



Using Simultaneous Prompting and Constant Time Delay to Teach Solitaire as a Leisure Skill for Students with Disabilities

What is the evidence base?

- This is a promising practice for **students with disabilities** based on one methodologically sound single-case study across five 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 simultaneous prompting and constant time delay to teach solitaire as a leisure skill is through the following research to practice lesson plan starters:

- [Comparing Simultaneous Prompting and Constant Time Delay to Teach Leisure Skills to Students with Moderate Intellectual Disability \(Seward, Schuster, Ault, Collins, & Hall, 2014\)](#)

With who was it implemented?

- Students with
 - Five students with disabilities
 - Moderate Intellectual Disability (n = 4)
 - Mild to Moderate Intellectual Disability (n = 1)
- Ages ranged from 15 - 20
- Males (n = 3), females (n=2)
- Ethnicity
 - None reported (n = 5)

What is the practice?

Constant time delay (CTD) 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; Touchette, 1971). Identical to the 0s time delay, simultaneous prompting (SP) is a form of antecedent prompt and test where the target stimulus is presented in all trials

immediately followed by the controlling prompt (Gibson & Schuster, 1992). Probe trials to test for transfer of stimulus control are conducted prior to SP training since the students do not respond independently during SP trials (Seward et al., 2014).

In the study used to establish the evidence-base for using constant time delay and simultaneous prompting to teach solitaire as a leisure skill included:

- The efficacy of simultaneous prompting and 5s constant time delay were compared by teaching two different games of solitaire (Seward et al., 2014); both procedures were effective. Students may require simultaneous prompting as a more intensive intervention to teach solitaire skills.

Where has it been implemented?

- Special education classroom (one study; Seward et al., 2014)

References used to establish this evidence base:

Seward, J., Schuster, J. W., Ault, M. J., Collins, B. C., & Hall, M. (2014). Comparing simultaneous prompting to constant time delay to teach leisure skills to students with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities, 49*, 381-395. Retrieved from: <http://www.jstor.org/stable/23881258>

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