**Effective Instruction Delivery (EID)**

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| **Reference Articles:** |
| Roberts, D. S., Tingstrom, D. H., Olmi, D. J., & Bellipanni, K. D. (2008). Positive Antecedent and Consequent Components in Child Compliance Training. *Behavior Modification*, 32(1), 21-38. |
| **Used for function of behavior: (escape, attention, tangible, sensory):** |
| Escape  Attention |
| **Description of Intervention:** |
| Present instructions containing the five components of EID (i.e., proximity, eye contact, directive statements, descriptive wording, and a 5 s latency period for compliance) |
| **Steps of intervention:** |
| * Conduct an FBA to determine that the function of the behavior is escape or attention * Provide all instruction/directions with the following components:  1. With demanded eye contact (eg “Look at me”) 2. In close proximity to student (within 5 feet of student) 3. As a directive statement (“Hand me the blue book”) 4. With descriptive wording (“Put the black writing journal on the table”) 5. Allowing a 5 second wait period following the command for response initiation  * Provide Reinforcement for Compliance |
| **Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):** |
| Students with autism – Drop step one (demanding eye contact). Individuals with autism tell us that it is difficult for them to both look and listen.  Students with memory/auditory processing difficulties – Steps 3-5 may need to be repeated for each prompt. |
| **Data Collection Method: (how would you take data on this intervention?)** |
| Take compliance frequency data:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Date: | Prompt Level: | | | | | % completed with no prompts | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |