



Using Constant Time Delay to Teach Functional Life Skills

What is the evidence base?

- This is a research-based practice based for **students with disabilities** based on three methodologically sound single subject studies across 11 participants with disabilities.
- This is a research-based practice for **students with intellectual disability** based on three methodologically sound single subject studies across 11 participants with intellectual disability.

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 (CTD) to teach functional life skills is through the following research to practice lesson plan starters:

- Using CTD to teach time delay life skills – making dessert drinks
 - [CTD Life Skills to Teach Making Dessert Drinks – Lesson \(Wolery, Gast, Doyle, & Griffen, 1991\)](#)

With who was it implemented?

- Students with
 - Intellectual disability (3 studies, n=11)
- Ages ranged from 10-20
- Males (n=4), females (n=7)
- Ethnicity
 - None reported (n=11)

What is the practice?

CTL 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 CTD to functional life skills, CTD included using:

- Two second constant time delay (Miller & Test, 1989)
- Three second constant time delay (Branham, Collins, Schuster, & Kleinert, 1999)
- Five second constant time delay (Wolery, Ault, Gast, Doyle, & Griffen, 1991)

Where has it been implemented?

- Self-contained classroom (1 study)
- Community (1 study)
- School laundry room (1 study)

How does this practice relate to Common Core Standards?

- Understand ratio concepts and use ratio reasoning to solve problems (Ratios and Proportional Relationships, Grade 6)
 - Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations
- Comprehension and Collaboration (Speaking and Listening Grade 8)
 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- Knowledge of Language (Language, Grade 8)
 - Use knowledge of language and its conventions when writing, speaking, reading, or listening

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

Not applicable

References used to establish this evidence base:

Branham, R. S., Collins, B. C., Schuster, J. W., & Kleinert, H. (1999). Teaching community skills to students with moderate disabilities: Comparing combined techniques of classroom simulation, videotape modeling, and community-based instruction. *Education and Training in Mental Retardation and Developmental Disabilities, 34*, 170-181.

Miller, U. C., & Test, D. W. (1989). A comparison of constant time delay and most-to- least prompting in teaching laundry skills to students with moderate retardation. *Education and Training in Mental Retardation, 24*, 363-370.

Wolery, M., Ault, M. J., Gast, D. L., Doyle, P. M., & Griffen, A. K. (1991). Teaching chained tasks in dyads: Acquisition of target and observational behaviors. *The Journal of Special Education, 25*, 198-220.

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