Using Progressive Time Delay to Teach Purchasing 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 (1 study, n= 3)
  - Severe intellectual disability (2 studies, n= 5)
- Ages ranged from 14 to 19
- Males (n=4), females (n=0)
  - Not reported (1 study, n= 4)
- 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:

- verbal paired with a gestural (McDonnell, 1987), and
- verbal paired with model (Sandknop, Schuster, Wolery, & Cross, 1993)

How has the practice been implemented?

- Progressive time delay paired with verbal prompts has been used to teach purchasing (McDonnell, 1987)
- Progressive time delay paired with a response prompt (i.e., number line) has been used to teach price comparison (Sandknop, Schuster, Wolery, & Cross, 1993)
**Where has it been implemented?**

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

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

- Using progressive time delay to teach purchasing skills: [http://www.nsttac.org/LessonPlanLibrary/52.pdf](http://www.nsttac.org/LessonPlanLibrary/52.pdf)

**How does this practice relate to Indicator 13?**

- Indicator 13 Checklist Item #3: Teaching purchasing skills may reflect results of transition assessment information
- Indicator 13 Checklist Item #4: Teaching purchasing 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 purchasing may be part of an annual IEP goal that supports a student’s postsecondary independent living goal(s)

**How does this practice relate to Common Core Standards?**

- Apply and extend previous understandings of numbers to the system of rational numbers (The Number System, Grade 6)
  - Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates
  - Understand that positive and negative numbers are used together to describe quantities having opposite directions and values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

**How does this practice relate to the State’s Career Cluster Initiative: Essential Knowledge and Skills?**

- Demonstrate mathematics knowledge and skills required to pursue the full range of post-secondary education and career opportunities (Academic Foundations)
  - Demonstrate knowledge of basic arithmetic operations such as: addition, subtraction, multiplication, and division
Demonstrate use of relational expressions such as: equal to, not equal, greater than, less than, etc.

References used to establish this evidence base:
