

3. Telling time:

The child should know how to read written numbers upto 12, know 'long' and 'short' and counting in 5's.

- a) Have a simple clock dial made with cardboard with 12 numbers clearly written and long and short arm and marks for minutes.
- b) Have the child to identify numbers on the dial and point to long and short arm when asked.
- c) Keeping long arm in '12' position move the short arm to, for eg. No. 3, Tell the child, the time is 3 'O' clock. Move the short arm alone to various numbers and say the time O' clock. Associate the activities to the time. Let the child repeat. When he is able to say that correctly 8 out of 10 times, teach the next step.



- d) Move the long arm to 6 position and short arm for example to '3' and say it is 3:30. Associate to activities. Similarly with other numbers as in set C, until he masters.
- e) Move the long arm to 3 and similarly teach 3:15, 4:15 etc.

- f) Teach the long arm position at '9' similarly. When he masters telling time in all the above positions 8 out of 10 times move to the next. It will take some time to teach the above steps. Do not forget to appreciate the child appropriately for each attempt. Give him the clock dial, tell him a time and ask him to show it in his clock.
- g) Place the long arm and short arm at any number and ask the child where are the long arm and short arm. Let him tell the position.
- h) Now move the long arm to 1. Let the child count the small lines between 12 and 1. Explain that they are minutes and it is 3.05. Similarly the other numbers



Note: The concept of 05,10,20 minutes is relatively difficult for a child with intellectual disabilities to learn and it comes by practice. Do not be dejected if he takes a long time. If he does not learn, try teaching on a digital clock which is easier to learn, when the child masters reading time and learns to be responsible, buy him a watch.

ABOUT TEACHING 'TIME'



National Institute for the Empowerment of Persons with Intellectual Disabilities (Divyangjan)



Department of Empowerment of
Persons with Disabilities (Divyangjan)
Ministry of Social Justice & Empowerment,
Government of India

(An ISO 9001:2015 Institution)

Manovikas Nagar, Secunderabad 500 009.
Telangana, INDIA

Phone: 040-27751741-745, Fax: 040-27750198

E-mail: dir-niepid@niepid.nic.in

website: www.niepid.nic.in



Introduction:

Any activity we do is associated to time. To do a task we have to consider aspects such as when and how long, which mean time. Therefore, it is important that the child with intellectual disabilities learns to associate the activities to time in everyday living. The concept of day and night, morning and evening, yesterday, today and tomorrow and seeing time in a clock are the skills that need to be taught to children with intellectual disabilities as part of their daily living skills. Though all cannot learn to read time precisely, they can be taught to the extent possible. But the time invested in teaching time is worth investing.

Check what the child know:

1. Can identify day and night (check by relating the associated activities, eg. when do you take breakfast, day or night) YES/NO
2. Can identify morning and evening YES/NO
3. Can identify morning afternoon and evening. YES/NO
4. Can differentiate today and tomorrow (Calendar days, months). YES/NO
5. Can differentiate yesterday and today. YES/NO
6. Can associate the word 'time' to the clock. YES/NO

7. Can identify the long and short arms. YES/NO
8. Can read the numbers on the clock. YES/NO
9. Can say at what numbers the arms of the clock are positioned. YES/NO
10. Can say the time when the long arm is on '12'. YES/NO
11. Can say the time when the long arm is on '6'. YES/NO
12. Can say the time when the long arm is on '3'. YES/NO
13. Can say the time when the long arm is on '9'. YES/NO
14. Can say the time whenever asked. YES/NO

Teaching Time:

1. To identify morning, afternoon evening and night.
 - a) Make a list of common daily activities that are carried during various times of the day.
 - b) While Carrying out the activity tell the child the time of the day. For example, when you

	BRUSHING	
	BREAKFAST	
	LUNCH	
	PLAYING	
	SLEEPING	

switch on the lights, tell the child that it is night.

- c) Show him also that there is no sun in the sky at night but there are moon and stars, vice versa for the morning.
 - d) While brushing the teeth, taking bath and eating breakfast tell the child each time that it is morning. When he repeats or attempts to indicate appreciate him immediately. Similarly tell him about afternoon and evening.
 - e) Make a chart representing specific times of the day and activities with pictures. Hang it in a place where the child can see. Explain to him and ask him to show the relevant activity for the time you name.
2. To identify yesterday, today and tomorrow:
 - a) Select an activity that is interesting to the child such as buying a ball, or an outing, or buying of a dress or going to a movie.
 - b) Before the child goes to bed, tell him that when he wakes up i.e. tomorrow he is going to get the ball.
 - c) Give him the ball the next day indicating that he was given the ball 'today'. Help him to repeat the same.
 - d) Keep the ball in a place he can see, when he goes to bed on that day. The next day, you show him the ball, and say that he was given the ball yesterday.
 - e) Have him repeat the same, Repeat the sequence with a number of activities. Encourage the child on each of his positive attempts.