Calendar systems

- Calendar systems play an important roll in supporting and expanding students' communication

- Calendar systems provide a structured way to outline the activities in a student's day.

- They are a series of meaningful symbols or items arranged in sequential order to let the student know what will happen next.

- The term "calendar " typically brings to mind a day planner, a wall calendar, an electronic calendar etc.

- The right device or time piece is an important part of any calendar. If it is not the right fit, the system will not work for the individual.

Typical Communicators

Static		Dynamic	
Object	cup drawing	signing	Cup speaking
cup Print/ braille		Fingerspelling	

Students with sensory loss

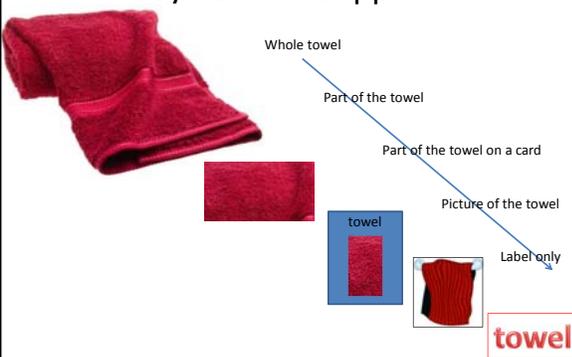- Acquisition of symbols occurs by repeatedly seeing and hearing others using the symbols in a meaningful way.

Systematic Support

Whole towel

Part of the towel

Part of the towel on a card

Picture of the towel

towel

Label only

towel

Calendars Support Development and Use of Communicative Forms

Calendars:

- Support transition from concrete to abstract forms of communication
- Anchor symbols to activities
- Bring an activity to mind
- support static and dynamic communication and their relation to each other within calendar dialogue

Time Concepts

Calendars provide a way to teach concepts of:
- Past
- Present
- future

Calendars provide a way to teach concepts, such as:
- before
- after
- later
- now

Helps in the Development of Communication

- It allows the student to talk about things that have happened in the past or will happen in the future.

- provides the student and CP with a mutually understood topic for discussion.

Why use a calendar system?

- It provides the student the security of knowing what is going to happen next.

- It gives the student things to anticipate.

- It alerts the student that an unexpected change in routine is going to occur.

- It allows the child to participate in decisions about the days events.

What is a Calendar Box or Anticipation Calendar?

Selecting Objects for a Calendar Box?

- In order for calendars to be successful, it is <u>essential</u> that the objects be meaningful to the individual child.

- Objects should be agreed upon by the members of the team to ensure greater consistency across settings.

How is a Calendar System used?

- It is important that enough time be built into the child's day to be able to check the schedule box before and after each activity.

- Once the activity has been completed, the student and teacher carry the object back to the calendar box and place it in a special "finished" box to the right of the other boxes, saying and signing "finished".

- They then take the next object out of the next box and repeat the process.

How can a student move on once the basic system has been mastered?

- As students become skilled with the basic set up, they may be able to use slightly more abstract systems.

More about Calendars

Calendar systems can be :

- simple anticipation calendars- presenting an object or symbol representing what is coming next and putting it in a "finished box" at the end of the activity.
- They can be expanded to have objects, symbols or pictures arranged in the order of the events of the day.
- They can be expanded into weekly or monthly calendars.
- They can use objects, parts of objects, textures, pictures, words in print or in Braille.

How is a calendar system related to Literacy?

- As students become more proficient, the system can be made more abstract.

Before you begin a calendar…

- The student's individualized communication program must be in place.

- Activity routines must also be developed so that you have something to represent in the calendar.

- The time frame must be selected that is appropriate to represent to the child.

Other things to consider…

- You may need to include a picture of the support staff or change of teachers along with the activity.

assembly

bicycle

Activity Analysis for Effective Intervention

Date: _____

Every activity that is done should contain these four components. Use this chart to target the areas for effective intervention.

Intervenor _____   Activity _____

Anticipation	Motivation	Communication	Confirmation

Designing the Calendar Routine

1. Set up the calendar in the appropriate area so you can begin as soon as the student arrives.
2. Allow the student to explore the calendar
3. Show the student the object in the calendar and support them in removing it and examining it.
4. Perform a brief action with the object to help learn the function (as required)
5. Have the student carry the object to the activity
6. Perform the activity
7. Return the object to the calendar area and place in the "finished" area.
8. Repeat

Avoiding Common Errors

- Limiting the student's communication to calendar activities
- Doing calendar activities without communication

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