2020 Texas Focus: Self-Determination
Saturday, February 29th, 2020
8:30 AM-10:00 AM and 10:30 AM-12:00 PM
Facilitating Self-Determination through Active Learning

Presented by
Perkie Cannon, Educational Consultant, ESC Region 11
pcannon@esc11.net
Dana Frankland, Educational Consultant, ESC Region 20
dana.frankland@esc20.net
Laura Hampton, TVI
lwh@hotmail.com
Claire Heins, Special Ed. Program Specialist, San Antonio ISD
cheins1@saisd.net

Developed for
Texas School for the Blind & Visually Impaired
Outreach Programs
Facilitating Self-Determination Through Active Learning
(Power Point Content)

Slide 1: Facilitating Self-Determination Through Active Learning (Power Point Content)
- Perkie Cannon, Educational Consultant, ESC Region 11
- Dana Frankland, Educational Consultant, ESC Region 20
- Laura Hampton, TVI
- Claire Heins, Special Ed. Program Specialist, San Antonio ISD

Slide 2: Objectives
- Understand Active Learning Concepts, including Active Learning Planning Sheet
- Identify potential environmental challenges
- Recognize how to encourage buy-in with other team participants
- Learn how to develop and support the collaborative team
- Explore challenges and successful supports within a district setting
- Resources

Slide 3: Agenda
- Introduction of two different cohorts participating in an Active Learning pilot program.
- Brief overview of Active Learning Principles
- Active Learning connection to Self-Determination
- Challenges and solutions of both teams
- How to access the resources for your success

Slide 4: Common Goal: Student Self-Determination through Active Learning
- Active learning - an approach to learning that is student-centered and guided, focusing on what a student can do
- Gives students opportunities to interact with their environment in a way they find accessible and they can do independently
- Promotes self-reliance and decreases dependence on others, particularly adults
- Developed by Lilli Nielson to address needs of students with visual impairment, but evolved to include children with a wide variety of needs
- Level 1 learners have often learned to be passive, have everything done for them
Slide 5: Active Learning

- Active Participation - Something the child can do independently
- Repetition of Opportunities - Each repetition may take much longer, but they still need as many repetitions and more than a typically developing student
- Appropriate to Developmental Level - Can’t run before you can walk
- Motivating - We all learn by what we are interested in
- Limited Interference/Distraction

Slide 6: Self-Determination Connection to Active Learning

- Self-determination includes: choice making, decision-making, problem solving, personal advocacy, assertiveness, and goal setting
- The ECC area of self-determination correlates to the Active Learning Functional Scheme area of Emotional Perception
- Providing opportunities centered around a learner’s preferences:
  - Provides a greater sense of control of his or her life
  - Supports communication and interactions with others
  - Increases choice making (including rejection)
  - Decreases boredom and inactivity
  - Encourages a greater voice

Slide 7: Challenges and Solutions

**Challenge:** Large, multi-level classroom  
**Solution:** Creative environmental arrangements

**Challenge:** Adult skepticism  
**Solution:** Conference attendance, Onsite visits, Active Learning on Pinterest

**Challenge:** Limited student engagement  
**Solution:** Preference Worksheet
Slide 8:

**Challenge:** Only 3 hours in the day

**Solution:** Rotation through the various activities, alternating fine motor/gross motor/interaction/independent

**Challenge:** Time available for training to bring everyone together

**Solution:** Zoom meetings during lunch, TSBVI Bridge modules, ESC Consultant Developed modules

**Challenge:** Progress documentation

**Solution:** Videos and Functional Scheme

Slide 9: Extraordinary Outcomes of Student Determination

- Increased adult interaction
- Increased self-initiated mobility
- Increased peer interaction
- Increased tolerance of group activities
- Decreased throwing of objects
- Increased self-initiated exploration of environment
- Decreased repetitive spinning
- Positive home life reports
Slide 10: Resources

Active Learning Space

Planning and Supporting a More Active Life at Home

Expanded Core Curriculum and Active Learning

Lilliworks

TSBVI Bridge Modules

Future TSBVI Webinar Series
You must obtain permission from the speaker or TSBVI Outreach to reproduce this handout for any purpose other than your individual handout.

**Active Learning Regional Contacts**

Region 1: Twinkle Morgan (956) 984-6165 tmorgan@esc1.net
Region 2: Mari Garza (361) 561-8539 maricela.garza@esc2.us
Region 3: Lottie Tomko 361-573-0731 Ext.327 ltomko@esc3.net
Region 4: Sheryl Sokoloski 713.744.6315 sheryl.sokoloski@esc4.net
Region 5: Peggy Seilhan (409) 951-1746 pseilhan@esc5.net
Region 6: Michael Munro 936-435-8250 mmunro@esc6.net
Region 7: Cheryl Schulik (903) 988-6903 cschulik@esc7.net
Region 8: Dawn Adams 903-575-2766 dadams@reg8.net
Region 9: Trisha Marsh 940-322-6928 trisha.marsh@esc9.net
Region 10: Scott Turner 972-348-1658 scott.turner@region10.org
Region 11: Perkie Cannon 817-740-7587 pcannon@esc11.net
Region 12: Michele Craig 254-297-1145 mcraig@esc12.net
Region 13: Beverly Jackson 512-919-5331 beverly.jackson@esc13.txed.net
Region 14: Brenda Lee 325-675-8632 blee@esc14.net
Region 15: Pam Yarbrough 325-481-4056 pam.yarbrough@esc15.net
Region 16: Beth Waddell 806-677-5200 beth.waddell@esc16.net
Region 17: Deanne Goen 806-281-5712 deannegoen@esc17.net
Region 18: Rebecca Bilyeu 432-567-3239 rbilyeu@esc18.net
Region 19: Richard Torres 915-780-1919 rlторres@esc19.net
Region 20: Dana Frankland 210-370-5441 dana.frankland@esc20.net
Texas School for the Blind & Visually Impaired
Outreach Programs

Figure 1 TSBVI logo

2020 Texas Focus - Facilitating Self-Determination through Active Learning – Cannon, P. et al

This project is supported by the U.S. Department of Education Special Education Programs (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.