

Fun Learning Stations for Learners with Disabilities

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ABSTRACT

Fun Learning Stations technique for Learners with Disabilities is a practice that enables them to move from one corner of the classroom to another. Each station has designated tasks and purpose. The classroom is divided into 5 areas namely receiving area, concentration zone, work place, play station and cooling down area. The learner has to perform the tasks from each station to be able to transfer to the next ones. It aims to enhance their behavioral development, compliance, attention span and make them feel motivated as they accomplish the tasks from each station. The areas are arranged from simple to complex to prepare the learners to bigger task as they arrive in the classroom.

Keywords: Learning Station, Learners with Disabilities, Compliance

Introduction of Best Practices

Fun Learning station (FLS) is a technique of instruction in which small groups of learners move through many learning corners, or areas, allowing teachers to differentiate instruction by incorporating students' needs, interests, and learning styles. Tasks can be completed by students individually, in groups, or in pairs in a customizable order within the given time limit. Learning stations have tasks to review the lessons or they can be open-ended activities that work toward a specific goal. (Pho, 2021)

In Glan Central Integrated SPED Center (GCISC), 37 out of 42 learners are non-compliant to tasks and doesn't accomplish tasks without getting out from their chairs. FLS was implemented in in the school as a way to address the non-compliant and defiant behavior of learners with disabilities for behavior modification. Non-compliance and defiance are characterized by behaviors that are clearly off task or in defiance of stated rules and expectations. Further, noncompliant students often find ways to ignore directions, refuse to perform tasks or play first before doing their tasks.

The teachers are troubled in making the LWDs perform their assigned tasks upon their arrival in the classroom because of their non-compliant and defiant behaviors. The tasks are often left undone and the competencies for the day are often unattained.

According to Willard (2022), when a child is noncompliant, these moments can be so frustrating for a parent or teacher. This level of frustration may lead an adult to go straight to consequences or punishment. Research shows that attention for good

behavior, teaching, guidance, and positive reinforcement are more successful intervention for behavior modification. A child may fail to follow rules because of impulsivity, not even intentionally breaking the rule.

Justification of Best Practices Implementation

Learners with disabilities are often non-compliant to activities and less likely to accomplish tasks on time, this affects their performance and learning as a whole. Issues of distractibility, impulsivity, and a myriad of processing challenges contribute to the defiant behavior.

According to Barkley (2010), learning stations can be used to counter the stress and defiance of learners and help them prepare for transitions to reduce the stress level and comply with the tasks. FLS can effectively encourage positive and proactive teaching and learning process as well as self-reliance in learners. It also supports their compliance and sense of accomplishment.

Learning stations method is used in teaching special needs children based on their capacity and interests. It provides a more flexible teaching and learning approach that will help modify the behavior of the learners. It motivates the learners to participate actively in the process. (Yasin, Toran, Tahar& Tahir, 2014)

FSL was implemented to engage non-compliant LWDs because it provides a structured and interactive learning environment. It offers variety and movement, which can help capture the attention and interest of non-compliant learners who may struggle with traditional, sedentary learning methods. Also, the activities involve visual, auditory, kinesthetic, or tactile elements.

Breaking down learning into smaller, manageable tasks at each station can be less overwhelming for non-compliant learners, making it easier for them to focus and complete activities. Incorporating hands-on activities at learning stations can enhance understanding and retention. Non-compliant learners may find these types of activities more engaging and enjoyable.

Objectives of Implementation

The objectives of best practice implementation are:

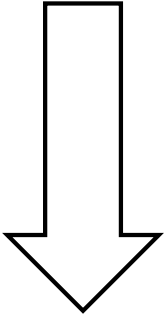

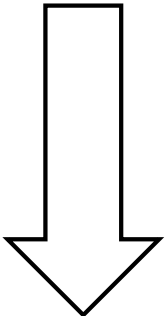

1. To utilize fun learning stations method in developing the attention span of learners with disabilities
2. To enhance the compliance of LWDs in doing their tasks through fun learning stations

Best Practices Implemented

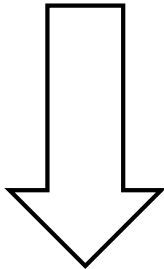
Every corner of the classroom and everything a teacher put inside it affects the submission and involvement of the learners to their own learning especially for LWDs who are easily distracted and are having difficulties in engaging time on tasks. FLS method allows the teachers and students design areas where learners are allowed to rotate transfer from one station to another after each task within the time limit.

Fun Learning Stations for LWDs

The following are the fun learning stations and the designated tasks. The tasks in each area must be performed by the learner within the time limit given by the teacher. They will transfer to the next station once they accomplish the other tasks.

Learning Station	Description/ Method	Time Limit
<p>1. Receiving Area</p> 	<p>The parents and learners are welcomed in this area. It has a welcoming atmosphere so that the LWDs will feel sense of belongingness and acceptance.</p> <ul style="list-style-type: none"> • Greet LWDs and their parents/ guardian when they arrive. • Let them stay in the receiving area to break barriers. • Ask the parents/ guardian to stay outside of the classroom after bringing their children to the classroom to promote learner's greater independence. 	<p>5 minutes</p>
<p>2. Concentration Zone</p> 	<p>This area contains concentration activities for the learners like puzzles, hand-eye coordination tasks, and other activities that promotes attention. It helps the learners be prepared for the tasks ahead and stimulates focus as well as hand and eye coordination.</p> <ul style="list-style-type: none"> • Bring the learner to the concentration zone. • Let him choose the sensory and manipulative materials that he wants. • Give verbal and physical prompts. • Make sure that the child is concentrating with the tasks. 	<p>10 minutes</p>

3. Work Place



The LWDs do their tasks about the lesson of the day in this area. It is also where the class/discussion takes place.

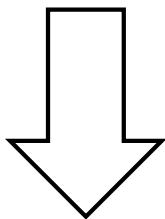
It allows the learner to work independently, with assistance or with peers or perform the skills learned from the discussion.

- Model the skill or discuss the lesson of the day.
- Assist the learner in performing the task/skill.
- Let the learner perform the task/skill independently or together with peers.

30
minutes



4. Play Station



Toys and other manipulative materials are placed in this area for the learners to enjoy after accomplishing their tasks from the previous stations.

Games are essential for brain development and aids in the development of children's communication abilities, sense of self, and capacity for emotional exploration. This station will make them feel rewarded after performing the tasks in the previous sessions.

- Let the child choose the toys or games that he wants.
- Make sure that the child enjoys without compromising safety.
- Let the learner clean and return the toys in their proper places.

10
minutes



5. Cooling Down Area

The mini bedroom and living room serve as the area where they can rest and relax after the session.

It allows excitement to wind down that helps reduce possible tantrums.

- Make sure that the bed is clean.
- Give the child some time to rest while waiting for his parent/ guardian.

5 minutes



Impact of Best Practices Implemented

During the first quarter of the school year, it was seen that the learners are struggling with behavioral management as reflected in their school report card especially in attending to tasks without getting out from the chair and developing attention span to complete tasks. Fun learning stations technique was then implemented by the teachers.

Table 1
Behavioral Development of LWDs in GCISC
(First Quarter)

Performance Indicators	Beginni ng	Develo ping	Approac hing Proficien cy	Profici ent
	No of Learner s	No of Learne rs	No of Learners	No of Learne rs
Uses appropriate verbal communication for social interaction	34	8		
Learns how to speak in a lower tune	34	8		
Familiarizes with and takes direction	34	8		
Follows quieting down instruction	34	8		
Performs simple tasks	34	8		
Puts back materials used in its proper place	35	7		
Accepts consequences of behavior	35	7		
Follows teacher's comments and instructions	35	7		
Participates well in the lesson	33	9		
Responds to questions and activities given to him/her	33	9		
Attends to tasks without getting out from the chair	33	9		
Watches/ listens to videos/ music for five minutes or more	25	17		
Responds positively to behavior management procedures	27	15		
Reduces/ eliminates tantrums during the session	27	15		
Plays with other children	32	10		
Takes turn in games/ activities	35	7		
Takes turn in games/ knows how to wait during playing time	35	7		
Shares things/ food without teacher's prompt	35	7		
Sits for 30 minutes to 1 hour	37	5		

Develops longer attention span to complete the tasks	37	5		
Completes tasks on time	37	5		

Based on the data in table 1, 38 learners are still beginning to attend to task without getting out from the chair and have short attention span to complete the tasks during the first quarter. These learners need special intervention and technique. FLS technique was utilized with high hopes of developing these skills.

Figure 1

Number of learners who attend to tasks without getting out from the chair

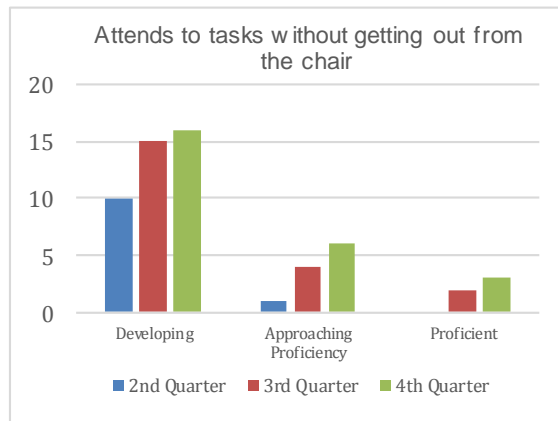
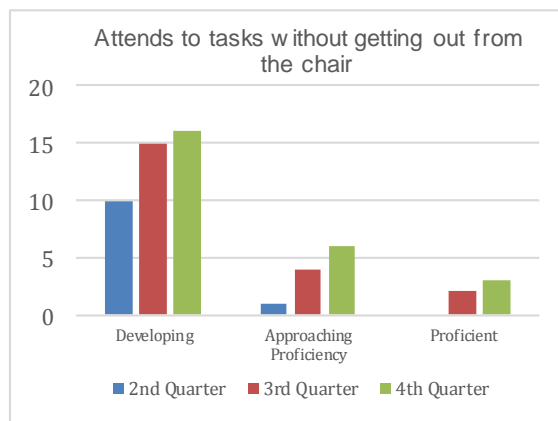


Figure 2

Number of learners who develop attention span to complete tasks



The performance of the learners was monitored during the implementation of the said technique. As seen in figures 1 and 2, the number of learners who are developing, approaching proficiency and proficient in attend to tasks without getting out from the chair and developing attention span to complete tasks significantly increased from first quarter to fourth quarter.

According to O'Sullivan (2022), learning Stations are a great way to teach your students the independent skills they need to facilitate their learning and quality of life in the future. Research shows that children with autism and other disabilities, like intellectual disability, learn best in a visually organised, structured environment that

takes into account their strengths and interests. Setting up structured learning stations enables teachers to organise and plan individualised tasks for each student and have them working independently or towards independence.

Summary and Recommendations

Fun learning stations made the learners sit and wait and attend to their tasks. It promotes positive, proactive, and self-reliance for learners effectively. FLS enhanced the attention span of learners by providing varied and interactive activities that cater to different learning styles, fostering engagement and preventing monotony. It helped in sustaining the attention span of learners by offering diverse, hands-on activities that cater to various learning styles, promoting active engagement, and preventing boredom.

It is recommended to continue the practice but rules must be broken during Fridays so that they can also have freedom to explore the classroom and interact with other kids outside during socialization day.

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