

Opening the GATE for Exceptional Children

Transcript of Episode 379

Julie Walker: Hello, and welcome to the Arts of Language Podcast with Andrew Pudewa, founder of the Institute for Excellence in Writing or as many like to say, “IEW.” My name is Julie Walker, and I’m honored to serve Andrew and IEW as the chief marketing officer. Our goal is to equip teachers and teaching parents with methods and materials, which will aid them in students to become confident and competent communicators and thinkers.

Julie Walker: So Andrew, I want to talk today with you about another category of learning differences, and I'm not sure everybody actually understands that this could be classified as a learning difference.

Andrew Pudewa: Well, I'm guessing that it would fall under that kind of title of Exceptional Children

Julie Walker: yes

Andrew Pudewa: and, and there isn't a National Council for Exceptional Children. They do conferences. And they put together kids with kind of special needs, special circumstances that would make learning harder.

Julie Walker: Right

Andrew Pudewa: But they also include kids who are in the kind of what we used to call gifted and talented

Julie Walker: right

Andrew Pudewa: zone. I don't know. Is that what they still call it?

Julie Walker: That's what we're calling it today.

Andrew Pudewa: Okay.

Julie Walker: And maybe with apologies if we are not using the right term today, but we are talking about gifted and talented and it reminds me of one of my favorite Disney animated movies. Actually, Pixar did the Incredibles, and there's a scene in there where Dash, he's the one that can go really, really fast. He says to his mom, “but dad says we're special.” And mom says, “Dash, everyone's special.” And Dash says, “Which means no one is.”

Julie Walker: And you know, it's, it's, it's one of those painful truth things, you know, what do you do with a gift and a talented student who you know has been gifted with certain abilities and our culture just kind of wants to make everyone the same, that egalitarian myth? And can we just start right there? What is your experience with the egalitarian myth and what does that even mean?

Andrew Pudewa: Well, you know, it kind of goes back to conversations we've had about say John Gatos explaining of education, the changes that happened from the mid-1800s to the early-1900s, and then Oliver Demille kind of labeling that change in education to be the, the Soviet conveyor belt. So that it's Soviet in that it's non-optional because we had compulsory school attendance for a very long time until home school freedoms started to arise in the late 1900s.

And also that idea that you could take a group of children and have them do the same thing in the same way according to the same schedule to get the same result and that kind of conveyor belt system or conveyor belt way of thinking about education was what came in and has kind of reached its completion. And I think most people in education have come to the conclusion. That just doesn't work.

Julie Walker: No.

Andrew Pudewa: I talk about this a little bit in my talk, *However Imperfectly*, and it's a great talk. People can listen to the whole thing or read the essay. That is, um, a summary of the talk. Where this idea that one of the things that I realized kind of a duh, like as soon as you say it, everybody agrees, but nobody operates as though it's true. All children are different.

Julie Walker: They are different.

Andrew Pudewa: And in, in our space, we hit you know, in schools in particular, but in the homeschool and hybrid school world as well, uh, we do come up against that problem of teachers know this, but the system doesn't accommodate for that too well until kids get a label.

Julie Walker: Right.

Andrew Pudewa: And once they get a label, then all sorts of things can be different. So when you can label a kid learning different or whatever you wanna sub labels.

Julie Walker: Right.

Andrew Pudewa: Dyslexic, ADHD spectrum, and we've talked about a lot of that. Now you're allowed to do something differently. It's the whole idea of differentiated instruction.

Julie Walker: Okay.

Andrew Pudewa: That would be a term familiar to any teachers out there who work in that area. The idea of being, oh, well, since these kids are different, well we should be able to do something different.

Julie Walker: Right.

Andrew Pudewa: With them.

Julie Walker: Right.

Andrew Pudewa: And that gives the, the special ed branches of school districts a whole lot more freedom to choose curriculum, to adjust things, to not worry as much about the dictates from the state or the district.

Julie Walker: Of course, then we run into the problem of labeling children.

Andrew Pudewa: Exactly. Now on the other end, you've got kids who fall into the, it's easier to learn rather than harder to learn. And probably get bored in school even faster.

Julie Walker: yeah

Andrew Pudewa: I don't know if I ever told you this, but I might have been labeled gifted because I skipped second grade. So we moved and I was in first grade and I guess we moved over the summer. That would be my guess. I mean, I was only six years old. And then at the new school, they put me into third grade, so I never went to second grade, and I don't recall that I ever had a problem with any of the academic stuff.

Julie Walker: Right.

Andrew Pudewa: You know, reading, writing, doing math, spelling, that was always pretty easy.

Julie Walker: I find it fascinating, Andrew, that so many similarities between us growing up in Southern California dads engineered, sailboats. I skipped eighth grade.

Andrew Pudewa: You skipped eighth grade? Well, now the funny thing there is I did eighth grade twice.

Julie Walker: Oh no.

Andrew Pudewa: Well, what happened in my case was I was a year, you know, ahead of everyone. And when I got to high school, I was a year younger. And it was just, it was hell. I hated it so, so much. I would just sit around and daydream about ways to just escape. I, I even convinced the high school counselor with the inkblot test that I was profoundly like depressed and even suicidal. I came up with the darkest awfulest possible inkblot responses that any intentionally because I wanted out of the school and I didn't care. So I actually went to a private school for eighth grade, a second time. That was the best year of my life,

Julie Walker: Sure, yeah

Andrew Pudewa: you know, I loved it. And then when I went back to that same school, I, I survived. So, anyway that is interesting.

Julie Walker: Yes

Andrew Pudewa: So did you graduate high school a year earlier than everyone else?

Julie Walker: Mm-hmm

Andrew Pudewa: Oh, So, you know, I, I don't know. They didn't have, as far as I remember, any gifted and talented program that I participated in, although I think they tended to divide kids into classes certain way, but it was all invisible.

Julie Walker: Sure. Well this was a long time ago, Andrew. As much as we hate to admit it.

Andrew Pudewa: It was a very long time ago.

Julie Walker: it was a very long time ago,

Andrew Pudewa: but, um, now of course, you know, uh, there's so much more understanding of this and definitions and categories. So

Julie Walker: Right.

Andrew Pudewa: what, what is the definition of giftedness? I mean, you did a little research on this.

Julie Walker: I did. So according to the National Association for Gifted Children, giftedness is students with gifts or talents they perform or have the capability to perform at higher levels compared to others with the same age, experience, or environment in one or more domains. So, you know, they can come from all backgrounds and ethnicity or economic, they just, you know,

Andrew Pudewa: of course

Julie Walker: They got more stuff in their brain and they're able to do things more easily..

Andrew Pudewa: Yeah, and it probably usually surfaces in early reading.

Julie Walker: Yes.

Andrew Pudewa: That would be my guess because most schools, uh, their primary concern is at what level are kids reading.

Julie Walker: right

Andrew Pudewa: That, and that's where a tremendous amount of energy is focused. So if you've got kids that are reading well, particularly in the early grades, it, it's almost a real problem for a teacher,

Julie Walker: right,

Andrew Pudewa: Because what do you do with a child who can read everything and you're busy teaching other people how to read basic things?

Julie Walker: right, right. Yeah. And were you reading before you attended school?

Andrew Pudewa: I'm pretty sure I, I don't ever remember learning to read.

Julie Walker: Yes,

Andrew Pudewa: I feel like I always knew how to read.

Julie Walker: I was reading very young, and so I was very bored in kindergarten.

Andrew Pudewa: Yeah.

Julie Walker: And I memorized the alphabet backwards.

Andrew Pudewa: Oh, Z Y X W V U T S R Q P O M L K J I almost got it.

Julie Walker: yeah. Oh yeah. And you know, because my dad taught me to read.

Andrew Pudewa: Yes.

Julie Walker: And why not? Well, because now I was bored in school. So I thought from that same website, the National Association of Gifted Children, I'd like to just touch on some myths about these gifted children. So, and just see if you have any comments about that.

And then I wanna go into challenges that they may face. And, how, of course, Structure and Style can help students who are gifted, teachers of students who are gifted and talented can use our writing method to help them grow in this area.

Andrew Pudewa: Absolutely.

Julie Walker: How they can make accommodations, as you say. So myth number one, gifted students don't need help. They'll be fine on their own.

Andrew Pudewa: Well, I would think, um, anyone who spent any time with kids whose brains work really fast in a way they need as much in terms of scaffolding support structures as the child who struggles with it. So, you know, I can definitely see that. Otherwise they just kind of go wild. Like explode in different directions. And then how do you pull them back in and help them focus on the thing that you're doing

Julie Walker: right

Andrew Pudewa: rather than the incredible new idea that they just have?

Julie Walker: right. Exactly. Exactly. So myth number two, teachers challenge all students so gifted kids will be fine in the regular classroom.

Andrew Pudewa: Well, in an ideal circumstance, that would be true. And at risk of possibly offending someone I'm just gonna say it. When I first met, um, Ingham and Webster, you know, they're very old school. They were teaching.

Julie Walker: in the thirties and forties.

Andrew Pudewa: Yes.

Julie Walker: Yeah. Yeah. 1930s and 40s.

Andrew Pudewa: And so, you know, as, as Mrs. Ingham was designing the blended sound sight program of learning to teach, you know, first graders how to read and write, and Webster was expanding on that in the writing program. They were continuously talking about how you would filter kids into different levels of challenge, affectionately referring to them as the birdies and the grunTERS. But in a, in a, affectionate way just understanding that in any group of children, some are going to need accelerated opportunity challenges, information to stay engaged, and others are gonna need more repetition at a slower pace and maybe a little more direct help.

But that was of, that was kind of in a different time period where Yeah, teachers had to deal with it. You know, Webster's first teaching job was in a one room schoolhouse, if I recall. He said 47 students, and six of the first graders were Ukrainian refugees from World War II who did not speak English.

Julie Walker: Wow.

Andrew Pudewa: And he had, you know, kids from six to 16 all in one room. That was his first classroom job. And so, you know, there, there's that tradition of, okay, we got a whole bunch of kids. They're all at different levels in everything. How do we help them individually?

Julie Walker: Yes

Andrew Pudewa: But that one room schoolhouse model was gradually eclipsed by the age segregated grade level classroom model where everyone was doing the same thing at the same time according to the same schedule. So, you know, it seems as though maybe once upon a time teachers could do that, but now given the, the dynamics and expectations, it is much harder.

Julie Walker: Yes, yes. The age segregated classrooms, I think is a huge contributor to some of the challenges that these students use because myth number three is gifted students make everyone in the class smarter by providing a role model or a challenge.

Andrew Pudewa: Well, again, that would be theoretically they could raise the level of language use and intellectual engagement and enthusiasm. But when you age segregate kids suddenly, if they're all the same age, they're all the same rank in life. It's just uncool.

Julie Walker: yep

Andrew Pudewa: To be different. It's uncool to be better. It's also uncool to be behind. So if everyone wants to have a good relationship, they kind of have to all sink down to the lowest common level. And I think that sometimes, you know, those kids who could go a lot faster and could be that example of an engaged, excited, competent student. They, they semi-unconsciously just dumb themselves down so they fit in,

Julie Walker: right, yep

Andrew Pudewa: And so that would be, you know, kind of a sad circumstance.

Julie Walker: yep

Andrew Pudewa: Either that or they just get so bored, they become a behavior problem, attracting attention to themselves and driving everybody else crazy and being hated for it.

Julie Walker: Which leads us to another myth. I'm not doing all of them in the interest of time. I'm just skipping them. That student can't be gifted. They are receiving poor grades.

Andrew Pudewa: Well, you know, I think we can very clearly look at many examples of students who were bored because of intelligence. And started to just not care.

Julie Walker: Right.

Andrew Pudewa: And, and I think that's even more likely in today's world then, say, it was in my generation. I, I cared about good grades and doing well because my parents cared.

Julie Walker: Yes.

Andrew Pudewa: And so there was a lot of emphasis on that. I'm sure there was with your parents as well. Today I think, you know, it's sad but true that large numbers of parents are just not as engaged at all in their knowing what their kids are doing at school, knowing how they're doing, and helping solve some of those challenges and problems.

Julie Walker: But we are definitely preaching to the choir here because the parents that we are talking to today

Andrew Pudewa: sure

Julie Walker: are not those parents. They absolutely care.

Andrew Pudewa: You know, and the teachers we're talking to are wishing the parents would be, you know, more involved

Julie Walker: yep

Andrew Pudewa: and, and that's why I think organizations like this exist

Julie Walker: yep

Andrew Pudewa: Is to help teachers and parents get the information they need to be more involved and help overcome some of these myths so they can truly serve that gifted child.

Julie Walker: Okay, so some of the types of challenges gifted students face, can we just segue to that

Andrew Pudewa: Yeah, absolutely

Julie Walker: a little bit? and, um, you know, I just have a short list. And this list came from the Davidson Academy website, and this is a educational facility. They say some of the most common problem areas for gifted children include the following, and it's a shopping list here.

Andrew Pudewa: Okay.

Julie Walker: Sensitivities and over excitabilities.

Andrew Pudewa: Well, I think any child can be vulnerable to that. The point would be that gifted kids are not immune.

Julie Walker: Exactly. Yep. Social skills,

Andrew Pudewa: Every child struggles with social skills, especially in today's modern world.

Julie Walker: Yep.

Andrew Pudewa: And gifted kids are not immune. Whether they're more likely to have issues in that area, I don't know. But I think the, maybe it's a myth that because they can do schoolwork more easily, they must do everything more easily.

Julie Walker: They can pick up on social skills really easily

Andrew Pudewa: yeah

Julie Walker: or whatever, but it's also that stigma that you were talking about just a minute ago. If you were too smart, then you're going to be ostracized.

Andrew Pudewa: Yeah.

Julie Walker: Because you're making other people feel less smart, I suppose.

Andrew Pudewa: Yeah.

Julie Walker: Perfectionism.

Andrew Pudewa: Oh, we see that? Yeah, very much so. I wonder if this is more of an occurrence today than it was in the past. I don't know for sure, but I suspect that in the category of parents who care, there is a greater likelihood of semi or subconsciously creating that you should do everything perfect. Because kids will translate, do my best into being perfect

Julie Walker: Mm-hmm. Yep.

Andrew Pudewa: And there's a gap there. So, you know, we as teachers and parents have to always realize it's great to strive but no one is going to be perfect 100% of the time, and that's just a, it's a hard lesson to learn.

Julie Walker: Sure.

Andrew Pudewa: I do wonder if our modern, I don't know, kind of hyper achievement trend that you see in some ways isn't contributing to that.

Julie Walker: Sure.

Andrew Pudewa: Perfectionism category

Julie Walker: Yeah, exactly. My mind has got two voices in it. One is my 10th grade English teacher who said to me, good enough isn't. Yes. And you know, it's, it, it's very fitting now that I now work for the Institute for Excellence in Writing, cuz we do strive for excellence.

Andrew Pudewa: Right.

Julie Walker: But I also have another voice in my head and this was my mentor in my MBA program that said Julie B equals MBA. You don't have to get an A in every class.

Andrew Pudewa: Yeah.

Julie Walker: And um,

Andrew Pudewa: Well, and there's also the idea that perfection is the enemy

Julie Walker: Yeah.

Andrew Pudewa: Of good.

Julie Walker: Yes.

Andrew Pudewa: Like if, if you're so obsessed with perfection, you, you can't do anything.

Julie Walker: Yep

Andrew Pudewa: I mean, I've, I've watched children struggle for so long to make a word look perfect.

Julie Walker: Like penmanship wise?

Andrew Pudewa: Yeah. You know, and okay, that's nice that they care. But when you have to erase and rewrite and erase and rewrite and erase and rewrite, and it's still not good enough to make you happy, well that's preventing you from writing anything else?

Julie Walker: Yep. Yep.

Andrew Pudewa: There is that problem that perfectionism can impede actual progress.

Julie Walker: Exactly, exactly. So let's move this now over to our Structure and Style writing method. Our EZ + 1 idea, how can we filter students in a classroom? Go Andrew Pudewa

Andrew Pudewa: Sure. Well, you know, when we do our professional development for teachers, we always do include a conversation about the idea that even though you've got 20, 30 kids who are in the same grade, there will still be quite a range of aptitude in reading, writing, and you know, pretty much everything. But writing in particular, and that doesn't mean that they haven't all been taught well. I mean, you could assume they were taught well, or they were all taught poorly. I mean, they, they came from the same previous classrooms, right? If they're in a school, but there's still that aptitude, so, so we have this idea that now they should all do the same assignment. Which would require them to do the same length, require them to use the same source text, require them, and this is where I think you know is most dangerous, is require them all to do the same checklist. And then what happens is some kids do it pretty easily and they're like, okay, what's next? I'm ready. But you're not ready for them. So okay, go read a book or go do some busy work, or go do something else, or just leave me alone. And then you've got some kids who are really kind of overwhelmed. So the first thing we would say is, well, number one, you can customize the checklist.

Julie Walker: right.

Andrew Pudewa: You can take your top few kids and say, hey, I'm not gonna show this to everyone because this isn't easy for them, but I see that it's easy for you. So here's the next style technique. You can secretly add it to your checklist and try it out in this next assignment.

Julie Walker: Well, and I, I just have to mention this because we may have some brand new listeners here that do not know about our premium membership and what's included in there, which is our checklist generator, so that you can actually customize them for, you're gifted and talented and those that aren't quite, so

Andrew Pudewa: Yeah, you could also just write onto whatever checklist you're using the next thing.

Julie Walker: Right, exactly

Andrew Pudewa: Um, and then you can go, you know, to some of the students and say, you know, I think this is maybe feeling a little overwhelming. And just cross off a couple things

Julie Walker: Right

Andrew Pudewa: from the checklist and say, you just stick with these three things. Don't worry about the rest of it. And you tell me when, when this is easy.

Julie Walker: Right

Andrew Pudewa: And then we'll start adding 'em in again

Julie Walker: Right, and that doesn't mean that that gifted and talented student is now scored. He could get an A and the highest the other student could get would be a C. It's not like that at all.

Andrew Pudewa: No, no, no, because well, with our approach, if you do a hundred percent of what's on the checklist, you get a hundred percent

Julie Walker: Right.

Andrew Pudewa: On the assignment.

Julie Walker: Exactly.

Andrew Pudewa: And you know, as we've talked about before, the, the ideal there I think is it's either A, which is a 100% meaning accomplished or accepted, or I meaning incomplete. You're not finished. You need some help. If, if you can't do that for some reason, well then you could assign percentage base. Right? But you know, if someone has 10 things and they miss one, Okay. They get 90. If someone has seven things and they miss none, well they'd actually have a 100, you know, so,

Julie Walker: exactly.

Andrew Pudewa: You could do it that way. Another idea is this idea that everyone should do the same number of assignments. Now this gets a little bit dicey because we do have this egalitarian idea that it wouldn't be fair to make someone do more work than someone else. But you know, in kind of an ideal classroom, if someone needs more time to finish something and someone doesn't need that much time, well why not give them another source text? Kind of an off the record chance to practice their skills and do it. And you know what I've found is that most of the kids who find it pretty easy find it enjoyable enough that they're willing to say, okay, yeah, I'll do an extra one. And, uh, you know, Webster even had, and Mrs. Ingham had this idea too, the, the, the reading pathway. And, and so she would put a little poster on the wall with a stairway or something and every time one of her little grade one students finished a little book, that little figure of the student with their name on it would go up a

And so, yeah, everybody's at a different place on the, on the stairway.

But you're not comparing kids that way. It's just Okay. They're, you're making progress.

Webster had this same idea for a writing assignments, like when you complete a writing assignment, you move, uh, on your little pathway there, and it's okay to move faster than someone else in the room, and you know that some people kind of bristle at that idea now, but I don't know that any of the kids ever got either too prideful or too depressed.

I, I think, you know, it's, it's kind like life. Right? I mean, you get a job. Some people move up a little faster than others. I go to the gym, some people gain progress a little faster than me. And what, what is, there's no reason for me to be either prideful or depressed. It's where I am. It's reality.

Julie Walker: Yep. Yep.

Andrew Pudewa: And, uh, so maybe, you know, that idea of adjusting the checklist, the number of assignments, and even to some degree, the, the complexity of the source

Julie Walker: Sure. Sure.

Andrew Pudewa: Um, you know, we include in our history based writing lessons, a link to a file that has similar but slightly easier to read source text.

Julie Walker: So, and we also include in many of ours, not all theme-based books, advanced editions. So the checklist is a little bit harder. We've added a few more stylistic techniques for the students to play with.

Andrew Pudewa: So, you know, I think that a teacher can handle this well, and it may be different than what kids are used to in other classes or other circumstances. But I think there is an honesty to that, that at their soul level they'll be okay with,

Julie Walker: Well, and one of the reasons why I think this is totally possible, and you've kind of alluded to it already, is that the core of what we do is teacher training, because it's not just curriculum, it's the teachers know how to make adjustments for those students that need something easier or something they need more of a challenge, I think of the, the problem with students being bored in the classroom. Well, maybe they're bored because you're not a very exciting teacher. No, it's probably because they're not being challenged and they want to be challenged.

Andrew Pudewa: Yeah.

Julie Walker: And so we want our teachers, whether they're a homeschooling parent or whether they're a classroom teacher, to go through our teacher training so that they can learn the method and they can make adjustments accordingly. We often say don't allow our curriculum to dictate

Andrew Pudewa: Yeah

Julie Walker: what it is you're teaching your students.

Andrew Pudewa: And in my talk on, um, Mastery Learning.

Julie Walker: Yes,

Andrew Pudewa: I do kind of make the statement that whatever book you're using, textbook, workbook, worksheets, whatever you've got, it's really only gonna work as well as you. Like it's not gonna teach the kids. And so if it's going too fast, you've gotta slow it down, put in more practice, you know, put in, add more help, add more example, whatever it is.

If it's going too slow, well then create the opportunity where you can speed it up and make it a little more challenging. I, I think my most frustrating thing was math because I would just do the math and I didn't need the teacher to explain this stuff, and then I could have done, you know, the next lessons. But the teachers very often would say, don't work ahead in your math book. Okay, don't work ahead in your math book. What am I supposed to do? Just sit here? Well, if you, if you're finished and you have time, read. Okay. So, you know, I get to do extra read. Well, what's the crime of getting to do extra math? Well, what it means is that the teacher would have to adjust to this idea that you could have kids at a dozen different places in the math book.

Julie Walker: Right.

Andrew Pudewa: And that's just a com. It's a different logistics. It's a different classroom management.

Julie Walker: Right.

Andrew Pudewa: And most people aren't learn, they haven't learned to do that. Doesn't mean it can't be done. And that's the way all the one room schoolhouse teachers did it

Julie Walker: yep

Andrew Pudewa: way back when.

Julie Walker: Well, and to that point, do you recommend teachers, and I think I know the answer to this, they've got a spectrum of students. Do you recommend that they have the students go in different units? So you've got some in still in unit one and two and some in unit five, or do you keep them together in the units and adjust the checklist?

Andrew Pudewa: Yeah, Webster's idea, and I think it, it is the best way to go is everyone's in the same unit.

Julie Walker: Yep

Andrew Pudewa: And if you're going by the unit a month schedule, then okay, it's October. We're all gonna do unit three. And so you're going to do the first story, everyone together,

Julie Walker: Yep

Andrew Pudewa: or make the keyword outline. Okay. The next story, okay, let's talk about it. Maybe make the keyword outline, but now do more on your own. The next story, okay. You've got the hang of it, try it on your own. But if you need help, let me know. I'll come over and help you. You know, and then if you have one more, well maybe you've got the kid who already did it while you were talking. Okay, well here's an extra story. Here's another one from my secret file

Julie Walker: exactly

Andrew Pudewa: from my interesting source texts, that you can have while I help the other people who are not doing this as fast as you are. And then, End of the month. Okay. We're done with unit three, unit four. So within the unit you can customize both the checklist and the number of assignments and possibly even the challenge of the source text, the reading level of the source text.

Julie Walker: Right. But stay in the same unit.

Andrew Pudewa: I would recommend that. Yeah.

Julie Walker: Great. Okay. Well, I think we have given our listeners food for thought and perhaps an argument to consider Structure and Style actually can work for these students.

Andrew Pudewa: I, I wanna say one more

Julie Walker: Sure

Andrew Pudewa: thing in this regard, just because of the sheer number of people who say this to me. My child can tell a story that's so amazing. He can tell you stuff, but when I ask him to write it down, he can't. And they don't quite understand why. They would equate the idea of being able to think of stuff with the skill of being able to write this stuff. And then they don't get the the gap. And I think those kids who have that facility with language, the vocabulary, the imagination, the memory, all of the components that would allow them to, to write well, but they can't do it. Well, that's because their brains are so fast.

One of the things I've said, you know, a hundred times is you know, this child's brain is faster than their hands. And one of the challenges I think of kind of the gifted, imaginative, high language aptitude kid is they don't know how to slow down their brain.

Julie Walker: Yes.

Andrew Pudewa: And then I explain that what we do is we help separate the complexity of what to write and the writing of it and the, the fundamental universally applicable tool in that is,

the keyword outline. And as soon as those kids get that keyword outline, now they can shift into the task that isn't as easy for them, which is the putting of words into sentences and the mechanics and spelling and proofreading what you wrote and all of, all of that stuff, because they already know what they're gonna say and write and they don't have to hold that all in their memory

Julie Walker: Sure.

Andrew Pudewa: at once. So, you know, that's, uh, very often, as soon as I explain, if you separate the complexities, then it's easier, people get it. Mm-hmm. And then, you know, they come back a year later and tell me their success story, et cetera.

Julie Walker: Love it. Well, thank you Andrew. Very helpful.

Andrew Pudewa: Yeah. Interesting topic.

Julie Walker: Thanks so much for joining us. If you enjoyed this episode and want to hear more, please subscribe to our podcast in iTunes, Google podcasts, Stitcher, or Spotify. Or just visit us each week at IEW.com/podcast. Here you can also find show notes and relevant links from today's broadcast. One last thing: would you mind going to iTunes to rate and review our podcast? This really helps other smart, caring listeners like you find us. Thanks so much.