



Texas School for the Blind and Visually Impaired  
Outreach Programs

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## Active Learning Study Group

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Facilitated by

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Developed for

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# Active Learning Study Group – Phase 5: Technique of Consequences

April 22, 2014

## Homework for April Study Group

Read pages 88-99 in Are You Blind?

Bring one issue, question, or comment related to the content of these pages.

## Phase 5:

Technique of Consequence

## Purpose of Phase 5: Consequence

Purpose:

- To help the child to endure meeting demands.
- To help the child to endure changes in life.
- To help the child to feel self-confident, which is fundamental to the ability to make decisions about his own life.
- To establish the basis for the sense of responsibility.

## The Child at Phase 5: Consequence

- Needs to have an emotional age of two years.
- Child is ready to learn that his own actions have consequences.
- Must show some confidence in what he can do and feel secure interacting with others generally.
- May still have some difficulty initially in handling changes, but begins to show more coping skills at this level.
- The child begins to understand choice-making.

## **The Role of the Adult**

- Needs to model how consequences work for the child through a discussion of the adult's actions. E.g., "I have to stop playing and cook dinner, or you will not have anything to eat." Or, "I need to ask you to wait; I need to find a clean shirt for you."
- Then after a time the adult begins to set up situations where the child can experience the consequences of his actions. E.g., "If you want me to pour more milk, you must put your glass on the table."
- The adult may accept a less than perfect response from the child, and may need to offer encouragement either through prompting or modeling.

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

- When child feels secure and confident in performing different activities and has received information about consequences involved in activities, it should be possible to let child experience consequences. BUT only through activities child is able to perform.
- As child is able to fulfill more requests he may demand more attention — don't overly praise but act as if it is most natural thing that he can do something.
- As independence increases child may be able to tolerate that he sometimes is unable to succeed in what he intends to do.
- He will become better able emotionally to accept significant changes in his life. As he moves higher, he will be able to make friends with other people, decide when faced with situations that he has a choice.

## **Phase 5 Thoughts**

- Child can choose to do something or not, but there may be consequences
- Consequences should be natural and mild
- Need to help child cope with disappointments and change
- Needs to trust his partner not to treat him unfairly
- This is the point where regular activity/skills routines are used

## Summary of Previous Phases

Phase	What child is learning
Phase 1 – Offering	Awareness, interest, and tolerance of things, people outside of self, I can do
Phase 2 – Imitation	Others can do what I do and I can do what others do
Phase 3 – Interaction	I can do things and engage others and take pleasure from doing things and being engaged by others
Phase 4 – Sharing the Work	I can enjoy sharing an experience or activity with another person; there are things I can do or try to do.

## Discussion

What are your thoughts, questions, issues about Phase 5?

What are your thoughts, questions, issues about Active Learning?

What should we focus on for next year's study group?

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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 IDEAs that Work logo and OSEP disclaimer.