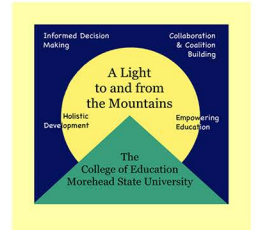


# Teaching Rhyme Word Recognition Through Constant Time Delay to a Student with Moderate to Severe Disabilities



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## Overview:

Systematic instruction has become one of the most “effective evidence-based strategies for teaching students with multiple disabilities” because of its wide-spread and established evidence of use (Almalki, 2016). There is also “convincing evidence that implementation of the systematic instructional procedures was responsible for the increase in correct picture naming responses in a study that was conducted by D.M. Kagohara et al. The purpose of the present study was to explore if the use of constant time delay would be an effective instructional strategy to teach rhyme word recognition to a third grade student with Autism in the elementary school setting.

## Objective:

When presented with a rhyme word clip card, Logan will correctly identify the matching rhyme word with 90% accuracy across three consecutive sessions, as measured by constant time delay data sheet, twice weekly.

## Student:

Logan is an eight year-old student who is in the third grade. Logan is a very social student with a vivid imagination. His strengths include: communication skills, personal living skills, communicating his wants and needs, and counting to one hundred. His weaknesses include: completing grade level academic tasks such as double digit addition and subtraction and attending to task.

## Setting:

All instructional sessions were conducted in the special education classroom, where the student spends the majority of his time. All sessions were and will be conducted in a one-on-one format at a rectangular table in the back of the classroom. Student was and will be seated beside the researcher during all sessions.

## Baseline:

Three baseline sessions were conducted. During baseline sessions the researcher presented each rhyme word card with three options, one at a time and asked the student, “Which of these words rhyme with \_\_\_\_ (rhyme word at the top of the card)? No feedback was given for correct or incorrect responses. Correct and incorrect responses were recorded on a data sheet using (+) for correct responses and (-) for incorrect responses. At the end of the session the researcher provided general verbal praise for working with her.

## Intervention:

Intervention sessions began with two 0-second delay sessions. During this session, the researcher presented each rhyme word card with picture choices to the student, one at a time and asked the student, “Please clip or point to the word that rhymes with \_\_\_\_ (rhyme word at the top of card).” A controlling prompt of the researcher verbally stating the correct rhyme word and asking Logan to restate the correct rhyme word was immediately delivered. The researcher delivered descriptive verbal praise for each correct response, “Good job, Logan, \_\_\_\_ rhymes with \_\_\_\_.”

Intervention continued with 5-second delay sessions. In the 5-second delay sessions, the researcher presented each rhyme word and its three answer choices with pictures to the student on flashcards, one at a time and asked the student, “Which of these words rhymes with \_\_\_\_ (rhyme word at the top of card)?” The researcher waited five seconds for a response from the student. If the student responded correctly, then descriptive verbal praise was administered by the researcher. An example, “Great job Logan, cat rhymes with bat.” If the incorrect response was given, then the researcher administered a controlling prompt of stating the correct rhyme word while also pointing or clipping it. An example, “Logan, cat rhymes with bat.” Responses were recorded as correct before controlling prompt, correct after controlling prompt, or incorrect after controlling prompt. Only independent responses (correct before controlling prompt) were graphed.

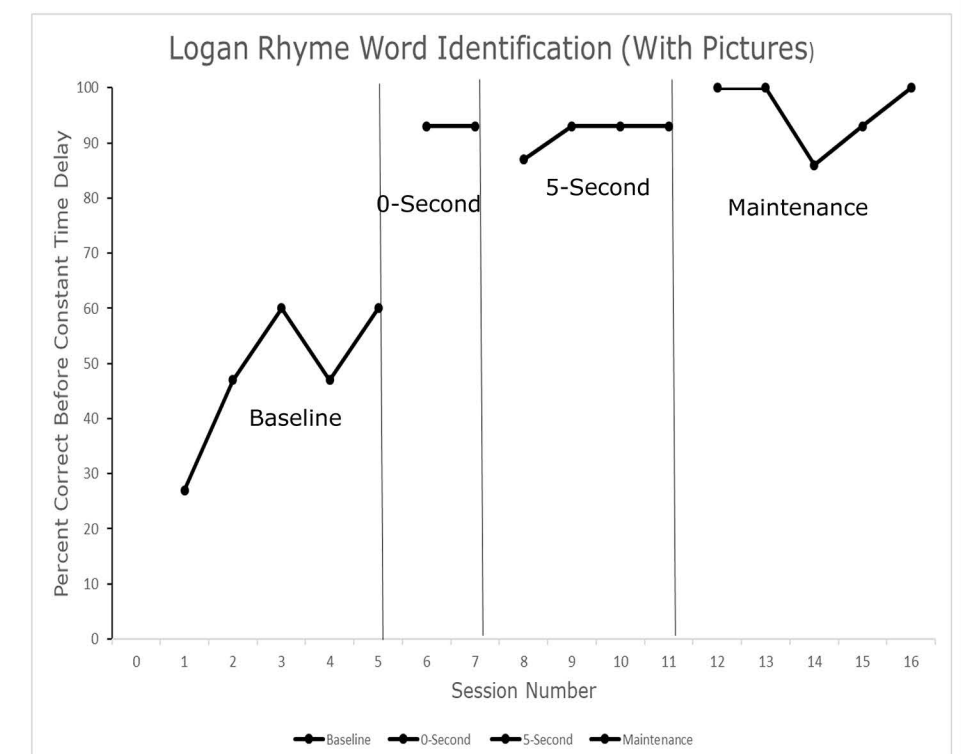
## Maintenance:

Maintenance sessions were conducted after the student reached criterion for three consecutive 5-second delay sessions. Maintenance data was collected once weekly for five weeks. During maintenance sessions, the researcher presented each rhyme word card with pictures to the student and asked the student, “Which of these words rhymes with \_\_\_\_?” No feedback was given for correct or incorrect responses. Correct and incorrect responses will be recorded on a data sheet using (+) for correct responses and (-) for incorrect responses. At the end of each session, the researcher gave verbal praise for student participation.

## Generalization:

Generalization sessions will be conducted in the special education classroom where the student spends most of his day. Generalization sessions will replace picture rhyme word choices, and instead use rhyme word, word choices. The researcher will present the new rhyme word card to the student and ask, “Logan, what rhyme word rhymes with \_\_\_\_ (rhyme word at top of card)?” No feedback will be given for correct or incorrect responses. Correct and incorrect responses will be recorded on a data sheet using (+) for correct responses and (-) for incorrect responses. At the end of the session the researcher will provide verbal praise for participation. Generalization sessions will be conducted once weekly, for three weeks, if criterion is maintained.

## Results:



## Conclusions:

Students with moderate to severe disabilities can achieve positive academic outcomes, when systematic instruction is planned and implemented.