



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 the Functional Scheme

Fill one sheet out for each child. Over a period of time of 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 well 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 1 mild engagement 2 moderate engagement 3 high engagement 4 intense engagement				How do you know?
				1	2	3	4	
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	

General Questions

1. Based on this information, which channels are most likely to motivate the child to actively engage?
2. 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.
3. 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.)
4. 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)?
5. What do you currently observe the child doing with arms, feet and legs?
6. What do you currently observe the child doing with his/her head, mouth, lips and tongue?
7. What kinds of vocal play do you observe? (e.g., babbling, squealing, clicking, etc.)
8. 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?

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

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

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

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 of the [Five Phases of Educational Treatment](#) to 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	Move- ment
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
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16.						
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19.						
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21.						
22.						
23.						

Item	Vision	Hearing	Touch	Taste	Smell	Move- ment
24.						
25.						
26.						
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32.						
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48.						
49.						
50.						

Social and Emotional Development

Gather information to answer the following questions. In addition to your own observations, be sure to seek information from other persons familiar with the student (family, therapists, home health nurses, etc).

1. How does the child get other people's attention? (Crying, hitting, smiling, vocalizing, grabbing/pinching/pulling hair, snuggling, showing objects, gesturing, banging/tapping)
2. How does the student respond to new people? (Withdrawn/turns away/goes to sleep, smiling, eye-contact, vocal, curious/reaching for/watching, agitated/aggressive/running away, ignores, etc.)
3. Does the student respond differently to familiar people versus new people? How?
4. How does the student show they are enjoying an interaction? (smiling/laughing, calm body, participating/reciprocating, hand squeezes, turning head, etc.)
5. How does the student show they are not enjoying an interaction? (turning away/sleeping, pulling hands away, pushing away, vocalizing/crying, hits, runs away, engages in self-stimulatory behavior, etc.)
6. What types of interactions does the student enjoy? (Singing, movement, rough housing, silly, calm or soothing voices, imitation games, etc.)
7. When experiencing a strong emotion, how does the student manage them? Do they seek comfort from others? Use self-soothing (thumb-sucking, rocking, burrowing/turtling)? Shut down? Cry? Become aggressive?

Plan for Interactive Activity:

In addition to daily opportunity for independent play, learners need daily time for uninterrupted adult-child interaction. The [Five Phases of Educational Treatment](#) provide guidelines for interacting with a learner at early developmental levels.

Staff Member:	
Environment:	
Child's position:	
Staff's position:	
Preferred/potential Objects:	
Preferred/potential Actions & Vocalizations:	
Preferred Interaction Style (distance, tone of voice, pace, response time):	
Typical ways the child communicates likes/dislikes:	
Phase(s) (check your choices):	
Offering	Imitation Interaction Sharing the Work Consequences
How will you approach the activity?	

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. You may want to choose additional pieces of parallel assessments like the INSITE checklist or the Communication Matrix to enrich your information. Children often exhibit different skills and strengths in familiar environments like home that are not seen at school. Always consult with the family to obtain a more complete and accurate assessment.

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/Family		
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/Family		
Perception through Play & Activity	PT/OT		
Developmentally Impeding Functions	CT/Family		
Toileting Skills	CT/Para/Family		
Undressing and Dressing	OT/CT/Para/Family		
Personal Hygiene	OT/ CT/Para/Family		
Eating Skills	OT/ CT/Para/Family		

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 the family?

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

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Team Notes

Texas School for the Blind & Visually Impaired Outreach Programs



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