



# **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

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### **Active Learning Study Group**

**May 24, 2016**

**3:00-4:00 PM**

### **Presented by**

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**Outreach Programs**

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### **Developed for**

**Texas School for the Blind & Visually Impaired**

**Outreach Programs**



## **You are being recorded.....**

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## **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/>



## Poll #1

Have you found these webinars useful in helping you learn to use the Functional Scheme assessment tool?

Yes

No

## Poll #2

Would you consider participating in another series of webinars on Active Learning in 2016-2017?

Yes

No

## 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

## Perkins School for the Blind



Figure 3 Charlotte Cushman, ELearning Manager



## **LiveBinder**

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

- Texas Early Learning Pathways
- STAAR Alternate 2 Essence Statements
- Texas Essential Knowledge and Skills

## **Process We Used**

- Assessment – find developmental ranges
- PLAAFP
- Compare to Texas Early Learning Pathways' developmental ranges in various domains
- Select domain and reference Essence Statements from TEKS
- Find grade related TEKS and select TEKS knowledge and skills that relates



## Assessment

### Functional Scheme Assessment K. H. 2015-16

	3-6 mo.	6-9 mo.	9-12 mo.	12-15 mo.	15-18 mo.	18-24 mo.	24-30 mo.	30-36 mo.	36-42 mo.	42-48 mo.
Gross Movement										
Fine Movement										
Mouth Movement										
Visual Perception										
Auditory Perception										
Haptic-tactile Perception										
Olfactory/ Gustatory										
Spatial Perception										
Object Perception										
Language Non-verbal										
Language Verbal										
Comprehension of Language										
Social Perception										
Emotional Perception										
Perception thru Play/Activity										
Toileting Skills										
Undressing & Dressing										
Personal Hygiene										
Eating Skills										



## Sample PLAAFP

- 12 year-old ONH, no vision right eye, and some vision left eye.
- Tracks, uses visually directed reach
- Additional motor, health issues
- Tube-fed, tastes food, minimal use of lips, mouth, tongue
- Between 1 and 9 months developmentally
- Non-ambulatory
- Use hands, arms to reach, grasp objects, and pull
- Interested in adults/peers, does not consistently seek contact
- Communicates - behavioral responses, receptive undetermined
- Responds to specific sounds, certain voices

## Priorities

- Improve fine and gross motor skills
- Improve self-concept and emotional skills
- Improve oral motor skills for feeding, vocalizing, exploration
- Improve body awareness
- Improve use of audition to recognize and localize sounds
- Increase foundational concepts related to object properties and functions
- Improve use of vision and other senses to locate and identify objects, locations, and people
- Improve expressive communication

## Goals

- Functional and Academic
- General Curriculum and Expanded Core Curriculum

## Academic Content

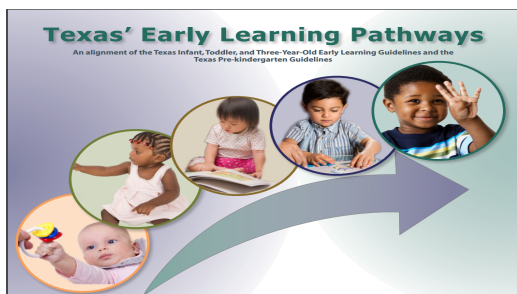


Figure 4 Cover of Texas' Early Learning Pathways.



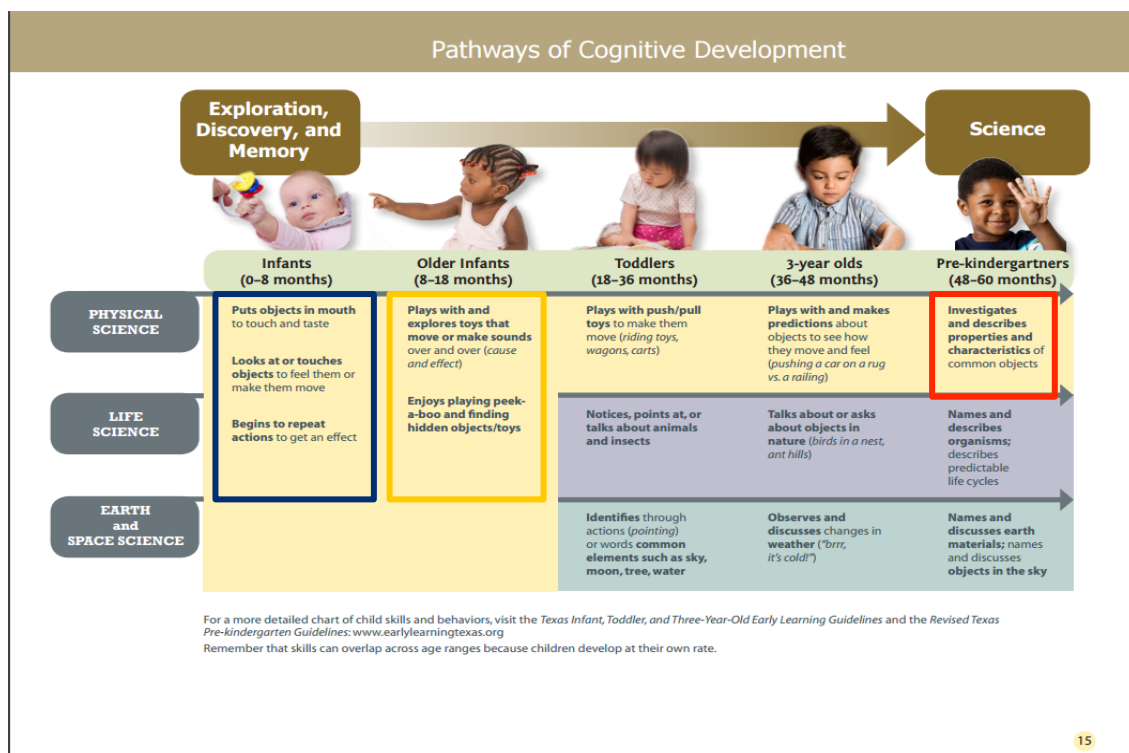


Figure 5 Pathways of Cognitive Development from Exploration, Discovery, and Memory to Science. KH is functioning in the 0-8 month range outlined in blue. We hope to see her progress to the 8-18 month level next year. This will lead her into more academic goals related to Science, highlighted in the red box.

## Alignment to TEKS

## Essence Statement

### Science: STAAR Reporting Category 4

- 5.9: Knows that there are relationships and **characteristics** within environments that support organisms.
- 5.10: Knows that organisms undergo **life processes** and have **structures** that help them survive within their environments.

## Curriculum Framework Pre-requisite Skills in Science

### Energy & Matter: Characteristics and Properties of Matter

- compare and contrast a variety of mixtures and solutions such as rocks in sand, sand in water, or sugar in water
- measure, compare, and contrast physical properties of matter, including size, mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float

### Organisms & Environment: Identify How Organisms Meet Their Basic Needs

- identify and compare the parts of plants
- identify parts of plants such as roots, stem and leaves and parts of animals such as head, eyes, and limbs



## **TEKS §112.16. Science, Grade 5,**

(C) Within the living environment, students learn that **structure and function** of organisms can improve the survival of members of a species. Students learn to differentiate between inherited traits and learned behaviors. Students learn that **life cycles occur in animals and plants** and that the carbon dioxide-oxygen cycle occurs naturally to support the living environment.

### **Sample Goal**

#### **Addressing Science and ECC Sensory Efficiency**

By the end of the IEP completion date, given a variety of materials used in various Science units as well as other objects in combination with perceptualizing aids, Kamryn will tactilely explore the properties and characteristics of organic and inorganic objects using her mouth, lips, tongue, hands, arms, legs and feet for at least 20 minutes of a 30 minute period.

### **The Science Lesson**

[Video on the Active Learning Space website](#)

### **Other Activities**

- Make an aquarium together and spend time watching fish, snails, etc. in an aquarium
- Collect leaves from trees throughout the year and play with them, do art activities with them, compare spring leaves and autumn leaves, different kinds of leaves
- Play in water with various objects that float and don't float
- Play with magnetized bowl with objects that are magnetic and non-magnetic

## **Functional Goal**

### **Fine Motor**

### **Proposed Goal**

By the end of the IEP completion date, given appropriate materials (high interest, slim profile, various textures, temperature, weight, size, etc.) with an SPG Board, Little Room, or Support Bench, Kamryn will reach, grasp and/or rake using both hands together 10 times during a 15 minute observation period.

### **Sample Goal - PT**

By the end of the IEP completion date, given appropriate perceptualizing aids such as a HOPSA dress or Support Bench and highly motivating materials, Kamryn will move her legs and feet to rake, kick or touch the items 10 times within a 15 minute period.

### **Sample Goal – Communication**

By the end of the IEP completion date, during an adult-child interaction, Kamryn will use her voice or reach with her hand to request their attention or help 3 times during a 15 minute interaction period.



### **Sample Goal – Speech/Language (Auditory Training)**

By the end of the IEP completion date, during an adult-child interaction, when presented with two very different sound sources such as a drum and bell or a blender and spoon on a metal bowl, Kamryn will turn her head and look at the object or reach for the object 3 times during a 15 minute period.

### **Sample Goal – Speech/Language (Speech)**

By the end of the IEP completion date, while placed in a Little Room with motivating objects, Kamryn will vocalize 5 times during a 15 minute period.



## Notes:



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



Figure 6 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 7 IDEAs that Work logo and OSEP disclaimer.