Active Learning Principles

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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.
About this session

Want to learn about the educational treatments for Phase 4 Sharing the Work and Phase 5 Consequences?
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 explain:
When and why you would use Phase 4 Sharing the Work and Phase 5 Consequences with your students when using an Active Learning approach.
How to use the educational treatment of Sharing the Work and Consequences in adult-child interactions with your student.
Section Seven:

Phases 4 and 5: Sharing the Work and Consequences
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 aim of sharing the work is to give the learner the opportunity to learn dependence and interdependence.

This is a very important principle to stress with your participants. Just as Dr. Jan van Dijk stresses in his article, An Educational Curriculum for Deaf-Blind Multi-Handicapped Persons, (https://nationaldb.org/library/page/85) before we can lead the child to do something we want them to do with us or independently, we need to first establish trust and bonding. Dr. Nielsen also endorsed this approach in her Five Phases of Educational Treatment. A child should be at approximately a 24 month level EMOTIONALLY before we use the treatments of Sharing the Work and Consequences.

Many of the children we target with an Active Learning approach will not reach that level of emotional development for a very long time. When we push them to participate in activities WITH AN ADULT, even if they have the motor and cognitive skills to complete the activity, we place them in a stressful position. Think about someone asking you to perform a song you have just learned on the piano to a group of people you don’t know! You may be able to play the piece perfectly in the privacy of your home and even with your music teacher, but how would you feel if you had to do it for an audience. Even playing it for you music teacher might be very stressful if you don’t trust that person not to criticize or judge you harshly.
So in Phase 4 Sharing the Work, we are still not placing demands on the learner (just as in phases 1-3). We are inviting him to share some of the work with us. We set up an activity that is highly motivating and within his ability to complete, and we share the activity. Our goal is his continued interest, willingness to perhaps try to help a little, and desire to be with us while we are doing this activity. Sometimes the activity might be just a simple care-giving activity or a fun art activity. The aim of sharing the work is to give the learner the opportunity to learn dependence and interdependence.
The purposes for the learner in the Phase of Sharing the Work are:
✓ to increase her experience of success
✓ to involve her in new social relationships
✓ to increase her interest in acquiring new abilities
Phase 4: Sharing the Work

The adult hope to teach that to be a person who does something, does not necessarily mean that one has to do everything, or do everything perfectly.

In this phase the adult introduces environments and activities that give the learner tasks to do that are based on the things the learner has experienced success in doing.

The adult’s role in Phase 4 is to show the learner that:

To be a person who does something, does not necessarily mean that one has to do everything, or do everything perfectly.

In this phase the adult introduces environments and activities that give the learner tasks to do that are based on the things the learner has experienced success in doing. Help is provided when needed. No demands are made on the student. If the student cannot or chooses not to complete an action, we just continue on with the activity.
Phase 4: Sharing the Work

General Guidance

Initially, tasks can be completed in a short time (up to a few minutes) without any consideration for how perfectly the learner can complete them. The adult lets the learner know who will complete each part of the tasks.

If the learner hesitates to do the task after being asked several times, the adult suggests they do it together.

In the beginning, the tasks can be completed in a few seconds up to a few minutes without any consideration for how perfectly the learner can complete them.

The adult needs to let the learner know which part of the tasks he will complete and which part the adult will complete.

If the learner is reluctant to do the task after being asked several times, the adult can suggest they do it together.
Phase 4: Sharing the Work

Make sure to give the learner plenty of time to complete the task, but if she still won't do it, consider if the task is too hard.

In complex tasks the adult may need to use various techniques (e.g. offering, imitation) for different parts.

Let the learner know how long the task will last and what will follow. At this point the learner is probably able to use a simple 2-3 slot calendar box to help organize the activity and his/her day.
Watch the video on Phase 4: Sharing the Work with Patty Obrzut and her student, Jalen.

https://library.tsbvi.edu/Player/16462 - Approximately 6 minutes
Divide participants into small groups or pairs. Have them discuss these questions and what they saw that led them to this conclusion.

Do you think the skills Patty targeted are at Jalen’s developmental level? 
Yes – He knows what a face should look like, he could put on glue, but she didn’t’ insist he do any step if he seemed to miss it after an attempt. She let him set the pace, didn’t tell him he was wrong, etc.

Do you think the activity targets an area of interest for Jalen? 
He obviously loves the Sesame Street characters – using their voices, what he know about the various characters

Do you think Patty demonstrated an appropriate level of encouragement for Jalen to share the work with her? 
Yes – she helped hold paper at times and positioned the glue stick. She pointed to placement if Jalen struggled.
Phase 4: Sharing the Work

Read this article, Kersten’s Story, by Matt Schultz, DeafBlind Outreach Consultant, TSBVI
Do you think this story reflects the approach of Phase 4: Sharing the Work?

This activity may be used as homework or you may actually want them to review it during the training. It can be found in your supplemental handouts.

Read this article, Kersten’s Story, by Matt Schultz, DeafBlind Outreach Consultant, TSBVI
Do you think this story reflects the approach of Phase 4: Sharing the Work?
Once a learner's emotional level has reached the age of 2 years or above, the phase of consequences can be introduced.
The learner has developed to a level that he can handle some stress to do things a certain way because he has developed a strong self-identity and knows he can do things independently. He also knows that he can trust the adults in his world not to make the consequences too much for him to bear, to criticize or judge him.

The aim of this phase is to help the learner understand that she can make choices and that her choices involve consequences.
Phase 5: Consequences

The purposes of the Phase of Consequence are to help the learner:

✓ endure meeting demands
✓ endure changes in life
✓ feel self-confident, which is fundamental in making your own decisions about your life
✓ establish a sense of responsibility

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In Phase 5 Consequences we begin to use activities that are more structured routines where we have an expectation that the learner will complete at least a few steps that we know he has the ability to do within the routine. Not completing the steps results in “consequences” in that the activity cannot go forward or a pre-determined consequence will occur.

Patty talks about a student who was learning to walk independently. When having to choose how to get to the store when they went for a walk he chose to travel on his own versus in the wagon. Patty had explained that if he got tired before arriving he would have to stop and rest until he could go forward because she couldn’t carry him. When, in fact, this situation occurred the learner had to accept the consequences of his choice. He was not punished or scolded, Patty sat with him until he felt strong enough to continue, but he did have to accept AND COPE with the outcome.
Phase 5: Consequences

Then after a time the adult begins to set up situations where the learner can experience the consequences of his/her actions.

For example, “If you want me to pour more milk, you must put your glass on the table.”
General Guidance:

The adult may accept a less than perfect response from the learner, and may need to offer encouragement either through prompting or modeling, e.g. “See you can put your walk up the driveway with your walker.”

The learner begins to understand choice-making.
Watch this video of Jalen getting his dinner with some help from Cindy. She utilizes Phase 5: Consequences with him throughout the activity.

https://library.tsbvi.edu/Player/16463 - approximately 6 minutes
Divide your participants into small groups or pairs. Give them approximately 2 minutes to discuss these questions. Ask the large group to share some of their discussion.

What were the “consequences” in this activity for Jalen?
When he spilled the water he had to clean it up.
When he forgot to get his fork he had to get up and go find one.
He had to go back and shut the drawer when he left it open.
He had to go back and find his drink.

What did Cindy do to support Jalen in this activity?
She didn’t prevent the water spill or make a big deal of it. She helped only when she was sure it was too big for him to handle on his own.
She didn’t get up and go get the items he forgot or criticize him for forgetting them.
She re-opened the drawer he left open after she closed it without thinking so he could come back and correct his actions.

Did she exhibit the appropriate adult role for Phase 5?

What questions or comments do you have about Phase 4 Sharing the Work and Phase 5 Consequences?
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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IDEAs that Work

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