MATH SKILLS

II. TIME CONCEPTS (Calendar Time)

457.1 RECEPTIVE KNOWLEDGE OF CONCEPTS OF YESTERDAY — TODAY — TOMORROW

Instructor asks client three questions for each task selected for training. Each question should contain only one concept target-word (i.e. yesterday, today, tomorrow). Instructor should ask only questions that can elicit answers which are *verifiable* and *exclusively associated with only one of the three concepts on the day the questions are asked.* Since the possible *number* and *variety* of the questions asked will increase the more familiar the instructor is with activities and other occurrences in client's life, and the *verifiability* of the answers client gives will increase as well, it is suggested more efficient training might take place in client's home environment (e.g. group home) where the number, variety, and verifiability of client's activities is likely greater. If this skill is taught *away from* the home environment (e.g. school, activity center), it is recommended instructor develop a simple logging system as a resource for formulating questions to ask client. The log might contain a record of instructor's observations of client's activities and schedule at the facility, and information obtained from the home environment regarding client's regularly scheduled and other daily activities there. Regardless of where the skill is taught, following are examples of the types of questions instructor might ask for the three concepts. **1.** Instructor knows *client had bacon and eggs for breakfast yesterday, and cereal today:* "What did you eat for breakfast **yesterday?**" "What did you eat for breakfast **today?**" **2.** Instructor knows *client has swimming lessons today after work, and a doctor's appointment tomorrow after work:* "Where are you going **today** after work?" "Where are you going **tomorrow** after work?" **3.** Instructor knows *client can state the days of the week in sequence:* "What day is **today?**" "What day was **yesterday?**" "What day is **tomorrow?**" **4.** Instructor knows *client's household chores are sweeping on Mondays (yesterday), cooking on Tuesdays (today), laundry washing on Wednesdays (tomorrow):* "What is your household chore **tomorrow?**" "What was your household chore **yesterday?**" "What is your household chore **today?**" **5.** Instructor knows *client wore a pants suit yesterday and is wearing a dress today:* "What were you wearing **yesterday?**" **6.** Instructor knows *client went to a movie yesterday after dinner, and tomorrow will go to a party after dinner:* "Where are you going **tomorrow** *after dinner?*" "Where did you go **yesterday** *after dinner?*"

YESTERDAY
- Client correctly answers three questions clearly indicative of concept of yesterday

TODAY
- Client correctly answers three questions clearly indicative of concept of today

TOMORROW
- Client correctly answers three questions clearly indicative of concept of tomorrow

457.2 EXPRESSIVE KNOWLEDGE OF CONCEPTS OF YESTERDAY — TODAY — TOMORROW

Instructor asks client three questions for each task selected for training. Each question should contain a reference to only one concept target-word (i.e. yesterday, today, tomorrow), and client is instructed to answer by saying whichever target-word is correct. Instructor should ask only questions that can elicit answers which are *verifiable* and *exclusively associated with only one of the three concepts on the day the questions are asked.* Since the possible *number* and *variety* of the questions asked will increase the more familiar the instructor is with activities and other occurrences in client's life, and the *verifiability* of the answers client gives will increase as well, it is suggested more efficient training might take place in client's home environment (e.g. group home) where the number, variety, and verifiability of client's activities is likely greater. If this skill is taught *away from* the home environment (e.g. school, activity center), it is recommended instructor develop a simple logging system as a resource for formulating questions to ask client. The log might contain a record of instructor's observations of client's activities and schedule at the facility, and information obtained from the home environment regarding client's regularly scheduled and other daily activities there. Regardless of where the skill is taught, following are examples of the types of questions instructor might ask for the three concepts. **1.** Instructor knows *client is going bowling today, and starts vacation tomorrow:* "When are you going bowling?" "When does your vacation start?" **2.** Instructor knows *client can state the days of the week in sequence:* "Today is Wednesday. When is Thursday?" "When was Tuesday?" **3.** Instructor knows *client washed the family car yesterday and is going to see the dentist today:* "When did you wash your parents' car?" "When are you going to the dentist's?" **4.** Instructor knows *client has a birthday tomorrow, got a haircut yesterday, and is going to buy some new clothes today after school:* "When is your birthday?" "When did you get your haircut?" "When are you going clothes shopping?"

YESTERDAY
- Client says *yesterday* in answer to three questions that refer to yesterday

TODAY
- Client says *today* in answer to three questions that refer to today

TOMORROW
- Client says *tomorrow* in answer to three questions that refer to tomorrow

457.3 STATING THE DAYS OF THE WEEK BY ROTE

- "How many days are there in a week?" (7)

MATH SKILLS

II. TIME CONCEPTS (Calendar Time)

STATING THE DAYS OF THE WEEK BY ROTE (Cont.)

Client is asked to name the days of the week in sequential order, starting with the first day of the week.

- Client says *Sunday*
- Says *Monday*
- Says *Tuesday*
- Says *Wednesday*
- Says *Thursday*
- Says *Friday*
- Says *Saturday*

- In 1st place of order
- In 2nd place of order
- In 3rd place of order
- In 4th place of order
- In 5th place of order
- In 6th place of order
- In 7th place of order

458.1 PRACTICAL KNOWLEDGE OF DAYS OF THE WEEK

The purpose of this skill is for client to learn practical knowledge of the days of the week, both in a general sense and specifically related to activities in client's living routine. For the *client-individualized* aspects involved in this, *INSTRUCTOR WILL NEED TO WRITE TASKS* (each task consisting of an individualized *question* client is to be asked and *answer* client is to give regarding his or her own daily schedule) *and insert the tasks where indicated below.* Following are examples of daily-schedule questions and answers. 1. "On what day of the week do you have swimming lessons?" (Tuesday) 2. "On what day of the week do you have house-cleaning duties?" (Saturday) 3. "On what days of the week do you have speech training?" (Monday and Wednesday) 4. "On what days of the week are you allowed to stay up later than usual?" (Friday and Saturday) 5. "On what days of the week are you responsible for preparing your own meals?" (Saturday and Sunday) It is suggested to include questions regarding only those activities from client's daily schedule that are practical for client to know for various reasons (e.g. time orientation, establishing routine).

- "What day is today?" (Client names correct day of week) ■ "What day was yesterday?" (Names correct day of week)
- "What day is tomorrow?" (Names correct day of week)
- "Name the weekdays." (Monday, Tuesday, Wednesday, Thursday, Friday)
- "Name the days that make up the weekend." (Saturday, Sunday)
- *INSTRUCTOR INSERTS HERE specially written tasks, each consisting of a client-individualized question and answer, as explained in directions.*

458.2 STATING THE MONTHS OF THE YEAR BY ROTE

- "How many months are there in a year?" (12)

Client is asked to name the months of the year in sequential order, starting with the first month of the year.

- Client says *January*
- Says *February*
- Says *March*
- Says *April*
- Says *May*
- Says *June*
- Says *July*
- Says *August*
- Says *September*
- Says *October*
- Says *November*
- Says *December*

- In 1st place of order
- In 2nd place of order
- In 3rd place of order
- In 4th place of order
- In 5th place of order
- In 6th place of order
- In 7th place of order
- In 8th place of order
- In 9th place of order
- In 10th place of order
- In 11th place of order
- In 12th place of order

458.3 PRACTICAL KNOWLEDGE OF MONTHS OF THE YEAR: I

The purpose of this skill is for client to demonstrate knowledge of the sequential relationship of one month to another by naming the month that precedes or follows a given month.

- "What month is it now?" (Client names correct month) ■ "What month was last month?" (Names correct month)
- "What month is next month?" (Names correct month)

Instructor asks client one question for each month selected for training. It is suggested to determine if it is necessary for client to be asked questions that contain only the *same structure* or if instead a variety of question structures is desirable, and to indicate this in the entry provided below. Following are examples of three question-structures instructor might consider for use. The target month in training appears in parentheses after each question. 1. WHAT MONTH COMES AFTER _____: *"What month comes after March?"* *(April) "What month comes after June?" (July)* 2. CONTEXT + NEXT MONTH: *"Imagine it's March and your doctor wants to see you next month. In what month does the doctor want to see you?" (April) "Imagine it's June and you're supposed to go on vacation next month. What month will that be?" (July)* 3. WHAT MONTH COMES BEFORE _____: *"What month comes before May?"*

MATH SKILLS

II. TIME CONCEPTS (Calendar Time)

PRACTICAL KNOWLEDGE OF MONTHS OF THE YEAR: I (Cont.)

(April) "What month comes before August?" (July) It is suggested to present the questions in random month order.

Type of question structure instructor is to use:

■ Client correctly answers one question regarding the place of sequential order of: January ■ February ■ March ■ April ■ May ■ June ■ July ■ August ■ September ■ October ■ November ■ December

459.1 PRACTICAL KNOWLEDGE OF MONTHS OF THE YEAR: II

The purpose of this skill is for client to improve his or her orientation of self to the passage of time by associating annual events with the months in which they occur.

SEASONS

■ "How many seasons are there in a year?" (4)

■ "Name the seasons of the year.": Names winter ■ Names spring ■ Names summer ■ Names autumn (fall)

Winter

■ "In what month does winter begin?" (December)

■ "Name a winter month." (Names any one — December, January, February, March)

■ "Name three winter months." (Names any three — December, January, February, March)

Spring

■ "In what month does spring begin?" (March)

■ "Name a spring month." (Names any one — March, April, May, June)

■ "Name three spring months." (Names any three — March, April, May, June)

Summer

■ "In what month does summer begin?" (June)

■ "Name a summer month." (Names any one — June, July, August, September)

■ "Name three summer months." (Names any three — June, July, August, September)

Autumn

■ "In what month does autumn begin?" (September)

■ "Name an autumn month." (Names any one — Septemeber, October, November, December)

■ "Name three autumn months." (Names any three — September, October, November, December)

SPECIAL EVENTS, HOLIDAYS, AND OTHER OCCASIONS

To accomodate individualization — regarding both client and the local community — *INSTRUCTOR WILL NEED TO WRITE TASKS* that consist of the *names* and *months of occurrence* of annual special events, holidays, and other occasions that are useful for client to know in terms of orienting self to the passage of time. For each task, instructor states the occurrence (e.g. Christmas) and asks client to name the month in which the occurrence takes place (e.g. December). Tasks might be written in question-and-answer format. For example: *"In what month is Christmas?" (December)* It is suggested instructor write *at least* 12 tasks (preferably more), one for each month of the year. It also is suggested, when deciding on tasks, to consider incorporating *national* occurrences (e.g. Christmas, Thanksgiving Day), *local* occurrences (e.g. local annual parade, festival, county fair), and *client-individualized* occurrences (e.g. client's birthday, start or end of client's school year, client's traditional vacation month).

459.2 KNOWLEDGE OF YEAR

Instructor may wish to include additional tasks.

■ "What year is it now?" (Client names correct year) ■ "What year was last year?" (Names correct year)

■ "What year is next year?" (Names correct year)

■ "When does a year start?" (January 1st, New Year's Day . . .)

■ "When does a year end?" (December 31st, end of December, week after Christmas . . .)

459.3 READING THE DAYS OF THE WEEK: Written In Long Form

Instructor shows client the name of the day of the week indicated in each task selected for training and asks client to read it. Name of each day should be written in *long form* (e.g. Sunday). It is suggested to present the names of the days in random order to insure client is actually *reading* the names rather than responding only to rote sequencing. It also is suggested to consider the relevance of the style and size of the letters used (e.g. hand-printed vs. cursive; typed; large) in relation to client's eventual application of the skill to everyday living (e.g. desk calendars, various types of daily schedules). Finally, the names of the days might be shown on an actual calendar or schedule as a step toward familiarizing client with eventual calendar and schedule usage.

■ Client reads: Sunday ■ Monday ■ Tuesday ■ Wednesday ■ Thursday ■ Friday ■ Saturday

MATH SKILLS

II. TIME CONCEPTS (Calendar Time)

460.1 READING THE DAYS OF THE WEEK: Written In Abbreviated Form

Instructor shows client the name of the day of the week indicated in each task selected for training and asks client to read it. Name of each day should be written in *abbreviated form* (e.g. Sun.). It is suggested to present the abbreviations of the days in random order to insure client is actually *reading* the abbreviations rather than responding only to rote sequencing. It also is suggested to consider the relevance of the style and size of the letters used (e.g. hand-printed vs. cursive; typed; large) in relation to client's eventual application of the skill to everyday living (e.g. appointment cards, various types of daily schedules). Finally, the abbreviations of the days might be shown on an actual calendar or schedule as a step toward familiarizing client with eventual calendar and schedule usage.

- Client reads: *Sun.* as Sunday ■ *Mon.* as Monday ■ *Tues.* as Tuesday ■ *Wed.* as Wednesday ■ *Thurs.* as Thursday
  ■ *Fri.* as Friday ■ *Sat.* as Saturday

460.2 READING THE DAYS OF THE WEEK: Written In Single Letter Form

Instructor shows client a calendar whose months contain the names of the days of the week written in *single letter form* (e.g. S for Sunday), points to each letter-day of any month on the calendar, and asks client to state the day of the week for which the letter stands. It is recommended to point to the letters in random order to insure client is responding to the actual letters rather than only to rote sequencing. It is suggested to use a variety of calendars that contain the days of the week in single letter form in order to increase client's familiarity with the concept.

- Client reads: *S* (1st day) as Sunday ■ *M* as Monday ■ *T* (3rd day) as Tuesday ■ *W* as Wednesday ■ *T* or *Th* (5th day) as Thursday ■ *F* as Friday ■ *S* (7th day) as Saturday

460.3 READING THE MONTHS OF THE YEAR: Written In Long Form

Instructor shows client the name of the month of the year indicated in each task selected for training and asks client to read it. Name of each month should be written in *long form* (e.g. January). It is suggested to present the names of the months in random order to insure client is actually *reading* the names rather than responding only to rote sequencing. It also is suggested to consider the relevance of the style and size of the letters used (e.g. hand-printed vs. cursive; typed; large) in relation to client's eventual application of the skill to everyday living (e.g. desk calendars, various types of daily schedules). Finally, the names of the months might be shown on an actual calendar or schedule, or shown as part of a complete date (e.g. January 28, 1982), as a step toward familiarizing client with eventual calendar and schedule usage, or reading or writing dates.

- Client reads: January ■ February ■ March ■ April ■ May ■ June ■ July ■ August ■ September
  ■ October ■ November ■ December

460.4 READING THE MONTHS OF THE YEAR: Written In Abbreviated Form

Instructor shows client the name of the month of the year indicated in each task selected for training and asks client to read it. Name of each month should be written in *abbreviated form* (e.g. Jan.). It is suggested to present the abbreviations of the months in random order to insure client is actually *reading* the abbreviations rather than responding only to rote sequencing. It also is suggested to consider the relevance of the style and size of the letters used (e.g. hand-printed vs. cursive; typed; large) in relation to client's eventual application of the skill to everyday living (e.g. desk calendars, various types of daily schedules). Finally, the abbreviations of the months might be shown on an actual calendar or schedule, or shown as part of a complete date (e.g. Jan. 28, 1982), as a step toward familiarizing client with eventual calendar and schedule usage, or reading or writing dates.

- Client reads: *Jan.* as January ■ *Feb.* as February ■ *Mar.* as March ■ *Apr.* as April ■ *Jun.* as June ■ *Jul.* as July
  ■ *Aug.* as August ■ *Sept.* as September ■ *Oct.* as October ■ *Nov.* as November ■ *Dec.* as December

460.5 READING THE YEAR

Instructor shows client a year written in numeral form, as per year and form indicated in each task selected for training, and asks client to read the year. It is suggested to consider presenting the apostrophized form of the year in context (e.g. January, '82).

- Client correctly reads *current year:* Written as four digits (e.g. 1982) ■ Written as apostrophe and two digits (e.g. '82)
- Correctly reads *year prior to current year:* Written as four digits (e.g. 1981) ■ Written as apostrophe and two digits (e.g. '81)
- Correctly reads *year following current year:* Written as four digits (e.g. 1983) ■ Written as apostrophe and two digits (e.g. '83)

460.6 IDENTIFYING DAYS OF THE MONTH WHEN EXPRESSED AS ORDINAL NUMBERS

Instructor shows client a 31-day month on a current calendar, states each day of the month in *ordinal* number form, *including definite article* (e.g. the first, the twenty-second), and asks client to point to the corresponding day of the month on the calendar. It is suggested instructor state the days in random ordinal number order.

MATH SKILLS

II. TIME CONCEPTS (Calendar Time)

IDENTIFYING DAYS OF THE MONTH WHEN EXPRESSED AS ORDINAL NUMBERS (Cont.)

Client points to day of month:

- The first
- The second
- The third
- The fourth
- The fifth
- The sixth
- The seventh
- The eighth
- The ninth
- The tenth
- The eleventh

- The twelfth
- The thirteenth
- The fourteenth
- The fifteenth
- The sixteenth
- The seventeenth
- The eighteenth
- The nineteenth
- The twentieth
- The twenty-first

- The twenty-second
- The twenty-third
- The twenty-fourth
- The twenty-fifth
- The twenty-sixth
- The twenty-seventh
- The twenty-eighth
- The twenty-ninth
- The thirtieth
- The thirty-first

461.1 EXPRESSING DAYS OF THE MONTH AS ORDINAL NUMBERS

Instructor shows client a 31-day month on a current calendar, points to each day of the month selected for training, and asks client to express the day in *ordinal* number form, *including definite article* (e.g. the first, the twenty-second). It is suggested instructor point to the days in random number order.

Client expresses day of month as:

- "The first"
- "The second"
- "The third"
- "The fourth"
- "The fifth"
- "The sixth"
- "The seventh"
- "The eighth"
- "The ninth"
- "The tenth"
- "The eleventh"

- "The twelfth"
- "The thirteenth"
- "The fourteenth"
- "The fifteenth"
- "The sixteenth"
- "The seventeenth"
- "The eighteenth"
- "The nineteenth"
- "The twentieth"
- "The twenty-first"

- "The twenty-second"
- "The twenty-third"
- "The twenty-fourth"
- "The twenty-fifth"
- "The twenty-sixth"
- "The twenty-seventh"
- "The twenty-eighth"
- "The twenty-ninth"
- "The thirtieth"
- "The thirty-first"

461.2 KNOWLEDGE OF CURRENT CALENDAR MONTH: I

Instructor asks client to state the current date. Components of a correct answer are defined by whichever of the eight tasks below are selected for training, and client should be informed, at least at the time of the baseline evaluation, of what components are to be included in a correct answer. A current calendar opened to the current month should be available for client to refer to.

- Client states: Correct day of week   ■ In correct order
- States: Correct month   ■ In correct order
- States: Correct day of month   ■ In correct order
- States: Correct year   ■ In correct order

A current calendar opened to the current month should be available for client to refer to while performing the tasks below.

- "What day of the week is today?" (States current day of week)
- "What month is it now?" (States current month)
- "What day of the month is today?" (States current day of month)
- "What year is it now?" (States current year)

461.3 KNOWLEDGE OF CURRENT CALENDAR MONTH: II

The purpose of this skill is for client to demonstrate knowledge of the relationship between the days of any *current week*. Use pages 413—419 if formal training on reading numbers is necessary.

RELATING DAYS OF THE MONTH TO DAYS OF THE WEEK

Instructor provides client with a current calendar opened to the current month, states the day of the month for each day of the current week, and asks client to name the corresponding day of the week. For example, if the current week is from the 9th to the 15th, *instructor says: "What day of the week is the 12th?" and client responds "Wednesday"* — *"What day was the 9th?" and client responds "Sunday"* — *"What day falls on the 15th?" and client responds "Saturday."* It is suggested instructor state the days of the month in random order and use a variety of question phrasings.

- Client names the 7 days of the week that correctly correspond to the 7 days of the month stated by instructor

MATH SKILLS

II. TIME CONCEPTS (Calendar Time)

KNOWLEDGE OF CURRENT CALENDAR MONTH: II (Cont.)

RELATING DAYS OF THE WEEK TO DAYS OF THE MONTH

Instructor provides client with a current calendar opened to the current month, names the day of the week for each day of the month of the current week, and asks client to state the corresponding day of the month. For example, if the current week is from the 9th to the 15th, *instructor says: "What day of the month is Wednesday?" and client responds "the 12th" — "What day was Sunday?" and client responds "the 9th" — "What day will this Saturday be?" and client responds "the 15th."* It is suggested instructor state the days of the week in random order and use a variety of question phrasings.

- ■ Client states the 7 days of the month that correctly correspond to the 7 days of the week named by instructor ■ States each day in ordinal number form (e.g. the *ninth*) ■ And includes definite article (e.g. *the* ninth)

It is recommended a calendar be made available for client to refer to while performing the tasks below.

- ■ "What day is *today?*" (States current day of week or month)
- ■ "What day is *tomorrow?*" (States correct day of week or month in relation to today)
- ■ "What day was *yesterday?*" (States correct day of week or month in relation to today)
- ■ "What day is the *day after tomorrow?*" (States correct day of week or month in relation to today)
- ■ "What day was the *day before yesterday?*" (States correct day of week or month in relation to today)
- ■ "What *day of the week* is today?" (States current day of week) ■ "What *day of the month* is today?" (States current day of month)
- ■ "What *day of the week* is tomorrow?" (States correct day of week) ■ "What *day of the month* is tomorrow?" (States correct day of month)
- ■ "What *day of the week* was yesterday?" (States correct day of week) ■ "What *day of the month* was yesterday?" (States correct day of month)
- ■ "What *day of the week* is the day after tomorrow?" (States correct day of week) ■ "What *day of the month* is the day after tomorrow?" (States correct day of month)
- ■ "What *day of the week* was the day before yesterday?" (States correct day of week) ■ "What *day of the month* was the day before yesterday?" (States correct day of month)
- ■ "How many days of this week have already passed?" (States correct number) ■ "Name the days that have already passed." (Names correct days)
- ■ "How many days are left in this week, after today?" (States correct number) ■ "Name the days that are left." (Names correct days)

462.1 KNOWLEDGE OF CURRENT CALENDAR MONTH: III

The purpose of this skill is for client to learn how to relate *each day of a month* to its corresponding day of the week. Instructor provides client with a current calendar opened to the current month, states the days of the month, and asks client to name the corresponding days of the week. For example, if the *Sundays* of the current month are the 2nd—9th—16th—23rd—30th, and today is the 19th, *instructor might say: "What day was the 2nd?" "What day is the 30th going to be?" "What day did the 16th fall on?" "The 9th fell on what day this month?" "If we go to a movie on the 23rd, what day of the week will that be?"* It is suggested each training session to state the days of the month in random number order and to encourage client to locate the stated days of the month by means other than locating all previous days first (e.g. not to locate the 26th day by first locating days 1—25).

- ■ Client names the day of the week that corresponds to each day of the month

462.2 KNOWLEDGE OF CURRENT CALENDAR MONTH: IV

The purpose of this skill is for client to learn the concepts of *this* week, *last* week, and *next* week.

Instructor provides client with a current calendar opened to the current month and asks client to identify all the days of *"this week"* (i.e. current week), *"last week"* (i.e. week preceding current week), and *"next week"* (i.e. week following current week). Client may identify either by pointing to or by stating each day of the month for each target week.

THIS WEEK

- ■ Client identifies all the days of the month for the *current* week

LAST WEEK

- ■ Identifies all the days of the month for the week *preceding* current week

NEXT WEEK

- ■ Identifies all the days of the month for the week *following* current week

Instructor provides client with a current calendar opened to the current month.

REGARDING *LAST* WEEK — For the current day of the week (e.g. Wednesday), and for each *remaining* day of the week (e.g. Thursday, Friday, Saturday), instructor asks client a question related to the same days of the *preceding* week. Instructor uses the word *last* in each question, and client is to answer by stating the corresponding day of the month. For example, if today is Wednesday the 19th, instructor might say: *"What day was last Wednesday?" and client responds "the 12th" — "I went bowling last Friday. What day of*

MATH SKILLS

II. TIME CONCEPTS (Calendar Time)

KNOWLEDGE OF CURRENT CALENDAR MONTH: IV (Cont.)

the month was it?" and client responds "the 14th" — *"What day did* last Thursday *fall on?" and client responds "the 13th"* — *"When was* last Saturday?" *and client responds "the 15th"* It is suggested to present the questions in random day-of-the-month order in a manner similar to the preceding examples.

■ Client states the day of the month that corresponds to each day of the week in the questions instructor asks regarding *last week*

REGARDING *NEXT* WEEK — For the current day of the week (e.g. Wednesday), and for each *past* day of the week (e.g. Sunday, Monday, Tuesday), instructor asks client a question related to the same days of the *following* week. Instructor uses the word *next* in each question, and client is to answer by stating the corresponding day of the month. For example, if today is Wednesday the 19th, instructor might say: *"What day is* next Sunday?" *and client responds "the 23rd"* — *"When is* next Tuesday?" *and client responds "the 25th"* — *"If you had a doctor's appointment* next Monday, *on what day would you have it?" and client responds "the 24th"* — *"What day of the month will* next Wednesday *be?" and client responds "the 26th"* It is suggested to present the questions in random day-of-the-month order in a manner similar to the preceding examples.

■ Client states the day of the month that corresponds to each day of the week in the questions instructor asks regarding *next week*

463.1 KNOWLEDGE OF CURRENT CALENDAR MONTH: V

The purpose of this skill is for client to learn to use past and future time references as part of client's verbal identification of days of the week that precede and follow the current week, and to train client how to deal with fifth- and sixth-week Sundays and Mondays when they appear combined in the fifth week.

Instructor provides client with a current calendar opened to the current month.

REGARDING *PRECEDING* WEEK — For the current day of the week (e.g. Wednesday), and for each *remaining* day of the week (e.g. Thursday, Friday, Saturday), instructor asks client a question related to the same days of the *preceding* week. Instructor indicates a day of the month in each question, and client is to answer by stating a precise past time-reference, and the name of the corresponding day of the week when necessary (e.g. last Friday, five days ago). For example, if today is Wednesday the 19th, instructor might say: *"When was the 12th?" and client responds "last Wednesday"* — *"I went bowling on the 14th. When was that?" and client responds "Friday of last week"* — *"I missed my ride to work on the 13th. When was that?" and client responds "last Thursday"* — *"When was the 15th?" and client responds "last Saturday"* It is suggested to present the questions in random day-of-the-month order in a manner similar to the preceding examples.

■ For each question instructor asks regarding the *preceding* week: Client states a precise *past* time-reference ■ And, when necessary, names the day of the week that corresponds to the day of the month in the question

REGARDING *FOLLOWING* WEEK — For the current day of the week (e.g. Wednesday), and for each *past* day of the week (e.g. Sunday, Monday, Tuesday), instructor asks client a question related to the same days of the *following* week. Instructor includes a day of the month in each question, and client is to answer by stating a precise future time-reference, and the name of the corresponding day of the week when necessary (e.g. next Sunday, four days from now). For example, if today is Wednesday the 19th, instructor might say: *"When is the 23rd coming up?" and client responds "next Sunday"* — *"When will the 25th be?" and client responds "this coming Tuesday"* — *"If you were to have a doctor's appointment on the 24th, when would you have it?" and client responds "in five days"* — *"When is the 26th?" and client responds "a week from today"* It is suggested to present the questions in random day-of-the-month order in a manner similar to the preceding examples.

■ For each question instructor asks regarding the *following* week: Client states a precise *future* time-reference ■ And, when necessary, names the day of the week that corresponds to the day of the month in question

Instructor provides client with a current calendar opened to a month whose fifth- and sixth-week Sundays and Mondays appear combined in the fifth week (i.e. 23/30 and 24/31). Instructor asks client six questions: 2 that refer to the 5th-week Sunday and Monday in the future, 2 that refer to the 5th-week Sunday and Monday in the past, and 2 that refer to the *6th*-week Sunday and Monday in the future. Following is an example for each of the six questions. If the 5th week is from the 23rd to the 29th, and client is asked to imagine today as the 19th, instructor might say: *"What day is this coming Sunday?" (5th-week Sunday in future) and client responds "the 23rd"* — *"What day is next Monday?" (5th-week Monday in future) and client responds "the 24th"* If client is then asked to imagine today as the 27th, instructor might say: *"When was last Sunday?" (5th-week Sunday in past) and client responds "the 23rd"* — *"What day was Monday?" (5th-week Monday in past) and client responds "the 24th"* — *"When is this coming Sunday?" (6th-week Sunday in future) and client responds "the 30th"* — *"What day is next Monday?" (6th-week Monday in future) and client responds "the 31st"*

■ Client responds correctly to one question regarding *5th-week Sunday in the future* (i.e. says "the 23rd")

■ Responds correctly to one question regarding *5th-week Sunday in the past* (i.e. says "the 23rd")

■ Responds correctly to one question regarding *5th-week Monday in the future* (i.e. says "the 24th")

■ Responds correctly to one question regarding *5th-week Monday in the past* (i.e. says "the 24th")

■ Responds correctly to one question regarding *6th-week Sunday in the future* (i.e. says "the 30th")

■ Responds correctly to one question regarding *6th-week Monday in the future* (i.e. says "the 31st")

MATH SKILLS

II. TIME CONCEPTS (Calendar Time)

464.1 READING THE MONTHS OF THE YEAR: Written In Number Form

For each task selected for training (e.g. January), instructor shows client a date written in *number form* (e.g. 1—20—82), and asks client to name the month referred to in the date. Instructor may point to month component of date, and client need not read the other component(s) of date. It is suggested to present the dates in *only one* format (i.e. to use only hyphens as opposed to slashes, and to include always the same day of the month and the same year as opposed to varying them or sometimes omitting one or the other), and to specify format in the entry provided below. It also is suggested to present the months in random order.

Format of dates client is to be shown:

- January: Client reads month component "1" as January
- February: Reads month component "2" as February
- March: Reads month component "3" as March
- April: Reads month component "4" as April
- May: Reads month component "5" as May
- June: Reads month component "6" as June
- July: Reads month component "7" as July
- August: Reads month component "8" as August
- September: Reads month component "9" as September
- October: Reads month component "10" as October
- November: Reads month component "11" as November
- December: Reads month component "12" as December

464.2 READING WRITTEN DATES

The purpose of this skill is for client to learn how to read dates that are written in *one* specific format (e.g. Monday, February 8, 1982; Mon., Feb. 8, 1982; 2/9/82; 2/9; 2—82). An entry is provided below for instructor to indicate the date format client is to be trained to read. To train on more than one date format, write a new skill for each format by copying the applicable components of the present skill. Use pages 413—419 if formal training on reading numbers is necessary, and pages 459—460 if formal training on reading the days of the week, months of the year, or year is necessary.

Instructor shows client five different dates written according to the format indicated below, and asks client to read the dates. It is suggested to vary the dates each training session.

Date format client is to be trained to read:

- Client correctly reads the *day of the week* in the five dates presented
- Correctly reads the *month* in the five dates presented
- Correctly reads the *day of the month* in the five dates presented
- Correctly reads the *year* in the five dates presented
- Reads components of each date in correct sequence (e.g. month + day of month + year)
- Reads only *words* (i.e. does not read hyphens, slashes, commas, apostrophes)

464.3 KNOWLEDGE OF CURRENT CALENDAR MONTH: VI

The purpose of this skill is for client to learn how to relate written dates to present time; specifically, how to determine by a document's date if the information contained in the document is current in terms of present time. For example, on February 23, client might be shown a television guide for the week of February 8—14, and be asked to determine if the guide is current.

Client is shown ten date-referenced documents: 5 of which are *current* in terms of present time, and 5 of which are *outdated*. Instructor asks client to look at each date, determine whether or not the document is current in terms of present time, and give a supporting reason for answer. Instructor may *point* to dates on documents, but *should not read* the dates for client *or inform* client of current day's date. Use skill 461.2 or 464.2 if formal training on determining current date or reading written dates is necessary. It is suggested to vary the documents shown each training session, and to provide a current calendar opened to the current month for client's reference if this is helpful.

Examples of date-referenced documents to consider for use: Daily, weekly, and monthly newspapers and newsletters; announcements for dances, parties, and other recreational activities; weekly television guides and lunch menus; weekly and monthly magazines; grocery coupons and sale ads; yearbooks and annual reports; medical and dental appointment cards; foods with expiration dates.

Examples of how one might proceed with the ten date-referenced documents: 1. If the current week is February 22—28, instructor shows client a television guide for the week of February 8—14, points to date on guide if necessary, asks client to look at date, and says: "If you want to check what movies are on TV tonight, can you use this guide, and how do you know?" (Client says no, and supports answer by saying the guide is not for the current week) *2. Instructor shows client* a newspaper that bears the present day's date, points to date of newspaper if necessary, asks client to look at date, and says: "If you want to read today's news, could you use this newspaper,

MATH SKILLS

II. TIME CONCEPTS (Calendar Time)

KNOWLEDGE OF CURRENT CALENDAR MONTH: VI (Cont.)

and how do you know?'' (Client says yes, and supports answer by saying the newspaper bears the present day's date) *3. If the current date* is March 11, 1982, instructor shows client an announcement for a dance to be held February 14, 1982, points to date of dance if necessary, asks client to look at date, and says: ''Here's an announcement for a dance. Has the dance been held yet, and how do you know?'' (Client says yes, and supports answer by saying the dance was held last month) *4. If the current date* is July 20, instructor shows client a peanut butter food coupon that expires August 17, points to coupon's expiration date if necessary, asks client to look at expiration date, and says: ''If today you bought the peanut butter advertised on this coupon, could you use the coupon, and how do you know?'' (Client says yes, and supports answer by saying the coupon is useable for about another month)

- Client says *yes* in answer to five questions related to date-referenced documents that are *current* in terms of present time ■ Gives an accurate supporting reason for each correct *yes* answer
- Client says *no* in answer to five questions related to date-referenced documents that are *outdated* in terms of present time ■ Gives an accurate supporting reason for each correct *no* answer

465.1 WRITING DATES

The purpose of this skill is for client to learn how to write dates in *one* specific format (e.g. Monday, February 8, 1982; Mon., Feb. 8, 1982; 2/8/82; 2/8; 2—82). An entry is provided below for instructor to write an example of the specific date format client is to be trained to use. To train on more than one date format, write a new skill for each format by copying the applicable components of the present skill. Use pages 413—420 if formal training on writing numbers is necessary.

Instructor provides client with writing materials, and states twelve dates — one involving each month. Each date stated should incorporate the date components specified in the example written below. If dates are to be written in numeral form (e.g. 2—8—82), it is suggested instructor state dates in long form (e.g. *February* 8, 1982). If format includes days of the week, five of them will need to be repeated. It is suggested each date stated during a given training session contain a different day of the month, and to vary the days of the month stated from one training session to the next.

Example of specific date format client is to be trained to use:

WRITING DAY OF WEEK

- Client writes *Sunday* correctly   ■ In form specified in directions
- Writes *Monday* correctly   ■ In form specified in directions
- Writes *Tuesday* correctly   ■ In form specified in directions
- Writes *Wednesday* correctly   ■ In form specified in directions
- Writes *Thursday* correctly   ■ In form specified in directions
- Writes *Friday* correctly   ■ In form specified in directions
- Writes *Saturday* correctly   ■ In form specified in directions

WRITING MONTH

- Client writes *January* correctly   ■ In form specified in directions
- Writes *February* correctly   ■ In form specified in directions
- Writes *March* correctly   ■ In form specified in directions
- Writes *April* correctly   ■ In form specified in directions
- Writes *May* correctly   ■ In form specified in directions
- Writes *June* correctly   ■ In form specified in directions
- Writes *July* correctly   ■ In form specified in directions
- Writes *August* correctly   ■ In form specified in directions
- Writes *September* correctly   ■ In form specified in directions
- Writes *October* correctly   ■ In form specified in directions
- Writes *November* correctly   ■ In form specified in directions
- Writes *December* correctly   ■ In form specified in directions

WRITING DAY OF MONTH

- Writes days of month correctly   ■ In form specified in directions

WRITING YEAR

- Writes year correctly   ■ In form specified in directions

- Writes components of each date in correct sequence (e.g. month + day of month + year)
- Separates with comma: Day of week, and the month   ■ Day of month, and the year
- Includes hyphen(s) or slash(es) specified in directions
- Writes each date in reasonable amount of time

MATH SKILLS

II. TIME CONCEPTS (Calendar Time)

466.1 DETERMINING AND WRITING THE DAY'S DATE

Instructor provides client with a current calendar opened to the current month, provides client with writing materials, and asks client to write the day's date. Client may refer to the calendar to determine the day's date, but receive no other assistance.

Example of specific date format client is to be trained to use:

- Client writes current *day of week* correctly
- Writes current *month* correctly
- Writes current *day of month* correctly
- Writes current *year* correctly
- In form specified in directions
- In form specified in directions
- In form specified in directions
- In form specified in directions
- Writes components of date in correct sequence (e.g. month + day of month + year)
- Separates with comma: Day of week, and the month
- Day of month, and the year
- Includes hyphen(s) or slash(es) specified in directions
- Determines the day's date in reasonable amount of time
- Writes the day's date in reasonable amount of time