



Time Delay

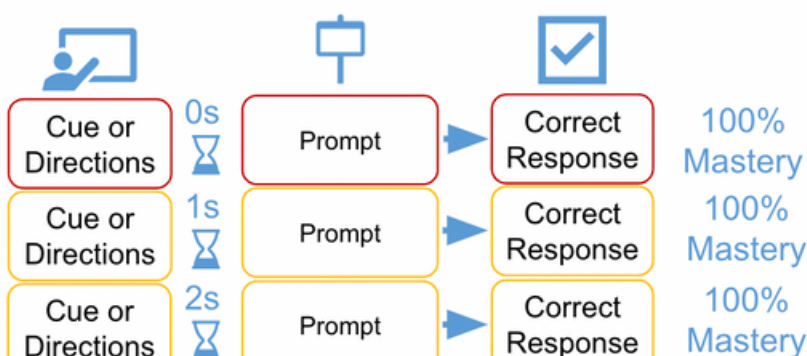
DEFINITION

Time Delay where the teacher pauses and allows for the student to respond for a certain amount of time before giving a prompt. This allows students the opportunity to respond independently and they become less dependent on the teacher to always provide a prompt.

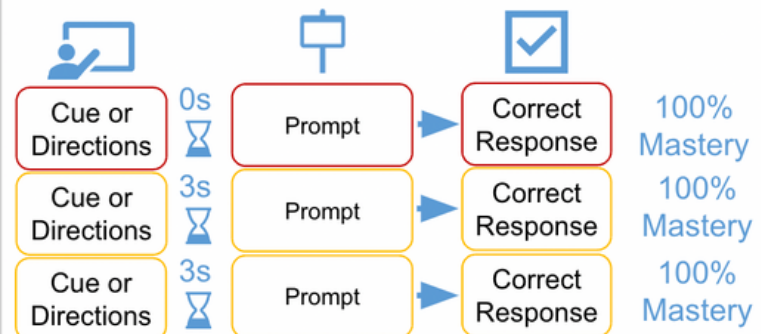
There are two types of time delay procedures:

- **Constant Time Delay-** The time delay starts at 0s and then is fixed at a specific number of seconds for the remaining sessions.
 - Learner is able to wait for longer periods of time.
 - willing to take a risk
 - does not get easily frustrated or discouraged.
- **Progressive Time Delay-** The time delay starts at 0s and is gradually and systematically increased.
 - learner is able to wait for short times
 - Needs more support from the teacher
 - Gets frustrated easily with errors

Progressive Time Delay Diagram



Constant Time Delay Diagram



PURPOSE & BENEFITS

Some of our students have slow processing speeds and can take up to 30 seconds to process and respond. Have you ever considered one reason your student is not responding is because you are prompting too fast and too frequently? Many individuals on the spectrum struggle with processing and when you repeat yourself over and over quickly (ex "Get up, come on, get up, stand up, right now, lets go") our learners often become overwhelmed and are less likely to follow the direction.

One of the major downfalls to prompting procedures is prompt dependence. Time delay is a valuable intervention that can be combined with prompting to reduce a tendency for prompt dependence.

- Decreases prompt dependence
- Helps transfer and generalization of learned skills
- Cost effective
- Reduces learner error
- Increases learner reinforcement
- Useful for most skills (academic, language, social, etc.)
- Learners do not need to be able to imitate

PLAN TIMES AND ACTIVITIES TO IMPLEMENT TIME DELAY

Structured

- ☐ Small groups
- ☐ Reading groups
- ☐ Skill drills
- ☐ Following visual schedule
- ☐ One-on-one instruction
- ☐ Table work
- ☐ Individual goal work
- ☐ Individual conferencing



Natural Settings

- ☐ Peer mediated
- ☐ Lunch time
- ☐ Recess
- ☐ Whole group lessons
- ☐ Peer interaction time
- ☐ Morning routine
- ☐ Pack up routine



CHOOSE A TIME DELAY PROCEDURE

Progressive Time Delay

- ☐ Easily frustrated or discouraged
- ☐ Can only wait a very short amount of time
- ☐ Needs higher support

Constant Time Delay

- ☐ Risk taker
- ☐ Can wait for longer segments of time
- ☐ Needs less support (or use a more supportive prompt)

CHOOSE A TARGET CUE OR SIGNAL

Planned Stimulus

Natural Stimulus

Imitating teacher when teacher says, "Do this."	Imitating peers or adults spontaneously
Building 5+3 with manipulatives and asking, "What is the answer to 5+3?"	5+3=
Holding up a flashcard with the letters w-h-e-r-e and saying, "Read this."	W-h-e-r-e
"Time to share" while modeling sharing	A peer requesting a turn with a toy

MORE RESOURCES

[Steps for Implementation: Time Delay](#)

[Bringing ABA Into Your Inclusive Classroom: A Guide to Improving Outcomes for Students with ASD](#)

Project ACCESS [workshops](#) on Time Delay and Prompts

Project ACCESS [Autism Minutes](#)

Project ACCESS [Fact Sheet](#) on Prompting

IDENTIFY THE CONTROLLING PROMPT

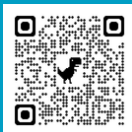
1. Identify the target skill you want the student to do independently
 - a. Math problems: Addition steps, etc.
 - b. Life skills: Toileting, hygiene, cooking, ect.
 - c. Social skills: responding independently to a morning greeting, ect.
2. Define the criteria for mastery of the target skill.
3. Make a list of graduated prompts that would potentially support the skill.
4. Give the least intrusive prompt.
5. Record data on the student's performance.
6. Give the next most intrusive prompt.
7. Record data on the student's performance.
8. Continue with steps 7 and 8 until you have tested all prompts.
9. The prompt that results in the learner completing the target response is the controlling prompt.

IDENTIFY REINFORCERS

- Ask the students what they want to work for.
- Talk to families or caregivers to your students.
- Observe what the student often uses or asks for.
- Offer the student choices and let them choose their reinforcer at the start of each learning time.
- Conduct a reinforcer assessment.

VIDEO EXAMPLES

- Examples of Progressive time delay
 - [Picture cards](#)
- Examples of constant time delay
 - [3 second time delay](#)



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