



Autism Focused Intervention
Resources & Modules

This overview
brief will
support your
use of the
evidence-
based practice:
Time Delay.

**For more
information visit:**
www.afirm.fpg.unc.edu

Time Delay (TD) ---EBP Brief Packet---

Components of the EBP Brief Packet...

This evidence-based practice overview on Time Delay (TD) includes the following components:

1. **Overview:** A quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
2. **Evidence-base:** The *TD Evidence-base* details the NPDC criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice.
3. **Step-by-Step Guide:** Use the *TD Step-by-Step Practice Guide* as an outline for how to plan for, use, and monitor TD. Each step includes a brief description as a helpful reminder while learning the process.
4. **Implementation Checklist:** Use the *TD Implementation Checklist* to determine if the practice is being implemented as intended.
5. **Data Collection Sheets:** Use the data collection sheets as a method to collect and analyze data to determine if progress is being made for a learner with ASD.
6. **Tip Sheet for Professionals:** Use the *TD Tip Sheet for Professionals* as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.
7. **Parent Guide:** Use the *TD Parent Guide* to help parents or family members understand basic information about the practice being used with their child.
8. **Additional Resources:** Use the *Additional Resources* to learn more about the practice.
9. **CEC Standards:** A list of *CEC Standards* that apply specifically to TD.
10. **Module References:** A list of numerical *References* utilized for the TD module.

Suggested citation:

AFIRM Team. (2015). *Time delay*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorders, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/time-delay>

What is Time Delay?

Learners with ASD are at risk for developing prompt dependence. Prompt dependence limits a learner's ability to generalize skills to new situations, activities, and individuals. Adults and team members can prevent prompt dependence by using time delay. Time delay is a response prompting procedure that systematically fades prompts during instructional activities.² Time delay is a foundational practice that is used with other evidence-based practices (prompting and reinforcement). When using time delay, adults provide a controlling prompt (prompt which ensures learner will use the target skill) before learner responds, which reduces errors and increases reinforcement opportunities.³⁻⁶ For more information about prompting and reinforcement, access the prompting module and the reinforcement module.

Evidence-base

Based upon the recent review, time delay meets the evidence-based practice criteria with 12 single case design studies. The practice has been effective with learners in preschool (3-5 years) to high school learners (15-22 years). Evidence-based practices (EBP) and studies included in the 2014 EBP report how time delay can be used effectively to address: social, communication, joint attention, behavior, school readiness, play, cognitive, motor, adaptive, and academic outcomes.

How is TD Being Used?

Time delay can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments. Paraprofessionals in general education classrooms successfully use time delay procedures with a high degree of fidelity during ongoing classroom routines and activities.²⁰ Parents and family members also can use time delay in the home.

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