



Using Constant Time Delay to Teach Job Specific Skills

What is the evidence base?

- This is a research-based practice for **students with disabilities** based on two methodologically sound single-subject studies across 11 participants with disabilities.
- This is a research-based practice for **students with intellectual disability** based on two methodologically sound single-subject studies across 11 participants with intellectual disability.

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

The best place to find out how to implement Constant Time Delay is through the following research to practice lesson plan starters:

- Using constant time delay to teach job specific skills:
 - [Job Skills \(Mechling & Ortega-Hurndon, 2007\)](#)

With who was it implemented?

- Students with
 - Moderate intellectual disability (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 specific job skills, CTD included using:

- Three second constant time delay (Mechling & Ortega-Hurndon, 2007)
- Five second constant time delay (Wolery, Ault, Gast, Doyle, & Griffen, 1991)

Where has it been implemented?

- Community (1 study)
- School laundry room (1 study)
- Self-contained classroom (1 study)

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 Common Career Technical Core?

- Identify and exhibit traits for retaining employment to maintain employment once secured (Employability and Career Development)
 - Model behaviors that demonstrate reliability and dependability
 - Summarize key activities necessary to retain a job in the industry
 - Identify positive work behaviors and personal qualities necessary to retain employment
- Identify and demonstrate positive work behaviors and personal qualities needed to be employable (Employability and Career Development)
 - Demonstrate flexibility and willingness to learn new knowledge and skills

References used to establish this evidence base:

- Mechling, L. C., & Ortega-Hurndon, F. (2007). Computer-based video instruction to teach young adults with moderate intellectual disabilities to perform multiple step, job tasks in a generalized setting. *Education and training in Developmental Disabilities, 42*, 24-37.
- Wolery, M., Ault, M. J., Gast, D. L., Doyle, P. M., & Griffen, A. K. (1991). Teaching chained tasks in dyads: Acquisition of target and observational behaviors. *The Journal of Special Education, 25*, 198-220.

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