



Texas School for the Blind and Visually Impaired Outreach Programs

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WREIC 2023 Now, Next, Finished: Using Calendar Systems and Routines to Support Learning

**June 14, 2023
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Title Slide (Slide 1)

Slide shows an image of the TSBVI logo which includes a circle with a star on the inside and each letter of the school abbreviation around each point.

Now, Next, Finished: Using Calendar Systems and Routines to Support Learning
Texas School for the Blind and Visually Impaired Outreach Programs
Kathi Garza M.Ed. TVI - Infant / Early Childhood Consultant
WREIC 2023 - Cheyenne Wyoming

Today's Calendar (Slide 2)

Slide shows 4 squares arranged next to one another horizontally. Each square has text in it, noted in the bullets below. Underneath the box on the left is an arrow pointing up to it.

- Calendar Systems
- Symbolic Communication
- Routines
- Implementation

Why Calendars? (Slide 3)

You tell me...

Why do YOU use a calendar, watch, planner or schedule?

Slide shows 5 cloud shapes with a word in each as indicated below.

- Information
- Anticipation
- Organization
- Motivation
- Confirmation

Impact of Sensory Loss (Slide 4)

Children with visual and/or multiple impairments, or those who are deafblind encounter specific implications to receiving information about their world.

- Information may be missing or incomplete
- Incidental learning is unreliable
- Hands-on experiences become essential for learning

Types of Calendars (Slide 5)

Slide shows 3 images. The first image is a clipart of a desk calendar with one of the daily pages being ripped off. The second image is a clipart of a person walking down a road with three different paths to choose from. The third image contains 3 numbered circles with arrows pointing from one to the next in the sequence.

- Schedule or “timepiece” calendar
- Routine or “sequencing” calendar
- Choice calendar

Schedule / Timepiece Calendars (Slide 6)

Anticipation Calendar

Slide shows an image of a red cylindrical bucket with an adapted spoon inside it next to an empty green woven basket. The red basket on the left is labeled “now,” and the green basket on the right is labeled “finished.”

Schedule / Timepiece Calendars (Slide 7)

First/Then Calendar

Slide shows an image of a wooden box with two open sections next to a yellow woven basket. In the first section of the wooden box, there is a cup, and in the second section, there is a symbol for “keyboard.” The yellow basket is labeled “finished.”

Schedule / Timepiece Calendars (Slide 8)

Partial Daily Calendar

Slide shows an image of a wooden box with 4 open sections. Each section has a symbol. From left to right, there is part of a seatbelt, a speech output button, a miniature cane, and a miniature pillow.

Schedule / Timepiece Calendars (Slide 9)

Daily Calendar

Slide shows an image of a calendar on laminated card stock. There is a braille card for the day and 8 other braille cards containing recordable stickers on them.

Schedule / Timepiece Calendars (Slide 10)

Weekly Calendar

Slide shows an image of a calendar on a large sheet of plastic. Across the top are tactile symbols for each day of the week. Below each symbol is a velcro strip for each day and a highlighted activity is displayed using a tactile or object symbol.

Schedule / Timepiece Calendars (Slide 11)

Bi-Weekly Calendar

Slide shows an image of a calendar on a large sheet of foam board. Across the top and middle of the board are tactile symbols for the days of the week depicting two weeks. Under each daily symbol are one or more tactile symbols for special activities, people, or locations associated with that day.

Routine / Sequencing Calendar (Slide 12)

Breakfast Routine Calendar

Slide shows an image of a wooden box with 4 open sections. Each section has an object or tactile symbol. From left to right there is a cutting board, a tactile symbol for “apple,” an apple cutter, and a plate.

Choice Making Calendar (Slide 13)

Choice Boards

Slide shows two images of choice boards. The image on the left is of a black felt board with picture symbols for an apple and a banana attached to it. In front of each symbol are an apple and a banana. The picture on the right shows a choice board with tactile symbols for “reading a book” and “listening to music” attached to it.

Choosing the Right Calendar (Slide 14)

You tell me...

What observable skills can help you determine the type of calendar to use?

Slide shows 3 cloud shapes with a word in each as indicated below.

- Recognizes
- Acts
- Anticipates

Learning in Action (Slide 15)

Slide shows an image of a toddler sitting on the steps to a playground and cracking confetti eggs on his own head.

Today’s Calendar (Slide 16)

Slide shows 4 squares arranged next to one another horizontally. Each square has text in it, noted in the bullets below. On top of the first box is a clipart with a green circle and a check mark in it, covering the text. Underneath the 2nd box from the left is an arrow pointing up to it.

- Symbolic Communication
- Routines
- Implementation

Symbolic Communication (Slide 17)

Slide shows 4 images arranged in a 2 by 2 grid. The image on the top left shows two toothbrushes. The image on the top right shows a tube of toothpaste. The image on the bottom left shows the head of a toothbrush glued onto a triangular backing. The box on the bottom right has the words “brush teeth” printed in it.

Hierarchy of Abstraction for Symbolic Communication

- Concrete Object Symbols
- Alternate Object Symbols
- Parts of Object Symbols
- Tactile symbols or
- Pictures
- Braille or Print

What are Object/Tactile Symbols? (Slide 18)

Object and tactile symbols are concrete representations used with individuals who have a practical need for a graphic language system. They are a stepping-stone to braille or print.

- Object and tactile symbols can serve the same purpose for a child who is blind as pictures can for a sighted child
- Tactile symbols are designed to fall into specific meaning categories to support language acquisition and concept development.

Who Can Use Object/Tactile Symbols? (Slide 19)

Students who typically benefit from the use of concrete object or tactile symbols:

- Have significant vision loss and are unable to efficiently use print or pictures for learning
- Communicate intentionally and with a purpose; remember, behavior is communication
- Are still developing the prerequisite skills necessary for formal literacy instruction

Learning in Action (Slide 20)

Slide shows an image of the inside of a pantry with food containers. On the shelf also sits a toy hamburger bun.

Today's Calendar (Slide 21)

Slide shows 4 squares arranged next to one another horizontally. Each square has text in it, noted in the bullets below. On top of the first and second box is a clipart with a green circle and a check mark in it, covering the text. Underneath the 3rd box from the left is an arrow pointing up to it.

- Routines
- Implementation

Let's Talk Routines (Slide 22)

Think - Think about your daily routines. (getting ready, going to work, cooking)

Pair - Pair up with one or more people next to you.

Share - Share about your daily routines and what happens if something interrupts them.

Routines Defined (Slide 23 and 24)

What are routines, and why are they important for our students?

- Routines provide meaning to actions and a structure for events.
- Routines build anticipation to continue or end an event.
- Routines build memory and concepts which act as foundations for other learning.

Why is using routines with young children beneficial to their learning?

- Routines provide predictability which builds competence.

- Routines provide anticipation which builds autonomy.
- Routines provide consistency which builds readiness.

Creating a Routine (Slide 25)

When creating routines, include the following characteristics:

- Clear beginning and ending steps
- Simple and predictable sequences
- Consistent people, actions, language, objects, locations, time
- Multiple opportunities for the child to respond
- Balanced turn-taking interactions
- Objects and actions to cue responses
- Opportunities to honor a spectrum of responses

Within a Routine (Slide 26)

During your routines, take the opportunity to:

- Include sensory play
- Embed learning and find teachable moments
- Explore items from the natural environment
- Encourage children to change positions
- Acknowledge the child's cues and allow them to take the lead

Today's Calendar (Slide 27)

Slide shows 4 squares arranged next to one another horizontally. Each square has text in it, noted in the bullets below. On top of the first three boxes is a clipart with a green circle and a check mark in it, covering the text. Underneath the last box is an arrow pointing up to it.

- Implementation

Tips for Implementation (Slide 28)

- Start small and with objects the child is drawn to.
- Consider what interests and motivates the child.
- Use consistent symbols, actions, sequences, and language.
- Involve the child in all steps of the routine or calendar conversation.
- Honor attempts at communication and partial participation.

Benefits to Implementation (Slide 29)

When engaging with calendars and routines, children have opportunities to:

- Interact and bond with caregivers
- Build communication skills and language
- Develop an understanding of concepts
- Practice early math and literacy skills
- Learn about patterns within their environment
- Make choices, to develop self-determination skills

Coaching & Role Release (Slide 30)

When developing and sharing calendars and routines:

- Observe current routines and activities
- Inquire about ways to reinforce family goals
- Collaborate to define routines or add a calendar
- Document routines with families so other caregivers can execute them
- Reflect often to evaluate effectiveness and make adjustments.

Learning in Action (Slide 31)

Slide shows two images. The image on the top shows a two week calendar with pictures lined up for each day. The bottom picture shows all the pictures removed and thrown about the floor. Only one picture remains on the calendar, and it's the one for "birthday party."

Questions or A-Ha Moments? (Slide 32)

Slide shows two images. The image on the left is a clipart of 4 thought bubbles with question marks inside. The image on the right is a clipart of a lightbulb with an excited face and a finger pointing upward. Contact Me: Kathi Garza - garzak@tsbvi.edu

Resources and References (Slide 33)

- Blaha, R. (2001). [Calendars for Students with Multiple Impairments Including Deafblindness](#). Texas School for the Blind and Visually Impaired.
- Hagood, L. [The Question of Symbol Standardization: An Invitation to Discussion](#). Paths to Literacy
- Smith, M. (2012) Symbols and Meaning, Volumes 1 and 2. APH: Louisville, KY.
- [Texas Deafblind Project](#)
- [Texas School for the Blind and Visually Impaired](#)

Thank You (Slide 34)

Slide shows 4 squares arranged next to one another horizontally. Each square has text in it, noted in the bullets below. On top of each box is a clipart with a green circle and a check mark in it, covering the text. Underneath the 4 squares is a clipart of the ASL sign for "finished."