**Using Constant Time Delay to Teach Functional Life Skills**

**What is the evidence base?**

A *moderate* level of evidence based on three acceptable quality single subject studies

**With who was it implemented?**

- Students with
  - Moderate intellectual disabilities (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 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)

**How has the practice been implemented?**

- Two second constant time delay was used to teach using a washing machine and dryer (Miller & Test, 1989)
- Three second constant time delay in combination with classroom simulation, video modeling, and community-based instruction was used to teach crossing a street and mailing a letter (Branham, Collins, Schuster, & Kleinert, 1999)
Five second constant time delay paired with total task chaining to teach cleaning a sink and folding clothes (Wolery, Ault, Gast, Doyle, & Griffen, 1991)

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

[http://www.nsttac.org/LessonPlanLibrary/RTPLP%20CTDtoTeachFood Prep%20Wolery%20final.pdf](http://www.nsttac.org/LessonPlanLibrary/RTPLP%20CTDtoTeachFood Prep%20Wolery%20final.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 functional skills may reflect results of transition assessment information
- Indicator 13 Checklist Item #4: Functional life skills instruction may be a transition service designated in an IEP that will enable a student to meet his or her postsecondary independent living goal(s)
- Indicator 13 Checklist Item #6: Teaching functional life skills may be part of an IEP goal that supports a student’s postsecondary independent living 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?**

Not applicable
References used to establish this evidence base:

