Vibrating Timer

(Deaf/Hard of Hearing Kit – EC COE)

Description:	Image:
Materials This vibrating timer is 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 has automatic memory. Choose one, two, or all three of the following countdown alarms: a red flasher, a loud beeper, and/or vibration. The 1.18"D x 3.94" W x 2.36"H timer mounts with a spring clip, stand, or magnet. It comes with a 2-year warranty and requires 2 AAA batteries.	 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 visual or tactile (vibration) reminder of the passage of time due to deafness or being hard of hearing.
- Need an auditory reminder of the passage of time due to low vision or blindness.
- 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 for children to…

- Understand the passage of time or the 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" by 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. • Consider disengaging the optional beeper feature for sound-sensitive environments. • Consider the impact of the red flashing alert in the classroom environment with visually sensitive children. • 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. **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 belly, side lying, sitting, etc.) • The Vibrating Timer can be mounted on walls (with Velcro) and/or filing cabinets (with a 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.	**Optional Additional Materials/Supplies** • Velcro • Dycem • Shelf liner **Stabilize It** • Velcro the timer to the carpet, or place Dycem or shelf liner beneath the timer to stabilize on flat surfaces (e.g., table, floor). • Velcro to a vertical surface. **Simplify It** • Break down tasks into smaller, timed pieces. **Communication Support** • Provide a 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 

Extended Play/Use • Set time limits, encourage the 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 two children to assist with turn-taking activities (e.g., when the time is up, it is the next child's turn). • Use the timer during group activities such as circle time to support transitions to the next activity (e.g., "We will sing for five minutes").	

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:

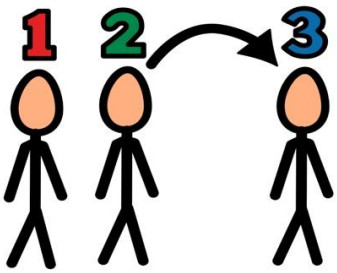
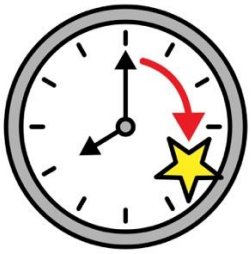
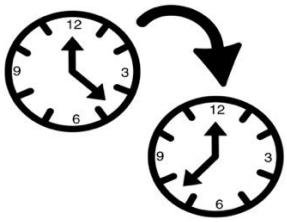
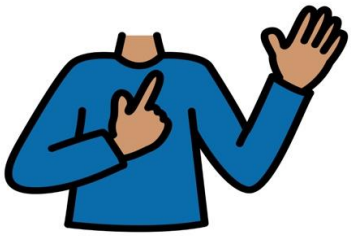
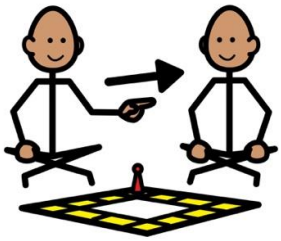
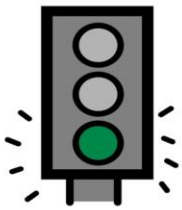
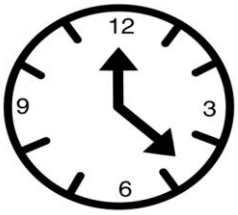
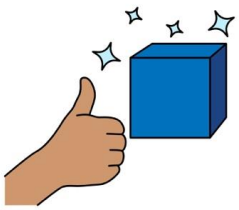
Assistive Technology Visual Timer for Deaf Students - Instructions on how to make a visual timer. This is for those who enjoy coding and working with constructing technology solutions.

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. PCS is a trademark of Tobii Dynavox, LLC. All rights reserved. Used with permission.