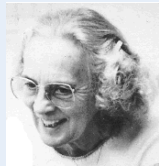
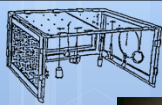


How many of you know of, or have heard of the name Lilli Nielsen?

If your answer was yes, what is something you have learned from her or her work?





Strategies for Facilitating Active Learning in Students with Multiple Disabilities

Part 2: Learning to Initiate Through the Space for Active Learning (SAL)

4 – 5:30 PM
February 1, 2011

Presenter:
Kathe Scoggin

www.wsdsonline.org/deafblind

When you are finished changing...

you are finished!



~Ben Franklin

Strategies That Demand Active Learning

Last week we discussed the active learning strategies of:

1. Using time child is alert and "learning ready"
2. Using the child's likes for learning
3. Imitation (of child by others)
4. Routines
5. Consistency of: environment, communication, people, materials, adaptations, sequence, our behavior/response

Strategies That Demand Active Learning

This week we will discuss the active learning strategies of:

6. Hand-under-hand
7. Waiting/processing time
8. Meaningful activities (to the child)
9. An environment the child knows and can access: The Space for Active Learning (SAL)

Hand-under-Hand



Note the person who appears to be standing is the instructor.

In this slide, is hand-under-hand strategy being used?

Hit the green check for "yes" or the red "x" for no.

Hand-under-Hand

Why?

- Learning to Trust...
- Brain knows what to pay attention to...
- Active participation & Learning...
- Confirmation...



Hand-under-Hand



HOW?

There are many ways...

Pacing... and Waiting

When I hear...

“The student is expected to follow the same schedule as other students.”

“She needs to keep up with others since we are including her.”

“I doubt active learning by the child is a priority.”

Tips for waiting...

First ask yourself the question, "What am I waiting for? And is she capable of the action?"

Be aware of anything environmentally that the student may have attended to...

Have your hand/arm very close to child on desk or wheelchair arm in the same place always, so he knows where he can connect with you to give you the answer

Once you have asked a question, slowly count to 10 to slow yourself down

Use a stop watch in the beginning to see how long the wait needs to be

Meaningful Activities

What concepts must the child have in order for this activity to make sense?

Can this activity have a routine or consistent way?

What communication is part of this activity?

How do I know I have the child's attention?

An environment the child knows and can access

What must be done to make the environment accessible to the child?

If I am changing things around, even the location in the room where the child does a consistent activity, it is not consistent

How accessible are things really?



And how reasonable is it to make everything accessible?

<http://tnt.asu.edu/home>

Space for Active Learning (SAL)

An environment in which nothing happens unless the child makes it happen.



Perception of self occurs through:
Interaction with people, knowledge of surroundings, and mastery of skills

Treasure Baskets

What are they and why do we use them?

http://www.nib.org.uk/professionals/education/schoolbasedlearning/mainstream/earlyyears/Pages/treasure_baskets.aspx

Keep in mind this question...

How do I explain this to the family, staff and administrator?

Why use something like the Space for Active Learning (SAL)?

- ✧ To develop independence
- ✧ Child learns best by doing (*spatial relations are basic to movement*)
- ✧ To know where you are in space
- ✧ To control one's own exploration
- ✧ To encourage movement

Why use something like the Space for Active Learning (SAL)?

- ✧ To build a "home range"
- ✧ To form perceptions, concepts, and language (*Ex. sound child produces and its source*)
- ✧ To prevent the development of "blindisms"
(these occur often due to the child having only his own body to experiment with when the child has a strong need for movement)



Part 3 of Four-part Training:

Part 3: Active Learning:

Triangle, Tactile, and Activity Boards

4:00 – 5:30 PM

Tuesday, February 8, 2011



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