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

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AMY CAFFY, NORTH KANSAS CITY SCHOOL DISTRICT (MO)

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

MULTI-SITE GRANT

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www.cwfit.ku.edu

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
- 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
- Teacher Praise

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

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

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

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

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

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

TIER TWO
IMPLEMENTATION RESEARCH: A SYNTHESIS OF THE RESEARCH
Fisser, Nagoon, Blase, Friedman & Wallace 2005

2ND ELEM SCHOOL LESSONS LEARNED
- School did not have fully implemented Tier 1
- Had newly formed Tier 2 team
- Go-Getters and reluctant converts important!
- Important Principal Moves
  - Communicating rationale and clear expectations
  - A team that can help support fidelity and monitor implementation
  - Data discussed at weekly Tier 2 meeting
  - Important to give feedback from walkthroughs
  - When teachers want to refer a student to Tier 2 team, CW-Fit is expected to be used prior to referral

CONSIDERING ADOPTION AND INITIAL IMPLEMENTATION
- 1st Elementary School
  - Highly functioning PBS Model
  - Well established Tier 2 Team
  - Staff Presentation and Buy-In – expected fidelity up front, tool in their belts
  - Supporting Initial Implementation – Utilizing Tier 2 team for follow up/through
  - Take Aways
    - Utilizing during most difficult time of day proved challenging
    - Learning game during less challenging time of day more successful
    - Learning to use during time of day going fairly well

CW-FIT MULTI-SITE 4-YEAR STUDY 2012-2016
- Participants
  - 21 public schools across 3 states
  - 73 experimental classes
  - 65 comparison classes
  - 172 CW-FIT students with behavior risks
  - 143 comparison students with behavior risks

CLASS-WIDE DATA YEARS 1-3

CLASS-WIDE ON-TASK YEARS 1-3

http://ctdisseminationlibrary.org/PDF/nirnnmonograph.pdf
**TEACHER PRAISE YEARS 1-3**

**Individual Praise**

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Intervention/Comparison</th>
<th>Cohen's d</th>
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<tbody>
<tr>
<td>Experimental</td>
<td>Mean: 4.40</td>
<td>Mean: 5.50</td>
<td>1.00</td>
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<tr>
<td>Control</td>
<td>Mean: 4.15</td>
<td>Mean: 5.62</td>
<td>1.20</td>
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**Group Praise**

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<tr>
<td>Experimental</td>
<td>Mean: 8.0</td>
<td>Mean: 10.0</td>
<td>1.00</td>
</tr>
<tr>
<td>Control</td>
<td>Mean: 8.3</td>
<td>Mean: 10.4</td>
<td>1.00</td>
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**TEACHER REPRIMANDS YEARS 1-3**

**Individual Reprimands**

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<tbody>
<tr>
<td>Experimental</td>
<td>Mean: 5.0</td>
<td>Mean: 2.8</td>
<td>-0.69</td>
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<tr>
<td>Control</td>
<td>Mean: 5.2</td>
<td>Mean: 3.8</td>
<td>-0.33</td>
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**Group Reprimands**

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<tr>
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<td>Mean: 3.0</td>
<td>Mean: 1.4</td>
<td>-0.31</td>
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<tr>
<td>Control</td>
<td>Mean: 2.0</td>
<td>Mean: 1.5</td>
<td>-0.04</td>
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**IMPLEMENTATION FIDELITY**

<table>
<thead>
<tr>
<th>CW-FIT Fidelity Procedures</th>
<th>CW-FIT</th>
<th>Comparisons</th>
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<tbody>
<tr>
<td>1. Skills are prominently displayed on posters</td>
<td>99%</td>
<td>0%</td>
</tr>
<tr>
<td>2. Precorrect on skills at beginning of session</td>
<td>90%</td>
<td>0%</td>
</tr>
<tr>
<td>3. Corrections are instructive and refer to skills</td>
<td>84%</td>
<td>0%</td>
</tr>
<tr>
<td>4. Team point chart displayed</td>
<td>99%</td>
<td>3%</td>
</tr>
<tr>
<td>5. Study point goal posted</td>
<td>98%</td>
<td>0%</td>
</tr>
<tr>
<td>6. Self-management charts given to individuals</td>
<td>88%</td>
<td>0%</td>
</tr>
<tr>
<td>7. Timer used &amp; set at appropriate intervals</td>
<td>99%</td>
<td>0%</td>
</tr>
<tr>
<td>8. Points awarded in teams for use of skills</td>
<td>99%</td>
<td>3%</td>
</tr>
<tr>
<td>9. Points tallied for teams</td>
<td>97%</td>
<td>3%</td>
</tr>
<tr>
<td>10. Winners immediately rewarded</td>
<td>90%</td>
<td>0%</td>
</tr>
<tr>
<td>11. Winners reward announced if delayed</td>
<td>91%</td>
<td>0%</td>
</tr>
<tr>
<td>12. Frequent praise (points) given</td>
<td>98%</td>
<td>5%</td>
</tr>
<tr>
<td>13. Behavior-specific praise given</td>
<td>94%</td>
<td>13%</td>
</tr>
<tr>
<td>14. Praise (points) to reprimand ratio is approximately 4:1</td>
<td>92%</td>
<td>5%</td>
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**NUMBER OF STUDENTS OBSERVED ACROSS SITES**

<table>
<thead>
<tr>
<th></th>
<th>Intervention Target Students</th>
<th>Control Target Students</th>
<th>Intervention Peer</th>
<th>Control Peer</th>
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<tbody>
<tr>
<td>KU</td>
<td>69</td>
<td>62</td>
<td>48</td>
<td>42</td>
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<tr>
<td>BYU</td>
<td>58</td>
<td>50</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>YU</td>
<td>46</td>
<td>42</td>
<td>31</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>173</td>
<td>154</td>
<td>118</td>
<td>110</td>
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**STUDENT ENGAGEMENT YEARS 1-3**

<table>
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<tr>
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<th>Baseline</th>
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<tr>
<td>Experimental</td>
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</tr>
<tr>
<td>Control</td>
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**DISRUPTIVE BEHAVIOR YEARS 1-3**

<table>
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<tr>
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Teacher Praise Years 1-3

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


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

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.


