



Texas School for the Blind and Visually Impaired
Outreach Programs

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Little Room Handouts Compiled

Compiled by

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Developed for

Texas School for the Blind & Visually Impaired
Outreach Programs

This document contains a variety of forms and information about objects to use with students when using the Active Learning approach developed by Dr. Lilli Nielsen. These are not approved by Dr. Nielsen and only offered as tools that teachers might find helpful in documenting their observations of a student while attempting to use the Active Learning approach defined by Dr. Nielsen.

Some of the forms were developed by Gigi Newton and Stacy Shafer with TSBVI Outreach Programs and others adapted from forms created by Marth Vincent with Region 8 Education Service Center in Mt. Pleasant, TX.

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Little Room Observation Form

Child's Name _____ Date _____

DOB _____ Location of Observation _____

Time Began _____ Time Ended _____

Please give examples, explanations, etc.

Please attaché grid showing objects and their placement in the Little Room.

1. How long was the child in the Little Room?
2. Did the child have an opportunity to experience the Little Room without interruption from an adult?
3. Did the child stay engaged in this activity?
 Longer than usual
 Less amount of time than usual
 About the same as usual
4. Did the child move?
 Longer than usual
 Less amount of time than usual
 About the same as usual
5. Did the child vocalize?
 More than usual
 Less amount of time than usual
 About the same as usual
6. Did the child use his vision?
 More than usual
 Less amount of time than usual
 About the same as usual
7. Did the child use his hearing?
 More than usual
 Less amount of time than usual
 About the same as usual
8. Did the child use his hands to manipulate / explore objects?
 Yes
 No
9. Did the child use his feet to explore objects?
 Yes
 No
10. Did the child show a greater interest in objects than usual?
 Yes
 No

11. Did the child manipulate objects in a new way? Explain: (example, Used both hands, banged objects together, tactually compared two objects, etc.)

12. Did the child seem to have a favorite object? What was it? How did you know? Do you know why he liked it?

13. Did the child seem not to like an object? What was it? How did you know? Do you know why he didn't like it?

14. Did the child handle all the objects in a particular way? Describe. (Example: mouthed everything, hit everything, scratched everything, etc.)

15. Did the child handle all objects in different ways? Describe. (Example: mouthed wooden and leather objects, but batted at metal objects)

16. Did the child explore/handle several objects or only those in one area? (Example: Only objects by right hand at waist height, only objects by left shoulder, etc.)

17. Do you think the child enjoyed the Little Room?

Yes

No

18. Is this an activity you think will benefit the child?

Yes

No

Other comments and or observations:

Choosing Objects for the “Little Room”

Objects should:

- Be of pleasure for the child
- Be graspable
- Have tactile and auditory qualities
- Vary in weight and temperature
- Take into account the senses of taste and smell
- Be visually inspiring
- Inspire him to play counting games
- Be changeable in shape
- Be comparable, as well as, present in such quantities that child has the opportunity to
 - ✓ Choose
 - ✓ Combine his experiences
 - ✓ Play various sequence games

Adapted from Space and Self, by Dr. Lilli Nielsen, SIKON, 1992, Denmark, page 72.

OBJECTS TO TRY WITH _____

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

Dr. Lilli Nielsen's Scoring Categories

Student's Name _____ Date: _____

ACTIONS		OBJECTS	TIME
A.	1. Mouthing own hand		
A.	2. Hand(s) contacting eye(s)		
A.	3. Playing with own fingers		
B.	1. Grasp and let go object		
B.	2. Grasp and keep object		
B.	3. Mouthing object		
B.	4. Move object from hand to hand		
B.	5. Turn object using hands		
B.	6. Tap object on own body		
B.	7. Tap object on wall/platform		
B.	8. Pick up object		
B.	9. Pick up object just dropped		
C.	1. Detect tactile contact of objects		
C.	2. Recall tactile contact with objects		
C.	3. Touch walls/ceiling		
C.	4. Tactile search for dropped object		
C.	5. Tactile search of details of object		
C.	6. Tactile search of structure of walls		
C.	7. Compare tactile experience		

Adapted by Stacy Shafer – TSBVI 9/94

ACTIONS		OBJECTS	TIME
D.	1. React to self-produced sound		
D.	2. Push objects making sound		
D.	3. Rattle to produce sound		
D.	4. Grasp just after self-produced sound		
D.	5. Comprehend self-produced sound		
D.	6. Compare self-produced sound		
E.	1. Play sequence game with 2 objects		
E.	2. Play sequence game with several objects		
E.	3. Repeat sequence game		
E.	4. Quantity games		
E.	5. Comparing games		
F.	1. Control by circular sweep of hand		
F.	2. Tactile control of position of object		
F.	3. Comprehend position of specific object		
F.	4. Compare positions of objects		
G.	1. Repeats the same activity immediately		
G.	2. Interrupt activity for few seconds		

Adapted by Stacy Shafer – TSBVI 9/94

Sample Little Room Observation Form for Gigi N.

Date 10/10/04 Person Observing K. Moss

Head of the Little Room – Stretched vinyl					
Mirrored surface	Slinky	Koosh Ball	Keys	String of Beads	Astro turf – Tactual exploration
	Location of specific object	Tactual Exploration	Tactual Exploration	Visually directed reach	
	Plastic dish scrubbers	Facial puff	Ribbons	Vibrating toothbrush	
Side-panel	Batting	Batting	Mouthed Grasp & Release	Location of specific object	Side-panel
	Office supply rings	Pewter Bell	Wire whisk	Chain Belt Turns onto side	
Leg Area	Metal Measuring Spoons	Leather scraps	Wooden beads	Wooden spoons	Leg Area
				Object-based sound	
Leg Area		Bag of Marbles			Leg Area
		Location of object			
Leg Area	Wind Chimes			Black and White Plastic Plates	Leg Area
	Kicks with feet			Object-based sounds	

Make a map of the where objects are placed in the little room, noting name of each object placed in each grid area. The area around the legs should also be noted if an extension is being used. As you observe the child in the Little Room, write notes about what actions the child takes on the objects such as batting, mouthing, poking with finger, reaching, grasping and letting go, and so forth.

Sample Data Sheet for Little Room for Gigi N.
- page 2

Sample Goals:

1. Bats at object
2. Visually directed reach
3. Brings object to mouth for oral exploration
4. Using both hands at mid-line
5. Grasp & keep
6. Grasp & release
7. Tactual exploration
8. Transfers object from hand to hand
9. Turns object over for visual/tactual exploration
10. Bangs object
11. Shakes object
12. Index finger isolation
13. Independent play skills
14. Calms self when agitated
15. Increase vocal play
16. Engages in sequence games
17. Learns location of specific objects
18. Kicks at object
19. Turns over onto side to reach object
- 20. Compares properties of two object**

Comments:

Gigi was very active in the room today and experimented with the plastic dish scrubbers and facial puff for the first time.

Data Sheet for Little Room for _____

Date _____ Person Observing _____

Head of the Little Room					
Side-panel					Side-panel
Leg area					Leg area

Make a map of the where objects are placed in the little room, noting name of each object placed in each grid area. The area around the legs should also be noted if an extension is being used. As you observe the child in the Little Room, write notes about what actions the child takes on the objects such as batting, mouthing, poking with finger, reaching, grasping and letting go, and so forth.

Sample Goals:

21. Bats at object
22. Visually directed reach
23. Brings object to mouth for oral exploration
24. Using both hands at mid-line
25. Grasp & keep
26. Grasp & release
27. Tactual exploration
28. Transfers object from hand to hand
29. Turns object over for visual/tactual exploration
30. Bangs object
31. Shakes object
32. Index finger isolation
33. Independent play skills
34. Calms self when agitated
35. Increase vocal play
36. Engages in sequence games
37. Learns location of specific objects
38. Kicks at object
39. Turns over onto side to reach object
40. Compares properties of two objects

Comments:

Active Learning Observation Form

Student Name: _____

Observer: _____

Pre-Test Date _____

Dates of Observations:

Comments or Observation Summary for the Month:

References:

Nielsen, Lilli (1992), Space and Self, SIKON.

Lace, J. and Shafer, S. (2003). Power point presentation, Assessment of Biobehavioral States and Analysis of Related Influences.

Pre-test	Pre-Kinesthetic Activities	Ob 1	Ob 2	Ob 3	Ob 4	Notes
	Grasp and let go objects					
	Grasp and keep objects					
	Mouthing objects					
	Move object from hand to hand					
	Turn object using hands					
	Tap object on own body					
	Tap object on wall or resonance board					
	Pick up object					
	Pick up object just dropped					
Pre-test	Tactile Activities	Ob 1	Ob 2	Ob 3	Ob 4	Notes
	Detect tactile contact of objects					
	Recall tactile contact with objects					
	Touch walls/ceiling					
	Tactile search for dropped object					
	Tactile search of details of objects					
	Tactile search of structure of walls					
	Compare tactile experience					

Pre-test: This box would only be checked before the child was involved in Active Learning programming based on actions observed with objects in his/her typical environment – Information may be taken from the Functional Scheme Assessment or other assessment tool.

Observations: Date the observation on page one. Check any box if the child demonstrates this activity or use tally marks to track number of times child completes activity. Notes might include favorite objects related to activity, if it is the first time the child explores, etc.

BASED ON A FORM DEVELOPED BY MARTH VINCENT, ESC REGION 8 2003 - ADAPTED BY KATE MOSS FEBRUARY 2004

Pre-test	Auditory Activities	Ob 1	Ob 2	Ob 3	Ob 4	Notes
	React to self-produced sound					
	Push objects making sound					
	Rattle to produce sound					
	Grasp just after self-produced sound					
	Comprehend self-produced sound					
	Compare self-produced sound					
Pre-test	Sequence Games	Ob 1	Ob 2	Ob 3	Ob 4	Notes
	Play sequence game with two objects					
	Repeat sequence game					
	Quantity games					
	Comparing games					
Pre-test	Positional Activities	Ob 1	Ob 2	Ob 3	Ob 4	Notes
	Control by circular sweep of hand					
	Tactile control of position of object					
	Comprehend position of specific object					
	Compare position of objects					
Pre-test	Repetitive Performance	Ob 1	Ob 2	Ob 3	Ob 4	Notes
	Repeats the same activity immediately					
	Interrupt activity for a few seconds					
Pre-test	Other	Ob 1	Ob 2	Ob 3	Ob 4	Notes

Based on a form developed by Marth Vincent, ESC Region 8 2003 - Adapted by Kate Moss February 2004

Bio-Behavioral States Observed	Observation 1		Notes
	# times	Total time (min)	
Sleepy			
Drowsy			
Quiet Awake			
Active Alert			
Fussy Awake			
Mildly Agitated			
Uncontrollably Agitated			
Bio-Behavioral States Observed	Observation 2		Notes
	# times	Total time (min)	
Sleepy			
Drowsy			
Quiet Awake			
Active Alert			
Fussy Awake			
Mildly Agitated			
Uncontrollably Agitated			
Bio-Behavioral States Observed	Observation 3		Notes
	# times	Total time (min)	
Sleepy			
Drowsy			
Quiet Awake			
Active Alert			
Fussy Awake			
Mildly Agitated			
Uncontrollably Agitated			
Bio-Behavioral States Observed	Observation 4		Notes
	# times	Total time (min)	
Sleepy			
Drowsy			
Quiet Awake			
Active Alert			
Fussy Awake			
Mildly Agitated			
Uncontrollably Agitated			

Notes: Include the total time spent in a particular Active Learning environment, progression of biobehavioral states during activity, etc. Based on a form developed by Marth Vincent, ESC Region 8 2003 - Adapted by Kate Moss February 2004

Suggestions for contents of treasure-chest

Excerpt from *The Comprehending Hand* by Lilli Nielsen

1. Plastic plates (dinner, soup)
2. Plastic cups and saucers
3. Brushes of all sizes and shapes
4. Washing-up brushes (wood, plastic)
5. Pan cleaners
6. Nail brushes, clothes brushes, hairbrushes, shoe brushes
7. Pyramids of all sizes and shapes (Models in the shape of animals ought not be called by animal names, as the names have no meaning for blind children)
8. Milk mugs (plastic and stainless steel)
9. Tooth mugs (plastic and stainless steel)
10. Tins with screw tops (different sizes)
11. Tins with press-on lids (different sizes)
12. Metal tins with vanilla (empty and full)
13. Small packets of raisins
14. Clothes pegs (wooden and plastic)
15. Building beakers (round, rectangular)
16. Building bricks box with sliding lid
17. Combs
18. Toothbrushes
19. Spectacle case with spectacles (sun glasses of plastic)
20. Soap box with soap
21. Purses with different kinds of fasteners
22. Plastic and metal tins with a round hole in the lid
23. Cardboard and wooden boxes with round hole in the top
24. Scissors. Magnet. Torches
25. Cloth bags 8x4 inches, containing dried peas rice small pebbles
26. A set of playing cards (well used)
27. 1 ½ - yards length of rope (leather thong type) For binding-games and exercising dressing movements
28. Plastic tin containing buttons (with slit in top like a money box)
29. Doorlock with key
30. Bags made of cloth, strong canvas, leather
31. Paper coffee bags
32. Balls of all sizes and material
33. Blocks which can be joined together with sticks
34. Musical boxes
35. Large bolts with wing nuts
36. Parsley cutter
37. Pepper mill
38. Oranges – small, large; carrots
39. Large cardboard boxes
40. Vacuum cleaner hose
41. Comb in case
42. Rattles (football fan type)
43. Different kinds of paper
44. Bundles of round sticks
45. Balloons (inflated with mountpiece)
46. Electric light switches
47. Handbags with different kinds of fasteners
48. Tiddleywinks
49. A round stick with white tape/ribbon (for winding and unwinding)
50. Office aids – stapling machine, hole puncher
51. Mouth-organ (harmonica)
52. Spoons, teaspoons, 3 teaspoons bound together with rubber band
53. Boxes (all sizes, with lids)
54. Pencil cases – of leather, wood (sliding lid)
55. Measuring spoons, kitchen spoons (wood, plastic)
56. Buttons, small mosaic pieces, pearls (large, small, round, oblong)
57. Steel springs, screws, hooks
58. Flamingo foam, plastic material
59. Bells
60. Rubber bands (small, large, thin, thick)
61. Small and large balls of glass, wood, rubber, cotton wool – table tennis balls
62. Wooden blocks of all sizes
63. Blocks of wood in book size
64. Balls of wool
65. Odd pieces of leather and skin

66. Picture book made of hardboard with holes: the "pictures" can be for example, cloth with a sipper, cloth with one button and buttonhole
67. Belt with buckle, string with beads to be drawn up and down
68. String with beads to be drawn to and fro
69. Clothes pegs, rubber bands
70. Curtain rings (one large and one small)
71. Ear syringe
72. Castanets
73. Pencil case (leather with zipper)
74. Egg beater
75. Cardboard tube with approx. 30 elastic bands
76. Flat box (cigar box) with elastic bands
77. 2 triangles
78. Flat, round wooden blocks (different sizes)
79. Cycle bell mounted on a piece of a broomstick
80. Pieces of veneer (40x 10 cm)
81. Round toothbrush dispenser (containing a marble)
82. Small round tins and containers (different materials), containing a marble
83. Long cardboard tubular containers, cloth-covered and containing rice, peas, etc.
84. Buttons and pearl shells on 2 pieces of string tied in the middle giving 4 "spider legs"
85. Cotton reels threaded on a string
86. Tea egg with marble inside
87. Plastic box – thin – with clothes pegs mounted on edge.
88. Piece of cardboard with clothes pegs mounted
89. A piece of "Velcro" – approx. 15 cm
90. Clothes pegs joined together to make small "sticks"
91. A ball net containing balls
92. A door hinge
93. A sliding door lock
94. Cloth bag with zipper (containing paper)
95. Cloth bag with snap fastener (paper or other materials inside)
96. Bicycle pump, bicycle inner tube
97. Rolling-pin
98. Kitchen timer
99. Rubber horn
100. Blocks of wood the size of bricks
101. Hula-hula rings
102. Broom handles
103. Alarm clock Sprinkler (for laundry use)
104. Scent spray
105. Kitchen beater (same system as spiral screwdriver)
106. Dustpan and hand brush
107. Plastic tubing (for blowing into water)
108. Drinking straws
109. Whistle
110. Dried peas, etc. for "stirring" and "pouring" games
111. Bonnets, caps, hats
112. Gloves
113. Wellingtons – golashes, other kinds of foot wear in a large size

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Figure 1 TSBVI Logo



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Figure 2 IDEAs that Work logo and OSERS disclaimer.