until what age are the apps appropriate?

Interestingly--

Okay,

so you are. So you can get those videos, Lisa. I thought your name was familiar.

The sight word app, actually, even the lower apps as a matter of fact,

but the sight word app is really for any age.

You as a teacher, if you want to know what EBLI really kind of looks like and is about, you would get a whole lot out of it.

Any age of student.

Because almost all kids, quite honestly, have some holes, and often

significant holes, when it comes to the word level

instruction. Knowing the code, knowing what sounds go with what symbols, the

whole phonemic awareness and phonics piece, and that's very strongly

done, especially in all of our apps, but a lot more of the code

that's more advanced is in the sight words app.

Actually, Detroit used our apps in their adult

literacy organizations, and it did some research with them,

actually. And they said just even with a few hours of the EBLI apps,

they had adults they'd been working with for years and years,

and they made really significant gains.

So they really are appropriate for anybody.

And now I'm going to put my glasses on so I can actually really read what you guys

are saying. So Lisa, I'm glad. So Angela says, "My second grader's using the sight word one now, and she's seven."

If your kids are little,

if they haven't been taught EBLI in the classroom or wherever, at a reading center or anything, you want to start

between three years old and I would say the beginning, middle of first grade, start with EBLI Island. After that, start with then

EBLI Space. About the middle of first grade on, if they aren't struggling with reading

And then-

Laura?

Yes.

I'm so sorry to interrupt you, but I just know we have a few minutes left, and

Nicole had a great question about whether the districts that are Ebli trained use a literacy curriculum too.

Yep, I see that. Yep.

Okay.

I'm reading that.

Yep, I was going to answer that one next.

So,

with that, again, the Sight Word app can work with

anybody. If the kids are too young, it's going to be a little

bit challenging because it actually has some writing in there, and

it'll correct spelling errors and all that kind of stuff too.

So it's definitely more advanced.

The Sight Word one is going to teach all sight words by sound.

It's going to teach homophones by sound and also put homophones in sentences, have students type up sentences for that.

It's going to teach you about the concepts of Ebli, too, and yeah, there's a whole lot in there.

So the Ebli Island,

you can get a free version. It's called Ebli Island Light, and so you can try it out on any-- It's only, again, on iPads for Apple.

You can't get it on phones. Ebli Sight Words can be on phones, but Island and Space can't because of the size of the illustrations or something.

But otherwise, you can

get both for Android, for Apple, and for Kindle

Fire. You can get Ebli Island Light and try out the first four stories, so you can see what's going on for the very beginning readers.

So Nicole's question, "Districts that are Ebli trained, do they use a literacy curriculum too? When do they typically do Ebli in their day?"

I'm wondering--

Oh, "I'm thinking about a nine-year-old who might think it's babyish."

I don't think, Sarah, that any nine-year-old would think Ebli

Sight Words is babyish because--

Yeah, I just don't think that they would.

Even Ebli Island, for some reason, the older kids-- Not Island, but Space. Because Space is teaching sight words by sound, consonant E, multi-syllable. It's teaching quite a lot of stuff.

But you could try it. We've had adults who have used it interestingly.

But I would go, if you think they're going to think it's babyish, I would try

Ebli Sight Words first. So I'm wondering, any of

our teachers here that are Ebli trained,

Hannah, maybe you can help me out here and tell me who might be on here that is

Ebli trained in a classroom.

If they might-- I can answer that question, but it would probably

be better from a--

"The district, do they use--" Yes.

Most districts, almost all, if not all districts, they have a

literacy curriculum. They're doing either a basal.

A lot of them are doing workshop. A lot of

them

are

doing some sort of something, some

various kind of Ebli,

or not Ebli, a reading type of curriculum.

What we say is teaching Ebli,

really what you need is books. But it can go along with any curriculum that's

being taught. So it doesn't really matter as long as it's got reading and writing

and spelling. There are specific Ebli

lessons that you teach, and you front load with that, and then you

infuse it into everything that you already teach.

So basically it kind of streamlines. Just a second.

It streamlines what you're doing as far as

it streamlines what you are doing with your instruction.

Instead of having islands of here's our phonics, here's our

phonemic awareness, here's our vocabulary, here's our spelling, here's our writing,

having all these islands of things you teach in isolation, it teaches it

explicitly and it teaches it systematically, but it

also teaches it where it's interfused, I should say.

I don't know if I just made up a word there.

But it's interfused together

with your

whatever it is you teach. And you also can teach Ebli in every-- When you ask any

teacher when they teach Ebli, they'll tell you all day long.

They teach it in science, they teach it in social studies, they teach it in math,

any time there's reading, writing, or spelling.

So Hannah, do you have anything to add there?

Well, actually, some of our Ebli-trained people are hopping on the chat and sharing

what they use. So we have people who use Readers Workshop with Ebli hand

in hand. Angela mentioned that they did

the whole group lessons and small group instruction with Ebli lessons.

We could incorporate throughout the reading block.

Carrie has a reading curriculum she teaches but integrates Ebli strategies into her instruction and guided reading.

I was also wondering-

Yes, she says, "I even use it in science and social studies to introduce vocabulary for the new unit." Very good.

Yeah. And then I was wondering, too, I see a few of our Propel people on here, like Denise, and it looks like Dana might be on here, and then I was thinking-

Is Danielle on here?

I don't know if Dan-- I didn't see Danielle, but I can't tell who everyone is.

Oh, I like this. Carrie is currently using Ebli writing practices in My Opinion writing unit. We love Ebli in writing. Oh my gosh.

Of course Ebli in reading, but the thing with Ebli is a lot of times people say, "Oh, Ebli is phonemic awareness and phonics," which it is so strong and wonderful for phonemic awareness and phonics.

But it's also training and teaching vocabulary, comprehension, fluency, spelling, writing, handwriting.

It's an all-encompassing literacy, explicit instruction, as well as application, how to use the skills and strategies and information and activities with everything that you teach. So

that is pretty grand, for sure. So I think that I've gotten all of what you guys had written in here, so we could look a little bit off on our apps and the Ebli instruction, which is always fun to talk about, for me anyway.

Anything else that you wonder about Ebli or about handwriting, especially the b-d reversal thing?

Tomorrow, I'm going to send you out an email, and it's going to have the Peterson handwriting, all the prompts, and it's going to also have the script of each part of doing that whole process that you got to see, too, so that you can do that with your students. But I would also love if you would let me know how it goes once you teach it to your kids.

We have an Ebly Facebook page, that you can leave us a message there, or you can email us at info@ebly.com, and I would love to hear how it goes with your students

once you're doing it. And also feel free to ask if you have any questions, because we're always happy to help you.

So if there's no other questions or comments, I will say good night, and thank you all so much for joining us here. Oops, we got another question. Yay.

Oh, thanks. You're welcome. Thank you all.

I appreciate you guys coming and learning, and I really appreciate you

doing-- Oh, Hannah just put our Facebook link in the comments too, so you can get to it there. I really appreciate you actually taking this and using it with those kids. You're going to decrease their poor little anxiety and all that stuff that comes with their difficulty with doing this, and it really shifts a lot for them as you're doing this work, and they appreciate it a bunch.

So thank you to all of you for joining us, and I will send you an email, and feel free to either respond to the email. Like I said, you can message us on our Facebook page, send a carrier pigeon, you can call us.

We'd love to help anybody with anything that's going to help kids with literacy.

So that's what our mission is, teaching the world to read.

So thanks a bunch for joining us, and hopefully we'll see you again on another webinar. So have a good night.

Bye, guys.

Oh, I do see Dana. Hi, Dana.

I like the waving. I feel like I'm on "Hollywood Squares" or something.

All right.

Have a good evening.