

Time Delay

WHAT IS IT? An errorless teaching procedure. An interval of time is systematically inserted between the cue/signal and the controlling prompt. There are two types of time delay procedures, Constant Time Delay and Progressive Time Delay.

WHY IS IT IMPORTANT?



- To teach new skills.
- To reduce errors.
- To teach efficiently.

- To teach discrete behaviors (e.g., a small unit of behavior).
- To teach chained skills (e.g., a chain of behaviors that make up a complex skill). A task analysis is required for chained behaviors (e.g., dressing, purchasing, vocational skills, etc.).



WHEN CAN IT BE USED?

HOW TO IMPLEMENT?

How and When to Use Constant Time Delay (CTD) or Progressive Time Delay (PTD) Procedure:

1. Define the target skill that you want to teach.
2. Choose a controlling prompt. Use the least intrusive prompt needed to teach the skill.
3. Initially, both CTD and PTD procedures start with a 0-second time delay after the presentation of the discriminative stimulus (cue) and the prompt. For example, immediately after the teacher says, "What is this?" while showing a picture of car, the instructor gives the student the correct answer "car".
4. After a pre-specified number of trials (e.g., a session typically comprising of 10 trials when using discrete trial training), the prompt is delayed.
5. When using CTD the prompt delay remains the same during all teaching sessions (e.g., 3-5 seconds). When using PTD the prompt delay is gradual and systematic. For example, the teacher would first wait 1 second, then 2 seconds, gradually extending the time delay in 1-second intervals. The time delay can be extended after a specific number of presentations, after each session, after a specific number of sessions, or after meeting a performance criterion.

Example: Delay by session for CTD and PTD

Session	CTD Delay	PTD Delay
1	0 sec	0 sec
2	3 sec	1 sec
3	3 sec	2 sec
4	3 sec	3 sec
5 and remaining sessions	3 sec	4 sec

6. To avoid errors, tell the student to wait if they need help answering the question correctly. It is better to help the student, then to allow them to practice errors. If the child has difficulty waiting for a prompt, PTD may be a better choice as a prompting strategy because of the gradual fade of prompts.
7. Reinforce correct responses only.
8. Record data to monitor your progress and to decide when to fade out time delayed prompts.

HOW TO IMPLEMENT CONTINUED

Example: Trial during an initial session of CTD or PTD to teach naming of objects

Prompt Level	Teacher Behavior	Learner Behavior and Consequence	Learner Behavior and Consequence	Learner Behavior and Consequence
Prompted with 0-second delay. (No opportunity for independence.)	“What is this? Car.” while showing picture of car.	<u>Correct Response:</u> Repeats teacher’s response, “Car” (provide reinforcer)	<u>Incorrect Response:</u> Teacher corrects error and says “car” (no reinforcement)	<u>No Response:</u> Ignore and provide no reinforcement

Example: Trial during a subsequent session of CTD or PTD to teach naming of objects

Prompt Level	Teacher Behavior	Learner Behavior and Consequence	Learner Behavior and Consequence	Learner Behavior and Consequence
Independent	“What is this? Car.” while showing picture of car. (Waits specified time; e.g., 3 seconds)	Unprompted Correct: “Car” (provide reinforcer)	Unprompted Incorrect: “Train” (remind to wait for a prompt if s/he doesn’t know the answer)	No Response (provide prompt)
Prompted	“What is this? Car.” while showing picture of car. (Waits specified time; e.g., 3 seconds)	Prompted Correct: “Car” (provide reinforcer)	Prompted Incorrect: “Train” (no reinforcement)	No Response (ignore and provide no reinforcement)



To view a short video, scan here:



REFERENCES

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