Constant Time Delay

What? Constant time delay is a strategy that can be used to practice recall tasks such as recognizing colors and numbers, reading sight words, and reciting multiplication facts. This is best used with individual students or small groups. It may be adapted to use with a larger group, including an entire inclusion class.

Why? Because of the structure of a constant time delay, students are able to practice and develop proficiency without errors.

How? After initial instruction, the teacher does a round with a 0 second time delay. That is, the teacher does not stop and wait for a response between asking the question and providing a prompt, such as pointing to the answer or saying it aloud. Next, the teacher introduces a time delay after asking each question. If the student does not respond within that window, then the teacher gives the prompt. If the student gives an incorrect answer, then the teacher demonstrates the correct answer and moves on to the next task in the set.

Example

Teacher shows a flashcard with “ELL”
Teacher: ELL stands for English Language Learners.

Teacher shows a flashcard with “LD”
Teacher: LD stands for Learning Disability.

... Teacher: Are you ready to practice now? Student: Yes!

Teacher shows a flashcard with “LD”.
Teacher: What does LD stand for? Student: Learning Disability
Teacher: Great! LD does stand for Learning Disability.

Teacher shows a flashcard with “ELL”.
Teacher: What does ELL stand for? Student does not respond within the designated window of time.
Teacher: ELL stands for English Language Learner.
Steps for Implementation:

1. Choose a simple recall task.
2. Create a set of flashcards or another visual aid.
3. Introduce the set to the student(s).
4. Complete at least one round with 0 second delay.
5. When students are ready to practice, move to an appropriate delay (i.e. 5 seconds).
6. Ask a question.
7. Wait the designated time for the student to respond.
8. If the student does not answer, give a prompt (point to the card the student should point to or say the answer) and have the student answer.
9. Record the student’s response.
   - student responds correctly without a prompt
   - student needs the prompt and then repeats the answer correctly
   - student responds incorrectly before the prompt
   - student responds incorrectly after the prompt
10. Repeat steps 6-9.

Who?

- Students with emotional disturbances
- Students with ADD or ADHD
- Any students working on developing fluency
- English language learners
- Students with autism
- Students with mild intellectual disabilities
- Students with communication disorders
- Students with learning disabilities

References


