



Active Learning Space at [www.activelearningspace.org](http://www.activelearningspace.org)

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## Active Learning Study Group

January 24, 2019 from 3:00-4:00 PM (CST)

Presented by

Patty Obrzut, Penrickton Center for Blind Children

Jessica McCavit, Penrickton Center for Blind Children

Facilitated by

Charlotte Cushman, Perkins School for the Blind

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Developed for:

Penrickton Center for Blind Children

Perkins School for the Blind and

TSBVI Outreach Programs

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To access today's webinar please go to the following link.

Please click this URL to join.

<https://tsbvi.zoom.us/j/708164413>

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Webinar ID: 708 164 413

International numbers available: <https://zoom.us/j/708164413>

# Active Learning Study Group January 24, 2019

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

### Co-Hosts



Patty Obrzut  
Penrickton Center for Blind  
Children



Jessica McCavit  
Penrickton Center for  
Blind Children



**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!

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**Figure 2: Screenshot of archived webinar for the September 2017 Active Learning Study Group.**

<http://www.activelearningspace.org/resources/webinars>

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Active Learning Newsletter

### Subscribe to our mailing list

\* Indicates required

Email Address \*

First Name

Last Name



Welcome to Active Learning Space!

This is our first eNewsletter and we hope to send them out regularly to let you know what's new.

Figure 3: Screenshot of the newsletter mailing list sign-up page

<http://www.activelearningspace.org/>

## Modules

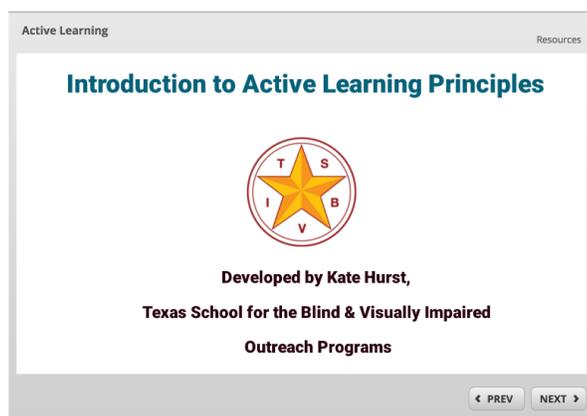


Figure 4: Screenshot of Introduction to Active Learning Principles module

<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

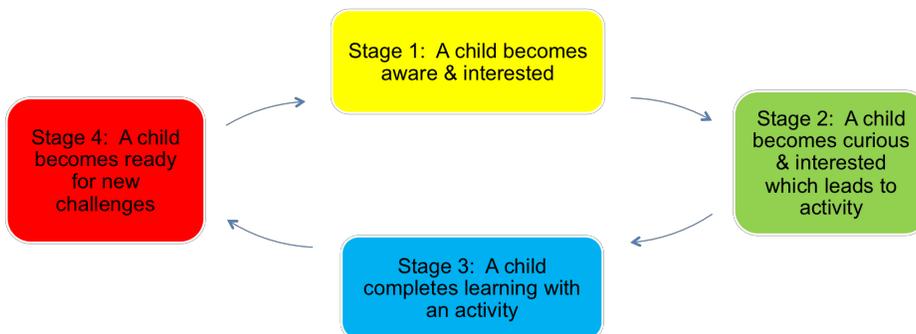
## Constructive Play

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



**Figure 5: Diagram of 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

**Notes:**

## 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



"This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education."

Figure 9: IDEAs that Work logo and OSEP disclaimer.