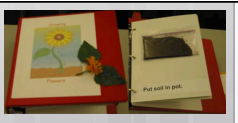
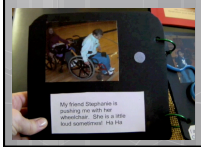




Strategies for Facilitating Active Learning in Students with Multiple Disabilities

Part 4: Concept Development through Experience Books

4 – 5:30 PM
February 15, 2011

Presenter:
Kathee Scoggin

www.wsdsonline.org/deafblind

Thanks to the children, families, and service providers who make sharing videos possible.

While we all know we are not perfect, it is hard to have ourselves in videos that may have some… "Oh rats, I wished I had or hadn't done that!"

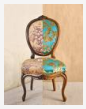
Concept vs. Skill

What is a Concept?	What is a Skill?
Something conceived in the mind, a thought or notion;	The execution of learned physical tasks;
An abstract or generic idea generalized from particular experiences;	A learned power of doing something competently;
A mental representation, image, or idea of concrete objects as well as of intangible ideas, such as feelings	A developed aptitude or ability

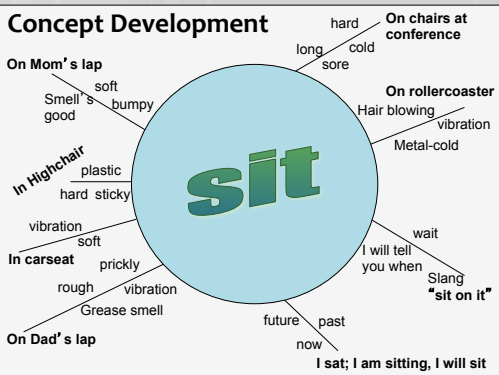
Concept Development

sit

The concept: sit



Concept Development



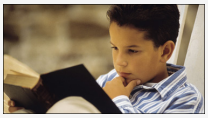
On mom's lap
High chair
Car seat
On dad's lap

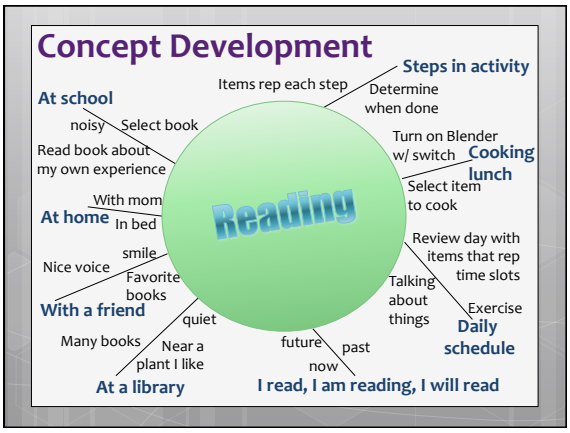
Slang using the word "sit"
Rollercoaster
Chairs in a conference room
On a rocking horse
And many more…

Concept Development

The concept:

Reading





Let's think about the skill of being toilet trained. First phase of getting diapers changed when wet.

The following **concepts** are ones the child needs to have:

A. Knowing when his diaper is dry
B. Knowing when his diaper is wet
C. Getting someone's attention
D. A & B

Let's think about the skill of being toilet trained. First phase of getting diapers changed when wet.

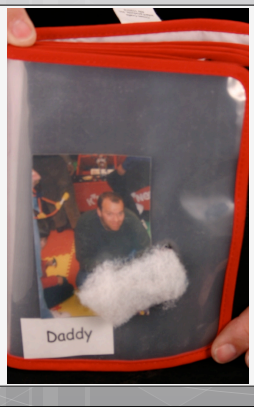
What is C?

A. Knowing when his diaper is dry
B. Knowing when his diaper is wet
C. Getting someone's attention
D. A & B

Is C a concept or a skill?

Let's look at an experience book made by a family for their 3 year old child with multiple disabilities…

What are the concepts that could be worked on in this experience book made by the family?



Mommy

Natalie

Bobo
(favorite toy)

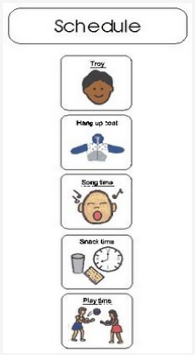
Family members and their names

Smooth, rough, bumpy, soft

Liking or preference

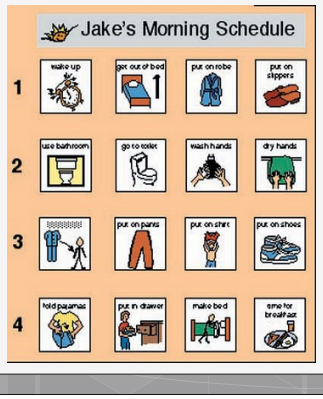
This is what we often think of when we think of books and children.

With additional experience with different needs of children, we might think of these as reading…



Schedule at school

Schedule at home



4 step routine schedule of lining up and going to PE

Schedule in a photo album with only two things per page,
not to get overwhelmed

A vertical schedule with a pocket at the bottom to put pictures in when the activity is finished

Isn't it interesting how we immediately go to pictures as a way for the child to communicate?

What are Experience Books?

Experience Books

Experience books are created with a specific child in mind:

- Focusing on an experience the child has: sensory information (including tactile) familiar and enjoyable to that child
- Allowing a child to share and review an experience again and again
- Building that child's concepts, sequence of actions, and communication

A "book" about the individual which is **MOTIVATING** to him or her.

What is in it for the child?

(In other words, what do Experience Books do for the child?)

- Has access to "stories" that are appropriate to his conceptual and communication needs and abilities.

- Provides a source of **individualized**, printed material appropriate to the visual, tactile, conceptual and communication needs of child

- Facilitates learning concepts/vocabulary

- Provides a basis for "conversation"

- Allows child and adult to be on an equal level sharing and understanding that communication takes two or more people

- Allows the child to share, recreate, and review the same story over and over again with different people

- Provides opportunities for the child to demonstrate memory skills and…

  Matching, sequencing and categorization skills

- Provides for transition into more abstract concepts like **time** and **place**

- Prepares the child for development of reading

"Learning to read is a developmental process that begins at birth."

Lamb, 1995

Considerations When Making an Experience Book

- Learning proceeds from the concrete to semi-concrete to abstract
- Use actual objects or materials associated with activity
- Later, once comprehension is solid, it may be appropriate to move to pictures…

Considerations When Making an Experience Book

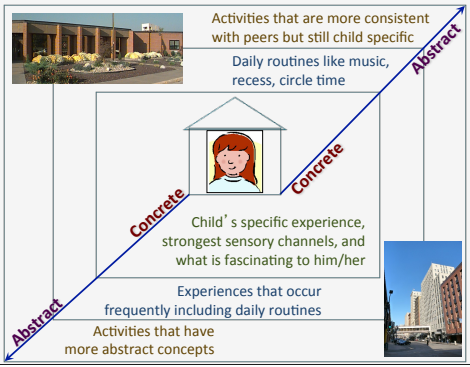
- The experience is one the child had and enjoyed
- Make sure your language in the book is appropriate to child's comprehension level
- Involve the child in the production of the book as much as possible. Possibly using a bag to collect things to go into the book

Considerations When Making an Experience Book

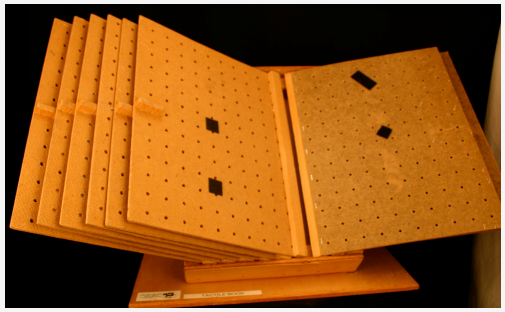
- If item is not staying glued in book, use a Ziploc bag or envelope secured to the front of the book
- Initially one primary concept per page is appropriate
- Initially make the book about 3-4 pages…

Approach to developing Experience Books

Concrete → Abstract



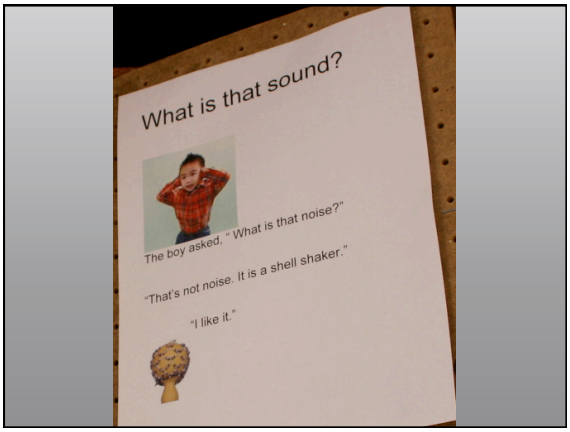
Tactile Book Example

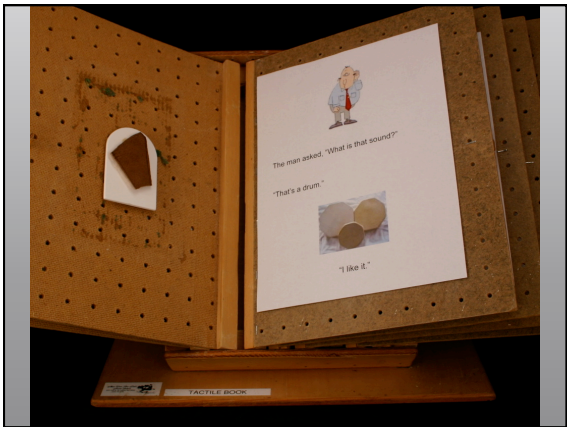


A story about playing musical instruments

Tactile Book Example

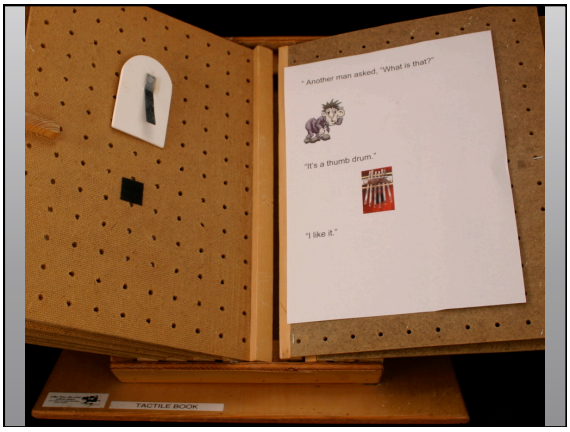
MUSIC
TACTILE BOOK

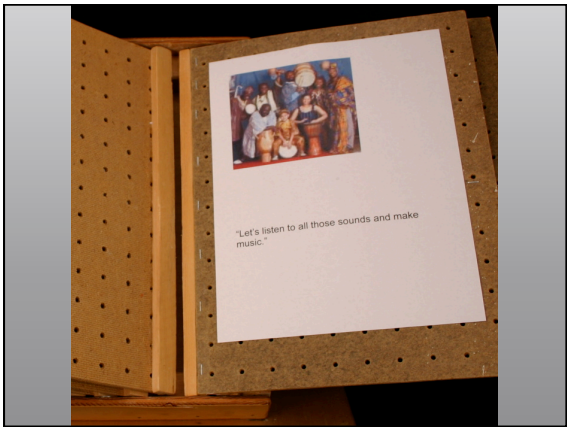

What is that sound?
The boy asked, " What is that noise?"
"That's not noise. It is a shell shaker."
"I like it."


The man asked, "What is that sound?"
"That's a drum."
"I like it."
TACTILE BOOK

The woman asked, "what is that?"
"That's a small hand drum."
"I like it."
TACTILE BOOK

The man asked, "What is that?"
"That's a large hand drum."
"I like it."
TACTILE BOOK


" Another man asked, "What is that?"
"It's a thumb drum."
"I like it."
TACTILE BOOK



The Talking Pocket

www.augresources.com

If you developed and used experience books that are meaningful to the child and used them as frequently as other children in a class do, what child outcomes (child's actions) would we expect to see?

Additional Resources:

Developing Concepts with Children Who are Deaf-Blind - Barbara Miles
http://nationaldb.org/NCDBProducts.php?prodID=29

What a Concept! - Jim Durkel
http://www.tsbvi.edu/component/content/article/104-archives/2992-what-a-concept

Thinking Deep Thoughts - Liz Hartmann
http://www.cadbs.org/newsletter/
(Scroll to Fall 2005)

Recorded Trainings:

The Four-Part **Active Learning** training series will be available on our website by the end of February.

Other Deaf-Blind training series available on our website now:

Three-Part: Planning for Their Success

Three-Part: The Communication Matrix

www.wsdsonline.org/training/recorded_trainings.html

Other Training Opportunities:

Infant & Early Childhood Conference (IECC)

May 4-6, 2011 – Tacoma, WA

May 4: Pre-conference "Toolkit for Active Learning & Successful Communication"

www.ieccwa.org

Combined Summer Institute (CSI)

July 11-14, 2011 – Yakima, WA

www.ncesd.org/CSI

www.wsdsonline.org/training/calendar.html