

Before / After: Lucere Align

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Exploring “Change in Time = Change in Activity/State”



Goal:


Help the student begin to *notice* and *feel* that when **time changes**, **something else changes too** — an activity ends, a new one starts, or the environment shifts.



Learning Experience: “Time-to-Change” Transitions



Materials:

- Visual timer (sand timer , Time Timer®, or on tablet)
 - Object-based schedule or photo symbols
 - Two distinct activity materials (e.g. soft sensory bin + light-up toy)
 - Gentle auditory cue (chime, soft sound on tablet)
 - A cozy, calm spot for transitions (soft mat, bean bag)
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Structure:

1. Introduce a 1–2-Minute “Now Time”

- Use a **clear symbol or photo** of the activity.
- Place the timer where it’s visible.


- Adult models: “Now we do this. When timer ends... something changes.”


Example:

Show a sensory bin with rice. Place hand in it and say “Now we play here.”
Start the timer together. Sit calmly and engage.
As the timer runs, let the student physically explore the material.

2. Cue the Change

- When timer ends, **model the cue** (gentle chime, hand gesture, or “All done” visual).
- Help the student do a small physical action (like clapping or lifting a card) to **mark the end**.

 Use calm language:

“ Time changed. Now it’s time for ____.”

 Watch how the student responds — this becomes part of how they learn to expect change.

3. Transition to New Activity

- Use a **new symbol/photo**, bring out the next material.
- Physically support or guide movement if needed.
- Model: “Now we do this” and engage right away to create a sense of safety in the new activity.

Example:

After sensory bin, switch to a toy that lights up when touched.
“Now time is light-up toy time.”

4. Repeat the Pattern Daily

The more predictable and physical the routine becomes, the more likely the concept will begin to *sink in through the body* — not just the mind.

Variation Ideas

- ✓ Use natural transitions already in the day (e.g. washing hands, snack, outdoor time)
 - ✓ Introduce a **"time helper" card** the student can hold to mark the shift
 - ✓ Use **songs** or short melodies to mark "end time" consistently
 - ✓ Allow the student to help **start the timer** or press "go" on a tablet timer
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What This Teaches Over Time:

- Time brings change 🕒➡️↺
 - That change can feel safe and expected
 - I can *see*, *hear*, and *feel* when the change is coming
 - I can shift with support — and still feel okay
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AI Prompt Template (eg. in OpenAI - response results may vary):

I am supporting a student in a special education setting.
They learn best through individualized structure, physical
interaction, and relational safety.

I want to introduce or explore a learning idea — not as abstract
content, but as something ****experienced, noticed, and made
meaningful**** by the student.

The concept I'd like to explore is:

- [x] connecting a change in time to a change in activity or state

Student Learning Profile

how_the_student_receives_information:

- [x] uses visual input (e.g. photos, symbols, videos, gestures)
- [x] learns through physical interaction (e.g. hands-on tasks, movement)
- [x] follows better with modeled steps or live demos
- [x] uses digital supports (e.g. tablet-based visuals, voice output apps)

how_the_student_expresses_understanding:

- [x] points, gestures, or uses gaze
- [x] shows understanding through action, movement, or expression
- [x] needs extended time before responding

movement_and_physical_support:

- [x] limited fine motor control (e.g. handwriting, touch input)

abstract_thinking_and_symbols:

- [x] learns best through concrete examples and daily context
- [x] needs repeat exposure before concepts transfer
- [x] struggles with symbolic content (e.g. numbers, written rules)

learning_rhythm_and_energy:

- [x] attends well for short bursts (5-10 minutes)
- [x] handles longer activities when chunked clearly
- [x] benefits from short, scheduled breaks
- [x] stays regulated best in calm, low-distraction spaces

response_time:

- [x] often processes silently before responding
- [x] may not respond immediately but is following
- [x] needs extra space and time before expressing anything

emotional_and_social_support:

- [x] regulates better with a trusted adult close by
- [x] prefers clear routines and advance notice of change
- [x] needs co-regulation in stressful or unexpected situations

Language: English

Tone: Supportive, clear, classroom-aware.

Use appropriate Emojis for visual harmony while reading.
