

## Calendars and Routines- Calendars

Routines and calendars are the building blocks and give structure to the student with significant support needs' day. They work integrally together to enhance and explain the learning environment to the student. While routines and calendars are useful for all stages of development and all learners, they are essential in introducing the student with significant support needs to the world around them.

Calendars tell the student what is happening, when it is happening and when it is finished. Calendars are used to introduce routines and daily activities. In an AL classroom most, daily activities should be part of a routine.

For the most part students in the Active learning classrooms fall into two categories of learners- Sensory- motor learners and Pre-operational learners.

**Sensory-motor Stage:** the stage during which children learn through the sense and motor activities

- Uses innate sensory-motor systems of sucking, grasping, and gross-body activities to build schemes
- Begin to develop object permanency (the idea that objects can exist without being seen, heard, or touched)
- "Think" with their senses and their innate reflexive actions
- "Solve" problems by playing with toys and using everyday "tools" such as a spoon to learn to feed themselves.

While each type of learner uses calendar systems, the systems will look different to accommodate for their developing learning styles.

The sensory motor learner needs real objects paired with verbal/written words. It is important to help the child understand that objects-pictures-words are symbolic for a bigger concept, represent all of a group or actual object (e.g. stuffed elephant represents a real elephant).

The calendar or schedule should be real objects for the sensory-motor learner.

- The student is presented with the routine object in the "Start" or "Now" container, the presenter says "Now hair brushing" keeping the verbiage to a minimum will help the student connect the word with action.
- The student should be encouraged to acknowledge the beginning of an activity.
- This can be done through student physical participation of taking the objects out of or putting the objects into the containers, eye gaze, hand under hand or a recognizable state change.
- Do the activity
- When the routine is over the same object is placed into the "Finished" container.