

**IEP Goals that can be met using Active Learning Theory, and specific equipment (including the SPG (Scratch, Position, and Grab) Board and SPG-like tools to address them**

Level 1 - Scratch

IEP sample goal:

Given various textures during an activity period, the child will use his hands to explore for 2 out of 4 minutes of the activity for 3 consecutive sessions.

Obj. 1 The child will reach out when textures are touching him

Obj. 2 The child will reach out to textures that are not touching him

Obj. 3 The child will use a raking/scratching hand motion to explore

By the end of the IEP completion date, given appropriate materials (high interest, slim profile, various textures, temperature, weight, size, etc.) with an SPG Board, Little Room, or Support Bench, the student will reach and/or rake using both hands together 10 times during a 15 minute activity period as measured by teacher observation and teacher checklist.



Foam board with squares of carpet, creased paper, astro turf, textured towel square, other textures, and beads zip tied to it.



Infant tactually exploring cardboard with turf rug, bulletin board border, textured shelf liner, felt square glued on, and bells zip tied to it.



Large towel bibs with textured fur, minky fabric, corduroy, other fabric square, and buttons sewn on.



Table with many tools, including round knitting loom with rubber bands stretched across. Also 2 wire portions of egg slicer attached to small hollow wood box.



Plastic chocolates separator from large heart shaped box of chocolates.

## Level 2 – Grab and Release

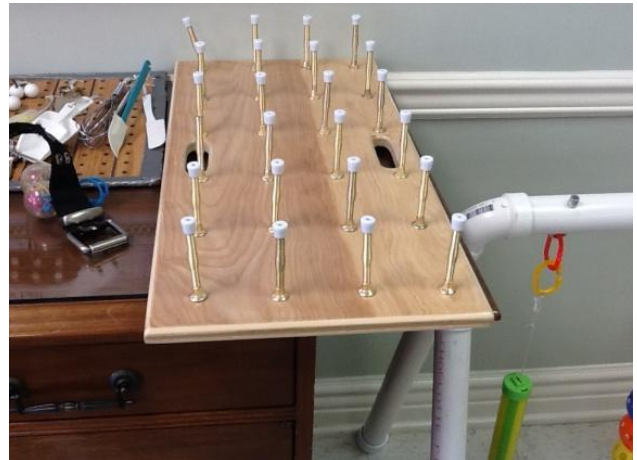
IEP sample goal:

By the end of the IEP completion date, when the adult uses Dr. Neilsen’s stage of “offering” technique to introduce a variety of materials while the child uses perceptualizing aids (e.g. Resonance Board), the student will demonstrate grasp and release, at least 2 times during a 10-20 minute activity period. (maintain a firm grasp on an object, release an object voluntarily, release an object when requested)

By the end of the IEP completion date, when positioned in prone on a Support Bench or other appropriate equipment the child will reach and grasp desired object 2 times out of a 10 minutes period as measured by teacher observation and teacher checklist.



True SPG board with keys, castanet, beads, button, and metal buckles attached



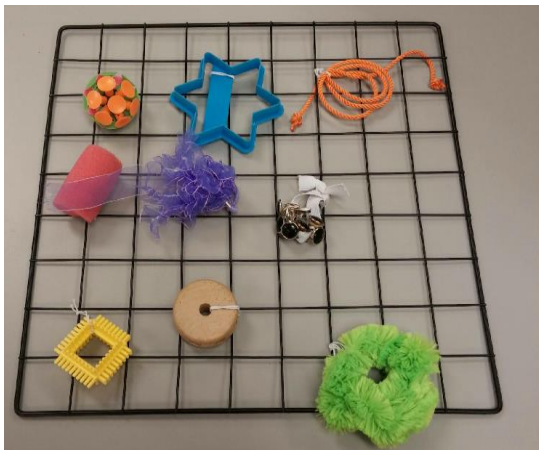
wooden board with many door stop springs attached so they stick up vertically



Vest with measuring spoons, plastic bendable animal toy bells, buttons, and piece of mesh bag sewn on.



Vertical board with strings attached spanning from one side to another. Top string has wooden beads, second string has spoons hung by hole in handle, bottom string has permanent curlers and beads.



Wire shelf piece with small objects attached, including bristle block, looped pipe cleaner, cookie cutter, suction cup ball, loop of cord, cuff links, sponge roller, and wooden disc



### Level 3 – Grab and Handle

Sample IEP goal:

Given manipulatives during an activity period, the child will explore their functions of apart/together or in/out for 6 out of 10 minutes of the activity for 3 consecutive sessions.

Obj. 1 The child will pull two connected objects apart (i.e. magnets, brushes, blocks, beads in containers, Velcro)

Obj. 2 The child will put two connectable objects together or put one object inside another (i.e. magnets, brushes, blocks, beads in containers, Velcro)



Plastic pegboard with measuring spoons, hair brush, mardi gras beads, two nail brushes, collapsible straw attached to it with longer elastic. Also an wide stretchy belly support band with items that can be grasped and released.



Grommet belt with slinky, bangle bracelets, nail brushes attached with longer elastic. Also a wooden pegboard with small container with beads inside, beads inside a velcro roller, combs, beads on elastic, and bangle bracelets.



Piece of metal with rounded edges and large magnets shaped like balls, rods, and circles stuck to it.

Vertical board with strings attached spanning from one side to another. Top string has wooden beads, second string has spoons hung by hole in handle, bottom string has permanent curlers and beads.

Other Equipment and Materials that can be used for facilitating active learning:



Items scattered over a table, including vibrating massagers, metal bowl of ping pong balls, metal beads, dish brushes, measuring cups, many sizes of cups, turkey baster, whisk, plastic tubes that stretch and can return to their compact size



Little room with objects hanging: dice, toothbrush, ladle, balls with bells inside

Clothes pins used at the top of the little room to shorten strings on objects in little room if needed





Little room set up for sitting position with objects hanging: tongs, nail brush, stress ball, beads, cookie cutters, large nail brushes that connect, measuring spoons



Essef board with metal bead strings attached at top.



Support Bench



HOPSA-Dress



Board with Velcro and balls with Velcro attached to it. A tray with several strings stretched across it. On two of the strings are small wood and metal rings. The other string has a small slinky stretched across it.



A young child sitting in a cardboard paper box with a single toy. The child is facing a black trifold board.







PVC pipe play gym with objects hanging from them: balls with bells inside, a bowl, mardi gras beads, wooden bells. Also a plastic play gym with plastic plates and mardi gras beads hanging alternately.