TIME TELLING C—BY HOURS (ANALOG)

Long-Term Goal:	Short-Term Objective:
Student will tell time on an analog clock.	Student will tell time by one-hour increments.

Materials: Analog clock, Analog Clock Cards—Hours

Use the clock cards found in the Time Telling section of the *Teaching Materials Kit* or create them from the templates provided on the *Reproducible Materials* flash drive.

Notes:

Rotate between the clock cards and various analog clocks to encourage generalization.

Vary the order of presentation and position of the cards for nonverbal students. If three cards provide too many distracters, use only two cards.

For students who struggle with the conversion of hours to minutes, use a clock that includes the minutes on it. Be sure to fade to one with only tick marks as soon as your student is ready.

For students who are confused by the second hand, find a clock that has a different color second hand or doesn't have one, or remove it.

Instruction	Correct Response	Correction Procedure	Data
Verbal students: Present the student with a clock/card and ask, "What time is it?" **Nonverbal students:** Present three cards at a time and say, "Show me/point to _____ (e.g., *7:00*)."	**Verbal:** Student says the correct time. **Nonverbal:** Student points to the correct time.	Point to the correct time and say, "This says _____ (e.g., *7:00*)." Repeat the instruction (with the same time) and say, **Verbal:** "What time is it?" **Nonverbal:** "Show me/point to _____ (e.g., *7:00*)." **Reinforce correct responses.**	**Correct Response:** Praise, and circle the corresponding number on the data sheet. **Incorrect Response:** Mark a line through the corresponding number on the data sheet.

SAMPLE DATA: TIME TELLING C—BY HOURS (ANALOG)

Student: _Mia_ **Year:** _2017_

Numbers "1" through "10" represent the number of trials on a given day. Circle correct responses and mark a line through incorrect responses. To see a graph of the student's progress, draw a square around the total number of correct responses in each column; then connect the squares with a line. The squares correlate to the percentage correct shown in the far-right column.

Instruction: "What time is it?" or "Show me _____."

Initials:	SF	SF	CS										Correct
Date:	9/2	9/3	9/4										Correct
	10	10	10	10	10	10	10	10	10	10	10	10	100%
	9	9	9	9	9	9	9	9	9	9	9	9	90%
	8	8	8	8	8	8	8	8	8	8	8	8	80%
	7	7	7	7	7	7	7	7	7	7	7	7	70%
	6	6	6	6	6	6	6	6	6	6	6	6	60%
	5	5	5	5	5	5	5	5	5	5	5	5	50%
	4	4	4	4	4	4	4	4	4	4	4	4	40%
	3	3	3	3	3	3	3	3	3	3	3	3	30%
	2	2	2	2	2	2	2	2	2	2	2	2	20%
	1	1	1	1	1	1	1	1	1	1	1	1	10%

Instruction: "What time is it?" or "Show me _____."

Initials:													
Date:													Correct
	10	10	10	10	10	10	10	10	10	10	10	10	100%
	9	9	9	9	9	9	9	9	9	9	9	9	90%
	8	8	8	8	8	8	8	8	8	8	8	8	80%
	7	7	7	7	7	7	7	7	7	7	7	7	70%
	6	6	6	6	6	6	6	6	6	6	6	6	60%
	5	5	5	5	5	5	5	5	5	5	5	5	50%
	4	4	4	4	4	4	4	4	4	4	4	4	40%
	3	3	3	3	3	3	3	3	3	3	3	3	30%
	2	2	2	2	2	2	2	2	2	2	2	2	20%
	1	1	1	1	1	1	1	1	1	1	1	1	10%

Instruction: "What time is it?" or "Show me _____."

Initials:													
Date:													Correct
	10	10	10	10	10	10	10	10	10	10	10	10	100%
	9	9	9	9	9	9	9	9	9	9	9	9	90%
	8	8	8	8	8	8	8	8	8	8	8	8	80%
	7	7	7	7	7	7	7	7	7	7	7	7	70%
	6	6	6	6	6	6	6	6	6	6	6	6	60%
	5	5	5	5	5	5	5	5	5	5	5	5	50%
	4	4	4	4	4	4	4	4	4	4	4	4	40%
	3	3	3	3	3	3	3	3	3	3	3	3	30%
	2	2	2	2	2	2	2	2	2	2	2	2	20%
	1	1	1	1	1	1	1	1	1	1	1	1	10%

DATA SHEET: TIME TELLING C—BY HOURS (ANALOG)

Student: _____   **Year:** _____

Numbers "1" through "10" represent the number of trials on a given day. Circle correct responses and mark a line through incorrect responses. To see a graph of the student's progress, draw a square around the total number of correct responses in each column; then connect the squares with a line. The squares correlate to the percentage correct shown in the far-right column.

Initials:

Date:

Instruction: "What time is it?" or "Show me _____."

												Correct
10	10	10	10	10	10	10	10	10	10	10	10	**100%**
9	9	9	9	9	9	9	9	9	9	9	9	**90%**
8	8	8	8	8	8	8	8	8	8	8	8	**80%**
7	7	7	7	7	7	7	7	7	7	7	7	**70%**
6	6	6	6	6	6	6	6	6	6	6	6	**60%**
5	5	5	5	5	5	5	5	5	5	5	5	**50%**
4	4	4	4	4	4	4	4	4	4	4	4	**40%**
3	3	3	3	3	3	3	3	3	3	3	3	**30%**
2	2	2	2	2	2	2	2	2	2	2	2	**20%**
1	1	1	1	1	1	1	1	1	1	1	1	**10%**

Initials:

Date:

Instruction: "What time is it?" or "Show me _____."

												Correct
10	10	10	10	10	10	10	10	10	10	10	10	**100%**
9	9	9	9	9	9	9	9	9	9	9	9	**90%**
8	8	8	8	8	8	8	8	8	8	8	8	**80%**
7	7	7	7	7	7	7	7	7	7	7	7	**70%**
6	6	6	6	6	6	6	6	6	6	6	6	**60%**
5	5	5	5	5	5	5	5	5	5	5	5	**50%**
4	4	4	4	4	4	4	4	4	4	4	4	**40%**
3	3	3	3	3	3	3	3	3	3	3	3	**30%**
2	2	2	2	2	2	2	2	2	2	2	2	**20%**
1	1	1	1	1	1	1	1	1	1	1	1	**10%**

Initials:

Date:

Instruction: "What time is it?" or "Show me _____."

												Correct
10	10	10	10	10	10	10	10	10	10	10	10	**100%**
9	9	9	9	9	9	9	9	9	9	9	9	**90%**
8	8	8	8	8	8	8	8	8	8	8	8	**80%**
7	7	7	7	7	7	7	7	7	7	7	7	**70%**
6	6	6	6	6	6	6	6	6	6	6	6	**60%**
5	5	5	5	5	5	5	5	5	5	5	5	**50%**
4	4	4	4	4	4	4	4	4	4	4	4	**40%**
3	3	3	3	3	3	3	3	3	3	3	3	**30%**
2	2	2	2	2	2	2	2	2	2	2	2	**20%**
1	1	1	1	1	1	1	1	1	1	1	1	**10%**

INDEPENDENT SKILLS—CHECKING A SCHEDULE

Long-Term Goal:	Short-Term Objective:
Student will use a schedule to independently navigate his or her day.	Student will identify each activity and the person he or she is supposed to work with.

Materials: Picture schedule

Notes:

Be sure your student's schedule is specific to his or her needs.

Create a duplicate schedule and model how to use it. Reinforce steps done correctly.

Correction Procedure

S^D / Cue	Correct Response	Initial Acquisition of Skills when the student is first learning	Fading Prompts after the student has begun learning the skill	Data
Break timer or bell rings.	Student ends break activity.	"The timer/bell rang (S^D). You need to end your break."	"The timer/bell went off (S^D). What do you need to do?"	Record the number of prompts per step.
Break is over.	Student finds his or her schedule.	"Break time is over (S^D). You need to find your schedule."	"Break time is over (S^D). What's next?"	
Schedule is in front of the student.	Student identifies the next activity.	"Your schedule is in front of you (S^D). You need to find the next activity."	"Your schedule is in front of you (S^D). Now what?"	
Next activity identified.	Student locates needed materials.	"You found the next activity (S^D). You need to get your materials."	"You found the next activity (S^D). What's next?"	
Materials located.	Student finds the staff person he or she is working with or finds a place to work.	"You have your materials (S^D). You need to find _____ (e.g., *Hollie*)." **OR** "You need to find a place to work."	"You have your materials (S^D). What's next?"	

TASK ANALYSIS WITH SAMPLE DATA: INDEPENDENT SKILLS—CHECKING A SCHEDULE

Student: _Brent_   **Year:** _2017_

Task Analysis	Initials: Date:	\	\	\			
		SF **3/24**	**CS** **3/27**	**SF** **3/28**			
1	Ends break activity	/	/	/			
2	Finds schedule	/	/				
3	Identifies next activity	/	N/A				
4	Locates materials		/				
5	Finds staff person/place to work		/	/			
6							
7							
8							
9							
10							
Total Number of Prompts		*3*	*4*	*2*			

Number of Prompts

Task Analysis	Initials: Date:						
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
Total Number of Prompts							

Number of Prompts

TASK ANALYSIS: INDEPENDENT SKILLS—CHECKING A SCHEDULE

Student: _____   **Year:** _____

Task Analysis		Initials: Date:	Number of Prompts					
1	Ends break activity							
2	Finds schedule							
3	Identifies next activity							
4	Locates materials							
5	Finds staff person/place to work							
6								
7								
8								
9								
10								
Total Number of Prompts								

Task Analysis		Initials: Date:	Number of Prompts					
1	Ends break activity							
2	Finds schedule							
3	Identifies next activity							
4	Locates materials							
5	Finds staff person/place to work							
6								
7								
8								
9								
10								
Total Number of Prompts								

ALTERNATE DATA SHEET: INDEPENDENT SKILLS— _____

Circle the type of prompt per step. Leave blank if no prompts are given.

Student: _____   **Year:** _____

Note: P = Physical, **G** = Gesture, **V** = Verbal

Task Analysis	Initials: Date:	Type of Prompts				
1		P G V	P G V	P G V	P G V	P G V
2		P G V	P G V	P G V	P G V	P G V
3		P G V	P G V	P G V	P G V	P G V
4		P G V	P G V	P G V	P G V	P G V
5		P G V	P G V	P G V	P G V	P G V
6		P G V	P G V	P G V	P G V	P G V
7		P G V	P G V	P G V	P G V	P G V
8		P G V	P G V	P G V	P G V	P G V
9		P G V	P G V	P G V	P G V	P G V
10		P G V	P G V	P G V	P G V	P G V
11		P G V	P G V	P G V	P G V	P G V
12		P G V	P G V	P G V	P G V	P G V
13		P G V	P G V	P G V	P G V	P G V
14		P G V	P G V	P G V	P G V	P G V
15		P G V	P G V	P G V	P G V	P G V
16		P G V	P G V	P G V	P G V	P G V
17		P G V	P G V	P G V	P G V	P G V
18		P G V	P G V	P G V	P G V	P G V
19		P G V	P G V	P G V	P G V	P G V
20		P G V	P G V	P G V	P G V	P G V
Total Number of Physical Prompts						
Total Number of Gestural Prompts						
Total Number of Verbal Prompts						