

Calendar Planning Forms

This document contains forms that can be found in the following book:
Blaha, Robbie. (2001). *Calendars for Students with Multiple Impairments Including Deafblindness*, pp. 114-124. Austin, TX: Texas School for the Blind and Visually Impaired (www.tsbvi.edu). They are reprinted here with permission.

Guide to Selecting Time Frames for Calendar Systems

Student's Name: _____

Date: _____ Assessed by: _____

Starting with the Anticipation Calendar time frame, continue until the student misses a key characteristic (in bold). Stop at this point. Go to the previous time frame. The student should be able to demonstrate the key characteristics of each time frame before moving to the next time frame. The secondary characteristics (in italics) are not required but may help families and staff select a time frame.

Time Frame: Anticipation Calendar

- Recognizes some of the people, locations, sounds, scents and actions associated with a couple of familiar activities.**
- Acts appropriately on one or two objects in a familiar routine.**
- Anticipates a few steps while doing a familiar routine indicating memory of the routine.**
- Understands when a routine is finished in 1 or 2 predictable routines.
- Anticipates the onset of any activity based on signal level cues.

- Anticipates the onset of an activity for a few events.
- Has not yet developed the ability to use objects to represent activities.
- Has yet to develop an organized means to request or reject preferred activities.
- Needs maximum support in attending to things outside of the body.
- Allows or enjoys brief interactions with others.
- Distinguishes between a few caregivers.

The anticipation system is the entry level calendar system. If the student is not ready for this, then the emphasis should be placed on developing participation in routines, engaging in interactions and the resonance level of van Dijk methodology. Review Communication: A Resource Guide for Teachers of Students with Visual and Multiple Impairments (Hagood, 1997 Chapter 3 page 43 and Chapter 4, "Sample Activity Routines").

Notes:

Time Frame: Daily Calendar

- **Recognizes some of the people, locations, sounds, scents and actions associated with three or more familiar activities.**
- **Acts appropriately on several objects in familiar routines.**
- **Anticipates several steps within a few routines.**
- **Anticipates upcoming events from object cues.**

- **Can make an association between object symbols and activities despite time and distance between presentation of an object and the actual activity (e.g., 3-4 feet away and the time it takes to travel there).**
- **Understands when an activity has ended in several familiar routines (three or more).**
- **Can attend to the environment and does not withdraw (for approximately 2 minutes).**
- **Frequently works left to right without support.**
- **Understands which familiar activity will take place when going to a particular location.**

Notes:

Time Frame: Weekly Calendar

- **Remembers activities that took place a few days ago.**
- **Seems to associate particular events on the day they usually occur (e.g., Monday: restaurant, Tuesday: allergy shot), without necessarily knowing the names of the days.**
- **Indicates an understanding of past by noticing when familiar events are wrapping up or are completed.**
- **Anticipates a number of activities in response to cues (e.g. an object symbol, picture, or tactile symbol) associated with the activity.**
- **Maintains joint attention, attends to the environment, and interacts with others for several minutes.**

- **Usually works left to right without support.**
- Recognizes numerous objects that are associated with one routine.
- Requests events that cannot be done today and wants to know when activities will be scheduled.
- Needs strong contextual support for conversations and understanding instruction.

Notes:

Time Frame: Multi-Week or Monthly Calendar

- **Anticipates events which occur on a bi-weekly or monthly basis.**
- **Associates many regularly scheduled activities with the current days of the week.**
- **Names a few days of the week in print, tactual symbols, braille, speech, or sign.**
- **Uses and responds to signs, speech or symbols that represent past, present, and future.**
- **Uses a left to right format consistently.**
- Requests activities beyond a week.
- Uses multiple symbols (e.g., print + pictures + signs).
- Participates in discussions of events before and after they occur.

- Maintains joint attention in activities for 10 to 15 minutes.
- Demonstrates a need to know about future events.

Notes:

Time Frame: Annual Calendar

- Understands monthly calendars (e.g., locates particular actions and days over 2 months).**
- Understands time vocabulary for week, month, today, yesterday, to-morrow, next, last, days of the week, and names of at least 2 months.**
- Anticipates or comments on events which occur every few months or once a year.

Notes:

Summary Sheet for Planning the Calendar

Student's Name: _____

Date: _____

Use this sheet to summarize what the student's calendar needs to include. Fill it out after the student's assessments have been done (e.g., time frames, sensory assessments, communication assessments). This summary can be useful when developing the calendar and any calendar IEP objectives. It can be shared with substitutes or administrators who have not been directly involved in planning, and should be part of the records sent to new teachers.

Time Frame

Anticipation Daily Weekly Multi-Week Monthly Annual

Individual Modifications for Sensory and Motor Abilities

Sketch of Time Piece

Materials Needed for Time Piece

Roster of Symbols (objects, parts of objects, pictures, tactual symbols)

Who Does the Calendar Routine with the Student?

IEP Objectives Addressed During Calendar Routine

General Steps of Routine

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Steps to Introduce the Format

- 1.
- 2.
- 3.
- 4.

Potential Expansion Activities