



Active Learning Space at www.activelearningspace.org

Active Learning Study Group

March 29, 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 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 <https://tcc.1capapp.com/event/tsbvi/embed>
- 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
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Link to enter room:

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Active Learning Study Group March 29, 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

Poll Question:

Which best describes your role?

- I work in a self-contained classroom.
- I am an itinerant teacher or therapist.
- I am a family member of an individual with significant multiple disabilities.
- I don't work directly with students.

Co-Host

Co-Host



Patty Obrzut

Penrickton Center for Blind Children



Figure 1: Photo of Patty Obrzut

Patty Obrzut, Penrickton Center for Blind Children

Webinar Dates

Additional ALSG webinar

- May 17, 2018

Remember: You need to register separately for each session!

https://txtsbvi.escworks.net/catalog/session.aspx?session_id=39337

View Recorded Webinars



Figure 2: 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

Email Address *

First Name

Last Name

Subscribe



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

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

Questions

Submit your questions!

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

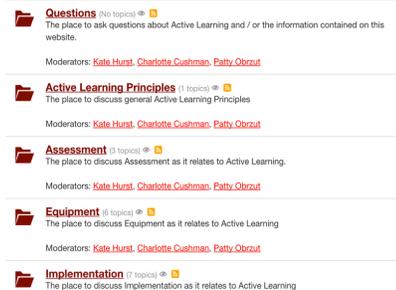


Figure 4 Screenshot of question form

Goals for Today's Session

- To discuss ideas for organizing the day using an Active Learning approach
- To explore ways to set up space for Active Learning

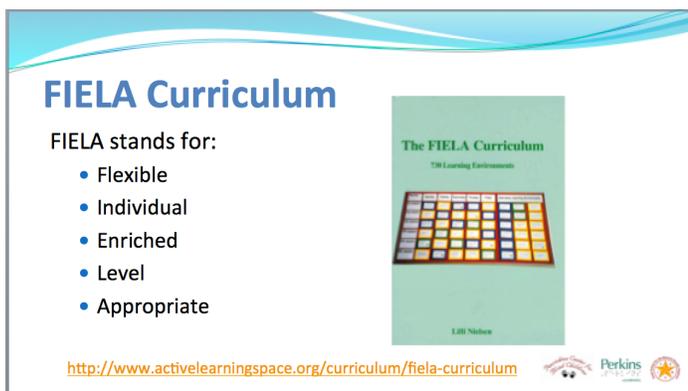
Active Learning is an APPROACH

- Not a piece of specialized equipment
- Can be used with anyone functioning below a developmental age of 48 months (4 years), regardless of chronological age
- All individuals learn best through active participation
- Environment should be organized to enable physical access and independent exploration

General Considerations

- Age of learners
- Location (school, home, residential setting)
- Physical needs of learners (mobility, wheelchairs, etc.)
- Preferred sensory channels
- Staffing ratio

FIELA Curriculum



FIELA Curriculum

FIELA stands for:

- Flexible
- Individual
- Enriched
- Level
- Appropriate

<http://www.activelearningspace.org/curriculum/fiela-curriculum>

Perkins

Figure 5: FIELA Curriculum slide

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<http://www.activelearningspace.org/curriculum/fiela-curriculum>

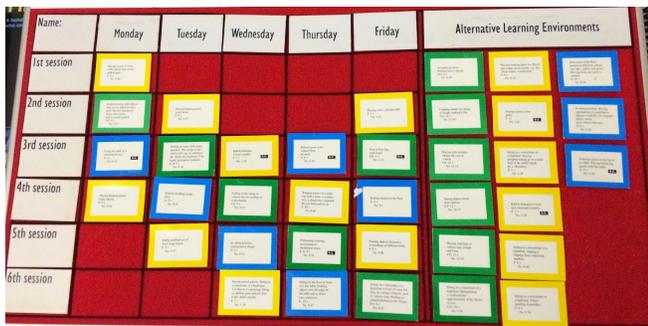
FIELA Curriculum



<http://www.activelearningspace.org/curriculum/fiela-curriculum>



Figure 6: Image of the contents of the FIELA curriculum



Name:	Monday	Tuesday	Wednesday	Thursday	Friday	Alternative Learning Environments
1st session	[Activity Card]					
2nd session	[Activity Card]					
3rd session	[Activity Card]					
4th session	[Activity Card]					
5th session	[Activity Card]					
6th session	[Activity Card]					

Figure 7: Sample schedule using the FIELA Curriculum

Key Points of the FIELA Curriculum

- Vary the type of movement required throughout the day (fine motor and gross motor)
- Balance between solitary time, time with peers, and adult-child interaction
- Include at least one 30-45 minute period of adult-child interaction daily

Considerations in Setting up Space

- Empower the learner
- Enable learner to be in control of own learning
- Developmentally appropriate
- Matched to learner's needs and goals
- Accessibility
- Safety

Tips for Organizing Space

- Keep most useful equipment for that child in the environment.
- Put one eye hook or one support structure in the classroom for use with multiple pieces of equipment.

- Move bulkier pieces of equipment to therapy rooms or gyms.
- Store equipment in the hallways or share equipment between classrooms.
- Make use of vertical space as much as horizontal space.

Qualities of AL Environments

- Should supply strong responses in multiple modes (auditory, tactual, visual).
- A rich variety and quantity of materials should be available, so as to motivate learners.
- Learner's preferences should be taken into account.

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

Activity Walls

- Convenient, as they don't need to take up much space
- Motivating to learners to move and explore
- Items can be at different heights for different learners
- Can be placed next to a resonance board or HOPSA track



Figure 8: An activity wall with two sections: the left side is made of pegboard and the right side is made of Velcro



Figure 9: three large Position Boards on a wall with a variety of objects attached to each one



Figure 10: Two photos of a classroom space in a public high school; Left photo shows two activity walls with items at different heights, right photo shows electric piano in foreground

Classroom Environments

Narbethong State Special School in Australia

- Activities are set up to let students participate in gross, then fine, then gross motor activities through the day, sometimes as they wish and other times it's a little more structured.
- Constant access to AL environments already set up
- Allows students to move and participate in activities with less “effort”, as the class is set up well for them already.



Figure 11: Octagon with position boards and other activities on top, including a bucket with various types of brushes inside, a tub with dried beans and scooping equipment inside, and a metal tray with magnets on it



Figure 12: a hallway set up with Active Learning materials and equipment

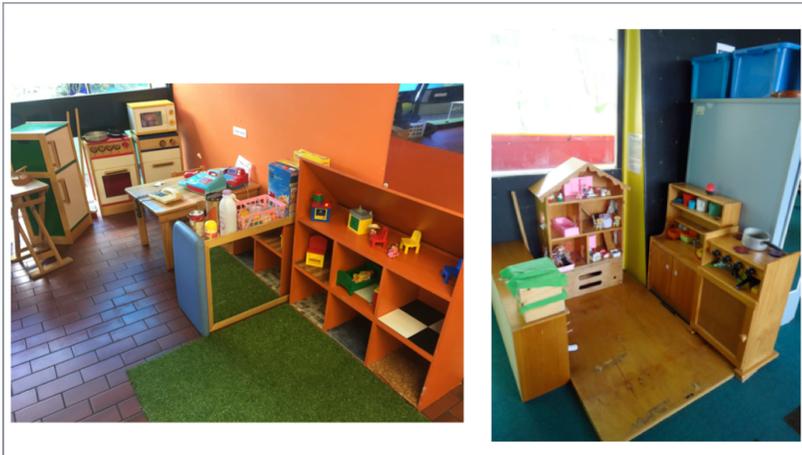


Figure 13: two examples of pretend play spaces with pretend kitchen and doll house



Figure 14: A den and a ball forest with items suspended from their ceilings



Figure 15: A multi-functional activity table on a resonance board that has been turned over



Figure 16: Large modular open shelving with cubes

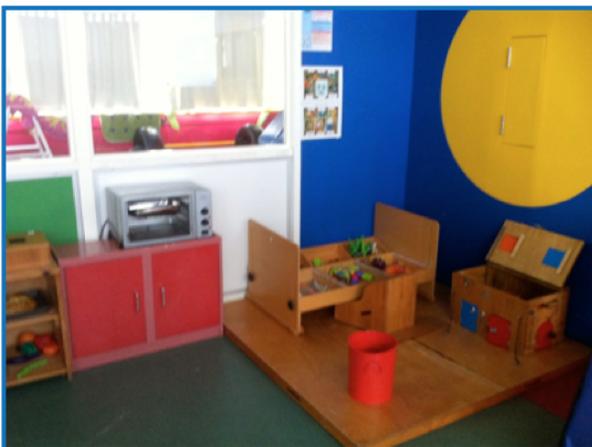


Figure 17: Resonance board with a lower multi-function activity table



Figure 18: Pieces of hose and tubing attached to a pegboard



Figure 19: Large classroom space at Narbethong State Special School

- Resonance Board sitting on several ESSEF Boards with a ball pit on top of it. A variety of objects hang above it from strings.
- A child swing on a hook with a large drum placed where a child's feet can explore the surface; a number of balls sit on the head of the drum.
- Large galvanized metal buckets with objects that can be lowered over a child in a supine position so that they can experiment with vocalizing and manipulating objects.



Figure 20: Large classroom space at Narbethong State Special School

- Support bench on resonance board with plastic tub
- Little Room on resonance board
- Bolster swing
- Large mobile on wooden sawhorse



Figure 21: Music Therapy room at Penrickton Center for Blind Children



Figure 22: Two different environments at Penrickton Center where the ESSEF board is used in combination with other equipment. The photo on the left shows it with a hammock swing positioned just above it so the student can experiment with his legs. The photo on the right has the board positioned below a ladder that is attached to a column.

Centers

- Create distinct learning environments
- Themes
- Materials
- Arrangement of furniture or equipment
- Helps learners to make associations between activities, materials, and sensory experiences in each location

Centers for Older Learners

Giving students more time to explore can help them to:

- Be more independent

- Initiate activities
- Increase motor skills as a result of more practice
- Expand the ways in which they interact with objects (e.g. moving beyond mouthing, throwing and banging to shaking, scratching, sniffing)

<http://www.activelearningspace.org/classroom-environments/developing-my-classroom-for-secondary-aged-students>

Sensory Center

- Tactile vibration area with vibrating pillows of various sizes, and acoustic musical instruments;
- Electronic visual/auditory center which contains the beloved keyboards, CDs and cassette players, light boxes and computer



Figure 23: Sensory Center with acoustic musical instruments, keyboards, CDs and cassette players, light boxes and computer



Figure 24: Teenage boy sitting on couch with ocean drum in vibration area of Sensory Center

Vocational Center

- a can crusher and cans
- trash receptacle on wheels
- plastic bags
- a broom
- watering cans
- planters and smooth stones
- shovels and scoops
- water hoses
- paint rollers
- dusters and mop heads
- containers with lids



Figure 25: Vocational Center with items on shelves



Figure 26: A teenage girl with a paint roller and a feather duster



Figure 27: A teenage girl with tin cans in the Vocational Center



Figure 28: A teenage girl rubs a feather duster on her bare foot.

Kitchen Center

- pots & pans
- measuring cups
- stirring spoons
- mixing bowls

- cups
- placemats,
- microwave
- refrigerator
- food
- spices



Figure 29: Kitchen Center with cooking items arranged on shelves and on wall-mounted pegboard



Figure 30: A teenage boy sitting on the floor exploring kitchen items such as cans, muffin tins, measuring cups, and food packaging.



Figure 31: A teenage boy brings kitchen items to his face.

Throwing Center

- balls of various shapes, sizes, colors and weights
- plastic bottles with different materials on the inside and textures glued to the outside



Figure 32: Throwing Center with wall-mounted pegboard and shelves with items to throw



Figure 33: A teenage girl pushes on a mesh bag on an activity wall.



Figure 34: A teenage girl tips a metal bin of objects, while feeling a spiky ball with her mouth.

Hygiene Center

- soaps and lotions of various smells and different sized containers
- toothpastes and toothbrushes
- hair brushes
- sponges
- foot baths
- hair dryers



Figure 35: A teenage boy and his teacher touch a bottle of lotion together.

Storage Ideas

- Store items in bins labeled with their special characteristics, e.g. auditory, things that change shape, magnetic, vibrating
- Store large equipment out of the way (strollers, car seats, etc.)



Figure 36: Items stored in plastic bins according to their properties at Penrickton Center

Storage Ideas



Penrickton Center for Blind Children

Figure 37: Three storage ideas from the Penrickton Center for Blind Children, showing special cubbies for big items like wheelchair trays, strollers, and car seats



Figure 38: Two photos of storage space at Penrickton, showing plastic bins and flat storage shelves for items such as position boards, elastic boards, and trays



Figure 39: Cubbies with Little Room lids at the Penrickton Center

Ideas for Itinerant Teachers

- Remember that Active Learning is an APPROACH and not a piece of equipment!
- Position boards, elastic boards, tabletop mobiles, activity vests/aprons/gloves, and even a Resonance Board are portable and can be brought (and left) in any classroom.
- Share ideas with classroom about how materials can be used to meet goals.
- Help staff learn the benefits of an AL approach.



Figure 43: Tabletop mobile with toothbrushes and spoons

Ideas to Try at Home



Figure 44: A storage area in a home with shelves and cubbies to organize Active Learning materials

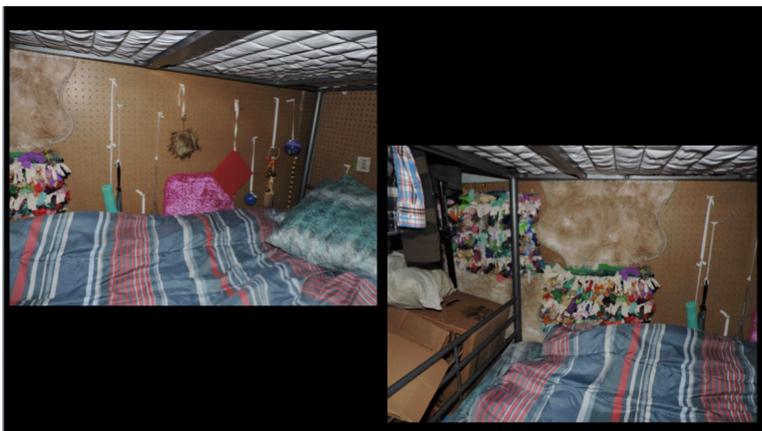


Figure 45: Two photos of Active Learning materials presented around a bed, with pegboards on the walls on two sides of the bed



Figure 46: Three photos of a young boy in a highchair comparing different types of balls and hair curlers

Please Take our Survey!

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

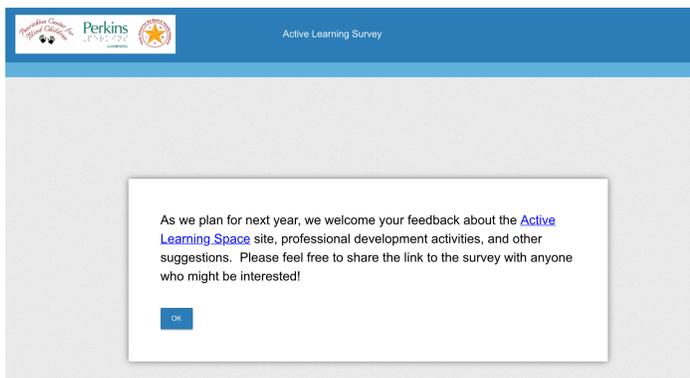


Figure 47: Screenshot of Active Learning survey

Discussion Time

Questions?

Thank you for joining us!

Notes:

Penrickton Center for Blind Children



Figure 48: Penrickton Center for the Blind logo

Perkins School for the Blind E-Learning



Figure 49: Perkins eLearning logo

Texas School for the Blind & Visually Impaired Outreach Programs



Figure 50: 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: IDEAs that Work logo and OSEP disclaimer.