

Time Delay Strategies

What are Time Delay (TD) Strategies?

- Non-verbal strategies that encourage your child to communicate with you.
 - Inadequate Portions: providing small or inadequate portions of preferred materials.
 - Assistance: creating situations in which the child needs the adult's help.
 - Waiting with Routine: setting up a routine in which the child expects certain actions and then waiting before doing the expected action again.
 - Waiting with Cue: using associated objects (e.g., shoe to foot) and then waiting before completing the expected action.
 - Choice Making: holding up two objects and waiting for the child to communicate about which item he/she wants.

Why Use TD Strategies?

- Provides the child with more opportunities to practice communicating.
 - Increases the child's rate of communication
- Provides the adult with more opportunities to teach new language by
 - Responding
 - Expanding the child's communication

How to Use TD Strategies?

- Set up the opportunity to encourage your child to communicate by using an environmental arrangement strategy.
- Wait until your child communicates (gestures, vocalizes, says a word).
- Expand this communication with a target.

When to Use TD Strategies?

- Use TD Strategies when the child is not communicating frequently (e.g., less than 2 times per minute).
- Some strategies work better than others for different children.
 - Use the ones that work best for the child.
 - Avoid TD strategies that frustrate the child.

Time Delay Strategies

Inadequate Portions

- Video Example:
 - What does the adult do to elicit the child's communication?

 - How does the child respond to this time delay strategy?

 - What target does the adult use to expand the child's communication?

- Other examples of inadequate portions:
 - _____
 - _____
 - _____

Assistance

- Video Example:
 - What does the adult do to elicit the child's communication?

 - How does the child respond to this time delay strategy?

 - What target does the adult use to expand the child's communication?

- Other examples of assistance:
 - _____
 - _____
 - _____

Waiting with Routine

- Video Example:
 - What does the adult do to elicit the child's communication?

 - How does the child respond to this time delay strategy?

 - What target does the adult use to expand the child's communication?

- Other examples of waiting expectantly as part of a routine:
 - _____
 - _____
 - _____

Time Delay Strategies

Waiting with Cue

- Video Example:
 - What does the adult do to elicit the child's communication?

 - How does the child respond to this time delay strategy?

 - What target does the adult use to expand the child's communication?

- Other examples of waiting with cue:
 - _____
 - _____
 - _____

Choice Making

- Video Example:
 - What does the adult do to elicit the child's communication?

 - How does the child respond to this time delay strategy?

 - What target does the adult use to expand the child's communication?

- Other examples of choice making:
 - _____
 - _____
 - _____

JASP-EMT Fidelity Checklist: Caregiver Instruction		
<i>Intro to Session</i>		
Item	Coding	Rating
Therapist asks the caregiver how intervention has been going at home.	0 = strategy was not used 1 = strategy was used	
Therapist reviews the day's plan (toys, routines) discussed at the last session with the caregiver.	0 = strategy was not used 1 = strategy was used	
Therapist reminds caregiver of the 2 strategies for the day (list below): 1) 2)	0 = no strategy used 1 = one strategy used 2 = both strategies used	
Therapist reviews the rationale behind each of the two strategies (indicate times below): 1) 2)	0 = no strategy used 1 = one strategy used 2 = both strategies used	
Therapist models or verbally walks through 1 example of each strategy (indicate times below): 1) 2)	0 = no strategy used 1 = one strategy used 2 = both strategies used	
Therapist engages the caregiver in role play or verbal "what if" scenarios to practice use of strategies (indicate times below): 1) 2)	0 = no strategy used 1 = one strategy used 2 = both strategies used	
	<i>Intro to Session</i> subscore	

<i>Play Session</i>		
Item	Coding	Rating
Total play session last 30 minutes.	0 = No, 1 = Yes	
Therapist plays for a minimum of 15 minutes and a maximum of 25 minutes (10 must be consecutive).	0 = No, 1 = Yes	
Caregiver plays for a minimum of 5 minutes and a maximum of 15 minutes (5 min must be consecutive).	0 = No, 1 = Yes	
Therapist highlights modeling targets of the day at least 2 times each: Time/Example: Time/Example: Time/Example: Time/Example:	0 = No targets modeled 1 = 1 target model 2 = 2 target models 3 = 3 target models 4 = 4 target models	

Therapist gives caregiver specific positive feedback or training feedback at least one time for every minute of the caregiver session (5 minutes).	0 = No, 1 = Yes	
Therapist gives feedback about Target1 at least once. Time/Example:	0 = No, 1 = Yes	
Therapist gives feedback about Target2 at least once. Time/Example:	0 = No, 1 = Yes	
<i>Play Session</i> subscore		

<i>Interest-Based Routines</i>		
Item	Coding	Rating
Routines last for a total of 15 min.	0 = No, 1 = Yes	
Therapist discusses how at least one strategy for the day can be carried over into routines: Time/Strategy:	0 = No, 1 = Yes	
Therapist gives caregiver specific praise or training feedback at least once per routine. Time/Strategy:	0 = No, 1 = Yes	
<i>Routines</i> subscore		

<i>Ending Caregiver Training Session</i>		
Item	Coding	Rating
Therapist summarizes how the caregiver used the target strategies.	0 = No, 1 = Yes	
Therapist relates one example of caregiver behavior to child behavior.	0 = No, 1 = Yes	
Therapist engages the caregiver in reflective discussion by using at least 1 probing question, OR, if the caregiver initiates reflective talk, therapist gives reflective feedback in response. Time/Example:	0 = No, 1 = Yes	
<i>Ending Session</i> subscore		

Total Score	
Total Points Earned (sum of subscores)	
Number of Points Excluded	
Fidelity Percentage	