



Texas School for the Blind and Visually Impaired Outreach Programs

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Active Learning Study Group

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Presented by

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Active Learning Study Group

Early Learning Step-by-Step

Chapter 8 Learning to Dress and Undress

Which comes first?

Learning to undress?

Learning to dress?

Video

Cute baby in red, taking of socks, in winter Netherlands 12-03-2014

<https://www.youtube.com/watch?v=7xEhboE1E1Y>

Video

Owen's Jacket December 2007

https://www.youtube.com/watch?v=0R_aqBFG2s8

Learning to Undress and Dress in Child without Disabilities

- At few months, infant may kick off shoes and socks if they are big
- While playing with feet, may take off socks
- Often will immediately take off hats that are placed on
- When able to sit unsupported, becomes interested laces, taking off socks and shoes
- While crawling on the floor, may come across adults shoes and try to put them on
- Participation in dressing and undressing starts with low levels and increases with time
- Includes peek a boo games and playfully putting hands in holes (not just in dressing but all holes or spaces)
- Slowly start to do more and at 2 years, may undress independently multiple times a day
- (In Denmark) kids who are 24 to 30 months of age during springtime or autumn move through stage of repeated undressing faster because they are permitted to do so
- At 3, child takes off jacket by flapping arms until it falls off.
- Begins to undress more independently and unconventionally (not like adults)
- Interest peaked by undressing starts dressing of socks and underwear.
- Child may become very absorbed in this activity and not want help
- Kids like to dress in adults clothes for play

Learning to Undress and Dress in Child with Visual Impairments & Multiple Disabilities

- Learn to dress and undress in the same progression as non-disabled if they have sufficient muscle strength and motor abilities.
- Activities using Active Learning help to develop muscle strength and motor abilities.

Suggestions to Facilitate Skills

- Dress child in clothes, socks & shoes that are easy to take off
- Provide partial assistance and let child do the rest
- Make undressing a game – undress/dress
- Provide box or shelf of shoes, boots, costumes of slightly stiff material to play with
- Fabric bag with toys attached inside with velcro
- Use slightly larger clothes

Chapter 9 Learning to Play Constructively

Constructive Play

- To play constructively means to use objects and surroundings to create
- Play allows child opportunities to handle objects, to understand the relationship between objects, to imagine, to make decisions, to concentrate and to solve problems

Steps of Constructive Play

1. Putting one object into another
2. Separating simple construction toys
3. Playing banging games and sequence games
4. Playing pouring games and quantity games
5. Emptying a box with toys or other objects
6. Filling the box
7. Stacking objects
8. Putting two or more objects together
9. Arranging objects in particular orders
10. Playing more and more constructively
11. Using tools for constructing new devices

9.1 Learning to Put One Object Inside Another

- First experience “putting into” - hand in to the mouth. First happens as a fetus.
- Slip hand inside mother’s clothes while being breast feed.
- Begins to look at hand/s and then puts one in the other. Still does not realize hands belong to him.
- Put hands in any space available (between the bars on crib, in containers, under cushions etc.)
- When begins to pick up and hold objects, will bring object to mouth also switch hands
- Commences to turn the object while moving it from hand to hand
- 8-10 months, begins to place single finger in any hole or crack, helps child learn to use pincher grip
- Later begins to deliberately place objects in specific places
- Begins to play game of taking objects out and putting them back – in no particular order
- Begins to stack objects until they fall down / fill containers
- Puts object in container in front / next to him
- Begins to take object to world around him i.e. the bars on the crib, any spaces within reach
- 18 to 24 months begins to put things in actual containers, often ones that are too small until he begins to distinguish between different size
- Much later, he learns to estimate the sizes of objects / containers just by looking at them.
- Hold container in one hand using other to put objects in
- Gradually begins to complete puzzles and display other functions of putting in

Issues for Child with VI, VIMD/DB

- Does not use hands at midline – misses early stages of hand in mouth and moving from hand to hand
- May miss other steps if not provided toys and surroundings that motivate to put hands in containers and fingers into holes
- Needs to be motivated by the “sound” that is made putting thing in and pouring out

9.2 Learning to Separate Construction Toys

- Basis to learning to put things together is to be able to separate them
- Need to provide toys that can be taken apart and allow child to do so.
- Pouring from bottles, tins, jugs, etc. a type of separating object.
- For continued practice child needs help from adult in putting objects back together and refilling jugs and/or containers.

9.3 - Stages of Emptying a Box of Toys

Stage	Blind	Sighted
1. Grasps every single object from box, letting it go immediately, without paying attention to where it goes	x	x
2. Grasps an object from box, examines it by mouthing it before letting it go, still without paying attention to where it goes	x	x
3. Becomes aware of sounds emerging just after having let go an object.	x	
Looks in direction of emerging sound, learning that sound is result of activity, new position of the object.		x
4. Throws objects and listens intensely to sounds emerging from this activity.	x	
5. Consciously throws objects in different directions and listens to different auditory result.	x	
Consciously throws objects in different directions and is interested in new position of the object.		x
6. Grasps one object, examines it using both hands before throwing or letting it go	x	x
7. Places certain objects close to his thigh while other objects are thrown.	x	
Places object in a certain spot within easy reach.		x
8. Repeatedly touches objects he has placed next to him as if to confirm still present; does not protest if they are gone.	x	
Confirms presence of deliberately placed object by looking at it; protests or replaces the object if somebody removes or replaces it.		x
9. Reaches for recently thrown object but gives up trying to find it if it is out of reach.	x	
Cries or appeals for help in other ways if not able to be mobile. If mobile moves in direction of thrown object.		x
10. Moves deliberately (after gains mobility) to regain a just-thrown object, if quite sure of new position of object.	x	
11. Picks up just thrown object with purpose to throw object again. Having done so picks up another object which is also thrown twice.	x	x
12. Empties box by quickly placing object after object next to box until gets ahold of an object of particular interest.	x	x
13. Replaces objects in the box.	x	x
14. Places some objects from box on certain places within reach, not necessarily touching a part of his body.	x	
Moves around, placing some of objects in one corner of room, some in another corner, behind a sofa, on table, in the adult's cupboards.		x

9.4 Learning about Quantity

- Knowledge of quantity makes life meaningful as it is crucial to learning to play constructively as well as performing tasks such as setting a table, shopping, cooking, listening to someone talk about time etc.

Learning Quantity – without Disabilities

- Infants suck and kick repeatedly
- Look at hands / fingers, grasping hands sees how “two” become “one”.
- 8 months, can separate toys seeing how “one” can become “two”.
- Every time repeats an activity child has a quantitative experience
- When able to empty a box, learns about concepts of “few” and “many” as well as “full” and “empty”.
- 1-2 years will start to experiment with putting 2 objects in one hand, walking up 2 steps at one time
- Holds one object in each hand, 2 in one hand & 1 in other hand, etc.
- Experiments with how many objects can be in 1 one
- Begins to count out loud, incorrectly for some time
- Collects groups of toys or cuts paper into many pieces
- Handles and counts coins, distinguishing between different types and values

Learning Quantity – with VIMD/DB

- Also start with sucking and kicking
- Unable to see hands and fingers
- Will play quantitative games if given opportunity
- Examples of blind babies experiencing quantity in research study: Playing with key rings and teaspoons hanging down within reach in a little room, repeated kicking at resonance board.
- Providing our students with multiples of similar objects and objects that can be separated is crucial for their understanding of quantity

9.5 Importance of Banging Games

- 8 months to 2 years, all babies play banging games
- Banging games facilitate child's learning to
 - compare auditory qualities of different objects and surfaces,
 - enhances babbling and later vocalization,
 - enhances development of muscle strength in arms and hands,
 - enhances qualitative knowledge and
 - facilitates learning of using a tool
- For student in this developmental range who are not banging, banging games should be introduced

Banging Games

- Observe child to learn what kind of banging game would most benefit
- If banging games are all child will do, engage child by banging then introduce other actions such as separating, pouring, etc.

9.6 Learning to Stack Objects

- 12-15 month child without disabilities learns to stack by watching an adult stack and then imitating.
- For VIMI kids, selecting objects that are easy to stack is very important
- Cups and plates made from heavy plastic are great
- Adult can help stack plates and let child knock over
- Child listens as adult stacks cups or plates to know when to knock down
- Look for opportunities for child to initiate restacking by reaching out
- At first child will knock down stack with outside of hand, later inside and eventually will remove stacked items one at a time
- Start of him stacking /organizing by placing each item removed in a pile next to him
- Game should be played at least 1-2 times daily for as long as child is interested
- May need play partner for this game for 1-2 years
- Occasionally introduce new materials that produce different sounds to maintain interest

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Figure 1 TSBVI logo.



This project is supported by the U.S. Department of Education, Special Education Program (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.

Figure 2 IDEAs that Work logo and OSEP disclaimer.