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

Do you want to learn what the various pieces of equipment associated with Active Learning can be used for?

Would you like to understand why certain pieces of equipment should be purchased from an authorized dealer rather than be made at home?

In this session all of this will be discussed, and you will have opportunities to view videos showing the use of many of these devices.

The content included in this material can be found along with other information on the Active Learning Space website at www.activelearningspace.org.

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The content included in this material can be found along with other information on the Active Learning Space website at www.activelearningspace.org.
When you have completed this module you should be able to:

• Identify the major pieces of “perceptualizing aids” or equipment designed by Dr. Nielsen;
• Learn how to use various pieces of equipment (both things you buy and things you can make) with each student to meet his/her needs in developing motor, cognitive, social, emotional and perceptual skills.

What You Will Learn

When you have completed this module you should be able to:

• Identify the major pieces of “perceptualizing aids” or equipment designed by Dr. Nielsen;
• Learn how to use various pieces of equipment (both things you buy and things you can make) with each student to meet his/her needs in developing motor, cognitive, social, emotional and perceptual skills.
Section 1
Overview of Active Learning Equipment
Dr. Nielsen designed various "perceptualizing aids" or equipment to facilitate activity. A key factor in the development of these perceptualizing aids was to allow the learner to be an active participant when positioned in supine (on back), prone (on stomach), in sitting, or standing.
You may want to visit LilliWorks and download their catalog to have available for your participants to review during break times.

Each piece of equipment was put through a rigorous testing and design process to achieve the optimum learning environment for the individual with special needs. That is why it is important to consider purchasing various pieces of equipment rather than trying to make them or purchasing knock-offs. It is understandable that sometimes you have to use what you can get, but things like the HOPSA Dress, the Little Room and the Support Bench are recommended to be purchased not made.

This is because factors such as maximum responsiveness, safety, air-flow, and vibratory qualities were considered.

Before purchasing specific expensive pieces of equipment, your district might want to consider utilizing TSBVI Tech Loan Program to “tryout” the equipment first. To learn more about this program go to <https://www.tsbvi.edu/technology-loan-program>.

The authorized dealer in the United States is LilliWorks (www.lilliworks.org).

It is also important to note that each piece of equipment is used for a specific purpose. You don’t randomly select specific pieces of equipment to use with a child, but instead have clear goals in mind for your student when determining the learning environment to use.
Other pieces of the “major” equipment can be made and save money, like the Resonance Board and Position Boards. The Essef Board is available from LilliWorks as a kit at a reduced rate and is relatively easily to assemble.

Directions for making a Resonance Board and Position Boards along with other directions for smaller items can be found under the Equipment tab on the Active Learning Space website.
Section 2

Essef Board and Stand
The Essef Board is a versatile piece of equipment when used alone or with a stand that is sold separately. In this video we will see the board being used with a stand. Let’s take a look.

Share this video with participants:
https://library.tsbvi.edu/Player/16455 – approximately 8 minutes in length.

You may want to ask for comments following the video or simply proceed through the next slides.
The purpose of the Essef Board, used with or without the Stand, is to:
• Improve movement of feet and legs and
• Improve balance.
Many children with disabilities perform all too few leg and feet movements, and many children have difficulty learning to keep their balance.
While sitting on the lap of an adult, on a chair, or in a wheelchair the child can kick against the “Essef Board” which stands on the floor.

It can be hung on the wall to serve as a background for kicking games in the supine position or for pushing games using back or hands.

It can be placed near a hammock swing (using a Stand) for the learner to push against to swing.

While sitting on the lap of an adult, on a chair, or in a wheelchair the child can kick against the “Essef Board” which stands on the floor.

The “Essef Board” can be hung on the wall to serve as a background for kicking games for a child in the supine position or for pushing games for a sitting child using back or hands.

The Essef Board can also be placed near a hammock swing (using a Stand) for the learner to push against and cause herself to swing.
The “Essef Board” can also be used for jumping with support from an adult or while holding onto a wall bar, ladder, or other support. Toys placed on top will “dance” when the child activates the springs, by beating or pushing on the board. Attach netting or ruffled plastic to the top board to produce haptic stimulation for the feet and make noise with the fingers.

The “Essef Board” can also be used for jumping, with support from an adult or while holding onto a wall bar, ladder, or other support. Toys that will “dance” when the child activates the spring, by beating or pushing on the board, can be placed on top of the “Essef Board”.

Attach netting or ruffled plastic to the upper board to produce interesting haptic stimulation for the feet. The ruffled plastic can be used to make noise with the fingers or other objects.
Ordering information

Kits, plans, and finished Essef Boards and Stands can be purchased from Lilli Works.

You can download a Product Catalog or view their pricing sheet on www.lilliworks.org.

- Essef Board
- Essef Board Kit
- Essef Board Stand
Section 3

HOPSA Dress, Block & Tackle, and Track
Before we go any further, let’s look at these videos from the Active Learning Space website:

• Vincent Using a HOPSA Dress
• Vincent Using a HOPSA Dress and Essef Board
• Sonya Using a HOPSA Dress

Before we go any further, let’s look at these videos from the Active Learning Space website:

• Vincent Using a HOPSA Dress – approximately 1 minute
• Vincent Using a HOPSA Dress and Essef Board – approximately 2 minutes
• Sonya Using a HOPSA Dress – approximately 4 minutes
Before going through the next slides take about 5 minutes and have participants discuss these questions:

What skills did you see the student’s practice while in the HOPSA?
Balance
Tactual exploration
Orientation and spatial awareness
Comparing and contrasting
Cause and effect
Gross motor skills
Choice making
Etc.

What questions do you have about using a HOPSA?
Most of their questions should be answered in the next slides, but it is good to get an idea about their concerns

What challenges do you face in using a HOPSA?
Often we hear two things, cost and how to put it up in a classroom or school. Sometimes we have heard from PTs that it shouldn’t be used with students who can’t hold their heads up, but this has not been a problem for students. In fact, many students seemed to improve head control after time spent in the HOPSA. These are just a few of the challenges typically expressed.
The HOPSA Dress is designed to give wheelchair users the opportunity to move their legs, learn to bear their own weight, balance while standing, and achieve the ability to walk.

Some benefits include:
- Coordination of arms and legs
- Blood circulation
- Breathing
- Intestinal functioning
- Bronchial condition
- Muscle strength
- Bone structure

Children who are not in wheelchairs, but not walking well or much can benefit from using it as well.

Some of the benefits that derive from using a HOPSA Dress include:
- Coordination of arms and legs,
- Blood circulation,
- Breathing,
- Intestinal functioning,
- Bronchial condition,
- Muscle strength, and
- Bone structure.
The sequence for introducing a HOPSA Dress is to start on a single point eye hook, then move to a straight track, then finally to an “H” track.

Consider using the same hooks that hold bolster swings and other equipment in a gym or therapy room.

Ideas for ordering a straight track include the "flying trapeze" equipment found at Southpaw Enterprises, Inc. ($1,000+) and tracks systems for use with lifts. They are typically found on-line using the search terms "overhead track and trolley systems."

H-Track systems may also be found by using these search terms. The picture shows an H-track at Penrickton Center for Blind Children.
Some learners can tolerate the new experience of being upright and moving for only short periods. Begin with a few minutes only, with 2-3 repetitions each day. Gradually increase the amount of time spent each session.
Initially the HOPSA Dress is elevated just enough for the learner to touch the floor or the materials placed underfoot.

If placed too low, the learner will be forced to support his weight by pressing the feet towards the floor. This will restrict leg movement and limit the further development of muscle strength.
Some individuals might have used a wheelchair for years causing the tendons of the knees to shorten.

For this reason they may have bent knees while in the HOPSA Dress for the first several weeks or months of daily exercise.

As the learner moves his legs and feet the tendons will extend.
HOPSA Dress, Block & Tackle, and Track

The environment should be arranged according to developmental level and interest.
Both feet and hands can be active.
The majority of learners start by touching the available materials using only their toes.

The environment should be arranged according to the learner’s developmental level and interest in order to be meaningful.

Arrange the environment in such a way that both feet and hands can be active.

The majority of learners need to start by touching the available materials using only their toes.
Initially some learners, unfamiliar with the vertical position, have difficulty moving their legs. As a result the skin of their legs and feet become red and blue, or they have very cold feet.

Place their feet in a vibrating foot spa with warm water while in the HOPSA Dress or massage with peppermint oil just before placing them in the HOPSA Dress.

Increased movement increases contractions in the veins, the blood is pumped upwards, and the skin color returns to normal.
Some learners (older, heavier) experience a tightness or soreness in the crotch initially. Add a piece of fur, foam rubber, or other soft material to the crotch area. Lilli Works makes an insert to place in the crotch area. The problem usually disappears after a short period of time.

Some learners may experience a tightness or soreness in the crotch as they are unfamiliar with their body pressing against the under-part of the HOPSA Dress.

This may especially occur with older and heavier learners.

This can be relieved by adding a piece of fur, foam rubber, or other soft material to the crotch area of the HOPSA Dress. Lilli Works makes an insert to place in the crotch area to relieve this pressure.

The problem usually disappears after a short period of time.
After using the HOPSA for a while, the learner will start to put weight on one leg at a time. Then you need to lower the HOPSA 1-2 centimeters to allow him to push a flat foot against the floor and to flex his ankles. Even at that level, the HOPSA must still be high enough to prevent full weight bearing.
When the learner has developed sufficient muscle strength to bear his own weight, he still needs daily exercise in the HOPSA to allow:
- coordination of arm and leg movements
- the ability to balance and walk

Enhanced feelings of independence occur when able to perform more functions without help.

Learners with spasticity in arms or legs learn to counteract the spastic reactions and achieve better control over movements.
HOPSA Dress, Block & Tackle, and Track

Objects placed on the HOPSA Dress, on an Activity Wall, and underfoot provide opportunities to explore the environment, experiment with objects with hands and feet, and to decide when and how far to move. Provide opportunities for varied experiences and comparison by including big containers, each having a specific substance.

Objects should be placed on the HOPSA Dress, on an Activity Wall, and underfoot to provide ample opportunities to explore the environment, to experiment with objects within reach of hands and feet, and to decide when and how far she wants to move.

Provide opportunities for varied experiences and comparison by including big containers, each having a specific substance such as: marbles, beans, seeds, water, corrugated cardboard, gravel, sand, walnuts, and ribbed rubber.
The HOPSA Dress, cross bar, and the block and tackle are each sold separately. Sizes up to 240 lbs.

- **Size 1** (infant < 35 lbs.)
- **Size 2** (35 < 90 lbs.)
- **Size 3** (90 < 240 lbs.)

Additional items you will need:
- Cross Bar
- Block & Tackle

All items can be purchased from Lilli Works. You can download a Product Catalog at [www.lilliworks.org](http://www.lilliworks.org).
Section 4
Little Room
The Little Room is designed to give blind infants, children with slow development, severely disabled children and children with combinations of disabilities the ability to reach, a beginning understanding of space, and early object concepts.
Typically developing children reach for objects at 3-4 months.

Blind children often are 10-12 months old before they achieve this ability.

Some blind children will develop a stereotyped motor behavior, which is turned toward their own body, instead of a reaching behavior.

It is important to offer the blind infant surroundings which can motivate him to reach for objects as early in life as possible.
The Little Room can be built in the size that best fits each child.
The material inside must include objects that hang from the ceiling and on the walls.
Whatever movements the child makes, contact with the objects is made.
Observe which objects and qualities the child prefers and the ways he interacts with the objects.

The Little Room can be built in the size that best fits each child.

The material in the Little Room must include objects that hang from the ceiling and upon the walls, so whatever movements the child makes, he will come in contact with the objects.

It is a good idea to observe which qualities the child prefers – which part of the structure the child prefers to search – which sounds the child prefers while reaching – which smells the child prefers just now.
Stop – Before you go any further please download and read the instructions for placing a child into a Little Room. This handout can be found in the supplemental handouts.

Many people do not put a child in the Little Room in the proper way. This can cause the child to become distressed and could possibly result in an injury to the child or adult.

Also take time to view these videos:
• Jack Using a Little Room – approximately 8 minutes (you may choose to just show a short clip from this video)
• Anna in a Little Room – approximately 3 minutes
Take about 5 minutes to discuss these videos either in a large group or with a shoulder partner.

What did you notice about the children in the Little Rooms? What specific skills did you see them practicing?
Specific actions on objects like mouthing, batting, scratching, etc.
Spatial orientation to find preferred objects
Use of one movement (e.g., with hands) causing movements with other parts of the body (e.g. feet/legs)
Comparing and contrasting

What experiences do you have using a Little Room?

What concerns do you have about using a Little Room?
The following slides should address questions and concerns, but it is good to take note of them so they can be addressed.
When the child reaches for the ceiling and the walls, he can be motivated to move himself around in and out of the Little Room. This way the visually impaired learner gains the experiences and understanding of space that peers gain by looking around and building dens.

When the child reaches for the ceiling and the walls, he can be motivated to move himself around in the Little Room and perhaps out of and into it.

This way the visually impaired learner gains the experiences and understanding of space that his peers gain by looking around and by building dens or playhouses. Building dens or “denning” is a typical stage of development in all humans.

Visually impaired learners do not have the opportunity to do these activities on their own.
It is important that objects can be reached by the child and are graspable.
The Little Room allows for objects and various textures to be located so that arms, hands, head, mouth, legs, and feet can touch and explore them.
The Little Room should be placed on a Resonance Board.
The Little Room must occasionally be moved from one place to another and equipped with new objects so the child’s curiosity and motivation for experimenting continues.

It must be equipped with many objects so the child can compare different sensory stimuli.

Read Dr. Nielsen’s book about the Little Room, titled *Space and Self*, to learn more about using the Little Room.
Little Rooms can be used with students who have CVI, and they should be fully loaded with objects. Though a child may use his vision in a Little Room, that is not the primary reason for using it. Rather the child is learning to reach, grasp, and interact with a variety of objects that produce interesting sensory qualities.
Kits, panels, and finished Little Rooms can be purchased from Lilli Works. You can download a Product Catalog or view their pricing sheet on www.lilliworks.org.

- Little Room #1 - 1’ x 2’ x 2′ Suitable for infant learners only. 5 Panels. Two Play Bars are included.
- Little Room #2 - 2’ x 2’ x 2′ Suitable for shorter learners (<36”). 8 Panels. Two Play Bars are included.
- Little Room #3 - 2’ x 2’ x 3’ Suitable for tall learners, but can also be configured for infants and short learners. 12 panels. Two Play Bars are included.
- Kits - unfinished wood requiring assembly (gluing & screwing), rounding, sanding and finishing. Some skills needed.
Section 5
Multi-Functional Activity Table (MFAT)
The MFAT is designed to allow the learner (child or adult) to initiate a large variety of cognitive activities while sitting on the floor, in a chair, or wheelchair.
### Multi-Functional Activity Table (MFAT)

Benefits of regular activity:
- Improving creative capabilities
- Enlarging object concept
- Enhancing knowledge about which objects can be separated, piled, and put together
- Facilitating constructive play
- Enhancing problems solving
- Giving opportunities to become familiar with different kinds of material

Regular activities while using the MFAT include benefits such as:
- Improving the learner’s creative capabilities,
- Enlarging his or her object concept,
- Enhancing his knowledge about which objects can be separated, piled, and put together,
- Giving opportunities to become familiar with many different kinds of material,
- Facilitating constructive play, and
- Enhancing the ability to solve problems.
The table top of the MFAT has three interchangeable parts, and six different surfaces:
- three fitted with plastic containers,
- one covered with Velcro on one side and a plastic tray on the other,
- one covered with a metal board on the one side and ordinary plywood on the other,
- one part has several small holes to which objects can be tied.
A part, fitted with three plastic containers, hinges at the back edge of the table to extend tabletop horizontally or vertically as a shelf with three compartments. Some of the parts of tabletop are treated to allow for activities with water, paint, yogurt, etc.
Multi-Functional Activity Table (MFAT)

Let’s take a look at a video clip from Narbethong State Special School in Australia of a student using an MFAT.

This video is approximately 1 minute - https://library.tsbvi.edu/Player/18395

Ask if anyone has used or has an MFAT. If not, do they create a similar activity space for students to play in?
The learner can choose the objects and the materials he wants to play with.

Mobile learners may collect materials a certain activity from elsewhere.

They can place these items in the order that fits best for a particular activity.

The higher order skills of selection, integration, organization, categorization, and symbolization can all be worked on using the MFAT.
The learner who reaches a developmental level at which he begins to place some objects at a certain spot, can expand this skill by placing objects in specific positions in relation to his own body (e.g. next to him, in different containers).

He can learn to place objects in relation to each other: on a row, close together, further apart, in a colorful pattern, etc.

Later he can learn to place objects in relation to each other: on a row, close together, further apart, on top of each other, underneath something, in a colorful pattern, etc.
When the learner leaves or is taken away from the MFAT for any reason, the adult should not change the composition or creation the learner has made. This way he can return to something he has made, and learn that objects continue to exist even if he moves away from them and can be found where he placed them (object permanence).

This gives the learner the opportunity to change his work. Just like an author or artist, he may choose not to start from the beginning every day.
Multi-functional Activity Table (MFAT)

Learner needs to continue his work, determine if the creation is good, and finally decide if it is completed before creating something new and exciting. Learner should also learn to tidy up. He becomes motivated to do that, so he can find a certain object for a new construction.

The learner using the MFAT needs to continue his work, determine if the creation is good, and finally decide if it is completed before creating something new and exciting (See the Dynamic Learning Circle).

The learner should also learn to tidy up. He becomes motivated to do that, so he can find a certain object for a new construction.
Take a few minutes to discuss the MFAT.

Do you use an MFAT or have a similar type of play environment for students?

The MFAT is a very expensive piece of equipment, so many people have to create learning environments that allow for a similar experience. Depending on the student you might use a desk with containers that are fixed to it or some other homemade solution. Because of its expense few people have these. However, they can be used with other students as well as the Active Learning student.

What are some of the benefits you can see with using an MFAT?
- Flexibility
- Organization of materials
- Clear definition of work space
- Ease of access by learner
- Designated play center for all students
- Can be adjusted by height for wheelchair users and those seated on the floor
Section 6

Scratch, Position, and Grab (SPG) Boards
Before you go further please review Scratch, Position, and Grab (SPG) Boards on the Active Learning Space website.

The purpose of these boards are to:

• Promote increased fine motor development from a level of scratching to a level of grasping and manipulation of objects.

• Provide opportunities for repeating movements necessary for the establishment of a memory, which is conditional for cognitive development.

• Promote spatial orientation skills.
The item on a SPG Board remains in a consistent location so the learner can find it again. This enables the learner to interact with the items, by grasping, releasing, banging, throwing, etc.

SPG Board is the commercial version of three different types of Position Boards that can be made at home. These include:

- Level 1 Light Blue – Scratch
- Level 2 Turquoise – Position, grasp and release
- Level 3 Dark Blue – Grasp and manipulate
Three levels of SPG Board are include:

- Level 1 Light Blue – Scratch
- Level 2 Turquoise – Position, grasp and release
- Level 3 Dark Blue – Grasp and manipulate
The SPG-Board is a board with tracks for positioning 12 squares.

The holes on the squares make it easy to attach various items, so that the SPG-Board can easily be reconfigured to meet the learner’s needs and skill level.

The rationale of the three colors (light blue, turquoise, and dark blue) is to distinguish between three important levels of motor development of the hands and fingers.

NOTE: The commercial boards have some design flaws making it difficult to attach materials to the squares. They also break easily and the squared can become dislodged and slide on top of each other. For the cost of these boards, we recommend making homemade boards instead.
Homemade boards are usually made from pegboard so items can be easily attached and the board may be hung.

You may also use 3 pieces of pegboard connected by computer cord ties to create a pyramid shaped, free-standing board.

Textures and items on a Scratch Board should have a low profile so fingers can “rake” across the surface.
Examples of items that might be used in a Level 1 Scratch Board include:

- Crinkly sounding plastic tray found in a box of chocolates
- Textured Braille paper – folded and glued so that folds form flaps to play with
- Plastic Astroturf
- Bubble wrap glued to panel
- Leather strips
- Rubber or metal flat soap holders
- Textured fabric or rugs

Take a few moments and ask your participants: What are some other ideas for materials to use on a scratch board?
**Scratch, Position, and Grab (SPG) Boards**

**Level 2 Position, Grab, and Release Board** has items attached with short elastic or secured with ties to the board. Examples of items:

- Plastic kitchen scrubber
- Brush type curler
- Soap suction cup holder
- Different colored knotted strings or ribbons tied with elastic
- Different buttons/beads tied with elastic

**Ask your participants what other ideas they have for things to use on a Level 2 Board. Remind them the items need to be graspable and in a size that fits the child’s hand.**
Scratch, Position, and Grab (SPG) Boards

Level 3 – Grasp and Manipulate Board has items attached using longer elastics (6”-12” approximately) so the items can be manipulated and brought to the mouth and face. Plastic tubing is used to cover the elastic to prevent it from wrapping around the learner’s hand or fingers and cutting off circulation.

To learn how to do this view Using a Loop Turner. You may want to show them this site on the Active Learning Space website at <http://www.activelearningspace.org/materials/loop-turner-tubing-elastic>.

A Level 3 – Grasp and Manipulate Board should have items attached using longer elastics (6”-12” approximately depending on the length of the object) so the items can be manipulated and brought to the mouth and face.

Plastic tubing should be used to cover the elastic to prevent the elastic from wrapping around the learner’s hand or fingers and cutting off circulation.

To learn how to do this view Using a Loop Turner. You may want to show them this site on the Active Learning Space website at <http://www.activelearningspace.org/materials/loop-turner-tubing-elastic>.
Examples of items to use on this level of board include:

• Ring of beads on elastic tied with 3”- 6” long elastic
• Cloth bag filled with cornstarch, coffee beans
• Wooden castanets
• Keys & key hook
• Two nailbrushes

Ask your participants what other ideas they have for creating a Level 3 – Grasp and Manipulate Board.
Skills related to grasp using the boards are:
• objects held in hand
• objects held in hand put to mouth
• losing objects
• objects transferred from hand to hand
• reaching out for objects
• handling of objects
• throwing objects
• knocking two objects together
• putting objects inside each other
Scratch, Position, and Grab (SPG) Boards

Designing a position board takes some thought. You need to consider student skills and preferences. You don’t just randomly tie objects to a board.

Let’s take a look at these videos that show the thought that should go behind the design of a position board. In this video Sara Kitchen discusses why she has picked the items on a position board based on the needs and interests of a specific student.

- Position Board Case Study – Design – approximately 5 minutes (https://library.tsbvi.edu/Player/16406)
- Position Board Case Study – Implementation – approximately 6 minutes (https://library.tsbvi.edu/Player/16407) so you may only want to show part of this video
This activity should take about 10 minutes. Participants may work in pairs or alone. Have several of them share with the larger group when they finish.

Imagine you are creating an SPG Board for a student you know and answer these questions:
What level should the board be?
What skills are you hoping to see the child use?
What are 3-5 items that would be included on the board?
Section 7
Support Bench
Most young children like to lay across swings and drag their feet or play in the sand with their hands. Learner who can’t sit unsupported lacks necessary spinal curves and strength in the back muscles. The Support Bench helps develop neck, shoulder, and trunk muscles and the coordinated use of arms and legs.

A learner who can’t sit unsupported lacks necessary curves of the spine and strength in the back muscles. The Support Bench helps the child develop these muscles.

The Support Bench helps children (Lilli was targeting learners 1-2 years old or older and not yet able to sit unsupported) by developing neck, shoulder, and trunk muscles and learning to coordinate the use of arms and legs.

Infants under the age of 1 may not be appropriate for the use of a Support Bench, but they should have opportunities for tummy time each day. An adult sitting on a low bench could instead place the child across his lap on the tummy and have interesting things below hands and feet for the child to explore.
The Support Bench may be used with or without wheels and the headrest, depending on the skills of the learner.

Let’s take a look at an example of a child using a Support Bench.

Kassidy on a Support Bench

Ask your participants what skill(s) they think Patti is trying to have the student work on? Why did she help the student find the vibrators rather than holding them for her to grasp?
A child is placed on his stomach atop of the Support Bench.

The height should be adjusted so the learner’s arms and knees can move freely.

A head support can be provided for children lacking any head control.

You can spread out objects in front and behind to motivate the learner to move and play.
Support Bench

Bench is a hard surface that does not allow the spine to curve.
Children with feeding tubes can safely use the Support Bench without modification.
If there is concern, pad bench with thick Styrofoam that has a hole cut out for the feeding tube port or ¼ - ½” firm padded padding, without cutting out the hole.

The bench is a hard surface so that it does not allow the spine to curve.
Children with feeding tubes can safely use the Support Bench without modification, but if there is concern, pad the bench with thick Styrofoam that has a hole cut out for the feeding tube port. You may also use or 1/4 or 1/2 inch firm padded surface, such as wheelchair padding, without cutting out the hole.

Wheels may be attached to the Support Bench only after the learner shows the ability to coordinate the movements of arms and legs in a crawling pattern.
Wheels may be attached to the Support Bench only after the learner shows the ability to coordinate the movements of arms and legs in a crawling pattern.
Support Bench

The Support Bench can be purchased from Lilli Works. You can download a Product Catalog or view their pricing sheet on www.lilliworks.org.

- Support Bench™ with Head Support
- Support Bench™ without Head Support
- Head Support for Support Bench™
Credits

This content was developed by Texas School for the Blind & Visually Impaired Outreach Program and may not be used without their express permission.

This content is based on the Active Learning Space website, collaboratively developed by Penrickton Center for Blind, Perkins School for the Blind and Texas School for the Blind and Visually Impaired. Special contributions of content and images of Active Learning instruction comes from Narbethong State Special School in Australia.

All content is based on the original work of Dr. Lilli Nielsen of Denmark. Our thanks to her family and the staff at Byhaveskolen, Svendborg, Denmark for making her work available to educators world-wide.

Our special thanks to the children, parents, and educators who contributed photos illustrating the Active Learning approach at school and at home.

Additional funding was provided by the Texas Low Incidence Disabilities Network and Statewide Leadership Services for the Blind and Visually Impaired

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