



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

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## Active Learning Study Group

January 25, 2018 from 3:00-4:00 PM (CST)

Presented by

Charlotte Cushman, Perkins School for the Blind  
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with Kate Hurst, Statewide Staff Development Coordinator,  
Diane Sheline, TVI, CLVT, Strategy to See  
and Patty Obrzut, Penrickton Center for Blind Children

Developed for:

Penrickton Center for Blind Children

Perkins School for the Blind and

TSBVI Outreach Programs

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## Housekeeping

- Download handouts and sign-in roster
- Send sign-in roster to [sobeckb@tsbvi.edu](mailto:sobeckb@tsbvi.edu) or fax to 512-206-9320
- Make sure you registered and complete evaluation within 60 days including code for ACVREP/SBEC credit
- View captions in a separate window at <https://tcc.1capapp.com/event/tsbvi/embed>
- Part 1 of code: will be announced at the start of the webinar only. After 3:15 PM you will not be able to get this information, so please do your best to be on time.

## Adobe Connect Webinar Tour

- For tips about screen navigation go to [http://www.connectusers.com/tutorials/2008/11/meeting\\_accessibility/](http://www.connectusers.com/tutorials/2008/11/meeting_accessibility/)
- Location of pods
- Power Point content included in your handout
- Poll participation – enter response in chat if you cannot access the poll

## Link to enter room:

<http://tsbvi.adobeconnect.com/active/>

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Select Computer Audio in the Adobe Connect Room or

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(\*Connect your audio in the Adobe Connect room by selecting "computer" to avoid International Toll charges)

# Active Learning Study Group January 25, 2018

Facilitated by:

Charlotte Cushman, Education Resources Manager  
Perkins School for the Blind with help from  
Kate Hurst, Statewide Staff Development Coordinator, TSBVI  
Diane Sheline, TVI, CLVT, Strategy to See  
Patty Obrzut, Assistant Director, Penrickton Center for Blind Children

## Co-Hosts



**Figure 1: Photos of Diane Sheline and Patty Obrzut**

Diane Sheline, Strategy to See

Patty Obrzut, Penrickton Center for Blind Children

## Webinar Dates

Additional ALSG webinars

- March 29, 2018
- May 17, 2018

Remember: You need to register separately for each session!

[https://txtsbvi.escworks.net/catalog/session.aspx?session\\_id=39335](https://txtsbvi.escworks.net/catalog/session.aspx?session_id=39335)

## View Recorded Webinars



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

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

## Active Learning Newsletter

### Subscribe to our mailing list

\* Indicates required

Email Address \*

First Name

Last Name

Subscribe



Welcome to Active Learning Space!

This is our first newsletter 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/>

## Questions

Submit your questions!

<http://www.activelearningspace.org/public-forum>

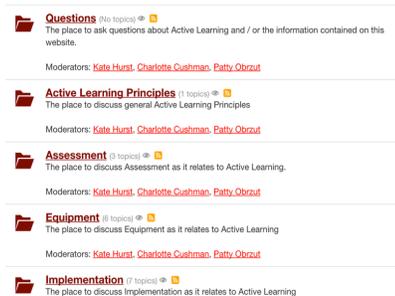


Figure 4 Screenshot of question form

## Questions from Active Learning Space

I work with children with CVI and I'm wondering how to use Active Learning when I'm trying to encourage the child to look at an object and not just play with it.

## Response from Patty Obrzut

- Remember the learner needs to use all of their senses to explore the environment but a child may need to start on strengths to build new skills.
- Using materials that include all the senses fosters development in all areas.
- Children at a lower level of development may have difficulty performing two or more tasks at one time.
- Children need time to integrate knowledge.
- They take pauses in their activity and may briefly switch between one type of input to another. Give the child the time.
- Remember: "Play is often overlooked as the key that helps unlock the door to learning." -- Mary Reilly.
- A child that is playing is a child that is learning. Use play to introduce new skills.

- If the child's strengths are hearing and touch, we use those skills to gain the child's attention, with the hope that vision skills will also be encouraged.

## Poll

- Do you work with learners who have CVI?
  - Yes
  - No
  - I don't work directly with students.

## Goals for Today's Session

- To review considerations for learners with CVI
- To identify modifications and explore activities, materials, or equipment that may be helpful to learners with CVI

## If you wish to learn more about CVI...

- *Cortical Visual Impairment: An Approach to Assessment and Intervention* by Christine Roman-Lantzy
- TSBVI <http://www.tsbvi.edu/cvi-exercise>
- Perkins eLearning <http://perkinselearning.org/cvi>
- Strategy to See <https://strategytosee.com/>
- CVI Teacher <https://cviteacher.wordpress.com/>

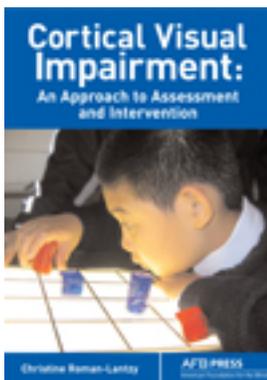


Figure 5: Cover of *Cortical Visual Impairment* by Dr. Christine Roman-Lantzy

## Begin with Assessment

- Using the CVI Range or other tools to assess the child's visual functioning
- Matt Tietjen's "What's the Complexity" Framework (coming soon from AFB)
- Diane Sheline's "CVI Skills Inventory and Strategies Worksheet" in Strategy to See
- Use the Functional Scheme or other similar assessment

## What did Dr. Nielsen say about CVI?

- Bombarding a child with visual information may be so overwhelming that the child will refuse to look at it.
- Be clear about the goal of the activity.
- Many children with visual impairment who are at an early developmental stage do not experiment with all sensory combinations at one time.

<http://www.activelearningspace.org/cvi-active-learning>

## General Tips

- Use the appropriate educational technique Five Phases of Educational Treatment
- Match your pace to the learner and follow his lead
- Don't over-react or over-praise
- Be aware of the type of skills the learner is working on
- Select materials based on sensory preferences and developmental level.
- Arrange materials so learner has physical access to explore independently.
- Position the learner so he can move optimally.
- Remain silent during the child's exploration - share simple feedback when learner takes a break or at end of activity.
- Allow plenty of time for the learner to respond
- Recognize child needs to work at their current skill level
- Observe the child and your own interactions - videotape
- Use wide variety of materials with differing properties.
- Change only one feature at a time

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

## Considerations for Learners with CVI

- We're not always working on vision goals
- Know the CVI Range score of your student and the educational implications when designing materials or planning activities.
- Competing stimulation may make it difficult to use vision optimally
- Latency - learners should be allowed ample time to plan and execute a response.

## What about Lights?

- Many children with CVI are drawn to lights; simply stringing lights for the child to look at may be interesting but isn't Active Learning.
- Lights can be used to draw a child's attention to Active Learning materials, such as a slinky or illumi-bowl o'balls.

## Illumi-Bowl o' Balls



Figure 6: Illumi-Bowl o' Balls

<https://strategytosee.com/diy-projects/illumi-bowl-o-balls/>

## Illumi-Spring Lighted Slinky

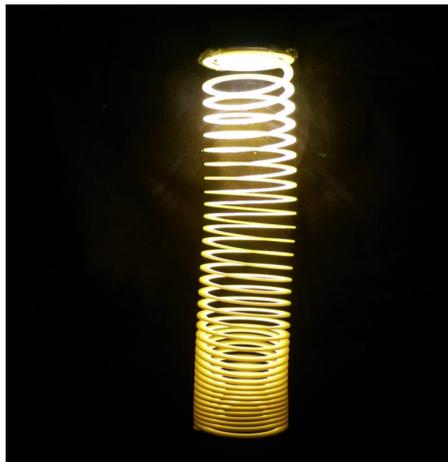


Figure 7: Illumi-Spring Lighted Slinky

<https://strategytosee.com/diy-projects/lighted-slinky-3/>

## LED Light-Up Balloons



Figure 8: LED Light-Up Balloons

<https://www.amazon.com/Fun-Central-AH951-Blinky-Balloons/dp/B00IGEB7WC/>

## Mardi Gras Bead Curtain



Figure 9: Mardi Gras Bead Curtain on mini-lightbox

<https://strategytosee.com/diy-projects/mardi-gras-bead-curtain-for-the-mini-light-box/>

## Modifications for CVI

- Reducing competing stimuli
- Child's preferred color
- Movement
- Reducing visual clutter
- Reflective materials
- Color highlighting



Figure 10: Black position board with items suspended on it with red highlighting

## Reducing Visual Clutter

- Invisiboard (APH)
- CVI Tray Liner
- CVI Den
- Crazy Glow Doodle Dome Tent Toy
- Pop-up Canopy Tent Commercial Instant Tent with 4 Removable Zipper End Side Walls
- Portable Pop Up Pod Dressing/Changing Tent
- Privacy Pop Bed Tent



Figure 11: Invisiboard from APH

## CVI Den



Figure 12: A child lies on her back on the floor of a CVI Den

<https://strategytosee.com/diy-projects/cvi-den/>

## Little Rooms for Children with CVI

- Vision does not need to be focus of every activity
- Decrease visual clutter
- Suspend black sheet above
- Use black cloth, construction paper, repositionable adhesive-backed vinyl
- Begin with objects of a single color or highlighted color
- Use a recording sheet to collect data

## Car Seat Adaptation

### Car Seat Adaptation



Figure 13: Two photos of a young child sitting in a car seat with a black hood.

## Red Mylar PomPom



Figure 14: A young child plays with a red mylar pompom.

## Position Board



Figure 15: A black pegboard position board with red-highlighted items suspended from it.

<https://strategytosee.com/diy-projects/position-board/>

## General Tips for Using Position Boards with Learners with CVI

### Phase I:

- Use only one target at a time
- Presented in child's preferred visual field
- In child's preferred color
- Avoid competing auditory stimuli
- Keep any target(s) at the appropriate distance.
- Position Board should be solid, dark color, preferably black

## Pegboard Books



Figure 16: Black pegboard book with one yellow object attached to each page

<https://strategytosee.com/diy-projects/diy-pegboard-book/>

## Presenting an Array of Comparables

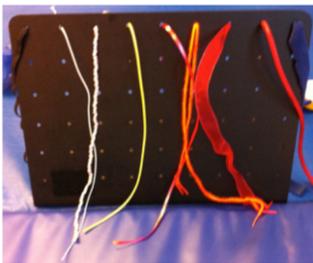


Figure 17: Cookie sheet with Slinkys of various size, design, and color on it

<https://cviteacher.wordpress.com/2016/01/28/comparative-thought-using-active-learning-and-salient-feature-language/>

## Position Boards Based on a Child's Preferences

### Position Boards Based on a Child's Preferences



<https://cviteacher.wordpress.com/2015/04/09/active-learning-slantboards-based-on-child-preferences/>



Figure 18: Two photos of position boards on black pegboard, one with colored ties of different colors and one of plastic balls suspended

<https://cviteacher.wordpress.com/2015/04/09/active-learning-slantboards-based-on-child-preferences/>

## Supporting Reaching for Learners with CVI

- Always have something in arm's reach that is shiny, of the child's preferred color, with slight movement.
- Help the child understand that their movements can make changes:
- Balloon tied to the wrist at the best visual distance
- Something tied to the foot at the best visual distance
- Red socks on feet, red hair elastics on wrists

<https://cviteacher.wordpress.com/2016/04/29/supporting-reaching-for-children-with-cvi/>

Thank you for joining us!

**Notes:**

## Penrickton Center for Blind Children



Figure 19: Penrickton Center for the Blind logo

## Perkins School for the Blind E-Learning



Figure 20: Perkins eLearning logo

## Texas School for the Blind & Visually Impaired Outreach Programs



Figure 21: 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 22: IDEAs that Work logo and OSEP disclaimer.