

# Elementary and Secondary Level **Samples**

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# Elementary Sample

## COLORS

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### Assessment Sequence

**Level 1: Matching Colors**

**Level 2: Identifying Colors**

**Level 3: Understanding Words for Colors**

### PRESENT LEVEL OF PERFORMANCE (PLOP)

Date:	Date:	Date:
Matches Colors	Identifies Colors	Understands Words for Colors
<input type="checkbox"/> <b>Level 1</b>	<input type="checkbox"/> <b>Level 2</b>	<input type="checkbox"/> <b>Level 3</b>

## COLORS: MATCHING COLORS

### TESTING GUIDELINES

#### STUDENT ASSESSMENT

Turn to the Initial Assessment on page 41 in the Student Assessment book.

#### MATERIALS

- COLOR CARDS
- COLOR SHEET

Use the color cards and sheet found in the Colors pocket of the *Assessment Testing Kit*.

#### DIRECTIONS

If the color sheet presents too many options for your student, cover parts of the sheet to minimize the number of colors shown at one time. Move the cover(s) around changing the selection of colors to ensure students are not using process of elimination.

Keep in mind, some students have vision and/or motor difficulties and may not be able to match based upon the position of materials not because they don't possess the skill. If you suspect this might be the case, try adjusting the way materials are presented and go through the colors again.

#### TESTING TIPS

Many of you already have a method for assessing colors. The purpose of this assessment is to determine whether or not a student possesses this skill. Feel free to present colors in the way you typically would.

If it appears a student is having difficulty differentiating between two colors (for example, hot pink and red), you may want to supplement with a more contrasting shade of that color (for example, light pink instead of hot pink).

#### FOLLOW-UP ASSESSMENT

One follow-up assessment is provided on page 42 in the Student Assessment book; you can copy it and assess as many times as needed.

## ASSESSMENT DETAILS

### GOAL

To determine if the student can match colors.

### INSTRUCTION

Present the student with the color sheet. Hold up a color card and say, "Show me the same."

### RESPONSE


The student points to the color that matches the card you present.

### SCORING

Circle the colors the student matches correctly. Mark a line through incorrect responses. Total the correct responses and divide by 10 to determine the percentage correct.

### DETERMINING PLOP LEVEL AND NEXT STEPS

Less than 80% correct: Leave blank, and go to the next content area: **Shapes**.

 80% or more correct: Mark PLOP Level 1, and go to the next section: **Identifying Colors**.

## STUDENT ASSESSMENT WITH SAMPLE DATA: MATCHES COLORS

Date: 9/24/17

<del>Red</del>	Green	Yellow	Brown	Blue
Black	Orange	White	<del>pink</del>	Purple

Total Correct: 8  $\div 10 =$  .8  $\times 100 =$  80 %

## COLORS

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### Assessment Sequence

Level 1: Matching Colors

Level 2: Identifying Colors

Level 3: Understanding Words for Colors

### PRESENT LEVEL OF PERFORMANCE (PLOP)

Date:	Date:	Date:
Matches Colors	Identifies Colors	Understands Words for Colors
<input checked="" type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3

## COLORS: IDENTIFYING COLORS

### TESTING GUIDELINES

#### STUDENT ASSESSMENT

Turn to the Initial Assessment on page 43 in the Student Assessment book.

#### MATERIALS

- COLOR CARDS
- COLOR SHEET

Use the same color cards or sheet you used in the previous section, Matching Colors. You can find these materials in the Colors pocket of the *Assessment Testing Kit*. For nonverbal students, you will need to remove the cards from the ring in order to assess or use the color sheet.

#### DIRECTIONS

If the color sheet presents too many options for your student, use the cards instead. Vary the order of presentation and position of the cards.

#### FOLLOW-UP ASSESSMENT

One follow-up assessment is provided on page 44 in the Student Assessment book; you can copy it and assess as many times as needed.

## ASSESSMENT DETAILS

### GOAL

To determine if the student can identify colors.

### INSTRUCTION

#### For verbal students:

Use the color cards or sheet and show the student one color at a time and say, "What color?"

#### For nonverbal students:

Present the student with three cards or the color sheet and say, "Show me \_\_\_\_ (e.g., *blue*)." If you're using the cards, pick them up after each response and present three new cards in new positions. If you're using the color sheet, randomize the order in which you ask the colors.

### RESPONSE

#### For verbal students:

The student says the correct color.

#### For nonverbal students:

The student points to the correct color.

### SCORING

Circle the colors the student identifies correctly. Mark a line through incorrect responses. Total the correct responses and divide by 10 to determine the percentage correct.

### DETERMINING PLOP LEVEL AND NEXT STEPS

→ Less than 80% correct: Leave blank, and go to the next content area: **Shapes**.

80% or more correct: Mark PLOP Level 2, and go to the next section: **Understanding Words for Colors**.

## STUDENT ASSESSMENT WITH SAMPLE DATA: IDENTIFIES COLORS

Date: 9/24/17

<del>Red</del>	Green	<del>Yellow</del>	<del>Brown</del>	Blue
Black	<del>Orange</del>	White	<del>Pink</del>	<del>Purple</del>

Total Correct:  $4 \div 10 = .4 \times 100 = 40\%$

## COLORS

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### Assessment Sequence

Level 1: Matching Colors

Level 2: Identifying Colors

Level 3: Understanding Words for Colors

**PRESENT LEVEL OF PERFORMANCE (PLOP)**

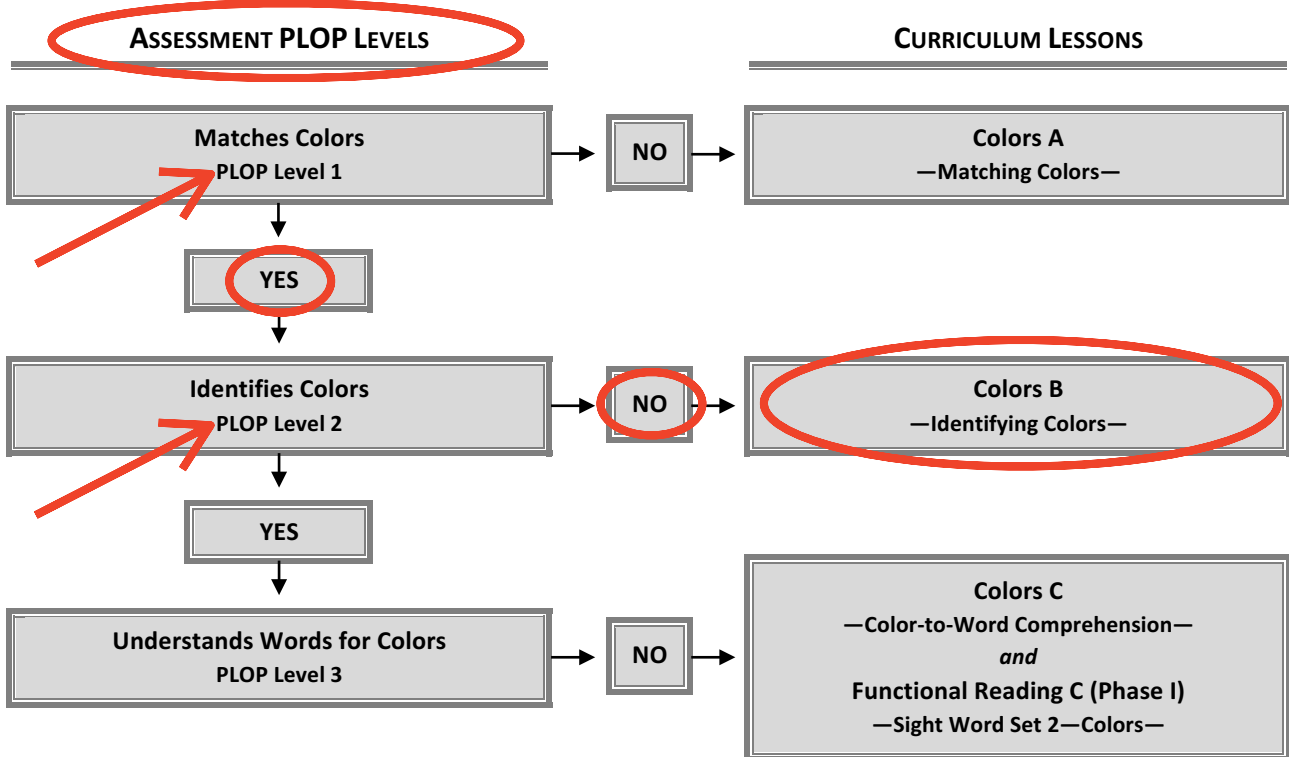
Date:	Date:	Date:
Matches Colors	Identifies Colors	Understands Words for Colors
<input checked="" type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3

**You are finished with the Colors Assessment and are ready to begin the Curriculum.**



## COLORS

### CURRICULUM FLOW CHART



### SKILL SEQUENCE

1. Match colors.
2. Identify colors.
3. Comprehend words for colors.

### GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
<b>A—Matching Colors</b>	Identify common colors.	Match ___ (e.g., 5) common colors to the same color.
<b>B—Identifying Colors</b>	Identify colors.	Identify ___ (e.g., 5) colors.
<b>C—Color-to-Word Comprehension</b>	Comprehend words for colors.	Connect ___ (e.g., 5) words to colors.

## INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS



### MATCHING AND IDENTIFYING COLORS

After a student is able to match the colors provided in this section, have him or her match color cards to colors throughout the classroom and school environment. For example, show the student a color card and ask him or her to go find a pencil that is the same color.

Do the same thing when teaching Identifying Colors. For example, ask the student “What color is Joe’s shirt?” or “What colors are the PE uniforms?” For nonverbal students, ask them to point to someone wearing the color red or to go sit at the table that has a red object on it.

Doing this ensures that a student’s skills are generalizing beyond just the color cards and sheets. Track data using the same data sheet. Put a “G” above your initials to indicate you are testing for generalization.

Twenty Color Cards (two of each color: red, green, yellow, blue, orange, black, brown, white, pink, and purple) and three Color Sheets are provided in the Colors section of the *Teaching Materials Kit* or can be found on the *Reproducible Materials* flash drive. Use these items for both Matching and Identifying Colors.

Feel free to add additional colors when appropriate.

### COLOR-TO-WORD COMPREHENSION

Many students will be working on sight words and colors simultaneously. It’s not uncommon for students to be able to read and decode words without having a clear understanding of the meaning. This program is designed to teach students the connection between the word and the color.

Use the color cards and sheets found in the Colors section and Sight Word Set 2—Colors found in the Functional Reading section of the *Teaching Materials Kit* or create them from the templates provided on the *Reproducible Materials* flash drive.

**Teacher Tip:** Once students are able to match words to the color cards and sheets, have them go on a “Color Hunt.” This activity not only tests for generalization but can be done independently. Give a student sticky notes with words or word cards and have them walk around the classroom and/or school, placing notes/cards on corresponding colored objects. Another idea is to have them lay out the word cards on a table and collect colorful items around the classroom to place on the appropriate card.

## COLORS B—IDENTIFYING COLORS

<p><b>Long-Term Goal:</b> Student will identify colors.</p>	<p><b>Short-Term Objective:</b> Student will identify ____ (e.g., 5) colors.</p>
<p><b>Materials:</b> Color Cards, Color Sheets</p> <p>Use the color cards and sheets found in the Colors section of the <i>Teaching Materials Kit</i> or create them from the templates provided on the <i>Reproducible Materials</i> flash drive.</p>	
<p><b>Notes:</b></p> <p>Rotate between the color sheets and cards to present several opportunities for identifying colors. When you are using color cards, make sure you vary the position of the cards after each response. To test for generalization, ask students to identify colors throughout the classroom and school environment. Track data using the same data sheet. Put a “G” above your initials to indicate you are testing for generalization.</p>	

Instruction	Correct Response	Correction Procedure	Data
<p><b>Verbal students:</b> Present one card/color at a time and ask the student, “What color?”</p> <p><b>Nonverbal students:</b> Present three cards or a color sheet and say, “Show me/point to ____ (color).”</p>	<p><b>Verbal:</b> Student says the correct color.</p> <p><b>Nonverbal:</b> Student points to the correct color.</p>	<p>Point to the color and say, “This is ____ (color).”</p> <p>Repeat the instruction (with the same color) and say,</p> <p><b>Verbal:</b> “What color?”</p> <p><b>Nonverbal:</b> “Show me/point to ____ (color).”</p> <p><b>Reinforce correct responses.</b></p>	<p><b>Correct Response:</b> Praise, and circle the corresponding number on the data sheet.</p> <p><b>Incorrect Response:</b> Mark a line through the corresponding number on the data sheet.</p>

**SAMPLE DATA: COLORS B—IDENTIFYING COLORS**

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.

Mark a “G” above your initials when you are testing for generalization.

**Note:** On the lines provided below, write the colors the student is working on.

G

Initials:	SF	SF	CS											Correct
Date:	9/7	9/8	9/9											
Red	<del>10</del>	<del>10</del>	10	10	10	10	10	10	10	10	10	10	10	100%
Yellow	9	9	9	9	9	9	9	9	9	9	9	9	9	90%
Black	8	8	8	8	8	8	8	8	8	8	8	8	8	80%
Brown	7	<del>7</del>	7	7	7	7	7	7	7	7	7	7	7	70%
White	<del>6</del>	<del>6</del>	<del>6</del>	6	6	6	6	6	6	6	6	6	6	60%
Green	<del>5</del>	5	5	5	5	5	5	5	5	5	5	5	5	50%
Orange	4	4	<del>4</del>	4	4	4	4	4	4	4	4	4	4	40%
Blue	<del>3</del>	<del>3</del>	3	3	3	3	3	3	3	3	3	3	3	30%
Pink	2	2	<del>2</del>	2	2	2	2	2	2	2	2	2	2	20%
Purple	1	<del>1</del>	1	1	1	1	1	1	1	1	1	1	1	10%

Instruction: “What color?” or “Show me \_\_\_\_\_.”

Initials:														Correct
Date:														
_____	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%

Instruction: “What color?” or “Show me \_\_\_\_\_.”

# Secondary Sample

## TIME TELLING

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**Assessment Sequence**

→ **Level 1: Matching Analog Time**

**Levels 2–6: Telling Analog Time**

### PRESENT LEVEL OF PERFORMANCE (PLOP)

Date:	Date:	Date:	Date:	Date:	Date:
Matches Analog Time	Tells Time by Hours	Tells Time by Half Hours	Tells Time by Quarter Hours	Tells Time by Five-Minute Increments	Tells Time by the Minute
<input type="checkbox"/> <b>Level 1</b>	<input type="checkbox"/> <b>Level 2</b>	<input type="checkbox"/> <b>Level 3</b>	<input type="checkbox"/> <b>Level 4</b>	<input type="checkbox"/> <b>Level 5</b>	<input type="checkbox"/> <b>Level 6</b>

**NOTE:** If you believe your student can tell time, skip levels 1-5 and begin with Level 6 (**Test 5: Telling Analog Time by the Minute**). However, if you jump ahead and your student struggles with telling time by the minute, use your judgment to step back to a previous level (**Tests 1-4**) and proceed from there.

## TIME TELLING: MATCHING ANALOG TIME

### TESTING GUIDELINES

#### STUDENT ASSESSMENT

Turn to the Initial Assessment on page 83 in the Student Assessment book.

#### MATERIALS

- MATCHING CLOCK CARDS
- ANALOG CLOCK

A set of clock cards for matching is included in the Time Telling pocket of the *Assessment Testing Kit*. You will need to supply an analog clock.

#### DIRECTIONS

Vary the order of presentation and position of the clock cards. For example, present cards left to right then top to bottom, etc. If three cards present too many options for the student, use two cards instead.

Keep in mind, some students have vision and/or motor difficulties and may not be able to match based upon the position of materials not because they don't possess the skill. If you suspect this might be the case, try adjusting the way materials are presented or supplement the materials (e.g., larger clocks, higher contrast, etc.) and go through the times again.

#### FOLLOW-UP ASSESSMENT

One follow-up assessment is provided on page 84 in the Student Assessment book; you can copy it and assess as many times as needed.

## ASSESSMENT DETAILS

### GOAL

To determine if the student can match pictures of analog clock faces with times on a clock.

### INSTRUCTION

Place three clock cards in front of the student and set the clock to match one of the three cards. Say, "Show me the same time." Pick up the cards after each response and present three new cards in new positions. Randomize the order in which you ask the times.

### RESPONSE

The student points to the correct card without additional prompting.

### SCORING

Circle the times the student matches correctly. Mark a line through incorrect responses. Total the correct responses and divide by 5 to determine the percentage correct.

### DETERMINING PLOP LEVEL AND NEXT STEPS

Less than 80% correct: Leave blank, and go to the next content area: **Time Management.**

→ 80% or more correct: Mark PLOP Level 1, and go to the next section: **Analog Time.**

## STUDENT ASSESSMENT WITH SAMPLE DATA: MATCHES ANALOG TIME

Date: 9/24/17

9:05	12:25	6:40	2:55	7:00
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Total Correct: 5 ÷ 5 = 1 x 100 = 100 %

## TIME TELLING

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### Assessment Sequence

Level 1: Matching Analog Time

Levels 2–6: Telling Analog Time



### PRESENT LEVEL OF PERFORMANCE (PLOP)

Date:	Date:	Date:	Date:	Date:	Date:
Matches Analog Time	Tells Time by Hours	Tells Time by Half Hours	Tells Time by Quarter Hours	Tells Time by Five-Minute Increments	Tells Time by the Minute
<input checked="" type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4	<input type="checkbox"/> Level 5	<input type="checkbox"/> Level 6

**NOTE:** If you believe your student can tell time, skip levels 1-5 and begin with Level 6 (**Test 5: Telling Analog Time by the Minute**). However, if you jump ahead and your student struggles with telling time by the minute, use your judgment to step back to a previous level (**Tests 1-4**) and proceed from there.



## TIME TELLING: ANALOG TIME

### TESTING GUIDELINES

#### STUDENT ASSESSMENT

Turn to the Initial Assessment on page 86 in the Student Assessment book.

#### MATERIALS

- ANALOG CLOCK CARDS
  - HOURS (TEST 1)
  - HALF HOURS (TEST 2)
  - QUARTER HOURS (TEST 3)
  - FIVE-MINUTE INCREMENTS (TEST 4)
  - BY THE MINUTE (TEST 5)

Use the five sets of clock cards found in the Time Telling pocket of the *Assessment Testing Kit*.

#### DIRECTIONS

Begin with **Test 1: Telling Time by Hours**. Do not proceed to the next test until you have read the criteria listed under **Determining PLOP Level and Next Steps**.

For nonverbal students, vary the order of presentation and position of the clock cards. For example, present cards left to right then top to bottom, etc. If three cards present too many options for the student, use two cards instead.

#### TESTING TIP

For verbal students, the digital time is written on the back of the card for your convenience. Make sure the student is looking at the analog clock face, not the digital time.

#### FOLLOW-UP ASSESSMENT

One follow-up assessment is provided on page 87 in the Student Assessment book; you can copy it and assess as many times as needed.

## ASSESSMENT DETAILS

### GOAL

To determine if the student can tell analog time.

### INSTRUCTION

#### For verbal students:

Place a clock card in front of the student. Point to the time on the card and ask, "What time is it?"

#### For nonverbal students:

Present the student with three cards and say, "Show me \_\_\_\_\_ (e.g., 1:00)." Pick up the cards after each response and present three new cards in new positions. Randomize the order in which you ask the times.

### RESPONSE

#### For verbal students:

The student says the correct time.

#### For nonverbal students:

The student points to the correct time.

### SCORING

Circle the times the student identifies correctly. Mark a line through incorrect responses. Total the correct responses and divide by 5 to determine the percentage correct.

### DETERMINING PLOP LEVEL AND NEXT STEPS

Test 1, less than 80% correct: Leave blank, and go to the next content area: **Time Management.**

→ Test 1, 80% or more correct: Mark PLOP Level 2, and go to **Test 2.**

Test 2, less than 80% correct: Leave blank, and go to the next content area: **Time Management.**

→ Test 2, 80% or more correct: Mark PLOP Level 3, and go to **Test 3.**

Test 3, less than 80% correct: Leave blank, and go to the next content area: **Time Management.**

→ Test 3, 80% or more correct: Mark PLOP Level 4, and go to **Test 4.**

→ Test 4, less than 80% correct: Leave blank, and go to the next content area: **Time Management.**

Test 4, 80% or more correct: Mark PLOP Level 5, and go to **Test 5.**

Test 5, less than 80% correct: Leave blank, and go to the next content area: **Time Management.**

Test 5, 80% or more correct: Mark PLOP Level 6, and go to the next content area: **Time Management.**

## Student Assessment

Next page . . .

**STUDENT ASSESSMENT WITH SAMPLE DATA: TELLS ANALOG TIME**

Date: 9/24/17

TEST 1: HOURS				
1:00	7:00	4:00	10:00	6:00

Total Correct: 5 ÷ 5 = 1 x 100 = 100 %

**STOP!** Refer to **Determining PLOP Level and Next Steps, Test 1** before moving on to Test 2.



TEST 2: HALF HOURS				
<del>6:30</del>	2:30	8:30	11:30	3:30

Total Correct: 4 ÷ 5 = .8 x 100 = 80 %

**STOP!** Refer to **Determining PLOP Level and Next Steps, Test 2** before moving on to Test 3.



TEST 3: QUARTER HOURS				
12:15	5:45	<del>9:15</del>	10:45	4:45

Total Correct: 4 ÷ 5 = .8 x 100 = 80 %

**STOP!** Refer to **Determining PLOP Level and Next Steps, Test 3** before moving on to Test 4.



TEST 4: FIVE-MINUTE INCREMENTS				
3:05	<del>5:25</del>	7:50	4:10	<del>2:35</del>

Total Correct: 3 ÷ 5 = .6 x 100 = 60 %

**STOP!** Refer to **Determining PLOP Level and Next Steps, Test 4** before moving on to Test 5.

**Stop!**

TEST 5: BY THE MINUTE				
1:23	12:02	8:37	2:16	11:58

Total Correct:      ÷ 5 =      x 100 =      %

Refer to **Determining PLOP Level and Next Steps, Test 5.**

## TIME TELLING

### Assessment Sequence

Level 1: Matching Analog Time

Levels 2–6: Telling Analog Time

### PRESENT LEVEL OF PERFORMANCE (PLOP)

Date:	Date:	Date:	Date:	Date:	Date:
Matches Analog Time	Tells Time by Hours	Tells Time by Half Hours	Tells Time by Quarter Hours	Tells Time by Five-Minute Increments	Tells Time by the Minute
<input checked="" type="checkbox"/> Level 1	<input checked="" type="checkbox"/> Level 2	<input checked="" type="checkbox"/> Level 3	<input checked="" type="checkbox"/> Level 4	<input type="checkbox"/> Level 5	<input type="checkbox"/> Level 6

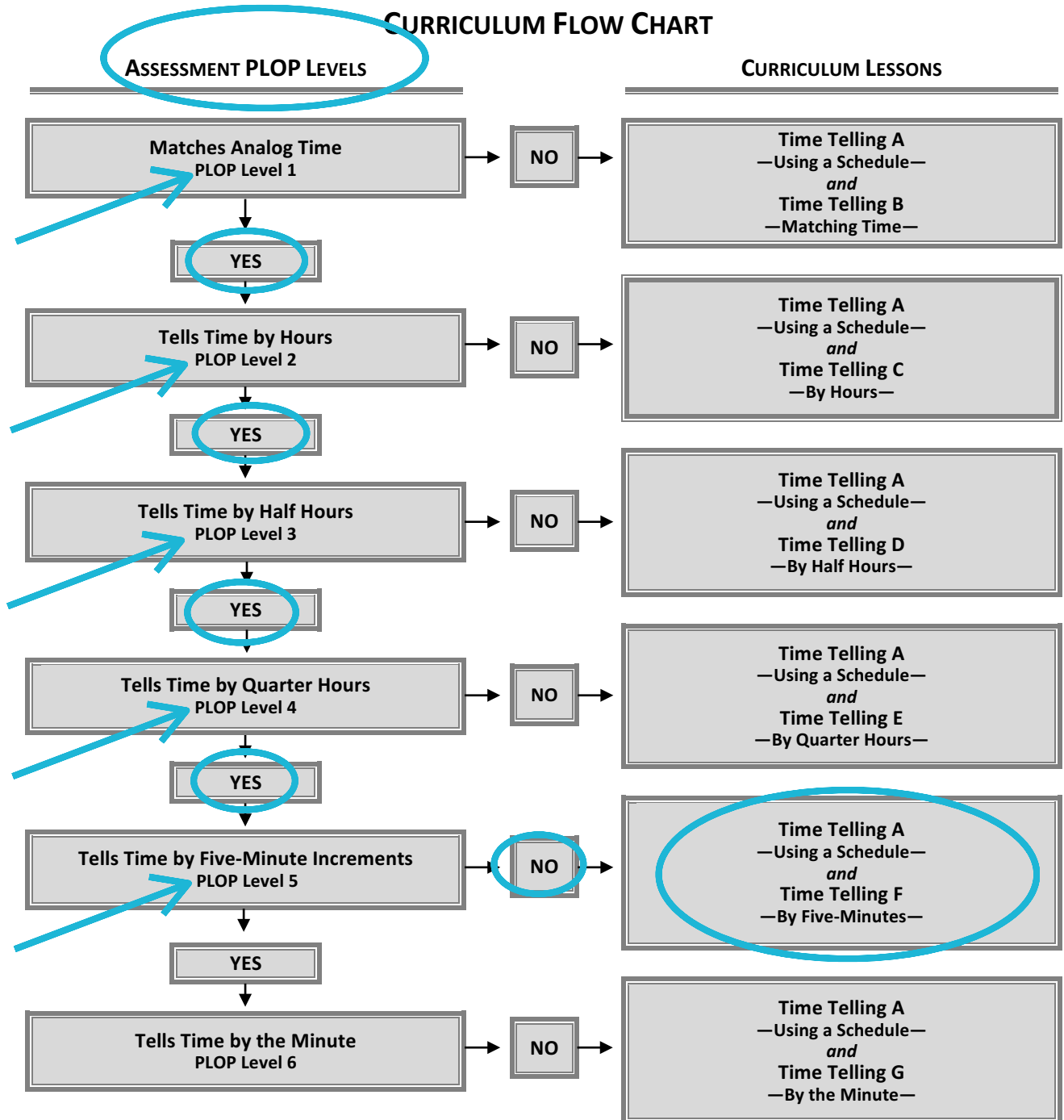
GOAL

**NOTE:** If you believe your student can tell time, skip levels 1-5 and begin with Level 6 (**Test 5: Telling Analog Time by the Minute**). However, if you jump ahead and your student struggles with telling time by the minute, use your judgment to step back to a previous level (**Tests 1-4**) and proceed from there.

**You are finished with the Time Telling Assessment and are ready to begin the Curriculum.**

# TIME TELLING

## CURRICULUM FLOW CHART



TEACH THIS

## SKILL SEQUENCE

1. Match clock face to clocks on daily schedule.
2. Match time (clock face to cards with clock faces).
3. Tell analog time by hours (00).
4. Tell analog time by hours and half hours (00, 30).
5. Tell analog time by hours, half hours, and quarter hours (00, 15, 30, 45).
6. Tell analog time by five-minute increments (05-55).
7. Tell analog time by minutes (01-59).

## GOALS AND OBJECTIVES

	<b>Long-Term Goal Student will:</b>	<b>Short-Term Objective Student will:</b>
<b>A—Using a Schedule</b>	Use a schedule to go through daily activities.	Match the time on an analog clock to a schedule and identify the activity.
<b>B—Matching Time (Analog)</b>	Use a schedule to go through daily activities.	Match pictures of clock faces to a real clock.
<b>C—By Hours (Analog)</b>	Tell time on an analog clock.	Tell time by one-hour increments.
<b>D—By Half Hours (Analog)</b>	Tell time on an analog clock.	Tell time by half-hour increments.
<b>E—By Quarter Hours (Analog)</b>	Tell time on an analog clock.	Tell time by quarter-hour increments.
<b>F—By Five-Minute Increments (Analog)</b>	Tell time on an analog clock.	Tell time by five-minute increments.
<b>G—By the Minute (Analog)</b>	Tell time on an analog clock.	Tell time by the minute.

## INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

### ALL LESSONS

The Time Telling section teaches students to tell time on analog clocks because analog time is more concrete while digital time tends to be abstract. Students can see time pass on an analog clock which begins to teach a concept of time, whereas digital clocks are lost in space. With an analog clock, you are able to draw attention to the hands on the clock and explain what it means when the hand moves from one number to another. With digital time, the time is there and then it's gone.

Analog clocks are also more forgiving when students are learning to match time. If a student's schedule shows he has PE at 8:45, he can look at an analog clock a few minutes before or after 8:45 and still be able to match the time. Conversely, if the student is using a digital clock, in order to match the time written on his schedule, the student must look at the clock at exactly 8:45 or he loses his chance to match the time. Therefore, at this point in a student's schooling, it is a much better use of resources to focus on analog time because of the practical benefits for the student.

For these lessons, you need real analog clocks (not a toy or representation) and the student's individual (daily) schedule. It is recommended you gather several different clocks to use during these lessons. You can find a variety of inexpensive clocks at thrift shops or secondhand stores. Ikea is another great place for purchasing clocks under \$5.00. Refer to the Styer-Fitzgerald website for additional clock resources including recommended adaptive clocks.

Pay attention to the many different styles of clocks. Below are three examples. For students who struggle with the conversion of hours to minutes, find a clock that includes numbers correlating to minutes written next to the hours (e.g., 5 next to the 1, 10 next to the 2, 15 next to 3, etc.). If you use this type of clock, be sure to fade to one with tick marks only for the minutes when 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 at all.



It is recommended you teach all Time Telling lessons in conjunction with Technology B1—Using a Tablet for Daily Tasks and teach your student to monitor, set, and use a visual timer for breaks and/or activities. This will help your student to not only begin to get a feel for what five, ten, fifteen minutes feels like, but it will also help to associate a meaning with time all while building responsibility and time management.

### **USING A SCHEDULE**

This program appears on all levels of the Curriculum Flow Chart. The activity of using a schedule to manage time takes the skill of time telling to the next level by using it in a functional and meaningful way. This program involves the willingness to be somewhat flexible with your daily schedule in order to adjust the activity to meet the skill level of the student. Set the clocks on your student's schedule for times he or she is working on.

When matching to a schedule, the times shown on the clocks should match the times on the student’s actual daily schedule with the goal of eventually being able to use a schedule to independently navigate his or her day.

After a student can match analog time to his or her schedule, the skill no longer needs to be taught every day during instructional time. Instead, the student should apply the skill throughout the school day by looking at the clock in the classroom, matching it to the clock on his or her schedule, and proceeding to the next activity.

Suggest that the student’s family use a schedule to monitor evening activities such as screen time, dinner, and bedtime, as well as morning routines such as when to wake up, eat breakfast, and when the bus arrives. Advise parents to remind their child to look at the clock. This activity also helps to limit battles by providing routine and consistency and by making the clock or timer the “bad guy” and not the parent. Encourage parents to send a copy of their child’s home schedule to school for additional practice matching time during instruction.

Use the Schedule Templates provided in the Time Telling section of the *Teaching Materials Kit* or on the *Reproducible Materials* flash drive to create individual (daily) schedules specific to each student or create your own. You can also use schedule apps and find templates by searching the Internet.

### **MATCHING ANALOG TIME**

In this lesson, you will have students match time from an analog clock to time on clock cards. Teach this program in conjunction with Using a Schedule.

Use the clock cards provided in the Time Telling section of the *Teaching Materials Kit* or refer to the templates provided on the *Reproducible Materials* flash drive.

### **TELLING ANALOG TIME**

These lessons are sequenced in such a way that you are building on skills previously learned. As your student progresses from one level to the next, be sure to continue to practice skills from prior lessons. For example, when a student is working on telling time by quarter hours, she is not just focusing on 15- and 45-minute increments. She will be learning 15 and 45 while continuing to practice hours and half hours all embedded within the same lesson.

For nonverbal students, 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. A set of clock cards are provided and labeled for each phase of Time Telling C through Time Telling G. The digital time is written on the back of the cards for your convenience.

The provided cards combined cover all possible times up to 5-minute increments. The minute cards provide only 12 of the possible 720 minute combinations. Therefore, for nonverbal students working on Time Telling G—By the Minute, you will need to create more minute cards for practicing.

Other options include downloading clock faces from the Internet or purchasing a clock stamp from a toy or hobby store. Recommended time telling websites for downloading worksheets and clock faces can be found on the Styer-Fitzgerald website.



## TIME TELLING A—USING A SCHEDULE

<p><b>Long-Term Goal:</b></p> <p>Student will use a schedule to go through daily activities.</p>	<p><b>Short-Term Objective:</b></p> <p>Student will match the time on an analog clock to a schedule and identify the activity.</p>
<p><b>Materials:</b> Analog clock, Schedule Templates</p> <p>Use the Schedule Templates found in the Time Telling section of the <i>Teaching Materials Kit</i> or on the <i>Reproducible Materials</i> flash drive to get started.</p>	
<p><b>Notes:</b></p> <p>Be sure to change the times on the clocks so they are not in the order of activities presented on the schedule.</p>	

Instruction	Correct Response	Correction Procedure	Data
<p><b>Step 1:</b> Present the student with a schedule. Set the clock for one of the times and say, "Show me the same time."</p> <p><b>Step 2:</b> <b>Verbal students:</b> Ask the student, "What do you do then?"</p> <p><b>Nonverbal students:</b> If you use a picture schedule, say "Show me/point to what you do then."  Or say, "Show me the time when you have ____ (e.g., lunch)."</p>	<p><b>Step 1:</b> Student points to the correct time.</p> <p><b>Step 2:</b> <b>Verbal:</b> Student states the activity scheduled for that time.</p> <p><b>Nonverbal:</b> Student points to the picture/time.</p>	<p><b>Step 1:</b> Point to the correct time and say, "This is the same time." Repeat the instruction (with the same time) and say, "Show me the same."</p> <p><b>Step 2:</b> Tell the student the activity (e.g., "<i>You have lunch</i>"). Repeat the instruction.</p> <p><b>Verbal:</b> "What do you do then?"</p> <p><b>Nonverbal:</b> "Show me/point to what you do then."</p> <p><b>Reinforce correct responses.</b></p>	<p><b>Correct Response:</b> Praise, and circle the corresponding number on the data sheet.</p> <p><b>Incorrect Response:</b> Mark a line through the corresponding number on the data sheet.</p>

**SAMPLE DATA: TIME TELLING A—USING A SCHEDULE**

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.

**Note:** There are two data points per trial. First, track whether or not the student matches the correct time. Second, track whether or not the student states the correct activity.

**Time**

Initials:	SF	SF	CS																	
Date:	9/7	9/8	9/9																	
Instruction: “Show me the same time.”	<del>10</del>	<del>10</del>	10	10	10	10	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	9	9	9	9	9	9	90%
	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	80%
	7	<del>7</del>	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	70%
	<del>6</del>	<del>6</del>	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	60%
	<del>5</del>	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	50%
	4	4	<del>4</del>	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	40%
	<del>3</del>	<del>3</del>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	30%
	2	2	<del>2</del>	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	20%
	1	<del>1</del>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10%

↕↕ Use both graphs simultaneously for a total of 10 trials. ↕↕

**Activity**

Instruction: “What do you do then?” or “Show me what you do then.”	<del>10</del>	<del>10</del>	10	10	10	10	10	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	9	9	9	9	9	9	9	90%
	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	80%
	<del>7</del>	<del>7</del>	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	70%
	<del>6</del>	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	60%
	<del>5</del>	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	50%
	4	4	<del>4</del>	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	40%
	<del>3</del>	<del>3</del>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	30%
	2	2	<del>2</del>	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	20%
	1	1	<del>1</del>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10%

## TIME TELLING F—BY FIVE-MINUTE INCREMENTS (ANALOG)

<b>Long-Term Goal:</b> Student will tell time on an analog clock.	<b>Short-Term Objective:</b> Student will tell time by five-minute increments.
<b>Materials:</b> Analog clock, Analog Clock Cards— By 5 Minutes (1:00 hour – 12:00 hour), Quarter Hours, Half Hours, 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.	
<b>Notes:</b>  Be sure to incorporate hours, half hours, quarter hours, and five-minute increments (05-55). 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><b>Verbal students:</b> Present the student with a clock/card and ask, "What time is it?"</p> <p><b>Nonverbal students:</b> Present three cards at a time and say, "Show me/point to ____ (e.g. 1:05)."</p>	<p><b>Verbal:</b> Student says the correct time.</p> <p><b>Nonverbal:</b> Student points to the correct time.</p>	<p>Point to the correct time and say, "This says ____ (e.g., 1:05)."</p> <p>Repeat the instruction (with the same time) and say,</p> <p><b>Verbal:</b> "What time is it?"</p> <p><b>Nonverbal:</b> "Show me/point to ____ (e.g., 1:05)."</p> <p><b>Reinforce correct responses.</b></p>	<p><b>Correct Response:</b> Praise, and circle the corresponding number on the data sheet.</p> <p><b>Incorrect Response:</b> Mark a line through the corresponding number on the data sheet.</p>

**SAMPLE DATA: TIME TELLING F—BY FIVE-MINUTE INCREMENTS (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	SF											
Date:	9/1	9/2	9/3											Correct
Instruction: “What time is it?” or “Show me _____.”	<del>10</del>	<del>10</del>	<del>10</del>	10	10	10	10	10	10	10	10	10	10	100%
	<del>9</del>	9	<del>9</del>	9	9	9	9	9	9	9	9	9	9	90%
	<del>8</del>	8	8	8	8	8	8	8	8	8	8	8	8	80%
	7	<del>7</del>	7	7	7	7	7	7	7	7	7	7	7	70%
	6	6	<del>6</del>	6	6	6	6	6	6	6	6	6	6	60%
	<del>5</del>	5	<del>5</del>	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%
	<del>3</del>	3	3	3	3	3	3	3	3	3	3	3	3	30%
	<del>2</del>	<del>2</del>	2	2	2	2	2	2	2	2	2	2	2	20%
	<del>1</del>	<del>1</del>	<del>1</del>	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%