SPARK: Simple Play Adaptations to Reference for Kids

Vibrating Timer

(Adapting the Environment for Multi-Sensory Access – EC COE)

Description:	Image:
This vibrating timer is ideal for children with visual or hearing differences as well as noisy environments and works well for timed classroom activities, The digital timer has a clear display that is visible from a few feet away, and includes large buttons. Customizable alerts and an on/off switch located on the back make setting the timer simple. The timer counts hours + minutes or minutes + seconds and features switchable 20 hour/20 minute resolution plus automatic memory. Choose one, two or all three of the following countdown alarms: a red flasher, a loud beeper, and vibration. The 1.18"D x 3.94"W x 2.36"H timer mounts with spring clip, stand, or magnet. It comes with a 2 year warranty and requires 2 AAA batteries (Included).	 Purchasing Information Demo Video

Who Might Benefit?

Those who…

- Have difficulty transitioning to new activities.
- Need a visual representation of the passage of time to stay on task.
- Need a tactile or auditory reminder of the passage of time
- Are motivated by being able to see the passage of time.
- Need a multisensory reminder of when "time is up".

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 Vibrating 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 Vibrating	**Optional Additional Materials/Supplies** • Velcro • Dycem • Shelf liner **Stabilize It**

Timer can be referenced and adjusted as activities are introduced and completed.

- Consider not using the optional beeper feature for sound-sensitive environments.
- Consider the impact of the red flasher.
- While the Vibrating Timer offers multisensory support for children with sensory needs or differences, it might be of benefit to introduce the timer gently to the class and talk about how it might look, feel, or sound like.

Positioning

- The Vibrating Timer should be displayed and referenced where the child or children can see it during the activities for which it is being used.
- Place the timer on the floor to use during tasks completed in a variety of positions (on tummy, sidelying, sitting, etc.)
- The Vibrating Timer can be mounted on walls (with Velcro) and/or filing cabinets (with magnet) close to activity centers to help structure play sequences or support self-help skills.

Basic Play/Use

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

Extended Play/Use

- Set time limits, encourage child to "beat the timer" for specific tasks or activities, and praise when that occurs.

Play/Use with Others

- The Vibrating Timer can be used with an individual child or a whole group.
- Model the timer during circle activities (e.g. "We will sing for five minutes").
- Velcro the timer to carpet, or place Dycem or shelf liner beneath the timer to stabilize on flat surfaces (e.g. table, floor).
- Velcro to vertical surface.

Simplify It

- Break down tasks into smaller timed pieces.

Communication Support

- Provide paper-based communication board with activity related words such as help, more, finished, stop, go etc.

DIY Alternatives

- Check out discount or Dollar stores for inexpensive timers.
- DIY Timers on Pinterest
- Paper based timer: Visual Countdown



Additional Considerations:

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

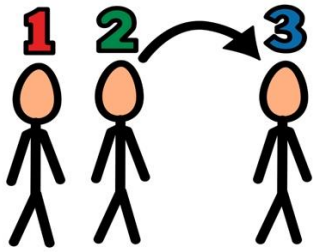
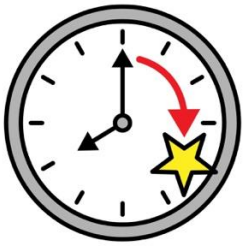
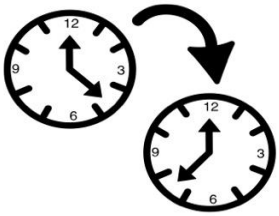
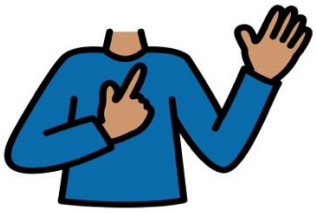
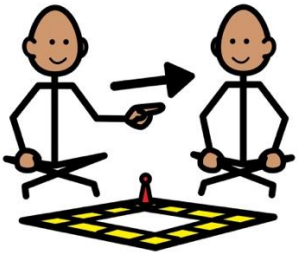
Additional Resources:

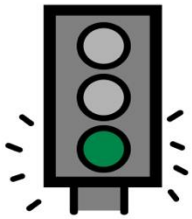
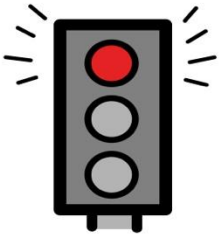
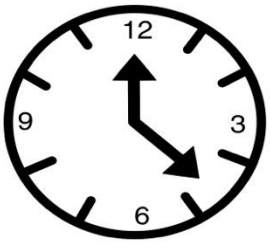
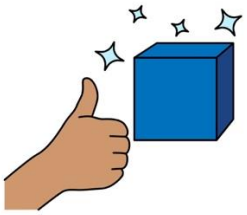
- Visual Timers for Autism: All You Need to Know

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 	Next 	Until 
Then 	Help 	Finished 
My turn 	Your turn 	Wait 

Go 	Stop 	Time 
Good work finishing _____. 	_____ is all done. 	

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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