

IMPLEMENTING AN ELEMENTARY CLASSROOM-BASED INTERVENTION WITHIN SCHOOL-WIDE PBS: THE CW-FIT PROGRAM

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SESSION OBJECTIVES:

- LEARN THE CORE COMPONENTS OF THE CW-FIT INTERVENTION
- IDENTIFY INITIAL STEPS TO TAKE IN CONSIDERING ADOPTION AND INITIAL IMPLEMENTATION
- BECOME FAMILIAR WITH THE EVIDENCE SUPPORTING CW-FIT

Videos Have Been Removed For This Posted Version

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MULTI-SITE GRANT

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CHALLENGES IN ELEMENTARY SCHOOLS

- Classroom management and problem behaviors are significant concerns for teachers.
- 50% of teachers spend more time with student misbehavior than they think they should.
- Many teachers report being underprepared in effective classroom management.
- Teachers often report leaving the profession due to problems with behavior management.



NEEDS IN SCHOOLS

- ~20% students in need of services
 - Only ~20% of these receive services
- Demands on educators
 - Insufficient resources, overworked
 - Limited time, academic requirements
- Ineffective Programs
 - Not evidence based (e.g., "fads")
 - Reactive "get tough" approaches
 - Address problems too late, less responsive to treatment



OVERVIEW OF CW-FIT

- Common functions maintaining problem behaviors:
 - Teacher attention
 - Peer attention
 - Escape
- Students not responding to CW-FIT (universal) receive targeted strategies:
 - Help cards
 - Self-management
 - Increased OTR
- For students not responding to targeted strategies:
 - Intensify/modify targeted strategies
 - Functional assessment



CW-FIT TEACHING SKILLS

- Direct instruction of skills to meet expectations
 - Define
 - Model
 - Role play
 - Feedback
 - Practice
- Teach and practice (3-5 days)
- Pre-correct at start of instruction
- Incidental teaching



CW-FIT PROGRAM

- o Group Contingency
 - Teams
 - 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
- o Teacher Praise



TEAMS

- o Class is divided into 3-6 teams (2-5 students)
- o Teams are usually “rows” or groups that the teacher may quickly and easily differentiate between.
- o Some students may need to be on “their own team.”



TEACHERS SCORE & RECORD POINTS

- o As the timer beeps, teachers scan the room and give points to each group actively engaged in appropriate behavior at that moment.
- o Points are awarded contingent on entire group



REINFORCERS

STRONGLY ENCOURAGE QUICK ACTIVITIES OR PRIVILEGES

- o Five minute of freeze dance game
- o Five-minute class game (for teams that met the goal)
- o Use of gel pens during the next academic lesson
- o Tickets as part of a class or school-wide reinforcement system
- o Reading with feet on the desk
- o Bonus choice time



TIER TWO

- o For students who are “nonresponsive”
 - Based on observational data
- o Function based thinking
 - QABF – teacher ratings

QUESTIONS ABOUT BEHAVIORAL FUNCTION (QABF)
- Parkeeting #1 at 2002

Rate how often the student demonstrates the behaviors in situations where they might occur. Be sure to rate how often each behavior occurs, not what you think a good behavior would be.

X = Doesn't apply 0 = Never 1 = Rarely 2 = Some 3 = Often

Score	Number	Behavior
1	1	Engages in the behavior to get attention.
2	2	Engages in the behavior to escape work or learning situations.
3	3	Engages in the behavior as a form of "self-stimulation."
4	4	Engages in the behavior because he/she is in pain.

Observed	Expected	Observed	Expected	Observed	Expected
1. Attention	1. Bored	3. Self-play	3. Self-play	4. Peer	4. Peer
2. Avoidance	7. On something	5. Social skills	5. Social skills	5. Physical problem	5. Physical problem
3. Escape	12. Not on	13. Talking to self	13. Talking to self	14. Peer help	14. Peer help
4. Self-stimulation	15. Alone	16. Repetitive	16. Repetitive	20. "Take it	20. "Take it



TIER TWO

- Help Cards
- Self-Management

- o Addresses Escape/Avoidance
 - For students who need additional help with work
- o Taught in small group booster session
- o Peer or teacher help

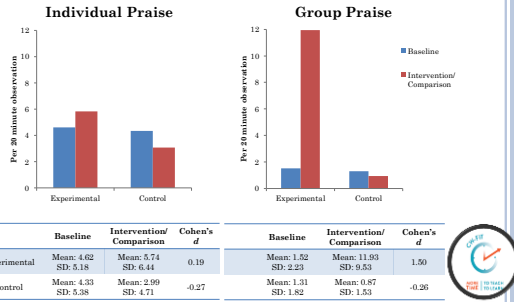


- o Addresses students with attention seeking behaviors
- o Presented as a “privilege”
- o Taught in small group booster session

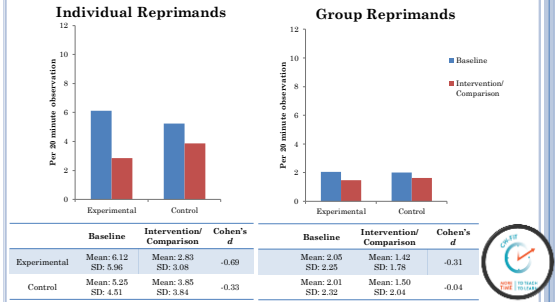
Name:	Date:
Points:	
CW-FIT Rules Follow Directions Get teacher attention quickly Ignore peer behaviors On your work	
TOTAL Points:	Goal:



TEACHER PRAISE YEARS 1-3



TEACHER REPRIMANDS YEARS 1-3



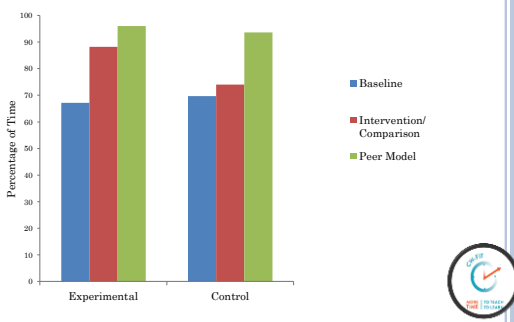
IMPLEMENTATION FIDELITY

CW-FIT Fidelity Procedures	CW-FIT	Comparison
1. Skills are prominently displayed on posters	99%	0%
2. Precorrects on skills at beginning of session	90%	0%
3. Corrections are instructive and refer to skills	84%	0%
4. Team point chart displayed	99%	3%
5. Daily point goal posted	98%	0%
6. Self-management charts given/individuals	88%	0%
7. Timer used & set at appropriate intervals	99%	0%
8. Points awarded to teams for use of skills	99%	1%
9. Points tallied for teams	97%	1%
10. Winners immediately rewarded	69%	0%
11. Winners reward announced if delayed	91%	0%
12. Frequent praise (points) given	98%	7%
13. Behavior-specific praise given	94%	13%
14. Praise (points) to reprimand ratio is approximately 4:1	92%	5%

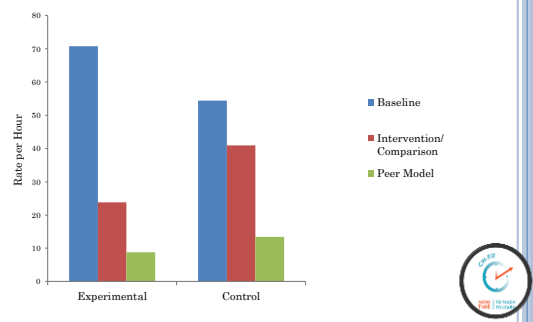
NUMBER OF STUDENTS OBSERVED ACROSS SITES

	Intervention Target Students	Control Target Students	Intervention Peer	Control Peer
KU	69	62	48	42
BYU	58	50	39	39
VU	46	42	31	29
Total	173	154	118	110

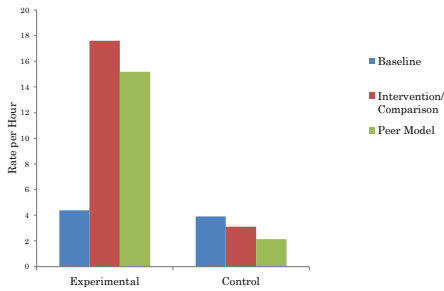
STUDENT ENGAGEMENT YEARS 1-3



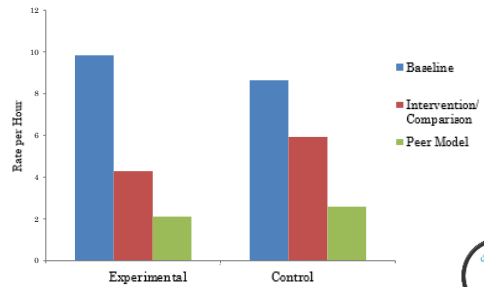
DISRUPTIVE BEHAVIOR YEARS 1-3



TEACHER PRAISE YEARS 1-3



TOTAL REPRIMANDS



TEACHER SATISFACTION & COMMENTS

- What was most helpful in learning to implement CW-FIT?
 - Modeling of intervention (videos or staff)
 - Consulting with staff
 - Practice
- Highly satisfied with results
- Spent less time attending to problem behavior
- Students were better behaved, improved climate
- Easy to implement
- "This worked really well... groups improved in what work they were able to complete."
- "It was helpful to get some students to follow directions and it is good team building."
- "We play CW-FIT during Math and they improved their scores more than ever in Math this time...I am going to start playing during reading too!"



STUDENT SATISFACTION & COMMENTS

- Liked the game (Over 92%)
- Requested to play it at other times of the day
- Students replicated the game during recess and at home
- "When we play the game my teacher is nice."
- "I like getting rewards for being good."
- "It makes me pay attention better."



POSITIVE STUDENT COMMENTS

- Enjoy CW-FIT
 - "It's fun and gives children a chance to learn good habits."
- Teamwork
 - "It helped me get to work as a team with other people and make more friends."
- Academics
 - "It helped me concentrate when I was writing."
- Rewards
 - "Kids like prizes, and although they might mind if they have to follow rules, it's a fun challenge and the reward is worth it."



NEGATIVE STUDENT COMMENTS

- Dislike CW-FIT
 - "It can build up stress."
- Teamwork
 - "If one person is disruptive, you don't get a point."
- Academics
 - "Sometimes the teacher doesn't tell us to call out the answer and we yell out and she doesn't give us the points."
- Rewards
 - "It is hard to watch other kids receive rewards if you don't."



QUESTIONS AND COMMENTS



THANK YOU!

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INITIAL RCT EFFICACY PUBLICATIONS

- Kamps, D., Wills, H., Bannister, H., Heitzman-Powell, L., Kottwitz, E., Hansen, B., & Fleming, K. (2014). Class-Wide Function-Related Intervention Teams "CW-FIT" efficacy trial outcomes. *Journal of Positive Behavior Interventions*. DOI: 10.1177/1098300714565244
- Wills, H., Kamps, D., Fleming, K., & Hansen, B. (accepted). *Student Outcomes of the Class-wide Function-Related Intervention Team Program*. *Exceptional Children*.



TIER 2 RESULTS

- Students at risk for EBD improve on-task and reduce disruptive behaviors when adding self-management or help cards to CW-FIT.
- Kamps, D., Wills, H., Heitzman-Powell, L., Laylin, J., Szoke, C., Hobohm, T., & Culey, A. (2010). *Class-Wide Function-based Intervention Teams: Effects of group contingency programs in urban classrooms*. *Journal of Positive Behavior Interventions*, 13, 154-167.
- Wills, H. P., Kamps, D., Hansen, B. D., Conklin, C., Bellinger, S., Neaderhiser, J. & Neubuga, B. (2010). The Class-wide Function-based Intervention Team (CW-FIT) Program. *Preventing School Failure*, 54, 154-171.
- Kamps, D., Conklin, C., & Wills, H. (2015). Use of self-management with the CW-FIT group contingency program. *Education and Treatment of Children*, 38, 1, 1-32.



OTHER FINDINGS

- CW-FIT is a useful intervention when used multiple times during the class day.^a
- CW-FIT variations are effective in secondary settings.^b
- CW-FIT variations are effective in preschool settings.^c

^a Wills, H., Shumate, E., Iwaszuk, W., & Kamps, D. (2014). CW-FIT: Group contingency effects across the day. *Education and Treatment of Children*, 37, 191-210.

^b Trevino-Maack, S., Kamps, D., & Wills, H.P. (2014). A group contingency plus self-management intervention targeting at-risk secondary students' class-work and active responding. *Remedial and Special Education*. DOI: 10.1177/0741932514561865.

^c Caldarella, P., Williams, L., Hansen, B. D., & Wills, H. P. (in press). Managing student behavior in early elementary classrooms with Class-Wide Function-Related Intervention Teams. *Early Childhood Education Journal*.

