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.
Would you like to **get ideas for selecting materials** to use in Active Learning environments and activities?

Would you like to **test your ability to select the best objects to use in an Active Learning environment or activity based on the learner’s preferences and skills**?

In this session you will see examples of materials that are used in Active Learning, find resources for acquiring materials, and have practice selecting materials to match learner preferences, need and instructional goals.

The content included in this session can be found along with other information on the Active Learning Space website at [www.activelearningspace.org](http://www.activelearningspace.org).
What You Will Learn

Participants will be able to:

1. Share ideas about materials that engage the learner based on his preferences and skills.
2. Utilize resources for acquiring materials to use in Active Learning.
3. Find examples of how material selection influences the activity of the learner.
Section 7

Some Ideas for Materials
Some Ideas

Materials do not need to be expensive or fancy, and not everything needs to be ordered from a specialty catalog.

There are many great options available at local stores, such as hardware stores or garden centers.

Look at the materials the learner’s same age peers like to play with or use. This will help you find things that are age appropriate.

For example, older learners might be interested in tennis rackets, coffee grinders, hair ornaments, jewelry, musical instruments, even wrenches.
This tray with a plastic container is zip-tied to a pegboard and can be used for sand, leaves, snow.

The possibilities are endless!

Vision teacher Iris Maxwell, who made it, notes that they don't trust it with liquids, but there are lots of other options.

You may want to review Ideas from the Field to see other things from Iris.

Show participants this page on the Active Learning Space website and encourage them to share their ideas with Charlotte Cushman at cushman@tsbvi.edu.
It is also important to think about the goals you are focused on in creating a particular learning environment.

Are you working on grasp, kick, pull, visually directed reach, or sitting unsupported?

You may want to review Ideas for Matching Materials to Goals on the Active Learning Space website to help you in selecting materials to match your goals.

It is also important to think about the goals you are focused on in creating a particular learning environment.

Are you working on grasp, kick, pull, visually directed reach, or sitting unsupported?

You may want to review Ideas for Matching Materials to Goals on the Active Learning Space website to help you in selecting materials to match your goals. You will see some ideas Trisha Borg from Narbethong State Special School in Queensland, Australia had.
Of course, there are many items that you may want to purchase such as a seed pod rattle, inside-edge plates, thumb harps, or a Mylar curtain.

Patty Obrzut had created a list of sources for purchasing many of these harder to find objects which is on the Active Learning Space website.

Show this page on the Active Learning Space website to your participants.
http://www.activelearningspace.org/materials/sources-for-materials
Many teachers have started collection boxes in the teachers’ lounge or materials room and posted a list of desired items.

For example, empty bottles, old utensils, cardboard tubes, bubble wrap, fabric and yarn, eyeglass cases, old tools, cookie tins, shoes, gloves, and so forth.

Collecting materials can also make for a great scouting project or volunteer activity.
Some Ideas

Family members can get in on the project, too.

The Gardea family came up with some “home made” ways to implement Active Learning.

Ask your student’s family members to scrounge through junk drawers and storage rooms to help you find things you need.

Specify what you need like things to stick fingers in, things that can change shape, and so forth.

We often hear that schools don’t have the money to do Active Learning because the equipment is too expensive or they can’t get many materials. We want to debunk this notion. Active Learning is an approach and doesn’t HAVE to include expensive equipment. Start with what you have to work with and build from there. A Resonance Board, a tray or bin and your imagination can go a long ways towards providing a rich learning environment for any child. Just look at what this family came up with for their son!

Of course, SAFETY is a concern. Don’t use items the child might choke on if swallowed or hurt himself in any other way.

Family members can get in on the project, too.

The Gardea family came up with some “home made” ways to implement Active Learning.

Ask your student’s family members (don’t forget the grandparents) to scrounge through junk drawers and storage rooms to help you find things you need. Be sure to specify what you need like things to stick fingers in, things that can change shape, and so forth.

Remember, part of what you want to do is let the learner become familiar with all the many things in our world!
Section 8

What Have You Learned?
The following slides contain Scenarios that describe a student and a learning situation. Divide participants into two teams or get small groups of volunteers to play in teams or in pairs. Flip a coin or use some other method to see who will go first. You can use as many or as few of the scenarios as you like and time allows. There are 19 scenarios.

Show the slide with the scenario. Participants need to pay attention to the items that appear in bold.

Read through the scenario and name the items on the screen.

Let the first team choose then click to reveal the answers.

One more click shows the winning answer in GREEN.
Physical Therapist: I want to select some objects to build a Level 2 Position Board for Andrea who is just beginning to grasp items. She doesn’t have any usable vision and doesn’t like things that are cold. She does like things that make noise. What could I use?

Classroom Teacher: Well, we need to find things with a slender or graspable profile that she would be motivated to touch. Preferably those that make interesting sounds. She is “into” sounds.

Scenario 1: Select from the following items one object that would be best to use on the Level 2 Position Board with Andrea: paper fan, keys, seed pod rattle
Each of the answer slides requires 2 clicks after it appears to reveal the correct answer and the explanations for why the others are not the best choice. It is important to understand that there is no PERFECT answer, really. These are the answers we chose (Patty Obrzut, Kate Hurst, Charlotte Cushman) to illustrate our thinking. If your participants disagree with the answer make sure they can explain why they disagree to settle the question. You may want to have the larger group vote on whether or not to override our Best Selection.

Scenario 1: Select from the following items one object that would be best to use on the Level 2 Position Board with Andrea.

NO - A paper folding fan might be graspable and would not be cold to touch, but it wouldn’t produce much sound. This would not be the best choice for Andrea.

NOT BEST CHOICE - Keys on a key ring might be a good item to use since they are graspable and make an interesting sound. However they might be cold. This is a good choice, but not the best choice.

YES - A Seed Pod Rattle makes a very interesting sound, is easy to grasp and move, and is not cold to touch. This would be the best choice for Andrea.
Classroom Teacher: We are studying a unit on Thanksgiving foods. I wonder how I could create an activity that would be meaningful for Dominic and work on exploring new tastes and smells? He doesn’t like sweet things and that is all I can think of right now.

Occupational Therapist: Dominic doesn’t like to have anyone put things in his mouth and can’t scoop things independently when he holds a spoon. Maybe we could just let him explore various food items in a tray on his own. What could we use?

Scenario 2: Select from the following items one object that would be good to use in an activity: bunch of fresh sage, leather luggage tag, partially peeled orange.
Scenario 2: Select from the following items the best object to use in the Thanksgiving food sampling tray with Dominic.

YES - A bunch of sage is graspable, edible, has an interesting smell, and is associated with Thanksgiving. It could be put in a gauze bag to prevent choking if need be.

NO - A leather tag might be very graspable and have an interesting taste and smell, but it is not related to the unit theme of Thanksgiving!

NOT BEST OPTION - A partially peeled orange might be a good choice because of smell. However, it is not very graspable so difficult to explore for taste. It is not typically associated with Thanksgiving.
Scenario 3

Teacher of the Deaf and Hard of Hearing: I would like to find some things to **work on auditory training** with Lisa when she is in the Little Room. She has a high frequency loss so she **can only hear low frequency sounds at near normal levels**.

Classroom teacher: The OT said she is really beginning to **bang and shake things when she can get hold of things** in the Little Room. I noticed her also **doing a lot of exploration with her feet**, almost kicking.

Scenario 3: Select the best object to use with Lisa to work on auditory training with Lisa in the Little Room: rubber ducky, jingle bells, bag of marbles.
Scenario 3: Select the best object to use with Lisa to work on auditory training with Lisa in the Little Room.

NO - A rubber duck toy would not be a good choice because it is not very interesting tactually and does not make a sound. It is also not very graspable for small hands.

NOT BEST OPTION - Jingle bells are graspable and would produce interesting vibration, but they maybe too high frequency for this child to hear. This is not a good choice for auditory training.

YES - A bag of marbles would make a low frequency sound when banged or shaken using hands or feet. The size of the bag can be made graspable.
Mom: I want to make a toy bin in a corner of the kitchen for Kevin to play with on his own while I am cooking. He enjoys being in the kitchen with me and always laughs when I drop something like a spoon or bowl on the counter.

Classroom teacher: Since Kevin is a teenager we should think about things that are age appropriate, too. We have noticed that he seems to like taking things out and putting things in, so we could also focus on that skill.

Scenario 4: Select from the following items one object that would be best to include in his kitchen toy bin: carton of plastic Easter eggs, tray of kitchen utensils, scrubber sponge.
Scenario 4: Select from the following items one object that would be best to include in his kitchen toy bin.

NOT BEST OPTION - An egg carton of plastic eggs would be great for practicing taking things out and putting things in. It may not make much noise though.

YES - We know Kevin is motivated by the sounds these metal utensils would make if dropped, and he could practice taking things out and putting things in.

NO - The kitchen sponge has an interesting texture and is graspable, but it doesn’t produce any sound and you can’t do much with it. It may not be motivating.
Physical Therapist: I would like to see Delia moving her feet more in the HOPSA dress. I can’t figure out what we could put under them that she would find interesting. She doesn’t have much strength or range of movement with her legs and feet yet.

Classroom Teacher: I know. I have been looking over her “Likes” list and I know that she likes going to the beach and she likes rough textures. But she doesn’t like cold things at all! That might not help much, but does it give you any ideas what we might try?

Scenario 5: Select from the following items the best object to use under Delia’s feet to encourage more movement when in the HOPSA Dress: tray of glass pebbles, tray of seashells, bin of small inflatable beach balls.
Scenario 5: Select from the following items the best object to use under Delia’s feet to encourage more movement when in the HOPSA Dress.

NOT BEST OPTION - Glass pebbles have an interesting weight and shape, but they may be too cold for this learner.

YES - Seashell are interesting in texture and shape and are not cold. Delia may also be familiar with shells since she likes going to the beach.

NO - Small beach balls might roll away too easily unless the adult continues to put them back into place. The smooth plastic may also not be motivating.
Physical Therapist: I want to get Donovan moving, but all he can do easily is mouth objects when we bring them near his face. His hands are always fisted and his legs stay in a scissor position most of the time. The only time we see leg movement is when he has a spastic kick though that happens often.

Classroom Teacher: I think we need to use the Little Room so we can continue to provide opportunities for him to explore with his mouth and perhaps utilize the random unintentional kick to cause something to happen. Remember Active Learning helps a learner move from reflexive to intentional behavior. He doesn’t seem to use his vision very well, but responds to louder sounds like doors or cabinets banging. He does move his hand a bit on a Scratch Board.

Scenario 6: Select from the following items one object that would be best to use in the Little Room with Donovan: piece of Mylar on a stick, beads and plates, set of keys.
Scenario 6: Select from the following items one object that would be best to use in the Little Room with Donovan.

NO - This Mylar toy is shiny, but vision does not seem to be a Pathway to Learning for this student. It makes a soft sound when raked, and he seems to respond to loud sounds. He may or may not want to mouth it.

YES - Plates and beads hung over his feet if kicked accidentally are good. Active Learning starts with reflexive movements and over time they become intentional. Plates may not work as well near his face but beads might.

NOT BEST OPTION - Keys could be mouthed and do produce a soft sound when moved. They probably wouldn’t provide much feedback if kicked..
Occupational Therapist: Eli is just beginning to try to take things apart, and I want to encourage that skill. What are some things we could use to work on that when we are playing together?

Teacher: Vision is his strength, and he prefers bright colors. He has developed a good grasp and release, and he really likes to explore and experiment with all sorts of objects.

Scenario 7: Select the best object choice for Eli to practice taking apart: colorful Lego blocks, metal bowl and wire whisk, various bottle brushes and colorful bottles.
Scenario 7: Select the best object choice for Eli to practice taking apart.

NOT BEST OPTION - Lego bricks are brightly colored and would be motivating. However if he is just beginning to try to take things apart this might be too big a challenge.

NO - A metal bowl and wire whisk make a great sound and the whisk is easy to grasp. They do not provide an opportunity to take apart.

YES - Bottles and bottle brushes, modified with bright colors that appeal visually, are easy to take apart. The adult in the interaction can replace the brushes for the student.
Parent: I want to do some activities at home to work on Aisa’s finger strength. She uses her scratch board a lot and is raking her fingers on many different textures she likes. But I would like to add some other type of activity.

Occupational Therapist: You know, since her main motivation seems to be taste, why don’t we try something with food. She doesn’t like sweet things for sure, but she does enjoy other foods, especially veggies. What if we did finger-painting with food?

Scenario 8: Select the best food item to use in a finger-painting activity with Aisa: condiments (ketchup, mustard, and mayonnaise), pureed vegetables, yogurt.
Scenario 8: Select the best food item to use in a finger-painting activity with Aisa.

NOT BEST OPTION - Ketchup, mustard and mayonnaise are edible and could be used to finger-paint. The taste might be too strong or not preferred.

YES - This student likes vegetables, and pureed veggies or baby food veggies would work well for a food finger-painting activity.

NO - Though yogurt could be used to finger-paint, the sweet flavor is not a motivator for this student.
Scenario 9

Classroom Teacher: This week we are **studying magnetism** in our class. I need to think of **how to present this to Ava**. It is a real challenge since she is **developmentally about 6-12 months** according to her *Functional Scheme* assessment and Present Levels of Academic Achievement and Functional Performance.

Occupational Therapist: It would be nice to include this when she is **working on the Support Bench** because she really **uses her hands to explore objects** there. Let’s think about how we could create an activity for her on magnetism.

Scenario 9: Select materials that would be the best choice to teach about magnetism while Ava is on a Support Bench: a metal tray with magnetic toys, plastic paint tray with glass pebbles, Brazil nuts, refrigerator magnets, large magnet, and plastic combs, a metal magnetic bowl with keychains that are part plastic, wooden blocks, nuts and bolts.
Scenario 9: Select materials that would be the best choice to teach about magnetism while Ava is on a Support Bench.

**NOT BEST OPTION** - A magnet tray is a great activity while on a Support Bench for developing grasp and pull, but Ava may not learn much about magnetism.

**NO** - This plastic paint tray with a variety of objects: Brazil nuts, glass pebbles, plastic combs, a magnet, and refrigerator magnets. Nice for comparison, but neither the magnet or refrigerator magnet have anything metal to connect with so not much can be learned about magnetism.

**YES** - The magnetic parts bowl filled with keychains (part metal/plastic), wooden blocks, and nuts and bolts provides a nice comparison of objects that are and are not attracted to magnets.
Teacher of Students with Visual Impairments: I have noticed that Danny is very interested suddenly in putting his fingers in the holes of a room divider. I would like to encourage him to continue this by giving him more objects to explore in that way.

Classroom Teacher: Yeah, I noticed that, too. But the funny thing is he only does that with the yellow room divider and not the blue one. I feel like he sees bright colors and things with lights, but I am not sure. Maybe that is why he likes the yellow divider.

Scenario 10: Select the best object to add to Danny’s collection of objects that might encourage him to poke fingers in holes: yellow tennis ball, wicker basket with yellow lining, blue hollow decorative ball.
Scenario 10: Select the best object to add to Danny’s collection of objects that might encourage him to poke fingers in holes.

NO - This yellow ball might be something he notices, but it will not allow him to work on poking fingers in holes.
YES - This wicker basket has places to poke fingers in holes and the yellow liner might attract his attention. Later you could add other items in the basket to stick fingers inside.
NOT THE BEST OPTION - This ball has great places for poking fingers inside, but the color blue did not seem to attract Danny’s attention.
Scenario 11

Classroom Teacher: Joe does not want to engage in activities with adults as a result of autism. He bangs his head when distressed, to the point that he required stitches. He has a helmet, but tries to take it off throughout the day. When people try to make him participate in activities, he runs away! We need to get Joe interested in what someone else is doing, so he wants to stay with them.

Paraprofessional: I am just getting to know him, but I think he gets frustrated when he can’t speak to tell us what he wants. I do know that Joe likes to be on the move and doesn’t want to sit down for very long. He especially likes bouncing a basketball. He would do that all day long if he could.

Scenario 11: Select the materials that offer the greatest chance of holding Joe’s interest during an adult-child activity using Phase 1 Offering techniques: light up switches that make animal sounds, elastic board, gathering drum and balls.

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Scenario 11: Select the materials that offer the greatest chance of holding Joe’s interest during an adult-child activity using Phase 1 Offering techniques.

NO - Switches that light up and make animal sounds could be interesting if the child enjoys loud sounds. There is not much else to learn from these lighted switches.

NOT THE BEST OPTION - This Elastic Board makes good sounds when grasped and let go, but it doesn’t have any similar characteristics to the basketball Joe likes so it might not be interesting to the child.

YES - Dropping various balls on a gathering drum and creating interesting sounds may cause this student to become interested in the activity and these objects. We know he likes playing with a basketball.
Scenario 12

Classroom Teacher: When I position Jenny in the HOPSA Dress she really likes to spin around in circles.

Physical Therapist: I am glad to see her moving so much more, and I wish we could get her to place more weight over the foot, stepping instead of just spinning. I want to encourage her to push down with the feet and not just rub them against a surface.

Scenario 12: Select the best material to use with Jenny that would help the Physical Therapist’s goal of pushing down with her feet: Door Stop Board, Tipping Tray with wooden dowels, massaging board.
Scenario 12: Select the best material to use with Jenny that would help the Physical Therapist’s goal of pushing down with her feet.

NO - The Door Stop Board makes an interesting sound, but doesn’t allow for the child to put the foot flat on the ground.

YES - By pushing the foot against the Tipping Board, the dowels will roll and make noise, and promote the desired movement of Jenny’s foot.

NOT THE BEST OPTION - The massaging board is tactually interesting, and she can roll her foot against it. It doesn’t encourage her to push down on the floor very much.
Scenario 13

Classroom Teacher: I am looking for an activity for David to do while seated in his wheelchair that would encourage him to play more constructively. He is ready to work on learning to build or take apart.

Occupational Therapist: Since David has spastic cerebral palsy, it takes a lot of effort to pick up objects with his hands. But I have noticed that he loves to grasp balls and drop things on the floor.

Scenario 13: Select the materials that would best meet David’s needs and the teacher’s objective of building and taking apart while David is seated in his wheelchair: tall metal trash can and golf balls, O-balls, shallow bin with Snap Stars.
Scenario 13: Select the materials that would best meet David’s needs and the teacher’s objective of building and taking apart while David is seated in his wheelchair.

NO - Putting balls into a container might be fun, but may be difficult for him to grasp. It does not focus on taking apart or building. This trash can is too tall for a child with severe CP to get his arms into to take the balls out.

NOT THE BEST OPTION - O-Balls are easy to grasp, but have nothing to do with the goal related to building or taking apart. He might enjoy dropping them on the floor.

YES - Snap Stars can be built into various shapes and openings make it easy to grasp, for taking apart and putting together. A shallow container allows the child to grasp objects in the container.
Parent: Donatella has cerebral palsy and cannot roll over on her own, but she likes to bat at objects. I want to encourage her to grasp things in her hand when she is lying on her back.

Music Therapist: I’ve noticed during music class how much she is motivated by objects that make sounds. Maybe we could find objects that make interesting sounds for you to use with her in the Little Room.

Scenario 14: Select the object that is the best to motivate Donatella to grasp things while on her back in the Little Room: wind chimes, Shandi chime, long braided rope of stretchy material.
Scenario 14: Select the object that is the best to motivate Donatella to grasp things while on her back in the Little Room.

YES - Wind chimes like this are small and a child might get her fingers tangled on either the chimes or the wood pieces to activate the chimes for good auditory feedback.

NOT THE BEST OPTION - She can bat this Shanti chime, but it is difficult to grasp the holder at the bottom. The blue part of the chime is too large for this child to grasp independently.

NO - A stretchy material braid gives tactile input, but doesn’t make sound. It may be difficult to grasp because the braids are the same size and long.
Scenario 15

Occupational Therapist: Joey cannot bring his spoon up to his mouth during meals. He lacks the ability to rotate the wrist to turn his palm down (pronation) or to rotate it so the palm is up (supination). This prevents him from being able to scoop food.

Music Therapist: During our group activity, he can grasp objects in his hands. He is very motivated to make music with the other kids. Could he also do something during that time to work on wrist rotation?

Scenario 15: Select the item that would be best to help Joey work on the desired skills of both therapists during music group: maracas, Rainsticks, stringed instruments (autoharp, ukulele)
Scenario 15: Select the item that would be best to help Joey work on the desired skills of both therapists during music group.

NOT THE BEST OPTION - Maracas let him grasp and shake his hands, but not necessarily rotate the wrist. This will help the music therapist but not the occupational therapist.

YES - Rainsticks vary in size, require rotation of the wrist in supination and pronation to be activated, and use skills needed to rotate a spoon into the mouth. They can also be used in group music.

NO - String instruments allow for strumming with fingers, but do not necessarily work on pronation and supination of the wrist. These help the music therapist but not OT.
Classroom Teacher: I am making a Position Board for Noel who likes to mouth things, shake and bang things, and open and close things. She also likes to smell things. Do you have any ideas for what I might include?

Teacher of Students with Visual Impairments: Well there are a lot of things you could include, but I also want to think about the color of objects. She has a clear preference for red. This is the only color we know she sees. Using a visually directed reach is one of her goals that I would like to work on in this activity.

Scenario 16: Select the best object to motivate Noel and work on her vision goal when using her Position Board: swing chains, wooden castanets, small tin box with lid (Altoid box).
Scenario 16: Select the best object to motivate Noel and work on her vision goal when using her Position Board.

NO - Metal chains certainly make a noise when shaken or banged, but they are not red and so might not help with the goal of using a visually directed reach. She also can’t open or close them.

NOT THE BEST OPTION - Wooden castanets make a great sound and you can open and close them. They aren’t red, however, and might not motivate a visually directed reach. You can open and close them.

YES - Hanging an empty Altoids tin on the board provides something to bang, open, close, mouth, and smell. It also has some red that might attract her attention.
Scenario 17

Occupational Therapist: Sunny’s grasp has improved so much and she is developing better finger strength as well. I want to encourage her to strengthen her fingers and hands.

Physical Therapist: I noticed that, too! I would also like to see her develop more strength in her arms. She needs to pull against something that provides a little resistance. What could we use to create a learning environment to work on both of these goals?

Scenario 17: Select the best material to work on the goals of strengthening Sunny’s fingers, hands, and arms: piece of Mylar on a stick, shoeboxes that have lids attached with elastic, metal tray with suction cup toys.
Scenario 17: Select the best material to work on the goals of strengthening Sunny’s fingers, hands and arms.

NO - This is crinkle paper on a stick, which will not do much to develop Sunny’s hand, and arm strength because it also doesn’t offer resistance for her to pull against.

NOT THE BEST OPTION - Boxes with lids attached by elastic allow for a two-handed open-close game and help Sunny practice grasping, taking off, and putting on. They won’t work on finger, hand, and arm strength.

YES - Suction toys in a heavy metal baking tray require some strength to "pull off" the tray. This also allows for a two-handed game that works on finger, hand, and arm strength.
Parent: Now that Lilly is getting ready for transition from school to adult life, I would like her do things at home like learning to make a sandwich.

Classroom Teacher: Before learning to make a sandwich she needs to understand the concept of on top of or stacking. Lilly is working at 15-18 months in fine motor according to updated Functional Scheme, and was marked as “learning has begun” on the item “builds a pile of three bricks”. She likes auditory feedback. She doesn’t have much finger strength to grasp heavier objects and tires of this type of activity very quickly.

Scenario 18: Select the item that would be the best to use with Lilly to help her develop the ability to stack objects: Lego blocks, large wooden blocks, small plastic cups.
Scenario 18: Select the item that would be the best to use with Lilly to help her develop the ability to stack objects.

NO - Stacking plastic bricks like these requires higher skill level when adjusting the position and the auditory feedback is minimal as they are made of a softer plastic.

NOT THE BEST OPTION - Wooden blocks provide good auditory feedback but need to be placed accurately to achieve success consistently. They are also heavier than other options.

YES - Stacking cups are light weight, give good auditory feedback when successfully stacked together or dropped, and have a high rate of success to make a pile of three.
Scenario 19

Occupational Therapist: I am trying to get Brittany to reach out above her shoulder while she is on the Support Bench, instead of keeping her hands down below the shoulder.

Paraprofessional: She loves having an adult interact with her and we are working on turn-taking interactions. Brittany loves loud sounds and has developed a lot of strength to bat at objects.

Scenario 19: Select the set of items that best help Brittany work on reaching out above her shoulders and turn-taking with an adult while positioned on a Support Bench: Tipping Tray with dowels, plastic bowling pins, castanet board.
Scenario 19: Select the set of items that best help Brittany work on reaching out above her shoulders and turn-taking with an adult while positioned on a Support Bench.

NO - The Tipping Board provides auditory feedback and if positioned correctly Brittany could work on reaching above her shoulder. She can’t really bat it and turn-taking with an adult would be limited.

YES - She takes a turn by reaching above her shoulder to knock down the pins positioned correctly. The adult’s turn is to stand them back up. The sound of the pins dropping also provides good auditory feedback.

NOT THE BEST OPTION - A castanet board provides auditory feedback. If positioned correctly it can encourage her to reach above her shoulder, but it doesn’t offer turn-taking opportunities.
Credits

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