

**Active Learning:
From Assessment
to Curriculum**

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Active Learning Enriched
Environments & Programming




**Assessment
Process Prior
to Working
with the Child**

- Intake – 2 hour meeting with parent to gather general information (enough to provide services for the child throughout the day/evening)
 - ADLS – feeding, bathing, toileting, personal hygiene
 - Activities – fine/gross motor skills, likes/dislikes, sensory experiences, cognition, positions, etc.
 - Emotional Level – how contacts others, self activity level, behaviors, self stimulatory activities, affect
 - Medical – seizures, g-tube, awareness of pain, physical characteristics, medications (tone, contractures, etc.)
 - Social – response outside home, interactions with adults, children
 - Communications Skills – non-verbal, verbal, augmentative devices
 - General desires of parents or child

**Assessment Process
Initial Observations 1st day - Child**

- Affect
- Physical abilities
- Communications skills
- Likes/dislikes
- Independence level
- Trust of adults
- Behaviors/self stimulation
- Preferred toys
- Etc.



**Assessment Process
Initial Observations 1st day - Parent**

- Interaction with child – promote independence or dependence
- Knowledge of child's strengths and weaknesses
- Knowledge of special needs
- Communication skills
- Knowledge of Active Learning or other treatment modalities
- Etc.

Assessment During 1st Month

Child's Actions & Responses to Various Environments

• Little Room	• With adults
• Hopsadress	• With other children
• Essef Board	• Alone
• Resonance Board	• Prone, supine, sitting, standing, etc.
• Support Bench	• With sensory items
• Position Boards, Velcro Vests/Boards	• Inside/Outside
• Table/Chair/Wheelchair	• Etc.

Assessment/Goals Setting More Detailed Observations

By end of 1st month

- Initiate functional scheme and other assessments
- Identify priorities of child & families
- Observations/Assessment = PLAAFP
- Create long/short term attainable goals and objectives while thorough assessment continues
- Begin to align child's needs with curriculum (core, expanded, essential elements)
- Meet with families to discuss and review programming plan
- Implement Strategies

By the end of 3 months

- Complete functional scheme and other assessments
- Identify long term goals in ALL areas of development
- Meet with families to review goals/objectives and Active Learning Strategies
- Establish more attainable short term goals for child
- Align child's needs with curriculum (core, expanded, essential elements)
- Implement learning rich programming

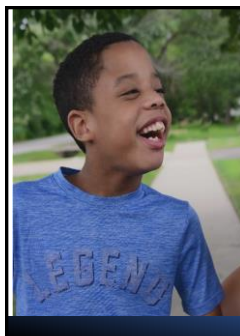
Ongoing Monitoring of Goals Reassessment

Quarterly

- Review progress on goals/objectives for student's ability to independently attain
- Rewrite goals/objectives to reflect changes needed in environment, equipment, criteria to ensure attainable by student
- Review progress and information with families/student

Yearly

- Update Functional Scheme and other assessments
- Review long term goals for appropriateness and adjust as needed
- Write attainable goals/objectives – ensure well-rounded, meeting all needs of the student



Michael – Age 12 (Grade 7)
Enrolled at age 3

- Hypotonia
- Hydrocephaly
- ROP (retinopathy of prematurity)
- Seizure Disorder
- Grade 4 hemorrhage
- Born 28 weeks

Assessment of the levels of function												
Michael	0-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-30 months	30-36 months	36-42 months	42-48 months	48-60 months	60-72 months
Gross Motor	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Fine Motor	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Mouth Movement	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Visual Perception	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Auditory Perception	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Haptic-Tactile Perception	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Smell & Taste	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Spatial Relations	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Object Perception	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Language - Non-verbal	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Language - Verbal	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Comprehension	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Emotional Perception	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Play & Activities	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Toileting Skills	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Personal Hygiene	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Eating Skills	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000

Top Priorities Michael			
Gross Motor	standing	rise to standing	standing and balance
Fine Motor	grasp/grasp	rotating wrist	release objects with purpose
Mouth Movement	lip closure	blowing	swallowing saliva
Visual Perception	looking at object	tracking	visual identification
Auditory Perception	listening	focus	impulse control
Haptic-Tactile Perception	feeling lines/details	pulling items	explore surfaces with feet for spatial awareness
Smell & Taste	1D smells	1D tastes	sweet/sour/salty, etc
Spatial Relations	visual awareness	placing objects in specific locations	building with objects
Object Perception	imitating adults/kids	sharing with others	compare characteristics/group by characteristics
Language - Non-verbal	lip closure	1D feelings related to non-verbal cues	
Language - Verbal	pronunciation	increased purposeful conversation	sentence structure and content/pronouns
Comprehension	listening	interest in activity of others/imitate	decreased activity with other kids/decrease adult
Social Perception	parallel play/kids	looking new situations	desire to engage with others in new activities
Emotional Perception	sharing interests with others	take apart with focus	ask together with focus
Play & Activities	calling/pointing/characteristics	1D when need to use bathroom	success on toilet
Toileting Skills	1D when wet/dry	1D when need to use bathroom	success on toilet
Personal Hygiene	snapping remote short	feet/arms - zippers, snaps, buttons	putting on large fitting items
Eating Skills	swallowing/rolling	pouring	brushing
	cropping/stabbing/pouring	lip closure	eating large items - apples, sandwich - biting

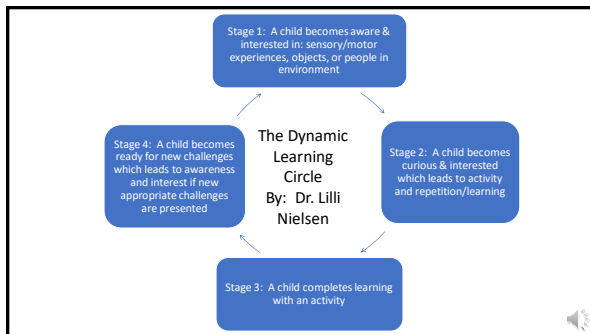
Developing an Active Learning Curriculum

- Gather as many resources as you can – items to manipulate, materials, equipment, etc.
- Create a list of appropriate activities that will address the areas needing improvement
- Create a list of appropriate environments by which the child can facilitate learning through activity
- Determine the role of the adult in each activity
 - Direct part of the activity
 - Facilitate learning (provide set up but limited interaction/assistance)
 - Sharing of experiences



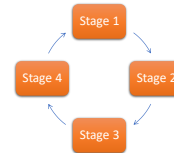
The FIELA Curriculum 730 Learning Environments

- F= flexible
- I = Individualized
- E = Enriched
- LA= Level Appropriate
- Number+ = developmental level in months attributed to ability to perform this skill
- G = gross motor (blue cards)
- F = fine motor (yellow cards)
- Green cards – combine gross & fine motor
- A/C = adult/child – requires presence of adult
- S = requires sight to some extent



Disharmonious Learning

- Occurs where there is a break in the dynamic learning cycle.
- This can occur at any of the four stages.



Michael	Mon	Tues	Wed	Th	Fri	Extra
1 st session	Playing with shoes to big for Michael 15+	Using magnetic board with objects 12+	Mouth motor activities – blowing, singing	Taking objects down from shelves 12+	Language the dialogue, imitate words related to Gm activity A.C.	Following directions while dancing
2 nd session	Intro of constructive play marbles/containers A.C.9+	Rotate the wheel using notisummers	Climbing Stairs 12+	Unleashes 15+	Putting buttons or bricks through large slots 12+	Manipulate objects of same/difference shapes
3 rd session	Rise/sit from chair holding onto bar 12+	In sitting lifting heavy things 9+	Opening and closing bins with lids 9+	Finding an object upon verbal cue during (AC) constructive play	Imitate adult stirring a pot 15+	Using containers with pumps, during water play
4 th session	Finding objects inside handbags of different kinds 9+	Introduction to covering things A.C.9+	Sitting on floor roll ball to another child 15+	Standing on stool board holding onto ladder for support 12+	Filling pattern board with apples/oranges 15+	Knocking down and rebuilding activities
5 th session	Manipulating toys with wheels 12+	Walking around with walker 12+	Playing pouring games 12+	Manipulating objects same type different sizes	Learning to choose – given what to play with 12+	Balance on various swings and equipment
6 th session	Access to objects that come apart and go together 9+	Using sensory materials – dough make flat 12+	Pull to stand by means of holding onto furniture 9+	Navigating hallways with walker 12+	Handling big boxes 12+	Retell what just happened during an activity

OSERS (Office of Special Education and Rehabilitative Services) letter from the Director Melody Musgrove states:

- “The standards must be clearly related to grade-level content, although they may be restricted in scope or complexity **or take the form of introductory or pre-requisite skills.**”
- Focusing on prerequisite skills is appropriate for children at these developmental levels



OSERS continues...

- Based on the interpretation of "general education curriculum" set forth in this letter, we expect annual IEP goals to be aligned with State academic content standards for the grade in which a child is enrolled.
- This alignment, however, **must guide but not replace the individualized decision-making required** in the IEP process.

Michigan Grade 7 Standard for ELA:
W.7.2: Write informative/explanatory
texts to examine a topic and convey
ideas, concepts, and information
through the selection, organization,
and analysis of relevant content.

8. Develop the topic with relevant
facts, definitions, concrete details,
quotations, or other information and
examples.

- EE.W.L.7.2.b: The student can select a fact, detail, or other piece of information that relates to a given topic.



The student can select a fact, detail, or other piece of information that relates to a given topic.

Curriculum Goals

- You can tell the story of the activity time and ask Michael to give one detail about the activity time related to the topic
- Identify balls that make noise
- Identify balls that make no noise
- Identify large balls

AL Goals identified from Assessment

- Listening
- Focus
- Balance in sitting
- Release objects with purpose
- Pronunciation
- Rotating wrist
- Attention to others

Michigan Grade 7 Standard for ELA:
L.7.3: Use knowledge of language
and its conventions when writing,
speaking, reading, or listening.
a. Choose language that expresses
ideas precisely and concisely,
recognizing and eliminating
wordiness and redundancy.

- EE.L.L.7.3: The student can identify the correct use of language to communicate effectively with familiar people (e.g., sharing information, responding to greetings, being polite, and making simple requests, etc.).



The student can identify the correct use of language to communicate effectively with familiar people

Curriculum Goals

- Share information
- Communicate ideas with familiar people
- Being polite
- Making simple requests

AL Goals identified from Assessment

- Listening
- Making simple requests
- Rise from sitting activities
- Impulse control
- Increased purposeful conversation

Michigan K-12 Science Content Standard: MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

- EE.MS-ETS1-L4: Identify the function of a given tool or object.



Identify the function of a given tool or object.

Curriculum Goals

- Identify the function of a container
- Identify the function of a lid

AL Goals identified from Assessment

- Balance in sitting
- Placing objects in specific locations
- Releasing objects with purpose
- Put together with focus
- Share with others

Michigan K-12 Science Content Standards: MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

- EE.MS-ETS1-L1: Participate in activities that demonstrate finding a solution to a simple design problem in order to identify one action/material.



Participate in activities that demonstrate finding a solution to a simple design problem in order to identify one action/material.

Curriculum Goals

- Identify how to take apart
- Identify how to put together
- How to use two hands
- How to open/close containers

AI Goals identified from Assessment

- Identify how to take apart
- Identify how to put together
- How to use two hands
- How to open/close containers
- Pulling items
- Fasteners
- Focus and listening



Michigan K-12 Science Content Standard: MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society

- EE-MS-PS1-L.3: Given concrete objects, identify which are made by humans or which are made in nature.



Michigan K-12 Science Content Standard: MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

- EE-MS-LS1-L.1: Identify things that are living and non-living.



Michigan K-12 Science Content Standard: MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

- EE-MS-PS3-L.1: Observe two objects in motion to identify which moves faster/slower.



Michigan Grade 7 Standard for Mathematics:
7.EE.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
Michigan Grade 7 Standard for Mathematics:
7.EE.4a: Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
Michigan Grade 7 Standard for Mathematics:
7.EE.4b: Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.

- EE.7.EE.L.4: The student can identify how much is "one more" or when one is "taken away" from a quantity up to 5 with a model.



The student can identify how much is “one more” or when one is “taken away” from a quantity up to 5 with a model.

Curriculum Goals

- Counting 0-20
- Use of props to eventually lead to remove one and identifying quantity

AL Goals identified from Assessment

- Focus, listening, impulse control
- Balance in sitting
- Imitating adults/others
- Testing new situations
- Sharing with others
- Put together and take apart with focus

Michigan K-12 Science Content Standard: MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

- EE-MS-LS1-L8: Participate in an investigation to use the five senses to collect information and identify the sense that was used from two choices.



Participate in an investigation to use the five senses to collect information and identify the sense that was used from two choices.

Curriculum Goals

- Identify the sense used during exploration (taste, touch, hearing)

AL Goals identified from Assessment

- Open close containers
- Pincer grasp
- Imitate adult actions
- Listen, focus
- Release objects with purpose
- Placing objects in specific locations

Michigan Grade 7 Standard for Mathematics: 7.G.5: Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

- EE.7.G.5: The student can differentiate between a shape that has corners and one that does not.



The student can differentiate between a shape that has corners and one that does not.

Curriculum Goals

- Distinguishes between round shapes
- Distinguishes between large, flat and round shapes
- Distinguishes between objects with corners

AL Goals identified from Assessment

- Putting together and taking apart with purpose
- Imitating actions of adults
- Focus, attention
- Feeling lines/details of objects
- Releasing objects with purpose
- Desire to engage with others in new activities



Creating Long Term Goals and Short Term Objectives

- Identify the top skills that require attention in each area of learning
- Create a long term goal that the child CAN attain through independent activity (not participatory goals whenever possible)
- Develop short term objects the child CAN attain through independent activity, which support reaching the long term goal
- The percent of time a child should exhibit success should be high (above 80%.) This demonstrates learned skills. A goal or objective met only 20% of the time, can indicate it is too difficult and should be rewritten with different parameters.
- Re-evaluate objectives every 3 months. If a child is not progressing, re-write objective sooner than later. A child learns faster through a greater percentage of successes, and a smaller percentage of failures.



Examples of Annual Goal & Short Term Objectives

- Language Arts: Speaking & Listening
- Annual Goal – By January 31, 2023, Michael will remain on topic of a discussion during a 10-15 minute hands on active learning activity, independently answering at least one question and making at least one on topic contribution to a discussion 80% of the time
- Objective - By March 31, 2022 Michael will remain on topic of a discussion during a 10-15 minute hands on active learning activity, independently answering at least one question related to the characteristics of objects and making at least one on topic observation about the objects at least 50 % of the time.
- Objective - By September 31, 2022 Michael will remain on topic of discussion during a 10-15 minute hands on active learning activity, independently answering at least one question related to the types of objects used, and making at least one on topic observation about the action of objects at least 75% of the time.



Examples of Annual Goal & Short Term Objectives

- Essential Life Skills: Self Care
- Annual Goal: By January 2023, Michael will independently stab food onto a fork or scoop food onto a spoon during mealtime at least five times during a meal period, 80% of the time.
- Objective: By March 31, 2022 Michael will pronate or supinate his wrist independently to activate a musical instrument or toy at least one time during a 5-10 minute active learning activity period, 70% of the time.
- Objective: By September 30, 2022 Michael will independently scoop sensory items into measuring cups and spoons during a 5-15 minute active learning activity period, 80% of the time.



Examples of Annual Goal & Short Term Objectives

- Communication Skills – Language
- Annual Goal – By January 31, 2023 Michael will independently repeat exactly the pronunciation of a simple words that require lip closure, during a 5-15 minute active learning activity period, 80% of the time.
- Objective – By March 31, 2022 Michael will independently sing songs into a microphone, inexactly pronouncing simple words that require lip closure upon demonstration from a caregiver during 5-15 minute active learning activity period, 70% of the time.
- Objective – By September 30, 2022 Michael will independently close his lips around oral motor experiences, such as playing a harmonica or flute, licking a sucker or blowing bubbles via straws in liquid, during a 5-10 minute active learning activity period, 75% of the time.



Examples of Annual Goal & Short Term Objectives

- Mathematics – Expressions & Equations
- Annual Goal – By January 2023, Michael will independently hand an adult one, two or three objects upon request during a 5-15 minute active learning activity period, 80% of the time.
- Objective – By March 31, 2022, Michael will independently place one object inside one container that can only between 1-3 objects, as an adult counts to one verbally near him, during a 5-15 minute active learning activity period, 75% of the time.
- Objective – By September 30, 2022, Michael will independently place one, two or three objects inside a container that can hold one, two or three objects, as an adult nearby verbally counts to either one, two or three, during a 5-15 minute activity period, 60% of the time.



Active Learning From Assessment to Curriculum

- Complete a thorough assessment of your child's abilities in all areas of function (include professionals and caregivers)
- Identify the child's strengths, and note which skills require attention – these areas can prevent new skill attainment
- Develop a comprehensive list of enriched activity ideas
- Focus on a variety of enriched environments and positions
- Create developmentally appropriate goals & objectives – use benchmarks that display independence instead of reliance on others
- Assess the child's independent actions – rewrite participatory goals
- Always be on the look out for new and creative materials to maintain a child's attention and to enrich your learning environment



For More Information

- www.Penrickton.org
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- activelearningspace.org
- Lilliworks.org

