

Constant Time Delay

Constant time delay (CTD) is an evidence-based response prompting strategy that can be effectively implemented with any student who is learning discrete concepts, such as math facts, spelling words, or anything students need to memorize or know with automaticity. This makes it a versatile intervention requiring minimal materials – index cards or paper slips and a data collection sheet.

As you become more efficient in your implementation, you can use it with a small group with each student having their own cards.

To help you learn how to implement CTD, if you do not already know how, several resources are provided below:

1. As part of your CEC membership, you can access the TEACHING Exceptional Children article, [Response Prompting as an ABA-Based Instructional Approach for Teaching Students with Disabilities](#) (Collins et al., 2018). This article includes multiple response prompting procedures, one of which is CTD.
2. [The National Professional Development Center on Autism Spectrum Disorder](#) has a well-written module with an overview, the evidence base, implementation steps, a checklist to ensure fidelity, and a data collection sheet.
3. A quick YouTube search reveals several videos explaining and demonstrating CTD. Two examples are: [Explanation with Demonstration](#) and [Demonstration with an Elementary-Aged Student](#)

This is one of Dr. Ruby Owiny's (student teacher support network workgroup chair) favorite interventions. If you have any questions about how to use it, please don't hesitate to reach out to her: ruby.owiny@mnsu.edu