



# Active Learning Space

Dr. Lilli Nielsen's techniques that emphasize simple ways to change the environment so that a child becomes an "active learner".

## Documenting Progress on IEP Goals/Objectives and Other Skills

In school environments, documenting progress on the individual's IEP goals and objectives is required by the Individuals with Disabilities Education Act (IDEA). The simple tally sheet example shown below is one way to do this. Each day have someone observe and record data for one or two activities or environments as we show in the table below. This allows you to share the learner's work each week with his/her family and collect richer information for use in regular periodic reporting. A blank table is included on the final page of this document for use with your student.

<b>Environments or Activities</b>	<b>Goal/Objective or Skills Child Should Demonstrate</b>	<b># Observed</b>	<b>Other Skills to Watch For</b>	<b># Observed</b>
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	- vocalizing to get adult attention
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	- vocalizing
Kicking in water during footbath			Sitting unsupported Vocalizing  Listening and experimenting with sounds  Making contact with adult through touch and/or vocalization	- vocalizing for contact

<b>Environments or Activities</b>	<b>Goal/Objective or Skills Child Should Demonstrate</b>	<b># Observed</b>	<b>Other Skills to Watch For</b>	<b># Observed</b>
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	- batting
Adult-child interaction during snack and sensory play			Use of hands to scratch and poke Hands/fingers to mouth Vocalizing Making contact with adult through touch and/or vocalization	batting     - vocalizing
Position Board Water or sand table	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.		Grasp and release Batting Scratching	
Support Bench Resonance Board	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 Vocalizing Making contact with adult through touch and/or vocalization	
Little Room 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 Vocalizing Making contact with adult through touch and/or vocalization	- vocalizing

**Student:**

**Observer:**

**For the week of:**

<b>Environments or Activities</b>	<b>Goal/Objective or Skills Child Should Demonstrate</b>	<b># Observed</b>	<b>Other Skills to Watch For</b>	<b># Observed</b>

**Comments:**



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

Figure 1 IDEAs that Work logo and disclaimer

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Figure 2 IDEAs that Work logo and disclaimer