



Using Progressive Time Delay to Teach Safety Skills

What is the evidence base?

This is a Research-Based Practice for students with moderate intellectual disabilities based on two methodologically sound single subject studies across 12 participants with moderate intellectual disabilities.

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

The best place to find out how to implement progressive time delay is through the following research to practice lesson plan starters:

- Using progressive time delay to teach reading warning labels:
 - [Read Warning Labels \(Collins & Stinson, 1994-1995\)](#)
- Using progressive time delay to teach crossing the street:
 - [Crossing the Street \(Collins, Stinson, & Land, 1993\)](#)

With who was it implemented?

- Students with
 - Moderate intellectual disability (2 studies, n= 8)
- Ages ranged from 15 to 20
- Males (n=3), females (n=5)
- Ethnicity
 - None reported (n= 8)

What is the practice?

Progressive 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. Progressive time delay is implemented by presenting a trial with a 0-second delay between the presentation of the natural stimulus and the response prompt and then gradually and systematically extending the time delay, often in one second intervals (e.g., 0 sec to 2 sec to 3 sec; Cooper, Heron, & Heward, 2007).

In the studies used to establish progressive time delay as an evidence-based practice for teaching functional life skills the controlling prompts were:

- physical (Collins & Stinson, 1994-1995) and
- verbal (Collins, Stinson, & Land, 1993)

Where has it been implemented?

- Community (1 study)
- Separate class (2 studies)

How does this practice relate to Common Core Standards?

- Vocabulary Acquisition and Use (Anchor Standards for Language, Grades 9-12)
 - Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level

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

- Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities (Academic Foundations).
 - Comprehend key elements of oral and written information

References used to establish this evidence base:

Collins, B.C., & Stinson, D.M. (1994-1995). Teaching generalized reading of product warning labels to adolescents with mental disabilities through the use of key words. *Exceptionality*, 5, 163-181.

Collins, B.C., Stinson, D.M., & Land, L. (1993). A comparison of in vivo and simulation prior to in vivo instruction in teaching generalized safety skills. *Education and Training in Mental Retardation*, 28, 128-142.

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