Welcome to today’s mini-training!

• Thank you for joining our training.
• This training will be recorded and archived on our website.
• The presentation will be approximately 30 minutes and will be followed by 15 minutes for questions and discussion.
• If you’d like to ask a question or make a comment, you can post it in the Chat or click the Raise Hand in your Zoom toolbar.
• “Raised Hand” questions and comments will be responded to after the presentation during our discussion time.
• To speak when called upon during the discussion, find the microphone icon on your Zoom task bar and click “Unmute”.
• A link to any handouts will be posted in the Chat.
Active Learning

California Deafblind Services
Virtual Training
03/09/2021

The contents of this PowerPoint presentation were developed under a grant from the US Department of Education, #H326T180015. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Susan Weigert.
Opening Activity

In the Chat share what you know about Active Learning?

It’s more than just the right equipment

Source: Paths to Literacy

Source: Active Learning Space
Lilli Neilsen and Active Learning

Lilli Neilsen, from Denmark, pioneered the Active Learning Approach.

- Active learning is based on belief that ALL children and youth can and want to learn.
- Learning occurs through active participation.
- Role of families and educators is to create environments and situations that encourage child to actively explore without adult interference.

Source: Paths to Literacy
Who benefits from this approach?

• Infants and toddlers with visual impairments.
• Children and youth with visual impairments and additional disabilities.
• Children and youth with multiple disabilities.
• This approach works with children and youth of all ages and materials and activities can make the individual’s developmental and chronological age.
A responsive environment

• **Something happens** when the child moves, touches, grabs or bangs something.
  • Novelty = Engagement
  • Predictability = Build skills and concepts

• Environment is individualized to match learner’s preferences and also provides “just the right challenge”.

• Keep record of interactions with and exploration of materials.  
  [Likes and Dislikes Form](#)
  [Active Learning Planning Form](#)
Outcomes

• Child becomes a more active participant in their learning.
• Child learns to initiate and make choices.
• Child learns new concepts.
• Child may refine motor, visual, and/or listening skills.
• Child becomes more aware of their impact environment.
• Family members and educators learn about child’s interests, growth in skills, understanding of concepts.
The Key Points

• Active participation
• Developmentally appropriate
• Limited distractions
• Reinforcing
• Repetition

Source: Active Learning Space
The Five Phases

There are five distinct and sequential phases in the active learning process. We’ll look at the first three.

- Phase 1: Offering
- Phase 2: Imitation
- Phase 3: Interaction
- Phase 4: Sharing the work
- Phase 5: Consequence
Phase 1: Offering

• The technique of offering involves playing in the same room as a child, but everything that the adult does for or with the child is done as an “offer,” with no expectation regarding how the child will respond.

• It also requires setting up an environment that makes it possible for the child to be active on his own.

Sources: Moss, 2004; Nielsen, 1990; OHOA Module 10, Learning Activity 3
Phase 2: Imitation

• This phase involves imitating what the child is doing with an object (it is good to have two of the same object--one for you and one for the child) and show them new actions that can be done with the same object.

• Main purpose: Increase the child’s interest in activities happening nearby.

Sources: Moss, 2004; Nielsen, 1990; OHOA Module 10, Learning Activity 3
Phase 3: Interaction

Children who are ready for this technique:

• Are beginning to show an interest in interacting with objects and people.
• May attempt to take turns.
• May not initiate a game, but can be easily engaged.

Source: Moss, 2004; OHOA Module 10, Learning Activity 3

Source: Active Learning Space
Active Learning Space

Dr. Lilli Nielsen’s techniques that emphasize simple ways to change the environment so that a child becomes an "active learner".

Collaboratively created by the Penrickton Center, Perkins School for the Blind, and Texas School for the Blind & Visually Impaired.

https://www.activelearningspace.org/index.php
FREE Active Learning Trainings

• Western Region Early Intervention Conference:
  • Thursday, March 18th 9am-11am
  • Using an Active Learning Approach with Infant and Toddlers
  • Presenters: Charlotte Cushman and Kate Hurst

• CTEBVI 2021 Conference:
  • Session 905: Saturday, April 17th 3:30-4:30
  • Active Learning Space: A resource for families and professionals.
  • Presenters: Charlotte Cushman and Kate Hurst

• Check out the archived Webinars under Training Resources on the Active Learning website