



Texas School for the Blind and Visually Impaired Outreach Programs

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Active Learning Materials and Activities Planning Sheet

Adapted from personal notes from a seminar by van Dijk, J. 1985 and

information from Dr. Lilli Nielsen in Functional Scheme

Fill one sheet out for each child. Over a period of time (at least 3-4 weeks) through listening to stories from others and through observation of the child, simply list things the child likes and things he doesn't like. We all enjoy things that we are good at and that we understand. The child's "Likes" will be his areas of strength and use sensory channels that are working. His "Dislikes" will be areas of need and sensory channels that may not be working efficiently. The information gathered on this form will give you underlying themes that you can use for identifying objects and activities to use in Active Learning instruction.

Child's Name: STUDENT

Date January 2017

LIKES (objects, actions, people)	DISLIKES (objects, actions, people)
Gentle vibration	Other children crying or screaming
Music	Icky, sticky stuff on his hands or feet
Food/eating	People messing with his feet
Water play (prefers warm water)	Soft squishy textures
Green and blue things, shiny things	Cold water
Rough textures	

LIKES (objects, actions, people)	DISLIKES (objects, actions, people)
Metal objects	

Summary Information:

What sensory channels is the child using the most? How would you rank them (with 1 being the sensory channel used most and 6 being the channel used least)? What are the child's behaviors that help you know this?

Sensory Channel	Rank	How do you know?
Vision	5	nystagmus, exotropia and suspected CVI – responds to light and a few colors (green/blue)
Hearing	3	Responds to music and select people's voices possible auditory processing since he seems more in tuned to pitch/rhythm and has CP/Seizures
Touch	4	Does not use many exploratory patterns with hands and feet, but does seem very responsive with mouth, lips, tongue
Taste	1	LOVES to eat
Smell	2	Seems to recognize food prep just by smell
Proprioceptive	6	Unsure – has ONH and may have some issues being aware of own body



Other Considerations

STUDENT has a seizure disorder with many seizures throughout the day. Special consideration should be given to materials, need for breaks, duration of activity and so forth. He is also on a Ketogenic diet so special consideration should be given to any foods used.

STUDENT is suspected of having CVI and a CVI range might be needed to help pinpoint accommodations to materials and environments.

Given diagnosis of Optic Nerve Hypoplasia there may be some additional issues related to body awareness.

Questions

What are possible attributes of materials that might appeal to his/her top three sensory channels? (Color, shape, texture, size, etc.)

Blue, green

Rough like sandpaper, scratchy Styrofoam, emory boards, etc.

Slim profiles since grasp is not well developed

Things to poke fingers in

Likes metal – chains of all sizes

Lotion lightly scented (check with mom about preferences and seizure)

Burlap bag of coffee beans, hard candies

Water and sand play

What do you currently observe the child doing with his/her hands (e.g., grab and release, bat at fist, transfer hand to hand, throwing, scratching)?

Scratching

Batting

Grasp (but not let go)

What do you currently observe the child doing with arms, feet and legs?

Moves and kicks legs and arms

Pushes up with forearms and hands when prone

Goes into hyperextension and lifts arms and legs off the ground while in prone

What do you currently observe the child doing with his/her head, mouth, lips and tongue?

Sucks fist

Opens and closes mouth and thrusts tongue when being fed

Moves jaw up and down

Combines vocalization with mouth and tongue movements

Moves tongue from side to side

Closes lips over spoon to feed

What kinds of vocal play do you observe? (e.g., babbling, squealing, clicking, etc.)

Grrr sound

Squeal

Awah sound



What sounds does he/she respond to? (e.g., dad's voice, computer generated sounds, door slamming, etc.)

Music

Mom's voice

What kind of scents does he/she like or dislike? (types of smells or particular things that smell)

Food smells

Check with mom about essential oils and lotions she likes to use

What kinds of foods or flavors does he/she like or dislike?

On Ketogenic diet

What kind of touch does he/she like or dislike? (e.g., light, heavy, deep pressure, etc.)

Deep or heavy



Ideas for Specific Objects to Include in Instruction:

List the items (Lilli says 70 or more) you want to try using and check to see if the properties match the student's preferences in his/her top 3 sensory channels. You should consider using multiples of objects with similar but slightly different features. Remember to have a quantity of everyday objects included in the mix. This can also serve as a shopping list for items you need to find. You may want to look for ideas under the [Materials](#) tab of the Active Learning Space Website.

1. Taste
2. Smell
3. Hearing
4. Touch
5. Vision
6. Proprioception

Item	Vision	Hearing	Touch	Taste	Smell	Proprioception
1. Burlap bag with beans, rice, coffee beans			X		X	
2. Rough scrubbers			X			
3. Emory boards			X			
4. Sand paper			X			
5. Corrugated cardboard			X		X	
6. Oil filters			X			
7. Metal spoons of all sizes and shapes	X	X	X			
8. Metal measuring cups of all sizes and shapes	X	X	X			
9. Metal strainer	X		X			
10. Shiny blue/green ribbons	X		X			
11. Wooden castanets		X	X			
12. Wooden wind chimes		X	X			
13. Heavy metal or porcelain bells		X	X			
14. Shiny Christmas decorations	X		X			
15. Netting other scratchy materials	X		X			
16. Metal chains of all sizes			X			



Item	Vision	Hearing	Touch	Taste	Smell	Proprioception
17. Vibrating toothbrush, hand massagers			X			X
18. Things with holes to poke fingers into such as spaghetti strainer,			X			
19. Woodpile wood lizard		X	X	X	X	
20. Blue/green mylar pompoms, ribbons	X		X			
21. Scrub Daddy sponges	X		X			
22. Strands of wooden, metal and plastic buttons	X	X	X	X		
23. Collection of wooden popsicle sticks	X		X	X		
24. Beads (wooden, glass, metal)	X		X			
25. Strings of hard candy	X		X	X	X	
26. Seed pod rattles		X	X			
27. Balls with holes in them (whiffle, etc.)			X			
28. Metal bowls		X	X			
29. Tipping boards with wooden dowels		X	X			
30. Hair rollers, Velcro, brush, etc. of various sizes			X			
31. Strings and laces with knots of various sizes			X			
32. Plaited Christmas stars, Chinese rattles with acute points		X	X			
33. Bottle brush, hairbrush and all kinds of stiff brushes			X			
34. Strips of paper, especially metallic glazed paper		X	X		X	
35. Lollipops made from round sticks dipped in melted sugar and corn flakes			X	X	X	
36. Wire whisks of all sizes and shapes		X	X			
37. Forks and spoons	X	X	X			
38. Greaseproof paper, tissue paper, wrapping paper (folded or crumpled)	X	X	X			
39. Key bunches of various shapes and materials	X	X	X			



Item	Vision	Hearing	Touch	Taste	Smell	Proprioception
40. Egg slicers		X	X			
41. Boxes fitted with rubber bands		X	X			
42. Stones, shells			X			
43. Warm water bottles		X	X			
44. Warm rice/barley bags		X	X			
45. Rings, ring sizer,	X		X			
46. Nuts, bolts, washers			X			
47. Belt buckles	X		X			
48. Scrub brushes of all kinds			X			
49. Aluminum pie pans, trays	X	X	X			
50. Harmonicas, penny whistles, etc.		X	X			
51. Potpourri bags			X		X	
52. Scented lotions (especially used in Lotion Routines)			X		X	X
53. Leather strips			X	X	X	
54. Finger play with allowable foods			X	X	X	
55. Strumming instruments (ukulele, dulcimer, guitar, etc.)		X	X			X
56. Toothpaste (small amounts on toothbrush)			X	X	X	
57. Sugar cane			X	X	X	
58. Artificial grass, astro turf, carpeting		X	X			
59. Leaves, grass, flowers, seeds, dirt, sand (real not artificial and all edible if near mouth)		X	X	X	X	
60. Edible slime or playdoh			X	X	X	
61. Strings of spools and bobbins	X	X	X			



Item	Vision	Hearing	Touch	Taste	Smell	Proprioception
62. Tap shoes		x	x			
63. Natural sponges (wet and dry)			x			
64. Playing in shaving cream or whipped cream with hands or feet			x	x	x	
65. Marbles		x	x			

Goals, Objectives, Skills – Data for Child Progress Reporting:

You may find it helpful to have a list of goals/objectives and/or skills that will be the focus of data collection for documenting child progress. You can list them for specific environments and activities and post them near each environment so all staff know what behaviors they should take note of during an observation. Or you may have them in a child's folder so any staff member can select an environment or activity to observe and collect data. This also could serve as your lesson plan. To get ideas for appropriate equipment and activities to work on goals look in the FIELA Curriculum and also visit the [Equipment](#) page of the Active Learning Space website.

Environment / Activity	Goal/Objective	Other Skills to Watch For
Kicking using Essef Board	Positioned in a swing, hammock special chair or on the floor in supine during independent and interactive play STUDENT will kick with his legs/feet to produce sounds when provided a variety of materials during independent and interactive play at least 10 times within a 15 minute observation period.	Sitting unsupported Vocalizing Listening and experimenting with sounds Making contact with adult through touch and/or vocalization
Kicking using an Essef Board and tray of materials		Sitting unsupported Vocalizing Listening and experimenting with sounds Making contact with adult through touch and/or vocalization
Kicking in water during footbath		Sitting unsupported Vocalizing Listening and experimenting with sounds Making contact with adult through touch and/or vocalization



Environment / Activity	Goal/Objective	Other Skills to Watch For
Little Room	When given a variety of materials in several different learning environments during independent and interactive play (e.g. Little Room, Snack time) appropriate for mouthing and tasting STUDENT will actively bring things to his mouth and/or explore with lips and tongue at least three times during a 15 minute observation time.	Use of hands to scratch and poke Hands/fingers to mouth Vocalizing Making contact with adult through touch and/or vocalization
Adult-child interaction during snack and sensory play	When given visually preferred (green, blue, shiny) objects on a position board or in a tray, water table or sand table, STUDENT will use a visually directed reach to make contact with desired object at least 2 times within a 15 minute observation period.	Use of hands to scratch and poke Hands/fingers to mouth Vocalizing Making contact with adult through touch and/or vocalization
Position Board Water or sand table	When placed in a prone position using a Support Bench or Resonance Board STUDENT will extend one arm to reach preferred objects in containers at least 5 times within a 15 minute period.	Grasp and release Batting Scratching
Support Bench Resonance Board	In a variety of learning environments in both independent and interactive play when given objects that make a preferred sound STUDENT will reach out towards sound producing objects at least 5 times during a 15 minute observation period.	Grasp and release Batting Scratching Vocalizing Making contact with adult through touch and/or vocalization
Little Room Resonance Board		Grasp and release Vocalizing Making contact with adult through touch and/or vocalization



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Figure 1 TSBVI logo.



"This project is supported by the U.S. Department of Education, Special Education Programs (OSEP). Opinions expressed here the authors and do not necessarily represent the position of the Department of Education."

Figure 2 IDEAs that Work logo and U. S. Dept. of Education, OSEP disclaimer.

