

TIME TELLING C—BY HOURS (ANALOG)

Long-Term Goal: Student will tell time on an analog clock.	Short-Term Objective: 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 <i>Teaching Materials Kit</i> or create them from the templates provided on the <i>Reproducible Materials</i> 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
<p>Verbal students: Present the student with a clock/card and ask, "What time is it?"</p> <p>Nonverbal students: Present three cards at a time and say, "Show me/point to ____ (e.g., 7:00)."</p>	<p>Verbal: Student says the correct time.</p> <p>Nonverbal: Student points to the correct time.</p>	<p>Point to the correct time and say, "This says ____ (e.g., 7:00)."</p> <p>Repeat the instruction (with the same time) and say,</p> <p>Verbal: "What time is it?"</p> <p>Nonverbal: "Show me/point to ____ (e.g., 7:00)."</p> <p>Reinforce correct responses.</p>	<p>Correct Response: Praise, and circle the corresponding number on the data sheet.</p> <p>Incorrect Response: Mark a line through the corresponding number on the data sheet.</p>

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.

Initials:	SF	SF	CS											
Date:	9/2	9/3	9/4											Correct
Instruction: “What time is it?” or “Show me _____.”	10	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	9	90%
	8	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	7	70%
	6	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	5	50%
	4	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	3	30%
	2	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	1	10%

Initials:														
Date:														Correct
Instruction: “What time is it?” or “Show me _____.”	10	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	9	90%
	8	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	7	70%
	6	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	5	50%
	4	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	3	30%
	2	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	1	10%

Initials:														
Date:														Correct
Instruction: “What time is it?” or “Show me _____.”	10	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	9	90%
	8	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	7	70%
	6	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	5	50%
	4	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	3	30%
	2	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	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:													Correct
Date:													
Instruction: “What time is it?” or “Show me _____.”	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:													Correct
Date:													
Instruction: “What time is it?” or “Show me _____.”	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:													Correct
Date:													
Instruction: “What time is it?” or “Show me _____.”	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: Student will use a schedule to independently navigate his or her day.	Short-Term Objective: 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., <i>Hollie</i>).” 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:	Number of Prompts				
			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		

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