



# Texas School for the Blind & Visually Impaired Outreach Program

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## CTEBVI Conference

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## Active Learning Space: A Resource for Families and Professionals

Presented by

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Developed for

California Transcribers and Educators for the Blind and  
Visually Impaired

# PowerPoint Presentation

## Slide 1

Texas School for the Blind & Visually Impaired Outreach Programs  
California Transcribers and Educators for the Blind and Visually Impaired (CTEBVI) Conference

Active Learning Space: A Resource for Families and Professionals  
Presented by Charlotte Cushman and Kate Hurst, Education Consultants, TSBVI Outreach Programs

## Slide 2

Challenges in Implementing an Active Learning Approach  
Introductory material available on the Active Learning Space site

[www.activelearningspace.org](http://www.activelearningspace.org)



Figure 1 Screenshot of a video on Active Learning Space about Phase 2: Imitation from the Five Phases of Educational Treatment as described by Dr. Lilli Nielsen.



Figure 2 Word Cloud of some of the issues: money, safety, equipment, administration, time, curriculum, buy-in.

### Slide 3

Where can I get training on Active Learning?

- [Active Learning Space!](#)
- [Online courses](#)
- [Webinars](#)
- Training of trainers materials

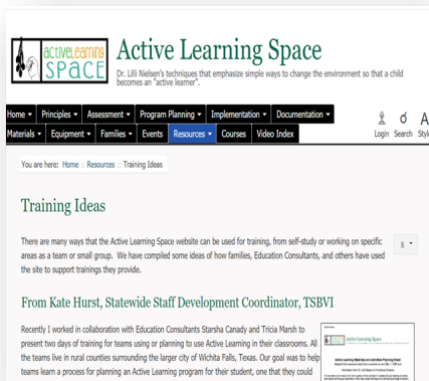


Figure 3 Screenshot of Active Learning Space with Resources tab highlighted.

### Slide 4

How can I get my educational team to support this approach?

Before and after Active Learning approach is used

<https://library.tsbvi.edu/Player/18398>



Figure 4 Image from video of Ryland Before and After video.

## Slide 5

How do I get parents to support AL?

- Explain why Active Learning works
- Be prepared to answer their questions
- Share the ALS website – [Jack's Progression](#)



*Figure 5 Series of 3 images from the video Jack's Progression showing Jack on his tummy on a Resonance Board, in a HOPSA dress by an Activity Wall, and sitting alone on his living room floor.*

## Slide 6

How Do I Find the Time or Money to Gather or Make Things?

Check out the [Home Hacks ideas!](#)



*Figure 6 Empty soda cans tied on elastics to broom handles that are wedge between two chairs to make a type of mobile.*

You can do a lot with simple, common household items.



*Figure 7 A toddler plays with a metal pan containing various types of small balls such as ping pong, golf, and nerf balls.*

## Slide 7

We don't have space to store materials and equipment, what can we do?



*Figure 8 Image of a Position Board attached to a wall beside a child's bed.*

[Utilize shared spaces such as the gym or therapy rooms](#)

Store items in suitcases

Build [folding Resonance Boards](#)

Multiple tops for Little Room

Ask for use of storage closet and move stuff daily

[Create a space within the classroom - station](#)

[Create spaces at home](#)

## Slide 8

### Why is it important to limit distractions for the student?

- Don't want to interrupt the child's ability to process their learning
- If they're already having challenges learning, distractions are just one more obstacle.
- Doesn't need to mean absolute silence, but to limit your comments to natural breaks in the activity.



*Figure 9 Image from the Video of Jack and the Science Lesson showing Jack on a Support Bench with feet in a container of dirt and pine cones and his hands in a tub of water with rocks. Patty leans into his space to imitate his vocalizations and comment on his ac*

## Slide 9

### Aren't you afraid the child will get hurt?

- Never leave a child unattended
- Check all equipment each time you use it
- [Place plastic tubing over elastics](#)
- [Evaluate the child's strength and skills and address it in equipment/material selection and design](#)
- Make sure you have doctor or therapists approval if child has issues such as hip dysplasia, seizures, etc. – [Sonya in the HOPSA](#)



## Slide 10

What will my administrator say...?

Pages from [Active Learning Materials and Activities Planning Sheet](#)

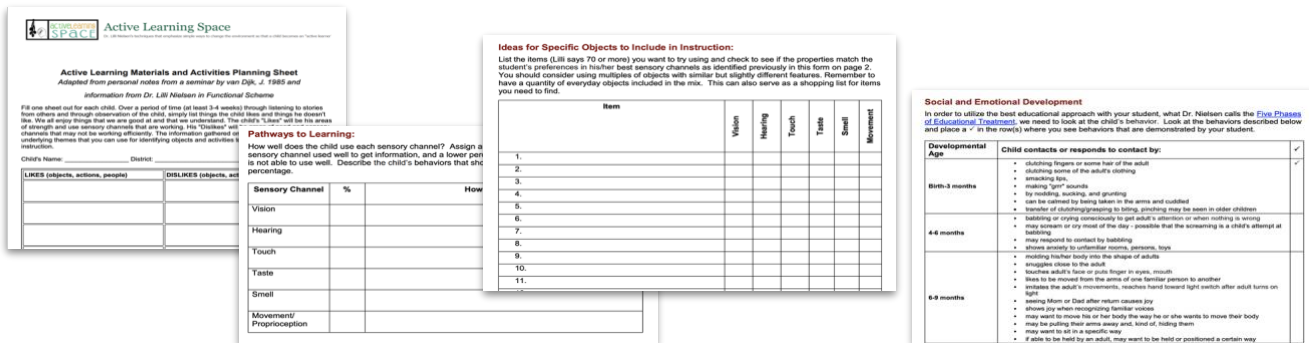


Figure 10 Images of various pages from the Active Learning Materials and Activities Planning Sheet.

## Slide 11

How do I address the general curriculum using an Active Learning approach?

- [Active Learning and General Education](#)
- [Can Active Learning Be Used for General Education](#)
- [Resources for Aligning Goals to the Standard Curriculum](#)
- [Expanded Core Curriculum](#)

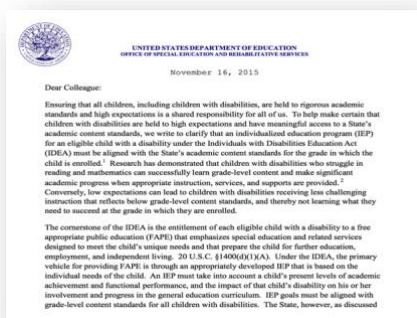


Figure 11 Image of Guidance Letter from Office of Special Education Programs (OSEP) on among other things instruction in the general curriculum for all students.

## Slide 12

How do I know what equipment and materials should be selected?

- Look at our [Quick Equipment Guide](#)
- Match materials & equipment to learner's goals
- What does each object do?



*Figure 12 A series of images of common objects used in Active Learning that include: from top left moving clockwise: combs and brushes, strainers and whisks, hot water bottle, rock with hole, nasal syringe.*

## Slide 13

How do I provide adequate independent and interactive times of instruction?

- [FIELA Curriculum](#)
- Look at your existing schedule – identify times when the child is unable to participate or is “resting”, group activities
- Utilize related service staff, therapy time
- Designate paraprofessional and provide role-release support for implementing interaction and independent work
- Think about infusing skills from the IEP into a single activity or learning environment - [Goals and Benchmarks that Reflect Active Learning](#)



## Slide 14

How should I adapt materials and equipment for students with CVI?

- Vision is not the focus of every activity.
- Be sure you know how the child is using their vision, so that you can plan accordingly.
- [Resources on CVI and Active Learning](#)



*Figure 13 Two examples of materials adapted for CVI students. Top a black desktop corral with items positioned on it and a metal bowl with and yellow nerf and golf balls with a flashlight shining into it.*

## Slide 15

Questions?

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