



General verbal praise (e.g., "You did wonderful work today"), specific verbal praise ("You matched the word challenge with its definition perfectly," a smile, a thumbs-up, a high five, or any form of social acknowledgment) is a social reward.



A tangible reward is a reward that motivates the learner but is not verbal. For example, stickers, tokens, chips, stamps, or points awarded for success are tangible rewards. The reward occurs during the session following a response, intentionally during the activity, or at the end of the activity.



An edible reward is a food item that motivates the learner to respond. When providing an edible reward, be aware of the learner's food allergies, food aversions, and/or ethnic preferences.

As an educator, your goal is to bring the learner to the highest level of independence. For that reason, verbal and tangible rewards should be faded out as soon as possible. Formative and summative data collection will help determine when an edible reward should be removed. While it's true that most of us would work only if given a paycheck, it's also true that few of us are given edible or tangible rewards every time we achieve a small success at our job. An example of an immediate, tangible reward for an adult may be a restaurant server who works for tips. Using edible rewards to increase learner outcomes have an evidence base to support them. However, the use of these strategies should be modified over time to enhance a learner's growth toward independence.



Communication Temptation

Setting up the environment so the learner must use his or her communication skills to make his or her needs or



wants known or to correct an accuracy is referred to as a communication temptation (e.g., pouring only a few sips of juice into a glass instead of providing a full glass to elicit the words more/just). Communication temptations have been proven effective for evoking intrinsic motivation within a learner. Communication temptations can help the learner realize the power of communication, become more independent, and gain confidence in his or her communication competence.

Massed and Distributed Practice

Massed practice refers to short, meaningful but multiple trials of skill practice. Massed practice is effective when learning a new skill. For example, massed practice may be useful for helping a learner achieve a new articulating posture when learning how to produce a new sound.



Distributed practice refers to interspersed practice spaced out over time. Distributed practice is often used to create a skill to ensure the long-term retention or to stabilize the skill. For example, distributed practice may be useful for preventing the learner from regressing to old articulating habits. Knowing when and how to use both types of practice will help maximize the learner's success.

Induct and fade these five strategies as the learner becomes an independent or proficient. This requires striking a delicate balance. If the learner is not given enough supports, feedback, and rewards, he or she may become frustrated and give up. However, if too many supports and rewards are provided, the learner may never become independent. The challenge is to provide a learning environment that is at just the right difficulty level for the learner. When you are able to monitor and adjust the learning environment based on the learner's needs, these strategies offer a way to create a learning environment that is precisely challenging, meaningful, and rewarding.



Evidence Base for Making Learning Meaningful and Rewarding

The Guide of Ethics we turn to the American Speech-Language-Hearing Association (ASHA, 2018) states, "Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served (ASHA, 2018)." The Council for Exceptional Children's (CEC) professional ethics also call on special educators to use evidence-based practices in their classrooms (CEC, 2014).



All strategies in Set 1 have a solid evidence base to support their use. The references related to Set 1 are shown below.

Evidence Base for Making Learning Meaningful and Rewarding

STRATEGY	EVIDENCE
Social Reward	Worren, Poling, & Polack (2010)
Tangible Reward	Worren, Poling, & Polack (2010)
Edible Reward	Worren, Poling, & Polack (2010)
Communication Temptation	De, Quen, & Long (2017), Green (2014), Hall, Nelson, & Goss (2017), Werner & Johnson (2014)
Massed and Distributed Practice	Quinn & Galloway (2010), Lavel, David, & Goss (2017), McIspahan (2012)

Ways to Modify These Strategies

When introducing a new learning challenge, capitalize on the learner's intrinsic motivation, sense of wonder, and inherent desire to learn. However, when the student, or challenged learner better those qualities, help him or her find success by identifying ways to make the learning meaningful and rewarding. Set the learner up for success. To do so, provide effective supports and help the learner receive his or her sense of "I can" versus "I can't." This is achieved by using strategies to maximize the learning environment and the learning task so the learner feels successful. To meet the unique needs and abilities of a learner, use various combinations of meaningful supports.

CONTINUUM OF SUPPORT



- **Simple to Complex**
Break a complex task into smaller parts and then put them together as the learner becomes successful.
- **Modeled to Guided to Independent**
Provide the learner with a higher level or number of supports and then remove them as the learner becomes successful.
- **Concrete to Abstract**
Begin at a lower cognitive level and then increase the cognitive demand as the learner becomes successful.
- **Most to Least Prompting**
Provide multi-modal prompts (e.g., verbal, visual, physical) for initial learning and then fade out the prompts as the learner becomes more successful.
- **Least to Most Prompting**
Use the least amount of prompting required during generalization tasks, adjust the prompt using the most "intrusive" prompt later in the Prompting Hierarchy.

Additional Resources





Time delay is an explicit teaching procedure that involves presenting a learner with a task or the acquisition of a new skill. Time-delay procedure involves specific prompts (e.g., model pointing to the correct response). The prompt should be immediate and the least intrusive prompt that will ensure a correct response. For example, while a verbal prompt may be effective for one learner, a physical prompt (hand-over-hand) might be more effective for another learner. When teaching a skill using time delay, at least two behaviors should be taught within a task (e.g., at least 2 digit work in one task; Lofgren, O'Brien, & Spector, 2010).



WHAT NEEDS TO BE DETERMINED BEFORE IMPLEMENTING THIS PROCEDURE?

CONSTANT TIME DELAY



- The number of teaching trials with a 0-delay
- The constant delay interval (e.g., 3 seconds, 5 seconds). The interval will be used for all subsequent teaching trials until the learner reaches the task.
- The type of cueing prompt.
- The criteria to move from 0-second delay to the constant delay interval.
- The criteria to move back if the child makes multiple errors at the 0-second delay interval.
- Mastery criteria.

PROGRESSIVE TIME DELAY



- The number of teaching trials with a 0-delay
- How to decrease the progressive delay interval (e.g., gradually increase the time between the last correct and the prompt by 1 second, 2 seconds, etc.).
- The maximum delay interval (i.e., the delay used if the learner makes the task).
- The criteria to move from the 0-second delay to progressive delay intervals.
- The type of cueing prompt.
- The criteria to move back to an earlier delay interval if the child makes multiple errors.
- Mastery criteria.



Using QR scanning, the user can access the page, which contains the text and images of the examples of time delay. The QR code is located on the right side of the page.

DON'T FORGET TO REINFORCE APPROPRIATE RESPONSES!



Using a QR scanning device, the user can access the page, which contains the text and images of the examples of reinforcement. The QR code is located on the right side of the page.

TIME-DELAY EXAMPLES

Using a QR scanning device, the user can access the page, which contains the text and images of the examples of time delay. The QR code is located on the right side of the page.



THE TIME-DELAY PROCEDURE IS EMPIRICALLY VALIDATED.

The use of time-delay procedures to effectively teach academic and non-academic skills both inside and outside of the classroom has a very strong research base. In fact, research has established time delay as an evidence-based practice for teaching reading and picture recognition to students with a hearing disability (Browder, Anderson, & Spector, 2009; Spector, Knight, & Brown, 2009), science skills to students with severe developmental disabilities (Spector, Knight, Browder, & O'Brien, 2011), and academic skills to students with severe developmental disabilities (Spector, Knight, Browder, & Smith, 2012) and to students with a severe intellectual disability in general education (Hudson, Browder, and Reid, 2013).

ROUND 1

Round 1: At a teaching table, a student (S) will read nonconformal (2) and (3) below through round 2.

- STEP 1: Present the nonconformal (2) and (3) for rounds 1 and 2.
- STEP 2: To give the prompt, give the student to find the number that says to the 2, the number 10. Provide an immediate prompt (point to the number 10) if the student does not give the answer.
- STEP 3: Provide feedback. If the S gives the correct answer, provide immediate, specific praise. If the S does not give the correct answer, use a physical prompt to help the S locate the correct number. Then give praise for the correct answer.
- STEP 4: Repeat the nonconformal (2) and (3) in the group.
- STEP 5: Repeat the nonconformal (2) and (3) in the group.

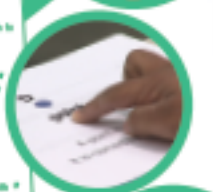
ROUND 2

Round 2: Provide (2) and (3) with the opportunity to respond independently. In round 2, give the S up to 5 seconds to respond before giving a prompt. If the S is unsuccessful in a 5-second time delay, all use in Round 1 (Extended task step).

- STEP 1: Present the nonconformal (2) and (3) for rounds 1 and 2.
- STEP 2: In dependent round, give the student to find the number that says to the 2, the number 10. Provide an immediate prompt (point to the number 10) if the student does not give the answer. If the S gives the correct answer, provide immediate, specific praise. If the S does not give the correct answer, use a physical prompt to help the S locate the correct number. Then give praise for the correct answer.
- STEP 3: Provide feedback.
- STEP 4: Repeat the nonconformal (2) and (3) in the group.
- STEP 5: Repeat the nonconformal (2) and (3) in the group.

TIME DELAY IS EFFECTIVE IN TEACHING BOTH ACADEMIC AND NON-ACADEMIC SKILLS:

- Decoding
- Social studies
- Science
- Vocabulary
- Snack preparation
- Leisure skills
- Gross motor
- Purchasing



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