**E14 - The Class-wide Function-based Intervention Team (CW-FIT) Program as a Tier II Strategy at the Classroom Level in Elementary & Middle Schools**

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**Key Words:** Behavior, Classroom, Coaching

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**WHERE ARE YOU IN THE IMPLEMENTATION PROCESS?**
Adapted from Finken & Blair, 2005

- **Exploration & Adoption**
  - We think we know what we need so we are planning to move forward (evidence-based)

- **Installation**
  - Let's make sure we're ready to implement (capacity infrastructure)

- **Initial Implementation**
  - Let's give it a try & evaluate (demonstration)

- **Full Implementation**
  - That worked, let's do it for real and implement all tiers across all schools (investment)
  - Let's make it our way of doing business & sustain implementation (institutionalized use)

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**MAXIMIZING YOUR SESSION PARTICIPATION**

When Working In Your Team

Consider 4 questions:
- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?

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**LEADERSHIP TEAM ACTION PLANNING WORKSHEETS: STEPS**

- **Self-Assessment:** Accomplishments & Priorities
  - Leadership Team Action Planning Worksheet

- **Session Assignments & Notes:** High Priorities
  - Team Member Note-Taking Worksheet

- **Action Planning:** Enhancements & Improvements
  - Leadership Team Action Planning Worksheet

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CHALLENGES IN ELEMENTARY SCHOOLS

Classroom management
Time spent on challenging behavior
Training (classroom mngr. / challenging behavior)

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

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

www.cwfit.ku.edu
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

VIDEO OF CW-FIT ELEMENTARY SCHOOL

PRINCIPAL’S PERSPECTIVE ON CW-FIT CORE COMPONENTS
**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

**How a School Can Manage CW-FIT**

**Behavior**

- Respect for:
  - Teacher
  - Peers
  - Property

**Academic Compliance**

- Following Directions
- Staying On Task
- Being Prepared

**Component 1 - Lesson**

- Identify and list behaviors
- Break apart steps, order or need
- Explain the how to

**Component 2 - Team Worksheet**

- Data management
- Create a communication plan

**CW-FIT Middle School (MS)**

- Behavior
  - Respect for
  - Teacher
  - Peers
  - Property

- Academic Compliance
  - Following Directions
  - Staying On Task
  - Being Prepared
TEAMS

- All students must be in view
- Active supervision for points
- No ‘dead zones’

Component 3 – Goals, Points, & PRAISE

Settings & Praise
- When reaching the goal, students receive points and praise, and they are encouraged to keep going.
- Students who reach the goal receive a certificate and a small gift.

Parking Points and Praise
- When reaching points, students receive certificates and gifts, and they are encouraged to keep going.
- Students who reach the points receive a certificate and a small gift.

Procedural Fidelity Checklist

- School: [School Name]
- Teacher: [Teacher Name]
- Phase: [Phase Name]

MIDDLE SCHOOL CW-FIT VIDEO
**Class-Wide Data**

**Student Engagement**

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<th>Baseline</th>
<th>Intervention/Comparison</th>
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**Disruptive Behavior**

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<th>Baseline</th>
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</tbody>
</table>

**Teacher Praise Years**

**The Importance of Engagement for Academic Success**
Teacher Satisfaction & Comments

- What was most helpful in learning to implement CW-FIT?
  - Modeling of intervention (videos or staff)
  - Consulting with staff
  - Practice

  - “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!”

Video

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.”

Implications

- It generally isn’t hard to learn to implement CW-FIT
- YET teachers that really need support in implementing need it up front (first two weeks are critical)
- So they establish good habits and that they implement with ease yet with quality of implementation.
- School teams will want to monitor broadly and monitor more closely for classes that a) show low fidelity (quality early on) or b) have a tough group of students.

CW-FIT Evaluation - Interview/Observations
**Sustainability Factors**

- Active SWPBS team met regularly
- Principal was supportive, encouraged adoption and large number of teachers implemented (n=14)
- SWPBS team reviewed interventions e.g., Check in Check out, CW-FIT
- Active Grade level teams met regularly, provided a forum for discussing CW-FIT
- Instructional coach observed CW-FIT while observing content area classes
- Principal, team assigned teachers to train CW-FIT in follow-up year

**RCT Efficacy Publications**

- General findings were that class-wide on-task behavior and teacher praise increased; reprimands decreased; teachers and students reported that CW-FIT was effective and they liked using it.
- Students at risk for EBD also improved on-task behavior and reduced disruptive behaviors.


**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.

**Other Findings**

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


