


Calendars for Students with Multiple Impairments Including Deafblindness

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WORKSHOP # 71828
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Item #1

This training is based on the book ***Calendars – For Students with Multiple Impairments Including Deafblindness***, Robbie Blaha, 2001, Texas School for the Blind and Visually Impaired

Permission to use parts of this book or adaptations has been granted to Region One ESC by Texas School for the Blind and Visually Impaired

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History of Calendar Systems



- Developed by Dr. Jan Van Dijk, working at the Instituut voor Doven, Netherlands, while working with children with deaf blindness
- Calendar systems provided an avenue in which the children could be provided opportunities to share the world and develop their communication skills
- Could be used at school, home, community

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Purpose of the Calendar Guide (book)

- Communicate the benefits of calendar systems
- Provide information regarding designing of calendars and programming based on a student's current needs and skills
- Provide information regarding the continuum of calendar systems in order to assist with decisions for each student

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Calendar Systems

This type of system has been expanded to be used with:

- Students with deaf blindness
- Students with visual impairments
- Students with autism
- Students with communication challenges





Calendar System

- To be used with students that were at risk of not understanding all or part of events that are happening around them
- Students that need support in organizing or structuring their time and activities
- Students that need support with communication

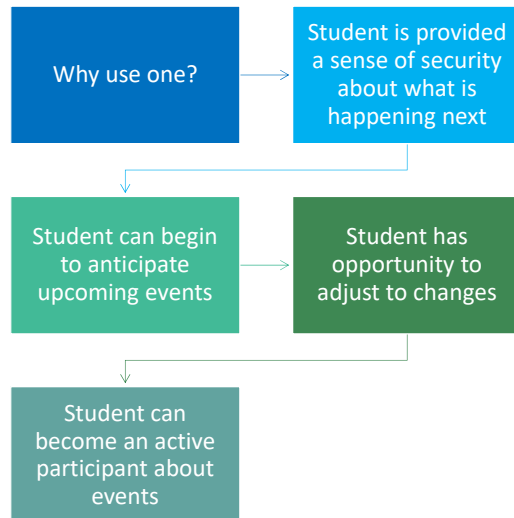


Calendar Systems

-  Calendar systems support
-  The development of communication skills
-  Provides emotional support for a student
-  Empowers the student
-  Teaches time concepts
-  Supports vocabulary development



Calendar Systems




Calendar Systems

Why use one?

Development of Communication skills

- Student can “talk” about events that have occurred (past and future)
- Format provides opportunities for selection of topics, initiate conversation

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Are you aware of the different tools and systems already provided for students that can help you help them?

How often do we support implementation of systems already in place?


VI teachers- how successful have students been with previous implementations?

What would you say is the main reason for the success?

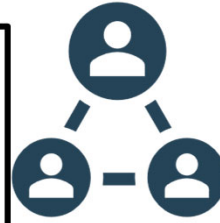
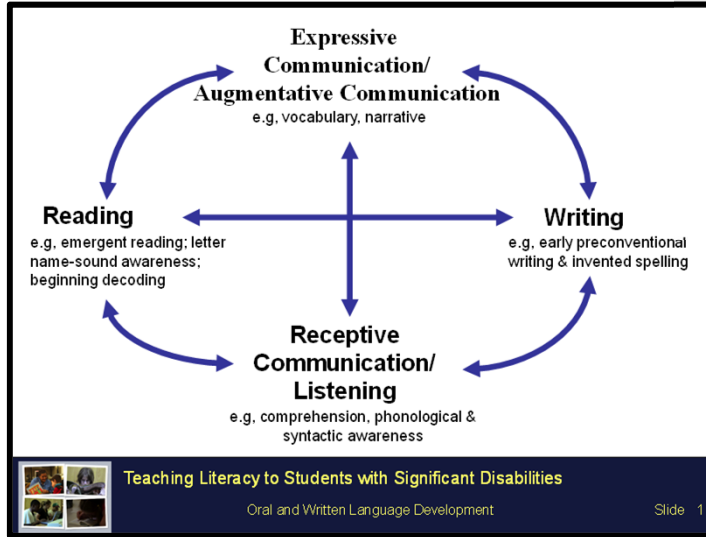
AT TEAMS



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AT TEAMS



Essence Statements & STAAR Alt.

Communication can range from concrete to more abstract

A child starts out at a very concrete stage and develops to more abstract as their communication skills develop

Students with sensory issues may not follow traditional developmental stages due to their sensory deficit



For STAAR Alternate 2, TEA defines accommodations as changes to materials or procedures that enable students with disabilities to participate meaningfully in learning and testing. The accommodations must:

- maintain the integrity of the assessment,
- avoid leading to or providing the student a direct answer,
- be used routinely in instruction,
- reflect the student's learning styles, and
- allow a student to respond using a mode that is appropriate for the student.

Accommodations may be used only if they meet the criteria above and are listed in the student's IEP.

Accommodations

For STAAR Alternate 2, TEA defines accommodations as changes to materials or procedures that enable students with disabilities to participate meaningfully in learning and testing. It is critical that students with disabilities are provided access to the assessment through careful use of accommodations wherever appropriate. The accommodations must:

- maintain the integrity of the assessment,
- avoid leading to or providing the student a direct answer,
- be used routinely in instruction,
- reflect the student's learning styles, and
- allow a student to respond using a mode that is appropriate for the student.

Accommodations may be used only if they meet the criteria above and are listed in the student's IEP. The chart below shows allowable accommodations for STAAR Alternate 2 along with additional guidelines on how some should be applied.

Allowable Accommodations
<ul style="list-style-type: none"> • Color or highlight images or text • Place color overlays on images or text • Pair images or text with photographs, picture representations, or real objects of the same content <ul style="list-style-type: none"> • Photographs, pictures, or real objects must be as close to the original as possible • Attach textured materials to images or text • Demonstrate concepts or relationships in images or text • Raise or darken the outline in images or text • Enlarge images or text <ul style="list-style-type: none"> • Magnification devices, photocopying, or computer magnification programs can be used • Add braille labels to images or provide text in braille • Describe images for students with visual impairments <ul style="list-style-type: none"> • Descriptions of images can only include details of what can be seen in the images without comments about the overall meaning of the image. • Provide images or text on separate paper presented one at a time <ul style="list-style-type: none"> • Images must be presented in the same order or configuration as they appear in the test booklet • Cover or isolate images or text addressed • Use routine picture representations for key words in verbal directions to the student <ul style="list-style-type: none"> • Only what is visually presented, stated in text, or supplied in the test administrator instructions can be provided. • Use calculator, manipulatives, or math tools to arrive at response <ul style="list-style-type: none"> • Function devices, geometric images, number lines, number charts, money, base-ten blocks, counters • Reread sections of the test <ul style="list-style-type: none"> • Follow the guidelines in the "Presentation Instructions" section of the Test Administrator Manual for guidance on repeating presentation instructions and rereading sections of the test. • Provide structured reminders <ul style="list-style-type: none"> • Personal lines, label systems, color-coded or handwritten reminders, or visual schedules

In order to access some allowable accommodations, it may be necessary to photocopy secure materials. These allowable accommodations must be documented in the student's IEP. To photocopy secure materials, test administrators are required to follow the photocopying guidelines in the Test Administrator Manual in order to maintain the security and integrity of the assessment.



PAIR IMAGES OR TEXT WITH PHOTOGRAPHS, PICTURE REPRESENTATIONS, OR REAL OBJECTS OF THE SAME CONTENT
PHOTOGRAPHS, PICTURES, OR REAL OBJECTS MUST BE AS CLOSE TO THE ORIGINAL AS POSSIBLE

POSSIBLE TOOLS/IDEAS

Test administrators may use any combination of actual pictures, picture symbols or real objects (partial or complete) to support images or text.



EXAMPLES:

ENGLISH II

Food served from fast-food restaurants are not always healthy.



Attach textured materials to images or text
TEST ADMINISTRATORS MAY INCLUDE VARIOUS SENSORY OBJECTS WITH IMAGES OR TEXT.

	Test Items	Accommodations
—Texture		
—Smell		

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Traditional Communication

- Communication can range from concrete to more abstract
- A child starts out at a very concrete stage and develops to more abstract as their communication skills develop
- Students with sensory issues may not follow traditional developmental stages due to their sensory deficit

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Traditional Basic Language Development

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Traditional Basic Language Development

Concrete

Abstract

SYMBOLIC LEVEL OF UNDERSTANDING


- Identical object
- Partial or associated object
- Object with one or two shared features
- Tactile symbols
- Colored photographs
- Black and white photographs
- Colored line drawings
- Black and white line drawings
- Print
- Sign Language
- Braille
- Abstract shapes and graphics

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We use both static and dynamic communication throughout our day


Static and Dynamic Communication

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Static Communication

- “Stay Put” form of communication
- Type of communication that we can always refer back to
- 2 dimensional such as drawings, photos, or printed word
- 3 dimensional such as objects, tactile symbols or print/Braille



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Dynamic Communication



- “On the spot” speech
- Information and assistance appears as soon as it is produced but then it is gone
- In order to recall we must use our memory system
- Examples: speaking, finger-spelling, signing


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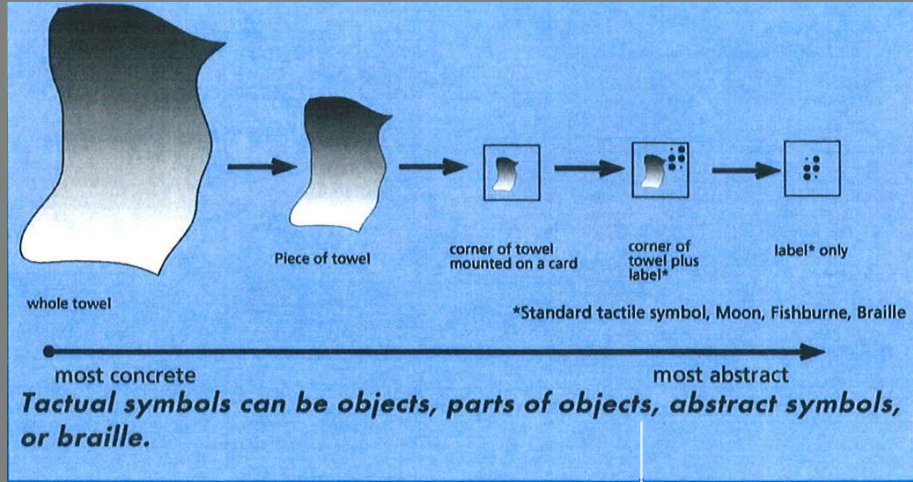
Provide a systematic process to move a student from the concrete to the abstract

Calendar Systems

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Concrete to Abstract Students that use tactual symbols

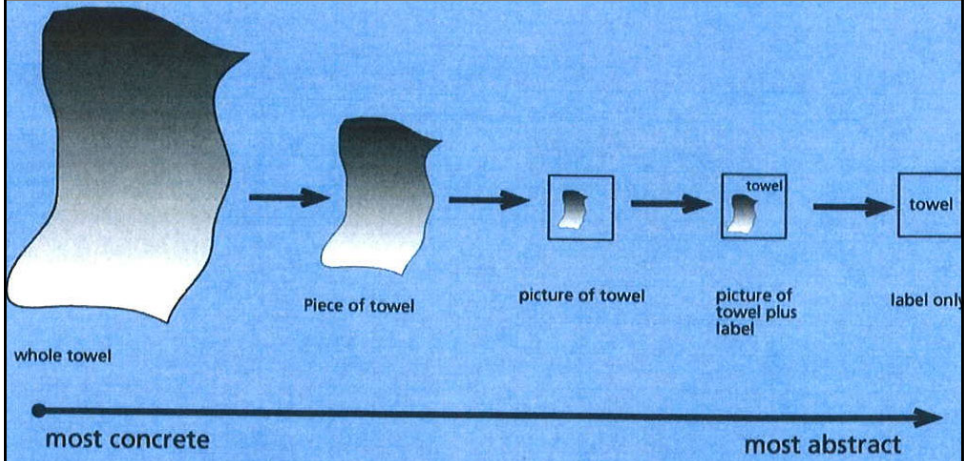


Calendars for Students with Multiple Impairments Including Deafblindness, (Blaha, R. 2001)

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Concrete to Abstract Students that use visual symbols








Calendars for Students with Multiple Impairments Including Deafblindness, (Blaha, R. 2001)


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Calendars System Support Communication

-  Assists a student to move from concrete forms to abstract forms
-  Ties symbols or forms to particular activities
-  The symbol or form brings the activity to mind for the student
-  Both static and dynamic forms can be combined
-  They are individual to each student


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Calendar Systems

- Calendar systems provides the student a means of communication
- Provides opportunity for two way conversation
- Moves away from doing things for them, to them,
- Empowers a student to express himself/herself regarding likes/dislikes, requests/rejections, and/or choices.

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Explore and Experience




When introducing any object/symbol provide time to allow the student to explore the object



Use Hand under Hand

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Before Setting Up a Calendar System


Student's communication program must be in place (goals/objectives)

↓






What do you want the student to be able to do?

Request/reject	Initiate conversations	Use object cues
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Before Setting Up a Calendar System

-  What activity routines do you have in place?
-  Be able to select which one(s) you would want to use with the student's calendar system
-  Determine the type of time frame that will be used*
-  *Guide to Selecting Time Frames for Calendar Systems - Appendix*
-  Calendars for Students with Multiple Impairments Including Deafblindness, (Blaha, R. 2001)


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Types of Calendars

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3
Categories of Calendars

Time Calendar

- *Anticipation*
- *Daily*
- *Weekly*
- *Monthly*

Sequencing Calendar

Choice Calendar


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Time Calendar
Anticipation Calendar

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Time Anticipation Calendars




THIS IS A BEGINNING LEVEL OF ANY CALENDAR SYSTEM



FOR STUDENTS WITH A CONCEPT OF NOW




ASSISTS TO ANTICIPATE WHAT IS GOING TO HAPPEN NEXT



LABELS A PRESENT EVENT

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Anticipation Prerequisites


Student recognizes a few people, locations and some actions associated with a few routines

May react to the presentation of an activity

Anticipates steps needed for a familiar routine

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- Represents an immediate past or future
- Uses two distinctively different containers
 - One for future
 - One for finished

Anticipation Characteristics

<http://www.tsbvi.edu/distance/communication/calendars/three-kinds/time-piece/anticipation/index.html>

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Step 1

Determining if Anticipation is Appropriate


Cognition – Recognizes some people, locations, sounds, and actions that are associated with a few routines and may act appropriate when one or two objects connected to a familiar routine

Time Concepts and Time Pieces – demonstrates understanding that the activity is finished

Communication – early stages of building representation but has minimal organization to request or reject

Social Skills - needs a lot of support, minimal attention to activities

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Step 2
Design the Calendar to Teach Time

Anticipation calendars are the first level of calendar systems:

FUTURE- place the object in the finished container to represent the activity is finished

Past – choose objects student is familiar with and have a container to present the object

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Step 3
Design the Calendar to Teach Communication

Connecting IEP goals within a calendar routine


In terms of communication

- Development of topics
- Representational forms
- Communicative forms
- Social interactions

Student may need to explore the object before making connection to the activity

Post a list or “script” of the routine


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Step 4 Design the Calendar Routine

- Select an activity student enjoys
- Have an object that will represent the activity in the futures container
- Explore the object in the container with the student
- Student takes the object to the activity location
- Student places the object in the finished container after activity is completed


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Step 5 Design Expansion Activities

- Extend activities to the future
- Future container is divided into half and two objects are placed in the container
- Expand the time between object and the actual activity
- TIP – only change one thing at a time*

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Step 6
Transition to the Next Time Frame


Student appears to fully understand the anticipation calendar


Student has expanded objects that are used and can review the object with extended time till time for the actual activity.


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Using an Anticipation Calendar

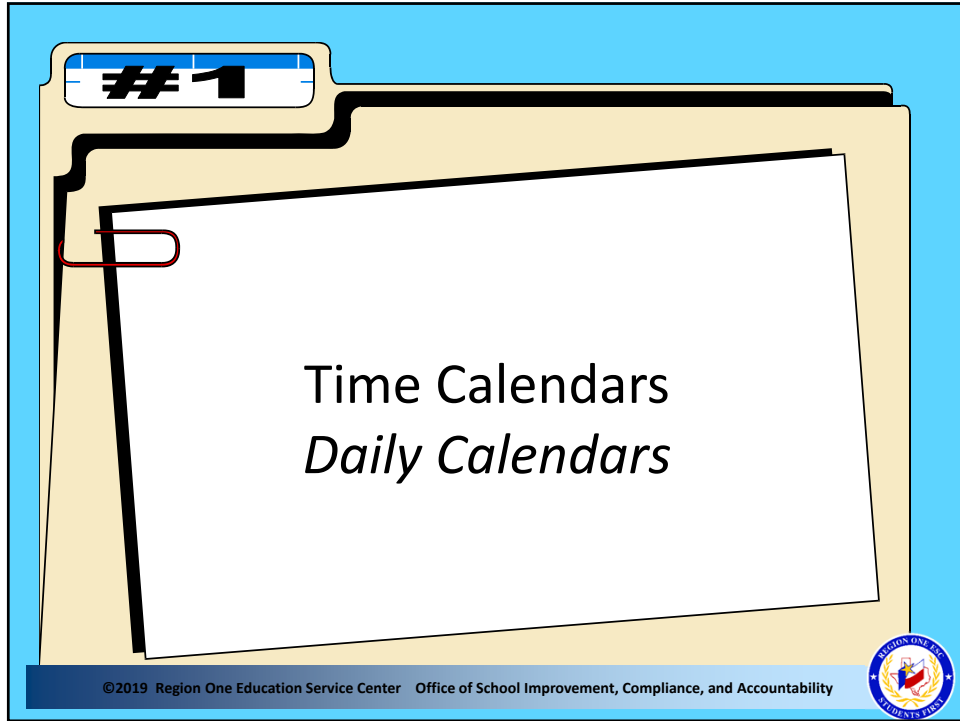
 When presented object / symbol and student goes directly to the location for the activity

 Once activity is completed, object/symbol is placed in the finish basket/box/container

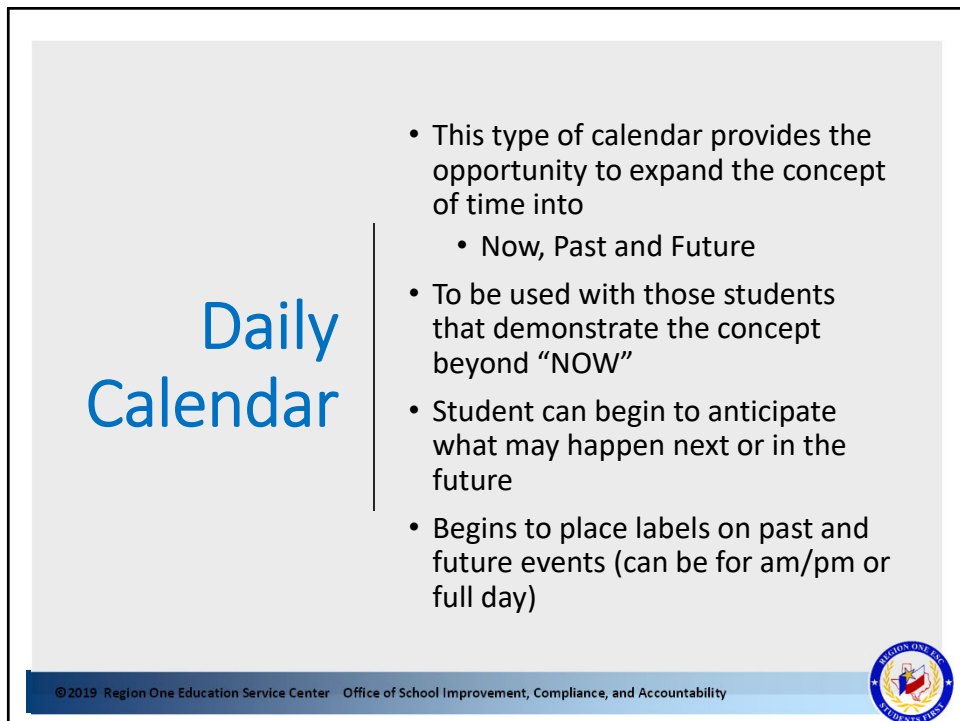

 VIDEO:

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**Daily
Calendar**




- This type of calendar provides the opportunity to expand the concept of time into
 - Now, Past and Future
- To be used with those students that demonstrate the concept beyond “NOW”
- Student can begin to anticipate what may happen next or in the future
- Begins to place labels on past and future events (can be for am/pm or full day)

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Daily Calendar Prerequisites

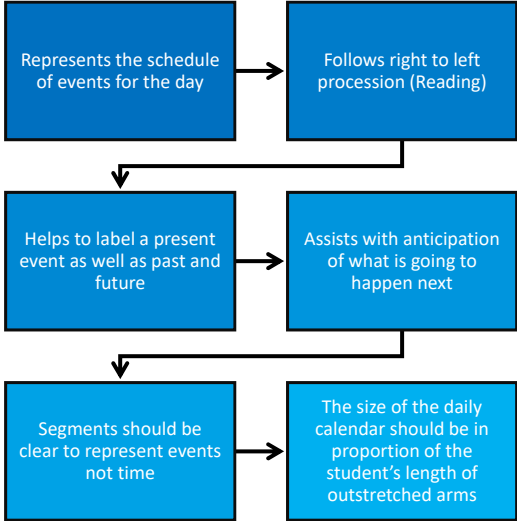
Student :

-  Recognizes people, locations, sounds and/or actions associated with three or more familiar activities
-  Acts appropriately with several objects in routines
-  Anticipates several steps in a few routines

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Daily Calendar Characteristics



```
graph TD; A[Represents the schedule of events for the day] --> B[Follows right to left procession (Reading)]; B --> C[Helps to label a present event as well as past and future]; C --> D[Assists with anticipation of what is going to happen next]; D --> E[Segments should be clear to represent events not time]; E --> F[The size of the daily calendar should be in proportion of the student's length of outstretched arms];
```

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Step 1

Determine If Calendar is Appropriate

Cognition

- Can highlight a series of topics; provides opportunities for choice making; decontextualized - out of context

Time

- Displays multiple future events; develop concept of past also

Emotional

- Student will know what is to happen during the day as well as next, develop wait time, taking turns ; likes and dislikes

Communication

- Participates with the calendar activity; takes turns; appears to connect object to activity

Social Skills

- Attends to instruction for greater length of time and with teacher at a distance



Step 2

Design the Calendar to Teach Time

Student uses the calendar going from left to right (*sometimes top to bottom*)

Calendar does not need all activities represented at the beginning

PAST

- Calendar should have a way to indicate finished – flip symbol over, flap for slot, empty slot

PRESENT

- Student is directed to the object for the activity

FUTURE

- Opportunity to teach "wait" if student explores objects for later activities (left to right)




Step 3

Design the Calendar to Teach Communication

Opportunity to address IEP goals


- Understanding and using symbolic forms
- Developing vocabulary of people and activities
- Maintaining attention
- Making choices – request/reject


*****The IEP for communication should include goals/objectives regarding representational abilities (object, part of an object, symbol)**


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Step 4


Design the Calendar Routine


 Have a set time and place for daily discussion about calendar (morning activity)

 Use summary sheet to determine planning





 Student will begin to understand each segment represents a portion of time.

 Use left to right progression


 Use Hand under Hand technique

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Step 5 Design Expansion Activities

-  As student demonstrates understanding of daily calendar expand to include future activities
-  Increase slots depending on the day
-  Can divide calendar into AM activities and PM activities
-  Introduce more abstract forms (paired with the object or object representation)


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Step 6 Transition to the Next Time Frame

-  **Using the Summary Page for documentation**
-  As student progresses indicate on the summary page that would indicate the student demonstrates a good understanding of their daily calendar
-  **Summary Sheet for Planning the Calendar- Appendix**
-  **Calendars for Students with Multiple Impairments Including Deafblindness, (Blaha, R. 2001)**

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Daily Calendar

How to Use

Preview the calendar each morning

Each activity will start with the section represented on the calendar

Take the symbol to the activity area

When the activity is finished return to calendar and place object/symbol in finish basket

Review the activities at the end of the day



#1

Time Calendars
Expanded Calendars
Weekly
Multi-Week
Monthly
Annual



Weekly Calendar

- A form of calendar that serves as a Time Piece Calendar
- Develops concept of NOW as well as yesterday, and tomorrow and days of the week
- Greater expansion in regards to past and future activities

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Weekly Calendar Prerequisites

Student can...

- Recall activities that took place a few days ago
- Indicates understanding of the past by noticing when familiar events are completed
- Anticipates a number of activities in response to cues
- Maintains joint attention and environment interacts with others for several minutes.
- Usually works left to right without support

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Weekly Calendars Characteristics

- Used in conjunction with the daily calendar
- Each space represents a day
- All the days of the week are listed left to right
- Each day of the week will have a distinct activity listed for the day
- Students begin to learn how each day is different from the other: speech , gym, music
- Use a marker for today (frame it)



Step 1 Determine If Calendar is Appropriate



Cognition – student recalls activities from several days past, recognizes multiple objects for various routines



Time Concepts and Time Pieces – student demonstrates understanding of “past”; may request for activities that are in the future, begins to associate particular events with particular days



Communication –will take turns; might initiate conversation on occasion




Social Skills – maintains attention for 10 -15 minutes (may still need support)



Step 2 Design the Calendar to Teach Time

- Each segment represents a day
- Each day of the week has some distinct visual/tactual cue
- Student begins to demonstrate understanding that certain activities are associated with a particular day
- (do not select activities that occur daily)*
- Include Saturday and Sunday (ask home if there are any particular events for those days)

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Step 2 Design the Calendar to Teach Time cont.

PAST

- Indicate activity finished by using a flap, empty slot or turn over symbol


PRESENT

- Be sure to cue for TODAY that is a different cue from PAST

FUTURE

- Develop concept of waiting for activities scheduled for a later time

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Step 3

Design the Calendar to Teach Communication



- Connect calendar to IEP goals
- Expanding vocabulary
- Student may be demonstrating more interaction with peers
- Student may be initiating conversation more

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Step 4




Design the Calendar Routine

-  Have a set routine for the discussion of the weekly calendar
-  Moving to multiple weeks or monthly, have something that would represent the week is done


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Step 5 Design Expansion Activities


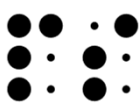
-  Can introduce more vocabulary
-  Introduce the concept of a timeline which may be through a particular project that will be covered over a few weeks
-  May expand into morning, afternoon and evening activities

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Step 6 Transition to the Next Time Frame

As the student progresses, objects may move to object representation then paired with a tactile symbol/Braille



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Monthly Calendars

- Used once student has advance through daily and weekly
- Expands opportunities to develop concepts such as season, holidays, birthdays



Monthly Calendar Prerequisites



Student can



Understand and use weekly calendars with a level of proficiency




Understands the days of the week




Has or is developing concepts related to season, holidays, special events such as birthdays






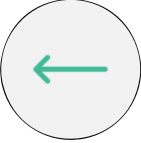
Monthly Calendar



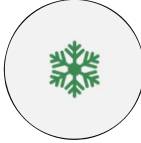
WHEN INTRODUCING A MONTHLY CALENDAR START ON THE FIRST DAY OF A MONTH (NOT DECEMBER)



NUMBER THE DAYS OF THE MONTH TO ALLOW THE STUDENT ASSOCIATING DAYS OF THE WEEKS TO DATE OF THE MONTH

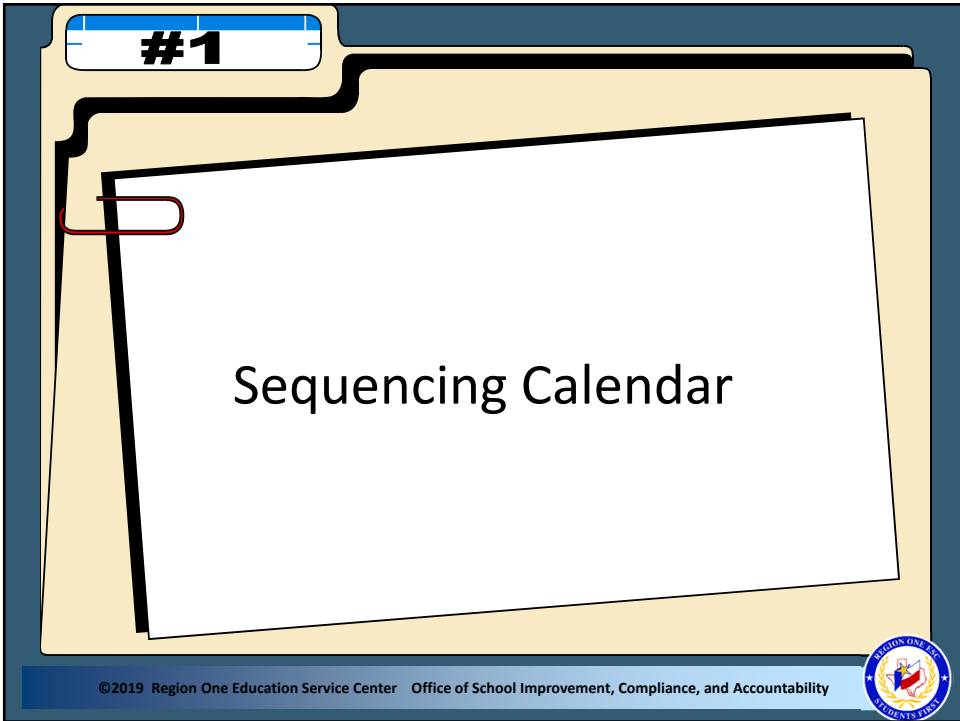



USE LEFT TO RIGHT SEQUENCE



HIGHLIGHT SPECIAL EVENTS: BIRTHDAYS, HOLIDAYS, SEASONS


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Sequencing Calendar

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Sequencing Calendar

- This type of calendar is integrated within routines
- Taking a larger amount of time into smaller chunks
- Establishes beginning, middle, and end
- Provides opportunities for expansion of language and conversations

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Choice Calendar

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Choice Calendars

- This is used along with time calendar
- Provides student an opportunity to have some control over their daily activities
- When the daily schedule allows provide student opportunity to make choices



Choice Calendar

Teaches student the concept of choice-making

Initially start with two choices (this or that)


As the student demonstrates understanding of the concept other choices can be added



Choice Calendars

- Initially choice calendars used within structured lessons
- Eventually introduce the symbol that will represent "choice time"
- Make a choice board that student can choose from
- May be visually or tactually
- Student chooses this activity or that activity
- At end of activity, activity symbol and choice symbol are placed in finish basket


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Experience Calendar
Social Calendar

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Experience Books

-  A way to expand an activity or event
-  Can be added to a daily calendar
-  Select a "topic" going to Whataburger
-  Can use the book to preview a main activity
-  Can use the book to review the activity
-  Share with family so they know how the day, field trip, school event went


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Calendars for Social

- Calendars can be used for developing social interaction
- This time should would need to be scheduled daily
- Allows the student to review the day prior to going home
- Can support a calendar system at home using similar format, objects, object representation or symbols

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Where to Start

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Determining the Time Frame

For each student using a calendar system:

- Use the *Guide to Selecting Time Frames for Calendar Systems*
- Form starts with anticipation calendars and moves upward Daily, Weekly, Monthly
- Read the selections
- Read through the selections
- For first missed key characteristic (Bold print) go to the previous time frame for a starting point
- Student should be able to demonstrate key characteristics for each time frame before moving to the next one

Guide to Selecting Time Frames for Calendar Systems – Appendix
Calendars for Students with Multiple Impairments Including Deafblindness, (Blaha, R. 2001)


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

How do you know it is working?

- Does the student appear interested in the objects/symbols being presented?
- Do they explore, examine, ask in their way about the object/symbol?
- Does the student provide an appropriate response?
- Do they demonstrate an appropriate response in terms of time
- Are they moving from left to right, using the finished basket, moving more independently with his/her calendar


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TIPS

-  Plan for implementing a calendar system
-  Don't do all of the talking during calendar time
-  Provide information about the activity: pudding box we are going to make pudding
-  Type out steps for the routines, activities so others can follow
-  Document the progress - SUCCESS
-  Be sure everyone is in on it!

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Ticket Out the Door Follow Up

- We will conduct onsite visits Spring 2020 using an adapted version of the Calendar Evaluation Form found on page 125 of Appendix
- Before you leave Complete the Region One Calendar Project Follow Up Form (1 for Each Team)
- Turn it in to Region One Staff

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