

ObjectiveEd Goal Guides: Early Directionality - Clock Directions

This guide is designed for O&Ms interested in utilizing ObjectiveEd to help young students practice directionality skills, specifically working with clock directions (3:00, 6:00, 9:00, 12:00)

Step 1: If you are not already familiar with using ObjectiveEd please review the following two videos

[Getting Started with ObjectiveEd - VI Curriculum](#) (5 Minutes)

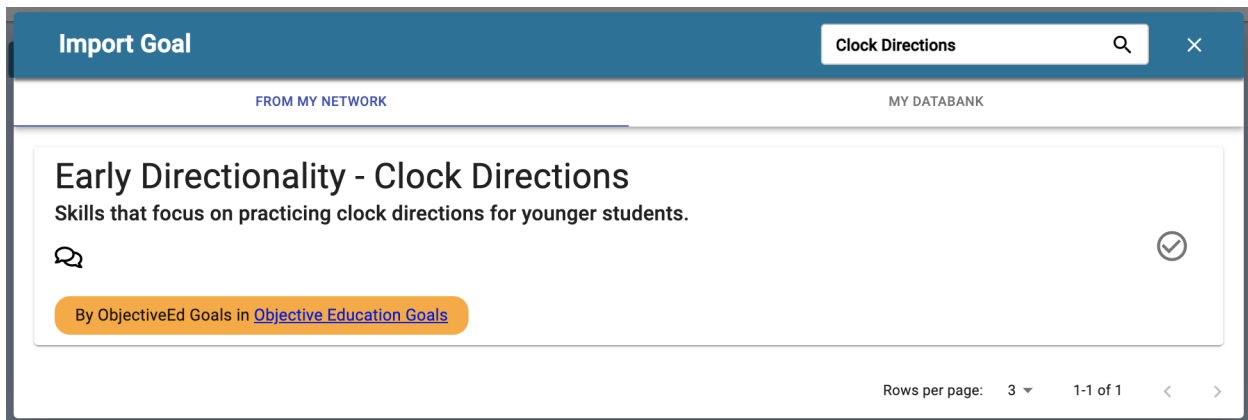
[Getting Started with ObjectiveEd - The Application](#) (7 Minutes)

Step 2: Import the following goal onto the student you are working with

Early Directionality - Clock Directions

**You can search for it under the Import Goal section*

***Import the goal by selecting the check mark*







































Step 3: Understanding the skills students will be working on

The skills in this goal focus on helping younger students practice directionality concepts, specifically clock directions.

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The skills in this goal are listed below,

Skills for Early Directionality - Clock Directions						
Name	Description	Difficulty	Area	Target Percentage	Active?	
☰ Practicing 3:00 and 9:00 - Basic	Students will be asked to swipe animals 3:00/9:00 with 9 seconds to respond.	Easy	Directionality	100	<input checked="" type="checkbox"/>	   
☰ Practicing 3:00 and 9:00 - Intermediate	Students will be asked to swipe animals 3:00/9:00 with 5 seconds to respond.	Medium	Directionality	100	<input type="checkbox"/>	   
☰ Practicing 3:00 and 9:00 - Advanced	Students will be asked to swipe animals 3:00/9:00 with 4 seconds to respond.	Hard	Directionality	100	<input type="checkbox"/>	   
☰ Practicing 12:00 and 6:00 - Basic	Students will be asked to swipe animals 12:00/6:00 with 9 seconds to respond.	Easy	Directionality	100	<input type="checkbox"/>	   
☰ Practicing 12:00 and 6:00 - Intermediate	Students will be asked to swipe animals 12:00/6:00 with 5 seconds to respond.	Medium	Directionality	100	<input type="checkbox"/>	   
☰ Practicing 12:00 and 6:00 - Advanced	Students will be asked to swipe animals 12:00/6:00 with 4 seconds to respond.	Hard	Directionality	100	<input type="checkbox"/>	   
☰ Practicing 12:00/6:00/3:00/9:00 - Basic	Students will be asked to swipe animals 12:00/6:00/3:00/9:00 with 9 seconds to respond.	Easy	Directionality	100	<input type="checkbox"/>	   
☰ Practicing 12:00/6:00/3:00/9:00 - Intermediate	Students will be asked to swipe animals 12:00/6:00/3:00/9:00 with 5 seconds to respond.	Medium	Directionality	100	<input type="checkbox"/>	   
☰ Practicing 12:00/6:00/3:00/9:00 - Advanced	Students will be asked to swipe animals 12:00/6:00/3:00/9:00 with 4 seconds to respond.	Hard	Directionality	100	<input type="checkbox"/>	   

Students will only work on the skills you mark as **Active**. In our system **Active is Red, Grey is Deactivated**

Skill Breakdown

The primary concepts covered are:

Practicing 3:00 and 9:00

Practicing 12:00 and 6:00

Practicing 12:00/6:00/3:00/9:00

Each concept is broken down into three levels of difficulty: *Basic, Intermediate and Advanced*

How the skill is practiced: In these skills students will be asked to swipe an animal into the appropriate fence.

Basic Skills give the students 9 seconds to respond to the prompt

Intermediate Skills give the students 5 seconds to respond to the prompt

Advanced Skills give the student 4 seconds to respond to the prompt

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If a student does not swipe an animal to the correct fence in time another animal will appear accompanied by a new prompt.

Step 4: Assigning a Starting Skill

After familiarizing yourself with the skills in the goal, choose a skill for your student to start with.

Our Recommendation: We generally advise that you start with one of the following skills,

Option 1: Practicing 3:00 and 9:00 - Basic

Option 2: Practicing 12:00 and 6:00 - Basic

Option 3: Practicing 12:00/6:00/3:00/9:00 - Basic

Which option you choose will depend on where your student is at with clock directions. Very young students may start with either 3:00 and 9:00, or 12:00 and 6:00. Students with basic familiarity with these topics might start with all four directions at once.

Basic skills provide the student with 9 seconds to respond to the prompt, and therefore are a good starting point.

To assign a skill to your student, mark it as ACTIVE by clicking the slider to the right of the skill (Active=Red).

Step 5: Practice Time

Now it's time for your student to practice.

Make sure to review the training videos (linked at the top of this guide) if you are unsure about how your student practices the skill you assigned.

Have your student practice for at least 15 minutes over the course of a week, spread out over multiple days

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Step 6: Review the Data

In order to have success with ObjectiveEd, it is critical that you monitor your students performance and adjust the skills they are practicing as needed

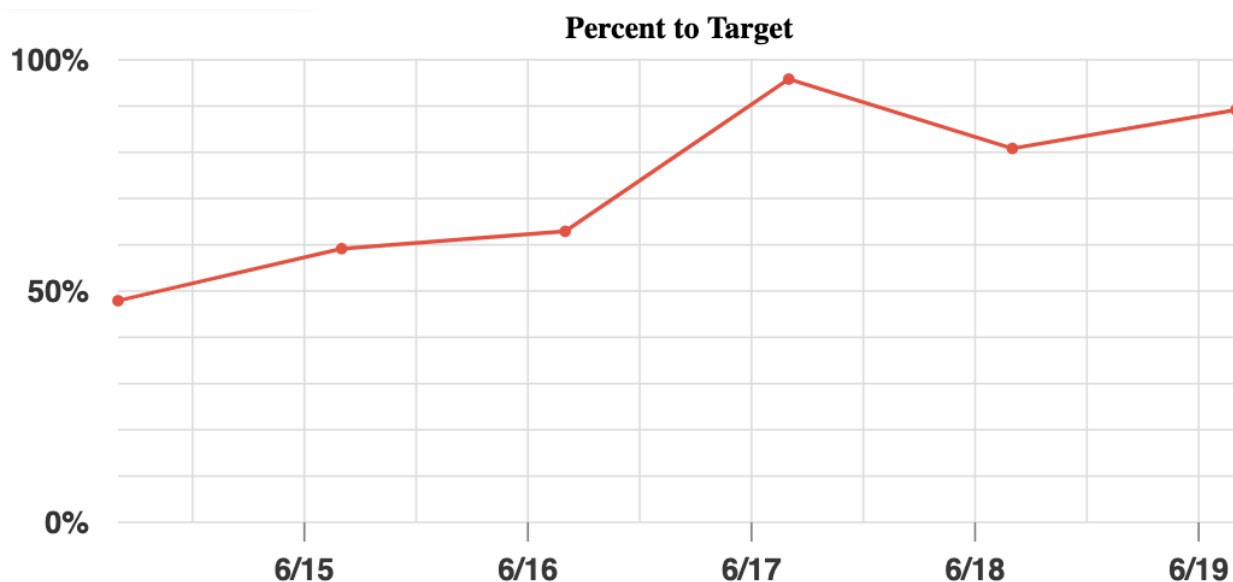
After your student has practiced for at least 15 minutes over the course of a week, view their Student Dashboard to check on their progress.

Look at their *Percent to Target Graph* - This shows you their accuracy relative to the target percentage of the skill they are practicing. The skills in this goal set the target percentage at 100% so you can see this as overall accuracy with regards to each prompt.

Example Data:

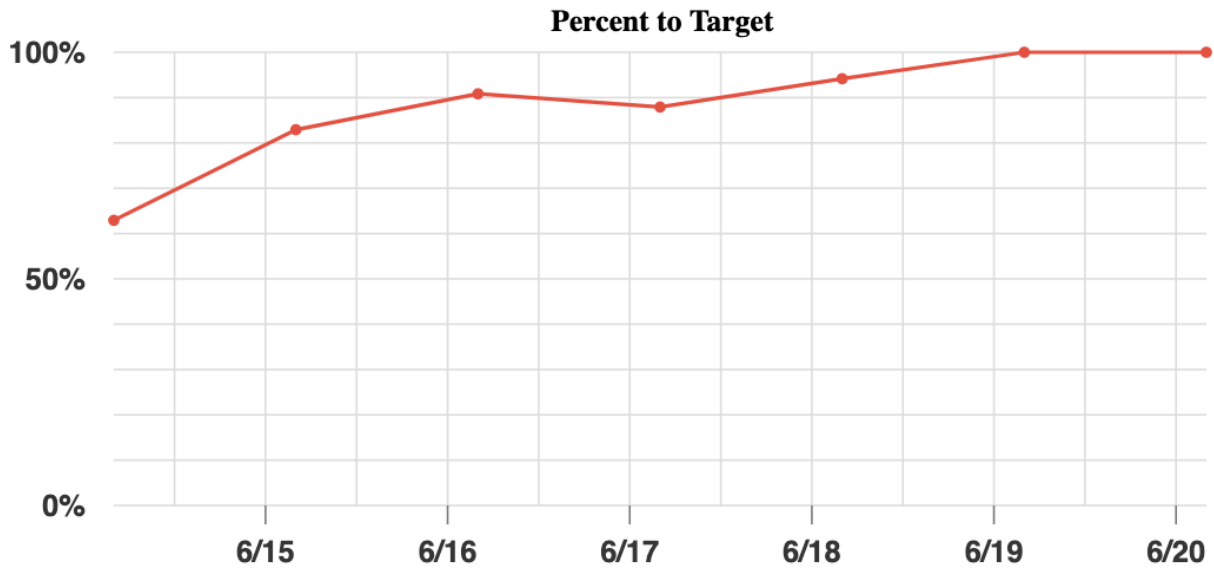
Ideal Outcome

Skill is appropriate for the student, no immediate action needed



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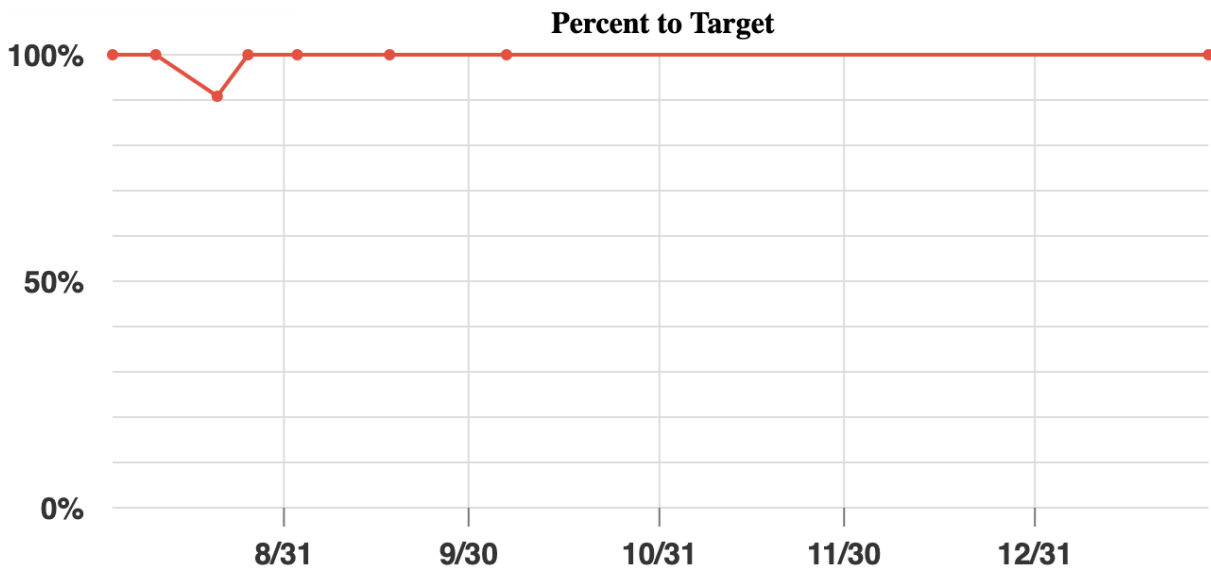
Good Outcome



Skill may be slightly too easy for the student, consider advancing them to the next logical skill

E.g. Basic → Intermediate difficulty level

Action Needed



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If your student's data looks similar to this, it means that they should immediately be moved to a more challenging skill.

Our Recommendation: Immediately advance the student to a more challenging skill, repeat Step 5, and reevaluate the data in a week's time.

E.g. Basic → Advanced difficulty level

***If the student's data suggests that the student is still excelling, view the last page of this guide which recommends additional goals to move on to.**

Student is struggling with the basic skill?

In many situations, our skills can be adjusted and tailored to your specific student's needs. If you find that your student is struggling with the basic skills in this goal review the following video which outlines how to edit skills to better match your students needs.

Example: Increasing the time to respond to a prompt from 9 seconds to 20 seconds.

*If you edit a skill to be more appropriate for the student it may increase the need for you to motivate the student to practice.

[ObjectiveEd Tutorials: Editing Skills for your Students](#) (4 Minutes)

Step 7: Next Steps

Assuming your student had either the ideal or good outcome, continue to have them practice for at least 15 minutes per week, spread out over multiple sessions.

Students can of course practice more frequently for better outcomes, but the key is **consistency**. Practicing intermittently with long gaps between practice sessions will lead to data inconsistencies and non-linear growth.

Monitor their performance once a week, and progress them on to the next logical skill when they display continued success (i.e. 100% accuracy for at least $\frac{3}{4}$ occurrences)

****Important notes**

ObjectiveEd is designed to help students practice important skills, and while we try to engage students with games, and reward systems, not all students will be engaged enough to practice without additional motivation.

ObjectiveEd is a tool, providing you with valuable progress data, students should be encouraged to practice at semi-regular intervals while they are working on a specific skill/topic.

While we are constantly working to expand the number of skills our system helps reinforce, ObjectiveEd may not be appropriate for all of your students all the time. If you have a student currently working on a skill/topic that ObjectiveEd has content for, consider implementing ObjectiveEd for that period of time to aid your teaching, as a reinforcement tool.

Step 8: Additional Goals/Skills to Work With

For students continuing with Directionality consider the following options as next goals/skills for them to practice

For students who were not challenged enough by the skills in this goal, we recommend either moving them on to one of the following goals, or trying out *Option 4*, which is a goal that covers much more challenging directionality skills.

Option 1: Early Directionality - Relative Directions

Option 2: Early Directionality - Compass Directions

Option 3: Early Directionality - In-Between Directions

Option 4: Directionality using Temple Explorer (Recommended for Older Students)

If you have any questions at all please contact,

Support@ObjectiveEd.com

We are always here to help!