

Nora Chahbazi: Good evening, everyone. I'm Nora Shabazi. I'm the founder of Ebley, evidence-based literacy instruction, and I welcome all of you here tonight for our really extra special 1st time ever webinar with. Just we've done panels before, but we've never done an interview with just one person. And so tonight we are going to be talking to Vicki Stein about how I rewired my dyslexic brain is the topic of her

Nora Chahbazi: of what she's going to be talking about tonight, so I greatly appreciate you all joining us. I would love it if you share in the chat where you're joining from. That's always fun for us to see also on here. We have Cricket and Katie from Ebley team, Ebley, and they will be grabbing your questions. Please ask questions in the chat along the way, and at the end Katie will ask those questions to Katie or to Vicki.

Nora Chahbazi: So don't don't be shy, and also cricket will be sharing links, and these links also will be for all of you who are watching this and a recording. Those will be in the email that come to you too. So I do want to. Just also remind you. Please don't. Private message, Katie, or Cricket. They won't be looking at those they kind of are doing a lot of things multitasking in here. So just be sure to when you message to message

Nora Chahbazi: to the, to the whole group, to the general group.

Nora Chahbazi: So I want to tell you a little bit about Vicky, just from my perspective of how I know her and got to know her, and I will let her then introduce herself. But

Nora Chahbazi: probably about 2 years ago Vicki and another amazing Ebley teacher that became an Ebley teacher. Anyway, Holly Hessey both contacted me and were really interested in getting trained in Ebley. And they were this, the most amazing Ebley students asking lots of questions they'd call us. They would email. They were so excited

Nora Chahbazi: about Ebley, and what was happening as they transitioned from teaching, you know, a different way to teaching Ebley.

Nora Chahbazi: and excuse me, and a few months in

Nora Chahbazi: Vicki sent an email introducing me to Darius, forget his last name, but he has a podcast called dyslexia explored. And she said, you need to be on his podcast and Darius, you need to have Nora on your podcast and we're like okay. And so he said, will you be on my podcast. And I said, Sure, do you have questions? Or you know, how does this work? He's like, No, let's just kind of wing it.

Nora Chahbazi: And so he's from Scotland, and we did an almost 2 h. Podcast. Cricket will share that in the

Nora Chahbazi: in the chat for you, so that you can check that out if you would like. It brought people from all over the world to us to Ebley, because it was very authentic, and we did a lesson. Ebley lesson right in the middle of it. It was really, and he was just such a curious, amazing learner, so so that Vicki had, you know, introduced me to him, and then she

Nora Chahbazi: then she and Holly, both kind of tag teamed are like Nora. We want you. We're talking about Ebley to everybody in the Atlanta area, and we want you to come here and to do some presentations, and, you know, expand on Ebley. And I said, No, no, no! And I kept saying no to them, and then

Nora Chahbazi: their passion and their excitement. I'm like, Okay, I'm coming. So I went, and for 2 days we had.

Nora Chahbazi: You know it was a fireside chat was with one thing called and a taste of Ebley, and we were just 2 psychologists and administrators and teachers and parents and all kinds of amazing people, state leaders, and all kinds of people in Atlanta that we were sharing the Ebley love with. And so I got to stay at Vicky's house and got to know her there, too, and so she, along the way, has been sharing her story that she's going to share with you. So

Nora Chahbazi: I'm gonna let her

Nora Chahbazi: tell you a little bit more about herself and her background. But also we're going to share in the chat. There's a companion blog that she wrote as a guest blogger for us that you can read and also see her full bio in there. And another exciting thing is, she was interviewed recently by Npr. For the 2 lives podcast and that will be airing

Nora Chahbazi: in the near future about her story, too. So lots of great stuff. So I want to again remind you. Be sure you ask questions in the chat if she's talking. You're like, Wow! I wonder this, or I wonder that? Go ahead and put it in the chat, and we will get those to Vicki afterwards. All right. So, Vicki, welcome! How are you.

viki stein: Thank you. I'm doing great. Thank you for having me.

Nora Chahbazi: I'm so excited that that you're here, and I'm just so excited for you to share with everybody. All right. So the 1st thing I'd like you to start up and tell everybody about your yourself, your background, your teaching background, that type of thing.

viki stein: So I am a native Georgian. I grew up in Columbus, Georgia.

viki stein: and went to the University of Alabama. Then I got my master's from the University of West Georgia.

viki stein: I started teaching in Fulton County. I taught 1st grade for 2 years there and then I went to teach 1st grade in Cobb County. One of my very best friends was teaching, and we got lucky that we

viki stein: got to work together and did that for a while and moved around Cobb County, and I just loved teaching 1st grade. I thought it was awesome.

viki stein: I my 1st job in Fulton County. The teacher, the principal told me, we don't teach phonics here.

viki stein: and I thought, Hmm! Well, I am. So I shut my door, and I started teaching the best I could I? I

really was not that well prepared as a college student or as a new teacher?

wiki stein: So I taught at a school called Bernie Elementary, and I taught with a woman who was just like a master teacher, and we probably had 11st grade classes at that moment. So during my planning period, she she was teaching, so I would go in every single day and take notes, and I learned probably more from her than I did. You know anything in my, in my college studies.

wiki stein: and then I became a mom, and my principal would not let me teach part time.

wiki stein: So, with tears in my eyes, I had to, you know. Step back became a mom, raised my girls, but I would continue to go back and volunteer

wiki stein: and just pull small groups. And then, once my youngest went to kindergarten. I went to a school here, and I got my study for 2 years to be an Orton Gillingham associate.

wiki stein: and I started tutoring for a really long time, I think, about 12 years

wiki stein: and

wiki stein: success with some students, but certainly not all.

wiki stein: and I thought it was a lack of proficiency on my part.

wiki stein: but what I realize now I just didn't have all the tools.

wiki stein: Now with Ebley. I feel like I have all the tools, and my students leave me reading

wiki stein: cricket. Can you make the screen a little bit bigger?

wiki stein: Can you make Nora bigger? I've got? I've got a lovely participant right in the middle.

wiki stein: I don't know if you can change.

Nora Chahbazi: Maybe when I.

Cricket McCarthy (EBLI Team): I don't know how to do that, Vicki.

Nora Chahbazi: That's okay.

wiki stein: Here it is! Here it is!

Nora Chahbazi: When I talk so there you go! Look at me grow so. Thank you so much for that, Vicki. I learned some new stuff which is awesome. There. Will you tell us a little bit about what were you like as a child in school after school, just in general?

wiki stein: So I'm the youngest of 3 and there's a pretty big age difference between myself and my middle

sister and my older sister. So I was 6 and 9 years apart.

wiki stein: and when I was really young I was not only the baby of my family, of the baby. Of all the cousins, the grandchildren. I was very immature. I did not. I walked late, I talked late. I'm just very late. Developmentally.

wiki stein: Looking back now. I had every sign of dyslexia. Right? I had chronic ear infections, so I wasn't hearing. Well, so I had a processing disorder with my

wiki stein: you know, my hearing and walking. I was late to walk developmentally, and I started school young

wiki stein: and I just really struggled. I just really struggled in school.

wiki stein: I pretty much loved kindergarten, and then, after that.

wiki stein: the shame kind of set in. I felt kind of dumb. School was hard, I remember in second grade I think we were taking a spelling test, and I remember there was a kid a couple rows across that called out the spelling.

wiki stein: and I remember thinking, well, gosh! I mean, I didn't know how to spell the word, but I wasn't going to copy it.

wiki stein: and I remember thinking that day I would rather be a failure than a cheater.

wiki stein: and that was kind of my

wiki stein: my motto throughout my whole school career. Like I would do the work

wiki stein: I would do the reading. I would do whatever I needed to do, even though I knew it wasn't getting here.

wiki stein: I couldn't get it in my brain.

wiki stein: So I you know I had great friends.

wiki stein: That was a terrific support. I was loved and adored by my family.

wiki stein: Britt pretty much felt like a failure. I think there was a lot of learned helplessness.

wiki stein: and the bar was pretty low.

wiki stein: I think I think people just probably thought I was dumb.

wiki stein: and I certainly felt that way about myself.

Nora Chahbazi: You. You told me a story once, Vicki, about you. You were a gymnast and a good gymnast, and you told me a story that connected with your school and your can. You? Can you share that with everybody?

viki stein: Yes, gymnastics was my outlet. I loved it.

viki stein: I was a really hard worker. When I was 12 I got this little award, the hardest worker of the gym. I was so proud of it.

viki stein: And then one day I came to practice, and our coach decided that it would be a great idea

viki stein: for us to bring our report cards to school.

viki stein: I mean to to gymnastics. So my my one safe haven of being protected at the gym

viki stein: was demolished, because now I had to show my report card to my coaches, who I was able to hide that side of me. You know I it was the one time in my life where I felt like I could stand out.

viki stein: and I could. I could escape the shame

viki stein: until that day.

viki stein: That was terrible.

viki stein: I just don't agree with with students, student athletes, students in the classroom who are rambunctious, punishing them

viki stein: by taking away the recess or taking away their ability to excel in sports

viki stein: because those kids aren't broken. The approach we're using to teach them is broken.

viki stein: So they're really getting a double whammy.

Nora Chahbazi: So what was it like? Growing up with dyslexia, not really knowing, you know what that was or what was going on?

Nora Chahbazi: Can you elaborate on that a little bit.

viki stein: Yeah, I mean, I pretty much felt dumb my whole life. I had a continuous loop of really negative chatter

viki stein: constantly rolling in my mind.

viki stein: you know my oldest sister was diagnosed with dyslexia, and my mom and dad were aware of that, and they got her help, and you know. I heard all the time how brilliant she was, and how smart she was, you know, even though she had dyslexia, and how great she was with math and puzzles.

wiki stein: and I just always felt

wiki stein: lesser than and dumb because

wiki stein: I had no understanding of what was wrong with me. I remember sitting at my kitchen table, trying to teach myself to read

wiki stein: a list of little little book, and I would sit there for hours, and I vaguely remember, you know, finally pushing through and getting to read some 3 little words you know about a pig or something in mud, I mean, that's an old memory, but

wiki stein: I just felt pretty helpless and unaware, and just out of it most of the time.

Nora Chahbazi: Yeah, wow, so now, can you explain? I know that you

Nora Chahbazi: you know, like, as you started teaching Ebley. And we were just talking before we got on here, about how, when you were in Wisconsin, you're called like Nora. Something's happening with my brain. And I'm like, Wow, I don't know what you're talking about. Kind of thing. So can you explain, like what that process was of up until all these decades? And then you are experiencing this rew like? What did that feel like? What was that like? Can you give us a you know, an idea, a picture of that.

wiki stein: Yeah, I mean, I always, really, I wanted to learn. I was a very, very curious

wiki stein: child and adult.

wiki stein: And I think once I raised my kids and I started tutoring dyslexic. I kind of just settled into like

wiki stein: this is as best it's gonna get.

wiki stein: And I kind of quit obsessing about getting smart for a while.

wiki stein: And then once I started teaching Ebley. I immediately saw results with my students. I mean, I was calling colleagues and parents, and like, Wow, this is crazy. I can't believe what I'm seeing.

wiki stein: but for me, I didn't see that right away for me. That took about 6 months.

wiki stein: and it happened pretty slowly, like. At 1st I started noticing lyrics with music.

wiki stein: I had never noticed lyrics. I didn't know why people were so crazy about listening to music, and why it was so awesome.

Nora Chahbazi: Can you elaborate on that like? What do you mean? Noticing lyrics?

wiki stein: Like

wiki stein: to me. It just sounded like a bunch of mumbling, make-believe words. I could never decipher

the words. I didn't understand the stories

wiki stein: that the songs were telling, because I could never really decipher those sounds, and truthfully, I probably just quit paying attention

wiki stein: at some point. I just would listen to the music, but not the lyrics.

wiki stein: and then I noticed I was able to follow oral conversations.

wiki stein: and I became more confident to participate in oral conversations with people who I deemed really really smart.

wiki stein: right people that I didn't know that well, and I wasn't that comfortable with

wiki stein: I a lot of times would just sit and be quiet because I didn't. I would rather be quiet than say something dumb.

wiki stein: And then I started noticing that I was preferring reading books to audible.

wiki stein: and all of a sudden I started realizing I was having a re like a a reawakening.

wiki stein: and once I started realizing. Once I called you and said, Nora, I think something's happening with my brain. I started doing a little research.

wiki stein: And what I realized was I was rewiring my brain.

wiki stein: And what I did is I took some of the adult lessons that Evelyn had.

wiki stein: and I would just go and practice using the act words, segmenting, reading, and defining them, because what I realized was that the key to that rewiring

wiki stein: was the simultaneous processing I was doing exactly what I was doing. Teaching

wiki stein: was rewiring my brain.

wiki stein: So during my.

Nora Chahbazi: Elaborate on simultaneous processing. Because that's a big word that like, what do you mean by that?

wiki stein: So what I mean like with ugly everything we do.

Nora Chahbazi: Hello!

wiki stein: We are writing, we're saying we're seeing all at the same time.

wiki stein: So everything is working together.

wiki stein: So I knew that was. And and you had told me that that segmenting piece

wiki stein: was really, really crucial.

wiki stein: So when I realized what was happening just by me teaching this approach.

wiki stein: I started teaching myself. I would pull those act words, and I would sit down on a Saturday, and I would read them, and I would segment them, and I would spell them, and I would define them, because

wiki stein: I finally had the key

wiki stein: to increase my intelligence. So I had that power. Now, you know, I could never harness my learning. It didn't matter

wiki stein: how many classes I sat through, or how many books I tried to read

wiki stein: until I had that fertilizer in my brain until I had access that language center through Ebley.

wiki stein: It didn't matter what I did.

wiki stein: I couldn't hang on to the learning. I could not hang on to oral language coming to me.

wiki stein: I couldn't sit through a lecture

wiki stein: and gather all that information. It was like sand pouring through a colander. To me it it didn't matter what I did.

wiki stein: The language was coming so fast it was like a tiny little straw, like a big funnel with a tiny straw, and everything got clogged.

Nora Chahbazi: Wow.

Nora Chahbazi: okay, my brain has a lot of things I'm thinking about. But I want to go back to the like your your language. I think this is really really critical, and I think it's often missed the language piece of the literacy learning. And you're talking a lot about understanding more. When people were speaking to you. What about, and I wonder? I want to hear more about that. But I also want to hear more about with you being able to express. You know your expressive language. Was there a difference in that?

Nora Chahbazi: So those 2 things.

wiki stein: Yeah, I think expressive language. Also

wiki stein: that mostly showed up because I just didn't want to talk in front of important people or smart people.

wiki stein: I was so blessed because my friends were always accepting of me.

wiki stein: My husband was always accepting of me. They they never thought I was dumb, even though I felt that way

wiki stein: but a lot of times I couldn't get my words out fast enough, or the right words out fast enough. So it was hard to express myself in a way where I felt intelligent, even though I had creative thoughts in my mind, I couldn't really get them out.

wiki stein: And what I have learned since I've done. My research is that

wiki stein: when you teach a speech to print approach.

wiki stein: you're accessing that left hemisphere right? That's where your language center is

wiki stein: so because I was accessing that side of my brain because I was teaching others and myself

wiki stein: all my wiring that had been sitting there for all those years. I finally got to light it up

wiki stein: because I was accessing it, so not only did my reading improve my language improve my ability to understand the language.

wiki stein: my ability to express myself.

wiki stein: my vocabulary improved, my spelling improved, so all things language improved, not just my ability to express myself, but the language I was receiving.

wiki stein: and I know this is to be true, because when I was a little girl, my mom is very bright, and she would talk very, very fast.

wiki stein: and it would make me so angry.

wiki stein: because, by the 3rd word, I'm like, I don't know what the frick you're saying to me

wiki stein: again. I didn't have the language to tell her that

wiki stein: the only thing I could say was.

wiki stein: I don't know.

wiki stein: and that's another thing I've noticed, Nora. I don't say I don't know as much as I used to.

wiki stein: because I can catch so much more now.

Nora Chahbazi: Wow! That gives a lot of insight to a whole lot of little kids that you know.

Nora Chahbazi: do the? I don't know. And they they don't you know that I think that the expressive and receptive language is way under, recognized and under appreciated at at? You know,

Nora Chahbazi: at how important that all is for sure. So

Nora Chahbazi: with all of those things in this mystery that's unlocked. Can you share some examples like from before and after? Like I, you know I know you've talked about talking with friends. That type of thing. Are there other things in life in general? Everyday life that we all experience that it was this way before. And this is what it was like. And it's this way now. And this is what it's like. Does that make.

wiki stein: Oh, my gosh! Everything has changed for me, you know.

wiki stein: just writing an email, especially an important email.

wiki stein: A couple times I had to hire someone to help me write an important email.

wiki stein: Nothing ever left my inbox without going through grammarly. If I felt like it was important.

wiki stein: Now, I don't really use gerbilly. And if I make a mistake, it's okay. Because I can harness my own learning

wiki stein: right? I can write off an email. I enjoy writing now.

wiki stein: so that is much, much easier for me most of my life I felt completely frazzled. I felt like before Ebley I had probably a thousand piece puzzle that had been dumped in my head.

wiki stein: No, I had all the pieces, but they were all mixed up.

wiki stein: I had no way

wiki stein: to assemble them

wiki stein: in a way that made sense to me.

wiki stein: So now, like I said before, when language comes in, or when learning comes in, I can tether it to something I already know.

wiki stein: th, this is a really big one for me.

wiki stein: and I really try to do this with my students

wiki stein: dyslexics, and maybe people with expressive or receptive language disorders. If you could give them the big picture of what you're talking about

wiki stein: before you start giving little pieces of information.

wiki stein: it will give them something to tether.

wiki stein: They're new learning, too. So when I would go to

wiki stein: to a movie and not know what the movie was about, and I've got all these pieces coming together. I was the person in the movie. I was like, what's going on, what's happening?

wiki stein: It's very, very important.

wiki stein: probably, for me. Now, too, I prefer prefer this to have the big picture.

wiki stein: But if you're if you're a college professor or a teacher, and you start with the little pieces.

wiki stein: and you have students that are not understanding.

wiki stein: It's really hard to assemble pieces to a puzzle.

wiki stein: If you haven't seen the picture on the box.

Nora Chahbazi: That's true. I like puzzles.

wiki stein: I believe that's how Maria Montessori used to.

wiki stein: you know, run her schools. Was that you know she really believed in giving the big picture.

wiki stein: So teaching the pieces to that.

Nora Chahbazi: Can you give me an example of that like, with your learning like how this was the little pieces before, and how the big picture now like, can you.

wiki stein: Yeah. So let's say, we're gonna do a chapter. You know, we're we're doing science. And we're gonna learn about, you know, volcanoes

wiki stein: for me. And for for lots of other dislikes give a whole big overview. Let's give that that background knowledge. We're going to study about volcanoes. This is what a volcano is.

wiki stein: This is, you know, what might happen. This is where we find volcanoes.

wiki stein: and over the next couple weeks. These are the things that we're going to be studying.

wiki stein: you know. I don't know about you, Nora, but when I was little at it it was.

wiki stein: tell the student less so. They have to figure it out.

wiki stein: I don't believe that. Tell the student more so they can add to it.

wiki stein: So now I'm I don't. I'm not as stressed out about my learning, because, like I said, I can harness my own learning. I can kind of figure out that big picture.

wiki stein: But for the longest time, if someone was just randomly lecturing about something. I couldn't put those pieces together.

wiki stein: Does that answer your question? That was kind of a long, winded answer.

Nora Chahbazi: No, that was good. I have a couple of things I wrote down here like I love you were so articulate with that puzzle puzzle analogy. I love that.

Nora Chahbazi: and it makes so much sense. I'm wondering about with your writing, too. Was the writing a challenge with the spelling, or was it the composition? Or was it the syntax and the punctuation, and all those you know, conventions, or all of it, or certain pieces of it?

wiki stein: All of it.

wiki stein: all of it.

wiki stein: and that was dyslexia and expressive language.

wiki stein: all of it.

wiki stein: Spelling was the least of my problems, but I couldn't spell

wiki stein: I

wiki stein: I had all these ideas in my head, and I could never.

wiki stein: ever get them down on paper.

wiki stein: I couldn't

wiki stein: compose anything in an organized way.

wiki stein: I wasn't a very good speller.

wiki stein: I I would guess I probably had dysgraphia as a kid.

wiki stein: So just

wiki stein: again getting all that information out in an organized way was nearly impossible for me. I had a 7th grade teacher, an English teacher that was really really annoyed with me.

wiki stein: She was just. She just couldn't deal with my level of incompetence. And she was. She was really grumpy, and

wiki stein: it just made me feel like dirt.

wiki stein: You know. It's not that I didn't want to learn. It's not that I didn't, you know, want the help?

wiki stein: I just.

wiki stein: I didn't know what to ask for.

Nora Chahbazi: Well, that makes sense.

Nora Chahbazi: Unfortunately, I'm wondering about your blog that you wrote, which was so beautiful

Nora Chahbazi: like was that

Nora Chahbazi: torture is to write.

wiki stein: Oh, it was awesome, it was so fun! I finally

wiki stein: have a brain that works. It was so easy. I just sat down and wrote it all up.

wiki stein: I love.

Nora Chahbazi: Yeah.

wiki stein: I love writing now.

Nora Chahbazi: That's amazing. I mean, that's huge. That's really.

wiki stein: It was so fun. I really enjoy writing.

Nora Chahbazi: That gives me chills. Actually, okay, I have a question, too. That's kind of off, not off topic. But it's on topic, but different perspective. Here.

Nora Chahbazi: I wonder emotionally like.

Nora Chahbazi: where? Where have you been? Emotionally, through this process? With this I'm rewiring my brain, I'm I mean.

Nora Chahbazi: is there a range of emotion. Are you thrilled? Are there other things? How? How do you feel? How has this been, you know for you, mentally and emotionally.

Nora Chahbazi: through this process.

wiki stein: Well, emotionally, I'll answer it in 2 parts before my brain was rewired.

wiki stein: I just kind of felt

wiki stein: useless, right? I

wiki stein: I was committed to do things that I could do well, right. I could really make sure I was a good mom. I could really make sure I was a good wife. I could really make sure my house was clean.

wiki stein: I could be really kind. I mean the things I had control of. I really wanted to control, because I felt like

wiki stein: I couldn't access my learning.

wiki stein: So now I just feel awesome.

wiki stein: I feel like

wiki stein: I can learn whatever I want to learn. I don't know everything, but I certainly can learn whatever I want to learn.

wiki stein: And I'm really, really happy for all of the students I've been able to work with. But then I remembered all the students that I wasn't able to reach.

wiki stein: and I used to tell my parents during my open house. You know, if your child doesn't learn to read, it's not their fault.

wiki stein: I was saying this 30 years ago.

wiki stein: and I didn't know how to help all my students. I would tutor a lot of them over the summer just to bridge that gap.

wiki stein: But now that I feel like I have been trained in Ebley and all my students can learn to read. I'm super proud, but there's many I left behind.

wiki stein: I and I have done a couple Facebook searches in hopes to find some of them.

wiki stein: I did a search. I found out one of my students is incarcerated, and that kind of hit hard.

wiki stein: but I have to remind myself. You know, when you know better, you do better.

wiki stein: and that's 1 of the reasons I wanted to talk to you tonight was to

wiki stein: to let you know that there is a solution to this problem.

wiki stein: right? I had probably every kind of disorder.

wiki stein: you know, known for the brain, right

wiki stein: receiving language, expressing language, processing my sounds

wiki stein: and

wiki stein: My brain has been rewired. I feel like, if it can happen to me.

wiki stein: it can happen to anyone. We have a solution.

wiki stein: We have a solution. Thanks to you, Nora, we have a solution to this problem.

wiki stein: So yeah, I feel great and excited. But I haven't forgotten all of the kids I haven't reached. And there's

wiki stein: lots of people in this world that that need the help.

wiki stein: Dyslexia is not a life sentence.

Nora Chahbazi: Yeah.

Nora Chahbazi: I'm trying to get my head back here. That was very powerful and moving.

Nora Chahbazi: I know, you know, and I've told you before. Sometimes you're telling me things about what's happening in your brain. And even though I was a nurse, I'm like Vicki, I don't even know what you're really talking about because you have become so passionate about. Really, you're like your own personal MRI, or whatever those are. You know that exploring your brain from learning all about it. Is there anything like that you could share that we all could understand

Nora Chahbazi: from all of that learning that you've done that you would you know that you want to convey, or that you would recommend any resources? Or you know, what? What have you learned as far as your brain? Because it's almost like your learning was unlocked. And you're just like this thirsty going for all of the water everywhere, you know, kind of thing, and and just soaking it all in. So in a.

Nora Chahbazi: you know, summarizing, I guess, to use Natalie Turd, what would you say? That of all of that learning was the most

Nora Chahbazi: powerful

Nora Chahbazi: to convey to us.

wiki stein: The most powerful thing, I guess, I would say, is that reading must be

wiki stein: intimately connected to speech.

wiki stein: We have to use the sounds that come out of our mouth

wiki stein: and tell her what we already know, which is the sound

wiki stein: to an unknown symbol which we call a letter.

wiki stein: And when you teach someone to read

wiki stein: using that language center.

wiki stein: there's no way not to wire the brain

wiki stein: for reading.

wiki stein: And if you have students, or if you have a child that is reading or word calling.

wiki stein: but not comprehending.

wiki stein: You're you're probably not accessing that language. Center

wiki stein: that language center houses.

wiki stein: comprehension.

wiki stein: vocabulary syntax, meaning.

wiki stein: I feel certain, I memorized, using my right side of my brain.

wiki stein: Nora, it would be like

wiki stein: for for children who have trouble learning. It'd be like me giving you a string of random numbers

wiki stein: and having you remember what they're supposed to mean.

wiki stein: Not only that it'd be like me giving you a string of numbers and telling you it belongs to someone who you don't even know that person is. So. I give you

wiki stein: 7 random numbers, and I'm like, that's Aunt Sally's number, and then I give you another 7 random numbers. That's Aunt Jane's number. That's what reading is like for kids when that left side is not wired, because they have to memorize all this stuff that has no meaning.

Nora Chahbazi: You know you said something that was really insightful to me. It helped me learn a lot that I'd never thought of or never even

Nora Chahbazi: considered quite honestly about your traditional phonics and the rules and all of that, that you were using your right side of the brain. Will you elaborate on that, how you share that.

wiki stein: I'm not. I'm not a scientist. This is just what I what I've read and what I think has happened to me.

wiki stein: I realize now that I'm smart, right

wiki stein: I realize now that I'm smart, and that's why I've been so thirsty to learn my whole life.

wiki stein: So because I was smart, I was able to memorize a lot of stuff.

wiki stein: But I wasn't accessing that language side. I could not separate the sounds

wiki stein: right, so I couldn't hear individual sounds.

wiki stein: I heard chunks of words. I saw chunks of words.

wiki stein: So when you, when you see things in chunks, or hear things in chunks

wiki stein: right in the early stages of trying to learn to read.

wiki stein: You're not using your language center. You're using your memory, your memorization.

wiki stein: and there's no meaning to tether to that. And we know how learning works.

wiki stein: Learning works when you have prior knowledge and you tether something new to it. This is why Ebby works right. The thing that humans already have

wiki stein: their words.

wiki stein: They have their words. They know what their words mean. So

wiki stein: that's the part that we we have. And then you add the symbol to that

wiki stein: right when you teach in the opposite way, and you teach the symbol that's arbitrary and the sound that's arbitrary. You've got 2 pieces of information that are new.

wiki stein: That is memorization right here.

wiki stein: But when you take something that someone already knows, that's part of their language.

wiki stein: and then you add that new piece of information.

wiki stein: That's when you start wiring up that language center.

Nora Chahbazi: Yeah, that's been a big Aha of you teaching me that stuff and that awareness. So I

Nora Chahbazi: I appreciate that very, very much. Anything else you want to tell us about our brain and what all that is. That was very good. Turning the lights on

Nora Chahbazi: rewiring.

wiki stein: Well, you know, if

wiki stein: what do I want to tell everybody?

wiki stein: we know

wiki stein: I'm proof of it. Other people are proof. We know that if you start with speech first, st there's no way not to teach someone to read and comprehend.

wiki stein: See, that's the beautiful thing about Ebley. It's just not word calling when you teach Ebley to someone.

wiki stein: and you go through this, the steps of segmenting and blending, and that simultaneous processing.

wiki stein: because you're doing everything at the same time there's no way not to wire the language brain.

wiki stein: So if you've got students who are not comprehending or not understanding the vocabulary.

wiki stein: use Ebley. I mean, it just is real simple.

Nora Chahbazi: You know the word calling thing. I've always, until you started talking to me about this, and I've read a lot about it. I always thought it was kind of like.

Nora Chahbazi: what are they even meaning like, okay, you can read

Nora Chahbazi: It's you know. I thought it was like the when you're memorizing the whole words type of thing but balanced literacy. I've had a lot of people that I talked to balanced literacy. People that say no word calling is when you teach them phonics.

Nora Chahbazi: They become word callers. And I've been very confused about those 2 things, you know.

Nora Chahbazi: What does that really mean? So

Nora Chahbazi: I think I'm understanding you saying that when you have the phonics where we go from the letter first, st or it's the rule, or that type of thing, it becomes like you can read the words, but you haven't processed it in a way, because it's not tethered to the language. Am I getting that right?

wiki stein: 100%. So 2 things just to clarify.

wiki stein: I was a word caller.

wiki stein: I was subliterate, and I didn't even know it.

wiki stein: I could read Nora. I could read the words, but I couldn't understand what I was reading.

wiki stein: so yes, when you

wiki stein: well, ask me that question again. I I got distracted.

Nora Chahbazi: No, it's like the word calling thing in my mind. I was like, it seems to be that you're memorizing the words.

wiki stein: Yeah. No.

Nora Chahbazi: But it's it's so when people speak it to me, they're talking about how it's being connected to traditional phonics instruction. Those people are word callers. Is that what?

Nora Chahbazi: Okay? Yeah, that.

wiki stein: So yeah, the whole memorizing thing. The reason that memorizing doesn't work

wiki stein: is because you can't pull the sounds apart.

wiki stein: If you can't.

Nora Chahbazi: What are we talking, memorizing? What

Nora Chahbazi: memorize.

wiki stein: A word calling right, and for me word calling is just being able to read and not understand.

wiki stein: Then you said word calling is memorizing whole chunks.

Nora Chahbazi: Yeah, I don't know if it's memorizing whole words. I think I used to think that. But then I was told, it's something to do with phonics starting from the letters first. And that's why balanced literacy people tell me that phonics doesn't work because their word callers they can't comprehend. And what you're saying is exactly that

Nora Chahbazi: right?

wiki stein: Well, I guess so. But also I mean I'm just living proof. I was a word caller, and I couldn't comprehend. But to piggyback on that. I think it is because when you.

wiki stein: when you can see a word and you know what it is, but you can't. You haven't processed the language. It's because you haven't gone back to the bottom, which is pulling those sounds apart

wiki stein: and putting those sounds back together.

Nora Chahbazi: With the let, you know, like with the reading and the spelling like with letters. Is that what you mean, or.

wiki stein: Yeah, with with Ebby. That's how we do it. You know, we we pull those sounds apart. We put those sounds back together.

Nora Chahbazi: With the spellings that makes sense.

viki stein: With the spellings.

Nora Chahbazi: Okay.

Nora Chahbazi: yes, thank you for that. I have a question. I was wondering, too, like, How does you? How? How is it with the changes you notice in your students and what you. How is this? Change? How you teach your student. I know you're teaching Ebley, but your understanding, and how you teach them because of your own experience. Can you explain that a little bit.

viki stein: Yeah, I feel like I do a pretty good job of scaffolding, because

viki stein: I know sometimes what the silence means, and

viki stein: I know what it feels like.

viki stein: and I think that's the coolest thing is that as an instructor I'm able to really know what it feels like to struggle before Emily

viki stein: and after. So I know

viki stein: when I'm teaching with fidelity when I'm doing what I'm supposed to with Ebley. I know what they're going to feel like when they get on the other side of that mountain. And I tell my students

viki stein: I was like you.

viki stein: I know what it feels like. I promise you I'm going to be able to help you. I'm going to teach you to read.

viki stein: and for the longest time they won't believe it, and that's fine. People told me my whole life. Oh, you're smart, you're smart. I never believed it until I could harness my own learning. Those words were empty.

viki stein: but I really do try to get that across to my students, you know. Just trust me. Just trust me because I know what what you feel like, but I also know what it's going to feel like when we're done, and my students are much more confident.

Nora Chahbazi: Hmm!

Nora Chahbazi: That's powerful.

Nora Chahbazi: Wow! So did you know what you wanted to be when you grew up? Did you know.

viki stein: I wanted to be smart, that's all I ever wanted to be. I dreamed of being smart.

wiki stein: I used to to visualize myself reading.

wiki stein: and hoping that the letters and the words from off the page would come into my brain and out my mouth smoothly and out my hand smoothly so I could write whatever I wanted to write, and I feel like that. Dreams come true. I can read what I want, say what I want, write what I want.

Nora Chahbazi: Well, that's pretty cool. So you became what you wanted to be when you grew up.

wiki stein: Yeah, I just didn't realize I'd be the one teaching myself. I

wiki stein: life for someone to teach me.

wiki stein: And I just didn't realize it would be me.

Nora Chahbazi: That's pretty amazing.

Nora Chahbazi: Now, is there anything that you would like to talk about that I didn't ask you about.

wiki stein: I feel like if there's a principal on this call listening.

wiki stein: and

wiki stein: you want something to move the needle in your building.

wiki stein: Ebley, is it?

wiki stein: If you're a teacher

wiki stein: and you're interested in this, maybe your Pta, maybe your foundation. Maybe someone could sponsor you.

wiki stein: because if we could put Ebley. In all K. 3 classrooms across the nation.

wiki stein: we could begin to eradicate sub literacy in this country.

wiki stein: We have the answer.

wiki stein: no more excuses. We don't need to talk about the problem.

wiki stein: We don't need to give more books. We need to teach people to read the way

wiki stein: the human brain learns, which is through speech.

wiki stein: I can't say it enough. We have the answers.

wiki stein: So if you're a teacher and your your students aren't having success.

wiki stein: if you're a district leader and your schools are failing.

wiki stein: We have the answer.

Nora Chahbazi: She doesn't work for Emily. By the way, which I do.

wiki stein: And I do not.

Nora Chahbazi: Definitely commercial. There. Vicki.

wiki stein: I don't work for Ebley. My life has been changed. I am a completely different human being because of Ebley.

Nora Chahbazi: And I do want to say on that, too. Can you talk a little bit about your advocacy work in the last few years? You know again her even like you, will come down here and talk to all these people I've been talking to and telling this about, and you've you've expanded upon that. Can you touch on that just a little bit and share a little bit of that with people.

wiki stein: Yeah, I mean, it's interesting, because I have reached out to a lot of people. And there are lots of people here in Georgia who were very interested in

wiki stein: having

wiki stein: having Georgia read right, all of us.

wiki stein: But I feel like, until Ebley is introduced here, and you know in other places that we may not meet those high literacy

wiki stein: goals. So when I talk to people here.

wiki stein: sometimes they look at me like I have 3 heads, because

wiki stein: down here in Georgia we don't have a lot of Ebley instructors, right? We have more traditional phonics.

wiki stein: But these kids are taking 2, 3, 4 years and still not meeting their reading goals.

wiki stein: So when I go to, you know, I've talked to principals. I've talked to superintendents. I've talked to reading advocates, you know

wiki stein: they like what I'm saying, but I guess they just don't believe it.

wiki stein: and they're so entrenched in what they're doing. They feel like it's the right way.

wiki stein: but it shouldn't take 2, 3, 4 years to remediate a dyslexic.

wiki stein: What we do at Ebley is taking months, you know, 6 months.

wiki stein: and we're really able to rewire the brain.

Nora Chahbazi: You know, you have talked about where you have made a lot of inroads with which I think is really interesting. And it's a great idea is with psychologists, right?

wiki stein: Yes. Why do you think that.

Nora Chahbazi: That is.

wiki stein: I think

wiki stein: I think psychologists are interested in the brain.

wiki stein: and I think that they want

wiki stein: to help their students as well or their clients.

wiki stein: and it's important for them to be well versed on on all things reading. And here in Georgia we we get a lot of

wiki stein: We get a lot of reports that

wiki stein: suggest a very traditional phonics form of remediation.

wiki stein: And

wiki stein: it's just not working with with some of these kids.

wiki stein: And I felt very strongly that

wiki stein: if you're writing a psychological evaluation, you need to know about a speech to print approach like Ebley, because the results are so quick. I mean, we're torturing these kids. They go to school all day, and then they go to tutoring for an hour for 3 or 4 years.

wiki stein: It's just not right.

Nora Chahbazi: Yeah, okay.

Nora Chahbazi: I agree with that. Now I know that you have some favorite resources. Do you want to share with everybody? We've got links to the things that you shared with us. But do you want to talk a little bit about some of your favorite things like that? If people are like, okay, I'm a little intrigued by her, but I don't know what this ugly thing is, or I'm intrigued by her, and I don't really know what a speech to print approach is! What would you? What are the things that you would that you recommend to people that you talk to.

wiki stein: Well, I

wiki stein: listen to a Youtube interview with distinct magazine of Dr. Janine Heron.

wiki stein: which was fabulous. She talks all about the brain.

wiki stein: and while we have to use a speech 1st approach.

wiki stein: and why there's so much success with it.

wiki stein: I love the book, make it stick by Peter Brown.

wiki stein: and I will say that I feel like Ebley is at the intersection of the science of learning and the science of reading.

wiki stein: even though Ebley started

wiki stein: well before the book Peter Brown wrote.

wiki stein: visualizing and verbalizing by Carmen and Jeff McGinnis is another great resource.

Nora Chahbazi: Yeah.

wiki stein: Reading reflex is another great resource.

wiki stein: Go to Ebley. Ebley has EBLI has so many awesome webinars

wiki stein: and so much free stuff you can learn. The apps are amazing.

wiki stein: Sometimes, you know, you can put students on these apps and they'll learn to read. You know, a neurotypical brain will just learn to read.

wiki stein: 1, 2, 3.

Nora Chahbazi: Yeah, cricket is putting in the links of all the links that you shared with us some parent resources, educator resources. The Mark Seidenberg article that I love so much to. Why, our children can't read is another thing you have on this list, so we'll put those in the chat they'll also be. If you're watching the recording, they will be in the resources, too. Now, also this whole Vicki writing, this blog and this webinar, and a lot of other things, too. Is what has, that's what has. What do I want to say?

Nora Chahbazi: I don't even get my word. Retrieval is having a problem right now. But

Nora Chahbazi: yeah.

Nora Chahbazi: it brought me to our next webinar that we're going to do, which is going to be on January 23, rd and we'll put the link you can register for that. It's called the sky's the limit. And it's about really

raising the bar and helping kids reach it. Instead of saying, our kids are dyslexic or whatever label, and we need to lower the bar. And I think that that is

Nora Chahbazi: with your story, Vicki. That is, I think one of the most critical crucial things like, let's not talk about what they can't do. Let's talk about what they can do, and let's help them do it. I think that your story is really profound that way and it and that's really what motivated me for the topic of that next webinar. So thank you for that.

wiki stein: I don't think anybody ever expected much of me except just to be sweet, and

wiki stein: you know I was tiny, and I was like a little beauty pie.

wiki stein: No one had high expectations for me

wiki stein: and you know a lot of times when people learn to read and they their brain is wired properly. A lot of people get angry about it.

wiki stein: and I'm not angry because I really feel like this. My mess as a child has come, become my message

wiki stein: for others.

wiki stein: But,

wiki stein: We need to keep that bar high.

Nora Chahbazi: Yeah, I think that's really really critical. Because, you know, however high we keep the bar, those of us teaching kids is how hard we're gonna help them reach right? If it's here, we're gonna help them reach here. But if it's here.

wiki stein: Right.

Nora Chahbazi: Yeah. So I think that that is really really critical, because that so that's gonna be what we're gonna be talking about. So now, I'm sure there's probably some questions, Katie. Do we have some questions for Vicky at all?

Katie Curtis: Yeah, there are some questions.

Katie Curtis: there's actually several on a similar topic. So I'm gonna try to summarize a little bit for you. So don't ask multiple times. But several people are wondering, what does Ebley do differently when you compare it to Og, and you fly like, what's the difference.

Katie Curtis: and specifically what happened inside your brain when you were using Og. Compared to Emily.

wiki stein: Okay.

wiki stein: so I can't speak to you. Fly, but I can speak to Og because I was trained in that. So with Og as an adult, I was able to memorize all the rules and all the syllable types, and I was able to teach that to my students.

wiki stein: But my learning never changed my comprehension, never improved my ability to express myself orally or through writing never improved.

wiki stein: so I I never had any light bulb moments I could hold on to that information because

wiki stein: I'm a smart human being, but I couldn't.

wiki stein: and I could apply it, you know, in my with my writing, but my spelling really never improved

wiki stein: dramatically, and my comprehension never budged.

wiki stein: What Ebley does different than Og is. We start with

wiki stein: the sounds coming out of our mouth.

wiki stein: and then we add the new piece of information that we don't know which is the symbol to it. So spelling drives reading, instruction

wiki stein: with Ebley.

wiki stein: our speech.

wiki stein: our whole language center is what catapults that reading process, because we're able for the students to segment those sounds and recognize them as individual sounds before they put them back together.

wiki stein: and that's where all that wiring happens.

Katie Curtis: Another question. Actually, I want to read. This is from Nikki, she said. I often find students become confident and ready to take on new challenges. Obviously, the new gain skills and knowledge play a role in this. But confidence is powerful. So here's her question. It sounds like you gained a previously unknown confidence. How do you? How does it feel to gain confidence? How do you feel? This affected your professional and personal life.

wiki stein: I feel like I've been set free.

wiki stein: I have the freedom to learn whatever I'm interested in learning.

wiki stein: and of course, more confident in my ability to deliver good

wiki stein: instruction to my students.

wiki stein: And I know I know it's gonna work.

wiki stein: I'm confident, because it happened to me.

Katie Curtis: And this question, and Nora, I don't know if you wanna chime in, too. It's from Amy. Is Emily new? And why are the schools, not using it.

Nora Chahbazi: No, Emily is not new. Emily was created in 22,003.

Nora Chahbazi: By me.

Nora Chahbazi: And

Nora Chahbazi: why are the schools not using it, and I'm a nurse by education. I don't have a you know. That's what my degrees are in. I don't have a background in education. And this all happened. How I got to this was my own child struggles and a whole lot of

Nora Chahbazi: divine intervention that was not planned by me in any way that ended up, I mean, like, like Vicki says, the make it stick that came out in 2015 in it. It's almost like a roadmap of everything Ebley does the integration, the interleaving, I mean everything that's in there that the research has shown is what we've done with Ebley since 2,003. So it's like you have door number one, which was

Nora Chahbazi: a whole language balanced literacy door number 2 traditional phonics, Og, those types of instructional practices. And then you have door number 3, which is structured linguistic literacy or speech to print methodology that has been around. When I learned about it in 97, when my daughter was 1st struggling by the book. Why, our children can't read by Diane McGinnis. She talks in there. This research has been around for decades. I talked to a professor from Michigan State, who said.

Nora Chahbazi: in 1997, by the way, who said

Nora Chahbazi: this, you know, I said to her.

Nora Chahbazi: she was getting kids in 12 h at her center in in Lansing, Michigan

Nora Chahbazi: to out of Special Ed. And I'm like, Okay, I was looking to help my own daughter and I. So I called her because the 12 year old twins, my mom's neighbors, had gotten out of Special Ed, and and she answered the phone herself. I called her. It was called the Reading Center in Okamas.

Nora Chahbazi: And I said, What are you teaching? Is it phonics? Is it whole language? And she said, no, and no. Both of those things, of course, have good to them. But there's also things, especially if you have a subliterate child or adult, that struggles with learning to read that are going to actually hinder them, not only not help them, but hinder them.

Nora Chahbazi: And I'm like.

Nora Chahbazi: so what's door number 3 then? And she said, the research has shown for decades what

exactly what you need to do to teach anyone to read to their highest potential. And again, this was 26 years ago now.

Nora Chahbazi: and I said, Okay, tell me what it is. And she she led me to. Why, our children can't read, and what you can do about it, which wasn't out in bookstores yet. The 1st it was 97 was. It was republished in 99. She put some extra information in there. But this book I had for 6 months been researching. I've been going to schools and watching reading programs in action. I had been buying programs. I'd been going to conferences.

Nora Chahbazi: You know. I was staying at home with my youngest child at the time. I hadn't gone back to nursing. We'd moved here back from Guam. And so I'm finding all these things. I'm like. This isn't making sense. She'd already been taught a becca phonics in Guam, and she'd already been taught whole language in Michigan. She'd had all of these things that are supposed to be the thing. So I already knew those didn't work.

Nora Chahbazi: so I taught her very quickly. I don't say how quickly anymore, because sometimes it's triggering, but very quickly. And she was reading chapter books in second grade. And I'm like, okay. And then I found out almost all of my friends. Kids were also struggling. So Ebby has evolved it wasn't like, I'm going to start a business, and I'm going to do that. None of that. I still don't have a business plan. 26 years later, plug yours business people. If you have that because I don't have a plan. My plan is to teach the world to read, and however that goes so

Nora Chahbazi: only in the last, probably few years Emily Hanford came here and came to Ebley training, and has, you know, learned stuff. So we were in some of her things, and the truth about reading. Emily Hanford, I think, is, has really been the number. One thing that has lifted the awareness, but I think that also the science of reading has shifted too far to over teaching the over teaching that Mark Seinerberg talks about.

Nora Chahbazi: And so we are kind of like the step redheaded stepchild, all of us, me and Marnie and John Walker, and all of us who have speech to print approaches, and we're all very tight knit, and we work together because we have the same aim of teaching the world to read, really, but we've been hiding under our desks because a lot of people like to.

Nora Chahbazi: I don't know

Nora Chahbazi: shoot at us is a little, maybe too strong. But you know.

Nora Chahbazi: did

Nora Chahbazi: degrade. And and we just want to teach teachers how to teach reading. And we want to teach kids how to read, and that's what we want to do. So we're not, you know.

Nora Chahbazi: the more well-known things. I don't. We don't have a marketing department or a sales department, or anything like that. Everybody comes to us from word of mouth, but it's very powerful, and people are becoming more aware, the structured linguistic literacy summit that just happened in June really

Nora Chahbazi: increased awareness. There's 36 presenters that all talked about this kind of instruction and what it is, and why we're starting to get some research. We've got some research that's going to be coming out. We're also waiting to hear. If we got Eir Grant to study Ebley, the Federal Government Grant stuff in 1st grade. So we it's a grassroots kind of movement, and that's why you haven't heard about it unless somebody who's familiar with it has told you about it. Probably.

Nora Chahbazi: So that's a problem. Because now all we have all these state lists, you know, people getting on state lists, and you have to follow the structure. You know the traditional phonics, Og, kind of

Nora Chahbazi: format of rules and syllable types, and all of the things that we don't teach in Ebley because it goes from speech first. So there's a whole lot of reasons for that.

Nora Chahbazi: And

Nora Chahbazi: you know I just keep having faith that it's gonna

Nora Chahbazi: what's supposed to happen will happen. But people there's lots of you know. I see sherry most down here. There's a lot of people who used to teach differently and then teach Ebley, and they've become. I guess evangelists is almost, you know, a word to use like I am going to tell everybody because I taught this other way. And it took years and years and years, and oftentimes many of the kids were still at a second or 3rd grade level. And now they're at grade level. And people need to know this. So

Nora Chahbazi: marketing is not my thing. Business is not my thing teaching people how to read and teaching people how to teach reading. That's my thing. So yeah. And all of us are little small businesses just trying to do the right thing.

wiki stein: But I would say, Nora, if there is a parent or a teacher on listening tonight.

wiki stein: and you think that

wiki stein: your student is the one that can't learn

wiki stein: that is simply untrue.

Nora Chahbazi: Yes, and there's a lot of it.

wiki stein: False.

Nora Chahbazi: Now also to say, I mean Emily's in. I think it's 49 countries, or 49 states now, and 16 countries. We have a lot of people trained all over the place that have heard about this, you know. That's there's a lot of people trained, but it's not, you know. It's not the mainstream yet. We always say, yet you never know how it's gonna go. But

Nora Chahbazi: yeah.

Nora Chahbazi: but yes, anyone you know, if they can talk, and even if you can't talk quite honestly, you

can learn to read, and their minds our mindset is there's something wrong with the learner.

Nora Chahbazi: or there's something wrong with the teacher when the fact of the matter is is there's something wrong with the instruction. The instruction is what needs to be shifted.

Nora Chahbazi: And and really what it's mostly is, the focus is there's something wrong with the learner.

Nora Chahbazi: And it's we have had countless. We also have a reading center here that we kind of try to hide but we have had. We see a lot of kids and adults, and

Nora Chahbazi: countless countless countless people who have been told. Oh, you'll never learn to read.

Nora Chahbazi: and that's just not true, because then they learn to read. So we've got to be really careful of our mindset with that, too. But that's been a conditioning that's happened

Nora Chahbazi: to educators. I mean.

Nora Chahbazi: if they have this or they have that, or they have whatever it is, then you automatically think, Oh, well, they can't. Oh, well, we have to modify. The environment is what they say to to deal with their disability, and I'm like. No, what we have to do is provide instruction that strengthens their weaknesses. That's what we have to do.

Nora Chahbazi: But it's a whole different way of thinking. So it's a big paradigm shift.

Nora Chahbazi: What else, Katie?

Katie Curtis: Yeah, all I can think about that, too, is just as a teacher working at schools where your principal tells you it's okay, that only X amount of or X percent of students are going to succeed. And don't you know, don't worry about the rest. It's

Katie Curtis: it's really discouraging.

Katie Curtis: So

Katie Curtis: there are a lot of questions asking how Ebby compares to very specific programs. You fly

Katie Curtis: the Dyslexic Brain, by Dr. Rebecca Troy, reading Simplified and Cricket, put the link to the ugly community Facebook group in our chat where these discussions happen all the time, you know, with people who have experience with both.

Katie Curtis: I don't know if you either of you want to touch on that at all.

Nora Chahbazi: I'm not going to talk about things that I don't know about. I don't think that's fair. There's a lot of people that will do that with Ebley and tell things about it when they don't know about it. And I wouldn't do that. I've never

Nora Chahbazi: taught any other way. This is all I've ever known is the way that I taught as I was a phonographics trainer for 4 years before I created Ebley, which is the same, you know idea. But phonographics was a little more narrow where it focused mostly on phonemic awareness and phonics, you know, and spelling, of course, too. But I wanted the whole enchilada, with the handwriting and writing, and and vocabulary, and comprehension and fluency, and all of it together in expressive and receptive language, and

Nora Chahbazi: the whole integrated everything which is really what drove me to create Ebley in the way that it has. So I can't speak to. I've learned a lot about Og, because we've had so many hundreds of

Nora Chahbazi: og former, like Vicki, teachers who have come to Ebley, and they've shared. But before that for decades I never really could see behind that. What are they actually doing in Og? I'd been to some trainings and stuff, but I still didn't. Same with balanced literacy. I've been to some Lucy Calkins trainings. I'm like I am not getting what's supposed to be happening here with a child or a classroom.

Nora Chahbazi: and I couldn't understand it with Og either. I have more of an awareness of that now with both of those things.

Nora Chahbazi: but it's I didn't, because it's very kind of kept

Nora Chahbazi: cloistered really? So I can't speak to

Nora Chahbazi: other programs that I've not ever done.

Nora Chahbazi: But a lot of people can. I mean, Vicki can speak to the difference between Og and there's a lot of you fly teachers that you know. I just saw a post, and I don't know if it was in members or in the community page. Our Members page is just for our trainees, but who had to teach you fly in her classroom because they come and check. But she teaches Ebley in small group, which is, I'm like, Wow, that's kind of like a schizophrenic experience, for sure. But it's here's the main difference if you're talking the difference between

Nora Chahbazi: print to speech and speech, to print methodology. Now, it's not speech to print, speech, to print is spelling right speech. So I like to call it structured linguistic literacy to differentiate structured literacy for traditional phonics, structured linguistic literacy for speech 1st or

Nora Chahbazi: linguistic phonics. And that is in

Nora Chahbazi: print to speech. The letters are king, they lead the instruction. A apple, a we, the a is the thing right?

Nora Chahbazi: So the letters which are manmade and not natural, are what's leading your instruction. We're trying to shove all these things into them. Because which is why we have to have rules, and then we have to have a bunch of exceptions to rules. And then this rule only works 40% of the time. Because we're going with the letters being the lead. Okay, with structurally linguistic literacy speech, which is natural and almost every child brings it to school to some degree right? They're able to talk

Nora Chahbazi: is what leads the instruction. So you're going to start with a word. We start with 3 year olds with the word, you know. A 2 sound like a word like Am. We are never going to teach a letter or a sound in isolation

Nora Chahbazi: unless it's like the word, a word, but we never, ever do that. So it's meaningful and relevant, like Vicki says you can attach it. You can tether it to something. Okay. I know the word at or am, or you know.

Nora Chahbazi: you know, tap or whatever you can connect it to something, and then you access the sounds, and then you access the spelling. So it's doing spelling instructions teach reading, and the integration piece.

Nora Chahbazi: So which is why it is so fast, I mean, Ebley is so fast that it freaks out almost all educators that do it at 1st quite frankly, and I think that that's something that we really have to name, that people at 1st are like, wait a minute.

Nora Chahbazi: especially if they've taught something that's gone really slow. They're like

Nora Chahbazi: this can't be, but is, even when you're seeing it. And even me, after all these years, seeing it unfold and transpire. I'm like, how is this even possible?

Nora Chahbazi: It seems that, wouldn't you say, Vicki? It seems that crazy.

viki stein: Well, I mean like, I said, when I 1st started teaching Abley

viki stein: no joke. I had a student. I had worked with her. I can't even remember how long a year year and a half

viki stein: precious child she had dysgraphia, dyslexia.

viki stein: dyspraxia, I mean she had. She had a whole shebang, and

viki stein: I was doing everything I could possibly do to teach this kiddo

viki stein: teachers pay teachers I mean, you name it. I was doing it.

viki stein: And then it was this particular child that led me to Abley

viki stein: swear on my life

viki stein: 1st lesson

viki stein: that kid was reading Cvc. Words.

viki stein: I call my friend Lisa Glickman, who lives here in Atlanta, and I was like, Oh, my gosh, you gotta know what I'm doing, and I never turned back.

wiki stein: Never turned back. This kid was reading Cvc words and writing them the 1st lesson.

wiki stein: I could not move that needle for a year, and then in one lesson, it's the approach. It's like like anything the way you approach something matters, you know. You yell and scream at a kid to go tie their shoes. You're not going to get far, but if you get down on your knees and you look at them, and you say

wiki stein: I need you to tie your shoes because we're gonna need to get in the car. We're gonna be late. I don't want you to trip. I mean, it's the approach.

wiki stein: And the thing I love about Ebley is that cognitive load. That working memory is not weighted down

wiki stein: right? I don't. I don't have a lot of working memory. That's just how God made me. So if you've got this much working memory right? And you got the rules, and you got the syllable types and you got the letter name, and you got all the things here. Guess what? When you go to apply it.

wiki stein: it's gone.

wiki stein: it falls. There's no more room

wiki stein: with Ebley.

wiki stein: We take advantage of that whole workspace right. We segment those sounds. We use what they already know. We only add little bits at a time, and we generate new learning that way. We don't overload them.

Nora Chahbazi: Beautifully done, and said, Have you got anything else, Katie?

Katie Curtis: Yeah. There was a question asking, how could we give the big picture before the little pieces with Emily.

wiki stein: I think that's a great question

wiki stein: depending on your student. And of course you're going to need to know your student. If I'm going to be reading an article about World War 2. Whatever I'm just. You know. I've got a student now who's got a pretty severe language disorder. I'm going to say, we're going to read a story about World War 2. And this is what was kind of going on in our country during that time. And this article specifically is going to speak about women and how women were not treated as equals. I want to build that background knowledge.

wiki stein: So when they're reading that article, and they're processing that information. They've got something to tether the information to. We know how the brain learns to read right? You have to tether something new to something existing. So that's how you would give a big picture you just give a little summary like. This is what we're going to read about. This is what we're going to do.

wiki stein: It gives them something to hold on to. It, gives them some glue, some stickiness.

Nora Chahbazi: And I think, too, Vicki, wouldn't you say because you're going to pre teach some vocabulary that's going to allow you to talk about the application to what you're actually going to read, you know, but also deals with the patterns in, you know, as far as spellings for sounds and prefixes and suffixes and root words, and the morphology pieces and all, how they apply to what you're going to read. I mean, it's just this whole integrated process, not like over here. We're going to do this

Nora Chahbazi: like, I don't know vocabulary. Now over here, we're going to do spelling over here. We're going to do some phone. And in that silo over there we're going to do some phonics. And this silo, we're going to train some fluency. And over there we're going to spell. No, it's all together. You can teach 4 to 6, 4 to 8 of those components of the 5 essential components of reading or handwriting, spelling and writing all at the same time.

viki stein: Light old moment, Nora. You're right.

viki stein: I mean I never. I always thought about giving the big picture to give a summary.

viki stein: But that is another reason. I never understood anything in my life.

viki stein: Everything was in little bitty, segmented pieces.

viki stein: and nothing went together.

viki stein: And with Ebley every everything. We do not only goes together, but it's also that simultaneous processing.

viki stein: So we're just double dipping everywhere for every part of every lesson. And that's why they learn so quickly.

viki stein: If you have a child that is being tutored by a traditional phonics program

viki stein: and you've had it. If you have a child that has been in a program for more than a year.

viki stein: Please stop and think about what you're doing.

viki stein: This is not fair to the child.

viki stein: I am certain

viki stein: that you have a a bright child on your hands that's struggling.

viki stein: Please give them an opportunity to try us

viki stein: a speech 1st approach like Ebley.

viki stein: I just received a student from a colleague who has been in a traditional program

viki stein: after school tutoring for 3 years.

viki stein: Good heavens! This poor child! He needs to go outside and play every day and go to baseball or do whatever he wants to do. He doesn't need to come for tutoring. Let's please

viki stein: get our heads on people. We need this approach. In schools we are torturing these kids after school. It is no fair.

viki stein: If someone would have used this approach with me, or if I would have known this sooner, I could have circumvented so much trauma for so many.

viki stein: We have the answer, what are we waiting on? We have the answer. People.

Nora Chahbazi: I want to piggyback on that, like so many things, are taking my breath away and my speech away to Vicki on this. But 2 things as far as the silo, what I think about what we do in

Nora Chahbazi: classrooms, and also even an intervention. And whatever is, is, we take these times in those siloed blocks, or I call them islands sometimes, or isolated. And it's kind of like we're going to make a car. And the engines in this corner of the warehouse, and the wheels are over there, and the chassis over there. I don't really know a car, but whatever pieces but they're all over the place. So you know all these pieces.

Nora Chahbazi: but you never put them together

Nora Chahbazi: to see how they they have to go together for them to work. It's kind of like a house, too, you know. You can't have the plumbing over there. And then the, you know.

Nora Chahbazi: wiring over here.

Nora Chahbazi: kids need to understand that they're doing that over there, and that over there, and that over there, and that over there, for the whole purpose of bringing it out. And they don't understand that they have no idea that what they're doing in the phonics they're actually supposed to use to read anything or that what they're doing. They don't understand that, and we speak it to them explicitly, like, well, we just do it, I mean, within the 1st lesson or 2. They're reading and spelling, using what we've taught them so that they see the application. If it's not transferring to everything.

Nora Chahbazi: we're wasting our time. So that's 1 big thing and the other thing like you said, as far as these poor kids that are sometimes 2 to 4 h every week for years I had one child that was 12 years, 12 years, and she was reading at about a 4th grade level. She was 21, and she was done with anybody, anything to do with reading, but also I know that sherry most was on. I don't know. She's still on here. I saw her on the front page here, but she also did a little Ebley thing out in Denver. She begged me, after she talked to Vicki, and

Nora Chahbazi: so she's my next begging person, and come out here and talk about Ebby, and so she's also an Ebley evangelist. But what she did is the 1st night she had a State Senator there, and all kinds of people, and she had 3 of her students get up in front of this big crowd of people and tell their story. And

one of them, her name's Mimi. There's video of her.

Nora Chahbazi: and she gets up. And she was so articulate she was in 8th grade, and she said, You know, I decided when I was going to do this presentation that I was going to talk about how much of my life has been sacrificed with all this tutoring I had since I was 4,

Nora Chahbazi: and she said, I added it up. It's more than 3,000 h of my life that's gone.

Nora Chahbazi: And then I went to Evelyn, and it was in a matter of hours. And now I'm I just signed up for 9th grade classes, and I'm in all advanced classes. When, before I was in special Ed, I mean, she was just like I was like she was so articulate about it. But she was just. She's pissed. She had to drive an hour. She had to do it 4 days a week. She had an hour, so she couldn't be involved in anything. She wasn't allowed to do any extracurricular she was any. She had to go to school, and then she had to go to school some more. That is not okay.

Nora Chahbazi: And we're thinking that's because she couldn't.

Nora Chahbazi: you know.

Nora Chahbazi: she couldn't learn. Really, you know, like, you're gonna need 5 million hours or all that time. And we we got to think differently.

Nora Chahbazi: And we've got to understand that what we have been doing

Nora Chahbazi: is inefficient.

Nora Chahbazi: and in a lot of cases ineffective, you know, if it's gonna take 5 years to get the same thing you could do in 6 months or 3 months. Why would we do that? Why would we

Nora Chahbazi: keep doing this?

Nora Chahbazi: And there's a lot of things it's it's more well known. People say it's, you know, whatever it's

Nora Chahbazi: there's many reasons, and it doesn't, I guess, really matter. But the fact of the matter is the number one reason which almost nobody talks about. What about our children?

Nora Chahbazi: Their souls literally. They're learning all of it, them as humans. They're they're being traumatized.

Nora Chahbazi: That impacts them for their whole life. Talk to some adults who are subletter. There's all kinds of them, and all of them. Lots of them in your life, too. Watch the truth about reading, and you'll learn about them. But

Nora Chahbazi: it's unfair

Nora Chahbazi: and unjust

Nora Chahbazi: to continue doing this to children

Nora Chahbazi: when we know better.

Nora Chahbazi: and we do know better. But there's

Nora Chahbazi: who's knocking down my door to say, Hey, how do we learn more about? How do we? How do we expand this further?

Nora Chahbazi: Not

Nora Chahbazi: people that are, I mean, people like Vicki, and all kinds of ebby people are, but not people who have the power to make the decisions that you know they're kind of that in kind of definitely resisting and and pushing it away. So why is that?

Nora Chahbazi: Why is that when it's our children's lives that are at stake here.

viki stein: But I would say to every mama, bear on this screen every mama bear here tonight

viki stein: your child can learn to read.

viki stein: Please do not listen

viki stein: to what you've been told.

viki stein: The bar does not need to be lowered.

viki stein: You need to raise that bar.

viki stein: Please advocate for Ebley in your schools.

Nora Chahbazi: Our children does.

viki stein: There's nothing wrong with.

Nora Chahbazi: It doesn't have to be able to something that works. I mean quickly.

Nora Chahbazi: That's the other.

viki stein: Pratt

viki stein: and Evelyn is.

Nora Chahbazi: First, st yes.

wiki stein: Ebley is the whole package. It's great.

wiki stein: It's given me my freedom. It's given me my life. I can do whatever I want, thanks to ugly.

Nora Chahbazi: All right. My brain is like scrambled eggs. I'm like, I'm feeling very emotional here. Katie, do we have any one more question that we.

Katie Curtis: I think that. Yeah, there's a couple that I think would be perfect to end. About instruction. One. How do you become an Ebley instructor. And then is this instruction one on one small group or whole class? This person, I think, has 23 children. Is there a differentiation or baseline assessment, to administer, to see where students are.

Nora Chahbazi: Yes, to everything. Ebley is all online. It's a asynchronous teacher training and student lessons. We have classroom instruction for classroom kindergarten, 1st grade, second grade up to 5th grade trainings for that. Then we have an intervention training that's got 3 tracks

Nora Chahbazi: that covers instruction for anywhere from

Nora Chahbazi: kindergarten, even preschool up through adults. So and you can learn about that on our website, there's a place called Trainings, and you either go to the classroom training or the intervention training. So private practitioners use the intervention training. Our special Ed teachers, our intervention teachers, title teachers usually do the intervention training.

Nora Chahbazi: and it is

Nora Chahbazi: my favorite is to teach it whole class. Where I want it to be is whole. Class K, 3, so that we can get the fence at the top of the cliff and quit having all these kids falling off the cliff. So we need all the ambulances at the bottom, which is where it mostly is. Now. Ebley is exceptional at remediation, but it's even more exceptional at

Nora Chahbazi: initial instruction to make these kids, you know. I don't know if Julie yes, Julie's on here to kindergarten, and Katie's taught kindergarten. We have lots of kindergarten people who these kids are all reading and not just reading, you know.

Nora Chahbazi: Sam and Matt sat, or whatever they're reading Frog and Toad and read. And they're writing. And they're writing. And they're writing accurately. And they're

Nora Chahbazi: they're

Nora Chahbazi: and these are kids, disadvantaged kids, kids in Detroit kids in inner city kids that everybody says they can't learn which is such a lie. Not true. That's where I really want it to be, but that's where all the money is. So all the other people with the big, you know. Fancy stuff! That's where they're like. No, stay away from here, and and you also, if you have the state list to get on the state list, which

Nora Chahbazi: you know, it's like writing a dissertation times every State. But then it also follows a more traditional phonics thing, where you have rules and exceptions to rules, and some people will even speech

to print will shift

Nora Chahbazi: what they do and add more instruction. That's not necessary so that they can fit the state list. I'm not going to do that, so I'm not. I'm just not going to do it. I will never do that.

Nora Chahbazi: But

Nora Chahbazi: you know. So you have this game that is playing for that. So that that prevents that we have quite a few that are in K 3 prevents that the older classrooms yes.

Nora Chahbazi: and they fly too. So it. It works beautifully. Kay. Whole class.

Nora Chahbazi: small group beautifully, one on one beautifully. You can teach it, anyway. I've taught it in a bar. I taught it in an airplane. I have a picture of me teaching it to some lady next to me in the airplane that I just happened to find out that she really was a struggling reader, so doesn't matter. You can teach it anywhere to anyone, and once you have the training you have everything that you need except for a whiteboard and a marker and

Nora Chahbazi: more reading material. We do provide some reading material, but we give. We take away the work from the teacher. I was just. I'm on the Michigan Reading League, and we were having our meeting a cup last week. I guess it was, and one of our members, delightful member is a principal, and she was talking about 3. In the past 3 years her school has shifted from balanced literacy.

Nora Chahbazi: and I still can't wrap my head around this. Every teacher in her school is a pretty good big district.

Nora Chahbazi: create their own curriculum. They they create their own. I'm like.

Nora Chahbazi: how is that even humanly, I mean, that's like me as a nurse when people say, Go out and figure out how you're going to intubate this baby, what.

Nora Chahbazi: how? I

Nora Chahbazi: I cannot even

Nora Chahbazi: fathom or wrap my head around like, how how are these teachers doing this like, when are they doing that? What are they doing?

Nora Chahbazi: And they're all doing it on their own. Some are doing different than others, because they're looking for a program. Now

Nora Chahbazi: that just blows my mind. So then I've talked about it, and people like that's kind of how. What's typical, you know, is the poor teachers, bless their hearts, have to recreate the wheel when

Nora Chahbazi: that's crazy. Right? I guess you're experimenting, too. Like, let me grab this and that. And the teacher pay teachers like Vicki said, You know, why are we doing what we're doing? We need to ask

ourselves that question, why are we doing what we're doing? And if the answer is not for the highest and best of kids. We need to

Nora Chahbazi: quit. Damn doing it.

Nora Chahbazi: We need to stop.

Nora Chahbazi: And we need to do what we need to do for the best and highest of our kids that there should be no other discussion. I think it should be this way. I believe this. It doesn't matter what I believe. It doesn't matter what anybody believes. What matters is what's working for these kids. So they're now readers when they weren't before.

Nora Chahbazi: You know, they're now proficient readers like Vicky when she wasn't before.

Nora Chahbazi: That's what we need.

Nora Chahbazi: and that's what we all should be doing and asking ourselves instead of I like this. And I like that. And I'm used to this, and you know I I'm doing it because it was put in front of me. I've done that before, too. Oh, why am I doing that? Well, because it's there? It was part of this

Nora Chahbazi: program, but it doesn't make any sense whatsoever. So why would I do that?

Nora Chahbazi: But you have to constantly be vigilant with yourself

Nora Chahbazi: to see and then pay attention. Is this child now reading? If they're still not reading, then we need to do something different. It's not them. It's us that needs to do something different. So yeah, so that was a little soapbox. Sorry, Vicki, do you have anything to share on that.

viki stein: You know I would encourage any adult on this call. Also, if you feel like you're somewhat sub literate.

viki stein: there's help for you, too. It will change your life.

viki stein: Nora is there are there still Youtube videos for adults.

Nora Chahbazi: There's free lessons on there. Yep, that I created.

viki stein: Adult lessons, I would go do them.

Nora Chahbazi: And I also. We also have been sharing those with with educators and administrators, and I'll go if you want to see what Ebby is about. I mean, it's a fraction of it. But you can get the idea of what this looks like and feels like. It's me just teaching you on a screen, and you need a whiteboard and a marker. I highly recommend that lessons are usually 15 min long or so, and there's 20 of them. So yes, you can do that, too. Yeah.

viki stein: Thank you for having me, Nora.

Nora Chahbazi: Yeah, thank you so much, Vicki. That was just really, really insightful and just

Nora Chahbazi: amazing and very I don't know my heart. I don't know what my heart feels. I think my heart feels happy, but it also feels crushed. And it's just. I feel like all these emotions in my body this whole whole time with you sharing. So it was fantastic, and I appreciate it very, very much. And thanks all of you guys for being here, please. You'll get the recording tomorrow, and the link and all, and you can still share out the registration. We have people that sign up for our webinars. It'll be on our webinar page forever

Nora Chahbazi: that people can get this. So if you were inspired, and you know other people that might want to hear Vicki's story.

Nora Chahbazi: please share it, and also we will. If you well, if you're on here, you'll be on our mailing list. But we will let you know and send out the link with her. Npr. Interview.

Nora Chahbazi: is published to that. Podcast so thank you. Everybody. Thank you. Cricket and Katie for helping us out there too, and thank you, all of you, for your great questions. I appreciate it, and hopefully I'll see you. January 23rd for our next webinar.

Nora Chahbazi: All right. Thanks.