This powerpoint covers the following topics:
Participants will be able to:
1. Share basic information about Active Learning with someone else
2. Identify the role of play in learning

It will take approximately 45-60 minutes to present.
About this session

Documenting student progress is important and required by law.
Are you puzzled about the best way to do this for students using Active Learning? Would you like some ideas?
Would you like forms and resources to help you with student observations and re-evaluation of skills?
Content included in this session can be found and other information on the Active Learning Space at [www.activelearningspace.org](http://www.activelearningspace.org).
What You Will Learn

1. How to use the *Functional Scheme* to document skills acquisition in your student.
2. How to document progress in IEP goals and objectives for students using Active Learning.
3. How to document student activity in specific Active Learning environments.
4. How to develop a student portfolio for students using an Active Learning approach.
Section 1
Documenting Progress in IEP Goals and Benchmarks
Teams need to document skills in the IEP and may also track skills not specifically noted in a learner’s IEP goals. Here is what the Individuals with Disabilities Education Act says about documenting student progress on goals:

**Documenting student progress is a requirement of IDEA.**
IDEA states that each child’s IEP must contain:
(3) A description of—
(i) How the child’s progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and
(ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided...[§300.320(a)(3)]

This means that specific skills that are included in the IEP must be measured through periodic reports, report cards, and review as part of the IEP meeting. This information informs the IEP team about the effectiveness of their instruction.
Documenting Progress in IEP Goals and Benchmarks

Lack of progress may indicate:

• Skills targeted are not appropriate
• Instructional strategies are not working
• Instructional strategies need some change (Dynamic Learning Circle)
• Day-to-day instruction is not focused on IEP goals with supports outlined in IEP
• Regression is occurring:
  o Medical issues
  o Emotional or behavioral issues
Documenting Progress in IEP Goals and Benchmarks

Make sure IEP goals and benchmarks are written correctly and clearly state specific skills.

Write benchmarks that break down goals into timely, small steps so time is not wasted.

Diagnostic teaching tied to ongoing progress monitoring allows for adjustments as need arises.
Ask participants to look at the example goal and determine the skill and skill level the student must achieve to complete this goal. Once the discussion is done (about 1 minute) you can show them the correct answer by clicking the slide again for the animation to appear.

By the end of the school year the student will reach and grasp a variety of preferred objects without being prompted using a palmar grasp when placed in specific learning environments (i.e. Little Room, near a Position Board, on a Resonance Board) during independent play and during adult-child interactions with the adult using the techniques of offering and imitation at least 10 times during a 15 minute observation period through weekly observations conducted by staff.

Then ask them to construct a set of benchmarks or objectives (at least 3) to support this goal. Go to the next slide to show them the example answer.
Documenting Progress in IEP Goals and Benchmarks

Click to see the correct answer underlined. Can you write 3 objectives for this goal?

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Here is our answer for the first part of the discussion. The example objectives appear on the next 2 slides.
Documenting Progress in IEP Goals and Benchmarks

**By October**, during independent play in the Little Room or with a Position Board containing graspable objects, the student will reach and use a palmar grasp to attain objects at least **5 times during a weekly 15 minute observation**.

**By January**, during adult-child interactions on a Resonance Board using the techniques of offering and imitation, the child will independently reach and grasp various preferred graspable objects using a palmar grasp at least **5 times during a 15 minute weekly observation period**.

**By March**, during independent play in the Little Room and with a Position Board utilizing graspable objects, the student will reach and use a palmar grasp to attain objects at least **10 times during a weekly 15 minute observation**.

Some things to mention:
These objectives are written to show progress in specific types of play: independent, adult-child interaction, and in May with peers. These reflect that the student may need more time to share his abilities with an adult and even more time to share it with peers.

The amount of times during each weekly observation period moves from 5 in October to 10 starting in March. If the student is not able to make 5 by October the team might want to closely observe what is happening with activities in the Little Room and with the Position Board (diagnostic teaching) related to the Dynamic Learning Circle. Not meeting a progress goal at this point is not necessarily a big deal, but it should alert the team to make sure they know why this is happening. If they need to tweak the activity, look for other causes, continue to observe and take data, or revisit the annual goal to make changes they could. If the student has made progress (say 3 times in the 15 minute period) they may want to just continue to observe. The point is, these benchmarks are flags alerting the team to see what is going on. The same holds true when the number goes up in March.

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By January, during adult-child interactions on a Resonance Board using the techniques of offering and imitation, the child will independently reach and grasp various preferred graspable objects using a palmar grasp at least **5 times during a 15 minute weekly observation period**.

By March, during independent play in the Little Room and with a Position Board utilizing graspable objects, the student will reach and use a palmar grasp to attain objects at least **10 times during a weekly 15 minute observation**.
Documenting Progress in IEP Goals and Benchmarks

By April, during adult-child interactions on a Resonance Board using the techniques of offering and imitation, the child will independently reach and grasp various preferred graspable objects using a palmar grasp at least 10 times during a 15 minute weekly observation period.

By May, during a weekly group activity, when the object is held or positioned so that it just touches the child’s body or within reach of a child’s independent movement, the student will reach and grasp the items using a palmar grasp at least 10 times during a 15 minute observation period.
Take time with your participants to look at this form and see if they have questions or comments. This form is included in the supplemental handouts. The blank form can be downloaded by the individuals.

This form can be used to document progress toward specific goals and benchmarks.

Example of how the form is used is found at http://www.activelearningspace.org/progress-documentation/documenting-progress-in-iep-goals-and-benchmarks

Section 2

Documenting Progress
with the *Functional Scheme*
Functional Scheme is the tool developed by Dr. Lilli Nielsen that helps to determine developmental skills level.

After the initial assessment we recommend it be updated at least annually.

Review this video about the Functional Scheme if you are not familiar with how to use it.

Regular updating of this document can help you track student progress.
Documenting Progress with the *Functional Scheme*

Have you completed a Functional Scheme assessment with your Active Learning student?
Have you completed a re-assessment or update?
Have you used this tool to document student progress?

Before starting this section take some time with participants to discuss their experiences with using the Functional Scheme to document progress. You may do this as a large group or in smaller groups.

Have you completed a Functional Scheme assessment with your Active Learning student?
Have you completed a re-assessment or update?
Have you used this tool to document student progress?
After the initial assessment, the columns in each field for “Was able to”, "Learning has begun", "Performed in favorable conditions", and “Performs spontaneously” provide important information about a student's progress in attaining skills.

The team may want to review the Functional Scheme more frequently than once a year, especially if they see new skills emerging or notice regression.
Scoring consistency is an issue since this is a subjective checklist. The team should do everything they can to score the assessment consistently from field to field and also from year to year. These definitions should help them to do that.

Be consistent when you update for progress:
“Yes” - student demonstrates skill without support or prompting
“Learning has begun” - demonstrates skill some of the time without a lot of prompting
“Performed in favorable conditions” - can only demonstrate skill with prompts, in only a few environments, or only with single person
“Performs spontaneously” - demonstrates skill without apparent effort or without instruction
“Was able to” - skill was present at one time and now has disappeared
Documenting Progress with the *Functional Scheme*

Review each field (gross movement, visual perception) that was part of the initial assessment.

Update by putting date of re-evaluation and initial of person updating.

Highlight skills to show progress has been made.

Here is an example of how an updated assessment of the Functional Scheme shows progress in a specific field.

When doing a re-evaluation review each field (gross movement, visual perception) that was part of the initial assessment. If all skills in a level of development were achieved go to next higher level of development and score.

You should update by putting date of re-evaluation and initial of person updating.

In this example you can see the highlighted skills show progress has been made for this student in the area of gross movement.
If you are using the Functional Scheme to document student progress you should update the Assessment levels of function page after updating each field (e.g., gross movement, visual perception, etc.).

We suggest that you copy this page (page 7) from the Functional Scheme and use it to record the update.

You may want to highlight the specific fields where there has been progress.
As with the initial assessment using the Functional Scheme, we encourage teams to divide and conquer to complete update – no one person can do it alone.

Share results with all other team members to reach consensus.

Review the entire assessment with parents or caregivers to determine if child functions differently in home environment.
Section 3
Portfolios
Many people have never used or even seen a student portfolio meant to document student progress. So before launching into this section, take some time to find out what they know. Divide into small groups or work with a shoulder partner to share their answers to these questions. Afterwards report out to the larger group.

Do you know what a portfolio is?
What do you think might be included in a portfolio to document student progress?
Have you ever made or contributed to a student portfolio?
What is your district’s policy for using portfolios to document student progress?
Portfolios are used for a variety of reasons in both general and special education situations. Here is one definition of a portfolio related to assessment of student progress.

**The Purpose of Building a Portfolio Assessment: What is a Portfolio Assessment?**
By Derrick Meador, Superintendent
Jennings Public Schools
From Thought.com at

A Portfolio
...is a collection of student works that are associated with standards you are required to learn.
...is often gathered over a long period of time to reflect what you have been taught as well as what you have learned.
...is selected because it is an authentic representation of what you have learned and is meant to demonstrate your current knowledge and skills.
...is a storybook capturing a student's progression of learning as they move through the year.
Focus of the portfolio:
• Share information about the student that addresses educational needs and strengths
• Show examples of student work
• Show how the student is progressing towards IEP goals
• Show how the student is progressing in other ways

SOME TIPS:
Video from the very beginning and on a regular schedule
Assign individuals from the team to collect portfolio artifacts and information
Make sure your administrator is onboard and get input regarding district policies related to this type of documentation

If this is our focus here are some tips to make this happen.

SOME TIPS:
Video from the very beginning and on a regular schedule
Assign individuals from the team to collect portfolio artifacts and information
Make sure your administrator is onboard and get input regarding district policies related to this type of documentation
Portfolios

A portfolio contains examples of what the student does. Could include:

• videos
• forms
• artifacts
• anecdotal information
• photographs
• charts documenting the student’s biobehavioral states
• medical and behavioral challenges

A portfolio contains examples of what the student does.

This could include for our Active Learning students:

• videos
• forms
• artifacts
• anecdotal information
• photographs
• charts documenting the student’s biobehavioral states
• medical and behavioral challenges
Portfolios

We suggest including in a portfolio:

- **Active Learning Materials and Activities Planning Sheet**
- **Functional Scheme** summary page and other assessment summaries
- Video clip examples of the student in each learning environment
- Photos that show student activities
- Information about communication
- Important medical information
- Copy of IEP goals/benchmarks, regular progress reports

We suggest including in a portfolio:

- **Active Learning Materials and Activities Planning Sheet**
- **Functional Scheme** summary page and other assessment summaries
- Video clip examples of the student in each learning environment
- Photos that show student activities
- Information about how the student communicates (both expressive and receptive)
- Important medical information (e.g. seizure activity, sick days, sleep record, etc.)
- Copy of IEP goals/benchmarks, regular progress reports – like weekly observations
Many school districts now have ways to share information electronically between staff. Check with your district before sharing any information electronically. It is always important if possible for parents to have access to this information and be able to share information with their team.

Consider using shared files resources such as:

- LiveBinders
- Google Drive
- Dropbox

This way items in the portfolio can be contributed and shared by the entire team.
Start video recording from the earliest date, establish regular recording schedule

Tape all activities in all learning environments

Diagnostic teaching is trial and error – you learn from both successes and failures

Recordings made over time show progress, help others new to the learner

Stop and take time to watch this video, Jack’s Progress.

Share this video with your participants as an example of how video recording tells a real story about child progress.

Jack’s Progress - https://library.tsbvi.edu/Player/18261 – approximately 5 minutes

Jack was initially unable to sit unsupported or move very much independently. He was shy and somewhat passive. By the end of the video you can tell he has come a very long way. You can also hear the pride in his mom’s voice as she is able to capture the event of coming to sitting independently!
Portfolios

A portfolio could also include:

- an on-going list or pictures or new objects with which the child interacts
- examples of an increased interest in exploring an environment or object
- anecdotal information about how the learner connected with a peer

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Portfolios

Include photographs and other artifacts:
• images of the student in favorite learning environments or activities and with preferred objects
• examples of art and crafts done by student
• special comments from family, staff and peers
• images of friends and significant people

Here are just some additional ideas of things to include in a portfolio.

Include photographs and other artifacts:
• images of the student in favorite learning environments or activities and with preferred objects
• examples of art and crafts done by student
• special comments from family, staff and peers
• images of friends and significant people
Other information which may be helpful includes:

• medical information
• signs or behaviors to watch for
• medications and reactions
• emergency contacts
• biobehavioral states charts and daily health related records
• dietary information
All of these forms are provided in supplemental handouts or can be downloaded from Active Learning Space at <http://www.activelearningspace.org/progress-documentation/forms-for-documenting-progress>. Take time to visit this page and share with your participants.

Types of forms on Active Learning Space include:

- IEP Goals and Objectives Progress Form
- Active Learning Skills Checklist
- Essef Board Observation Form
- HOPSA Dress Observation Form
- Little Room Observation Form
- Multi-Functional Activity Table Observation Form
- Support Bench Observation Form
- Other Perceptualizing Aids Observation Form
Portfolios

Review the forms on Active Learning Space and ask yourself these questions:
What do you like and what might you change about one of the forms?
Do you have other forms you use for documenting progress that you can share?
What forms are you using now or how are you tracking student progress weekly?

These forms are provided in the supplemental handouts or can be downloaded from the Active Learning Space website at:
http://www.activelearningspace.org/progress-documentation/forms-for-documenting-progress

Divide into pairs or small groups and give each one of the forms to review by responding to these questions. Share out with the larger group when they are done. The entire activity should take 4-6 minutes.

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What do you like and what might you change about one of the forms?
Do you have other forms you use for documenting progress that you can share?
What forms are you using now or how are you tracking student progress weekly?
Portfolios

Include pertinent assessment and evaluation reports such as:

• *Functional Scheme* Assessment of the levels of function page
• OT, PT, SLP reports
• Functional Vision Evaluation, Learning Media Assessment
• O&M Evaluation or recommendations
• Communication reports
• CVI Range

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• OT, PT, SLP reports
• Functional Vision Evaluation, Learning Media Assessment
• O&M Evaluation or recommendations
• Communication reports
• CVI Range
Students with visual impairments and deafblindness have unique communication challenges. So do many other students with significant multiple disabilities. A communication section in a portfolio is ALWAYS a good idea.

Ideas to include about communication:

- Student’s personal dictionary (receptive and expressive)
- Examples / pictures of alternative communication forms
  - Object symbols
  - Gestures and behaviors
  - Tactile symbols
  - Picture symbols
  - Signs
- List of communication functions and topics
Credits

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