**Setting and Participants**

A middle school located in a suburban area in the Midwest served as the research site. The specific classroom for the investigation was a supplemental reading intervention class for students in seventh and eighth grade (*N* = 15). The class met daily for 55 min.

All students in the class had reading deficits of approximately 2 years or more below grade level (verified by multiple assessments). Eligible participants also had a documented history of task avoidance for reading related activities and documented delays in following directions from the teacher.

**Target Behaviors and Definitions**

The target behavior was latency to task compliance of teacher-directed behaviors during transition periods. Following whole-class instruction students were prompted to engage in specific academic tasks directly related to instruction. Latency was measured between when the classroom teacher gave directions and when students began the assigned task. A ceiling of 10-min was established by the classroom teacher at which point the direction was no longer relevant, or insufficient time remained for the student to complete the assigned task.

**Experimental Design**

The study used a concurrent multiple baseline design across participants. A response-guided process was used to determine entering participants into intervention.

Data on fidelity of implementation was collected. All criteria were met for all observations. A second independent observer observed 35% of sessions. Interobserver agreement was calculated at >95% (range 90-100%) agreement.