Active Learning Program Planning

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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.
In addition to the writing the Present Levels of Academic Achievement and Functional Performance (PLAAFP) and Goals and Benchmarks, there are other parts of developing a program that must be address.

This includes: Supplementary Aids, Related Services, and Program Modifications, Special Factors, Transition Planning, and Placement

What do you need to understand about these sections and how to include information to assure appropriate implementation of a program of Active Learning?

This session will share information to help both educators and family members in developing programming to implement an Active Learning approach to instruction for individuals with significant multiple disabilities.
Participants will be able to:
Discuss how Active Learning should be address in Supplementary and Related Services, and Program Modifications.
Identify ways to address Active Learning approach in Special Factors, Transition Planning, and Placement.
You will learn

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

1. advocate for an Active Learning approach in the IEP
2. specify needed AT related to Active Learning in the IEP
3. specify needed training for staff and family related to Active Learning in the IEP
4. specify which Active Learning instructional strategies to use during instruction
5. specify an Active Learning approach when developing PBIS and/or a BIP
6. advocate for including Active Learning elements in Transition Planning

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

1. advocate for an Active Learning approach to be specified in the student’s IEP
2. specify needed assistive technology related to Active Learning in the IEP
3. specify needed training for staff and family related to Active Learning in the IEP
4. specify in the IEP which Active Learning instructional strategies to use during academic and functional skills instruction
5. specify an Active Learning approach when developing PBIS and/or a BIP in the IEP
6. advocate for including Active Learning elements in Transition Planning
Sections of the IEP we will discuss

- Supplementary Aids, Related Services, and Program Modifications
- Special Factors (behavior, English as a second language, blindness and visual impairments, communication needs/deafness, assistive technology)
- Transition Planning
- Placement

Supplementary Aids, Related Services, and Program Modifications
Special Factors (behavior, English as a second language, blindness and visual impairments, communication needs/deafness, assistive technology)
Transition Planning
Placement
Section 4

Supplementary Aids, Related Services and Program Modifications
The team must consider what supports are needed to help the student achieve the goals and benchmarks (objectives) that have been written. This includes:

1. Supports that will allow the student to be educated with non-disabled children to the maximum extent possible
2. Services to help the student benefit from special education
3. Supports to staff who are working with the student
When advocating for an Active Learning approach for a student there are specific things that should be included in the IEP document under:

• Supplementary Aids and Services
• Related Services
• Program Modifications
Supplementary Aids and Services

IDEA 34 CFR §300.320(a)(4) says supplementary aids and services:

Means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. §300.320(a)(4)

To learn more about supplementary aids and services go to Center for Parent Information and Resources – [https://www.parentcenterhub.org/iep-supplementary/](https://www.parentcenterhub.org/iep-supplementary/)
Supplementary Aids and Services

Can include:
• accommodations and modifications to the curriculum
• direct services and supports to the child, and
• support and training for staff who work with that child
Some examples include:
• Focusing on pre-requisite skills aligned to the general curriculum
• Limiting content within the curriculum
• Physically altering the room arrangement
• Providing one-on-one instruction
• Slowing the pace of an activity

• Shortening activities
• Allowing more frequent breaks
• Using real objects and experiential learning
• Providing training for all personnel about Active Learning to better include the student in general education instruction
• Allowing time for team planning related to student’s programming
Divide your participants into 3 groups and have each group review one of these topics on the Active Learning Space website at http://activelearningspace.org/program-planning/supplementary-aids-related-services-and-program-modifications. They should report back to the larger group what they found about each topic.

To learn more about this topic read Supplementary Aids, Related Services, and Modifications on the Active Learning Space Website.

This activity should take approximately 5 minutes.
Related Services

IDEA 34 CFR IDEA §300.320(a)(4) defines Related Services as:

Related Services: related services help children with disabilities **benefit from special education** by providing extra help and support in needed areas, such as speaking or moving. Related services can include, but are not limited to, any of the following:
Related Services

• speech-language pathology
• audiology services
• interpreting services
• psychological services
• physical and occupational therapy
• recreation, including therapeutic recreation
• early identification and assessment of disabilities

• counseling services
• orientation and mobility services
• medical services for diagnostic or evaluation purposes
• school health, school nurse services
• social work services in schools
• parent counseling and training

To read more about related services go to Center for Parent Information and Resources
Parent Training is a related service and can be provided in a variety of ways:
- By experts on your team or education consultants
- Workshops or conferences
- Books and articles about Active Learning
- Active Learning Space website, newsletter and Pinterest posts
- Active Learning Study Group webinars – live and archived
- Online modules like this one!
Program Modifications

IDEA 34 CFR IDEA §300.320(a)(4) defines Program Modifications as:

Program Modifications: Supports are available for the those who work with these students, to help them help the children be successful in school.

For more information on program modifications go Center for Parent Information and Resources
Some program modifications might include:

- staff attending an Active Learning conference or training,
- getting help from another staff member or administrative person to implement Active Learning
- having an aide in the classroom for one-on-one support
- getting special equipment or teaching materials
Section 5
Special Factors
IDEA 34 CFR IDEA §300.324(a)(2)(i)-(v) lists five special factors that the IEP team must consider in the development, review, and revision of each child’s IEP. The special factors listed on the Parent Information and Resource Center website include:

- Behavior
- Limited English proficiency
- Blindness or visual impairment
- Communication needs/Deafness
- Assistive technology

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Behavior
Limited English proficiency
Blindness or visual impairment
Communication needs/Deafness
Assistive technology
Behavioral assessment and intervention

(i) In the case of a child whose behavior impedes the child’s learning or that of others, [the IEP team should] consider the use of positive behavioral interventions and supports (PBIS), and other strategies, to address that behavior;

A functional behavioral assessment (FBA) is a process to identify the function of a student’s behavior. The information collected during the FBA process should be used to create effective behavior supports and plans.

A behavior intervention plan (BIP) is a plan that’s designed to teach and reward positive behaviors.
Positive Behavioral Intervention and Supports (PBIS) is a special factor. Trust, bonding, and communication supports may be key to reducing some behavioral barriers to learning for the child. This may require one-on-one instruction, reduced demands, less noise, or more stimulation. Use of the Five Phases of Educational Treatment developed by Dr. Nielsen during adult-child interactions could be a special factor.
Some students may need a certain amount of time each day in independent learning environments to reduce prompt dependency. Others may need highly engaging learning environments based on preferences to help reduce self-stimulation when not in direct instruction.
The team should:

- Identify behaviors that are interfering with learning – the Developmentally Impeding Functions can help with this;
- Provide PBIS related to Active Learning utilizing appropriate instructional techniques (5 Phases of Educational Treatment) and develop highly motivating learning activities and environments;
- Adjust the student’s schedule, pacing of activities, duration of activities, level of demands to reduce stress and increase trust; and
- Develop a BIP if necessary to address behaviors so that everyone on the team knows what to do.
Limited English Proficiency, Blindness, Deafness section 9101(25) of the Elementary & Secondary Education Act (ESEA)

Many children with significant disabilities have delays in language development and learning because of factors such as:

- Hearing loss or deafness,
- Vision loss or blindness,
- Cognitive impairments including seizure disorder and stroke,
- Inability to interact readily in the environment and engage with others due to physical, emotional or cognitive challenges.

For some of these children English is also a second language.
Here are some specific strategies to that might be noted in the IEP:
Don’t interrupt learning - talk only when the student takes a break, just prior to the activity, and/or at the end of the activity
Here’s an example of Patty Obrzut interacting with a student.

Share this example of Patty Obrzut interacting with a student. NOTE: This is an embedded clip.
Special Factors

In Active Learning you should target vocabulary and use it consistently across all environments.

- Learn the terms the family uses and try to use them as much as possible (shoe or sneaker? coat or jacket? puppy or perrito?).
- Identify important key vocabulary related to foundational or basic concepts (hot, cold, hard, soft, excited, sleepy) from the general curriculum and for functional skills.
- Identify and name key people working with the student and specific places and activities (Mom, Mrs. Joseph, gym, bus, swing).
Use the appropriate forms of communication to meet the child’s language needs:
- Speech
- Object cues
- Tactile symbols
- Pictures

Pay attention to the child’s movements...it is often how they communicate!

Watch this video from Patty Obrzut.

Share this video with your participants. Video from Patty Obrzut at https://library.tsbvi.edu/Player/15190 – approximately 2 minutes.
Ask for feedback.
Use Phase 2 Imitation and Phase 3 Interaction to develop conversational turn-taking based on what the child is interested in or doing.

**Watch the interaction between Jarvis and his teacher and speech therapist.**

Use **Phase 2 Imitation** and **Phase 3 Interaction** to develop conversational turn-taking based on what the child is interested in or doing.

**Watch the interaction between Jarvis and his teacher and speech therapist** – at [https://library.tsbvi.edu/Player/14775](https://library.tsbvi.edu/Player/14775) – approximately 3 minutes.
“Pre-teach” concepts to be used in group activities by giving the student time to explore materials and real objects at his own pace prior to the activity.

For example, exploring all the ingredients prior to a cooking activity during independent play or in adult-child interaction time.
Special Factors

IDEA 34 CFR IDEA §300.5 & §300.6 says the following:

Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

The term does not include a medical device that is surgically implanted, or the replacement of such device.
Special Factors

The pieces of equipment used in Active Learning (Resonance Board, Little Room, or HOPSA dress) are considered assistive technology.

These may be needed:
• to develop specific motor skills needed to travel or eat,
• to teach spatial orientation for the purpose of orientation and mobility,
• to increase awareness of the auditory qualities of various sources of sound targeted during auditory training, or
• to teach independent recreational and leisure activities.

Make sure to include specific Active Learning equipment and materials as needed assistive technology in the IEP.

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Make sure to include specific Active Learning equipment and materials as needed assistive technology in the IEP.
Special Factors

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes—

a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child’s customary environment;

b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;

c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

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b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;

c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
Special Factors

d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

e) Training or technical assistance for a child with a disability or, if appropriate, that child’s family; and

f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.
The IEP team needs to consider what assistive technology services will be needed by:
• The student
• The family
• The professionals working with the student

This should be documented in the IEP.
Section 6
Transition Services
IDEA 34 CFR IDEA §300.320(b) mandates that Transition Services begin not later than the first IEP when the child turns 16, or younger if the IEP Team decides it is appropriate. These services include the development of appropriate measurable postsecondary goals and study, so the student can reach these goals by the time he/she graduates from high school.

To read more information about Transition Services see Parent Center for Information Resources - https://www.parentcenterhub.org/iep-transition/
Active Learning is an approach that can be used to teach the skills needed to meet postsecondary goals. For these students many of the postsecondary goals will focus on improved independent living skills, social interaction skills, recreation and leisure skills, and vocational skills.

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Using Active Learning techniques such as sharing the work (Phase 4) or consequences (Phase 5) can help teach the student to participate in a wide range of activities such as doing laundry, cooking, caring for pets, and recycling.
Transition Services

Participation in recreation and leisure activities should be considered in Transition Services. An Active Learning approach can be used to make these options more enjoyable for the young adult.

Support and supervision doesn’t mean the adult is doing everything “with” the individual. Take a look at this video of Dean in the swimming pool.

Look at this video of Dean in the swimming pool. NOTE: This is an embedded video clip. Ask for comments.
As part of developing Transition Services, decide if Active Learning equipment can be provided for use outside of school.

Using an Active Learning approach at home or in group care facilities can be key to a successful post-school outcome.

Are Active Learning environments and activities available in these places?
Staff from adult rehabilitation and adult care services may also need to have training in Active Learning.

This can be added to the Transition Services plan.
You may want to review Transition Services on the Active Learning Space Website to learn more about how Active Learning can support Transition Services.

We also encourage you to check out the Active Learning Study Group webinar on working with older students to gain additional information.

You may want to visit these pages at http://www.activelearningspace.org/program-planning/transition-services and at https://library.tsbvi.edu/Player/16468 so that participants can review them at a later date.
Some Questions to Consider:
How can daily activities that take place at home, in community settings and adult service environments utilize Active Learning approaches?
How will adult service providers receive training in Active Learning?
What Active Learning equipment will the student need to use in adult service settings including at home?
Who will pay for needed equipment and materials?
Section 7

Placement
Placement

IEP team is responsible for deciding placement and how instruction is provided in order for the student to receive a Free and Appropriate Public Education (FAPE).
Placement is not the first thing considered in the process.
Placement should be driven by the needs of the student.

It is the IEP team’s responsibility to decide where the child should be placed and how instruction is provided in order for the student to receive a Free and Appropriate Public Education (FAPE).
Placement is not the first thing considered in the process.
Placement like all other aspects of the IEP process should be driven by the needs of the student.
The final step in the IEP meeting is to decide where the student’s IEP should be implemented. IDEA requires that the child be educated in the least restrictive environment which may be different for each child depending on the options available within the local school district and what provides the student the least restriction in accessing learning.

- Many students with severe and multiple disabilities will be placed in self-contained life-skills classrooms.
- Some will spend at least some part of their day in a grade-level regular education classroom.
- Others may attend specialized learning centers or residential schools.

All of these could be considered the least restrictive environment, depending on the student and what is available within a district.
IDEA 34 CFR §300.114(a)(2) says this about least restrictive environment:

Each public agency must ensure that—

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [§300.114(a)1]
In any placement for students who need an Active Learning approach, the team should decide if the program can be implemented there.

If the student’s need for this approach cannot be provided in a setting, even with supplementary aids and services, the IEP team should consider whether another placement is needed for at least part of the day.

In any placement for students who need an Active Learning approach, the team should decide if the program can be implemented there.

If the student’s need for this approach cannot be provided in any particular setting, even with supplementary aids and services, the IEP team should consider whether another placement might be needed for at least part of the day.
Options can include:
Regular classroom setting with:
• Pullout time in a therapy room or gym where equipment is shared
• A place and time to complete Active Learning activities within the regular classroom or other setting
• Strategies for making group time more meaningful by incorporating real objects, materials, and Active Learning instructional strategies
• Time during independent exploration to explore materials used in group activities so the child is more familiar with the object
Placement

Options can include:
Full-time placement in a self-contained classroom where Active Learning is used throughout the day
Placement in specialized centers or schools where Active Learning is used
Any other placement the IEP Team deems appropriate based on the needs of the student including instruction in the home
Additional References and Resources

Center on Parent Information and Resources Website
https://www.parentcenterhub.org/find-your-center/

IDEA: Individuals with Disabilities Education Act
https://sites.ed.gov/idea/

United States Department of Education Website
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."