LEARNING SHOULD NOT BE A SPECTATOR SPORT

CLOSING THE GAP OCTOBER 18TH, 2003

Presented by Lynn Shugars, Speech/Language Pathologist Van Buren ISD
Assistive Technology Consultant Lynjan Solutions, LLC

SUREFIRE IDEAS TO CREATE ACTIVE PARTICIPANTS

- Start with the child's interests
- Add enthusiasm and energy
- Add music
- Add movement
- Add Communication (PCS, voice output, social scripting)
- Offer CHOICES, CHOICES, CHOICES not just the activity itself but objects and actions to be used
- Add props
- Provide repetition with moderate differences. Balance new information with known information
- Provide the same activity in a variety of mediums (book, playmat, computer activity, moveable song boards
- Anticipate a response
- Focus on goals and think outside the box (Create to Participate)
- Know your students levels of ability
- Provide structure and predictable routines but build in change and surprises
- Integrate activities with language concepts and classroom themes
- Share the joy of the accomplishments

WHAT WE KNOW ABOUT LEARNING
-Learning is developmental
-The brain is social
-The search for meaning is innate
-The search for meaning occurs through patterning and repetition
-Emotions are critical
-Learning involves conscious and unconscious processes
-Active learning is vastly more effective for all children
-Learning is less likely to take place when the child is in a passive role

MOTIVATION

There are three things that drive motivation
1. The innate drive to discover and understand
2. The innate drive to be independent and have a sense of self
3. The innate need to be social and connect with others

Discovering and Understanding
-If something is too easy it doesn't stimulate curiosity
-If something is too difficult, the student is not motivate to attempt the task because of fear of failure
-Too many repetitions without change develop boredom/habituation and most likely result in behavior
-Hand over hand does not require any effort from the child

Independence and Sense of Self
-Provide child continuous choice making opportunities to help the child feel in control and increase cognitive engagement
-Offer choices within activities not just the activity itself
-Provide interactive experiences with computer play directing actions with choices
-Use two switches with different functions, child chooses between them
-Use eye gaze frame to mount PCS, talking picture frames, photos, objects

Social Connections
-Provide multiple opportunities for attention and connection with others
- Choice making promotes interaction
-Use social scripting
-Use Partner assisted scanning
-Allow opportunities for others to share in accomplishments

ACTIVE PARTICIPATION
-Guided tour vs. use of maps and resources (Linda Burkhart)
-Individual with physical challenges are cared for regardless of their participation level

PROVIDE A MULTIMODALITY APPROACH
-Use sight, sound, movement and touch
-Pair PCS, signing and voice output to increase the processing of information
-Model and Use the same system the child is using to increase its value and meaning
-It must seem natural to the child

MEANINGFUL AND NATURAL CONTEXTS
-It does not come from isolated drill and repeated practice sessions
-Isolated drill does not allow the child to make associations or provide opportunities for practice
-Don't want rote learning want retention and generalization
-Provide meaningful opportunities for practice with moderate changes
-Respond and communicate with the child using the same system the child is using
-Use activity specific vocabulary and voice output
-Focus on how the child is functioning and interacting with others NOT their ability to use a piece of technology
-The goal is to increase interaction within activities and with others

MAKE IT INTERACTIVE

<u>BOOKS</u>
- Add textures to pages to highlight vocabulary and important concepts. This also encourages children to touch and interact with each page
- Make lift the flap books
- Add props to each page to match the story. Use pictures, objects, photos, stickers, and stamps.
- Buy books and literacy activities that say reach out and touch me or that you have to do something on each page
- Buy sound books that have buttons to push that say words, make music, and make noise. Some you can even record your own
- Provide a variety of types of books (board books, cloth books, big books, hand made and commercial books
- Make or buy sticker book stories. Laminate the stickers, add Velcro to stickers and pages of the story. These can be re-uses and allow the student to have control over each page
- Vinyl cling books let you change the story and the language of the book.
- Buy or make hide and seek books like "Where's Waldo?"
- Make paper bag books using stickers or die cuts. These can be used as a lift the flap book also
- Provide pictures on a page and no words. Have student generate the language for each page. Student or others write it on the page. Read the story
- Provide words and no pictures on a page. Have student add pictures, stickers, stamps or objects to match the text. Read the story
- Make concept books. On each page you put something in, on, under, over, behind etc…
- Make or buy books that you can add photos to customize the book to the student
- Have a moveable object, sticker, photo, or picture that moves from one page to the next
- Each page of a book is an item that you need to make something. At the end of the book you put them all together and you make something. Ex. I have snowballs, a scarf, eyes, nose, mouth, and hat. Put them all together and I can make a snowman.
- Add voice output, communication device or PCS
- Use simple songs, rhymes and fingerplays, put them in book format

<u>ADD TECHNOLOGY</u>

- Use a Big Mack switch for repetitive lines in a story
- Use Step by Step Communicator to interact with stories, read independently, create social scripts
- Use Cheap Talk to generate and retell stories. Add a small sticker to each square so student knows where to activate button
- Put story starters on an All Turn It Spinner then make a book
- Use computer software to interact with books, do academics. You can use this to teach just about any skill
- Use books on tape with a switch and a tape recorder
- Use voice output to retell, ask and answer questions, or play a part in books or stories
- Use a Tempo Loop book that you can change any time you want, All you need is some Velcro and some props

- *Remember! Technology is tool. It is useless by itself*

ACTIVITES

- Use a story board, vest, or Tempo Loop book which hold props or game pieces you need
- Create a moveable storyboard or Play mat using indoor/outdoor carpeting. Add props, textures, PCS, Talking Picture Frames.
- Use All Turn It Spinner to play games, build something, ask questions, and deliver a message.
- Add props and communication to all activities
- Use battery-operated toys that match activities. Add a switch and allow the vehicle to perform different actions and functions (deliver a snack or message, knock down wall, go behind a barrier
- Add partners to activities to provide more social opportunities, a slight change in rules and more turn taking opportunities
- Scavenger hunts can be adapted easily to meet anyone's needs
- Bingo games are extremely adaptable. Try playing sound bingo matching sounds to the object that makes them
- Any turn taking games that involve choices, promote interaction with objects and people