

Why Use Calendars with Students who are Deafblind?

Communication

Calendars provide a structure for communication by providing:

Who:	A skilled conversation partner
What:	A topic of conversation
Where:	An environment set up for successful interactions
When:	A consistent daily routine
Why:	A reason to communicate
How:	Multiple forms – static and dynamic



Concept Development

Calendars provide a framework for learning about time concepts.

- Provides an accessible time piece that represents chunks of time in a concrete way
- Introduces early time concepts that the student may not have developed because of their deafblindness
- Provides concrete support for developing increasingly complex concepts and vocabulary about time

Calendars provide opportunities to develop literacy concepts.

- Introduces an accessible form of static communication (writing)
- Provides students with a framework to understand symbolism
- Allows students to share information across space and time
- Embeds early literacy skills - sequencing, moving from left to right, joint attention

Emotional Support

Calendars can support students to:

- Build trusting relationships through communication and consistency
- Anticipate upcoming events
- Confirm when activities are finished
- Understand changes to routine
- Communicate choices and preferences
- Use different forms of communication for different purposes
- Look forward to the future and reminisce about the past

