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.
As you introduce the session, encourage participants to go to the Active Learning Space website on their phone, tablet or computer. The url is www.activelearningspace.org
Learning Objectives

Participants will be able to discuss:
1. How to include other assessment data into the Functional Scheme
2. How to determine skills to be included in the IEP goals from the information gathered in the Functional Scheme

Participants will be able to:
1. Share basic information about Active Learning with another individual
2. Identify the role of play in learning
Section 3

Incorporating Other Assessment Information
You will notice at the end of each Level there are blank spaces under functions, e.g. E016, E017.
What are the blanks for?
Dr. Nielsen saw the Functional Scheme as a dynamic assessment and hoped it would continue to be improved upon. These blanks allow for additional developmental-level skills to be included. Items might be pulled from other assessment tools.
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Examples of other assessment:
• OT / PT assessment
• Functional Vision Evaluation
• Learning Media Assessment
• Speech / Language assessment tools such as the Communication Matrix
• INSITE checklist
Incorporating Other Assessment Information

Remember when adding from other assessments....

- Determine the appropriate level for new items
- Continue to reassess the additional functions
- Is the tool developed for 0-48 months or normed for learners with VI or DB
- Is this item relevant?

Remember when adding from other assessments....
Determine the appropriate level for new items added to the assessment
Continue to reassess the additional functions just as you would the original functions
Is the tool developed for 0-48 months or normed for learners with visual impairments or deafblindness
Goal is to create a good profile of current levels and to develop programming....is this item relevant?
Have your participants break into small groups or pairs. Give them about 2-3 minutes to discuss these questions then share their ideas with the larger group.

**What skills might you include from other assessment information into the blanks?**
More about specific communication skills from the Communication Matrix
Specific skills from OT, PT, Speech-Language reports or assessments.

**Are you able to determine the developmental level of these skills?**
This can be difficult if the original assessment tool does not specify development levels. However, you should be clear when adding items to see if they are reasonable for a child (even a typically developing child) to do at that developmental level (e.g. birth-3 months). You might have an instrument in mind, but check to see if it assesses at the earliest levels of development. Often infant/toddler assessment tools are the best.

**What tools would you use?**
Communication Matrix
INSITE Curriculum
Hawaii Early Learning Profile (HELP)
Section 4

Determining Skills to include in the IEP
Sensorimotor learner

Piaget’s earliest stage of development occurs between birth-24 months and is called the “sensorimotor” stage.

Children at this stage:

- Experience the world and gain knowledge and skills through their senses and motor movements.
- Foundational skills and concepts are established in the sensorimotor stage (0-24 mo.).

REMEMBER: The progression is from reflexive, instinctual action to the beginning of symbolic thought at end of the stage.
Early Preoperational learner
At the developmental age of 24-48 months the child begins to engage in constructive play as he or she becomes a “preoperational learner”.

Determining Skills to Focus on for Instruction

Early Preoperational learner
At the developmental age of 24-48 months the child begins to engage in constructive play as he or she becomes a “preoperational learner”.
Between 24-28 months the learner is:

- starting to use the symbols of language
- beginning to engage in symbolic play
- thinking about things in a very limited manner
- is still egocentric and hasn’t learned to take someone else’s perspective
Why is this important?

Understanding the developmental level of the learner guides your instructional and interaction strategies (i.e. 5 Phases of Educational Treatment).

It has great relevance in the child’s emotional development and ability to cope with others in interactions.

It explains the child’s ability or lack of ability to learn through typical educational approaches.

Most of the children who we target for Active Learning are not developmentally ready for table tasks and other types of activities we typically use in most educational settings. We have to understand the development of the whole child and target our instruction at the appropriate level.

So when we are selecting skills to focus on we want to teach at their current developmental level and consider where they are social and emotionally.
Target skills that reflect both motor, cognitive, sensory perception, social and emotional skills.
Focus on the level (0-3 months, 9-12 months) of skills the child is currently demonstrating to some degree.
If most skills at a level are present, you can focus on emerging skills at next higher level.
Remember: social and emotional skill development should be similar to other development. (
Developmentally Appropriate Activities)

See Developmentally Appropriate Activities at http://www.activelearningspace.org/principles/social-and-emotional-development/developmentally-appropriate-activity. This is the video clip showing Cindy working with her niece, a typically developing child, at a level that is higher than she is ready to handle. Note how her behavior is impacted by the mismatch.
Let’s go back to our previous example.

The learner is functioning primarily at a 0-3 month level with some higher skills scattered up to 15 months in some fields.

Emotionally this child is at a birth-3 month level. Putting emphasis on social and emotional development might help to increase overall development as the child begins to feel safer and more competent in interacting with objects and others in his environment.

Most of the instruction is from 0-6 months, even though some areas are higher.

You may want to prioritize the fields where functioning falls below that level to help the child have a more even developmental profile. So in this example, provide more opportunities to practice mouth movement, visual perception, olfactory/gustatory perception, emotional and social perception, toileting, and dressing and undressing skills.
Share this example with your participants and give them an opportunity to answer the question.

Looking at the skills in the Functional Scheme, we can think about what might be prioritized to include in IEP goals.

In this example, other assessment data from the vision teacher would, of course, guide this decision.

However, perhaps you might want your student to track objects or locate an object using his vision.

When using the Functional Scheme, look at the skills that are not present at a specific developmental level or that are only just beginning to emerge. Target skills within the developmental level or slightly higher if that level is almost complete.
Determining Skills to include in the IEP

You will learn more about how to determine skills to include in the IEP in the sessions on Program Planning.
You may want to visit the pages under Program Planning to learn more.

You may want to share this page with your participants:
http://www.activelearningspace.org/program-planning/developing-an-iep-that-reflects-active-learning
Credits

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

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