Using Constant Time Delay to Teach Job Specific Skills

What is the evidence base?

A potential level of evidence based on two acceptable quality single subject studies

With who was it implemented?

- Students with
  - Moderate intellectual disability (2 studies, n=11)
- Ages ranged from 10-20
- Males (n=4), females (n=7)
- Ethnicity
  - None reported (n= 11)

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 CTD to specific job skills, CTD included using:

- Three second constant time delay (Mechling & Ortega-Hurndon, 2007)
- Five second constant time delay (Wolery, Ault, Gast, Doyle, & Griffen, 1991)

How has the practice been implemented?

- Three second constant time delay paired with a Multimedia, computer-based program using Magic Touch, touch-screen technology, Microsoft® PowerPoint, and a Dell latitude 300 laptop computer and video modeling was used to teach watering plants, delivering mail, changing paper towels, (Mechling & Ortega-Hurndon, 2007)
- Five second constant time delay paired with total task chaining was used to teach cleaning transparencies and preparing letters to mail (Wolery, Ault, Gast, Doyle, & Griffen, 1991)
Where is the best place to find out how to do this practice?

- Using constant time delay to teach job specific skills
  
  http://nstattac.appstate.edu/sites/default/files/assets/pdf/74.pdf

Where has it been implemented?

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

How does this practice relate to Indicator 13?

- Indicator 13 Checklist Item #3: Teaching job skills may reflect results of transition assessment information
- Indicator 13 Checklist Item #4: Instruction in specific job skills instruction may be a transition service designated in an IEP that will enable a student to meet his or her postsecondary employment goal(s)
- Indicator 13 Checklist Item #6: Teaching job specific skills may be part of an IEP goal that supports a student’s postsecondary employment goal(s)

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 State’s Career Cluster Initiative: Essential Knowledge and Skills?

- Identify and exhibit traits for retaining employment to maintain employment once secured (Employability and Career Development)
  - Model behaviors that demonstrate reliability and dependability
  - Summarize key activities necessary to retain a job in the industry
  - Identify positive work behaviors and personal qualities necessary to retain
employment

- Identify and demonstrate positive work behaviors and personal qualities needed to be employable (Employability and Career Development)
  - Demonstrate flexibility and willingness to learn new knowledge and skills

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