



Texas School for the Blind and Visually Impaired  
Outreach Programs

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## Active Learning Study Group

January 21, 2014

3:00-4:00 PM

Facilitated by

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Developed for

Texas School for the Blind & Visually Impaired

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Phase 3: Interaction

## **Purpose of Phase 3: Interaction**

Purpose:

- To help the child to learn sound dependency on one or several people.
- To help the child to initiate interactions.
- To enhance the child's development of self-identity.
- To give the child the basis for social development.

## **The Child at Phase 3: Interaction**

- Beginning to be interested in interactive games (turn-taking or you-to-me/me-to-you games)
- May not initiate these games but can be engaged easily, as long as she can take breaks
- Takes time out for own exploration of objects but comes back to adult
- Interested in environment and the actions of others
- Needs support for transition from favorable activity to a new activity
- Fusses when an interaction comes to an end
- Attempts to make contacts with others at end of this phase

## **The Role of the Adult**

- Set up situations and environments that will foster interactive games
- Wait for child to take turn (do not prompt)
- "Show" the child something of interest using hand-under-hand
- Introduce "yours" and "mine"
- Finish the interaction while it is still fun
- Use concrete way to "finish" the interaction and give time to process.

## **Points Lilli Emphasizes at this Level:**

- Focus on “you to me and me to you” games.
- If the child becomes interested in something he wants to explore on his own, let him. Wait patiently for him to use his fingers to “look” .
- Always wait for the child to initiate his part of game.
- Complete an action that may be too complex for child to do, but at the same time tell him he can “help” .
- Slow pace. Know when the child “has enough to consider for a while.”
- Tell the child before you come to the end of the activity that you will be leaving and going on to a new activity. He may continue to play on his own if he chooses to.
- If the child begins to say “more” or “again,” names the adults, or seeks out adult attention, he is ready for Phase IV while continuing with Phases I-III.

## **Homework on Phase 3?**

- What was your experience with interaction?
- What was the most challenging thing(s) about utilizing this educational treatment?
- Could your student initiate your game or did you have to do it?
- How easy was it to get your student to interact with you?
- What questions do you have about this phase?

## **Next Month’s Homework**

1. Read pp. 85-87 of Are You Blind? on Phase 4: Sharing the Work
2. Complete a simple care-giving routine (dressing, eating, toileting, etc.) and practice the treatment of “sharing the work” if you have a student who is ready for this phase or help a teacher work on this treatment with his/her student. If you are a consultant share about supporting other staff members with this phase.
3. Be prepared to share your experiences with our Active Learning Study Group on February 18th.

## Notes:

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Figure 1 TSBVI logo.



"This project is supported by the U.S. Department of Education, Special Education Programs (OSEP). Opinions expressed here the authors and do not necessarily represent the position of the Department of Education."

Figure 2 IDEA logo