

Student Name: _____



Active Learning Space

A collaborative project from Penrickton Center for Blind Children, Perkins School for the Blind, and Texas School for the Blind & Visually Impaired

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, motivators, and use sensory channels that are working. His "Dislikes" will be areas of need, things that frighten or bore him, 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: _____ District: _____ Date: _____

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

Pathways to Learning/ Sensory Channels:

How well does the child use each sensory channel or pathway? Assign a percentage to each, with 100% being a sensory channel completely intact, and a lower percentage for sensory channel / pathway that the child is not able to use compared to a typically developing peer. Describe the child's behaviors or known sensory issues that show the reason(s) you recorded that percentage. Check Alerts / Notices or Engages to indicate whether the child alerts to that sensory information or engages in exploration with that sensory channel. Rate the intensity of those sensory channels that are used to actively engage from 1-4 with 1 being mild engagement and 4 being intense engagement. (Example: 50% hearing because child responds to some sounds by laughing or stilling. Alerts to the sound but does not engage or seek to find source of sound.)

Pathway/ Sensory Channel	%	Alerts	Engages / Uses Sense to Explore or Learn	Level of engagement				How do you know?
				1 mild engagement	2 moderate engagement	3 high engagement	4 intense engagement	
Vision				1	2	3	4	
Hearing				1	2	3	4	
Touch				1	2	3	4	
Taste				1	2	3	4	
Smell				1	2	3	4	
Movement/ Proprioception (also vestibular responses)				1	2	3	4	

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General Questions

Based on this information which channels are most likely to motivate the child to actively engage?

What other challenges need to be addressed to help the child actively engage with these sensory channels? For example, needs to be positioned with support to be able to move arms independently, uses vision when color is red or object is shiny, can hear low frequency sounds best.

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

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

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

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

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

What sounds does he/she respond to (alerts)? (e.g., dad's voice, computer generated sounds, door slamming, etc.) What sounds cause the child to try to engage with the sound source, e.g. find what is making the sound, reach for the object, tries to move toward?

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

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

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

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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 best sensory channels as identified previously in this form on page 2. 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. After you gather these materials use Phases 1, 2, and 3 to narrow introduce them to the child and note what the child is able or interested in doing with each of them.

Item	Vision	Hearing	Touch	Taste	Smell	Movement
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						

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Item	Vision	Hearing	Touch	Taste	Smell	Movement
25.						
26.						
27.						
28.						
29.						
30.						
31.						
32.						
33.						
34.						
35.						
36.						
37.						
38.						
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40.						
41.						
42.						
43.						
44.						
45.						
46.						
47.						
48.						
49.						
50.						

Social and Emotional Development

In order to utilize the best educational approach with your student, what Dr. Nielsen calls the [Five Phases of Educational Treatment](#), we need to look at the child's behavior. Look at the behaviors described below and place a ✓ in the row(s) where you see behaviors that are regularly demonstrated by your student. If the child is at a higher level, some of the earlier developmental traits may have disappeared so be sure to review the next level up.

Developmental Age	Child contacts or responds to contact by:	✓
Birth-3 months	<ul style="list-style-type: none"> • clutching fingers or some hair of the adult • clutching some of the adult's clothing • smacking lips, • making "grrr" sounds • by nodding, sucking, and grunting • can be calmed by being taken in the arms and cuddled • transfer of clutching/grasping to biting, pinching may be seen in older children 	✓
4-6 months	<ul style="list-style-type: none"> • babbling or crying consciously to get adult's attention or when nothing is wrong • may scream or cry most of the day - possible that the screaming is a child's attempt at babbling • may respond to contact by babbling • shows anxiety to unfamiliar rooms, persons, toys 	
6-9 months	<ul style="list-style-type: none"> • molding his/her body into the shape of adults • snuggles close to the adult • touches adult's face or puts finger in eyes, mouth • likes to be moved from the arms of one familiar person to another • imitates the adult's movements, reaches hand toward light switch after adult turns on light • seeing Mom or Dad after return causes joy • shows joy when recognizing familiar voices • may want to move his or her body the way he or she wants to move their body • may be pulling their arms away and, kind of, hiding them • may want to sit in a specific way • if able to be held by an adult, may want to be held or positioned a certain way 	
9-15 months	<ul style="list-style-type: none"> • "showing objects" - wants to share interests with adult • if adult does not respond, may attempt to establish contact by hitting the adult with the object (banging objects) • refuses contact with persons whom he does not feel attached to • puts arms around adult he feels attached to • wants to drink from adult's cup or feed adult • laughs and babbles in interactions with adult • enjoys adult-learner games such as clapping hands and playing with lips • may hit themselves or other people • moving to the adult (pull to standing, walking or crawling) • acts like he/she wants to sit on adult's lap, but as soon as he/she gets there, wants to get down • may lean against the adult briefly, or rest an arm or a hand on the adult briefly 	

Developmental Age	Child contacts or responds to contact by:	✓
15-18 months	<ul style="list-style-type: none"> • picks up an object and gives it to adult with expectation adult will give the object back • If adult will not engage in game, child looks for another adult who will engage in game • tests activities that are allowed and not allowed • demonstrates strong attachment to one or a few objects • often has the need for physical contact, wants to be carried and sit on lap 	
18-24 months	<ul style="list-style-type: none"> • lends adult most cherished toy • engages in building games as a contact game • can react intensely to changes in daily routine • throws a tantrum when crossed • presents strong feelings of ownership: my mother, my toy • plays language games with adults – jingles and rhymes 	
2-3 years	<ul style="list-style-type: none"> • contacts by hiding and then revealing himself with a shocked attitude • involves adult in hiding games and games of searching for each other • Involves adult in rough and tumble games • wants to interfere in activities of an adult • demonstrates his will in the presence of other children by claiming ownership of his toy • appreciates help with things like dressing and undressing • has a strong need for physical contact, holding hands while walking • is able to engage in contact with only one adult at a time • uses language more often in contacting others • has difficulty accepting criticism • has difficulty choosing between yes/no, coming/going, milk/juice, etc. • can be quite rigid and will change results by demonstrating anger, passivity or withdrawal 	
3-4 years	<ul style="list-style-type: none"> • contacts by standing next to adult and leaning against him • shows great independence, often thinks he can do more than he actually can • can become very despaired when he has to receive help from the adult • direct physical contact is most often replaced by conversation • is eager to help with domestic activities • leans against, places an elbow against or looks at an adult to receive a smile or a comment-- and then looks at others present to share with them this emotional experience 	

Describe your general impressions about the individual's ability to self-regulate, show empathy, manage strong emotions, identify his/her own feelings, read others emotions, and establish and maintain relationships.

Plan for completing the *Functional Scheme*:

Decide as a team how and by when you will address all sections of the *Functional Scheme*. It is recommended that team members work in pairs on each section for better verification of the student's use of skills across multiple domains and with multiple people. Use the chart below to plan who will be responsible for each section. You may choose the official due date or assign an earlier due date to each section to spread work out across time. CT=Classroom teacher, Para=Paraeducator.

Section	Name and title of participants responsible for section (suggested roles are listed for reference only)	Official Due Date	Team assigned due date
Gross Movement	PT/COMS		
Fine Movement	OT/TVI		
Mouth Movement	OT/SLP		
Visual Perception	TVI/COMS		
Auditory Perception	TDHH/SLP/TVI		
Haptic-tactile Perception	OT/TVI		
Smell & Taste	OT/TVI		
Spatial Relations	TVI/COMS		
Emotional Perception	CT/Para/Parents		
Object Perception	TVI/CT		
Language: Non-verbal	SLP / TDHH / TVI		
Language: Verbal	SLP / TDHH / TVI		
Comprehension of Language	SLP / TDHH / TVI		
Social Perception	CT/Para/Parents		
Perception through Play & Activity	PT/OT		
Developmentally Impeding Functions	CT/Parents		
Toileting Skills	CT/Para/Parents		
Undressing and Dressing	OT/CT/Para/Parents		
Personal Hygiene	OT/ CT/Para/Parents		
Eating Skills	OT/ CT/Para/Parents		

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Plan for completing the *Functional Scheme* (cont.):

How will the team share information between team members?

How and when will team members discuss discrepancies? Dates/times/locations?

Who will go over the assessment with and get information from parent(s)?

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 the basis for your lesson plan. Remember, though the child is working on many skills continually, the data collection for IEP purposes focuses on agreed upon goals and objectives. You may list non-IEP related skills in “Other Skills to Watch For”.

Environments or Activities	Goal/Objective or Skills Child Should Demonstrate	# Observed	Other Skills to Watch For	# Observed
Example: HOPSA Dress	Explores various surfaces with feet		Movement of legs to push	

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

Team Notes

Texas School for the Blind & Visually Impaired Outreach Programs



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