

session agenda

TO DO LIST:

before - during - after

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If you can start to distill the why behind the discrete skill, you've started to find the magic, you've started to find what's functional

PHOTO CREDIT: ERICKA KARAZSIA @THEEVERDAYPICTORY


Ask..."How will this increase this child's ability to participate, have access to, or make progress in appropriate daily activities?"

PHOTO CREDIT: ERICKA KARAZSIA @THEEVERDAYPICTORY

| Functional | Non-Functional |
|---|---|
| Child holds objects with one hand while the other hand manipulates | Child stacks three one-inch cubes |
| Child moves through the environment independently | Child walks on a balance beam for five steps alternating feet |
| Child uses words, phrases, and sentences to inform | Child produces /t/ /b/ and /p/ sounds in isolation |
| Child remains with or near a group of familiar adults and peers for the duration of an activity | Child sits in designated area at circle for 15 minutes |

<https://prekteachandplay.com/podcast26>

Developmental Sequences



- Step-by-step
- Developmental milestones
- First - then
- Earlier to later

F. Interaction with Objects

1. Uses Imaginary objects in play (p. 89)

1.1 Uses representational actions with objects

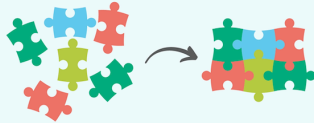
1.2 Uses functionally appropriate actions with objects

1.3 Uses simple motor actions on different objects

1.4 Uses sensory examination with objects

<https://preteachandplay.com/podcast26>

Pedagogical Sequences



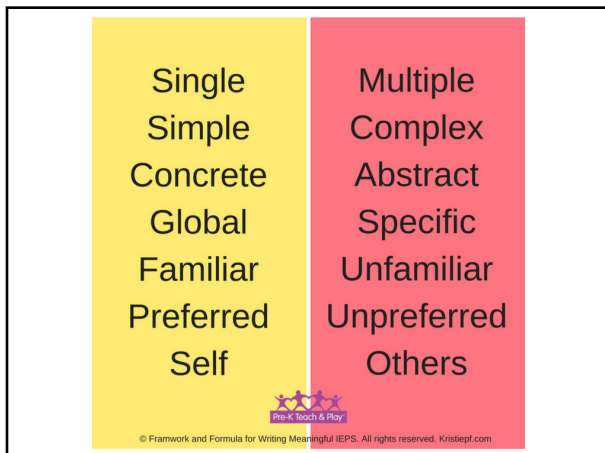
- Piece-by-piece
- Concurrent skills
- Simpler to complex
- Easier to harder

| A. Social-Communicative Interactions |
|--|
| 1. Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions (p. 177). |
| 1.1 Uses words, phrases, or sentences to express anticipated outcomes |
| 1.2 Uses words, phrases, or sentences to describe pretend objects, events, or people |
| 1.3 Uses words, phrases, or sentences to label own or others' affect/emotions |
| 1.4 Uses words, phrases, or sentences to describe past events |
| 1.5 Uses words, phrases, or sentences to make commands to and requests of others |
| 1.6 Uses words, phrases, or sentences to obtain information |
| 1.7 Uses words, phrases, or sentences to inform |

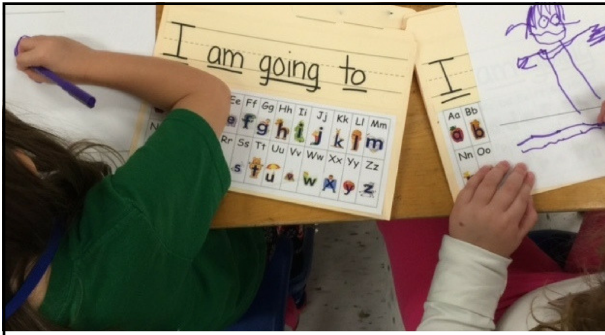
Case Example

- In 36 instructional weeks, when given a variety of math materials, _____ will improve her number skills by pointing to and naming/signing shapes and colors; matching numbers; pointing to numbers; making sets of objects; counting objects using 1-1 correspondence; and counting by rote earning 65/120 points on her Number Rubric (shapes include: circle, oval, heart, star, square, rectangle, diamond and triangle; colors include: red, yellow, blue, green, purple, orange, black, brown, white, gray and pink).









ACTION PLANNING

what are your next steps?

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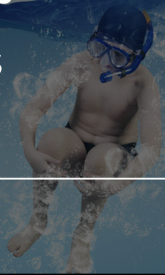
KPF's To DO

SESSION 2

DIFFERENCE, DELAY, OR DISABILITY

NEVER DOUBT THAT A
SMALL GROUP OF
THOUGHTFUL,
COMMITTED CITIZENS
CAN CHANGE THE
WORLD; INDEED, IT'S
THE ONLY THING
THAT EVER HAS.

MARGARET MEAD



ABOUT

About the Master Classes



What You Get

The tools, clarity, and answers you need to put evidence-based strategies into practice.



What You Will Have

Access to a community who will hold you accountable and help you leverage your strengths to change current practices.



What You Will Become

A leader who is able to shift mindsets, invoke positive change, and achieve powerful results.

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