Active Learning Study Group
February 18, 2014

Facilitated by
Kate Hurst, Statewide Staff Development Coordinator
TSBVI Outreach Programs
KateHurst@tsbvi.edu

Developed for
Texas School for the Blind & Visually Impaired
Outreach Programs
Important Dates:

June 19-20, 2014

2014 Active Learning Conference

- Patty Obrzut from Penrickton Center
- Not an introductory level training
- Focus on emotional development, assessment and curriculum

June 18, 2014 (possible pre-conference)

- Provided by Outreach staff
- Abbreviated introduction to Active Learning

Emotional Development

Functional Scheme Assessment:

- How many have done the emotional perception section of the assessment?
- What results are you finding? What level is your student in terms of months?
- What challenges have you faced in determining emotional perception level?

Emotional Development

- How do you relate the emotional level with figuring out what Phase to use with the student in your interactions?
- What are some of your questions about Emotional Development?

Phase 4: Sharing the Work

Purpose

- To increase the child’s experience of success.
- To involve the child in new social relationships.
- To increase the child’s interest in acquiring new abilities.

The Child at Phase 4

- Ready to learn that taking action and interacting with others does not mean that he has to do everything or do it perfectly.
- Exhibits confidence in performing some actions or activities.
- Has some beginning understanding of time and a sequence of events.
- May appear threatened when familiar activities are changed slightly.
The Role of the Adult

- Set up environments and activities.
- Focus on tasks that can be completed in a brief time without any consideration for how perfectly child can complete them.
- Let child know which part of tasks he will complete and adult will complete.
- Make sure to give child plenty of time to complete task…still won't do it? Is it too hard?
- Let child know how long task will last and what will follow.

Points Lilli Emphasizes:

- Help child learn - one who does something does not necessarily have to do everything or do it perfectly.
- Abilities child has been successful with in previous phases form basis for deciding which activities can be used for sharing work.
- Keep tasks short (few seconds or minutes) initially, accept whatever child does as correct.
- Explain which parts of activity adult will perform and what child will do.
- Give plenty of time for child to initiate task and wait silently and calmly — be neutral.
- Let child know how long the activity is supposed to last.
- Try to keep environment same or only make gradual changes.
- Before going to more complicated and longer lasting activities choice of technique for every part of the activity should be given careful consideration.

Homework

- Read pp. 85-87 of Are You Blind? on Phase 4: Sharing the Work
- 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.
- Be prepared to share your experiences with our Active Learning Study Group on February 18th.

Homework on Phase 4?

- How many of you have students at Phase 4?
- What was the most challenging thing(s) about utilizing this educational treatment?
- Have you written out an activity routine and/or developed it with your team?
- If you have tried this routine more than 2-3 times, have you identified changes you need to make?
- What questions do you have about this phase?
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.
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Figure 1 TSBVI logo.

Figure 2 IDEAs that Work logo and OSEP disclaimer.