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:
When and why you would use Phase 1 Offering with your students.
How to use the educational treatment of Offering in adult-child interactions with your student.

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

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Section 5:

Phase 1: Offering
Children at the earliest developmental levels (birth to an emotional level of 2 years) will typically need the adult to utilize the techniques described in Phases 1-3. Only when the child is developed emotionally to the level of 24 months will an adult use Phase 4 and then later Phase 5 with the learner.
The Five Phases of Educational Treatment provide teachers, professionals, and parents with the techniques necessary to treat the emotional and social level of a learner, as well as academic, cognitive or physical ability level. These are the Five Phases of Educational Treatment:

1. Phase 1: Offering
2. Phase 2: Imitation
3. Phase 3: Interaction
4. Phase 4: Sharing the Work
5. Phase 5: Consequences
Phase 1: Offering

Purpose of Phase 1:

- to promote trust between learner and adult
- to observe learner’s reactions
- to identify what learner likes/dislikes
- to establish an understanding of learner’s emotional level
- to introduce self-activity

Trust is critical to learning. Without trust between the learner and the adult, the child feels stressed. It can take a very long time for some children to feel secure and trust new people interacting with them. This is why there may be a need for the team to limit the number of individuals directly interacting with a child for a period of time. Related service staff may need to role-release to the classroom teacher or a paraprofessional so that stress is kept at a minimum and trust is developed with at least one person.
This can also allow others to observe the learner’s responses and collect data for changes that may need to be made in various activities and learning environments.
**Phase 1: Offering**

Most important concept to understand is:

*Absolutely no demands are placed on the learner at all.*

The only "request" adult is making is that learner allows adult to play nearby and this request is a non-verbal one.

When introducing novel objects or activities, always go back to offering first.

During the phase of offering, the most important concept to understand is:

*Absolutely no demands are placed on the learner at all.*

The only "request" the adult is making is that the learner allow the adult to play near the learner and this request is a non-verbal one.

Demands on a child at this point are counter productive. Think about times when you were trying to learn something new and another person was hanging over you telling you to do it a certain way. How did that work for you?

You have succeed in your interaction if the child allows you to be near him while he plays. THAT is your goal.

Even if a learner is able to play at higher levels such as imitation, interaction, sharing the work or consequences – whenever introducing novel objects or activities you should start by “offering”. The learner needs time to become ready to trust you to keep him safe while he takes on something new.
Phase 1: Offering

Role of the Adult in Offering
1. gathers materials and objects that reflect the child's emotional level
2. begins to explore / experiment with objects in general area of learner and in a way that if learner desires, he can reach out, touch, interact with, or take objects that adult is manipulating
3. must accept the way learner chooses to interact with object
Adult is making an "offer" of activity and learner can accept or decline that offer

Role of the Adult in Offering
1. gathers materials and objects that reflect the child's emotional level.
2. begins to explore and experiment with these objects in the general area of the learner and in a way that if the learner desires, he/she can reach out and touch, interact with, or take the objects that the adult is manipulating.
3. must accept the way the individual chooses to interact with the object.
The adult is making an "offer" of activity and the learner can accept or decline that offer.

It is very important when you start working with a child to have a large variety of materials near you so you can determine what features of the object is attractive. You also need to have things that you think the child will be able to do something with using skills you have seen demonstrated. So, for example, if you have never seen the child move voluntarily, you could place a plate filled with marbles on the child's chest so that by just breathing something can happen as a result of the child’s actions.

It is good to work on a Resonance Board so that the space is defined, objects will roll back towards you and the child, and any movement will be amplified by vibrations and auditory feedback from the board. Remember in the Dynamic Learning Circle, Stage 1 is about having the child become aware and interested in something so that
he will take some action.
Phase 1: Offering

General Guidance

If the learner interacts with objects in the environment, the adult must accept method of exploration as acceptable.

If the learner mouths, throws, taps, bangs, pushes, bites, bends, etc. an object - the adult must not interfere with that exploration.

It is also very important that the learner explores and experiments with objects any way he chooses. There is no right or wrong way. Even if the child is much older, if he mouths the object, let him. If he throws or bangs the object, that is cool. During this time you are just trying to establish emotional ties with the child and to learn more about preferences and skills.
At no time should the learner be asked to complete a task or be asked a question.

Verbal responses should only be to comment directly on what the learner is doing, and only during the pauses in activity.

Simply speaking to the learner can be "misinterpreted" as a request, causing the learner to shut down, move away, or engage in negative behavioral responses.

DON’T talk to the child unless he takes a break from his activity. Then keep your comments brief and descriptive of what you saw the child do.

DON’T suggest that the child play with the toy in any particular way or allow you to show him the “correct way”.

ALWAYS use hand-under-hand.
Issue: Learner moves away from adult
If the learner is able and moves away from an adult, do not move or chase the learner.
Continue to engage in the activity for 5-10 more minutes and observe.
If the learner does not return then you probably began activity in too close proximity to learner.
Say to student that you had a great time playing and maybe you will do so again tomorrow.

Sometimes the learner may move away from the adult for a variety of reasons:
• He may need to take a break
• He is not sure he can trust the adult yet
• He becomes overly excited and needs to regulate himself
• He is signaling a desire to end the activity

Just keep playing with your object for a time. It is a good idea to have duplicates of objects for this reason, but you may also need to find a different object to offer that may attract his attention.
If, after playing for a time, the child does not return to you (about 5-10 minutes) then end the activity and say that you will play again later. That might be later in the day or even the next day.
The following day, begin again - only a little further away from the learner and possibly for a shorter period of time.

During activity, "accidentally" toss objects away from you so that they land near learner.

Hopefully, learner will remain in area near you, and will eventually move toward you or objects in the area.
The focus is that the learner has accepted the adult and the objects into his environment and has begun to accept “offer” of activity.

The adult can use information gained through observation to understand more about the learner, his skill level and his method for contacting the world around him.

The individual cannot learn anything from adult if learner does not want to be near adult.

The focus is that the learner has accepted the adult and the objects into his environment and has begun to accept the offer of the activity.

The adult can use information gained through observation to understand more about the learner, his skill level and his method for contacting the world around him.

The individual cannot learn anything from an adult if the learner does not want to be near the adult!
Watch this video example of an instructor at Penrickton Center for Blind Children using the technique of Offering with her student. The activity takes place on a Resonance Board.

Link to video is http://library.tsbvi.edu/Player/13381 – approximately 30 minutes long. You may wish to skip through sections if time does not permit viewing the entire video. Offering is often one of the more difficult educational treatments for adults to use so the length of this video is meant to help them understand how to pace themselves and how long they may need to wait for a response.

Initially using a mirror in front of where they are working with the child can be helpful. That way they can more easily observe the child’s responses and their own actions.
Spend time in groups thinking about these questions and then share. This activity will take 5-10 minutes.

What did you notice about Jack during this activity?
Slow to begin interacting with objects, had some clear preferences and dislikes, had limited ways to interact with objects, vocalized to express pleasure and displeasure, etc.

Did he show signs of distress? When?
When Cindy introduced vibrating massager to feet.

What did you notice about Cindy during this activity?
Very patient, didn’t change items right away, very focused on Jack and his behavior, had many things available to offer before activity began, remained very calm even when Jack became distressed, didn’t talk throughout the activity but did in pauses, used hand-under-hand, etc.

What would be difficult for you in utilizing the treatment of Offering?

How did Cindy respond to Jack emotionally?
She imitated his vocalizations that seemed to indicate pleasure, she didn’t treat his
upset as a “big deal” and just moved on, introduced new items if she sensed Jack had become bored with object being offered, made no demands

Do you think Cindy only used Phase 1: Offering during this activity?
No, she also used Phase 2 Imitation by imitating his vocalizations
Credits

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