

CW-FIT *ClassWide Function-based Intervention Teams*

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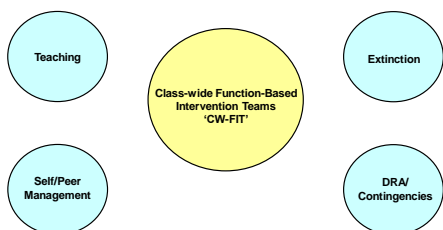
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Class-Wide Function-based Intervention Teams (*CW-FIT*)

- Behavioral intervention to teach appropriate skills and reinforce use through game format
- Secondary Level Intervention (3-tiered model)
- Designed to:
 - help students who need more than universal supports
 - be implemented at the class-wide level
 - incorporate individualized components
 - address attention – a common function of problem behavior
 - be implemented during “problem” times during the day

CW-FIT Components



Teaching Appropriate Behavior

- Direct instruction of skills
Define, model, teacher-student and student-student role play, feedback, practice
- 3-5 days teaching and practice
- Pre-correct at start of instruction
- Incidental teaching

Class-wide Function-Based Intervention Teams (CW-FIT)

Teaching Component

- How to gain the teacher's attention
- Following directions
- Ignoring inappropriate behaviors
- Other optional skill

References: *Tough Kid Social Skills*; Utah State *BEST Practices*; *Skillstreaming Curricula*; Mitchem et al., 2002

How to get the Teacher's Attention

1. Look at the teacher



2. Raise your hand



3. Wait for the teacher to call on you

4. Ask your question or give answer

**Follow Directions
the 1st Time**

1. Look at the person (teacher) & listen



2. Say OK



3. Do it

4. Check back (if needed)

**Ignore
Inappropriate Behavior**

1. Keep a pleasant face

2. Look away from the person



3. Keep a quiet mouth



4. Pretend you are not listening


5. Follow directions-do your work

CW-FIT Game Component

- Group Contingency
 - Class Teams of 2-5 Students (4 to 6 teams)
 - Teams of 1 – (Self-monitoring or as indicated)
- Token Economy
 - Daily point goal set
 - Points awarded every 2-5 minutes to groups in which all students are displaying behavioral skills at the beep. **Reward** given at end of class to all groups who met goal
- Teacher Praise

"CW-FIT" TEAM POINTS

SCHOOL: _____ TEACHER: _____
DATE: _____ GOAL: _____

TEAMS:	1	2	3	4	5
POINTS: 					

1. How to gain teacher attention
2. Following directions
3. Ignoring inappropriate behaviors

Procedures in General

- 50% FTE Coach provided demonstration of teaching and CW-FIT game (2-3 sessions)
- Teacher assumed management of lessons, pre-corrects, game (points)
- Used game on a daily basis during academic time with greatest difficulty

Procedural Fidelity (CW-FIT)

Skills are prominently displayed on posters
 Pre-corrects on skills at beginning of session
 Corrections for behavior match to language of skills/PBS
 Team point chart displayed
 Daily point goal determined
 Self-management charts given to individuals
 Timer set for 1-3 minute intervals (5 minutes if follow-up phase)
 Points are awarded to individuals/teams for use of the skills
 Teachers provide specific praise for use of the skills
 Praise ratio to reprimands approximates 4:1 level
 Points tallied for teams and winners announced
 Rewards delivered for winning teams

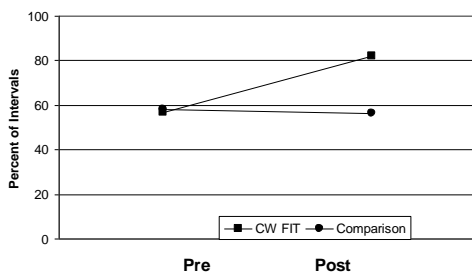
Success In Schools

- 12 public schools in 3 districts, 1 charter school, 1 parochial school
- Approximately 64 Classes and 42 comparison classes
- Approximately 1,200 students

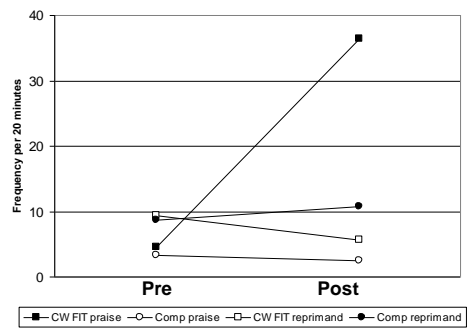
Measures

- % of 30-s intervals on task for groups/teams
 - Frequency of disruptive behaviors (targets)
 - Teacher praise to group and individuals
 - Fidelity ratings
- Reliability means: on task = 90%+
praise = 90%+; reprimands = 90%+

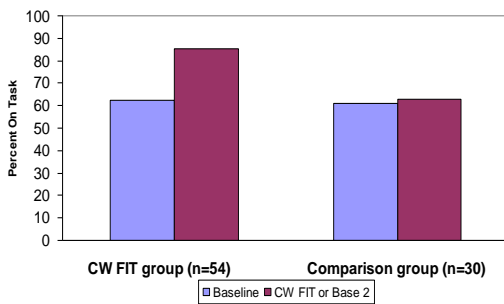
Class-Wide On Task



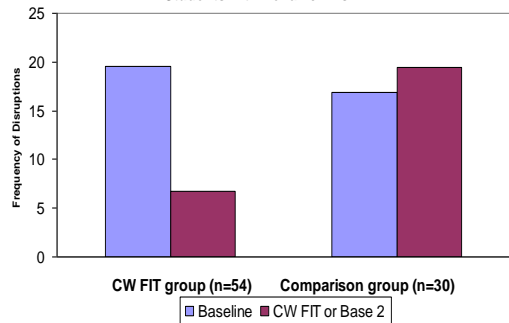
Praise and Reprimands by Group



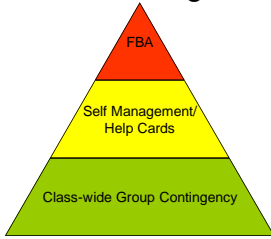
Students with Behavior Risk



Students with Behavior Risk



What if the class-wide intervention isn't enough?



Secondary Interventions

- Self Management
- Students are placed in their own group
- Awarded CW-FIT points based on their own behavior
- Self manage by evaluating their own behavior when the timer goes off

Secondary Interventions, cont.

- Help Cards

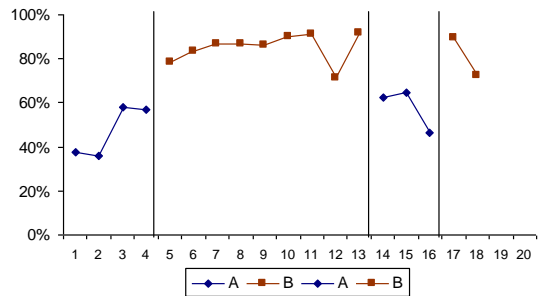
Student: _____
Date: _____

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If you use the help card ____ times you will receive _____



1st Grade Ms. S



Skill Reviews for Ms. S' Targets

Following Directions: non-examples based on observations:

- playing with things in desk, chatting with peer, fidgeting with paper

Staying in Seat: non-examples

- Under desk & playing with things, Going over to back pack, fidgeting
- Going to shelf to get more paper/pencil

Ignoring inappropriate behavior: non-examples

- Complaining to peer about 'getting in his space'
- Tossing dice at peer, Putting paper in front of face, laughing w/peer

Getting the teacher's attention: non-examples:

- Talk out answer, ask to go to the bathroom, Tell teacher to give point, Pouting noise or crying for not getting point

Name: _____ Date: _____

Points: _____

CW FIT Rules

Follow Directions

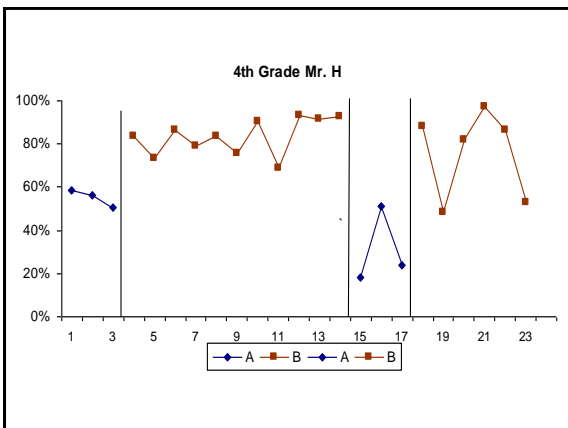
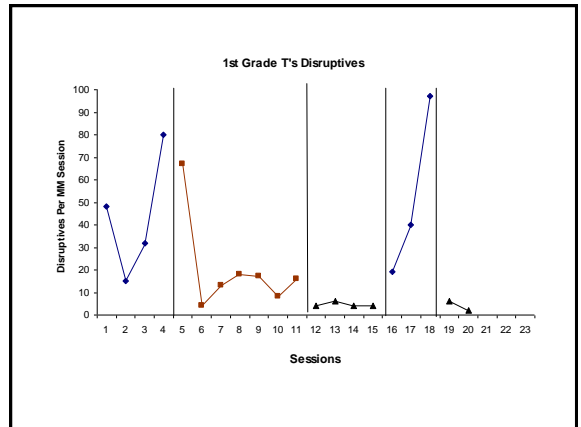
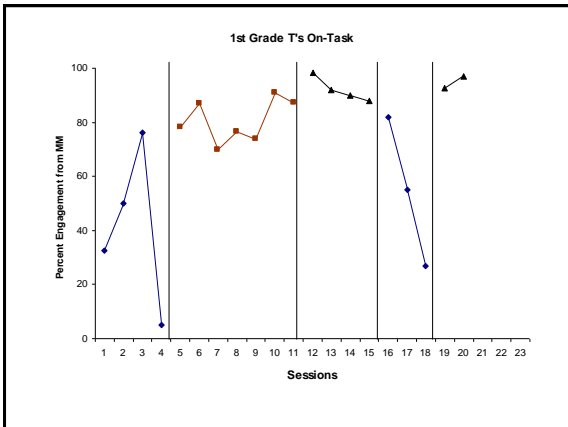
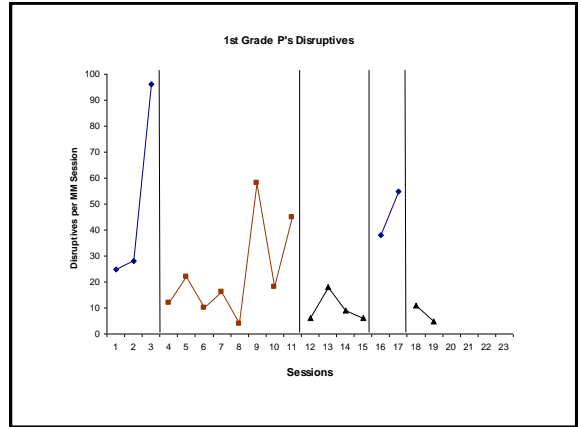
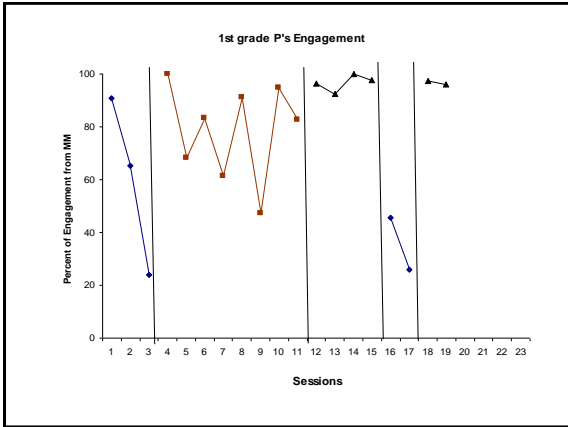
Get teacher attention (wait)

Ignore peer behaviors

Do your work

Total points: _____

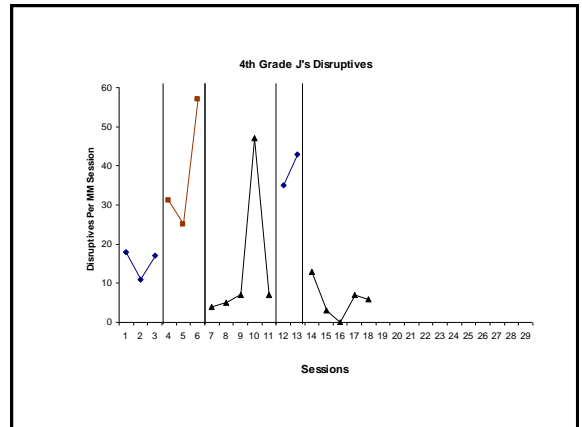
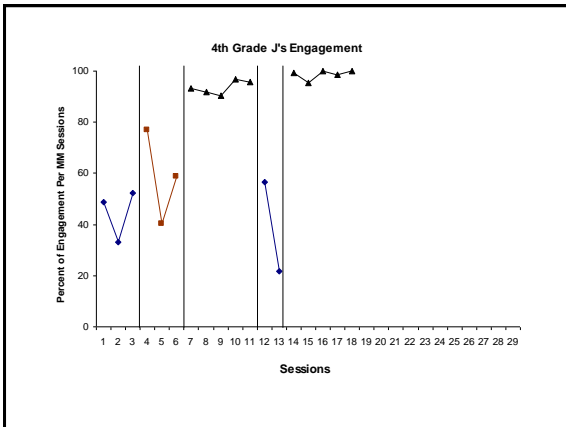
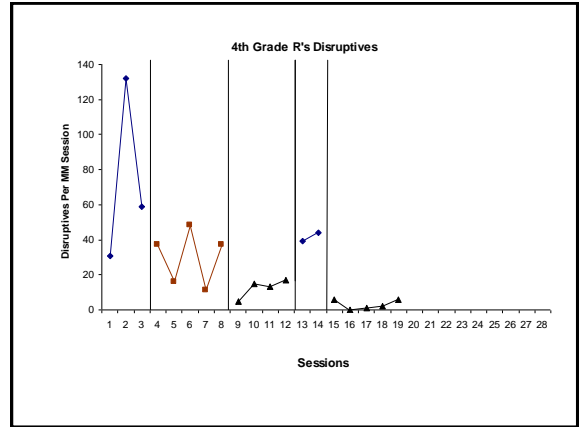
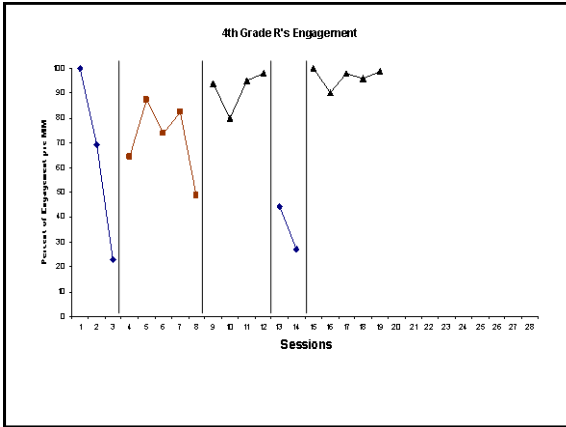
Goal: _____



Skill Review for Mr. H

Following Directions: doing your work - the lesson
 Math: Model doing the problems on a worksheet
 Model looking at the board/overhead
 Using measuring tools to do the problems
 Non-examples based on Mr. H observations: fidgeting with paper, notes to peers

Getting the teacher's attention: raising your hand, waiting for the teacher to call on you
 Non-examples based on observations: talking out, chatting with peers, calling out answer without waiting for your name to be called, having non-academic conversations



Consumer Reports

- Teacher satisfaction
 - Highly satisfied with results
 - Spent less time attending to problem behavior
 - Students were better behaved
 - Easy to implement
- Student Satisfaction
 - Liked the game
 - Requested to play it

Conclusions

- CW FIT improves behavior for many students
- CW FIT improves teacher attention to appropriate behaviors and usually reduces reprimands
- 1-2 Target students need additional tertiary level intervention
- Teachers have generalized use to subsequent school years and additional class periods
- Randomized trials with large samples are needed
- Functional assessment procedures are needed for tertiary level students "I-FIT" Individualized function based interventions

Limitations

- Limited reliability probes
- Ineffective for a small number of students
- Some teachers need more support
- Some teachers are opposed to use of rewards
- Some classes need instructional interventions in addition to classroom management systems