Using Progressive Time Delay to Teach Safety 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= 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)
- verbal (Collins, Stinson, & Land, 1993)

How has the practice been implemented?

- Progressive time delay paired with observational learning has been used to teach reading warning labels (Collins & Stinson, 1994-1995)
- Progressive time delay paired with both simulation and in vivo training has been used to teach street crossing and using a pay telephone (Collins, Stinson, & Land, 1993)
Where has it been implemented?

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

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

- Using progressive time delay to teach reading warning labels: [http://www.nsttac.org/LessonPlanLibrary/WarningLabel.pdf](http://www.nsttac.org/LessonPlanLibrary/WarningLabel.pdf)
- Using progressive time delay to teach crossing the street: [http://www.nsttac.org/LessonPlanLibrary/62.pdf](http://www.nsttac.org/LessonPlanLibrary/62.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?

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

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

References used to establish this evidence base: