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Teaching Decoding Through Constant Time Delay to Students with Severe Disabilities and Verbal Difficulties

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INTRO:

The purpose of this study is:
1. To determine if teaching decoding through constant time delay is effective in teaching students with severe disabilities and verbal difficulties:
   a. letter sounds within consonant-vowel-consonant words.
   b. to read constant-vowel-constant words.
2. To determine if teaching decoding through constant time delay builds independent reading and decoding skills in students with severe disabilities and verbal difficulties.

METHODS

1. Independent Variable: Constant Time Delay- An evidence-based practice for teaching academic skills that is a form of systematic instruction.
2. Dependent Variable: Decoding-Sounding out a word by saying each sound and then blending the sounds together to read the word.
3. Research Design: Single Case Multiple Probe Across Participants Design
4. Materials: Index cards with CVC words, small picture cards, index card windows, and a trifold choice board by Augmentative Resources.

RESULTS
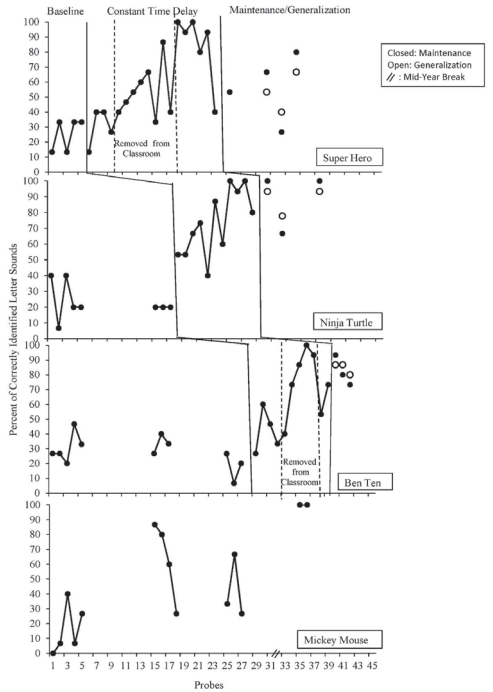
Results indicated a **functional relation** between the use of **constant time delay** and decoding of **CVC words.** Additionally, students were able to **maintain** and **generalize** learning.
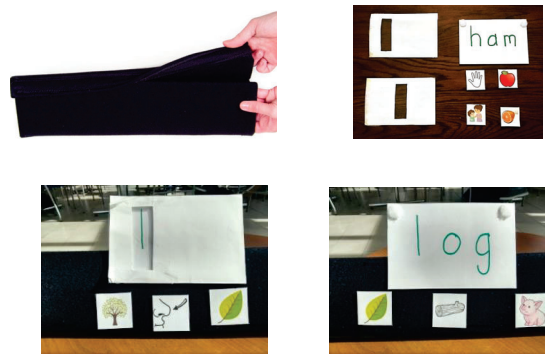
Students with **severe disabilities** and **verbal difficulties** can effectively learn **decoding** of CVC words through **constant time delay** and can **maintain** and **generalize** the skill.

Results were **similar** to other studies which implemented **constant time delay** to promote **emergent literacy skills** (e.g., Browder et al., 2012; Dessemont et al., 2019; Spooner et al., 2015; Tucker Cohen et al., 2008).

Practitioners can use **constant time delay** to teach **decoding** to students with **severe disabilities** and **verbal difficulties** and to promote **early reading skills**.

Future research should **replicate** the study with students from **different age groups** as well as **examining** the effects of this strategy on the **acquisition** of **CCVC and CVCC words**.

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