



Active Learning Space at www.activelearningspace.org

Active Learning Study Group

September 28, 2017 from 3:00-4:00 PM (CST)

Presented by

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TSBVI Outreach

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Developed for

Penrickton Center for Blind Children

Perkins School for the Blind and

Texas School for the Blind and Visually Impaired
Outreach Programs

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Outreach Programs Events Update:

- For upcoming webinars: <http://www.tsbvi.edu/2015-10-17-20-13-33/webinar-listings>
- For upcoming workshops and conferences: <http://www.tsbvi.edu/2015-10-17-20-13-33/outreach-workshops-conferences>

Housekeeping

- Download handouts and sign-in roster
- Send sign-in roster to 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>
- The code will be announced during the presentation.

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/> **

** If you're unable to enter the room from the above link please use this link to access our overflow room. Only use this link if necessary. <http://tsbvi.adobeconnect.com/active-2/>

Audio

Select Computer Audio in the Adobe Connect Room or

US/Canada Toll Free: 1-888-394-8197 and use access code 119497 or

International Toll: 1-719-457-6443 and use access code 119497

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

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Webinar Dates for 2017-2018

Additional ALSG webinars

- November 30, 2017
- January 25, 2018
- March 29, 2018
- May 17, 2018

Remember: You need to register separately for each session!

https://txtsbvi.escworks.net/catalog/session.aspx?session_id=39331

View Recorded Webinars



Figure 1 Screen shot of archived webinar for the September 2016 Active Learning Study Group.

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

All of our webinars are recorded and archived on the Active Learning Space site.

Active Learning Newsletter

Subscribe to our mailing list

* Indicates required

Email Address *

First Name

Last Name



Figure 2 Screenshot of the newsletter mailing list sign-up page

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

Polls

Which role best describes you?

- TVI
- SPED Teacher
- Case Manager/Administrator
- Education Consultant
- Parent or family member
- COMS
- OT
- SLP
- PT

Have you participated in ALSG webinars in the past?

- More than 5
- 3-5
- 1-2
- I have watched some of the recordings
- This is my first one

Questions

Submit your questions on our Public Forum!

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

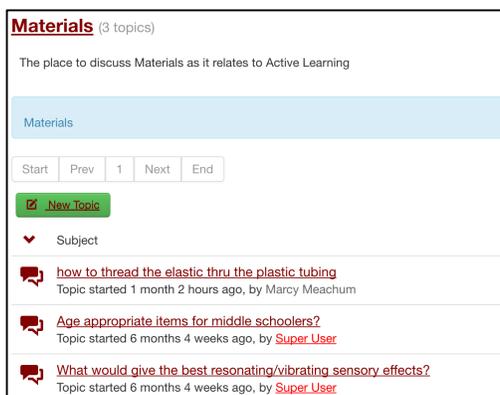


Figure 3 Screenshot of question form

Question from Active Learning Space

I work with middle school aged children and struggle to find affordable age appropriate items that, especially those that light up, make sounds and vibrate.

Any suggestions?

- Jeanette

Response from Patty

- Use a wide variety of materials.
- Expand beyond typical “toys.”
- Look at companies that have "different" types of items like musical instruments, sensory materials, visual materials, etc.
- Try some of the following:
 - Z-vibes, facial brushes, shoe polishers.
 - Vibrating toothbrushes, seed pod rattles, quack sticks.
 - Canary sticks, thunder tubes, paddle drums, egg shakers, chimes, (more musical instruments in catalogues).
 - Light up DNA ball, boing balls, mini light up spike balls, etc.
 - Remember vibrating doesn't have to be mechanical - an item can vibrate by banging on it.
 - Sound doesn't have to be battery operated - it can be a ping pong ball bouncing on a wood board.
 - Visual items can be reflective paper, yellow on black, or things that light up.

Goals for Today's Session

- Identify how to match a learner's skill level and needs with specific materials.
- Explore considerations when selecting materials and determining their placement.

Assessment

- Begin with an assessment tool, such as the Functional Scheme Assessment.
- Look at the learner's preferences.

The Active Learning Planning Sheet can be used to guide and organize you. It's a 6-page form that includes the following sections:

- Identification of a child's likes and dislikes (objects, actions, people)
- Summary of sensory channels
- Notes on observations of the child
- Ideas for specific items to include in instruction

- Goals, Objectives, Skills – Data for Child Progress Reporting

This form can be found at <http://www.activelearningspace.org/forms>.

Equipment and Materials

- “Equipment” refers to what Dr. Lilli Nielsen called “perceptualizing aids” or the larger pieces that are more permanent and which are often used for positioning or providing access to an activity.
- “Materials” refer to individual items that the learner is exploring while positioned on various pieces of equipment.
- Materials may be attached to a piece of equipment or presented in whatever way allows the child to explore them as independently as possible.

Points to Consider When Choosing Materials

1. What are the learner’s preferences?
2. What is the learner’s skill level?
3. The number of objects
4. What an object is made of
5. What the object can do

<http://www.activelearningspace.org/points-to-consider-when-choosing-materials>



Figure 4 Sets of materials used in Active Learning that include (on the left) kitchen utensils and (on the right) various types of balls.

Large Number of Multiple Items

- Sometimes goes against training as a TVI or Special Educator
- Learners need a quantity of multiple items to be able to explore and compare the properties of the materials



Figure 5 Child playing with a bowl containing various balls.



Figure 6 Child playing with various types of tubes

Attractive Objects

- Objects with Tactually Attractive Qualities
- Objects with Auditorially Attractive Qualities
- Objects to Hang Along the Wall Module
- Objects Promoting Concept of Numbers and Parts to Whole
- Objects for Experience of Weight and Temperatures
- Objects to Inspire Putting Fingers into Holes
- Objects that will Change Shape

<http://www.activelearningspace.org/attractive-objects>

Matching Materials to Learner Goals

- What is the learner is working on?
- What are the priorities?
- Look at which materials have properties that can be matched to those goals.

<http://www.activelearningspace.org/ideas-to-match-materials-to-goals>



Figure 7 Objects to be used in two-handed separating activity, for example pipe cleaners and pipes.



Figure 8 Variety of suction cups for pulling off activity.

Sources for Materials

- Think beyond toys and typical school catalogs
<http://www.activelearningspace.org/sources-for-materials>

Presenting Materials

- Present materials in such a way as to maximize the learner's ability to explore and interact with them as independently as possible.
- Work with the team on this (OT, PT, TVI, etc.)
- Be sure that there are always materials available in whatever position the learner is in.

Placement of Materials



Figure 9 A wall mounted position board with various items attached.



Figure 10 Position board with various items attached.



Figure 11 An activity vest with various items attached.



Figure 12 A child laying in a little room with various objects suspended above his torso and feet.

Positioning devices are not activities!

Think about what the activity is and what piece of equipment would best enable the learner to participate as fully as possible.

Placement of Materials

- In this photo from Narbethong State Special School, students are positioned on support benches in such a way that they can interact with each other using a tub of balls.
- The placement of this tub in the middle of a circle of support benches is designed to encourage socialization.



Figure 13 Students at Narbethong State Special School in a circle on support benches

Case Study Example

Explanation of a position board designed for a 10-year-old girl who has CVI and CP, and a rare genetic syndrome.



Figure 14 Explanation of a position board

Penrickton Center for Blind Children



Figure 15 Penrickton Center for the Blind logo

Perkins School for the Blind E-Learning



Figure 16 Perkins E-Learning logo

Texas School for the Blind & Visually Impaired Outreach Programs



Figure 17 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 18 IDEAs that Work logo and OSEP disclaimer.