II. TIME CONCEPTS (Clock Time)

441.1 RECEPTIVE KNOWLEDGE OF CONCEPTS OF MORNING — AFTERNOON — EVENING

Instructor asks client three questions for each task selected for training. Each question should contain only one concept target-word (i.e. morning, afternoon, evening) and should be structured to elicit an answer from client that is clearly associated with the respective concept. Truth or verifiability of client’s answer is not a factor in this skill. For example, if instructor asks What is something you did this morning before coming to work (school)? and client answers I prepared breakfast for myself, the answer is correct regardless of whether breakfast was prepared by client or another person or whether client in fact had breakfast at all, since having breakfast is clearly associated with the concept of morning. It is suggested to vary the questions asked each training session in order to expand the variety of client’s associations with the concepts.

MORNING
- Client gives three answers clearly associated with the concept of morning

AFTERNOON
- Client gives three answers clearly associated with the concept of afternoon

EVENING
- Client gives three answers clearly associated with the concept of evening

441.2 EXPRESSIVE KNOWLEDGE OF CONCEPTS OF MORNING — AFTERNOON — EVENING

Instructor explains that he or she will make various statements, each of which ends in a blank that client is to complete by indicating what period of the day the statement refers to: morning, afternoon, or evening. For example: Most people’s alarm clocks go off in the (client says “morning”); The hottest part of summer days is in the (client says “afternoon”); You get ready for bed in the (client says “evening”). The content of each statement should be clearly associated with the period of the day client is to say, and three statements should be made for each period. It is suggested to vary the content of the statements and present the concepts in random order each training session to insure client is learning the concepts.

MORNING
- Client says morning for three statements that refer to the concept of morning

AFTERNOON
- Client says afternoon for three statements that refer to the concept of afternoon

EVENING
- Client says evening for three statements that refer to the concept of evening

The primary purpose of the telling-time skills included in this section is for a client to learn how to tell time using client’s own watch. The variety of available clocks and watches is immense, clients often do not generalize time skills from the training environment to other environments, and training clients to tell time on any timepiece they may encounter is virtually impossible. As a result, it is suggested client be trained to tell time using client’s own watch (preferable), or using a clock that has the very same characteristics as the type of watch client has or will use upon completion of training. It is highly recommended careful consideration be given to the individual characteristics of the timepiece client will be trained to use (e.g. large face, small face, 12 numbers, 4 numbers, presence or absence of minute marks). In addition, the advantages and disadvantages of digital versus non-digital timepieces should be weighed. For example, while training on use of a digital timepiece may result in easier and more immediate learning than training on a non-digital timepiece, some people find digital clocks and watches inconvenient, and therefore not practical, for monitoring the passing of time, for time-planning, and for organizing activities around a clock because digital timepieces do not put the time in a visual context of other hours.

It may not be reasonable, due to client’s ability, to train the entire sequence of time skills presented. It is suggested, however, to consider training those skills appropriate to client’s level of functioning because even minimal telling-time skills such as hour and half-hour may be very useful in that many schedule and appointment times in our culture are oriented to these time increments.

Client’s current proficiency in number recognition and counting skills should be considered and evaluated in terms of prerequisites involved for the specific timepiece and corresponding time skills being selected for training. Reading numbers 0—59 should be considered a prerequisite for telling time on digital timepieces. Reading numbers 1—12, counting by fives to 55, and counting from 1—59 may be prerequisites for telling time on non-digital timepieces, depending on how client will be trained. With the exception of counting by fives which appears in the present section, use pages 413–422 if prerequisite formal training in these areas is necessary. Also, see BASIC ADAPTIVE SKILLS PROGRAM — Section II for females and Section III for males — if formal training on putting on and taking off a watch is necessary.
MATH SKILLS

II. TIME CONCEPTS (Clock Time)

Finally, it may be desirable to determine a specific time-form response pattern client is to be trained to use. For example, there are several standard time-forms that are acceptable to use when stating the quarter-hour: _____ fifteen, a quarter past _____, fifteen minutes past _____, etc. For some clients it may be advantageous to train one form to the exclusion of others (e.g. training client to state 1:15 as one fifteen only).

442.1 TELLING TIME: Introduction And Parts Recognition

- "Why is it important to know how to tell time?" (Get to places on time, not arrive late or too early . . .)
- "What can you do if you don't know what time it is and you want to find out?" (Ask someone, use telephone and call for time of day . . .)

Role-play: DETERMINING TIME BY INQUIRY — Client is asked to inquire the time of someone. Client's social etiquette and form of question should be appropriate to the situation.
- Client determines the time by inquiry: Effectively     And appropriately

Role-play: DETERMINING TIME BY TELEPHONE — Client is asked to use the telephone and call for time of day. Phone number may be provided in verbal or written form, and client should already know the functional aspects of making simple phone calls.
- Client correctly determines the time by telephone

The tasks below are designed to accommodate a variety of timepiece types. It is suggested tasks be selected according to the type of timepiece client will be trained to use. Instructor may need to include additional tasks.

For each task selected for training, client is shown indicated part(s) on timepiece and asked: "What is this (are these)?"

- Clock
- Digital clock
- Watch
- Digital watch
- Wrist watch
- Band
- Crystal
- Face
- Hour hand
- Minute hand
- Second hand
- Hour marks
- Minute marks
- Hour numbers
- Minute marks
- Hour marks
- Minute marks

For each task selected for training, client is shown timepiece containing indicated part(s) and asked: "Point to _____.

- Clock
- Digital clock
- Watch
- Digital watch
- Wrist watch
- Band
- Crystal
- Face
- Hour hand
- Minute hand
- Second hand
- Hour marks
- Minute marks
- Hour marks
- Minute marks
- Hour numbers
- Minute marks

Client reasonably explains purpose of each timepiece part(s) selected for training.

- Clock
- Digital clock
- Watch
- Digital watch
- Wrist watch
- Band
- Crystal
- Face
- Hour hand
- Minute hand
- Second hand
- Hour marks
- Minute marks
- Hour numbers
- Minute marks

442.2 DIGITAL TIMEPIECE: Telling Time Within 1st Quarter-Hour (:00 — :15)

Instructor sets digital timepiece for each hour and minutes task selected for training, shows timepiece to client, and asks client to read the time. Selection of all tasks will necessitate a total of 16 settings, thus causing four hour-tasks to be dealt with twice. It is suggested to present the settings in random hour and minutes order to insure client is actually reading the times rather than responding only to rote sequencing.

Type of digital timepiece client is to use:

Standard time-form response pattern client is to use:

STATING THE HOUR
- States the hour: 12 1 2 3 4 5 6 7 8 9
- 10 11

STATING THE MINUTES
- States the minutes: 00 01 02 03 04 05 06 07 08 09
- 10 11 12 13 14 15

- Uses standard time-form response pattern indicated in directions
- States times in reasonable amount of time

442.3 DIGITAL TIMEPIECE: Telling Time Within 2nd Quarter-Hour (:15 — :30)

Instructor sets digital timepiece for each hour and minutes task selected for training, shows timepiece to client, and asks client to read the time. Selection of all tasks will necessitate a total of 16 settings, thus causing four hour-tasks to be dealt with twice. It is suggested
MATH SKILLS

II. TIME CONCEPTS (Clock Time)

DIGITAL TIMEPIECE: Telling Time Within 2nd Quarter-Hour (:15 — :30) (Cont.)

to present the settings in random hour and minutes order to insure client is actually reading the times rather than responding only to rote sequencing.

Type of digital timepiece client is to use:
Standard time-form response pattern client is to use:

STATING THE HOUR

- States the hour: 12  1  2  3  4  5  6  7  8  9
- 10  11

STATING THE MINUTES

- States the minutes: 15  16  17  18  19  20  21  22  23  24
- 25  26  27  28  29  30

- Uses standard time-form response pattern indicated in directions
- States times in reasonable amount of time

443.1 DIGITAL TIMEPIECE: Telling Time Within 3rd Quarter-Hour (:30 — :45)

Instructor sets digital timepiece for each hour and minutes task selected for training, shows timepiece to client, and asks client to read the time. Selection of all tasks will necessitate a total of 16 settings, thus causing four-hour-tasks to be dealt with twice. It is suggested to present the settings in random hour and minutes order to insure client is actually reading the times rather than responding only to rote sequencing.

Type of digital timepiece client is to use:
Standard time-form response pattern client is to use:

STATING THE HOUR

- States the hour: 12  1  2  3  4  5  6  7  8  9
- 10  11

STATING THE MINUTES

- States the minutes: 30  31  32  33  34  35  36  37  38  39
- 40  41  42  43  44  45

- Uses standard time-form response pattern indicated in directions
- States times in reasonable amount of time

443.2 DIGITAL TIMEPIECE: Telling Time Within 4th Quarter-Hour (:45 — :00)

Instructor sets digital timepiece for each hour and minutes task selected for training, shows timepiece to client, and asks client to read the time. Selection of all tasks will necessitate a total of 16 settings, thus causing four-hour-tasks to be dealt with twice. It is suggested to present the settings in random hour and minutes order to insure client is actually reading the times rather than responding only to rote sequencing.

Type of digital timepiece client is to use:
Standard time-form response pattern client is to use:

STATING THE HOUR

- States the hour: 12  1  2  3  4  5  6  7  8  9
- 10  11

STATING THE MINUTES

- States the minutes: 45  46  47  48  49  50  51  52  53  54
- 55  56  57  58  59  00

- Uses standard time-form response pattern indicated in directions
- States times in reasonable amount of time

The telling-time skills that appear on the following several pages are designed to train client how to tell time using a non-digital timepiece. The skills are analyzed on the basis of time increments rather than design variables of any one specific type of timepiece. In other words, whether the timepiece client is to use has 12, 6, 4, or no numbers; whether it has Arabic or Roman numerals; whether it has some, all, or no minute marks — the skills are intended to accomodate the timepiece. To insure the specific type of non-digital timepiece selected for training is clear to whomever works with client, and given the immense variety of non-digital timepieces, it is especially important to complete the entry Type of non-digital timepiece client is to use provided at the start of each skill.
444.1 TELLING TIME BY THE HOUR (:00)

Instructor sets non-digital timepiece for each hour selected for training, shows timepiece to client, and asks client to read the time. It is suggested to present the settings in random order to insure client is actually reading the times rather than responding only to rote sequencing.

Type of non-digital timepiece client is to use:
Standard time-form response pattern client is to use:
- Client states the time — 12:00 1:00 2:00 3:00 4:00 5:00 6:00 7:00 8:00 9:00
- 10:00 11:00
- Uses standard time-form response pattern indicated in directions
- States times in reasonable amount of time

444.2 TELLING TIME BY THE HALF-HOUR (:30)

Instructor sets non-digital timepiece for each half-hour selected for training, shows timepiece to client, and asks client to read the time. It is suggested to present the settings in random order to insure client is actually reading the times rather than responding only to rote sequencing.

Type of non-digital timepiece client is to use:
Standard time-form response pattern client is to use:
- Client states the time — 12:30 1:30 2:30 3:30 4:30 5:30 6:30 7:30 8:30 9:30
- 10:30 11:30
- Uses standard time-form response pattern indicated in directions
- States times in reasonable amount of time

444.3 TELLING TIME BY THE 1st QUARTER-HOUR (:15)

Instructor sets non-digital timepiece for each quarter-hour selected for training, shows timepiece to client, and asks client to read the time. It is suggested to present the settings in random order to insure client is actually reading the times rather than responding only to rote sequencing.

Type of non-digital timepiece client is to use:
Standard time-form response pattern client is to use:
- 10:15 11:15
- Uses standard time-form response pattern indicated in directions
- States times in reasonable amount of time

444.4 TELLING TIME BY THE 3rd QUARTER-HOUR (:45)

Instructor sets non-digital timepiece for each quarter-hour selected for training, shows timepiece to client, and asks client to read the time. It is suggested to present the settings in random order to insure client is actually reading the times rather than responding only to rote sequencing.

Type of non-digital timepiece client is to use:
Standard time-form response pattern client is to use:
- Client states the time — 12:45 1:45 2:45 3:45 4:45 5:45 6:45 7:45 8:45 9:45
- 10:45 11:45
- Uses standard time-form response pattern indicated in directions
- States times in reasonable amount of time

The three estimating-time skills that follow are intended to be considered for use with a client who appears to have reached his or her maximum potential upon learning to tell time by the quarter-hour, and for whom training on telling time by five-minute segments or to the minute would not be feasible. The skills are further intended to increase practical application of the four quarter-hour marks such a client already knows, by learning how to estimate a fifteen-minute range of time to the nearest quarter-hour when the range is distributed evenly on either side of the quarter-hour. Assuming, for example, that a client already knows how to read the time 3:15 (a quarter-hour setting), the estimating skills would involve training the client to approximate and read as 3:15 any time from 3:08 to 3:22 (a fifteen-minute range to which 3:15 is the nearest quarter-hour). Proceeding on this basis, client would be trained to read the minutes :08 to :22 as :15, :23 to :37 as :30, :38 to :52 as :45, and :53 to :07 as :00. Finally, since these skills emphasize estimates of time, it is suggested a decision be made as to
whether or not client is to indicate his or her answer is in fact an estimate. For example, when estimating the third hour and the minutes-range :08 to :22, should client be trained to respond “3:15,” or “about 3:15”? An entry for this purpose has been provided in each skill.

445.1 ESTIMATING TIME TO THE NEAREST QUARTER-HOUR (:00 And :30)

Instructor sets non-digital timepiece for each hour selected for training and for any minutes from each minutes-range selected for training, shows timepiece to client, and asks client to read the time. To insure client is responding by means of discrimination rather than by rote, it is suggested each training session to present the hours in random order — e.g. 12:53, 4:26, 7:02 — , to alternate randomly between the target quarter-hour estimates :00 and :30 — e.g. 12:53 (:00), 4:26 (:30), 6:33 (:30), 1:07 (:00) — , and to vary the minutes selected from any one minutes-range task — e.g. 12:53, 2:56 from the range :53 to :57.

Type of non-digital timepiece client is to use:

Standard time-form response pattern client is to use for “:00”:

Standard time-form response pattern client is to use for “:30”:

Client is to indicate answer is an estimate (e.g. say it’s “about” 2:30, “around” 2:30):  Yes  May but need not

STATING THE HOUR
- States the hour:  12  1  2  3  4  5  6  7  8  9  10  11

ESTIMATING THE QUARTER-HOUR MINUTES-RANGE :53 to :07 AS :00

- Estimates as :00 — The range :53 to :57  The range :58 to :02  The range :03 to :07

ESTIMATING THE QUARTER-HOUR MINUTES-RANGE :23 to :37 AS :30

- Estimates as :30 — The range :23 to :27  The range :28 to :32  The range :33 to :37

- Uses standard time-form response pattern indicated in directions
- Indicates answer is an estimate
- States times in reasonable amount of time

445.2 ESTIMATING TIME TO THE NEAREST QUARTER-HOUR (:15 And :45)

Instructor sets non-digital timepiece for each hour selected for training and for any minutes from each minutes-range selected for training, shows timepiece to client, and asks client to read the time. To insure client is responding by means of discrimination rather than by rote, it is suggested each training session to present the hours in random order — e.g. 12:13, 4:39, 7:20 — , to alternate randomly between the target quarter-hour estimates :15 and :45 — e.g. 12:13 (:15), 4:39 (:45), 6:50 (:45), 1:10 (:15) — , and to vary the minutes selected from any one minutes-range task — e.g. 12:09, 2:11 from the range :08 to :12.

Type of non-digital timepiece client is to use:

Standard time-form response pattern client is to use for “:15”:

Standard time-form response pattern client is to use for “:45”:

Client is to indicate answer is an estimate (e.g. say it’s “about” 2:45, “around” 2:45):  Yes  May but need not

STATING THE HOUR
- States the hour:  12  1  2  3  4  5  6  7  8  9  10  11
II. TIME CONCEPTS (Clock Time)

446.1 ESTIMATING TIME TO THE NEAREST QUARTER-HOUR: Synthesis

Instructor sets non-digital timepiece for each hour selected for training and for any minutes from each quarter-hour minutes-range selected for training, shows timepiece to client, and asks client to read the time. Selection of all tasks will necessitate a minimum of 12 settings (one for each hour). To insure client is responding by means of discrimination rather than by rote, it is also suggested to present the hours in random order, to rotate randomly among the target quarter-hour estimates: 00 — :15 — :30 — :45, and to vary the minutes selected from any one quarter-hour minutes-range.

Type of non-digital timepiece client is to use:

Standard time-form response pattern client is to use for: 

- "00" — "15" — "30" — "45"

Client is to indicate answer is an estimate (e.g. say it’s "about", "2:45", "around", "2:45"): Yes May but need not

STATING THE HOUR
- States the hour: 12 1 2 3 4 5 6 7 8 9
- 10 11

ESTIMATING THE MINUTES
- Estimates quarter-hour minutes-range: 53 to :07 as :00
- Estimates quarter-hour minutes-range: :08 to :22 as :15
- Estimates quarter-hour minutes-range: :23 to :37 as :30
- Estimates quarter-hour minutes-range: :38 to :52 as :45

Uses standard time-form response pattern indicated in directions — For:00 For:15 For:30 For:45
- Indicates answer is an estimate
- States times in reasonable amount of time

446.2 COUNTING BY FIVES

Instructor shows client non-digital timepiece and explains that client is to count to fifty-five by fives while referencing each increment of five to its respective minutes position on timepiece (e.g. say "5" while pointing to the 1, "10" while pointing to the 2).

Type of non-digital timepiece client is to use:

- Client counts: 5 ... 10 5 ... 15 5 ... 20 5 ... 25 5 ... 30 5 ... 35 5 ... 40 5 ... 45 5 ... 50 5 ... 55

References each increment of five to its respective minutes position on timepiece

446.3 TELLING TIME BY FIVE-MINUTE SEGMENTS

Instructor sets non-digital timepiece for each hour and minutes task selected for training, shows timepiece to client, and asks client to read the time. Selection of all tasks will necessitate a total of 12 combined hour and five-minute settings. It is suggested to present the settings in random hour and minutes order to insure client is actually reading the times rather than responding only to rote sequencing.
II. TIME CONCEPTS (Clock Time)

TELLING TIME BY FIVE-MINUTE SEGMENTS (Cont.)

Type of non-digital timepiece client is to use:
Standard time-form response pattern client is to use:

STATING THE HOUR
- States the hour: 12 1 2 3 4 5 6 7 8 9
- 10 11

STATING THE FIVE-MINUTE SEGMENT
- States five-minute segment: 05 10 15 20 25 30 35 40 45
- 50 55 00

- Uses standard time-form response pattern indicated in directions
- States times in reasonable amount of time

447.1 TELLING TIME TO THE MINUTE (:00 – :15)

Instructor sets non-digital timepiece for each hour and minutes task selected for training, shows timepiece to client, and asks client to read the time. Selection of all tasks will necessitate a total of 16 settings, thus causing four hour-tasks to be dealt with twice. It is suggested to present the settings in random hour and minutes order to insure client is actually reading the times rather than responding only to rote sequencing.

Type of non-digital timepiece client is to use:
Standard time-form response pattern client is to use:

Client is to state all times: _____ To the exact minute _____ To within a minute of actual time

STATING THE HOUR
- States the hour: 12 1 2 3 4 5 6 7 8 9
- 10 11

STATING THE MINUTES (To the exact minute or to within a minute of actual time, whichever is indicated in directions)
- States the minutes: 00 01 02 03 04 05 06 07 08 09
- 10 11 12 13 14 15

- Uses standard time-form response pattern indicated in directions
- States times in reasonable amount of time

447.2 TELLING TIME TO THE MINUTE (:15 – :30)

Instructor sets non-digital timepiece for each hour and minutes task selected for training, shows timepiece to client, and asks client to read the time. Selection of all tasks will necessitate a total of 16 settings, thus causing four hour-tasks to be dealt with twice. It is suggested to present the settings in random hour and minutes order to insure client is actually reading the times rather than responding only to rote sequencing.

Type of non-digital timepiece client is to use:
Standard time-form response pattern client is to use:

Client is to state all times: _____ To the exact minute _____ To within a minute of actual time

STATING THE HOUR
- States the hour: 12 1 2 3 4 5 6 7 8 9
- 10 11

STATING THE MINUTES (To the exact minute or to within a minute of actual time, whichever is indicated in directions)
- States the minutes: 15 16 17 18 19 20 21 22 23 24
- 25 26 27 28 29 30

- Uses standard time-form response pattern indicated in directions
- States times in reasonable amount of time

447.3 TELLING TIME TO THE MINUTE (:30 – :45)

Instructor sets non-digital timepiece for each hour and minutes task selected for training, shows timepiece to client, and asks client to read the time. Selection of all tasks will necessitate a total of 16 settings, thus causing four hour-tasks to be dealt with twice. It is suggested to present the settings in random hour and minutes order to insure client is actually reading the times rather than responding only to rote sequencing.

Type of non-digital timepiece client is to use:
Standard time-form response pattern client is to use:

Client is to state all times: _____ To the exact minute _____ To within a minute of actual time
TELLING TIME TO THE MINUTE (:30 – :45) (Cont.)

STATING THE HOUR
- States the hour: 12 1 2 3 4 5 6 7 8 9 10 11

STATING THE MINUTES (To the exact minute or to within a minute of actual time, whichever is indicated in directions)
- States the minutes: 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45

- Uses standard time-form response pattern indicated in directions
- States times in reasonable amount of time

448.1 TELLING TIME TO THE MINUTE (:45 – :00)

Instructor sets non-digital timepiece for each hour and minutes task selected for training, shows timepiece to client, and asks client to read the time. Selection of all tasks will necessitate a total of 16 settings, thus causing four-hour-tasks to be dealt with twice. It is suggested to present the settings in random hour and minutes order to insure client is actually reading the times rather than responding only to rote sequencing.

Type of non-digital timepiece client is to use:
Standard time-form response pattern client is to use:
Client is to state all times: ______ To the exact minute ______ To within a minute of actual time

STATING THE HOUR
- States the hour: 12 1 2 3 4 5 6 7 8 9 10 11

STATING THE MINUTES (To the exact minute or to within a minute of actual time, whichever is indicated in directions)
- States the minutes: 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 00

- Uses standard time-form response pattern indicated in directions
- States times in reasonable amount of time

448.2 RELATING A.M. AND P.M. TO PERIODS OF THE DAY

Instructor provides client with the number and type of verbal statements indicated in each task selected for training. Specifically, each statement should contain a brief and simple context, a time including a.m. or p.m. reference, and should end in a blank which client is to complete by identifying a period of the day that is clearly associated with the a.m. or p.m. reference. Following are examples of a.m./p.m. statements including examples (in parentheses) of what client could say to correctly relate the a.m. or p.m. to a period of the day. “A mail delivery that comes at 10:15 a.m. comes at 10:15 in the morning, daytime...” “If you have a doctor’s appointment at 3:30 p.m., you have the appointment at 3:30 (in the afternoon, after school...).” “A television program that plays on Sundays at 9:00 p.m. starts at 9:00 (in the evening, when it’s dark outside...).” “Twelve a.m. is the same as saying twelve (midnight, at night...).” “A bus scheduled to arrive at 12:00 p.m. should arrive at 12:00 (noon, lunch time...).” It is suggested statements intended to elicit the same period-of-the-day responses (e.g. morning) be presented non-consecutively to insure client is learning to respond to concepts rather than only to rote sequencing. It also is suggested to use a variety of times and to vary the contexts provided each training session in order to increase client’s familiarity with a.m. and p.m. concepts.

- Client correctly completes three a.m. statements
- Correctly completes three p.m. statements
- Correctly completes one 12:00 a.m. statement
- Correctly completes one 12:00 p.m. statement

448.3 RELATING PERIODS OF THE DAY TO A.M. AND P.M.

Instructor provides client with the number and type of verbal statements indicated in each task selected for training. Specifically, each statement should contain a brief and simple context, a time, a reference to a period of the day or to a subject clearly associated with a.m. or p.m., and should end in a blank which client is to complete by saying a.m. or p.m., whichever is correct. Following are examples of such statements, including answers in parentheses. “If morning break starts at 10:15, it starts at 10:15 (a.m.).” “Someone who has breakfast at 7:30 has it at 7:30 (a.m.).” “The picnic was over by 1:30 (p.m.).” “You leave here for home at 3:00 (p.m.).” “The dance started at 7:45 (p.m.).” “I usually go to bed around 10:30 (p.m.).” “The cafeteria serves lunch starting at 12:00 (p.m.).” “A new day always begins at 12:00 (a.m.).” It is recommended to present statements in random a.m./p.m. order to insure client is learning to respond to concepts rather than only to rote sequencing. In addition, it is suggested each training session to use a variety of times within the a.m./p.m. ranges, and to vary the contexts and the periods of the day referred to in each statement in order to increase client’s familiarity with a.m. and p.m. concepts.

- Client says a.m. to four statements regarding a.m. periods of the day
- Says p.m. to four statements regarding p.m. periods of the day
- Says a.m. to one statement regarding 12:00 noon
- Says a.m. to one statement regarding 12:00 midnight
MATH SKILLS

II. TIME CONCEPTS (Clock Time)

449.1 KNOWLEDGE OF CLIENT’S OWN TIME SCHEDULE

The purpose of this skill is for client to learn to state the times of various activities specific to client’s living routine. To accomplish this on a client-individualized basis, INSTRUCTOR WILL NEED TO WRITE TASKS (e.g., ten tasks) that consist of individualized questions client is to be asked and answers client is to give regarding his or her own time schedule. Following are examples of time-schedule questions and answers. “What time do you have to catch your bus for work (school)?” (8:00) “What time does work (school) begin?” (9:00) “What time do you get off work (out of school)?” (3:30) “What time generally do you have supper?” (Around 5:30) “What time does name of grocery store client uses) close?” (9:00) Since learning the tasks will depend primarily on memorization, it is suggested to include only those activities from client’s time schedule that are practical for client to know for various reasons (e.g., time orientation, punctuality); to indicate by the wording of each question or answer whether client’s response should be an exact time or an approximation; and to allow client to refer to a clock or watch if this is helpful.

449.2 AWARENESS OF THE RELATIVE DURATION OF FAMILIAR ACTIVITIES

The purpose of this skill is for client to develop awareness of the duration of activities (i.e., how long activities take or last), an essential factor in time-planning. For each task selected for training, instructor states the indicated time unit (e.g., a few seconds), names two sets of three activities each, and asks client to state which one of the activities in each set comes closest to lasting or taking the amount of time specified. Of the three activities of any set: all three should be familiar to client, one should consist of a duration that is reasonable to consider as within the limits of the indicated time unit, and two should consist of a duration beyond the limits of the time unit. Following are examples of one set of activities for each time unit that appears in the tasks below. A few seconds: Getting dressed — STANDING UP — having breakfast. Less than a minute: PUTTING ON A PAIR OF SLACKS — walking around the block — washing the dishes. A few minutes: Having supper — pouring a glass of milk — LISTENING TO A SONG ON THE RADIO. About fifteen minutes: Cooking a turkey — BROILING A STEAK — toasting a slice of bread. About a half-hour: WATCHING A TELEVISION PROGRAM — taking out the garbage — changing a light bulb. About an hour: Putting away groceries — BAKING A POTATO — heating a can of soup. A few hours: Taking a bath — listening to a couple of records — GOING ON A PICNIC. It is suggested each training session to vary the activities named and to place the correct answer randomly within each set of three activities in order to expand client’s awareness of duration and insure client is responding to the concept rather than only to rote sequencing.

- Client names activities of a duration of: A few seconds - Less than a minute - A few minutes - About 15 minutes - About a half-hour - About an hour - A few hours

449.3 PRACTICAL APPLICATION OF CLOCK-TIME CONCEPTS: I

DETERMINING DEGREE OF PUNCTUALITY — The purpose of this skill is for client to learn how to apply previously learned telling-time skills to practical, everyday situations; namely, how to determine degree of punctuality (e.g., Is one early? Is one right on time? Is one late?). Instructor provides client with two situations to imagine, and related questions, for each task selected for training. Specifically, instructor sets timepiece for an arrival time, provides client with a context of a scheduled occurrence and someone’s arrival at time indicated on timepiece, shows timepiece to client, and asks if the arrival time results in the person being early, right on time, or late. Following is an example of one situation and related question for each task. EARLY: Instructor sets timepiece for 9:40 and says to client, “Imagine you have a doctor’s appointment today at 10:00. You arrive at the doctor’s office at this time (instructor points to timepiece). Are you early, right on time, or late for the appointment?” RIGHT ON TIME: Instructor sets timepiece for 8:00 and says to client, “Imagine a movie you are going to start at 8:00 and you get to the theater at this time (instructor points to timepiece). Are you early, right on time, or late for the movie?” LATE: Instructor sets timepiece for 2:45 and says to client, “Imagine you are to have a ride home by 2:30. Your ride gets here at this time (instructor points to timepiece). Is your ride early, right on time, or late?” In the interest of more realistic training, it is recommended instructor only point to the timepiece (i.e. not read the time). It is suggested to vary the situations provided each training session to increase the variety of client’s associations with the concepts. Finally, in order to insur client is learning concepts rather than responding only to rote sequencing, it is further suggested (assuming all three tasks are selected for training) either to present the six situations and related questions (two per task) in random concept order or to present the words “early—right on time—late” always in the same order.

EARLY
- Client says early for two questions that refer to the concept of arriving early

RIGHT ON TIME
- Says (right) on time for two questions that refer to the concept of arriving on time

LATE
- Says late for two questions that refer to the concept of arriving late
MATH SKILLS

II. TIME CONCEPTS (Clock Time)

450.1 PRACTICAL APPLICATION OF CLOCK-TIME CONCEPTS: II

DETERMINING IF A SCHEDULED OCCURRENCE IS YET TO START, IS IN PROGRESS, OR IS OVER — The purpose of this skill is for client to learn how to apply previously learned telling-time skills to practical, everyday situations; namely, how to determine if a scheduled occurrence is yet to start, is in progress, or is over (e.g. Is the store open yet? Is the business office still open? Is the TV program over?). Instructor provides client with two situations to imagine, and related questions, for each task selected for training. Specifically, instructor provides client with a context of a scheduled occurrence, sets a timepiece for a time regarding the context, shows timepiece to client, and asks client to determine if the scheduled occurrence is yet to start, is in progress, or is over. Following is an example of one situation and related question for each task. YET TO START: Instructor sets timepiece for 7:30 and says to client, "Imagine a store opens at 8:00 and it's now this time (instructor points to timepiece). Is the store open yet, and how do you know?" IN PROGRESS: Instructor sets timepiece for 8:15 and says to client, "Imagine there's a party from 7:30 to 10:00 and it's now this time (instructor points to timepiece). Is the party still going on, and how do you know?" OVER: Instructor sets timepiece for 5:20 and says to client, "Imagine a bank closes at 5:00 and it's now this time (instructor points to timepiece). Is the bank open, and how do you know?" It is recommended instructor only point to the timepiece rather than read the times, and to vary the situations provided each training session.

YET TO START

- Client determines when scheduled occurrences are and are not yet to start by: Giving correct yes or no answers to two questions
- Giving accurate supporting reason for each correct answer

IN PROGRESS

- Determines when scheduled occurrences are and are not in progress by: Giving correct yes or no answers to two questions
- Giving accurate supporting reason for each correct answer

OVER

- Determines when scheduled occurrences are and are not over by: Giving correct yes or no answers to two questions
- Giving accurate supporting reason for each correct answer

450.2 PRACTICAL APPLICATION OF CLOCK-TIME CONCEPTS: III

DETERMINING HOW MUCH TIME REMAINS BEFORE A SCHEDULED OCCURRENCE TAKES PLACE — The purpose of this skill is for client to learn how to apply previously learned telling-time skills to practical, everyday situations; namely, how to determine how much time remains before a scheduled occurrence takes place (e.g. How long before the store opens? How much time before the bus arrives? How long until the newscast is over?). Instructor provides client with a situation to imagine, and a related question, for each task selected for training. Specifically, instructor provides client with a context of a scheduled occurrence, sets a timepiece for a time regarding the context, shows timepiece to client, and asks client to determine how much time remains before the scheduled occurrence takes place. A correct answer includes an exact determination of time remaining if minute hand is on a five-minute segment (e.g. 6:10, 6:40); otherwise, a reasonable approximation will suffice. Following are examples of situations and related questions, including answers in parentheses. 1–5 MINUTES: Instructor sets timepiece for 8:56 and says to client, "Imagine you are waiting for a bus that's scheduled to arrive at 8:00 and it's now this time (instructor points to timepiece). How long before the bus arrives?" (A few minutes, a couple minutes or so . . . ) 6–10 MINUTES: Instructor sets timepiece for 4:20 and says to client, "Imagine you've asked a friend to come visit you at 4:30 and it's now this time (instructor points to timepiece). How much time until your friend comes?" (10 minutes)

26–30 MINUTES: Instructor sets timepiece for 1:48 and says to client, "Imagine you have an appointment to see your counselor today at 2:15 and it's now this time (instructor points to timepiece). How long will you have to wait before seeing your counselor?" (A half-hour, about 25 minutes . . . ) It is recommended instructor only point to the timepiece rather than read the times. It also is recommended each training session to vary the situations provided, the minutes selected from any one minute-range, and the hours. Instructor may wish to include additional tasks (e.g. two hours).

- Client correctly determines remaining time when it is: 1–5 minutes
- 6–10 minutes
- 11–15 minutes
- 16–20 minutes
- 21–25 minutes
- 26–30 minutes
- 31–45 minutes
- 46 minutes—one hour

450.3 PRACTICAL APPLICATION OF CLOCK-TIME CONCEPTS: IV

DETERMINING IF THERE IS TIME TO ARRIVE BEFORE A SCHEDULED OCCURRENCE STARTS OR ENDS — The purpose of this skill is for client to learn how to apply previously learned telling-time skills to practical, everyday situations; namely, how to determine if there is time to arrive before a scheduled occurrence starts or ends (e.g. Does one have enough time to get to the theater before the movie starts? Is there still time to get to the bank before it closes?). Instructor provides client with five situations to imagine, and a question related to each. Specifically, instructor provides client with five contexts of scheduled occurrences, sets a timepiece for a time regarding each context, tells client how much time needs to pass before client can arrive at the place of each scheduled occurrence, shows timepiece to client, and asks client to determine if sufficient time remains before the scheduled occurrence starts or ends (long sentence, eh?). Following are examples of three situations and related questions. 1. Instructor sets timepiece for 8:20 and says to client,
MATH SKILLS

II. TIME CONCEPTS (Clock Time)

PRACTICAL APPLICATION OF CLOCK-TIME CONCEPTS: IV (Cont.)

"Imagine you need to go to a store that closes at 9:00. It's now this time (instructor points to timepiece) and it takes ten minutes to walk to the store. If you leave now, can you get to the store before it closes, and how do you know?" 2. Instructor sets timepiece for 7:33 and says to client, "Imagine a movie you want to go see starts at 7:45 and it's now this time (instructor points to timepiece). If the bus takes a half-hour to get to the theater, can you get there before the movie starts, and how do you know?" 3. Instructor sets timepiece for 4:50 and says to client, "Imagine you're visiting a friend and you need to be home for dinner by 5:15. It's now this time (instructor points to timepiece) and you need forty minutes to get home. If you leave now, will you be home on time for dinner, and how do you know?" It is recommended instructor only point to the timepiece rather than read the times. In addition, it is suggested each training session to incorporate a wide range of hour and minute settings, and to vary the situations provided, including the amount of time that remains before scheduled occurrences are to start or end and how much time needs to pass before client can be present.

- Client determines if there is time to arrive before a scheduled occurrence starts or ends by: Giving correct yes or no answers to five questions  - Giving accurate supporting reason for each correct answer

451.1 PRACTICAL APPLICATION OF CLOCK-TIME CONCEPTS: V

DETERMINING WHEN TO BEGIN A TIMED ACTIVITY IN ORDER TO BE PUNCTUAL — The purpose of this skill is for client to learn how to apply previously learned telling-time skills to practical, everyday situations: namely, how to determine when to begin a timed activity in order to be punctual (e.g. At what time should I begin to prepare dinner if it is to be ready at 6:00? At what time do I have to get up in the morning if I need to leave the house at 7:30?). Instructor provides client with five situations to imagine and a related question for each. Specifically, instructor provides client with five contexts, in each of which being punctual for a scheduled occurrence depends on knowing when to begin a prior and time-limited activity. Instructor tells client at what time the scheduled occurrence is to begin, what client has yet to do and how long it will take, and asks client at what time he or she should begin the activity in order to be punctual for the scheduled occurrence. Client may refer to a timepiece whenever this is helpful. Following are examples of three situations and related questions, including answers in parentheses. 1. Instructor says to client, "Imagine you need to prepare and have dinner on the table at 6:00, and it will take you forty-five minutes. At what time should you start? (5:15) 2. Instructor says to client, "Imagine you have to catch a bus at 9:55, and it will take you fifteen minutes to walk to the bus stop. When should you leave the house?" (9:40) 3. Instructor says to client, "Imagine you have a dental appointment at 3:45 and you need twenty-five minutes to get to the dentist's office. At what time should you leave?" (3:20) It is suggested each training session to vary the situations provided, including the times of scheduled occurrences and the amount of time client will need in order to complete the prior activity.

- Client correctly states at what time to begin each of the five activities in order to be punctual

The four skills that follow are designed for use with non-digital timepieces only. It was not feasible to write task analyses for digital timepieces because the specificity required cannot incorporate the immense variety of available digital timepiece operational options. It is suggested, therefore, in the case of a client with digital timepiece, instructor write a task analysis specific to the timepiece.

451.2 WINDING TIMEPIECE

Client is asked to completely wind a watch and/or clock. It is suggested watch or clock be client's own.

Client is to support watch by: _____ Wearing watch around wrist  _____ Holding watch with hands  _____ Either support method

WINNING WATCH

- Client supports watch as indicated in directions  - Watch is in appropriate position for winding
- Locates winding knob  - Knob is in winding position (e.g. pushed in)  - Grasps knob appropriately for winding
- Turns knob  - Turns in correct direction  - Winds watch completely
- Ceases winding motions immediately when watch is completely wound  - Final turn is of appropriate forward pressure
- Winds watch in reasonable amount of time

WINNING CLOCK

- Client opens case of travel clock so back of clock is accessible for winding  - Supports clock appropriately with one hand
- Locates winding key  - Key is in winding position (i.e. ready for winding)  - Grasps key appropriately for winding
- Turns key  - Turns in correct direction  - Winds clock completely
- Ceases winding motions immediately when clock is completely wound  - Final turn is of appropriate forward pressure
- Adjusts case of travel clock so clock will rest supported upright
- Returns clock to: Original location (e.g. nightstand)  - Original position (e.g. facing bed)
- Winds clock in reasonable amount of time
MATH SKILLS

II. TIME CONCEPTS (Clock Time)

452.1 SETTING THE TIME: When Time Reference Is Visual

The purpose of this skill is for client to learn how to set the time on client’s own non-digital watch or clock when client’s time reference is visual (i.e., when client is to refer to another timepiece to determine the target time). If training on watch and clock is necessary, write a new skill (using applicable tasks below) for whichever of the two timepieces will not be dealt with here. This skill is designed to be used with clients who tell time on only one specific type of non-digital timepiece, as well as with clients who tell time on a variety of them. It is suggested, therefore, to decide whether client is to be trained to set time according to a timepiece that has exactly the same characteristics as client’s own timepiece, or whether and how the characteristics of the reference timepiece may vary. An entry for this purpose is provided below.

Instructor sets reference timepiece for each hour selected for training, including any minutes from each indicated minutes-range selected for training, shows timepiece to client, and asks client to set client’s own watch or clock for the same time. Selection of all tasks will necessitate a total of 12 combined hour and minute settings. The reference timepiece and client’s timepiece should both be in actual operation, and the times on both timepieces must match when client has finished setting the time. It is suggested each training session to present the hours in random order, to rotate randomly among the minutes-ranges, and to select different minutes in each range from one training session to the next.

Type of timepiece client is to refer to:

- Clock
- Watch
- Either clock or watch
- Non-digital
- Digital
- Either non-digital or digital

Face characteristics of timepiece client is to refer to:

- Exact same characteristics as client’s own timepiece
- Characteristics may vary as follows:

Non-digital timepiece client is to set (check one):

- Client’s own watch
- Client’s own clock

Client is to support watch by:

- Wearing watch around wrist
- Holding watch with hands
- Either support method

Watch

- Client supports watch as indicated in directions
- Watch is in appropriate position for setting time

Clock

- Client opens case of travel clock so back of clock is accessible for setting time
- Supports clock appropriately with one hand
- Locates setting-knob
- Pushes or pulls setting-knob so it is in position for setting
- Uses appropriate pressure while pushing or pulling setting-knob
- Uses appropriate grasp while pushing or pulling knob
- Maintains knob in setting position
- Turns setting-knob
- In correct direction
- Releases grasp on knob (or pushes knob) when time is set
- Time set remains fixed (i.e. does not change due to release of grasp or push on knob)

SETTING THE HOUR

- Sets the hour: 12
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

SETTING THE MINUTES

- Sets the minutes-range: 01–05
- 06–10
- 11–15
- 16–20
- 21–25
- 26–30
- 31–35
- 36–40
- 41–45
- 46–50
- 51–55
- 56–00

- Sets times in reasonable amount of time
- Adjusts case of travel clock so clock will rest supported upright
- Returns clock to: Original location (e.g. nightstand)
- Original position (e.g. facing bed)

452.2 SETTING THE TIME: When Time Reference Is Verbal

The purpose of this skill is for client to learn how to set the time on client’s own non-digital watch or clock when client’s time reference is verbal (i.e., when client is told the target time and does not refer to another timepiece while setting the time). If training on watch and clock is necessary, write a new skill (using applicable tasks below) for whichever of the two timepieces will not be dealt with here. Instructor states a time for each hour selected for training, including any minutes from each indicated minutes-range selected for training, and asks client to set client’s own watch or clock for the same time. Selection of all tasks will necessitate a total of 12 combined hour and minute settings. Client’s timepiece should be in actual operation, the time stated by instructor and the time indicated on client’s timepiece when client has finished setting the time must match, and client should set each time within at least 60 seconds from the moment instructor states the time to be set. It is suggested each training session to present the hours in random order, to rotate randomly among the minutes-ranges, and to select different minutes in each range from one training session to the next. Finally, at the end of the skill appear tasks involving use of telephone to call for time of day and set timepiece accordingly.

Non-digital timepiece client is to set (check one):

- Client’s own watch
- Client’s own clock

Client is to support watch by:

- Wearing watch around wrist
- Holding watch with hands
- Either support method

Watch

- Client supports watch as indicated in directions
- Watch is in appropriate position for setting time
MATH SKILLS

II. TIME CONCEPTS (Clock Time)

SETTING THE TIME: When Time Reference Is Verbal (Cont.)

Clock
- Client opens case of travel clock so back of clock is accessible for setting time
  - Supports clock appropriately with one hand
- Locates setting-knob  
  - Pushes or pulls setting-knob so it is in position for setting
- Uses appropriate pressure while pushing or pulling setting-knob  
  - Uses appropriate grasp while pushing or pulling knob
- Maintains knob in setting position  
  - Turns setting-knob  
  - In correct direction
- Releases grasp on knob (or pushes knob) when time is set
  - Time set remains fixed (i.e. does not change due to release of grasp or push on knob)

SETTING THE HOUR
- Sets the hour: 12  
  - 1  
  - 2  
  - 3  
  - 4  
  - 5  
  - 6  
  - 7  
  - 8  
  - 9  
  - 10  
  - 11

SETTING THE MINUTES
- Sets the minutes-range: 01–05  
  - 06–10  
  - 11–15  
  - 16–20  
  - 21–25  
  - 26–30  
  - 31–35  
  - 36–40  
  - 41–45  
  - 46–50  
  - 51–55  
  - 56–00
  - Sets times in reasonable amount of time (i.e. each within at least 60 seconds from moment instructor states it)
  - Adjusts case of travel clock so clock will rest supported upright
  - Returns clock to:  
    - Original location (e.g. nightstand)  
    - Original position (e.g. facing bed)

Client is asked to telephone for time of day and to set own watch or clock for time stated on the recording. Time should be set within at least 60 seconds from the moment time is stated on recording. Phone number may be provided verbally or in written form and client should already know the functional aspects of making simple phone calls.
  - Sets time to match time stated on telephone recording
  - Sets time within at least 60 seconds from moment time is stated on recording

453.1 SETTING AN ALARM CLOCK

The purpose of this skill is for client to learn how to set client’s non-digital alarm clock for wake-up times specific to client’s own time schedule. To accomplish this on a client-individualized basis, INSTRUCTOR WILL NEED TO WRITE TASKS, one for each wake-up time pertinent to client’s living routine, and insert the tasks where indicated below.

INSTRUCTOR ASKS CLIENT TO COMPLETELY SET THE ALARM CLOCK FOR EACH WAKE-UP TIME.

- Client opens case of travel clock so back of clock is accessible for setting wake-up time
  - Supports clock appropriately with one hand
- Locates knob for setting wake-up time  
  - Pushes or pulls knob so it is in position for setting wake-up time
  - Uses appropriate pressure while pushing or pulling knob  
  - Uses appropriate grasp while pushing or pulling knob
- Maintains knob in position for setting wake-up time  
  - Turns knob  
  - In correct direction
  - Releases grasp on knob when wake-up time is set  
  - Time set remains fixed (i.e. does not change due to release of grasp)

INSTRUCTOR INSERTS HERE one task (e.g.  
  - Sets 6:45) for each wake-up time client is to be trained to set, as explained in directions.

- Sets alarm (e.g. by pulling alarm knob, turning lever or clock-radio)  
  - Uses appropriate pressure on alarm-set mechanism
- Volume control of clock-radio is positioned for appropriate wake-up volume
- Adjusts case of travel clock so clock will rest supported upright
  - Returns clock to:  
    - Original location (e.g. nightstand)  
    - Original position (e.g. facing bed)
- Sets alarm clock (i.e. each wake-up time) in reasonable amount of time

453.2 READING WRITTEN TIMES (:00 – :15)

INSTRUCTOR SHOWS CLIENT A CARD (e.g. 3" x 5" card) containing a time written in numeral form (e.g. 1:10) for each hour and minutes task selected for training, and asks client to read the time. Selection of all tasks will necessitate showing a total of 16 written times, thus causing four-hour-tasks to be dealt with twice. It is suggested to consider the relevance of the style and size of the numerals selected for use (e.g. typed, hand-printed, 1/4", 1/8") in relation to client’s eventual application of the skill to everyday living (e.g. bus and other time schedules). Use pages 413–422 if prerequisite formal training on reading numbers is necessary.

READING THE HOUR
- Reads the hour: 12  
  - 1  
  - 2  
  - 3  
  - 4  
  - 5  
  - 6  
  - 7  
  - 8  
  - 9  
  - 10  
  - 11

READING THE MINUTES
- Reads the minutes: 00  
  - 01  
  - 02  
  - 03  
  - 04  
  - 05  
  - 06  
  - 07  
  - 08  
  - 09  
  - 10  
  - 11  
  - 12  
  - 13  
  - 14  
  - 15
  - Uses standard time-form response pattern when reading all written times (e.g. reads 1:10 as “one ten”)
II. TIME CONCEPTS (Clock Time)

454.1 READING WRITTEN TIMES (:15 – :30)

Instructor shows client a card (e.g. 3” x 5” card), containing a time written in numeral form (e.g. 1:20) for each hour and minutes task selected for training, and asks client to read the time. Selection of all tasks will necessitate showing a total of 16 written times, thus causing four hour-tasks to be dealt with twice. It is suggested to consider the relevance of the style and size of the numerals selected for use (e.g. typed, hand-printed, 1/4”, 1/8”) in relation to client’s eventual application of the skill to everyday living (e.g. bus and other time schedules). Use pages 413–422 if prerequisite formal training on reading numbers is necessary.

READING THE HOUR
- Reads the hour: 12 1 2 3 4 5 6 7 8 9 10 11

READING THE MINUTES
- Reads the minutes: 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

- Uses standard time-form response pattern when reading all written times (e.g. reads 1:20 as “one twenty”)

454.2 READING WRITTEN TIMES (:30 – :45)

Instructor shows client a card (e.g. 3” x 5” card), containing a time written in numeral form (e.g. 1:40) for each hour and minutes task selected for training, and asks client to read the time. Selection of all tasks will necessitate showing a total of 16 written times, thus causing four hour-tasks to be dealt with twice. It is suggested to consider the relevance of the style and size of the numerals selected for use (e.g. typed, hand-printed, 1/4”, 1/8”) in relation to client’s eventual application of the skill to everyday living (e.g. bus and other time schedules). Use pages 413–422 if prerequisite formal training on reading numbers is necessary.

READING THE HOUR
- Reads the hour: 12 1 2 3 4 5 6 7 8 9 10 11

READING THE MINUTES
- Reads the minutes: 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45

- Uses standard time-form response pattern when reading all written times (e.g. reads 1:40 as “one forty”)

454.3 READING WRITTEN TIMES (:45 - :00)

Instructor shows client a card (e.g. 3” x 5” card), containing a time written in numeral form (e.g. 1:50) for each hour and minutes task selected for training, and asks client to read the time. Selection of all tasks will necessitate showing a total of 16 written times, thus causing four hour-tasks to be dealt with twice. It is suggested to consider the relevance of the style and size of the numerals selected for use (e.g. typed, hand-printed, 1/4”, 1/8”) in relation to client’s eventual application of the skill to everyday living (e.g. bus and other time schedules). Use pages 413–422 if prerequisite formal training on reading numbers is necessary.

READING THE HOUR
- Reads the hour: 12 1 2 3 4 5 6 7 8 9 10 11

READING THE MINUTES
- Reads the minutes: 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 00

- Uses standard time-form response pattern when reading all written times (e.g. reads 1:50 as “one fifty”)

454.4 READING AND INTERPRETING WRITTEN TIMES THAT INCLUDE A.M. AND P.M.

The purpose of this skill is for client to learn how to read written times that include a.m. and p.m., and how to determine by the a.m. and p.m. references alone what periods of the day the times refer to. For any time within each a.m./p.m. time range selected for training, instructor provides client with one simple context of an activity, and a written a.m. or p.m. time to indicate exactly when the activity occurred or will occur. Client is then asked to read the time (including a.m. or p.m. designation) and identify the corresponding period of the day. In the written time provided, the only reference to a period of the day should be the a.m. or p.m. designation; in other words, the time of the activity itself, in the absence of an a.m./p.m. designation, should be just as plausible to imagine occurring in the a.m. as in the p.m. Following are several examples of simple contexts of activities to use, including (in parentheses) written times for client to read and periods of the day by which to identify the times. He left the house at (10:25 p.m. – night). The restaurant opens at (6:00 p.m. – evening). The bus arrives at (5:15 a.m. – morning). The fire started at (3:45 p.m. – afternoon). We didn’t eat until (8:20 a.m. – morning). She got home at (1:35 a.m. – morning). The TV program starts at (11:00 p.m. – night). It is suggested to vary the contexts and times provided each training session.
MATH SKILLS

II. TIME CONCEPTS (Clock Time)

READING AND INTERPRETING WRITTEN TIMES THAT INCLUDE A.M. AND P.M. (Cont.)

■ For time range 12:01 a.m. – 3:00 a.m.: Reads time corresponds with time presented
■ Includes reading a.m.
■ Identifies correct period of day that
■ For time range 3:01 a.m. – 6:00 a.m.: Reads time corresponds with time presented
■ Includes reading a.m.
■ Identifies correct period of day that
■ For time range 6:01 a.m. – 9:00 a.m.: Reads time corresponds with time presented
■ Includes reading a.m.
■ Identifies correct period of day that
■ For time range 9:01 a.m. – 12:00 p.m.: Reads time corresponds with time presented
■ Includes reading a.m./p.m.
■ Identifies correct period of day that
■ For time range 12:01 p.m. – 3:00 p.m.: Reads time corresponds with time presented
■ Includes reading p.m.
■ Identifies correct period of day that
■ For time range 3:01 p.m. – 6:00 p.m.: Reads time corresponds with time presented
■ Includes reading p.m.
■ Identifies correct period of day that
■ For time range 6:01 p.m. – 9:00 p.m.: Reads time corresponds with time presented
■ Includes reading p.m.
■ Identifies correct period of day that
■ For time range 9:01 p.m. – 12:00 a.m.: Reads time corresponds with time presented
■ Includes reading p.m./a.m.
■ Identifies correct period of day that

455.1 WRITING TIMES: When Time Reference Is Visual

The purpose of this skill is for client to learn how to write times when client’s time reference is visual (i.e. when client is to refer to a timepiece to determine the target time to write). The skill is intended for use with clients who tell time on only one specific type of timepiece, as well as with clients who tell time on a variety of them. It is suggested, therefore, to decide whether client is to be trained to write times according to client’s own timepiece or to a timepiece that has exactly the same characteristics as client’s own timepiece, or whether and how the characteristics of the reference timepiece may vary. An entry for this purpose is provided below.

Instructor provides client with writing materials, sets reference timepiece for each hour selected for training, shows timepiece to client, and asks client to write the same. Selection of all tasks will necessitate a total of 12 combined hour and minute settings. The reference timepiece should be in actual operation, and client should write each time within at least 60 seconds from the moment instructor shows target time-setting to client. It is suggested each training session to present the hours in random order, to rotate randomly among the minutes-ranges, and to select different minutes in each range from one training session to the next. Use pages 413–422 if prerequisite formal training on writing numbers is necessary.

Timepiece client is to refer to (e.g. non-digital, digital, client’s own):

WRITING THE HOUR
■ Writes the hour: 12 1 2 3 4 5 6 7 8 9
■ 10 11

WRITING THE MINUTES
■ Uses standard time-form pattern when writing all times (e.g. writes “one fifty” as 1:50)
■ Writes times in reasonable amount of time (i.e. each within at least 60 seconds from moment instructor shows target time-setting)

455.2 WRITING TIMES: When Time Reference Is Verbal

The purpose of this skill is for client to learn how to write times when client’s time reference is verbal (i.e. when client is told the target time to write and does not refer to a timepiece while writing it). In addition, at the end of the skill are tasks that deal with writing a.m. and p.m. when included with the time stated (e.g. 1:50 p.m.), and when only implied by the period of the day that is included with the time stated (e.g. 1:50 in the afternoon).

Instructor provides client with writing materials, states a time for each hour selected for training, including any minutes from each indicated minutes-range selected for training, and asks client to write the same time. Selection of all tasks will necessitate a total of 12 combined hour and minute times for client to write. It is suggested each training session to present the hours in random order, to rotate randomly among the minutes-ranges, and to select different minutes in each range from one training session to the next. Use pages 413–422 if prerequisite formal training on writing numbers is necessary.

WRITING THE HOUR
■ Writes the hour: 12 1 2 3 4 5 6 7 8 9
■ 10 11
MATH SKILLS

II. TIME CONCEPTS (Clock Time)

WRITING TIMES: When Time Reference Is Verbal (Cont.)

WRITING THE MINUTES

- Writes the minutes-range: 01–05
- 06–10
- 11–15
- 16–20
- 21–25
- 26–30
- 31–35
- 36–40
- 41–45
- 46–50
- 51–55
- 56–00

- Uses standard time-form pattern when writing all times (e.g. writes “one fifty” as 1:50)
- Writes times in reasonable amount of time

WRITING A.M. AND P.M. WHEN INCLUDED WITH THE TIME STATED

Instructor states any four times — two with a.m. designations and two with p.m. designations (e.g. 7:30 a.m., 11:55 a.m., 3:15 p.m., 8:00 p.m.) — and asks client to write the times, including a.m. and p.m. It is suggested to vary the times each training session.

- Client correctly writes a.m. for the two times stated (includes periods, legibility, and both letters same case)
- Appropriately juxtaposes each time and its a.m. designation

- Client correctly writes p.m. for the two times stated (includes periods, legibility, and both letters same case)
- Appropriately juxtaposes each time and its p.m. designation

WRITING A.M. AND P.M. WHEN ONLY IMPLIED WITH THE TIME STATED

Instructor states any two times and identifies them as morning times (e.g. says 8:30 in the morning), two times and identifies them as afternoon times (e.g. says 1:30 in the afternoon), two times and identifies them as evening or night times (e.g. says 7:43 in the evening, 11:55 at night), and asks client to write the times and the corresponding a.m. and p.m. designations. It is suggested to vary the times each training session and to present the times in random a.m./p.m. order.

- Client writes a.m. for the two morning times
- Writes each a.m. correctly
- And in appropriate juxtaposition with its time

- Client writes p.m. for the two afternoon times
- Writes each p.m. correctly
- And in appropriate juxtaposition with its time

- Client writes p.m. for the two evening or night times
- Writes each p.m. correctly
- And in appropriate juxtaposition with its time