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

About this session

Want to learn about the educational treatments for Phase 2 Imitation and Phase 3 Interaction?
Do you need to know how to use these educational treatments appropriately with your students?
This will be covered in this section.
This training utilizes content on Active Learning Space, a collaborative website developed by Penrickton Center for Blind Children, Perkins School for the Blind and Texas School for the Blind & Visually Impaired.
What you will learn

Participants will be able to discuss:
When and why you would use Phase 2 Imitation and Phase 3 Interaction with your students when using an Active Learning approach.
How to use the educational treatment of Imitation and Interaction in adult-child interactions with your student.
Section 6:

Phases 2 Imitation and Phase 3 Interaction
The purposes of Phase 2 Imitation for the learner are:
✓ to increase interest in activities nearby
✓ to increase his ability to initiate
✓ to increase his belief in himself
✓ to introduce activities and movements he has not yet performed
During Phase 2 the most important focus is on connecting with the learner through imitation of his/her actions.
Phase 2: Imitation

Role of the adult:
Adult imitates actions of learner on objects, even if those actions are stereotypical.
Good idea to have multiples of objects.
Playing alongside learner exhibiting skills at same emotional level.
After a time, adult can introduce a new action with object - make sure skill is within developmental ability level of learner.

Role of the adult:
In this phase the adult begins by imitating the actions of the learner on the objects, even if those actions are stereotypical.

It is a good idea to have multiple numbers of an object.

If the learner bangs on the object, so does the adult; playing alongside the learner exhibiting skills at the same emotional level.

After a time, the adult can introduce a new action with the object. Just make sure the skill is within the developmental ability level of the learner.
Phase 2: Imitation

See if the learner will imitate the adult.
If he does, this indicates the learner is beginning to pay attention to the activity of others in the environment.
If he does not imitate the skill or exhibits negative behaviors, go back to imitating the action of the learner again.

General Guidance for Phase 2
See if the learner will imitate the adult.
If he does, this indicates the learner is beginning to pay attention to the activity of others in the environment.
If he does not imitate the skill or exhibits negative behaviors, go back to imitating the action of the learner again.
Phase 2 Imitation: Cameron & Hollis

Watch this video

demonstration of imitation by brothers Cameron and Hollis.
Hollis uses a duplicate of the toy his brother is playing with to follow Cameron's lead and to imitate him.
Watch for the moment that Cameron becomes aware of what Hollis is doing and responds.

Watch this video with your participants or if you are using flipped learning you can ask them to review it before you meet.

demonstration of imitation by brothers Cameron and Hollis. Hollis uses a duplicate of the toy his brother is playing with to follow Cameron's lead and to imitate him. Notice that at some point Cameron becomes aware of what Hollis is doing and responds.

Video at http://library.tsbvi.edu/Player/13391 - approximately 2 minutes

Emphasize that first WE imitate the child. When the child becomes aware of our imitation and seems to want to play with us, we can offer something for him to imitate. This is when we move to interaction.
Ask participants to break up into small groups and discuss these questions before sharing as a larger group. This should take about 5 minutes.

**Why do you think it is important that we start by imitating the child rather than having the child imitate the teacher?**
Following the child’s lead lets the child know you are aware of what he is doing. The child must first understand that you are imitating him before he might feel comfortable enough to imitate you. Also the child is demonstrating a skill he already knows with the object. If you ask him to try something different too soon, he may feel it is too difficult, that he can’t succeed and refuse to continue to play near you.

**Do you think you should imitate some of the self-stimulatory behaviors you may see?**
Unless the behavior is self-injurious you probably should. Often self-stimulatory behaviors are the things the learner knows how to do best. They help to keep him alert but calm. Discovering that you can do the same action may create awareness and interest in staying with you.

**What would be difficult for you to do in Phase 2?**
Most people find it difficult at first to imitate what the child is doing, especially in front of others. But this is a critical step. Everything we “ultimately” learn to do comes from
our ability to imitate others and their actions, but first they have to discover what imitation is by what we demonstrate in our interactions with them. Are there other things that are shared?
Phase 3: Interaction

The focus of the activity at Phase 3 should be on interaction or turn-taking between the adult and the learner.

The choice of activity while interacting with the learner is based on his emotional level, motor skills, interests, dislikes and need for repetition.
Phase 3: Interaction

Adult’s Role in Phase 3:

The adult sets up situations and environments that will foster interactive games such as “you push it and I will pull it”, or “you give me a sound, now I'll give you a sound”.

It is important for the adult to be patient and wait for the learner to take a turn without trying to persuade him to act.

Simply be quiet and still.
Phase 3: Interaction

**General Guidance:**
If the learner is trying to complete a motor skill that she hasn’t mastered but it matches her motor development, say, “You can help me do this.”

If she is using her hands, provide every opportunity for her to familiarize herself with the activity or materials and participate.

She must be allowed to complete the movement when she wants to do it.

**General Guidance:**
If the learner is trying to complete a motor skill that she hasn’t mastered but it matches her motor development, say, “You can help me do this.”

If she is using her hands, provide every opportunity for her to familiarize herself with the activity or materials and participate.

She must be allowed to complete the movement when she wants to do it.
Phase 3: Interaction

Adult models activity as close to learner’s hands as she will allow (hand-under-hand so she has control and can withdraw them whenever she needs to)

If adult proceeds too quickly to phase of interaction, learner might withdraw or turn away
If that happens just return to imitation or even offering.

The adult can model the activity as close to the learner’s hands as she will allow, hand-under-hand for example. This allows her to have control of her hands and still withdraw them whenever she needs to.

If the adult proceeds too quickly to the stage of interaction, she might withdraw or turn away. Just return to the stage of imitation or even offering.
Phase 3: Interaction

The purposes of the Phase of Interaction are to help the learner:
✓ gain some dependency on another or several other people
✓ initiate interactions
✓ to enhance development of self-identity
✓ to give the basis for social development

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Phase 3: Interaction

Let’s take a look at an interaction between Jarvis and his teacher, Matt, on a visit to the Drum Store.

In this video Jarvis, who is DeafBlind, and his teacher explore instruments at a drum store. Afterwards, he uses an experience book with tactile symbols to share the experience with his speech therapist.

Several things to notice in this video:

Jarvis needs a lot of emotional support which is provided by his teacher.

His teacher does not make any real demands on Jarvis. Just hanging in there with his teacher is enough.

His speech therapist follows Jarvis' lead in talking about the experience as they look through the tactile book.

Video at https://library.tsbvi.edu/Player/14775
Phase 3: Interaction

Why do you think it is important for the child to begin to participate in interactions with an adult?

What types of turn-taking interactions do you have with your student?

What would be difficult for you to do in Phase 3?

Ask participants to break up into small groups and discuss these questions before sharing as a larger group. This should take about 5 minutes.

**Why do you think it is important for the child to begin to participate in interactions with an adult?**
It is an indication that he is beginning to trust the adult enough to actively engage with him.
The turn-taking interactions all humans use is the basis for developing conversations. It is also an important social step in that most human interactions require turn-taking.

**What types of turn-taking interactions do you have with your student?**
- Playing hand games
- Playing rough and tumble or tickle games
- Moving together after a signal
- Spinning a child on chair after a signal

**What would be difficult for you to do in Phase 3?**
- Waiting for the child to take a turn
- Being aware that the child was offering me a turn
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.

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