2016 Active Learning Conference
February 26-27, 2016

Presented by
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Developed for
Texas School for the Blind & Visually Impaired
Outreach Programs
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## Agenda

<table>
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<tr>
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<tr>
<td><strong>Friday</strong></td>
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<tr>
<td>8:30-9:00 AM</td>
<td>Sign-in, housekeeping</td>
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<tr>
<td>9:00-10:15 AM</td>
<td>Emotional Level and Five Phased of Educational Techniques</td>
</tr>
<tr>
<td>10:15-10:30 AM</td>
<td>Break</td>
</tr>
<tr>
<td>10:30-11:45 AM</td>
<td>Emotional Level and Five Phased of Educational Techniques</td>
</tr>
<tr>
<td>11:45-1:00 PM</td>
<td>Lunch on your own</td>
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<tr>
<td>1:00-2:15 PM</td>
<td>Functional Scheme</td>
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<tr>
<td>2:15-2:30 PM</td>
<td>Break</td>
</tr>
<tr>
<td>2:30-4:00 PM</td>
<td>Functional Scheme</td>
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<tr>
<td><strong>Saturday</strong></td>
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<tr>
<td>8:30-9:00 AM</td>
<td>Sign-in, housekeeping</td>
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<tr>
<td>9:00-10:15 AM</td>
<td>The FIELA curriculum</td>
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<tr>
<td>10:15-10:30 AM</td>
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<td>The FIELA curriculum</td>
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<td>11:45-1:00 PM</td>
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<td>The FIELA curriculum</td>
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<tr>
<td>2:15-2:30 PM</td>
<td>Break</td>
</tr>
<tr>
<td>2:30-4:00 PM</td>
<td>Active Learning, the Core Curriculum and the Expanded Core Curriculum</td>
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</table>
The Emotional Level
Examples in development

Birth to 2 months
A child contacts or responds to contact by clutching a finger or some of the hair of the adult, or by clutching some of the adults clothing.

2-3 months of age
The child contacts or responds to contact by smacking lips, making “gry-gry” sounds and by nodding.

1-3 months of age
- If a special needs child’s clutch or grasp is too strong, adults may avoid contact, or prevent the child from grasping or clutching.
- If the child succeeds, he may receive negative responses to the behavior.
- The result: the child initiates grasping/clutching his/her own clothing or hair – or he/she engages in attempts to receive negative responses from the adults.
- Negative responses become better than no responses.

1-3 months continued
- Some special needs children transfer clutching/grasping to the mouth – they bite.
- Some special needs children use their nails for pinching, instead of biting or grasping.

4-6 months
- The child contacts or responds to contact by babbling or crying consciously.

4-6 months of age
- A special needs’ child may scream or cry most of the day.
- It is possible that the screaming is a child’s attempt at babbling.

6-8 months
- The child contacts or responds to contact by molding his/her body into the shape of the adults.
- The child snuggles close to the adult.

10 months of age
- The child contacts the adult by “showing objects.”
- The child wants to share his/her interests with the adult.
- If the adult does not respond, the child may attempt to establish contact by hitting the adult with the objects. (banging objects)

12 months of age
- The child contacts the adult by moving to the adult (pull to standing, walking or crawling).
- The child acts like he/she wants to sit on the adults lap, but as soon as he/she gets there, the child wants to get down.
15 months of age

- This child picks up an object and gives it to the adult with the expectation that the adult will give the object back to the child.
- If an adult will not engage in the game, the child looks for another adult who will engage in the game.

18 months of age

- This child will lend an adult his/her most cherished toy.
- This child will also engage in building games as a contact game.

2 years of age

- This child involves the adult in hiding games and games of searching for each other.
- This child involves the adult in rough and tumble games.
- This child wants to interfere in the activities of an adult.

3 years of age

- This child is eager to help with domestic activities.
- This child leans against an adult to receive a smile or a comment – and then looks at others who might be present to share with them this emotional experience.

It is imperative to:

Assess the emotional level in children with special needs.
Five Phases of Education Treatment
Developed by Dr Lilli Nielsen

Phase I – Offering

- Absolutely no demands are placed on the child at all. The only request is that an adult be allowed to play near the child.
- Purpose
  - To promote trust between the child and adult
  - To observe the child’s reactions
  - To learn what the child likes/dislikes
  - To learn about a child’s emotional level
  - To introduce self-activity

Phase II - Imitation

- Purpose:
  - To increase the child’s interest in activities nearby
  - To increase the child’s ability to initiate
  - To increase the child’s belief in him/herself
  - To introduce activities and movements not as yet performed by the child
- Start by imitating the child’s activity, even if this is stereotypical.

The Goals of Offering & Imitation

- To help the child to trust the adult and to help him/her to believe in him/herself.
- To give the child the opportunity to achieve new abilities so that he/she has more with which he/she can contribute during the next phase.

Phase III - Interaction

- Purpose:
  - To help the child learn dependency on one or several people
  - To help the child initiate interactions
  - To enhance the child’s development of self-identity
  - To give the child the basis for social development

Phases I, II, & III

- Phases I, II, and III establish a child’s emotional development.
- This is done by establishing an exchange and balance between:
  - interaction and self-activity
  - Dependence and independence
Phase IV – 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 aim is to give the child the opportunity to learn dependence and interdependence; that to be one who does something does not necessarily mean that one has to do everything, or do everything perfectly.

Phase V - Consequence

- This can be introduced once a child has an emotional development of approximately 2 years of age.
- **Purpose:**
  - To help the child to endure meeting demands
  - To help the child endure changes in life
  - To help the child feel self-confident – which is fundamental to make your own decisions about your life
  - To establish a sense of responsibility

Effects of a Residential Setting

- A child living in a residential setting meets many adults
- It can be difficult to achieve close relationships and promote self-identity
- The staff must agree to use the same approach
- The staff must:
  - inform each other about the child’s reactions
  - share ideas for activities
  - Organize the day so that every child can spend 1:1 time with an adult

Anxiety

- A massive anxiety cannot be removed by demands or requests to do what you are afraid of.
- It is of no use to tell a special needs child that he/she should not be afraid of what he/she is afraid of. Doing so will only reinforce the child’s resistance

Just Jump!

- Compare a child’s anxiety to someone demanding that you jump out a 4th story window.
  - I would be afraid of doing so
  - If someone tried to grasp me, persuade me to do so – I would use all of my energy to avoid that person and to avoid jumping.
  - While using my energy to resist, I would be unable to learn anything at all

Come On – Just Jump!

- When the demanding person left, I would be afraid that the person would return
- The more often someone tried to get me to jump, the more time I would spend being afraid that person would return, trying to persuade me to jump.
- As time goes by, I may be afraid throughout the day and unable to think of anything else.
- I would be unable to concentrate on anything other than to be afraid.

Stereotyped Behavior
• Stereotyped behavior must be respected as a part of a child’s personality. (Self-identity.)
• It can occur for several reasons:
  o Lack of opportunity to move to the next developmental level
  o As a form of communication/protest
• Requests or demands to stop the stereotyped behavior means that the child is requested to
  alter his/her personality immediately.

Self-Identity
• The child’s ability to perceive him/herself as distinguished from the outside world.
• The development of self-identity is the process of imitation.
• From an early age, children learn to initiate self-activity, imitate and interact with their world
• A child cannot imitate if there is nothing to imitate.
• It is important that people around a child demonstrate their own sense of self-identity

Self-Identity & Blindness
• Blindness may limit the child’s opportunity to imitate.
• Adults respond to a sighted child’s visual reactions
• Blind children give unclear signs of “hearing” something, and adults do not respond
• Children need to develop a sense of “this is mine” & “that is yours”
• In a residential center – everything is shared, the child does not “own” anything

Summary
• It is important to develop a child’s self-identity
• This can be achieved by developing a child’s emotional level as well as their intellectual level
• Using the appropriate Phase of Educational Treatment is vital to a child’s overall develop
• Every child needs time during the day to play with an adult 1:1
ACTIVE LEARNING: Developing Appropriate Programming for Individuals with Multiple Special Needs

Developed and Presented by
Patty Orbrzut
Director of Penrickton Center for the Blind in Michigan

Active Learning Involves

- Activity
- Repetition
- Developmental learning
- Reinforcement
- The limiting of interruptions

The Dynamic Learning Circle: A Review

Figure 1 Graphic: Stage 1: A child becomes aware and interested in: Stage 2: A child becomes curious and interested which leads to: Stage 3: A child completes learning with an activity: Stage 4: A child becomes ready for new challenges which leads to awareness and interest if: Stage 1, etc.
Stage 1: A child becomes aware & interested in:
- His/her own motor or sensory activities
- The objects and activities in the environment
- People in the environment – their social & communication activities

Stage 2: A child becomes curious & interested which leads to:
- Repetition of his/her own activity
- Establishing memories of his/her own activity
- Experimentation, exploration, and comparison with objects
- Imitation of the activity of others
- Responding to verbal/non-verbal communication of others
- Initiating activity
- Sharing his/her experiences with others

Stage 3: A child completes learning with an activity
- An activity is repeated to such a level that it becomes part of the child’s every day actions and patterns.
- An activity or action becomes familiar enough that it presents no more challenges to the child.

Stage 4: A child becomes ready for new challenges which leads to awareness and interest if:
- The child is given opportunities to experience new motor/sensory activities
- The child is given opportunities to experience new actions of others
- The challenges offered are within a child’s developmental level
- Other people have taken an interest in the child’s past activities
**Disharmonious Learning**

- Occurs where there is a break in the dynamic learning cycle.
- This can occur at any of the four stages.

Figure 2 Graphic of Dynamic Learning Circle Stages.

**Stage 1: A child is not aware and interested in his/her own motor & sensory activities:**

- Position the objects or activities so that child’s position or movement will cause a motor or sensory experience
- Position the child appropriately so that the child can become aware of his/her own motor & sensory activity
  - Remove restricting equipment
  - Provide perceptual aides
- Change the objects and activities in the environment
  - so that they provide appropriate feedback
  - reflect appropriate developmental level of the child
  - Reflect the child’s motivation at the time of the activity
Stage 1: A child is not aware of objects and activities in the environment.

- Position the objects or activities so that child is aware of their existence
- Position the child appropriately so that the child can become aware of objects or activities in the environment
- Change the objects and activities in the environment
  - so that they provide appropriate feedback
  - reflect appropriate developmental level of the child
  - Reflect the child’s motivation at the time of the activity

Stage 1: A child is not aware of people in the environment – their social/communication activities

- Provide time daily for a child to interact one on one with an adult at his/her emotional level
- Provide time daily for a child to interact with other children at his/her emotional level
- Respond appropriately to movement as communication
- Always provide appropriate communication at the appropriate developmental level of the child
- Provide social/communication activities at appropriate times throughout the day

Stage 2: A child becomes curious but it does not lead to repetition of his/her own activity or does not lead to establishing memories of his/her own activity.

- Offer enough time to repeat independent activity (minutes, hours, days, months, years)
- Provide activities or equipment that allows for repetition
- Limit interruptions to learning
Stage 2: A child does not experiment, explore and compare with objects

- Offer multiples of objects
- Offer a variety of objects
- Offer objects that are graspable
- Offer objects that reflect a child’s appropriate developmental level of function
- Offer objects that provide appropriate feedback
- Offer objects that are motivating at the appropriate time.

Stage 2: A child does not imitate the activity of others

- Provide time daily for a child to interact one on one with an adult at his/her emotional level and using the appropriate phase of educational treatment
- Provide time daily for a child to interact with other children at his/her emotional level and using the appropriate phase of educational treatment

Stage 2: A child does not respond to verbal/non-verbal communication of others – or share his/her experiences with others

- Wait for communication responses from a child – verbal/non-verbal
- Limit interruptions to communication experiences
- Respond appropriately to communication from a child (verbal/non-verbal)
- Respect the communication from a child (verbal/non-verbal)
- Offer developmentally appropriate communication experiences for children

Stage 2: A child does not initiate activity.

- WAIT! Allow enough time for a child to initiate activity.
- Provide activities and equipment that allow for independent activity.
- Do not provide hand over hand.
- Provide developmentally appropriate activities.
- Provide the right activity at the right time – when it is motivating for the child
- Allow a child to learn cause and effect – if a child doesn’t do something – nothing happens.
Stage 3: A child does not complete the learning of an activity so that it becomes part of the child’s every day actions and patterns.

- Provide activities that motivate a child so that he/she wants to engage in the activity.
- Provide more opportunity to participate in the activity.
- Limit the prompting (verbal/physical) to engage in the activity
- Vary the opportunities to practice the skill with other objects, in other environments, etc.

Stage 3: The child does not complete the learning with an activity so that the activity becomes so familiar that it presents no more challenges to the child.

- Allow the child more opportunity to learn from the activity
- Allow the child more experiences to use the activity in multiple environments.
### Stage 4: The child has completed learning and is ready for new challenges but new learning has stopped

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>General lack of challenges</td>
<td>Experiences are too alike</td>
<td>Offer new challenges in accordance with child’s developmental level</td>
</tr>
<tr>
<td>New challenges are too difficult</td>
<td>Lack of success</td>
<td>Adapt the challenges to child’s level of development.</td>
</tr>
<tr>
<td>Disability hinders success with new challenges</td>
<td>Too many catastrophes or fiascoes</td>
<td>Facilitate the child’s learning equipment and techniques</td>
</tr>
<tr>
<td>Anxiety and insecurity</td>
<td>Lack of curiosity, lack of exploration and rigidity</td>
<td>Let the child play according to his/her level of emotional development and use the appropriate phase of educational treatment</td>
</tr>
<tr>
<td>Inappropriate expectations (too high or too low)</td>
<td>Lack of feeling of acceptance</td>
<td>Use a learning program based on a proper level of assessment of the child.</td>
</tr>
<tr>
<td>Restriction of movement</td>
<td>Lack of opportunity to learn and move. Lack of cognitive development</td>
<td>Remove the restrictions.</td>
</tr>
<tr>
<td>Stress (caused by over exaggerated training or</td>
<td>Permanent harm to the already established memory. Lack of time for</td>
<td>Stop over-exaggerated training and expose the child to relevant and interesting learning environments</td>
</tr>
<tr>
<td>by irrelevant or uninteresting requests)</td>
<td>learning by self. Stereotypical activity characterized by self-defiance, unwilling to participate by smiling, screaming, biting, etc.</td>
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</tr>
<tr>
<td>Distraction (caused by disturbance of the</td>
<td>Lack of opportunity to finish the activity the child has started.</td>
<td>Observe the child carefully so that he/she is disturbed only when it is very necessary.</td>
</tr>
<tr>
<td>child’s concentration on an activity)</td>
<td>The learner forgets the goal he/she wanted, does not achieve sufficient success to learn, and does not establish memories for recognition, association and motor planning. The result is the child acts more childish than necessary.</td>
<td></td>
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The Functional Scheme:

Functional Skills Assessment & Learning Reassessment Levels: 0-48 months

**Functional Scheme: Purpose**

- To create the best possible basis for developing an appropriate learning program for an individual with special needs.

**Functional Scheme Divided into 20 Functional Fields**

1. Gross motor
2. Fine motor
3. Mouth movements
4. Visual perception
5. Auditory perception
6. Haptic-tactile perception
7. Smell & taste
8. Spatial Relations
9. Object Perception
10. Language: Non-verbal
11. Language: Verbal
12. Comprehension of language
13. Social Perception
14. Emotional Perception
15. Perception through Play & Activity
16. Developmentally Impeding functions
17. Toileting Skills
18. Undressing & Dressing
19. Personal Hygiene
20. Eating Skills
Functional Scheme Divided into 11 Segments

Three month segments
- 0-3 months
- 3-6 months
- 6-9 months
- 9-12 months
- 12-15 months
- 15-18 months

Six month segments
- 18-24 months
- 24-30 months
- 30-36 months
- 36-42 months
- 42-48 months

Functional Scheme
- Each segment begins with a milestone statement which is used to assess the appropriate level of development
- Some “skills” (functions) cannot be assigned to a particular level of development – and are listed as supplements at the end of each segment to which they best apply.
- A final assessment is provided – so that an overall view of the learners development can be recorded.
## Perception through Play & Activity

<table>
<thead>
<tr>
<th>Level</th>
<th>Milestone</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 months</td>
<td>Plays with fingers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-6 months</td>
<td>Grasps and releases objects hanging over head/feet</td>
<td></td>
<td></td>
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<tr>
<td>6-9 months</td>
<td>Moves objects from hand to hand</td>
<td></td>
<td></td>
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<tr>
<td>9-12 months</td>
<td>Uses an object to bang on surfaces and other objects</td>
<td></td>
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<tr>
<td>12-15 months</td>
<td>Walks sidewalks along sofa or coffee table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-18 months</td>
<td>Plays give and take with adults</td>
<td></td>
<td></td>
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<tr>
<td>18-24 months</td>
<td>Separates Lego blocks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24-30 months</td>
<td>Undresses many times daily</td>
<td></td>
<td></td>
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<tr>
<td>30-36 months</td>
<td>Plays role playing games</td>
<td></td>
<td></td>
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<tr>
<td>36-42 months</td>
<td>Rides a tricycle</td>
<td></td>
<td></td>
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<tr>
<td>42-48 months</td>
<td>Experiments with various ways of building a tent</td>
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### Recording Data

- It is recommended to mark each function with the month and year, & with the initials of the recorder.
- Use a minus sign (or n/a) for a function to indicate the function has been considered - but is not applicable due to the learner's special need (for example if the learner is blind and the function requires vision).
### Perception through play & activity: Level: 0-3months

<table>
<thead>
<tr>
<th>No.</th>
<th>Function</th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
<th>Was able to</th>
<th>Learning has begun</th>
<th>Performed in favorable conditions</th>
<th>Performs spontaneously</th>
</tr>
</thead>
<tbody>
<tr>
<td>A004</td>
<td>Plays with fingers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A005</td>
<td>Looks at fingers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A006</td>
<td>Pushes objects hanging over hands &amp; feet</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>A007</td>
<td>Moves legs, especially when naked</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>A008</td>
<td>Pushes feet against objects that give resistance</td>
<td></td>
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### Assessing Levels of Function

- If a child can complete all of the functions in a segment – they should be considered developed to that level
- If a child has completed only some of the functions in a segment – they should be considered as learning has begun to that level
- Children with multiple special needs can show great discrepancy between levels of development in different fields
The Learning Program

- Every improvement or lack of improvement in one field will influence development in all other fields.
- In developing a learning program – any discrepancy in the various fields should be considered, so that the program will provide enough and appropriate opportunities to foster development in the lagging fields, and gradually achieve better development equally among the different fields – which is the foundation for future learning.
- As small but distinct developmental successes follow and increase in the various fields, display of positive energy in the learner follows naturally.
- This is both the result of and the encouragement for ego development.
- The learning program must provide opportunities for the learner to use the skills already achieved, thereby applying the knowledge about existing functional patterns to learn and progressively develop functional patterns (skills) at a higher level in the next segment of development.

UNDERSTANDING THE FIELA CURRICULUM

FIELA CURRICULUM

- Flexible – adapted at any time to reflect
  - a child's interests
  - developmental needs
  - the skill the child prefers to learn from at a specific time
- Individual – it recognized the impact that the unique combination of handicaps has on each individual's way of acquiring psycho-social and motor-cognitive skills, and other prerequisites for functional scholastic achievement.
- Enriched – the environment maximizes varied neural activity.
- Enriched environments have
  - Objects or equipment that facilitate a child's learning
  - Objects for toys that at any level encourage a child to perform explorative activities
- Level Appropriate – the curriculum meets the demands (learning needs) at a specific point in time and according to the level of development in every developmental area.

Identifying Components

- Number+ = developmental level in months attributed to ability to perform this skill
- G = gross motor (blue cards)
- F = fine motor (yellow cards)
- Green cards – combine gross & fine motor
- A/C = adult/child – requires presence of adult
- S = requires sight to some extent
Creating a List of Curriculum Ideas

- List all learning environments available
- Determine the role of the adult
  - A direct part of the activity
  - Facilitator of learning
  - Sharing of experiences

Organizing Curriculum Ideas

- Learning environments must include variety
  - Children with disabilities have the same needs as children without disabilities.
  - Alternate gross/fine motor activity
  - This need cannot be filled by gym once or twice a week.
- Lack of variety can result in a child rejecting the environment he/she is exposed to
  - Screaming
  - Biting
  - Throwing
  - Turning inwards
  - Etc.

Developing an Appropriate Curriculum

- Develop a curriculum relative to a child’s levels of development
  - Rather than providing materials that are already available on the shelves
  - Rather than using a national curriculum that has been developed for children without special needs
  - Rather than using a curriculum that has been developed with special needs – regardless of what those special needs might be
Active Learning Environments
• Must be reviewed and adapted often
• Must be so exciting as to motivate a child to
  o Examine
  o Explore
  o Experiment
  o Problem Solve

Educational Programming
• What will you do when you are together with a child.
• What sort of environment for self-activity will you provide for the child.
• If a child is not given the opportunity to be active on his/her own – the child will learn that he/she cannot be active without an adult.
• If you train and train without giving a child the opportunity to verify his/her own activity – he or she will acquire the disability of "learned helplessness."
• Learned helplessness is a very dangerous disability.

Active Learning or Passive Participation?
• Is participation enough?
• Is tolerance of an activity enough?
• Do we respect a student’s right to refuse to participate?
• Do we accept a student for who they are?
• Do we create daily programming that encourages ACTIVE LEARNING or is passive participation enough?

What is Normal?
• What is normal?
• Who is normal?
• Is it normal for a blind person to be blind?
• Is it normal for a cognitively impaired person to be cognitively impaired?
• Do blind or cognitively impaired individuals learn in a way that is different from non-disabled individuals?

How Do We Learn?
• Non-disabled children are not trained.
• Non-disabled children learn spontaneously.
• Special needs children should not be trained.
• Special needs children should learn spontaneously.
• Problems generate ideas – ideas create new learning environments
When is a Skill a Skill?

- A skill is only a true skill when it has become a part of a child’s personality.
- Meaning the person is able to make up his/her mind whether or not he/she wants to perform the skill, and whether or not he/she find it important to use the skill.
- If a skill is used to please the teacher or even worse to get the teacher to stop asking, demanding or prompting about performance of the skill – then the child may avoid this performance as often as possible, never doing so from his/her own initiative - maybe it just reminds the child of an unpleasant time of training and teaching.

The Importance of Daily Living Skills

- Daily living skills allow a person to survive.
- If such skills become a part of a child’s personality – then the child will become independent.

Games and Daily Living Skills

Playing Activity

- Sucking toys
- Bite on toys
- Empty box of toys
- Place toys in specific locations
- Take apart toys
- Put toys together
- Pretend to bathe doll
- Move toys from room to room
- Playing together with other children

Self-Care Activity

- Suck on a spoon
- Bite off bread
- Take off shoes and pants
- Place cup in specific location on table
- Undress him/herself
- Dress him/herself
- Wash him/herself
- Help carry goods from the car to the house
- Help around the house – set table, wash floor, wash car
Impact of Blindness of ADLs

- As blind children cannot see how adults are performing ADLs, it is even more important that they are involved in games that motivate them to engage in daily living skills.
- Special needs children need time to practice.

Educational Tools Should Include

- Plates
- Cups
- Spoons
- Forks
- Pans
- Pieces of bread
- Potatoes
- Vegetables
- Sausages
- Water
- Soap
- Sponges
- String
- Keys
- Brushes
- Clothing
- Wash cloth
- Much, much, more

All play items should be used to whatever level of play a child has achieved.

- Pick up and let go
- Mouth object
- Play banging games
- Turn object around
- Place in specific place
- Search tactile quality
- To make sounds
- Play sequence games
- Compare tactile and auditory qualities
- Combine the objects in all possible ways
- Experiment with quantity or how to hold
Games and ADLs

- If the child is allowed to do so through play, he/she will experience the “right” and “wrong” way of doing things.
- In learning through games, the child is allowed to experiment with the “wrong” way – whereas through training he/she will only experience the “right” way.
- Knowledge of the “wrong” way reinforces knowledge about the “right” way.

**Learning through games without too much interference leads to:**

**Skill Development**

- Pre-speech mouth movements
- Vocalizations
- Spatial relations
- Body awareness
- Hand rotation
- Finger movements
- Muscle strength
- Tactile & auditory qualities
- Comparisons & combinations

**Cope with ADLS such as**

- Eating
- Setting the table
- Doing the dishes
- Washing hands
- Dressing
- Preparing food
- Cleaning up belongings
- Counting money
Learning through games without too much interference leads to:

- Understanding information
- Initiate and participate in interaction with other people
- Make decisions about his/her own life
- Solve practical problems
- Decrease his/her need for help
- In other words – BE INDEPENDENT
- This process should be introduced with children as young as 2-3 months.

Games to Encourage ADLs

ADLs

- Setting the table
- Eating
- Pouring into cup
- Cooking
- Using a fork
- Washing hands
- Washing body
- Lacing shoes

Activities

- Stacking towers of plates & cups
- Pouring with cups & containers
- Poking into Styrofoam
- Playing with soap bars and water, wash cloth, sponges
- Playing with strings around a stick, things tied in knots

Without games to cope with ADLS

- Training can result in dependency
- Increased dependency results in difficulties in solving problems in daily life
- Feelings of dependency can result in having a need for help ALL THE TIME.
- This can lead to asking for help when help is virtually unnecessary – helplessness.
0-3 month Level of Development

- Marked by child’s movements becoming more intentional
- Increased awareness of tactile, visual, auditory, gustatory, and olfactory experiences
- Awareness of events is reinforced through repetition
- Perception is based on child’s own activities with his/her body as well as objects in the surroundings
- Child gains motor-perceptual development only when he/she stays in environments that provide feedback from perceptual modalities
- Activities experimental in nature promote psycho-social development

0-3 Month Level Special Needs Child

- It can be a long process just to find the learning environment that will be motivating to the child to become active.
- The child may have been a passive recipient of impressions for a long time (months or years)
- It is important to refrain from interrupting learning (talking, showing, entertaining, guiding hands/feet, showing how to move)
- Silently observe movement performed by the child intended or unintended
- Be sure that the learning environment is established to give meaningful feedback on the child’s movements
3-6 Month Level of Development

- Scratching surfaces – promotes ability to perform varied finger movements, acquires muscle strength and knowledge of how to use it selectively
- Playing with own fingers – interlacing, fiddling, using hands in coordinated patterns, midline, rotate wrists
- Pushing objects – learns effect from pushing, whether auditory, tactile or visual or combination of modalities
- Grasping and letting go – combine ability of grasping with using established muscle strength which allows for lifting heavy objects and to hold new objects
- Banging with clenched fist on surfaces and own head
- Visually tracking objects swinging to/fro within reach.
- Acquiring control of head movements, lifting head from side to side while in prone as well as in a vertical position
- Bracing feet against everything within reach of the feet – achieving muscle strength and haptic perceptual skills that will later enable the child to bear weight of his/her own body.
- Mouthing fingers and objects
  - Develops mouth motor ability to move food around in mouth, mix food with salvia
  - Prerequisite for performing babbling, and later for expressing words and sentences
- Developing varied ways of signaling people in his/her environment and so be able to express wishes, needs, well-being, disappointment, pain
  - Starting to communicate is dependent on a child getting a relevant reply to his/her signal
  - For children with special needs it is important to wait for a child’s signal, or else being together with the child can be described as more ENTERTAINMENT than as INTERACTION

3-6 Month Level Special Needs Child

- Must be exposed to a wide variety of learning environments. If not, the child can be so easily habituated that the child is no longer motivated to be active and so the learning is arrested.
- Before being moved from one activity to another it is important for the adult to take time to talk to the child about the activity he/she has just performed. In this way you can be assured the child knows something about the activity, and so give the child the opportunity to learn to understand language.
- Must be active in prone position over the support bench.
  - to promote achievements in the ability to sit unsupported
  - To development the ability to coordinate arm and leg movement
- Use of a wedge hinders a child from being able to use arms and legs simultaneously, and so from developing the muscle strength for the ability to sit unsupported, as well as the ability to stand, balance and walk.
6-9 Month Level of Development

- Rolling on the floor – struggling to stay on hands and knees, sitting and lying repeatedly
  - Coordination of arm and leg movements
  - Control over his/her movements
  - Improves muscle strength
  - Prepare for learning to stand and balance
- Moving an object from hand to hand
- Banging with one hand on the object held in the other hand
- Reaching for and letting go of objects, picking them up and then repeating the series of actions
- Using tongue, lips, gums for exploring objects
  - Continuing development of mouth motor skills
  - Pre-requisite for putting food into mouth
- Banging on objects and surfaces with open hand.
  - If given different objects and surfaces to bang with, this will enhance the child’s awareness of the effects of his/her actions, and thus influence cognitive development
- Using banging activity to contact the person carrying him/her
- Reaching toward another person or in other ways to signal to be held
- Experimenting with using his/her voice in different ways and wanting to present the acquired skill to an adult without actually wanting to communicate
- Achieving spatial relations, first with reaching in a lying or sitting position, later by crawling, or shuffling around in the surroundings
- Crawling after thrown objects
- A child unable to crawl has need for a position board to limit the risk of arrest of development in understanding spatial relations
9-12 Month Level of Development

- Crawling around on the floor, pulling self to standing, practicing balance
- Walking sideways while holding onto furniture
- Putting index finger into all available small holes, picking up small objects
- Manipulating objects – sucking and mouthing everything
  - Provides information concerning touch, sound and taste of objects
  - Sighted child gains visual information - but must also experience tactile and auditory qualities of an object in order to have best opportunity to achieve an early concept of an object
- Manipulation of objects leads to hand rotation, differentiation of mouth motor skills, and new experiments of other activities that can be performed with objects available.
- Banging on everything with some object in the child’s hand (this promotes the ability to use a tool for a specific purpose.)
- Separating toys, pouring from containers, placing objects in specific spots (this promotes the development of the ability to play constructively)
- Using newly acquired ability to babble for communication
- Experimenting with vocalization without actually wanting to communicate
- Further understanding of spatial relations
  - Objects have a certain position in relation to the child
  - Conscious placing of objects on certain spots within reach
  - Newly achieved ability to crawl allows for wider environment to explore
- Initiation of hiding games using objects – learning that objects still exist although they are no longer visible
- Performing simple functions of daily living
  - Taking off hat, putting food in mouth, washing stomach
  - Learning to be independent already starts by the time a child reaches 9 months of age
- A child that does not receive the opportunity to participate in daily living skills or to participate in games at this stage of development can develop learned helplessness
  - Established a child who expects others to take care of him/her
  - Established a child who can throw a tantrum
  - Established a child who will be dependent on others
- Prior to this stage, the child has taken it for granted that adults around him/her will meet his/her basic needs for food, warmth, sleep, clothing, bathing and emotional attention.
- At 9 months – the child starts to respond to emotional attention.
- The child established strong attachments to a few individuals
- The child reacts with uneasiness or anxiety when left with people he/she considers strangers.
- The child wants to stay with persons he/she considers necessary for his/her emotional development
- The child is rehearsing affective bonding and is eager to imitate the adult.
- The child is motivated to play in such an experimental way that he/she achieves object concept and commences to develop self-identification.
- This time frame is frequently called “separation anxiety” and is sometime referred as a behavior that should be suppressed.
9-12 Month Special Needs Child

- A child may be “forced” to spend time with strangers.
- Being exposed to strangers or being required to behave socially to strangers too often during this period could impede a child’s established emotional attachment to his/her parents.
- If a child is taken care of by a great number of individuals, the child will be presented with a great number of different strategies of caring approaches that the child will have neither the capacity nor sufficient energy to become familiar with any of them.
- Consequently none of these people will serve as a person for the child to rehearse affective bonding or with whom he/she can establish an emotional attachment.
- The child does not achieve the satisfaction and security necessary for further emotional and cognitive development.
- In schools, residential centers, etc. it is necessary for the child to have 2 or 3 permanent teachers only on whom the child can rehearse affective bonding.
  - These teachers should be with the child during lessons
  - The number of extra staff or therapists should be limited
  - Having 2-3 teachers ensures the child’s world does not collapse if one teacher should leave
12-15 Month Level of Development

- Crawling up onto sofas or chairs
- Walking. The child often walking chooses walking over crawling, but if the child is not in full control over walking, he/she will walk a short distance then crawl the rest of the way.
- A special needs child who has learned to bear his own weight may take a few steps and then sit – because he/she is unable to go further. He may give up the goal because he/she doesn’t have the energy for walking or crawling or because he/she has never learned to crawl.
- Eating using fingers and a spoon alternately.
- Drinking from a cup.
  - The child should be given plates and cups to play with.
  - The child will gain object concept and understanding of position.
  - This will allow the child to grasp the items, but also to replace it on the table
- Playing banging games by using an object.
- Banging on everything gives an auditory comparison and is of great importance to a child’s development to talk
- A visually impaired child at this stage should be given a stick or cane when going for a walk, but should not be given instruction on how to use it properly – as the child should be developing his/her own strategies during play.
- Playing with big objects while sitting on the floor.
  - Enhances child’s muscle strength
  - Improve arm movements with muscle strength
  - Enhance balance skills
  - Improve concept of size and weight of objects
- Building tents
  - As soon as they are built, will take down then rebuild
- Playing with quantities – using his/her body
  - Kicking rhythmically
  - Clapping
  - Banging on objects or surfaces
  - Repeating babbling sequences
  - Putting two/three objects in one hand
- Putting into and pouring from containers
  - Prepare for concepts of full, empty, no space for anymore
  - Enhance spatial relations concepts of – putting next to each other, in front of, etc.
- Placing objects on top of each other.
  - Most children are interested in knocking over stacks that are built, but he/she imitates stacking
  - Most children will put a big object on a small one, or put a lid on a pot filled with objects – but will then immediately remove the lid
  - Child starts to control whether the object exists – which is important for object permanence
- The visually impaired child does not learn by covering an object – but by placing an object in a certain spot, doing something else, and then searching in order to prove that the object is still where he/she placed it.
• Exploring, examining, comparing and discovering new ways to do familiar activities. This enhances confidence and gives the child a feeling of mastery.
  o The child is less dependent on others
  o Self-identification is enhanced
  o Emotional development is stronger
• Uses one word sentences to express needs and wishes.
• Understands the relationship between words and actions
• The adult must learn to distinguish between when the child has the intention of communication and when the child is experimenting with his vocalizations
• Inviting an adult to play rough and tumble games
  o It is important the adult learn to wait for the child to initiate the next step in the game
  o If the adult waits, the child can use all his/her energy to initiate.
  o But if the adult encourages or persuades – then the child must listen and initiate
  o Maybe the child would like to initiate another activity
• Drawing at the level of scribbling on paper
• Improving eye hand coordination
• Developed an awareness of other children at the child’s own developmental level.
  o He/she crawls to and looks at other child, listens to, but doesn’t make physical contact
• Developed appropriate attachments to adults
  o Rarely reacts to strangers with anxiety
15-18 Month Level of Development

- Climbing up and down on sofa, climbing over obstacles and underneath furniture, going up and down stairs with a few steps
  - The child has increased control over his gross movements.
  - The older a child is when he commences to walk, the longer time it will take to achieve full control over his/her movements and to acquire stability and balance.
- A special needs child who, for example, is twelve years old when he learns to walk unsupported needs many opportunities to perform gross motor activities.
- If these opportunities are not available, there is a risk that the child will be so habituated to the few available activities that these are no longer challenging to him, resulting in lack of progress or even regression of his gross motor development
- Separating objects – an initial stage of joining objects together
  - If a child does not have enough objects to separate, he/she will turn to the adult to have the parts assembled again – so that the child can separate them again.
- A special needs child needs many more and different objects to separate than a non-disabled child
  - The child may stop separating objects or start to repeat whatever limited activity is available (thus becoming engaged in stereotypical activity)
- Imitating the adult’s activities
- Putting objects together that do not require much accuracy
- Using skills performed previously in new ways
- Listening intently to other children crying or babbling, and maybe imitating a child’s crying
- Inviting guests to participate in give and take games.
18-24 Month Level of Development

- Jumping on both soft and hard materials, walking up and down stairs with several steps.
- Tests strength when running – pushing boxes, pulling carts or garden hose, lifting boxes that are too heavy
- Moves objects around in a room or from one room to another. Building tents using furniture or rugs.
- Participation in domestic work – by participating the child becomes a part of the daily routine and he/she gains sense of being an independent person who can function both alone and with other people
- Practices planning next activity – places toys in different spots in the house, moves them from place to place with determined look
- Special needs children have difficulty becoming the one who helps. Adults must be aware of the necessity of finding activities adapted to the child’s ability, so that the child can be seen as one who helps.
- Undressing
- Role playing – feeding a doll, cooking
- Special needs children may be observed performing movements belonging to a role playing game – even if the objects involved in the game are not present. Such pantomime movements can be wrongly misinterpreted as meaningless or unvaried (stereotyped)
- Exploring and experimenting – thus increased problem solving.
- While a child is trying to solve a problem, he/she should be given enough time for doing so. The child should also be allowed his/her own experiences of both the appropriate and the inappropriate ways of solving the problem.
- For the child with special needs, it can take up to an hour to solve a problem. If the adult helps the child, the child is cheated
  - Out of the experience of problem solving
  - Out of the experience of feeling pride or mastery which follows having solved a problem to his/her own satisfaction
- Exploring and experimenting – provide stronger object concepts and concepts of events
  - naming objects
  - Words as symbols – emotions, objects
  - The mere ability to utter words is meaningless unless a child can participate in the event, achieve object concept regarding a specific object, or have a certain feeling about the event.
  - Without the above mention – speech becomes echolalia
- Sharing an experience with other people, as well as protesting about untimely interference or interruption of the child’s activity.
- Watching and listening to other children, but also moving close to the child and touching or probably hugging or kissing the child. It is also typical to pull hair, bang on the child, poke fingers in eyes. At 22 months, the child will become interest in the other child’s toys, and steal them.
24-30 Month Level of Development

- Running and jumping. Experiment with speed of running & jump over stone or rocks. Experiment with balance – stand on one foot, balance on curbs, try all things on playground.
- Experiment with balance – stand on one foot, balance on curbs, try all things on playground.
- Experiment with numbers of items, concepts of full, empty, big, heavy, colors.
- The special needs child is dependent on others to obtain containers of varying objects, but also to allow the child to make his/her own choices.
- The more a child at this level of development is allowed to make his/her own choices, and to make up his/her own mind about what to do with available objects the better is the basis for developing self-identification and for becoming an independent person.
- Experimenting with scissors and crayons.
- Experimenting with using a knife.
- The child is very inquisitive – will leave what he/she is doing to check out a sound, or what other people are doing.
- Playing with words. Uses short sentences.
- Establishes friendships with visiting relatives.
- Likes to sit next to other children. Occasionally imitate one another, but if they have enough objects will play next to one another.
- Very attached to place where he/she lives. Becomes shy when visiting unfamiliar places or meeting unfamiliar people.
- Can be easily emotionally affected by having to leave not only parents or people he/she is attached to, but places where he/she normally stays.

30-36 Month Level of Development

- Improved gross motor skills - crawling up slopes, dunes, playground equipment.
- Improved fine motor skills – putting small objects in holes, making representational drawings
- Improved language – increased number of words, understand 50-70% of what he/she is told
- Able to share toys.
- Can become quite angry when not allowed to get things on his/her own
- Has a need to share experiences and discoveries with adults.
36-42 Month Level of Development

- Experimenting with high speed – bicycling, swinging, running, kicking. Jumping on one foot.
- Experimenting with any tool – if given 20 pencils, will try every one.
- Role playing using miniatures.
- Building tents – bringing toys into tents
- Improvements in speech – wants to know every object, person, function
- Understands simple short instructions – if related to things he/she already knows
- The child trusts most people, so much so that the child will follow or walk away with any person who talks kindly.
- Insists on doing things him/herself – dressing, spreading butter on toast
- Likes to participate in domestic work, going shopping

42-48 Month Level of Development

- Uses all the skills achieved during former periods in new connections – while playing constructively alone or together with other children. Changes between fine and gross motor activity throughout the day.
- Beginning to understand there is a future.
- Playing with miniatures, role playing, copying others or television programs.
- Participation in group activities, visiting neighbors, playing with young children in group, chatting with adults.
- Doesn’t need a nap, but is close to falling asleep during the last meal of the day.
- Willingness to listen to instructions, and follow instructions – but tasks must be simple. The child will leave the unfinished task if it is too time consuming.
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