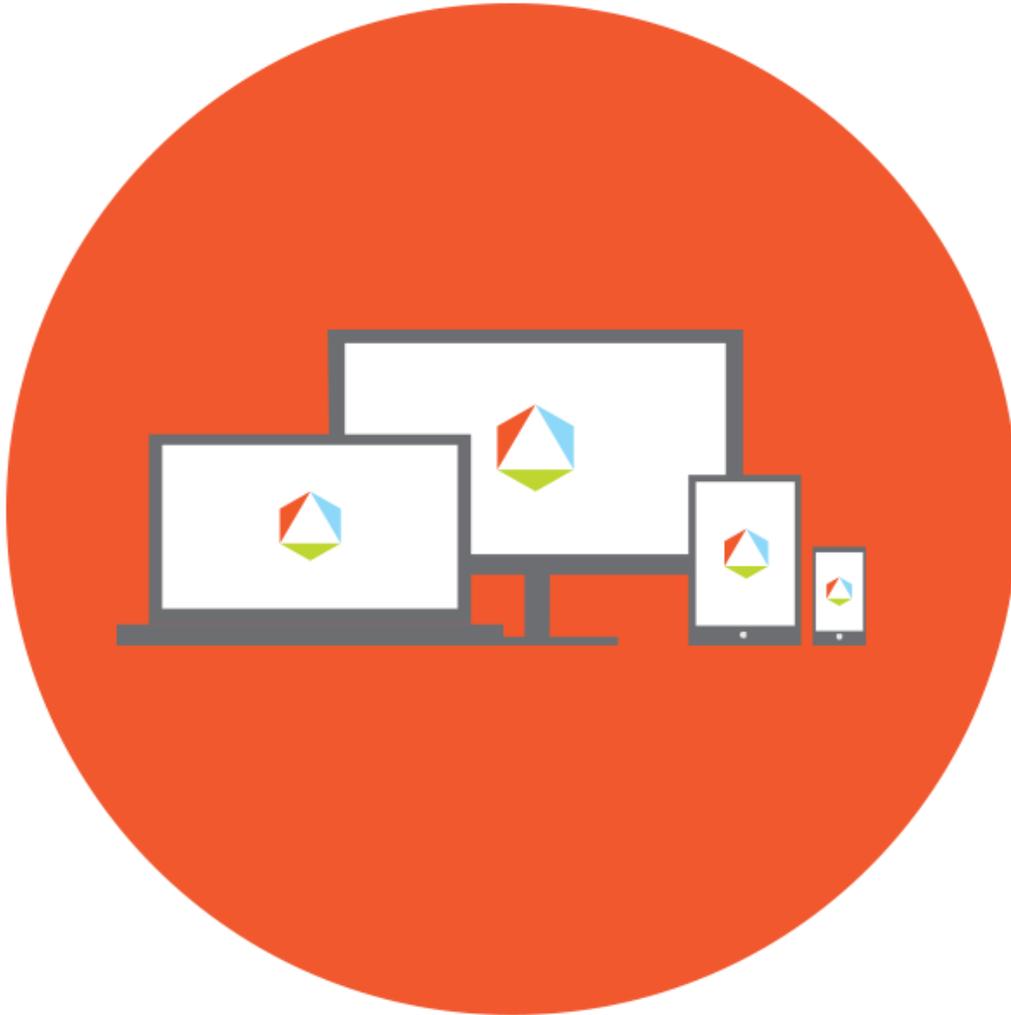




FIRSTPATH
AUTISM



Lesson Guide
42. Telling Time

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Overview

Teaches:	How to tell time using an analog clock, and eventual generalization to a digital clock.
Before beginning:	Before beginning, the child should be familiar with Number ID, 1:1 Correspondence, counting skills (not only by ones, but also by 5s is particularly helpful), and have the ability to attend to materials for at least 10-20 seconds at a time.
Why it's important:	Being on time to appointments, school, events, being able to respond when someone else wants to know what time it is, and self-regulation during activities.
Materials needed:	A large plastic or cardboard clock with moveable hands (as in the Judy clock or similar), time/clock flashcards, a wristwatch, a digital clock.
Generalization activities:	Being "in charge" of the day's schedule, having the job of telling the family/class the specific pre-determined time to go somewhere/do something, being given the responsibility to meet parent outside of a friend's house at a certain time (e.g., "Meet me out front at 4:00.").



Steps

Prepare

1. Sit facing the child, in a quiet place free of distractions.
2. Have tablet (or data sheets and a pen/pencil) ready to collect data
3. Have materials prepared and ready to use.
4. Reinforcer assessment should be completed, and child-selected reinforcers should be visible to the child, but not within reach.
5. Make sure the child is ready to attend, looking at the teacher and not engaging in any other activities.

Teach:

1. Place large teaching clock with movable hands on the table. Briefly explain what a clock is; that it tells us what time it is. When we can read a clock we know what time it is, and when certain things are going to happen in our day.
2. Start by getting the child familiar with the 'big' hand and the 'small' hand of the clock. Explain to the child that the 'small hand' represents the hour and the 'big hand' represents the minute. (Example: Teacher: "This is the small hand of the clock; it tells us the hour. This is the big hand of the clock; it tells us the minute.") After initial introduction, begin active teaching and ask the child to respond to targets 1 and 2 below and record data.

Correct response: Deliver reinforcement: verbal praise and/or selected reinforcer from assessment.

Incorrect or No response: Corrective feedback and the teacher will then demonstrate the correct response.

3. When teaching targets 3 and beyond, begin with general explanation and then move into teaching trials. Explain that the hour hand and minute hand help us to "read" the time on the clock. When we are telling the time, we always look at the small hand first to tell us the hour. Then, we look at the big hand to tell us the minute.



- For Target 3, explain that when the minute (long) hand is pointed at the 12, it always means "o'clock". Demonstrate several examples of reading "o'clock": for example, put the short hand on the 1 and the long hand on the 12 and tell the child that this is "1 o'clock". Then move the short hand to the 2 with the long hand still on the 12, and tell the child this is "2 o'clock". Repeat additional examples until you believe the child is grasping the concept. Then test their understanding by choosing a random "o'clock" time and asking the child "What time is it?" Gestural prompts reminding the child to first read the hour hand and then the minute hand can be utilized if necessary. Use a similar technique for the following targets, making changes to accommodate each target.

EXAMPLES: "

Correct response	Incorrect response	No response
Teacher: "The small hand tells us the ____?" Child: "Hour". Teacher: "Great job!" (and deliver tangible/activity reinforcement) (new trial) Teacher: "The big hand tells us the ____?" Child: "Minute". Teacher: "Great job!" (and deliver tangible/activity reinforcement)	Teacher: "The small hand is the ____?" Child: "Minute". Teacher: "Nice try...but the small hand is the <u>hour</u> ; let's try again". (No reinforcement delivered at this time. Re-teach, then begin new trial.)	Teacher: "The small hand is the ____?" Child: (no response) Teacher: "Remember, we are working for ____. Listen closely!" (No reinforcement delivered at this time. Re-teach, then begin new trial.)

TYPICAL ORDER OF LEARNING TARGETS:

- Identification of hour hand (small/short hand).
- Identification of minute hand (big/long hand).



3. O'clock, using 1-12 (no minutes).
4. ":30" or "half past" (big hand down at 6)
5. ":15" or "quarter past" (big hand at 3)
6. ":45" or "quarter 'til" (big hand at 9)
7. 5-minute increments
8. All single-minute increments
9. Telling time on a digital clock.

NOTE: After initial mastery of targets, the clock being used as "lesson material" should be generalized to the regular clock in the home, or the clock in the school classroom.