



## ***Using Constant Time Delay to Teach First Aid Skills***

### **What is the evidence base?**

- This is a promising practice for **students with disabilities** based on one methodologically sound single case study across four students with disabilities.

### **Where is the best place to find out how to do this practice?**

The best place to find out how to implement constant time delay to teach first aid skills is through the following research to practice lesson plan starters:

- [Using Backward Chaining to Teach First Aid Skills \(Gast, Winterling, Wolery, & Farmer, 1992\)](#)

### **With who was it implemented?**

- Students with
  - Intellectual Disability (1 study, n= 4)
- Ages ranged from 17 - 21
- Males (n=2), females (n=2)
- Ethnicity
  - None reported (n=4)

### **What is the practice?**

Constant time delay is a variation of time delay, a prompting procedure that uses variations in the time intervals between presentation of the natural stimulus and the response prompt. Time delay transfers stimulus control from a prompt to the natural stimulus by delaying the presentation of the prompt following the presentation of the natural stimulus. Constant time delay is implemented by presenting several trials using a 0-second delay between the presentation of the natural stimulus and the response prompt. The trials that follow the simultaneous prompt condition apply a fixed time delay (e.g., 3 seconds or 5 seconds; Cooper, Heron, & Heward, 2007).

In the studies used to establish the evidence base for using constant time delay to teach first aid skills included:

- Using backward chaining with a 5-second constant time delay to teach students to apply first aid to three simulated “injuries” including a minor cut, a burn, and an insect bite (Gast, Winterling, Wolery, & Farmer, 1992)

### **Where has it been implemented?**

- Special Education Classroom (1 study)

### **How does this practice relate to the Common Career Technical Core?**

- Health Science Career Cluster® (HL)
  - Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.
  - Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
  - [Common Career Technical Core \(CCTC\)](#)

### **References used to establish this evidence base:**

Gast, D. L., Winterling, V., Wolery, M., & Famer, J. A. (1992). Teaching first-aid skills to students with moderate handicaps in small group instruction. *Education and Treatment of Children, 15*, 101-124.

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