



Active Learning Space

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

Determining the Correct Configuration for the Little Room

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The Little Room can be configured in a variety of sizes. Individuals unable to sit up independently should always use a shorter little room (seen below in the middle.) Individuals able to sit independently should be placed in a taller, sitting up design (child size on the left, adult size on the right.)



Figure 1 Three different configurations of the Little Room from left to right: child-size for sitting, lying-down, long-size, and adult sitting up.

On occasion, a riser is used to add an additional 6 inches of height to the Little Room. This is especially useful when a child is between sizes, and the taller design is too high, causing too much swing in the objects attached. Risers can be hand-made out of wood, and the Little Room should sit securely on top.



Figure 3 Hand-made riser for the Little Room.



Figure 2 Riser under laying down, short little room. This Little Room configuration is good for teenagers and adults.



Figure 5 Michael in the child-size, sitting-up Little Room with a riser. His head is now at the point where it is almost touching the lid or top. Time to move to the next size.



Figure 4 Michael in the adult-size, sitting-up Little Room. This configuration will allow for use of the same lid or top. This configuration will work for high through adulthood.



Figure 7 Paxton in a child-size, sitting-up Little Room. His head is at the lid or top. Time to add a riser or move to the adult-size, sitting-up configuration of the Little Room.



Figure 6 Paxton in a child-size, sitting-up configuration of the Little Room that is on a riser. This is a good size for him.



Figure 9 Madison in a child-size, sitting-up Little Room. This is a good height for her.



Figure 8 Rylan in a lying-down Little Room. This is a good size for him.



Figure 10 RJ in a lying-down Little Room configuration. This set-up has been adapted so that he can have his g-tube feeding while he is in the Little Room. The Resonance Board is placed on a wedge and non-slide materials is placed on the Resonance Board.



Figure 11 The Little Room can be configured for a child to stand inside and manipulate objects. This Little Room would need to have the bottom legs replaced with the longer legs so it would be tall enough for Paxton to use.



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