

Research-Based Practice: Time-Delay

References:

Browder, D. M., & Snell, M. E. (2000). *Teaching functional academics*. In M. E. Snell & F. Brown (Eds.), *Instruction of severe disabilities* (5th ed., pp. 453-543). Upper Saddle River, NJ: Prentice Hall.

Wolery, M., Bailey, D. B., & Sugai, G. M. (1988). *Effective teaching: Principles and procedures of applied behavior analysis with exceptional students*. Boston, MA: Allyn and Bacon.

Description: Time-delay involves systematically waiting for a student to respond before delivering a prompt for purposes of decreasing prompt dependency. 0-second time-delay (or simultaneous prompting) is used when you are asking the student to do something that he or she hasn't done before to ensure immediate success. Constant and progressive time delay are used to encourage student responses without necessitating prompts (Browder & Snell, 2000). Constant time delay uses a set waiting period (e.g. five seconds) before delivering a prompt. With progressive time delay, you gradually increase the waiting period from two seconds up to six seconds with successive trials (Wolery, Bailey, & Sugai, 1988). While waiting for a response, teachers should use expectant, positive affect and body language to encourage a response from the student.