



# Active Learning Space

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

## Sample Goals and Benchmarks or Objectives Related to Active Learning

### Parts of an IEP Goal

- Who? . . . will achieve?
- What? . . . skill or behavior?
- How? . . . in what manner or at what level?
- Where? . . . in what setting or under what conditions?
- When? . . . by what time? an ending date?

(Anderson, Chitwood, & Hayden, 1997)

### Sample IEP Goals

#### Physical Therapy

Element	Example
Who?	the student
What? Skill/behavior	will reach and grasp a variety of preferred objects without being prompted and using a palmar grasp
How? Manner/Level	at least 10 times during a 15 minute observation period through weekly observations conducted by staff
Where? Setting/Conditions	when placed in specific learning environments (i.e. Little Room, near a Position Board, on a Resonance Board) during independent play and during adult-child interactions using the techniques of offering and imitation
When?	by the end of the school year

## Math

Element	Example
Who?	the student
What? Skill/Behavior	will tactually explore and experiment using hands, feet, and mouth
How? Manner/Level	continuously for 5 minutes during a 10 minute weekly observation period conducted by staff
Where? Setting/Conditions	when given a variety of objects and materials representing sets of 1 and more than 1 in various environments using specialized equipment (Little Room, HOPSA, Position Board, Support Bench)
When?	by the end of the school year

## Literacy

Element	Example
Who?	the student
What? Skill/behavior	will explore objects using vision and touch in combination
How? Manner/Level	at least 5 times during a 10 minute weekly observation period conducted by staff
Where? Setting/Conditions	when presented with Pegboard books and experience boxes developed around the student's real-life experiences during independent play and adult-child interactions using offering and imitation
When?	by the end of the school year

## Benchmarks or Objectives

Benchmarks or objectives show the small steps that the students will achieve to move towards accomplishing the goal by the end of the school year. These are very important in documenting progress during regular reporting periods so that adjustments can be made if programming is not working.

### Goal: Physical Therapy

By the end of the school year the student will reach and grasp a variety of preferred objects without being prompted using a palmar when placed in specific learning environments (i.e. Little Room, near a Position Board, on a Resonance Board) during independent play and during adult-child interactions using the techniques of offering and imitation at least 10 times during a 15 minute observation period through weekly observations conducted by staff.

## Objectives:

1. By October, during independent play in the Little Room or with a Position Board containing graspable objects, the student will reach and use a palmer grasp to attain objects at least 5 times during a weekly 15 minute observation.
2. By November, during adult-child interactions on a Resonance Board using the techniques of offering and imitation, the child will independently reach and grasp various preferred graspable objects at least 5 times during a 15 minute weekly observation period.
3. By December, during a weekly group activity, when offered graspable objects held or positioned so that it just touches the child's body or within reach of a child's independent movement, the student will reach and grasp the items at least 5 times during a 15 minute observation period.
4. By March, during independent play in the Little Room and with a Position Board utilizing graspable objects, the student will reach and use a palmer grasp to attain objects at least 10 times during a weekly 15 minute observation.
5. By April, during adult-child interactions on a Resonance Board using the techniques of offering, imitation, and interaction, the child will independently reach and grasp various preferred graspable objects at least 10 times during a 15 minute weekly observation period.
6. By May, during a weekly group activity, when offered graspable objects held or positioned so that it just touches the child's body or within reach of a child's independent movement, the student will reach and grasp the items at least 10 times during a 15 minute observation period.