



Texas School for the Blind and Visually Impaired Outreach Programs

www.tsbvi.edu | 512-454-8631 | 1100 W. 45th St. | Austin, TX 78756

Active Learning Study Group

September 15, 2015

3:00-4:00 PM

Presented by

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Developed for

Texas School for the Blind & Visually Impaired

Outreach Programs

You are being recorded.....

By participating in this event, participants acknowledge that the event will be recorded and made available by TSBVI to others on the internet. Participants acknowledge that their attendance, and that their audio, written, video and other participation in the event will be recorded and made available to others during and after the event.

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Housekeeping

- Download handouts and sign-in roster
- Send sign-in roster to keithc@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 www.streamtext.net/text.aspx?event=TSBVI
- 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/
- 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/>

Audio: 1-888-450-5996 and use access code 784000

Who Is Here?

- Please let us know who is watching from your location by entering their names (first only is fine) in the chat pod and include your district or agency
- Special guests



Figure 1 o Patty Obrzut, Assistant Director, Penrickton Center for the Blind



Figure 2 o Charlotte Cushman, eLearning Project Manager, Perkins School

Active Learning Website



Figure 3 Screen shot of the Active Learning Space website being developed by LilliWorks, Penrickton, Perkins School and TSBVI Outreach Programs.

LiveBinder

Key: LilliNielsen



Figure 4 Screen shot of the Active Learning Study Group LiveBinder.

Study Group Participation Means...

- Participate in all five of the Study Groups (if you have to miss one, watch archived version before next meeting).
- Dates of Study Group:
 - December 1, 2015 from 3-4 PM
 - January 21, 2016 from 3-4 PM
 - March 29, 2016 from 3-4 PM
 - May 24, 2016 from 3-4 PM
- Link to On-the-Go Learning: <http://www.tsbvi.edu/selected-topics/active-learning-2>

Study Group Participation Means...



Figure 5 Photo of the cover of Functional Scheme.

- Get a copy of Functional Scheme
- Commit to using several of the assessment areas on a student
- Commit to forming a team of at least yourself and one other educator or parent to work on the assessment
- Come prepared to discuss and ask questions

Study Group Participation Means...

- Not sharing personally identifying information about a student during the webinar – use an alias
- Get a media release to share videos, photos (if you choose to share) to Kate Hurst at hurstk@tsbvi.edu
- English version <http://www.tsbvi.edu/images/media-release-tsbvi.pdf>
- Spanish version <http://www.tsbvi.edu/images/media-release-span.pdf>

Special Incentives!

- If you complete at least one area of the assessment by December 1st and submit a copy to us, you will be entered into a special drawing (hurstk@tsbvi.edu or 512-206-9320)
- Winner gets 2 free registrations for the Active Learning Conference on February 26-27, 2016 at TSBVI

Study Group Etiquette

- Use first names only or alias if referring to a student
- Join in the discussion on the phone or through chat – this is not a lecture
- Ask “dumb” questions and share good/bad experiences
- Come prepared with materials you will need such as Functional Scheme book

- Be kind and respectful....oh, and mute your mics when not sharing

Purpose of Assessment

- Create best possible basis for developing appropriate learning program
- Establish an emotional age
- Establish sensory and motor skills
- Establish likes and dislikes
- Determine overall functioning levels to guide instruction and interaction – 5 Phases of Education Treatment

Fields of Functional Scheme

1. Gross Movement
2. Fine Movement
3. Mouth Movement
4. Visual Perception
5. Auditory Perception
6. Haptic-Tactile Perception
7. Oral-Gustatory Perception
8. Spatial Perception
9. Object Perception
10. Language – Non-verbal & verbal, comprehension
11. Social Perception
12. Emotional Perception
13. Perception Through Play and Activity
14. Developmentally Impeding Functions
15. Toilet Skills
16. Undressing and Dressing Skills
17. Eating Skills

Challenges in Completing Assessment

- Length of assessment – you can't do it all at once
- Best if completed by a team that includes the parent(s)
- May not have all the equipment mentioned in assessment
- Some areas of assessment not as rich as others

Overview of Assessment Process for Study Group

1. Collect team and plan assessment
2. Observe the child in independent and interactive situations that include Active Learning materials/equipment
3. Video tape if possible so all the team can see
4. Complete draft of checklist
5. Review and confirm with team

Tips from Penrickton Center



Figure 6 Penrickton Center for the blind logo



Figure 7 Photograph of Patty Obrzut

Field →

Emotional Perception		Level: 0 - 3 months						
No.	Function	Yes	No	Don't know	Was able to	Learning has begun	Performed in favourable conditions	Performs spontaneously
E001	Contacts or responds to contact by clutching the adult's finger, clothes and hair							
E002	Contacts or responds to contact by nodding, sucking and grunting							
E003	Can be calmed by being taken in the arms and cuddled							
E004	Replies to language by listening intently							
E005								
E006								
E007								

← Segment

Figure 8 Photo of Emotional Perception field and the segment, Level 0-3 months.

Organization of the Fields

- 11 segments covering birth to 48 months in periods of 3 and 6 months
- List of functions for this level of development

Field → **Emotional Perception** ← Segment

Level: 0 - 3 months

Functions

No.	Function	Yes	No	Don't know	Was able to	Learning has begun	Performed in favourable conditions	Performs spontaneously
E001	Contacts or responds to contact by clutching the adult's finger, clothes and hair							
E002	Contacts or responds to contact by nodding, sucking and grunting							
E003	Can be calmed by being taken in the arms and cuddled							
E004	Replies to language by listening intently							
E005								
E006								
E007								

Figure 9 The same photo as above, this time the "functions" are indicated in the first column to the left.

Field → **Emotional Perception** ← Segment

Level: 3 - 6 months

Functions

No.	Function	Yes	No	Don't know	Was able to	Learning has begun	Performed in favourable conditions	Performs spontaneously
E013	Can call for the parents by crying, also when nothing is wrong							
E014	Contacts or responds to contact by babbling							
E015	Shows anxiety to unfamiliar rooms, persons or toys							
E016								
E017								

Figure 10 Photo showing the field, Emotional Perception, the segment, Level: 3-6 months, and the functions.

Organization of fields

- Milestones at each beginning of each field represent 1-2 functions of each segment

Emotional Perception			
Level	Milestones	Yes	No
0 - 3 months	Contacts or responds to contact by clutching the adult's finger, clothes and hair	<input type="checkbox"/>	<input type="checkbox"/>
3 - 6 months	Can call for the parents by crying, also when nothing is wrong	<input type="checkbox"/>	<input type="checkbox"/>
6 - 9 months	Contacts or responds to contact by pressing himself against the adult	<input type="checkbox"/>	<input type="checkbox"/>
9 - 12 months	Contacts or responds to contact by pointing to the adult using a toy	<input type="checkbox"/>	<input type="checkbox"/>
12 - 15 months	Wants to feed the adult	<input type="checkbox"/>	<input type="checkbox"/>
15 - 18 months	Invites the adult to participate in a give-and-take game	<input type="checkbox"/>	<input type="checkbox"/>
18 - 24 months	Suggests that the adult may borrow his most precious toy	<input type="checkbox"/>	<input type="checkbox"/>
24 - 30 months	Makes contact by hiding himself followed by reappearing with a shocked attitude	<input type="checkbox"/>	<input type="checkbox"/>
30 - 36 months	Has difficulty in choosing between yes and no, coming and going, milk and juice, etc.	<input type="checkbox"/>	<input type="checkbox"/>
36 - 42 months	Shows great independence, often thinks he can do more than he is able to	<input type="checkbox"/>	<input type="checkbox"/>
42 - 48 months	Repeats activities that cause the adult to laugh	<input type="checkbox"/>	<input type="checkbox"/>

Figure 11 Photo of the Emotional Perception Milestones page.

Organization of fields

- Functions without specific developmental level supplement each field

Emotional Perception Irrespective of level of development								
No.	Function	Yes	No	Don't know	Was able to	Learning has begun	Performed in favorable conditions	Performs spontaneously
N001 E	Characterized as sensitive							
N002 E	Characterized as introvert							
N003 E	Characterized as extrovert							
N004 E	Characterized as aggressive							
N005 E	Characterized as passive							
N006 E	Characterized as active							
N007 E	Characterized as loving							
N008 E	Characterized as anxious, frightened of what _____							
N009 E	Characterized as brave							
N010 E	Characterized as whining							
N011 E	Characterized as weeping							
N012 E	Characterized as rejecting							
N013 E	Characterized as disinterested							
N014 E	Characterized as hyperactive							
N015 E	Is self mutilating (violent towards himself)							
N016 E	Is violent towards others							

Figure 12 Image of the Emotional Perception Irrespective of level of development page.

Summary of Fields of Assessment

- On page 7
- Data from all fields of assessment collected
- Provides current level of performance (functioning)
- Can be used to show child progress

Assessment of the levels of function -6/2014												
	0-3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	18-24 months	24-30 months	30-36 months	36-42 months	42-48 months	
Gross Motor	100	81	37	0								
Fine Motor	100	92	50	17	0							
Mouth Movement	60	40	16	0								
Visual Perception	30	11	0									
Auditory Perception	100	100	86	43	30	0						
Haptic-Tactile Perception	100	100	100	33	16	0						
Smell & Taste	0	66	50	50	0							
Spatial Relations	80	67	33	0								
Object Perception	100	89	82	6	0							
Language Non-verbal	75	86	25	33	0							
Language Verbal	100	73	66	29	0							
Comprehension of Language												
Social Perception	100	0										
Emotional Perception	25	0	0									
Play & Activities	89	67	29	5	0							
Toileting Skills	50	50	50	33	0							
Undressing & Dressing	0	50	33	33	0							
Personal Hygiene	100	50	50	25	0							
Eating Skills	100	66	50	0								

Figure 13 Image of the Assessment of levels of functions that has been completed. Blocks with "100" are highlighted in yellow, and those 80 and above are highlighted in green. Those at lower scores are not highlighted. Some skills go as high as 12-15 months. Highlighted skills go as high as 6-9 months. All areas are marked until the score is "0" in that field.

Developmentally Impeding Functions

- P. 213
- List of impeding functions
- Should be completed

Developmentally impeding functions						
No.	Function	No	Was doing	Yes	Discarded in favourable conditions	Discarded
P001	Tactile defensive					
P002	Pokes his eyes					
P003	Wrings his hands					
P004	Waves his hands					
P005	Bites his hands					
P006	Grinds his teeth					
P007	Swallows his saliva unceasingly					
P008	Experiments with his breathing					
P009	Consciously performs spastic reactions					

Scoring Instructions

- Check milestones (yes/no) first and start assessment segment having highest level of “yes”, e.g. 9-12 mo. + = “no”, 6-9 mo. = “yes”...date the 6-9 mo.

Start with Milestones

Emotional Perception			
Level	Milestones	Yes	No
0 - 3 months	Contacts or responds to contact by clutching the adult's finger, clothes and hair	<input type="checkbox"/>	<input type="checkbox"/>
3 - 6 months	Can call for the parents by crying, also when nothing is wrong	<input type="checkbox"/>	<input type="checkbox"/>
6 - 9 months	Contacts or responds to contact by pressing himself against the adult	<input type="checkbox"/>	<input type="checkbox"/>
9 - 12 months	Contacts or responds to contact by pointing to the adult using a toy	<input type="checkbox"/>	<input type="checkbox"/>
12 - 15 months	Wants to feed the adult	<input type="checkbox"/>	<input type="checkbox"/>
15 - 18 months	Invites the adult to participate in a give-and-take game	<input type="checkbox"/>	<input type="checkbox"/>
18 - 24 months	Suggests that the adult may borrow his most precious toy	<input type="checkbox"/>	<input type="checkbox"/>
24 - 30 months	Makes contact by hiding himself followed by reappearing with a shocked attitude	<input type="checkbox"/>	<input type="checkbox"/>
30 - 36 months	Has difficulty in choosing between yes and no, coming and going, milk and juice, etc.	<input type="checkbox"/>	<input type="checkbox"/>
36 - 42 months	Shows great independence, often thinks he can do more than he is able to	<input type="checkbox"/>	<input type="checkbox"/>
42 - 48 months	Repeats activities that cause the adult to laugh	<input type="checkbox"/>	<input type="checkbox"/>

Figure 14 Image of Emotional Perception Milestones.

Fine Movements			
Level	Milestones	Yes	No
0-3 months	Grasps reflexively Uses the ulnar grip (see F O11)	x	
3-6 months	Puts hands together Grasps and keeps objects	x	
6-9 months	Picks up small objects using index finger and thumb Explores the characteristics of objects		x
9-12 months	Uses pincer grip Turns over objects		x
12-15 months	Uses palmar grip with elbow lifted up Claps hands		x
15-18 months	Tears up a piece of paper Puts objects into a bowl or a cardboard box		
18 - 24 months	Collects several objects in one hand		
24 - 30 months	Unscrews small lids		
30 - 36 months	Buttons 1-2 buttons		
36 - 42 months	Removes objects from pocket (in clothes) by hand		
42 - 48 months	Folds a piece of paper		

Figure 15 Image of completed Fine Movements Milestones. "Yes" is check for 0-3 and 3-6 months. "No" is checked for 6-9, 9-12, 12-15 months. The remainder of the milestones are left unchecked.

Scoring Instructions

- use month and year to score
- - = inapplicable due to blindness or deafness
- In the assessment segment, if all "yes" in 6-9 mo. go to 9-12 mo. if all "no" start program at 6-9 mo.
- If some at "yes" at 9-12 mo. still start at 6-9 mo. but know student "ready for learning" at 9-12 mo. and begin to make these environments available.

Scoring Instructions

Columns

- 1st time date “yes”/ “no” if relevant; use “don’t know” and “was able to” otherwise
- If “yes” checked reluctantly because learner is in learning process date both “yes” and “learning has begun” – function should be included in present learning program
- “performed in favorable conditions” / “performs spontaneously” date when learner achieves or commences to achieve function
- In the assessment segment, if some in 9-12 are “yes” start at 6-9 mo. but ready to learn many skills at 9-12 mo. Add appropriate environments to encourage learning at this level.

Emotional Perception		Level: 0 - 3 months						
No.	Function	Yes	No	Don't know	Was able to	Learning has begun	Performed in favorable conditions	Performed spontaneously
E001	Contacts or responds to contact by clodding the adult's finger, clothes and hair.			9/15				
E002	Contacts or responds to contact by nodding, sucking and grunting.	9/15						
E003	Can be calmed by being taken in the arms and cuddled.	9/15						
E004	Replies to language by looking intently.		-					
E005								
E006								
E007								

Figure 16 Emotional Perception field, 0-3 month segment. Dates are placed in the “yes” and “don’t know” column in the first 3 functions. A minus sign appears in the 4th function indicating that this item does not apply due to the child’s profound hearing loss. The columns “Learning has begun”, “Performed in favorable conditions”, and “Performed spontaneously” are highlighted in yellow.

Fine Movement			Level: 6 - 9 months					
No.	Function	Yes	No	Don't know	Was able to	Learning has begun	Performed in favourable conditions	Performs spontaneously
F349	Reaches and grasps successfully	Oct. of 2014 KB				April of 2013		Sept. of 2014 (on a tray not overhead or to the side) KB
F350	Grasps/releases own feet	April of 2013						
F351	Manipulates own feet	April of 2013						
F352	Uses fist to bang toys and table top		April of 2013			Sept. 2014 KB		
F353	Bangs with one hand on the object held in the other hand		April of 2013			Oct. 2014 KB		
F354	Releases voluntarily	Sept 2014 KB				April of 2013		
F355	Grasps using left or right hand without preference	0/14 KB	May of 2013	April of 2013				
F356	Transfers an object from hand to hand		May of 2013	April of 2013				
F357	Bangs an object on the table top		April of 2013			Sept. 2014 KB		
F358	Pushes objects	April of 2013						
F359	Uses the Little Room to promote object permanence	6/14 KB				April of 2013		
F360	Bangs two objects against each other		April of 2013					

Figure 17 Five Movement field, 6-9 months segment marked with dates.

Gross Movement		Irrespective of Level of Development						
No.	Function	Yes	No	Don't know	Was able to	Learning has begun	Performed in favourable conditions	Performs spontaneously
N001 G	Sits up with hunched back	6/2015 PLO		June of 2013				
N002 G	Uses a HOPSA-dress in stead of a standing frame	June of 2013						
N003 G	Uses a Support Bench without a Head Support	June of 2013						
N004 G	If cerebral palsy: is able to counteract spastic reactions	6/2015 PLO						
N005 G	Rocks to music	6/2015 PLO	June of 2013					
N006 G								
N007 G								
N008 G								
N009 G								

Figure 18 Gross Movement Irrespective of Level of Development page marked with dates.

Developmentally Impeding Function						
No.	Function	No	Was Doing	Yes	Discarded in favourable conditions	Discarded
P001	Tactile defensive	July of 2013				
P002	Pokes his eyes	July of 2013				
P003	Wrings his hands	July of 2013				
P004	Waves his hands	July of 2013				
P005	Bites his hands	July of 2013		8/14 PLO when upset	6/14 when calms stops	
P006	Grinds his teeth			7/1/2013	July of 2013	
P007	Swallows his saliva unceasingly	July of 2013				
P008	Experiments with his breathing	July of 2013				
P009	Consciously performs spastic reactions	July of 2013				
P010	Rocks without music	July of 2013				
P011	Shakes his head unceasingly	July of 2013				
P012	Concentrates on developmentally impeding activities for _____ minutes	July of 2013		Biting, screaming, headbanging - when upset 7/2014 PLO		

Figure 19 Page 1 of Developmentally Impeding Function page marked with dates and notes.

Developmentally Impeding Function						
No.	Function	No	Was Doing	Yes	Discarded in favourable conditions	Discarded
P013	Needs help to stop developmentally impeding activities	July of 2013		Discontinues when calm		
P014	Uses tactile search only to search for very small details of an object	July of 2013				
P015	Is unable to initiate anything	July of 2013				
P016	Only able to perform a skill after having been prompted	July of 2013				
P017	Has developed Scoliosis	July of 2013		has flexible kyphosis 8/2115 PLO		
P018	Walks with stiff legs	July of 2013 (N/A)				
P019	laps hands or object on mouth area			6/14 PLO	stops with appropriate activities	
P020	headbanging			6/14 PLO	stops with appropriate activities	
P021	throws body backwards			6/14 PLO	stops with appropriate activities	
P022						
P023						
P024						

Figure 20 Page 2 of Developmentally Impeding Function page marked with dates and notes.

Summary

- Dating of various fields on p. 7 gives full review of present level of development
- Most likely will see discrepancy between fields
- Development or lack of development in one field will influence development in other files
- Program should provide enough and appropriate opportunities in deficit fields
- Program should provide opportunities to use skills already achieved

Assessment of the levels of function -6/2014												
	0-3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	18-24 months	24-30 months	30-36 months	36-42 months	42-48 months	
Gross Motor	100	81	37	0								
Fine Motor	100	92	50	17	0							
Mouth Movement	60	40	16	0								
Visual Perception	30	11	0									
Auditory Perception	100	100	86	43	30	0						
Haptic-Tactile Perception	100	100	100	33	16	0						
Smell & Taste	0	66	50	50	0							
Spatial Relations	80	67	33	0								
Object Perception	100	89	82	6	0							
Language Non-verbal	75	86	25	33	0							
Language Verbal	100	73	66	29	0							
Comprehension of Language												
Social Perception	100	0										
Emotional Perception	25	0	0									
Play & Activities	89	67	29	5	0							
Toileting Skills	50	50	50	33	0							
Undressing & Dressing	0	50	33	33	0							
Personal Hygiene	100	50	50	25	0							
Eating Skills	100	66	50	0								

Figure 21 Image of the Assessment of levels of functions that has been completed. Blocks with "100" are highlighted in yellow, and those 80 and above are highlighted in green. Those at lower scores are not highlighted. Some skills go as high as 12-15 months.

Resources about the Five Phases

- Are You Blind?
- [Five Phases of Educational Treatment Used in Active Learning](#)
- 2013-14 Active Learning Study Group handouts
 - October 2013 - [Handout](#)
 - November 2013 - [Handout](#)
 - January 2014 - [Handout](#)
 - Feb 2014 - [Handout](#)
 - April 2014 - [Handout](#)

Ideas for Assessment Sections

- Social and emotional development – December 1, 2015
- Gross and fine motor development – January 21, 2016
- Visual and auditory perception – March 29, 2016
- Haptic-tactile perception and development of IEP for Active Learning – May 24, 2016

What do you think?

Fields of Functional Scheme 2 each for January, March, May

- Gross Movement
- Fine Movement
- Mouth Movement
- Visual Perception
- Auditory Perception
- Haptic-Tactile Perception
- Oral-Gustatory Perception
- Spatial Perception
- Object Perception
- Language – Non-verbal & verbal, comprehension
- Perception Through Play and Activity
- Developmentally Impeding Functions
- Toilet Skills
- Undressing and Dressing Skills
- Eating Skills

Before December....

- Complete at least 1, but preferably 2 of the chosen fields on one of your students
- Mark the results in the Assessment summary page 7
- If you can, gather several short clips of your student (1 in independent, 1 interactive) to share and post to Google Docs folder

Google Drive

- <https://tools.google.com/dlpage/drive> - Google Drive app
- Download to iPad, iPhone, or computer
- Link to Google Drive folder will be sent via email to folks registered for January group in the next week, so register today!
- Send completed releases to hurstk@tsbvi.edu or fax to 512-206-9320.

Active Learning Study Group Webinar – April 2015 – Hurst, K. & Schultz, M.

Texas School for the Blind & Visually Impaired Outreach Programs



Figure 22 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 23 IDEAs that Work logo and OSEP disclaimer.