Teaching in the Messy Middle

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Kristie Pretti-Frontczak, Ph.D.
Kristie.B2K@gmail.com
http://b2kcoach.com

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What is the Messy Middle?

Progression of Inclusion Behaviors
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Inclusion behaviors are based on the ESSENCE GLOSSARY™

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EI/ECSE Paradoxes

*Think “jumbo shrimp” or “crash landing…”*

1. Intentionally guide from the side, not from the stage
2. Set common but different outcomes
3. Set high expectation and low demands

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Getting Ready to Teach

*Try not to*

*Take it Personally*

*Try not to*

*Control others*

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6 essential vitamins for guiding and teaching

- Calmness
- Confidence
- Common-sense
- Consistency
- Clarity
- Connect

What do sages do? Direct
Decide
Determine
What do guides do?

**Self-Correcting Materials**

- Allow for independent practice
- Control of error is built into the materials themselves
- Ensure when errors occur, they can be perceived using different senses
- Create multiple learning opportunities and deliver immediate feedback
- Provide easy to understand directions and logical actions
- Include a sequential or multi-step component
Examples of Self-Correcting Materials & Targeted Outcomes

<table>
<thead>
<tr>
<th>Age</th>
<th>Examples of Materials/Toys</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 months</td>
<td>Multisensory soft sorter; stacking rings; busy boards</td>
</tr>
<tr>
<td>18 months</td>
<td>Puzzles (e.g., 3+ piece, nesting)</td>
</tr>
<tr>
<td>30 months</td>
<td>Objects for matching/sorting; Templates to replicate</td>
</tr>
<tr>
<td>42 months</td>
<td>Pattern blocks and boards; plastic containers and lids</td>
</tr>
<tr>
<td>60 months</td>
<td>Locks and keys; nuts and bolts;</td>
</tr>
</tbody>
</table>

http://www.pinterest.com/kpretif/

Blending

“Every child is a triangle!”

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Change the WHAT

Are Children Struggling?

1. **Complex** and multi-component common outcomes
2. **Concurrent** or related knowledge/processes
3. **Generalizing** and using skills across time, settings, activities, people, and materials
4. **Adapting/Adjusting** to changing demands, rules, and/or priorities
Has Development and Learning Stalled?

Child’s performance:
– Doesn’t **change** or **improve** over time
  - Doesn’t reflect **higher** forms or more **complex** forms of the common outcome
– Is **hampered** or **interrupted** because of some other factor, for example:
  1. Latency
  2. Quality of performance
  3. Multiple and varied

Joint Attention
Get, Shift, Keep Attention
Participation: look, listen, remain, interact, follow directions
Use Fingers

Grasp Strength Mobility

Write Letters of Name

Function of Objects and Roles

Impulse Control

Plays Cooperatively: roles, identities, reenact, imaginary props, with peers
Types of Visual Supports

- Actual objects
- Photos
- Drawings
- Colored line drawings
- Black and white line drawings
- Written words
- Written phrases

Content based upon the work of Barbara Avila, Synergy Autism Center
• Make the unpredictable predictable
• Problem solving, making a plan, or organizing thoughts
• Ensure mutual understanding
• Process a strong emotion and regain neutral state

IT’S GONNA TAKE MORE THAN A VILLAGE TO ENSURE ALL CHILDREN THRIVE

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What “squared” for me...
What is “circling” around...
What was a “highlight”...
What I will “do” next...

http://www.b2kcoach.com/b2k4squaresurvey/