



# Texas School for the Blind and Visually Impaired Outreach Programs

[www.tsbvi.edu](http://www.tsbvi.edu) | 512-454-8631 | 1100 W. 45<sup>th</sup> St. | Austin, TX 78756

---

## Active Learning Study Group

December 1, 2015

3:00-4:00 PM

Presented by

Kate Hurst, Stw. Staff Development Coordinator

Outreach Programs

[hurstk@tsbvi.edu](mailto:hurstk@tsbvi.edu)

Matt Schultz, Deafblind Education Consultant

Texas Deafblind Outreach

[schultzm@tsbvi.edu](mailto:schultzm@tsbvi.edu)

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.

By participating in the event, participants acknowledge that they waive all rights to confidentiality related to their participation in this event, and that TSBVI is held harmless from any claims of liability related to their participation, including the redistribution of the event.

## **Housekeeping**

- Download handouts and sign-in roster
- Send sign-in roster to [keithc@tsbvi.edu](mailto: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](http://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/](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

## Special Guests from Penrickton Center for Blind Children



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



Figure 2 Penrickton Center for the Blind Logo

### LiveBinder

<http://www.livebinders.com/edit/index/1781034?tabid=6b8f8bd0-10f7-fa99-8868-51a13eb5863b#>

Videos of Kamryn playing with adults and on her own.

### Social Perception Milestones

0-3 months: Smiles and waves arms when seeing or hearing familiar people

3-6 months: Enjoys having an adult play with him/her

6-9 months: Makes contact with adults

9-12 months: Anxious when trusted provider is not present

12-15 months: Shows interest in other learners

15-18 months: Moves close to another learner, observes intensively

18-24 months: Protests if his/her activity is disrupted

24-30 months: Steals the toy another learner is playing with

30-36 months: Plays parallel to other learners

36-42 months: Invites the adult to play rough-and-tumble

42-28 months: Helps with laying the table

## Social Perception

Level	Milestones	Yes	No
0 - 3 months	Smiles and waves arms when seeing or hearing familiar people	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 - 6 months	Enjoys having an adult play with him	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6 - 9 months	Makes contact with adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9 - 12 months	Anxious when trusted provider is not present	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12 - 15 months	Shows interest in other learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15 - 18 months	Moves close to another learner, observes intensively	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18 - 24 months	Protests if his activity is disrupted	<input type="checkbox"/>	<input checked="" type="checkbox"/>
24- 30 months	Steals the toy another learner is playing with	<input type="checkbox"/>	<input checked="" type="checkbox"/>
30 - 36 months	Plays parallel to other learners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
36 - 42 months	Invites the adult to play rough-and-tumble	<input type="checkbox"/>	<input checked="" type="checkbox"/>
42 - 48 months	Helps with laying the table	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Figure 3 Social Perception Milestones showing "X" in "Yes" box thru 3-6, 6-9, 9-12, 12-15 and 15-18 months and "X" in "No" box 0-3,18-24, 24-30, 30-36, 36-42, and 42-48 months.

### Our student had X in the "Yes" column for

- 0-3 months: Smiles and waves arms when seeing or hearing familiar people
- 3-6 months: Enjoys having an adult play with him/her
- 6-9 months: Makes contact with adults
- 9-12 months: Anxious when trusted provider is not present
- 12-15 months: Shows interest in other learners
- 15-18 months: Moves close to another learner, observes intensively

### Our student had X in the "No" column for

- 18-24 months: Protests if his/her activity is disrupted
- 24-30 months: Steals the toy another learner is playing with
- 30-36 months: Plays parallel to other learners
- 36-42 months: Invites the adult to play rough-and-tumble
- 42-28 months: Helps with laying the table

## Our Student

### 12-15 months

K049: Shows interest in other learners - Yes

K050: Imitates the adult's activity - Yes

K051: Waves to say good-bye - Don't Know

K052: Wants to share his experiences with the adult – Yes

Social Perception		Level: 12 - 15 months						
No.	Function	Yes	No	Don't know	Was able to	Learning has begun	Performed in favourable conditions	Performs spontaneously
K049	Shows interest in other learners	X						
K050	Imitates the adult's activity	X						
K051	Waves to say good-bye			X				
K052	Wants to share his experiences with the adult	X						
K053								

Figure 4 Our student shows X in the “Yes” column for items K049, K050 and K052 and in the “Don't Know” column for item K051.

## Our Student

### 15-18 months

K061: Moves close to another learner, observes intensively - Yes

K062: Becomes worried when another learner cries – Don't Know

K063: Approaches an adult with a welcoming attitude - Yes

Social Perception		Level: 15 - 18 months						
No.	Function	Yes	No	Don't know	Was able to	Learning has begun	Performed in favourable conditions	Performs spontaneously
K061	Moves close to another learner, observes intensively	X						
K062	Becomes worried when another learner cries			X				
K063	Approaches an adult with a welcoming attitude	X						
K064								

Figure 5 Our student has X in "Yes" column for items K061 and K063 and X in "Don't Know" column for item K062.

## Our Student

### Social Perception level 18-24 months

K073: Observes other learner's play intensely - Yes

K074: Reacts spontaneously to own name – Don't Know

K075: Helps the adult with tidying up of the toys - No

K076: Protests if his activity is disrupted - No

K077: Demonstrates his own will in the presence of the adult – Don't Know

Social Perception		Level: 18 - 24 months						
No.	Function	Yes	No	Don't know	Was able to	Learning has begun	Performed in favourable conditions	Performs spontaneously
K073	Observes other learner's play intensely	X						
K074	Reacts spontaneously to own name			X				
K075	Helps the adult with tidying up of the toys		X					
K076	Protests if his activity is disrupted		X					
K077	Demonstrates his own will in the presence of the adult			X				
K078								
K079								

## Our Student

### Social Perception Level 24-30 months

K085: Steals the toy another learner is playing with - No

K086: Tries to have his will while playing with another learner – Don't Know

K087: Presents his abilities to the adult - No

K088: Helps with wiping the table – No

Social Perception		Level: 24 - 30 months						
No.	Function	Yes	No	Don't know	Was able to	Learning has begun	Performed in favourable conditions	Performs spontaneously
K085	Steals the toy another learner is playing with		X					
K086	Tries to have his will while playing with another learner			X				
K087	Presents his abilities to the adult		X					
K088	Helps with wiping the table		X					
K089								
K090								

Figure 6 Our student had x in "No" for items K085, K087, and K088 and X in "Don't Know" for item K086.



## Our Student

Social Perception		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 K	Characterized as friendly towards known persons							
N002 K	Characterized as friendly towards anyone							
N003 K	Is especially attached to one person							
N004 K	Is afraid of being separated from parents							
N005 K	Characterized as eager to make contact							
N006 K	Characterized as making contact but ready to retreat quickly							
N007 K	Characterized as clinging							
N008 K	Characterized as abnormally attention-demanding							
N009 K	Characterized as naturally attention-demanding							
N010 K	Sleeps during daytime If yes, when _____							
N011 K	How many hours does the learner sleep during night: ____							
N012 K	Resists teaching							
N013 K	Is familiar with cause of routine							
N014 K	Insists on doing something by himself during mealtime							
N015 K	Insists on doing things by himself in other situations							
N016 K								

13

Figure 7 Social Perception Irrespective of level of development from Functional Scheme.

N001K Characterized as friendly towards known persons

N003K Is especially attached to one person?

N010K Sleeps during daytime – sick

N011K # hours night sleep?

## Emotional Perception Milestones

- 0-3 Months: Contacts or responds to contact by clutching the adult's finger, clothes and hair
- 3-6 Months: Can call for the parents by crying, also when nothing is wrong
- 6-9 Months: Contacts or responds to contact by pressing him/herself against the adult
- 9-12 Months: Contacts or responds to contact by pointing to the adult using a toy
- 12-15 Months: Wants to feed the adult
- 15-18 Months: Invites the adult to participate in give-and-take game
- 18-24 Months: Makes contact by hiding him/herself followed by reappearing with a shocked attitude
- 24-30 Months: Makes contact by hiding him/herself followed by reappearing with a shocked attitude
- 30-36 Months: Has difficulty in choosing between yes and no, coming and going, milk and juice, etc.
- 36-42 Months: Shows great independence, often thinks he/she can do more than his/she is able
- 42-48 Months: Repeats activities that cause the adult to laugh

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

Lilly's Consultancy for Active Learning - Denmark

Figure 8 Emotional Perception Milestones showing "X" in yes box thru 6-9 months and "X" in no box 9-12, 12-15, 15-18, 18-24, 24-30, 30-36, 36-42, and 42-48 months.

### **Our student had X in the “Yes” column for**

- 3-6 months: Can call for the parents by crying, also when nothing is wrong
- 6-9 months: Contacts or responds to contact by pressing him/herself against the adult

### **Our student had X in the “No” column for**

- 0-3 months: Contact or responds to contact by clutching the adult’s finger, clothes and hair
- 9-12 months: Contacts or responds to contact by pointing to the adult using a toy
- 12-15 months: Wants to feed the adult
- 15-18 months: Invites the adult to participate in a give-and-take game
- 18-24 months: Suggests that the adult may borrow his most precious toy
- 24-30 months: Makes contact by hiding him/herself followed by reappearing with a shocked attitude
- 30-36 months: Has difficulty in choosing between yes and no, coming and going, milk and juice, etc.
- 36-42 months: Shows great independence, often thinks he can do more than he/she is able to
- 42-48 months: Repeats activities that cause the adult to laugh

## Our Student

### Emotional Perception 6-9 Months

- E025: Contacts or responds to contact by pressing him/herself against the adult - Yes
- E026: Touches the adult's face – Don't Know
- E027: Puts a finger in the adult's eyes and mouth – Don't Know
- E028: Likes to be moved from the arms of one familiar person to another – Don't Know
- E029: Imitates the adult's movements, e.g. reaches hand towards the switch just after the adults has switched on the light – Yes
- E030: Seeing Mom and Dad after their return causes great joy - Yes
- E031: Shows joy when recognizing familiar voices – Yes

Emotional Perception		Level: 6 - 9 months						
No.	Function	Yes	No	Don't know	Was able to	Learning has begun	Performed in favourable conditions	Performs spontaneously
E025	Contacts or responds to contact by pressing himself against the adult	X						
E026	Touches the adult's face			X				
E027	Puts a finger in the adult's eyes and mouth			X				
E028	Likes to be moved from the arms of one familiar person to another			X				
E029	Imitates the adult's movements, e.g. reaches hand towards the switch just after the adult has switched on the light	X						
E030	Seeing Mom and Dad after their return causes great joy	X						
E031	Shows joy when recognizing familiar voices	X						
E032								

Figure 9 Our student shows X in yes column for E025, E029, E030, and E031. There are X in "Don't Know" column for items E026, E027 and E028.

## Our Student

### Emotional Perception Level 9-12 Months

E037: Contacts or responds to contact by point to the adult using a toy, as if showing it - No

E038: Wants to share his interest with the adult – Don't Know

E039: Refuses contact with persons he does not feel attached to - No

E040: Puts his arms around the adults to whom he feels attached - Yes

E041: Wants to drink from the adult's cup – No, not applicable

Emotional Perception		Level: 9 - 12 months						
No.	Function	Yes	No	Don't know	Was able to	Learning has begun	Performed in favourable conditions	Performs spontaneously
E037	Contacts or responds to contact by pointing to the adult using a toy, as if showing it		X					
E038	Wants to share his interests with the adult			X				
E039	Refuses contact with persons he does not feel attached to		X	X				
E040	Puts his arms around the adults to whom he feels attached			X				
E041	Wants to drink from the adult's cup			NA				
E042								

Figure 10 Our student has X in “Yes” column for item E040, in “No” column for items E037 and E039, and in “Don't Know” column for items E038 and E041. There is also “NA” in column E041 since the student does not take food orally.

## Our Student

### Emotional Perception Level 12-15 Months

E049: Establishes brief contact with the adult to confirm that their relationship exists independently of other adults - Yes

E050: Wants to feed the adult – Don't Know

E051: Laughs and babbles in interaction with the adult - Yes

E052: Shows that he considers him/herself as the center or the family – Don't Know

E053: Enjoys adult-learner games such as clapping hands and playing with lips - Yes

E054: Understands that familiar people are the same irrespective of their state of mind - Yes

Emotional Perception		Level: 12 - 15 months						
No.	Function	Yes	No	Don't know	Was able to	Learning has begun	Performed in favourable conditions	Performs spontaneously
E049	Establishes brief contact with the adult to confirm that their relationship exists independently of other activities	X						
E050	Wants to feed the adult			X				
E051	Laughs and babbles in interaction with the adult			X				
E052	Shows that he considers himself as the centre of the family			X				
E053	Enjoys adult-learner games such as clapping of hands and playing with lips	X						
E054	Understands that familiar people are the same irrespective of their state of mind	X						
E055								

What does this mean?

Figure 11 Our student has X in "Yes" column for item E049, E051, E053 and E054 and in "Don't Know" column for items E050 and E052. There is also a question beside item E054: What does this mean?

## Our Student

### Emotional Perception Level 15-18 months

E061: Invites the adult to participate in a give-and-take game - Yes

E062: Enjoys to participate in games such as ride a rockinghorse, and see-saw – Don't Know

E063: Tests activities that are allowed and disallowed – Don't Know

E064: Demonstrates a strong attachment to one or a few objects - Yes

E065: Often has a need for physical contact, wants to be carried and sit on lap – Don't Know

Emotional Perception		Level: 15 - 18 months						
No.	Function	Yes	No	Don't know	Was able to	Learning has begun	Performed in favourable conditions	Performs spontaneously
E061	Invites the adult to participate in a give-and-take game	X						
E062	Enjoys to participate in games such as ride a rockinghorse, and see-saw			X				
E063	Tests activities that are allowed and disallowed			X				
E064	Demonstrates a strong attachment to one or a few objects	X						
E065	Often has a need for physical contact, wants to be carried and to sit on lap			X				
E066								
E067								

Figure 12 Our student shows X in "Yes" column items E061 and E064 and X in "Don't Know" column for items E062, E063, and E065.

## Our Student

E073: Suggests that the adult may borrow his most precious toy - No

E074: Can react intensely to changes in the daily routine – Don't Know

E075: Throws a tantrum when his/her will is crossed – Don't Know

E076: Presents strong feelings of ownership: "my mother", "my toy", "my seat" – Don't Know

E077: Plays language games with the adult: rhymes and jingles - No

Emotional Perception		Level: 18 - 24 months						
No.	Function	Yes	No	Don't know	Was able to	Learning has begun	Performed in favourable conditions	Performs spontaneously
E073	Suggests that the adult may borrow his most precious toy		X					
E074	Can react intensely to changes in the daily routine			X				
E075	Throws a tantrum when his will is crossed			X				
E076	Presents strong feelings of ownership: "my mother", "my toy", "my seat"			X				
E077	Plays language games with the adult: rhymes and jingles		X					
E078								

Figure 13 Our student shows X in the "No" column for items E073 and E077 and in the "Don't Know" column for items E074, E075 and E076.



## Our Student

Emotional Perception 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 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							

LBS: Checklist for Active Learning - Overview

Figure 14 Emotional Perception Irrespective of level of development chart showing items N001E-N0016E

### Items noted by Kate and Matt

- N013 - Disinterested?
- N025 - Demonstrates her will?
- N027 - Uses blindisms (self-stimulation) as expression of joy, excitement
- N037 - Refuses activities in which she is disinterested

## Our Student

- Social Perception at 9-12 months?
- Emotional Perception at 6-9 months ?

## Assessment Summary

Assessment of the levels of function - 12/2015												
	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												
Fine Motor												
Mouth Movement												
Visual Perception												
Auditory Perception												
Haptic-Tactile Perception												
Smell & Taste												
Spatial Relations												
Object Perception												
Language Non-verbal												
Language Verbal												
Comprehension of Language												
Social Perception				100	75	66	60	0				
Emotional Perception			100	64	40	0						
Play & Activities												

Figure 15 Assessment Summary for Social Perception shows: 100 at 9-12 mo., 75 at 12-15 mo., 66 at 15-18 mo., 60 at 18-24 mo., and 0 at 24-30 mo. Emotional Perception shows: 100 at 6-9 mo., 64 at 9-12 mo., 40 at 12-15 mo., and 0 at 15-18 mo.

## Assignments for January

- Complete 2 more fields in the assessment
- Videotape segments in play alone and in interaction with adult if you have not done so
- Post or send questions about assessment to Kate Hurst ([hurstk@tsbvi.edu](mailto:hurstk@tsbvi.edu)) before the January study group

## Notes:

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



Figure 16 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 17 IDEAs that Work logo and OSEP disclaimer.