Active Learning Space at www.activelearningspace.org

Active Learning Study Group
January 24, 2019 from 3:00-4:00 PM (CST)

Presented by
Patty Obrzut, Penrickton Center for Blind Children
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Facilitated by
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Developed for:
Penrickton Center for Blind Children
Perkins School for the Blind and
TSBVI Outreach Programs
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Facilitated by:

Patty Obrzut, M.S., OTR/L, Assistant Director, Penrickton Center for Blind Children
Jessica McCavit, M.S., OTR/L, Penrickton Center for Blind Children
Charlotte Cushman, Perkins School for the Blind

Co-Hosts

Figure 1: Photos of Patty Obrzut and Jessica McCavit
Patty Obrzut and Jessica McCavit, Penrickton Center for Blind Children

Webinar Dates

- April 18, 2019: Oral Motor Activities

Remember: You need to register separately for each session!
https://txtsbvi.escworks.net/catalog/session.aspx?session_id=39534

View Recorded Webinars

Figure 2: Screenshot of archived webinar for the September 2017 Active Learning Study Group.
http://www.activelearningspace.org/resources/webinars
Modules

Figure 4: Screenshot of Introduction to Active Learning Principles module
http://www.activelearningspace.org/courses

Constructive Play
Manipulating elements of the environment to generate something new

Goals for Today’s Session
- To understand how a child learns to play constructively
- To identify how to create Active Learning environments at an early age, to provide the basis for construction skills
Constructive Play

Child learns to:

- Put one object inside another
- Move objects from one hand to the other
- Place objects between spaces, isolate fingers, find tiny holes in objects
- Place small objects into openings
- Remove objects from container & place objects back inside
- Move objects from one container to another
- Place objects on top of one another

Key Developmental Elements

- Putting one object into another one
- Separating simple construction toys
- Playing banging & sequencing games
- Playing pouring & quantity games
- Emptying a box with toys & objects
- Filling a box with toys & objects
- Stacking objects
- Putting two or more objects together
- Arranging objects in particular orders
- Using tools for constructing new devices

Dynamic Learning Circle

Stage 1: A child becomes aware & interested
Stage 2: A child becomes curious & interested, which leads to activity
Stage 3: A child completes learning with an activity
Stage 4: A child becomes ready for new challenges

Active Learning Should Always:

- Reflect the current developmental level of the child
- Allow for enough time for repetition (daily, weekly, monthly and even yearly.)
- Include materials that reflect the physical, sensory, and emotional needs of the child
- Take into consideration a child’s likes and dislikes
Constructive Play

Child must first be able to put one object inside another.

How does this skill develop?

Development of Constructive Play

- Brings hand to mouth
- Puts one hand inside another hand, moves hand between holes or slots in a crib, toys or furniture
- Hand goes inside (or under) a blanket or into a container
- Eventually child learns to grasp and hold object in his or her hand
- Brings object to mouth

Role of Mouth and Hands

❖ Key to understanding sensory feedback
❖ Learning about:
  - Size
  - Shape
  - Texture
  - Taste
  - Temperature
  - Smell
  - Construction of objects

Key Concepts of Constructive Play

Child must be able to:

- Separate objects
- Put things back together

Providing Items That Will Separate

- Hang two items together
- Use rings, zip ties or elastic to create items
- Examples:
  - Two nail brushes stuck together
  - A bottle brush in a bottle
  - Keys hanging together in a ring
  - Measuring cups or spoons on a ring
  - Magnetic items
  - Velcro items, boards, and vests
  - Containers of all shapes, materials, and sizes with and without lids
Development of Constructive Play

- Child must take apart before putting back together
- Adult will need to refill, reassemble, attach
- Child requires frequent repetition
- Child learns through imitation
- Avoid hand-over-hand techniques

Developing Concept of Quantity

- Holding more than one object
- Interacting with multiples of objects
- Adults should provide multitude of objects, e.g.
  - Hang items in groups in Little Room
  - Provide position board with items of many shapes & sizes
  - Fill containers with wide variety of items
  - Use Velcro or magnetic boards

Purpose of Banging Games

- To facilitate the child’s understanding of auditory qualities of objects and surfaces
- To enhance the child’s babbling and later his or her vocalizations
- To enhance the development of muscle strength in the arms and hands
- To enhance the child’s knowledge about quantity
- To facilitate learning how to use a tool

Stacking of Objects

- Imitates adults, beginning around 12-15 months
- Introduce items that provide auditory or tactile inspiration, such as cups & saucers on a resonance board
- Adult stacks and child knocks tower down
- Later child may place one object on top of another

Introduction of Tools

- Examples of early tools:
  - spoons, pacifiers, bottles, plates, toothbrushes, washcloths
- Explore tool, just as they would any object
- Hold, bang, push, pull, drop, manipulate to identify its characteristics
- Need to understand qualities of tool before learning how to use it

Constructive Play requires...

- Fine and gross motor skills
- Problem solving
- Flexible thinking
- Ability to plan
- Ability to test ideas
- Perseverance
- Ability to work with others
Penrickton Center for Blind Children

Figure 6: Penrickton Center for the Blind logo

Perkins School for the Blind
E-Learning

Figure 7: Perkins eLearning logo

Texas School for the Blind & Visually Impaired
Outreach Programs

Figure 8: TSBVI logo

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Figure 9: IDEAs that Work logo and OSEP disclaimer.