



Active Learning Space at www.activelearningspace.org

Active Learning Study Group

November 30, 2017 from 3:00-4:00 PM (CST)

Presented by

Charlotte Cushman, Education Resources Manager

Perkins School for the Blind

Charlotte.cushman@perkins.org

with Kate Hurst, Statewide Staff Development Coordinator

hurstk@tsbvi.edu

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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Active Learning Study Group November 30, 2017

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

Co-Hosts



Figure 1: Photo of Patty Obrzut

Patty Obrzut, Penrickton Center for Blind Children



Figure 2: Photo of Sarah Lundgren

Sarah Lundgren, Parent

Webinar Dates

Additional ALSG webinars

- January 25, 2018
- March 29, 2018
- May 17, 2018

Remember: You need to register separately for each session!

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View Recorded Webinars



Figure 3: Screenshot 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 e-newsletter 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/>

Questions

Submit your questions! <http://www.activelearningspace.org/public-forum>



Figure 5: Screenshot of question form

Questions from Active Learning Space

Question from Sheralyn (shared by Trisha)

There seems to be conflict in allocating time in “getting the students ready to leave school” and allowing skill development to continue, keeping it meaningful and without it becoming boring. By the time our students are 14+ years they have been doing skill development for many years, but it could be that the teachers are bored with it! It could also be that we now need to spend money

on the older students to ensure their programmes can continue with interest. I look forward to hearing how you would do this.

Answer from Dr. Lilli Nielsen

Two years before a learner will have to leave the school I find it necessary for the teachers to discuss which skill the learner will be able to use by himself as an adult and then do whatever possible to help him/her to master such skills. By doing so there will perhaps be activities for which there is no time for refining. In my opinion it is better for a pupil to go out in the future with some real skills than many that are only mastered halfway.

Poll

Do you work with learners who are over the age of 14?

- Yes
- No
- I don't work directly with students.

Goals for Today's Session

- Review key points of Active Learning
- Recognize some of the ways in which principles of Active Learning apply to older learners
- Identify steps in planning for an older learner
- Identify activities, materials, and equipment that may be appropriate for older learners



Figure 6: A young man sitting on a couch in a classroom with a vibration drum and other Active Learning materials.

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

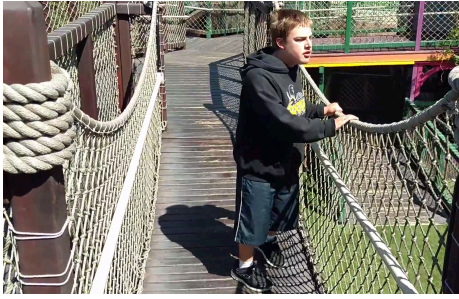


Figure 7: A young man holds onto the netting of a bridge on a playground.

5 Key Points of Active Learning

1. Active Participation
2. Repetition of Opportunities
3. Developmentally Appropriate
4. Reinforcing to the Individual
5. Limited Distractions

<http://www.activelearningspace.org/key-points-of-active-learning>

Transition Planning

- What will the learner be doing after leaving school?
- Where will they be living?
- How will they be spending their time?
- What gives them joy?
- Be sure to look at learner preferences, as well as family and local resources.



Figure 8: An apple orchard in bloom

What does this look like?

- Recreation and Leisure
- Create a collection of items the individual is interested in
- Self-Care
- Toileting and activities of daily living

- Lotions, powder, etc.
- Beauty routines (make up, hair styling, manicure)
- Independent Living
- Cooking, vacuuming, dishes



Figure 9: A young man sitting on the floor of a classroom exploring kitchen and vocational materials.

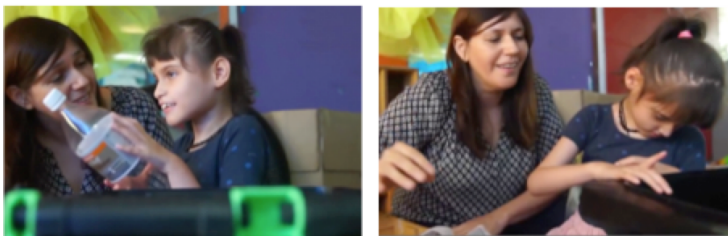
Customized Employment or Volunteering in the Community

- Candy vending machine
- Mixing beauty products or cleaning supplies
- Dusting and arranging shoes



Figure 10: Bottles of cleaning supplies and beauty products

Recycling (Video)



Courtesy of Narbethong State Special School (Australia)



Figure 11: A girl works with her teacher on recycling a plastic bottle at Narbethong State Special School in Australia.

Case Study

- Dean is a 19-year-old young man with CVI
- His mother says that his emotional age is around the 3-year-old level
- He is currently at a residential school, but will return home to California after graduation
- He is very mobile and enjoys opening and closing things, swimming, riding a trike, and bouncing on a trampoline



Figure 12: A young man walks on the sandy beach.

Grinding Coffee (Video)



Figure 13: A young man grinds coffee.

Functional Activities

- Flower delivery
- Herb sachets, potpourris, herbal greeting cards
- Mixing spices (mulled cider, chili, Indian curries, Italian seasonings)
- Tea bags
- Mixing essential oils
- Doing dishes -- rinsing them if student loves water -- pass to someone to put in dishwasher



Figure 14: Herbal greeting cards

Functional Activities (continued)

- Watering plants
- Making popcorn
- Dog biscuits
- Pet store, animal shelter, farm or ranch to feed and groom animals
- Rolling coins
- Beauty/Spa routines: makeup, fingernails, manicure in water bath
- Packaging materials
- Filling vending machine



Figure 15: A young man feeds pigs.

Spinning Lettuce



Figure 16: A young man pulls the cord on a lettuce spinner.

Ideas from Sarah (parent)

- Allow time to explore pool
- Riding trike in enclosed area
- Exploring inside/outside cars
- Spending time in parked bus
- Explore playground structure
- Roam on an open beach
- Spend time on trampoline
- Swings of every kind
- Balls, basketball hoop

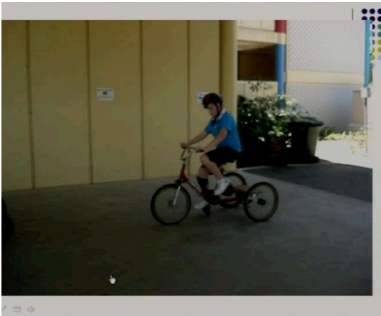


Figure 17: A student wearing a helmet rides a bike in an enclosed area.

Independent Exploration (videos)

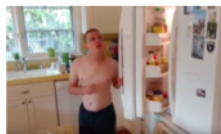


Figure 18: Four images of a young man independently exploring: a car door, a metal gate, a wooden gate, a refrigerator door

Swimming: Independent exploration and interaction (videos)

Independent exploration and interaction



Figure 19: Two images: a young man lying on his stomach with his hand in the pool; a young man with an adult in a pool

Equipment for Older Learners (video)



Figure 20: A girl in a HOPSA dress wears tap shoes on a Resonance Board.

Materials for Older Learners



Figure 21: Four images of materials for older learners: a collection of wooden spoons, a trampoline, a coffee grinder, a seedpod rattle

Discussion Time

Questions?

Thank you for joining us!

Notes:

Penrickton Center for Blind Children



Figure 22: Penrickton Center for the Blind logo

Perkins School for the Blind E-Learning



Figure 23: Perkins eLearning logo

Texas School for the Blind & Visually Impaired Outreach Programs



Figure 24: 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 25: IDEAs that Work logo and OSEP disclaimer