



Texas School for the Blind & Visually Impaired Outreach Programs

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Coffee Hour

Active Learning and Orientation and Mobility

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Developed for

Texas School for the Blind & Visually Impaired
Outreach Programs

Power Point

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TSBVI Outreach Programs Presents
Coffee Hour: Active Learning and Orientation and Mobility

With Chris Tabb, COMS, TSBVI Outreach Programs and Kate Hurst, Education Consultant,
TSBVI Outreach Programs

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Students with Significant Disabilities

Need to move because:

- Improves health
- Quality of life
- Ability to learn and make sense of the world
- Engage with others in meaningful ways
- Make choices and become self-determined



Figure 1 A teacher holds a young girl with visual impairments in her lap and offers a rattle for her to explore..

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Movement and Brain Development

[From neuroscientist Daniel Wolpert:](#)

We have a brain for one reason and one reason only -- that's to produce adaptable and complex movements. Movement is the only way we have affecting the world around us... I believe that to understand movement is to understand the whole brain. And therefore, it's important to remember when you are studying memory, cognition, sensory processing, they're there for a reason, and that reason is action.

Smart Moves: Daniel Wolpert, Motor Control and the Brain

Kalvi Foundation Website

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- Jack's Progress
<https://library.tsbvi.edu/Player/18261>

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What is the role of the COMS?

Consultation to staff and family

- Collaboration
 - assessment
 - program design and implementation
 - progress reporting
- Training to staff
 - Information about Active Learning
 - Role-release
- Creation of adapted devices and materials

Direct service to student

- Working directly with student
- Implementing new activities / environments before role-release
- Documenting and reporting progress as part of on-going evaluation

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Why Active Learning?

Expanded Core Curriculum

- <https://activelearningspace.org/program-planning/ecc>

General Curriculum

- <https://activelearningspace.org/program-planning/active-learning-and-general-education>
- <https://activelearningspace.org/program-planning/used-for-general-education>
- <https://activelearningspace.org/program-planning/resources-aligning-goals-to-the-standard-curriculum>

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Science Lesson? O&M?

- <https://activelearningspace.org/implementation/science>
- Kyra
- What O&M skills is she practicing?
- What sensory efficiency skills?



Figure 2 Image from video showing a young girl in a HOPSA dress exploring bins containing seeds, water, dirt, and a large edible plant.

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Key Principles of Active Learning

<https://activelearningspace.org/principles/key-points-of-active-learning/key-points-overview>

- Active Participation
- Repetition
- Developmentally Appropriate
- Reinforcing to the Individual
- Limited Distractions



Figure 3 A young girl wearing a head lamp explores a collection of balls in a tub of water using her vision and touch.

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Dynamic Learning Circle

<https://activelearningspace.org/principles/dynamic-learning-circle/overview-dynamic-learning-circle>

1. Is the child aware of the learning environment and interested in it?
2. Does the child show curiosity and engage in the activity?
3. Is the child indicating he/she is bored or stinging? Does he appear to be learning anything?
4. Is the child ready to learn something new? What is one small thing that can be changed to offer something new to learn?

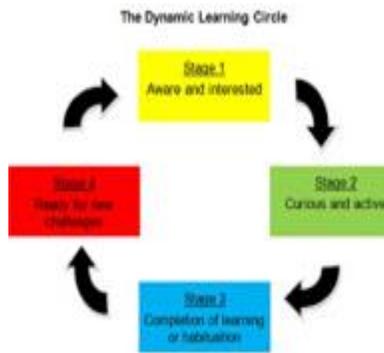


Figure 4 Graphic showing the four stages of the Dynamic Learning Circle: Stage 1 aware and interested, Stage 2 curious and active, Stage 3 completion of learning or habituation, and Stage 4 Ready for new challenges.

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5 Phases of Educational Treatment

<https://activelearningspace.org/principles/five-phases-of-educational-treatment/interacting-with-the-learner>

1. Offering – create trust and build relationship, observe what motivates, introduce self-activity
2. Imitation – increase interest in nearby activities, the ability to initiate, to believe he/she can do something, and introduce activities and movements not yet performed
3. Interaction – learn dependency on others, initiate interactions, develop self-identity, basis for social development
4. Sharing the work – increase experience of success, create new social relationship, a learner's interest in acquiring new skills
5. Consequences – learn to meet demands and endure changes, develop self-confidence and sense of responsibility

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Jack in the Little Room



Figure 5 Image from the video showing Jack, a little boy, playing in a Little Room.

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RJ and the Mini Massager



Figure 6 Image from video of RJ touching a mini-massager with his fist while his teacher holds the device for him.

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Figure 7 Screenshot of the Active Learning Space website, Home Hack, Activities of Daily Living menu.

COVID & Home Activities

- Can be done anywhere
- It is an approach – not a piece of equipment
- Children being served at home it can be used to carry out activities of daily living and help the family engage child in independent activity

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Tipping Tray



Figure 8 Image from a video showing two large plastic mixing spoon with the handles placed side-by-side so a tray can be set on them to tip back and forth.

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Hanging Cans



Figure 9 Image from video showing empty soda cans tied by elastic to a broom handle that is suspended between two dining chairs.

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Pots and Pans



Figure 10 Image from video showing an adult scratching on the bottom of a cooking pot.

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Undressing: Kicking



Figure 11 Image from a video showing a young boy in a special chair with his feet on a large gathering drum; bells are attached around his ankles.

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Undressing: Kicking Pants and Socks



Figure 12 Image from the video showing Patty Obrzut demonstrating how a child can begin to move legs to remove pants that have been pulled down to the ankles by kicking.

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Dressing & Undressing: Hats



Figure 13 Image from video showing Patty Obrzut showing how a child can practice putting things on her head such as a collander, cooking pot, paper, wig, or hat.

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Handwashing



Figure 14 Image from video showing a cookie sheet with liquid soap on it to encourage a child to experience it on their hands leading to better skills in handwashing.

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Bathing



Figure 15 Image from video showing a play activity in a tub of water with wash cloths that have items attached to them so that the child might get fingers and hands hooked into them during water play. This is building towards independent bathing skills.

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Kneeling, Coming to Standing, Cruising



Figure 16 Image from video showing Jessica McCavit from Penrickton demonstrating how children can play with items attached to a stair railing to practice coming to kneeling, standing and cruising while playing with their hands.

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Obstacle Course

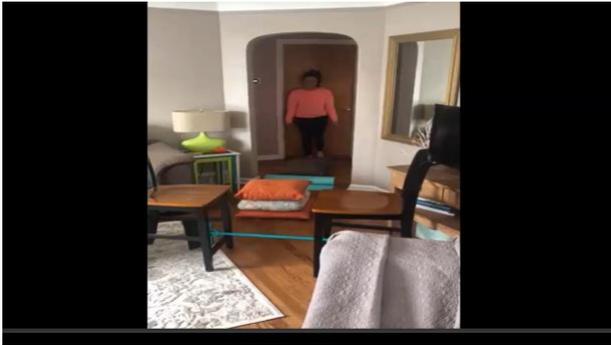


Figure 17 Image from video showing Jessica McCavit demonstrating how an obstacle course can be created using items from a typical living room.

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FAQ

Can you use Active Learning for children who are mobile?

Should a child who can stand and walk use a Little Room?

When a child is engaging in independent play what should the adult do?

How frequently should a child play in an Active Learning environment or activity?

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Active Learning Students who are Mobile

- All children benefit from Active Learning
- If they are under 48 months developmentally you should use Active Learning.
- May be ready to use Phases 4 Sharing the Work and 5 Consequences.

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Standing Little Room

<https://activelearningspace.org/equipment/purchase-equipment/little-room/configuring-little-room>



Figure 18 Image of a child stand up in front of a Little Room; the lower pipes need to be changed out for longer pipes to make the Little Room tall enough for him to play inside while standing.

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Adult's Roles

- Set up environments and activities for independent play
- Observe play and document
 - Videos
 - Observation Forms <https://activelearningspace.org/resources/forms>
- Active Learning Materials and Activities Planning Sheet
<https://activelearningspace.org/program-planning/active-learning-materials-and-activities-planning-sheet>
- Utilize Dynamic Learning Circle to add novelty

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Questions? Contact Us

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Check out Active Learning online training modules at <https://activelearningspace.org/courses> all approved for CEUs with ACVREP!



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From FIELA by Dr. Lilli Nielsen

“The child who is sitting in a wheelchair well adapted to his body or is strapped in a standing frame is prevented from learning to move.

The child who is a slow learner cannot afford to be entertained by others most of the day, he needs to use his time to entertain himself through learning.

The child who does not receive appropriate responses (or no response at all) to his signs or utterances is prevented from learning to interact and communicate.

The child who does not have access to environments that motivate him to experiment and explore is prevented from achieving appropriate emotional development.

The child who does not have access to objects to compare is prevented from learning to transfer knowledge from place to place and from event to event. He will also have difficulty in associating new experiences with familiar ones, and thus in learning to solve problems.

The child who is not allowed to learn at his own pace without interruption or interference from adults is prevented from having the successes that promote development.

The child without opportunity to share his experience with an adult is prevented from learning to interact and to initiate.

So, the learning child is dependent on the adult's provision of enriched learning environments, her respect for the child's needs for sufficient time and quietness for his learning, and her readiness to share the child's experience when the child is ready for that.

Consequently, The ACTIVE LEARNING APPROACH means

1. that the child learns from the activities he performs in the surroundings in which he stays,
2. the adult learns which environments and which perceptualizing aids the child needs at any time to increase learning and so continue to develop,
3. that a realistic assessment of the child's developmental level is made with regard to the motor, the cognitive and the emotional development,
4. that the assessment is used as a basis for arranging the surroundings so well that the child's opportunity to be active and to learn is as good as possible.

The FIELA Curriculum is a contribution to the fulfilment of the child's need.”
October 1997, Lilli Nielsen, R.