Objectives for today

✓ Understand what learned helplessness is and how it develops

✓ Discover the principles behind active learning

✓ Explore a variety of stay-put play spaces and understand how they promote independence

✓ Think about ways to implement active learning in your setting

Learned Helplessness
"Whether you think that you can or you can't, you are usually right."

Henry Ford

**Principles of Active Learning**

- ✓ Every One Can Learn
- ✓ Active Learning is Hands Off
- ✓ Auditory and Tactile Primacy
- ✓ Responsive Environments, Short Sessions
- ✓ Mix Variety and Constancy, Provide Comparisons
- ✓ Work up to Weight Bearing
- ✓ Emotional Development Involves Mastery
- ✓ Learning is by Repetition — Allow to Fail
- ✓ Talk and Reward at the End of Play
- ✓ Limit Input, Wait for Response
Stages of Engagement

Stage 1: accidental movements with the result that the infant begins to be aware of the objects hanging from the ceiling.

Stage 2: conscious pushing or touching of objects

Stage 3: grasping and letting go, followed by grasping and keeping objects

Stage 4: immediate repetition of an activity.

Stage 5: varied handling of an object

Stage 6: listen at the same time as performing a kinesthetic-tactile activity or begin to perform tactile search of the object

Stage 7: while displaying tactile search of one object, perform a quick search of another object to compare tactile qualities. Also to compare sound qualities.
A sweep of the hand usually brings him into contact with empty space. Random movements do not bring him into contact with objects in his surroundings sufficiently enough to encourage him to perform further movements.

It is not enough for a congenitally blind infant to be given objects – it was not enough to shake rattles or anything else to persuade the blind infant to reach for objects. The blind infant has to learn to reach for objects both by his own activities and through interaction with other people.

When an adult shakes a rattle or other sound toy for a blind child, the child is just hearing a random sound. The sound has no true meaning, and no learning can occur.
The child cannot associate the sound with that particular toy. However, when the child can make a sound with an object, he gains an understanding of causation and a sense of mastery.

He will repeat the sound and learn that his movement made the sound occur. Then he can start to compare that sound with other sounds.

**Types of Stay Put Play Spaces**

✓ Table top or Wheelchair tray
Types of Stay Put Play Spaces

✓ Table top or Wheelchair tray
✓ Commercial play mats
Types of Stay Put Play Spaces

✓ Table top or Wheelchair tray
✓ Commercial play mats
✓ Hold Everything Book (see resources)
Types of Stay Put Play Spaces

✓ Table top or Wheelchair tray
✓ Commercial play mats
✓ Hold it All Book
✓ Wearable
### Types of Stay Put Play Spaces

- ✓ Table top or Wheelchair tray
- ✓ Commercial play mats
- ✓ Hold it All Book
- ✓ Wearable
- ✓ Little Room
- ✓ Sensory Walls
Setting Up the Play Space

Considerations, Materials, Placement