Activity Plan: Following an Object Schedule (Note: also called a calendar box, anticipation calendar, or tactile schedule.)

Created for: Carlos
Grade Level: Elementary
Academic Content: Mathematics and English Language Arts

Alignment to Academic Standards:

<table>
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<tr>
<th>Common Core State Standards for Mathematics and English Language Arts</th>
<th>Dynamic Learning Maps (DLM) Essential Elements (EE)</th>
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<tr>
<td>1.MD.3. – Tell and write time in hours and half-hours using analog and digital clocks</td>
<td>EE.1.MD.3.C. – Identify activities that come before, next, and after</td>
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<tr>
<td>SL.1.1. – Participate in collaborative conversations with diverse partners about grade one topics and text with peers and adults in small and larger groups</td>
<td>EE.SL.1.1. – Participate in conversations with adults</td>
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IEP Goals:
- Carlos will use an object schedule to anticipate daily sequence of events
- Carlos will participate in communication exchanges with an adult
- Carlos will increase his receptive communication skills through the use of touch cues
- Carlos will increase his expressive communication skills through the use of coactive signing

Materials:
- Personally meaningful objects that represent key activities in a day
- Sturdy plastic boxes or bins of contrasting colors (e.g., yellow, red, black) for calendar objects (see photo in resources below)
- Finish box (i.e., the place to put objects when activity is completed)

Preparation:
- Choose high interest meaningful objects to represent a key activity throughout the day (e.g., spoon for lunch, toy for playtime).
- Ensure the objects convey important tactile information (e.g., spoon to eat, cup to drink).
- Begin the object schedule by including two to three high interest activities. When student is successful in using these, additional objects can be added to the schedule.
- Prepare object schedule by placing the objects in the schedule boxes sequentially, in the order in which the activities will happen throughout the day.

Activity Steps:
Teaching the representational objects used in the schedule:
- Provide anchor statement for activity. Say, “Let’s check your schedule to see what you need to do today.”
- Help the student locate the first object in the schedule using hand-under-hand techniques.
• Provide guidance as needed for the child to explore each of the objects in the schedule in sequence. As the student becomes familiar with the objects and the activities they represent, the time needed to explore the objects will become less.
• Label each object with sign (coactive) and spoken language as the student explores them.
• Allow wait time for the student to respond to the object and observe the student’s response to object.
• Keep a communication dictionary of responses.

Using the object schedule:
• Provide anchor statement for activity. Say, “Let’s check what we do first.”
• Guide the student to take the first object out of box using hand-under-hand techniques.
• Sign (coactive) and say the name of the object with student.
• Go immediately to the place of the activity. (Remember, initially these activities should be of high interest to the child.)
• Complete the activity with the student.
• Use spoken language and sign language to describe the activity (e.g., spoon, eat).
• After the activity is complete, have student carry the object to the “finish box”, providing assistance as needed.
• Label the “finish” box by signing and saying, “finish”.
• Continue steps to begin the next activity in the object schedule.

Implementation Tips:
• Gradually fade prompts over time.
• Initially, ensure the object in the object schedule is in close proximity to the activity place (e.g., toy representing playtime is near the play area).

Taking it to the Next Level:
• Increase the distance and time between the object and the activity.
• Increase the number of slots that are included in the calendar.
• Give the student a choice between two activities.
• Increase the dialogue about activities.
• Move to more abstract objects (partial objects or tactile symbols).

Resources
This link contains information about creating and using an object schedule for students with DB and ID.

This link contains information about tactile and object schedules for students with DB and ID.
• [https://sites.google.com/site/visualimpairment/tactile-schedules-and-calendar-bo](https://sites.google.com/site/visualimpairment/tactile-schedules-and-calendar-bo)

This link contains information about creating and using a communication dictionary to support receptive and expressive communication for students with DB and ID.

Photograph from [http://mast.ecu.edu/modules/db_1/lib/images/photo_09.jpg](http://mast.ecu.edu/modules/db_1/lib/images/photo_09.jpg)