



Active Learning Space at www.activelearningspace.org

Active Learning Study Group

May 25, 2017 from 3:00-4:00 PM

Presented by

Kathryn Iliff, Active Learning Coordinator

Narbethong State Special School, Queensland, Australia

with

Charlotte Cushman, E-Learning Coordinator, Perkins School for the Blind

Kate Hurst, Statewide Staff Development Coordinator and

Matt Schultz, Deafblind Education Consultant, Texas School for the Blind & Visually Impaired

Patty Obrzut, Assistant Director, Penrickton Center for the Blind

Developed for

Penrickton Center for Blind Children

Perkins School for the Blind and

TSBVI Outreach Programs

You are being recorded.....

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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 webinar.

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/> or <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 324844 or

International Toll: 1-719-457-6443 and use access code 324844

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Active Learning Study Group March 30, 2017

Facilitated by:
Matt Schultz, Deafblind Consultant, TSBVI

Co-Host



Figure 1 Photo of Patty Obrzut



Figure 2 Photo of Kate Hurst



Figure 3 Photo of Charlotte Cushman

Webinar Dates

Time: 3:00-4:00 PM (CST) 4-5 EST, 2-3 MST, 1-2 PST

- September 28, 2017
- November 30, 2017
- January 25, 2018
- March 29, 2018
- May 17, 2018

This series of webinars will focus on a variety of topics such as setting up a classroom and schedule, choosing materials, addressing the student with CVI, using Active Learning with older students and information on research related to Active Learning. Various guest speakers will be a part of this year's presentations. <http://txtsbvi.escworks.net>

Remember: You need to register separately for each session!

https://txtsbvi.escworks.net/catalog/event.aspx?event_id=38978

View Recorded Webinars



Figure 4 Screen shot of archived webinar for the September 2016 Active Learning Study Group.

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

Active Learning Newsletter

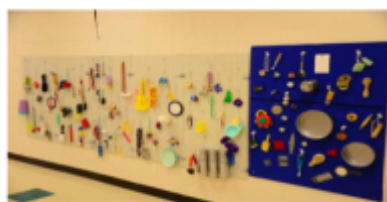
Subscribe to our mailing list

* 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 5 Screenshot of the newsletter mailing list sign-up page

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

Forum

New format with threaded discussions.

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

Main Forum (20 topics)

This is the main forum section. It serves as a container for categories for

Category



Welcome to the conversation! (1 topics)

We encourage new members to introduce themselves here. Give us your interests.

Figure 6 Screenshot of the newsletter mailing list sign-up page

Questions from Active Learning Space

How do I get buy-in to implement Active Learning with a student?

- Parents/Caregivers
- Administrators
- Classroom Teachers
- Related Service Staff (PT, OT, SLP, etc.)
- Paraprofessionals

Proof in the Pudding

- Set up one activity with the child and **document** change with videos, progress reports, etc.
- Set up a simulation activity where they are blindfolded and passive...see how they feel. Then do the same activity where they are making choices and in control of their own body.
- Share your success stories about specific students who are similar to theirs.

Demonstrating Value

- Understand and be able to explain why to use Active Learning
 - Share information and tools from the website
 - Show videos of the students from Active Learning Space
 - Share the news clip from homepage for non-educators

Meet Isaiah!



Figure 7 Image of video of Isaiah

Goals for Today's Session

- Explore how an Active Learning approach can be used with learners of all different ages and abilities
- Explore ways in which to implement a curriculum using an Active Learning approach



Figure 8 A young child is positioned on an ESSEF Board inside a large circular mat with an SPG board and other items around her.



Figure 9 Two children strapped to scooter boards are lying head-to-head on the floor playing with SPG boards.

Narbethong State Special School

Welcome to our special guests from Narbethong State Special School in Queensland, Australia!

Kathryn Iliff is the Active Learning Coordinator there.



Figure 10 The Narbethong School logo

Active Learning Methodology



Figure 11 Logo of the Narbethong School with the words "Active Learning Methodology"

- In use at Narbethong for over 20 years
- Went from rote learning or training model to concept development based learning
- Moved from hand-over-hand to students learning by doing

Changes in Student Behavior

- Increased independence
- Progress through developmental levels
- Fewer behavior problems
- Intrinsic motivation to learn

Methodology Maintained by:

- Starting with Functional Scheme Assessment
- Equipping classroom with materials and equipment suiting student's development and sensory needs
- Identifying priorities for fine and gross motor, social and emotional
- Including Expanded Core Curriculum (ECC)
- Aligning with national curriculum

Student Programs

- Alternate between fine and gross motor activities
- Students encouraged to make choices
- Australian curriculum and ECC within framework of Active Learning and its methodology

Narbethong Curriculum Planning

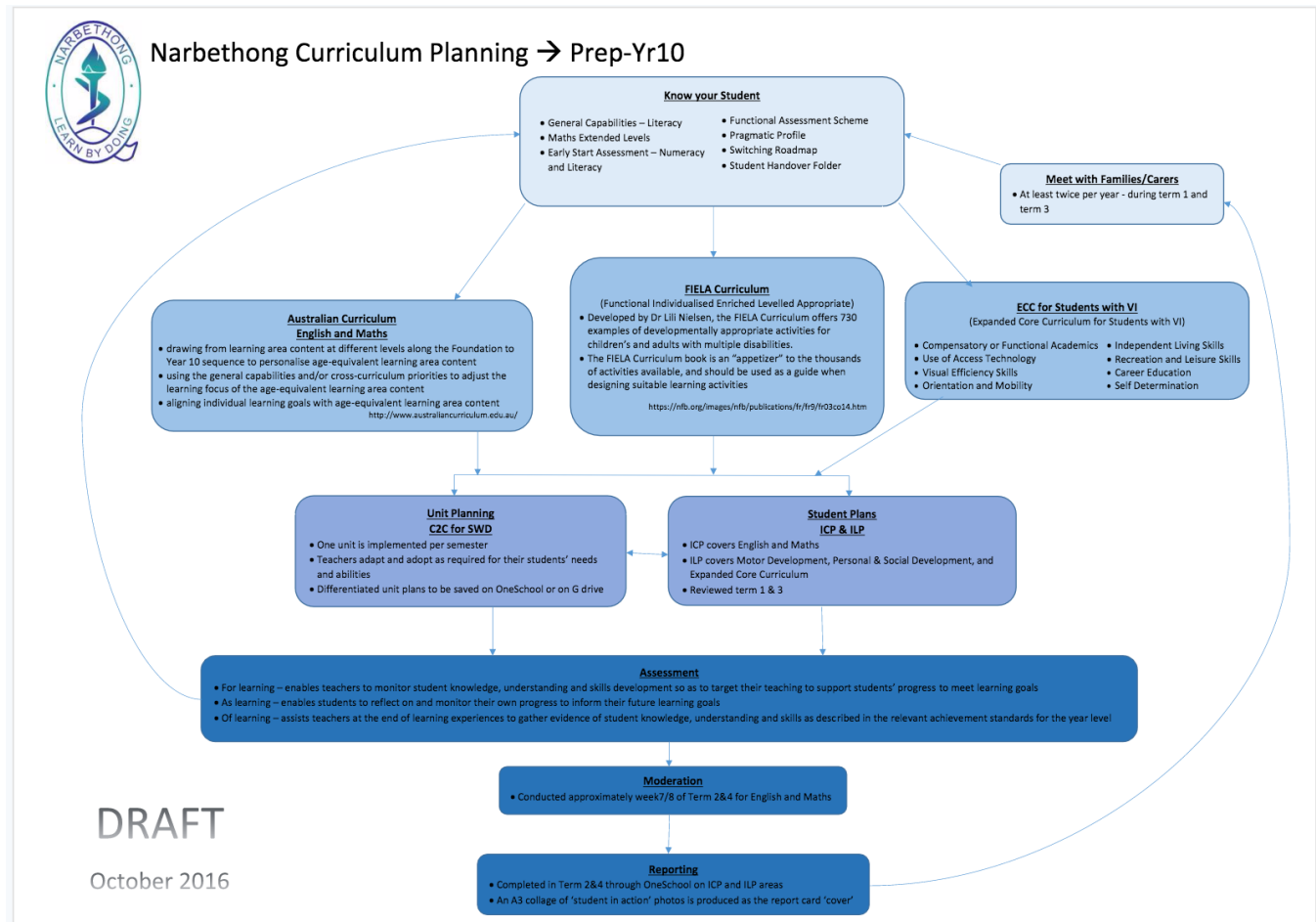


Figure 12 2016 draft of a flow chart showing Narbethong Curriculum Planning - Prep-Year10

Morning Meeting

- Roll call (attendance)
- Calendar time and daily plans
- Discussions about weather
- Literacy and numeracy
- Language goals

Recycling

- Putting "into"
- Turn-taking
- Grasp and release
- Concepts of up/down, heavy/light, big/small, hard/soft
- Immersed in language of recycling
- ECC: career education
- Good idea for a student who is a thrower!

Fine Motor Activities

On Resonance Board, MFA tables, position boards

- Tower building
- Putting into
- Separating
- Comparing
- Contrasting

Water and Rice Seed Play

- Numeracy
- Concepts: pouring, filling, enough
- Empty/filled
- Language and social development
- Expands to pouring drinks, washing up and cooking activities (independent living)

Shoe Box Task: Fine Motor

- Hears instruction in more formal activity (at level of Consequence)
- Enough/not enough
- Threading beads
- Numeracy
- Reading symbols and understanding directions

Fine Motor Games

- Pre-braille skills include:
- Using both hands
- Left to right sequence
- Lining up
- Special jig
- Materials made of wood, metal, melamine, which allow for noise and comparisons

MFA Table with 3D Items

- MFA Table: Multi-Functional Activity Table
- Offered everyday objects
- Sorting 3D shapes
- Exploring shapes as objects
- Learning is by doing
- Aligns with general curriculum

Discussion Time

Questions?

Thank you for joining us!

Don't forget to register for the LID Active Learning Conference in Frisco, TX at https://txtsbvi.escworks.net/catalog/session.aspx?session_id=39264 and book a hotel room today! If you need more details about this event go to <http://www.tsbvi.edu/lid-active-learning-conference>

Penrickton Center for Blind Children



Figure 13 Penrickton Center for the Blind logo.

Perkins School for the Blind E-Learning



Figure 14 Perkins E-Learning logo.

Texas School for the Blind & Visually Impaired Outreach Programs



Figure 15 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 16 IDEAs that Work logo and OSEP disclaimer.