



Active Learning Space at www.activelearningspace.org

Active Learning Study Group

May 17, 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,
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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- 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 given 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

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Active Learning Study Group May 17, 2018

Facilitated by:

Charlotte Cushman, Education Resources Manager
Perkins School for the Blind with help from

Kate Hurst, Statewide Staff Development Coordinator, TSBVI
Patty Obrzut, Assistant Director, Penrickton Center for Blind Children

Please Take our Survey!

https://www.surveymonkey.com/r/active_learning_2018



Figure 1: Screenshot of Active Learning survey

Co-Host



Figure 2: Photo of Patty Obrzut

Patty Obrzut, Penrickton Center for Blind Children

Webinar Dates

This is the last webinar of this school year, but we hope you'll join us again next year!

Save the dates:

- September 27, 2018
- January 24, 2019
- April 18, 2019

View Recorded Webinars



Figure 3: 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 field

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 4: Screenshot of the newsletter mailing list sign-up page

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

Redesigning Website



Figure 5: Screenshot of new website

Active Learning Modules

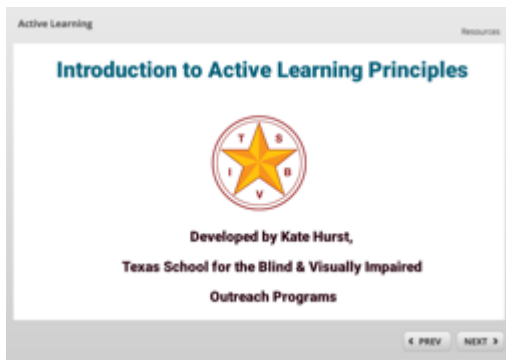


Figure 6: Introduction to Active Learning Principles

Goals for Today's Session

- Look at major pieces of Active Learning equipment or perceptualizing aids
- Explore how they can be used and what the educational benefits are

The Importance of Movement

“Movement is a pre-requisite for learning.” – Dr. Lilli Nielsen, *Early Learning Step by Step*

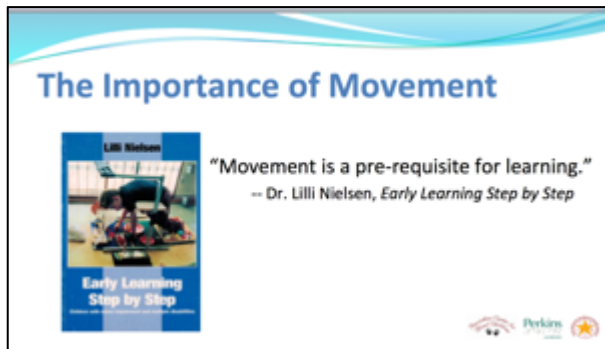
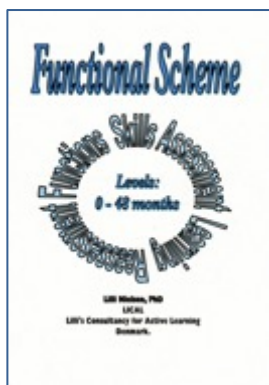


Figure 7: Slide showing cover of *Early Learning Step by Step*

Determine Learner's Skill Level



Assessment:

- Functional Scheme
- PT and OT reports
- FVE/LMA
- CVI Range
- O&M
- Audiological

Figure 7: Cover of Functional Scheme

Skills Determine Activities

- Activities (all) are motor-based
- Should alternate fine & gross motor throughout the day
- Should include at least 30-45 minutes per day of adult-child interactions
- Use FIELA Curriculum for ideas

Design Principles of Active Learning

- **Feedback:** Supply strong responses in multiple modes (auditory, tactile, visual)
- **Support:** Child must be supported so as not to be in pain, typically not bearing weight on their legs fully or even partially
- **Richness:** Thick with objects so that minor actions are rewarded with feedback.
- **Variety:** Must be changed periodically—probably more often than we are inclined to think.

Selecting Perceptualizing Aids: Resonance Board



- Motivating increased activity
- Spatial awareness
- Auditory perception

Figure 8: Child sitting on resonance board with a variety of materials

Resonance Board



Make your own!

- 4 ft. x 4 ft. (or 4 x 6 ft.)
- Lip underneath is $\frac{3}{4}$ inch
- Birch plywood is preferred

Figure 9: Resonance board



Figure 10: 5 photos of resonance boards being used together with other pieces of equipment: (clockwise) Little Room, Ball Forest, HOPSA dress, Activity Wall, Support Bench

Selecting Perceptualizing Aids: Little Room



Figure 11: Child lying on his back in a Little Room on a Resonance Board

- Reaching
- Scratching
- Batting, rattling
- Grasping/letting go
- Mouthing
- Kicking
- Spatial orientation
- Object concepts

Types of Little Rooms



Figure 12: Short Little Room (for small children lying down)



Figure 13: Tall Little Room (for larger children or sitting up)

Configurations of Little Rooms

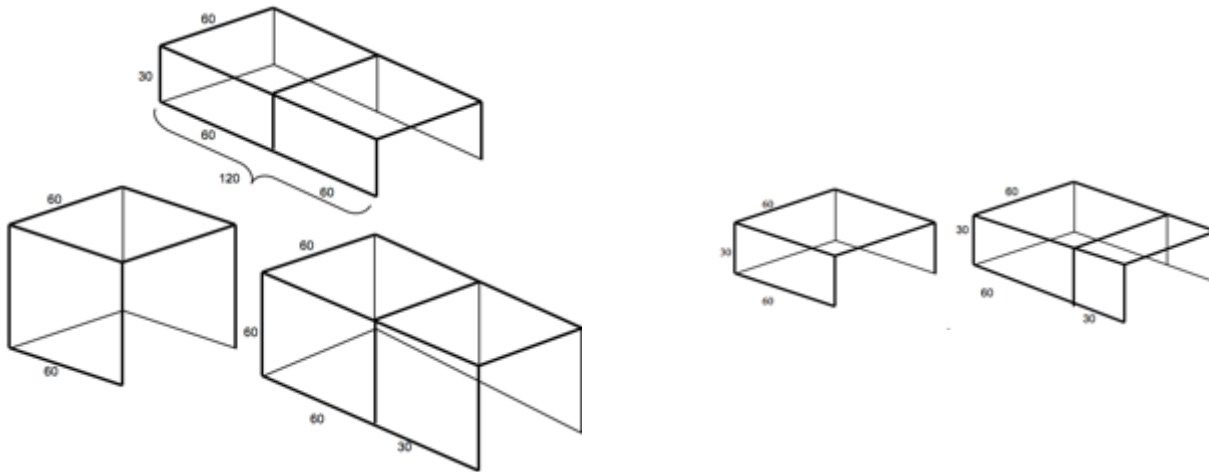


Figure 14: Measurements of 5 different configurations of Little Rooms

Choosing Objects for a Little Room



Match child's interests and skills!

Objects should:

- Be of pleasure to the child
- Be graspable
- Have tactile and auditory qualities
- Vary in weight and temperature
- Take into account the senses of taste and smell

Figure 15: Collection of kitchen items, including measuring spoons, metal strainers, wooden spoons, wire whisks, and measuring cups



Figure 16: Items hanging from ceiling of Little Room, including toothbrushes, bracelets, hairbrushes, beaded necklaces

- Be visually inspiring
- Inspire child to play counting games
- Be changeable in shape
- Be comparable, as well as, present in such quantities that child has the opportunity to
 - Choose
 - Combine their experiences
 - Play various sequence games

Little Room Lids



Figure 17: Little Room lids arranged in cubbies

Putting a Child in a Little Room

Here is the Little Room.



I lift the Little Room up, and lay a child on the resonance board.



Figure 18: a) Little Room on resonance board; b) Child lying on resonance board with Little Room tipped up

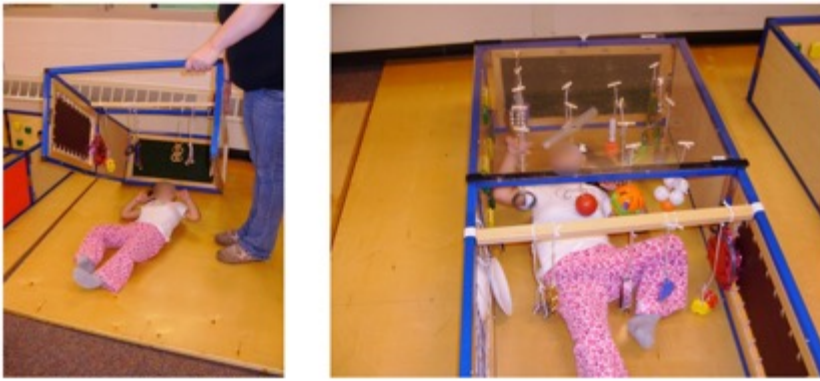


Figure 19: a) Lowering the Little Room over a child; b) Child lying on resonance board in Little Room

Selecting Perceptualizing Aids: Support Bench

- Coordinating movements of arms/legs
- Developing spine
- Strengthening back & neck muscles
- Sitting without support
- Tactually exploring
- Spatial orientation

Note: The child must be at least 2 years old chronologically, but not able to sit up independently (Early Learning Step by Step, p. 97)



Figure 20: A boy on a Support Bench with his hands in a tub of water and his bare feet in a tub of dirt

Selecting Perceptualizing Aids: Essef Board



- Moving legs/feet
- Strengthening legs
- Balancing

Figure 21: 4 photos of an Essef Board being used: with wall ladder; child seated on it; and two with swing

Selecting Perceptualizing Aids: HOPSA Dress



- Moving legs
- Bearing own weight
- Balancing while standing
- Achieving ability to walk
- Tactual exploration with feet/hands
- Spatial orientation

Figure 22: Student in a HOPSA dress with his feet on an Essef board, next to a pegboard Activity Wall

Thank you for joining us!

Notes:

Penrickton Center for Blind Children



Figure 23: Penrickton Center for the Blind logo

Perkins School for the Blind E-Learning



Figure 24: Perkins eLearning logo

Texas School for the Blind & Visually Impaired Outreach Programs



Figure 25: 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 26: IDEAs that Work logo and OSEP disclaimer

