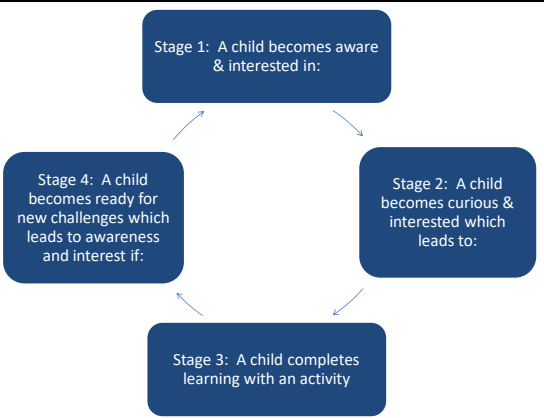


Looking at Behavior through the Lens of Active Learning

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The Dynamic Learning Circle



Stage 1: A child becomes aware & interested in:

- His/her own motor or sensory activities
- The objects and activities in the environment
- People in the environment – their social & communication activities

Stage 2: A child becomes curious & interested which leads to:

- Repetition of his/her own activity
- Establishing memories of his/her own activity
- Experimentation, exploration, and comparison with objects
- Imitation of the activity of others
- Responding to verbal/non-verbal communication of others
- Initiating activity
- Sharing his/her experiences with others

Stage 3: A child completes learning with an activity.

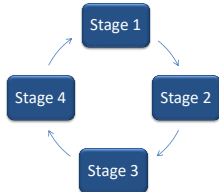
- An activity is repeated to such a level that it becomes part of the child's every day actions and patterns.
- An activity or action becomes familiar enough that it presents no more challenges to the child.

Stage 4: A child becomes ready for new challenges which leads to awareness and interest if:

- The child is given opportunities to experience new motor/sensory activities
- The child is given opportunities to experience new actions of others
- The challenges offered are within a child's developmental level
- Other people have taken an interest in the child's past activities

Disharmonious Learning

- Occurs where there is a break in the dynamic learning cycle.
- This can occur at any of the four stages.

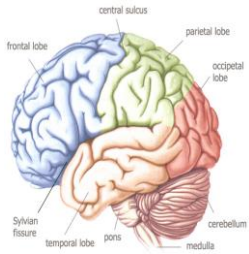


Behaviors are just red flags for what is going on underneath the surface!



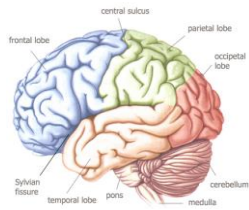
The Human Brain

- Frontal Lobe
 - emotions
- Sensory cortex
 - Sensory info
- Cerebellum
 - Motor planning
- Limbic system
 - memories



The Human Brain

- Corpus Callosum
 - Communication between hemispheres
- Brain Stem
 - Sleep, cardiac, etc.
- Parietal Lobe
 - Taste, temp, touch
- Occipital Lobe
 - Visual cortex
- Temporal Lobe
 - Auditory information



Efficient vs. Inefficient Connectivity



- Shortest, quickest path most efficient
- With connectivity issues, you still get there but frequently breakdowns along the way
- Kids with SOD, corpus callosum problems - similar to Autism

Processing = Making Meaning

Active Processing (Active Learning) allows a us to make sense of

- Ourselves
- Others
- The world around us

Information Overwhelm

- Too much coming in
- Can't make sense of the world
- Stress response



Internalizer



Externalizer

Emotional Development

- Influences all other areas of development.
- The foundation for how we feel about ourselves, and how we experience others.

The Core Feature of Emotional Development

- A person must have the ability to:
 - Identify and understand one's own feelings
 - Accurately read and comprehend emotional states in others
 - Manage strong emotions and their expressions in a constructive manner
- Source: The National Scientific Council on the Developing Child

The Core Feature of Emotional Development

- A person must have the ability to:
 - Regulate one's own behavior
 - Develop empathy for others
 - And establish and maintain relationships
- Source: The National Scientific Council on the Developing Child

Birth to 2 months

- A child contacts or responds to contact by clutching a finger or some of the hair of the adult, or by clutching some of the adults clothing

2-3 months of age

- The child contacts or responds to contact by smacking lips, making “grr-grr” sounds and by nodding.

1-3 months of age Special Needs Child

- Clutch or grasp is too strong, adults may avoid contact, or prevent the child from grasping or clutching.
- If the child succeeds, he/she may receive negative responses to the behavior.
- Therefore, child initiates grasping/clutching his/her own clothing or hair.
- Child engages in attempts to receive negative responses from adults.
- Negative responses become better than no responses.

1-3 months Special Needs continued

- Children transfer clutching/grasping to the mouth – they bite.
- Children use their nails for pinching, instead of biting or grasping.

4-6 months of age

- The child contacts or responds to contact by babbling or crying consciously.

4-6 months of age
Special Needs Child

- A special need's child may scream or cry most of the day.
- It is possible that the screaming is a child's attempt at babbling.

6-8 months

- The child contacts or responds to contact by molding his/her body into the shape of the adults.
- The child snuggles close to the adult.

6-8 Month Old Special Needs Child

- May pull his/her hand away in an effort to hide them
- May shape his/her body in the position he/she wants in certain positions

10 months of age

- The child contacts the adult by "showing objects."
- The child wants to share his/her interests with the adult.
- If the adult does not respond, the child may attempt to establish contact by hitting the adult with the object. (banging objects)

12 months of age

- The child contacts the adult by moving to the adult (pull to standing, walking or crawling). The child acts like he/she wants to sit on the adults lap, but as soon as he/she gets there, the child wants to get down.

10-12 month old Special Needs Child

- May engage in banging items all the time
- May engage in hitting him/herself or others
- May make quick contact with the adult then move away

15 months of age

- This child picks up an object and gives it to the adult with the expectation that the adult will give the object back to the child.
- If an adult will not engage in the game, the child looks for another adult who will engage in the game.

18 months of age

- This child will lend an adult his/her most cherished toy.
- This child will also engage in building games as a contact game.

2 years of age

- This child involves the adult in hiding games and games of searching for each other.
- This child involves the adult in rough and tumble games.
- This child wants to interfere in the activities of an adult.

3 years of age

- This child is eager to help with domestic activities.
- This child leans against an adult, places an elbow against an adult, looks at an adult to receive a smile or a comment – and then looks at others who might be present to share with them this emotional experience.

Emotional Development

- Remember the progression of development
- Ages are approximations and will vary from child to child

Identify the Difference

Emotional Level vs. Intellectual Level

- At what age can a child work a six piece shape sorter?
- At what age does a child bang objects on a table or his/her hand?

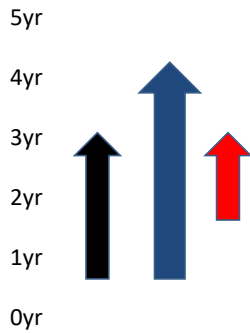
The Conflict

- | | |
|---------------------------------------|--|
| ▪ Intellectual Level = 3 years of age | ▪ Who the teacher or parent believes the child to be |
| Vs. | Vs. |
| ▪ Emotional Level =6-9 months. | ▪ Who the child believes himself to be. |

Increase the I.L. and you increase the gap between the new I.L. and the old E.L.

Increase the E.L. and you decrease the gap between the old I.L. and the new E.L.

Current gap



Reduce the Disparity!

- If you build skills upon the Intellectual Level – you will **increase** the disparity between the Emotional & Intellectual Levels.
- The result - the child is likely to continue to have more emotional outbursts and exhibit greater aggression.

Stereotyped & Aggressive Behavior

- Stereotyped & aggressive behaviors must be respected as a part of a child's personality (Self-identity)
- View behaviors as a coping mechanism
- Requests or demands to stop the behavior means that the child is requested to alter his/her personality immediately.

Stereotyped & Aggressive Behavior

- Occur for several reasons:
- Lack of opportunity to move to the next developmental level
 - As a form of communication/protest
 - Sign that processing is breaking down and behavior is a way to manage

When things don't make sense we can experience:

- Increased anxiety
- The need to control
- A breakdown of trust
- A desire to avoid or escape
- Exhaustion

Anxiety

- A massive anxiety cannot be removed by demands or requests to do what you are afraid of.
- It is of no use to tell a special needs child that he/she should not be afraid of what he/she is afraid of. Doing so will only reinforce the child's resistance

How full is the glass?



- What is the person's capacity for managing stressors
- Capacity is different daily
- Once a glass has been overfilled it cannot be reset
- Individuals have different size glasses
- No learning occurs once it has overflowed

Social Skill Development Related to Emotional Development

- 0-3 months unoccupied play
- 3-18 months solitary play
- 1-2 years on-looker play
- 2-3 years parallel play
- 4-5 years associative play
- 4-6 years- cooperative play
- 6 years + pretend play

Five Phases of Education Treatment

Developed by Dr. Lilli Nielsen

Phase I – Offering

- Absolutely no demands are placed on the child at all. The only request is that an adult be allowed to play near the child.
- Purpose
 - To promote trust between the child and adult
 - To observe the child's reactions
 - To learn what the child likes/dislikes
 - To learn about a child's emotional level
 - To introduce self activity

Phase II - Imitation

- Purpose:
 - To increase the child's interest in activities nearby
 - To increase the child's ability to initiate
 - To increase the child's belief in him/herself
 - To introduce activities and movements not as yet performed by the child
- Start by imitating the child's activity, even if this is stereotypical.

Phase III - Interaction

- Purpose:
 - To help the child learn dependency on one or several people
 - To help the child initiate interactions
 - To enhance the child's development of self identity
 - To give the child the basis for social development

Phases I, II, & III

- Phases I, II, and III establish a child's emotional development.
- This is done by establishing an exchange and balance between:
 - interaction and self activity
 - Dependence and independence

Phase IV – Sharing the Work

- Purpose:
 - To increase the child’s experience of success
 - To involve the child in new social relationships
 - To increase the child’s interest in acquiring new abilities
 - Give the opportunity to learn dependence and interdependence
 - Learn that to do something does not necessarily mean that one has to do everything, or do everything perfectly

Phase V - Consequence

This can be introduced once a child has an emotional development of approximately 2 years of age.

- Purpose:
 - To help the child to endure meeting demands
 - To help the child endure changes in life
 - To help the child feel self-confident – fundamental in making decisions about your life
 - To establish a sense of responsibility

For More Information

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- www.lilliworks.org
