Module: Time Delay

Implementation Checklist for Time Delay

Neitzel, J., & Wolery, M. (2009). Implementation checklist for time delay. Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.

Instructions: The Implementation Checklist includes each step for implementing time delay procedures. Please complete all of the requested information including the site and state, teacher being observed, and the learner's initials. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____   State: _____

Teacher / Practitioner: _____   Learner's Initials: _____

Observation	1	2	3	4	5	6	7	8
Date								
Observer's Initials								

Preparing for the Time Delay

Step 1. Identifying Target Skill/Behavior(s)

1. Teachers/practitioners define the target skill/behavior in terms that are observable and measurable.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners identify the target skill/behavior as being either:

a. a discrete task or

Observation	1	2	3	4	5	6	7	8
Score								

b. a chained task.

Observation	1	2	3	4	5	6	7	8
Score								

3. Teachers/practitioners define learner response behaviors.

Observation	1	2	3	4	5	6	7	8
Score								

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1

Step 2. Determining Current Skills

1. Teachers/practitioners assess a learner's current skills by directly observing the learner during daily routines and activities.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners determine a learner's current ability to:

a. respond to instructional cues,

Observation	1	2	3	4	5	6	7	8
Score								

b. wait,

Observation	1	2	3	4	5	6	7	8
Score								

c. imitate others,

Observation	1	2	3	4	5	6	7	8
Score								

d. stay seated during individual or small group work time,

Observation	1	2	3	4	5	6	7	8
Score								

e. increase positive behaviors in response to reinforcers, and

Observation	1	2	3	4	5	6	7	8
Score								

f. follow one-step instructions.

Observation	1	2	3	4	5	6	7	8
Score								

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Step 3. Selecting the Target Stimulus and Cue/Task Direction

1. Teachers/practitioners identify one of the following as the target stimulus:

a. a naturally occurring event,

Observation	1	2	3	4	5	6	7	8
Score								

b. completion of one event or activity, or

Observation	1	2	3	4	5	6	7	8
Score								

c. an external signal.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners select at least one of the following cues to begin the teaching activity:

a. material or environmental manipulation,

Observation	1	2	3	4	5	6	7	8
Score								

b. task direction, or

Observation	1	2	3	4	5	6	7	8
Score								

c. naturally occurring event.

Observation	1	2	3	4	5	6	7	8
Score								

Step 4. Selecting the Controlling Prompt

1. Teachers/practitioners try different prompts to identify ones that successfully elicit the desired response.

Observation	1	2	3	4	5	6	7	8
Score								

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Step 5. Identifying Reinforcers

1. When choosing reinforcers for a learner with ASD, teachers/practitioners identify:

    a. what has motivated the learner in the past and

Observation	1	2	3	4	5	6	7	8
Score								

    b. the learner's deprivation state.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners identify a reinforcer that is appropriate for the target skill/behavior and instructional task.

Observation	1	2	3	4	5	6	7	8
Score								

Step 6. Determining the Response Interval

1. When determining the length of the response interval, teachers/practitioners consider:

    a. learner characteristics and

Observation	1	2	3	4	5	6	7	8
Score								

    b. task characteristics.

Observation	1	2	3	4	5	6	7	8
Score								

Step 7. Identifying Activities and Times for Teaching

1. Teachers/practitioners identify one regular time during the day when the target skill/behavior can be taught and measured.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners identify how many trials will be implemented during instructional activities.

Observation	1	2	3	4	5	6	7	8
Score								

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Implementing Time Delay

Step 1. Establishing Learner Attention, Delivering the Stimulus, and Providing the Cue

1. Teachers/practitioners gain the learner's attention by:

a. delivering the target stimulus,

Observation	1	2	3	4	5	6	7	8
Score								

b. using an attention-getting strategy, and

Observation	1	2	3	4	5	6	7	8
Score								

c. presenting the cue or task direction.

Observation	1	2	3	4	5	6	7	8
Score								

Step 2. Implementing the Time Delay

1. After securing attention, presenting the target stimulus, and delivering the cue/task direction, teachers/practitioners immediately deliver the controlling prompt.

Observation	1	2	3	4	5	6	7	8
Score								

2. If the learner's response is correct, teachers/practitioners immediately provide positive feedback by:

a. offering reinforcement (e.g., praise, access to materials, break) and

Observation	1	2	3	4	5	6	7	8
Score								

b. stating what the learner did ("You said, 'More.' Here's more snack.").

Observation	1	2	3	4	5	6	7	8
Score								

3. If the learner's response is incorrect or if the learner with ASD does not respond, teachers/practitioners ignore the response and go on to the next trial.

Observation	1	2	3	4	5	6	7	8
Score								

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Step 3. Identifying the Interfering Behavior

(With this step, teachers/practitioners either use constant or progressive time delay. Once a time delay procedure has been chosen, teachers/ practitioners should follow the appropriate steps for implementing them).

Constant Time Delay

1. Teachers/practitioners present the cue to the learner.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners wait 3 to 5 seconds for the learner to use the target skill/behavior.

Observation	1	2	3	4	5	6	7	8
Score								

3. If the learner's response is correct, teachers/practitioners immediately provide positive feedback by:

   a. offering reinforcement (e.g., praise, access to materials, break) and

Observation	1	2	3	4	5	6	7	8
Score								

   b. stating what the learner did (e.g., "You said, 'More.' Here's more snack." "You said, 'Two times two is four.' That's right. Two times two is four.").

Observation	1	2	3	4	5	6	7	8
Score								

4. If the learner's response is incorrect, teachers/practitioners ignore the response and go on to the next trial.

Observation	1	2	3	4	5	6	7	8
Score								

5. If the learner does not respond during the response interval, teachers/ practitioners:

   a. deliver the controlling prompt and

Observation	1	2	3	4	5	6	7	8
Score								

   b. insert the response interval.

Observation	1	2	3	4	5	6	7	8
Score								

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6. If the learner responds correctly after the prompt (prompted correct), teachers/ practitioners immediately provide reinforcement.

Observation	1	2	3	4	5	6	7	8
Score								

7. If the learner responds incorrectly after the prompt (prompted error), teachers/practitioners ignore the response and go on to the next trial.

Observation	1	2	3	4	5	6	7	8
Score								

8. If the learner does not respond after the prompt (no response), teachers/ practitioners ignore the learner and go on to the next trial.

Observation	1	2	3	4	5	6	7	8
Score								

Progressive Time Delay

1. Teachers/practitioners present the cue to the learner.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners wait 3 to 5 seconds for the learner to use the target skill/behavior.

Observation	1	2	3	4	5	6	7	8
Score								

3. If the learner's response is correct, teachers/practitioners immediately provide positive feedback by:

a. offering reinforcement (e.g., praise, access to materials, break) and

Observation	1	2	3	4	5	6	7	8
Score								

b. stating what the learner did (e.g., "You said, 'More.' Here's more snack." "You said, 'Two times two is four.' That's right. Two times two is four.").

Observation	1	2	3	4	5	6	7	8
Score								

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4. If the learner's response is incorrect, teachers/practitioners ignore the response and go on to the next trial.

Observation	1	2	3	4	5	6	7	8
Score								

5. If the learner does not respond during the response interval, teachers/ practitioners:

a. deliver the controlling prompt and

Observation	1	2	3	4	5	6	7	8
Score								

b. insert the response interval.

Observation	1	2	3	4	5	6	7	8
Score								

6. If the learner responds correctly after the prompt (prompted correct), teachers/ practitioners immediately provide reinforcement.

Observation	1	2	3	4	5	6	7	8
Score								

7. If the learner responds incorrectly after the prompt (prompted error), teachers/practitioners ignore the response and go on to the next trial.

Observation	1	2	3	4	5	6	7	8
Score								

8. If the learner does not respond after the prompt (no response), teachers/ practitioners ignore the learner and go on to the next trial.

Observation	1	2	3	4	5	6	7	8
Score								

Step 4. Monitoring Progress

1. Teachers/practitioners record the number of correct/incorrect learner responses during the teaching activity.

Observation	1	2	3	4	5	6	7	8
Score								

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2. Teachers/practitioners review progress monitoring data after two teaching activities to determine a learner's mastery of the target skill/behavior.

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Score								

3. Teachers/practitioners gradually increase the time delay (e.g., 1-second intervals) as learners demonstrate 100% mastery of the target skill/behavior during the previous activity.

Observation	1	2	3	4	5	6	7	8
Score								

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Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps

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