

Observation Form Active Learning¹

The purpose of this form is to gain insight into:

- 1) the options the client has for Active Learning
- 2) the way the environment can be designed (physical environment)
- 3) which support techniques best suit the client

Learning environment for the client. The physical environment can then be optimally adapted to their capabilities. This creates guidelines for the method of support.

After completing this form, there should be enough practical guidelines to create an Active

The form should be filled in together with parents or a personal caregiver.

Name:
 Date of birth:
 Date form completed:
 Completed by:
 Diagnosis:
 Mental functions (IQ and EQ):

Personal characteristics/ analytical aspects	Description: circle what applies	Comments
Visual data	Acuity: Contrast sensitivity: Field of View: Visual attention: Capacity for visual fixation: Preferred Eye: left/right Cerebral Visual Impairment: yes/no	
When participant is most alert:	Morning / late morning / afternoon / late afternoon / evening / varies	
Preferred pathway to learning:	Touch - sight - hearing - movement - smell - taste	
Specific information about other senses:	Hearing impairment tactile under sensitivity/hypersensitivity - under sensitivity/hypersensitivity to movement (explain)	

¹ The observation form was created by the Active Learning project group, and it is partially based on the Play Quality List-m.d. found in the book *Playing is growing, play development and facilitating play in visually impaired and blind children* (Moleman, Van den Broek & Van Eijden, 2009)

Personal characteristics/ analytical aspects	Description: circle what applies	Comments
Health condition:	What health aspects need to be taken into account? (e.g. epilepsy)	
Which parts of the body allow motor activity?	Head – right arm/hand – left arm/hand – right leg/foot – left leg/foot	
The best starting position (for engaging in activities):	Supine – supine supported – prone – prone supported – sitting (unsupported on a mat) – sitting in own chair – standing at standing table – sitting in swing – sitting in bouncing chair – lying in hammock	
Preferred materials:	Hard – soft – chewable – with sound – always plays with the same materials – is stimulated by new materials	
Describe favourite toy or game:		
What actions are possible?	Undirected movements – directed reaching and grasping – holding and releasing – combined reaching/grasping/releasing with corresponding tactile and auditory input – manipulation – manipulation, feeling and listening – object comparison based on active manipulation and tactile exploration	
Does the client show initiative in interaction?	None – makes contact with own body – makes undirected contact with materials nearby – makes active physical contact with materials nearby – actively searches for materials nearby – actively seeks physical contact with people in the vicinity (how?) – actively seeks contact with people in the vicinity to initiate a play action	

Personal characteristics/ analytical aspects	Description: circle what applies	Comments
Stereotyped behaviour:	Repeats certain physical actions – rocks their body – repeats sounds – always performs the same action with materials – only wants to play with one specific toy in a repetitive manner	
Variation of toys:	Chooses different materials on own initiative - varies materials when offered by a caregiver - can only focus on one material at a time prefers to always play with the same material - has difficulty focusing on a particular choice, quickly switches to something else	
Playing area:	Has access to a quiet well-defined playing area – only plays in a space where others are present – lighting in the room can/cannot be adjusted (explain)	
Available materials:	There are/are not enough playing materials available -materials can/cannot be properly fixed in place (explain)	
Support technique:	Offering - imitation - interaction - sharing the work - consequence	
Are there idle moments?	Describe these moments: when, and how often per day?	

Active Learning Support Plan

	Description	Evaluation
Problem statement:		
Goal:		
Time(s) and frequency:		
Playing area:		
Most important aspects from the observation form which have to be taken into account:		
Start date: Support technique: Specific materials: Objects:		
Start date: Support technique: Specific materials: Objects:		

	Omschrijving	Evaluatie
Start date: Support technique: Specific materials: Objects:		
Start date: Support technique: Specific materials: Objects:		
Start date: Support technique: Specific materials: Objects:		