



Active Learning Space

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

Quick Guide to Active Learning Equipment

It is very important to select the correct equipment based on the skills the child is working on and to use it appropriately. This guide is designed to help you remember key information about each piece of equipment. For detailed information [visit Active Learning Space and go to the Equipment tab.](#)

Equipment	Skills Area Targeted	Ways to Use	Considerations
Echo Bucket	<p>Increase vocalization</p> <p>Improve localization of sounds</p> <p>Discriminate between voice and other sound sources</p>	<p>To vocalize and make sounds with attached objects while in supine or in recline in a wheelchair</p>	<p>Attach object that can be manipulated and that also have different sound qualities</p> <p>Position so that child's vocalizations are amplified</p>
Essef Board	<p>Increase leg and foot movement/strength</p> <p>Increase balance in sitting/standing</p>	<p>To push against with legs and feet in various positions and activities</p> <p>To sit on while playing with objects on Activity Wall or during other activity</p> <p>To climb up and down from to work on weight shifting and balance</p> <p>To stand on with wall ladder to work on weight shifting and balance</p>	<p>Use alone or in groups to create a larger surface area.</p> <p>Use on a stand to push or kick against.</p> <p>Springs may be added or removed to change the amount of resistance provided.</p>

<p>HOPSA Dress</p>	<p>Improve leg movement Improve weight bearing Improve balance in standing Improve coordination of movement needed to walk and orient in space in standing Improve head control Improve independent arm movement</p>	<p>To be in an upright position with hands, arms, feet, legs free to move/explore objects attached to HOPSA or Activity Wall (on a single point hook)</p> <p>To move along a straight path and orient along the way with hands, arms, feet, legs free to move/explore objects attached to HOPSA or Activity Wall (straight track)</p> <p>To move in a large space and orient to that space with hands, arms, feet, legs free to move/explore objects attached to HOPSA and throughout the large space (H-Track)</p> <p>To be in an upright seated position with support from the HOPSA Dress, allowing free movement by the child when positioned in a swing or on the Essef Board promoting core strength, improving head control, arm and leg movement in sitting.</p>	<p>Initially the child should be in a fixed position (not moving along a track).</p> <p>Initially child's feet do not bear weight, just touch ground</p> <p>Has been used with children who have hip dysplasia after consulting with doctor</p> <p>If child can walk independently, can be used to introduce activities such as roller skating, moving up/down stairs, etc.</p>
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Little Room	<p>Gain the ability to reach and grasp</p> <p>Gain the beginning of the understanding of space</p> <p>Develop early object concept</p> <p>Develop skills needed to roll</p> <p>Develop skills needed to vocalize</p> <p>Develop skills to be independently active</p>	<p>To use while in supine to learn to reach and grasp</p> <p>To use in supine to explore objects when a child is unable to sit independently.</p> <p>To use in seated position to explore objects</p> <p>To use as a den to go in and come out for play</p>	<p>Always use on Resonance Board</p> <p>Depending on ability to reach and grasp, need to put plastic tubing on elastic.</p> <p>Designed so that appropriate ventilation keeps the child from drowsing or overheating.</p> <p>Use the proper size little room reflecting the development skills of the child and physical - child should be able to touch the side panels and the ceiling as well as the objects hanging in the Little Room. For children who cannot sit up typically 1' high, child can sit up 2' generally, though for older individuals can also be configured at 3' high.</p> <p>Designed so that child cannot tip or easily move the Little Room or any of the panels.</p> <p>Do not use not lights/switches and bells in the Little Room.</p>
Multi-Functional Activity Table	<p>Initiate a large variety of cognitive activities (constructive play, sorting, categorizing, etc.) while sitting on the floor, in a chair, or wheelchair</p> <p>To give a child/adult a designated "work" area coordinating all previously learned skills.</p> <p>To teach a child responsibility in set up and clean up tasks.</p>	<p>To improves the learner's creative capabilities in constructive play with various materials</p> <p>To enlarge object concept through manipulation of various materials</p> <p>To enhance knowledge about which objects can be separated, sorted, and put together</p> <p>To enhances the ability to solve problems through constructive play</p>	<p>Adjust the height of the table for sitting on the floor or in a chair.</p> <p>Panels can be interchanged using magnetic surfaces, Velcro surfaces, position boards, and various sized containers.</p>

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Resonance Board	<p>Develop an understanding of space limited “room” which the resonance board represents</p> <p>Increase movements and movement from one place to another</p>	<p>To amplify feedback of any movement during independent, interactive play through vibration</p> <p>To learn about a defined space</p> <p>To learn about orienting and placing things within a defined space</p>	<p>May be used with a variety of other pieces of equipment including Little Room, Support Bench, Esfef Board or alone as place for independent or interactive play.</p> <p>Do not dampen vibrational feedback with blankets, mats, etc. unless there is a medical reason to do so.</p>
Position Boards Scratch, Position and Grab Boards	<p>Promote increased fine motor development from a level of scratching, to a level of grasping and increase skills for manipulation of objects</p> <p>Learn the position of objects/materials,</p>	<p>To use with various low profile textures to develop finger movements to scratch</p> <p>To use with objects of higher profile in fixed position to work on grasp</p> <p>To use with a variety of objects on short elastic to work on grasp and release</p> <p>To use with variety of objects on long elastic to grasp and manipulate</p>	<p>May be positioned on a wall or modified to place on a tray or as freestanding device.</p> <p>Need to consider size of the child’s hand and ability to grasp when choosing objects.</p> <p>Child needs to be able to bring objects to mouth when manipulating them.</p> <p>Consider child’s preferences and sensory access when selecting materials to place on a position board.</p>

Equipment	Skills Area Targeted	Ways to Use	Considerations
Support Bench	<p>Improve muscle strength in torso, neck</p> <p>Increase movement of arms and legs in crawling position</p>	<p>To use in a fixed position to have the child be able to play with objects and materials while in a prone position using hands and feet</p> <p>To improve head and neck strength while in a prone position</p> <p>To imitate movements of crawling when wheels are attached</p>	<p>Meant to help children who are more than two years old and not yet able to sit without support – needs intensive adult supervision for safety.</p> <p>Use first without wheels attached until the child becomes familiar and comfortable with the Support Bench.</p> <p>Do not add soft padding to bench – may add hard foam with hole for feeding tube port if concerned.</p> <p>Adjust height to fit child and use head rest if necessary.</p>
Wall Ladder	<p>Improve ability to pull to kneel or stand</p> <p>Improve weight bearing in standing</p>	<p>To use with objects attached on rails to encourage pulling to stand</p> <p>To use with Esfef Board to practice balance</p> <p>To use with step to practice stepping up and down</p>	<p>Make sure ladder is securely attached to the wall and cannot be pulled lose – especially with older, larger children.</p>



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