SPARK: Simple Play Adaptations to Reference for Kids

Time Timer 3 Inch

Materials: This 60-minute 3.15 x 1.3 x 3 inches visual learning clock can help children to stay on task and assist with organization and concentration. The clear cover opens on a hinge located under the timer face and becomes a stand; a 2 inch red disk visibility shows time elapsing/time remaining to help ease transitions between activities and encourages independence and productivity.
Timer requires 1 AA battery
Can be used with the Companion Flip Schedule with Clear Pocket Pages.

Image:



Purchasing Information
Demo Video
Users Manual
Users Manual pdf

Who Might Benefit?

Those who…

- Have difficulty transitioning to new activities.
- Need a visual representation of the passage of time to stay on task.
- Are motivated by being able to see passage of time.
- Need a visual representation of their schedule to complete each task.

Why Use?

Provides an opportunity to…

- Understand the passage of time or time remaining for the completion of tasks.
- Prepare for transitions to new activities.
- Stay on task for a given amount of time.
- Improve their "personal best" completing an activity like packing up to go home.

Instructions for Use:	Adaptation Ideas:
Environmental Considerations • The Time Timer could accompany the child throughout the day in all environments if needed to support task completion. • Supporting visuals or word cards should be available to staff in the environments in which they are needed so that the Time Timer can be referenced and	**Optional Additional Materials/Supplies** • Velcro • Dycem • Shelf liner **Stabilize It** • Velcro to carpet, or place Dycem or shelf liner beneath timer to stabilize on flat surfaces (e.g. table, floor). • Velcro to vertical surface.

adjusted as activities are introduced and completed.
- Consider not using the optional alarm feature for sound-sensitive environments.

Positioning
- The Time Timer should be displayed and referenced where the child can see it during the activities in which it is being used.
- Place on the floor to use during tasks completed in a variety of positions (on tummy, side lying, sitting, etc.)
- The Time Timer, with and without the Companion Flip Schedule could be mounted on walls and filing cabinets (with magnets) close to activity centers to help structure play sequences or support self-help skills.

Basic Play/Use
- Use to set time limits on specific activities (e.g. "when the time is up, it's Juan's turn for the trike".
- Play "Guess How Long It Will Take" to clean up, wash hands, finish lunch, etc.

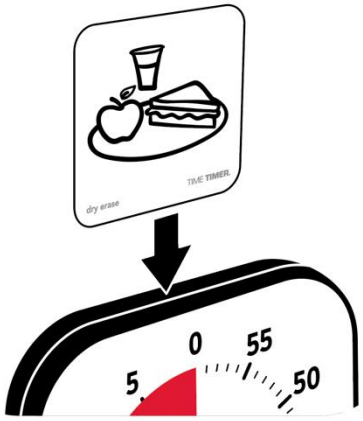
Extended Play/Use
- If using Companion Flip Schedule and Time Timer to work on task completion in a timely manner, encourage child to "beat the buzzer" and praise when that occurs.

Play/Use with Others
- The Time Timer can be used with an individual child or a whole group.

Simplify It
- Break down task into smaller timed pieces.

Add Sensory Cues
- There is an optional alarm feature for sound-sensitive environments.

Communication Supports
- The Dry Erase Activity Card, included in all new 2021 and beyond models of the Time Timer® Original line-up, can be placed into the slot on the top of the timer for time-to-task management or visual schedules.



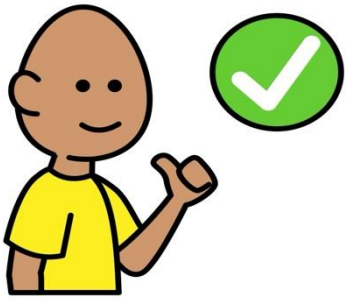
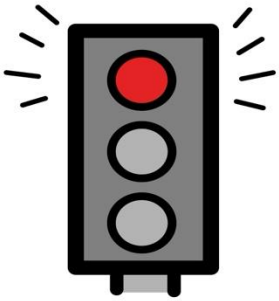
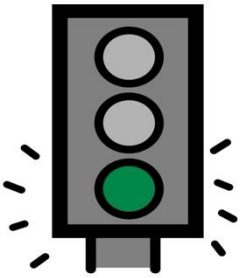
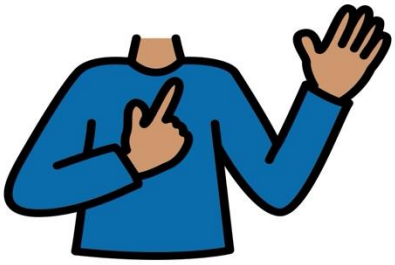
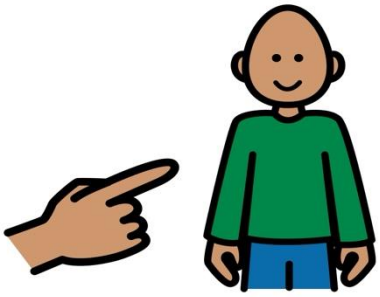
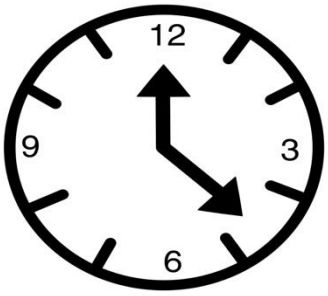
DIY Alternatives
- Check out discount or Dollar stores for inexpensive timers and DIY Timers on Pinterest.

Additional Considerations:
- Some children may find timers distracting and anxiety producing. Be sure to monitor the child's responses when using the timers.

Resources:
- Visual Timers for Autism: All You Need to Know

Ohio Early Learning Standards:
- AL: Engagement and Persistence: Completes activities with increasingly complex steps. (1.b)
- AL: Engagement and Persistence: Persists in completing a task with increasing concentration. (1.c.)

Words to Encourage Play/Use

First 	Done 	Wait 
Stop 	Go 	Help 
My Turn 	Your Turn 	Time 

*"Adaptations" adapted from: Haugen's Modes for Adapting Toys based on materials from the "Let's Play" Project at the University of Buffalo

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