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TO LEARN

# 5B — BRINGING TIER 1 TO YOUR ELEMENTARY AND MIDDLE SCHOOL CLASSROOMS- CW-FIT

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HOWARD WILLS- JUNIPER GARDENS CHILDREN'S  
PROJECT (KU)

# MAXIMIZING YOUR SESSION PARTICIPATION

Consider 2 questions:

- Where are you in implementation of PBIS and is your school ready to focus on classrooms?
- What will I do with what I learned?

# WHERE ARE YOU IN THE IMPLEMENTATION PROCESS?

ADAPTED FROM FIXSEN & BLASE, 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)

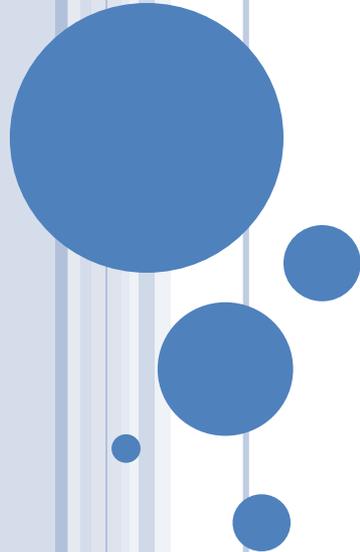
## Full Implementation

- 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)

*HOWARD WILLS, UNIVERSITY OF KANSAS*

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



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# CHALLENGES IN ELEMENTARY AND MIDDLE SCHOOL CLASSROOMS

- Classroom management
- Time spent on challenging behavior
- Training (classroom mngt. / 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



## Ignore Inappropriate Behavior



- 1 Keep a nice face.



- 2 Look away from the person.



- 3 Keep a quiet mouth.



- 4 Follow directions and do your work.

## 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 your answer.

## Follow Directions The First Time



- 1 Look at the teacher and listen.



- 2 Say OK in your head.



- 3 Do it now.



- 4 Check back, if needed.

# 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

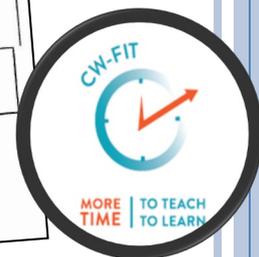
• QUESTIONS ABOUT BEHAVIORAL FUNCTION (QABF)

• Paclawskyj et al (2000)

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 answer would be.

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

Score	Number	Escape		Non-social		Physical		Tangible	
		Attention	2. Escape	3. Self-stim	4. In pain	5. Access to items			
	1.	1. Attention							
	2.		7. Do something	8. Thinks alone	9. When ill		10. Takes away		
	3.	6. Reprimand		13. Nothing to do	14. Physical problem		15. You have		
	4.	11. Draws	12. Not do	18. Repetitive	19. Uncomfortable		20. Peer has		
	5.	16. Reaction	17. Alone	23. Enjoy by self	24. Not feeling well		25. "Give me that"		
	6.		22. "Leave alone"						
	7.	21. "Come see"							
	8.								
	9.								
	10.								
	11.								
	12.								
	13.								
		Total	Total	Total	Total	Total	Total	Total	Total



# TIER TWO

## 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

Name:	Date:
Points:	
<u>CW-FIT Rules</u> Follow Directions   Get teacher attention (wait)  Ignore peer behaviors  Do your work 	
TOTAL Points:	Goal:



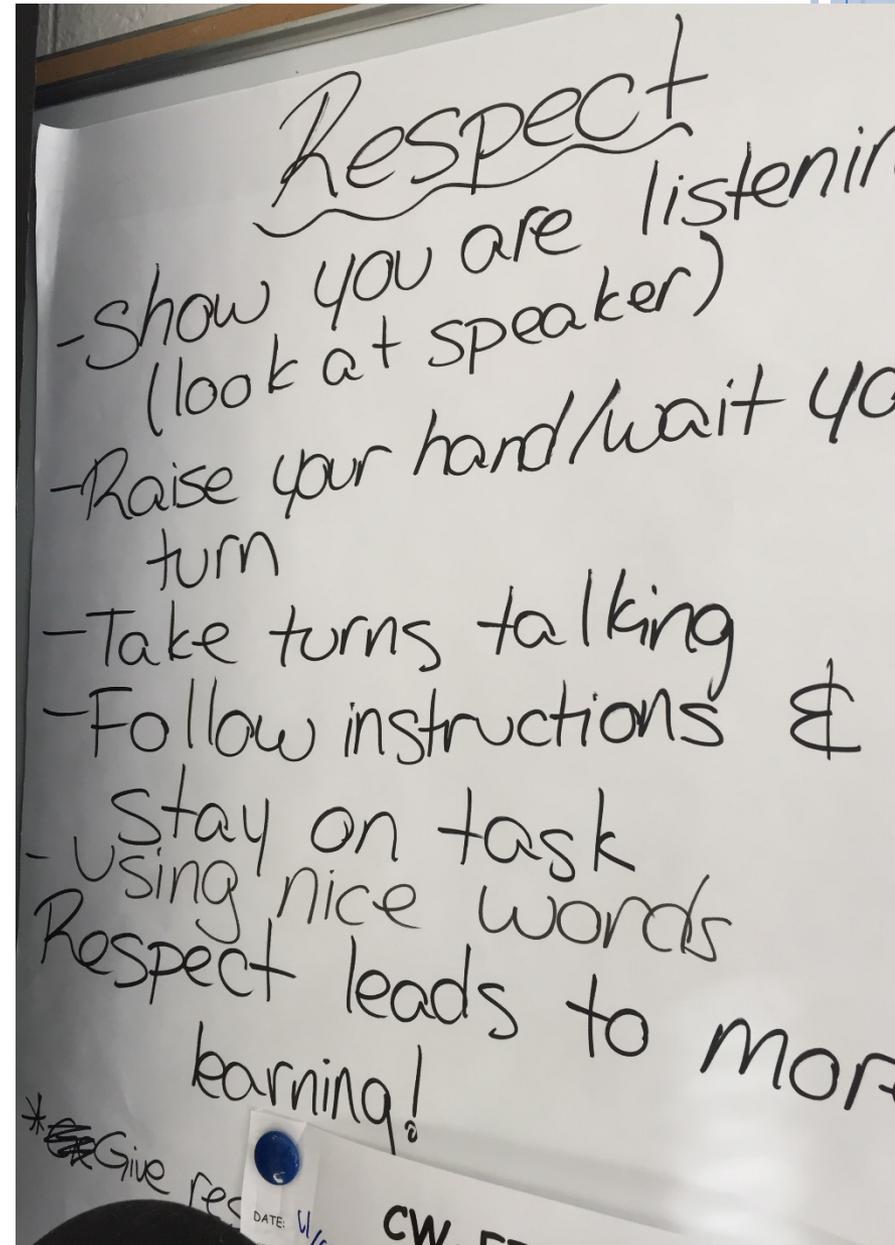
# HOW A SCHOOL CAN MANAGE CW-FIT



# CW-FIT MIDDLE SCHOOL (MS)

## Behavior

- Respect for
  - Teacher
  - Peers
  - Property



# RESPECT

\* Stay ON Task (MATH TOPICS)

\* EYES ON THE SPEAKER

\* ONE PERSON TALKING AT A TIME

\* TRANSITION QUICKLY

AND QUIETLY

CW-FIT

## Academic Compliance

- Following Directions
- Staying On-Task
- Being Prepared

# CW-FIT MS DIFFERENCES

- Training
- Coaching
- Lessons
- Intervals
- Rewards and Reward Schedule



# Component 1 - Lessons

To identify on-task behavior, you will teach two lessons; one on Respect and one on how to Follow Directions. You will refer back to these behaviors throughout CW-FIT.

## Each lesson will have:

- Definition
- Rationale
- Student Participation
- Review



## M5 CW-FIT Expectation Lesson Script - Teaching Lesson (10 minutes maximum)

Today we are going to review our Expectation \_\_\_\_\_.

In your groups, I want you to discuss what \_\_\_\_\_ looks like in our classroom.

I am going to give you 2 minutes. When the timer goes off, I will ask each group to give me an example of what \_\_\_\_\_ is. Or I will ask you why \_\_\_\_\_ is important.

### Definition and Rationale

Okay, 2 minutes is up. (Ask each group to share **definition** and **rationale**)

### Student Participation

(Groups share)

Those were great!

(Option: You can write down key words/phrases if the expectation steps are not already posted in the classroom)

### Review

Let's do our best to show \_\_\_\_\_ in our classroom by \_\_\_\_ (read the steps on the poster)



## Component 2 - Team Worksheet

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

Class Arrangement: Create diagram of CW-FIT Teams and seating arrangement.



\*be sure to indicate the position of doors, windows, or anything to help orient in the room.

Number of Teams \_\_\_\_\_

### Teams and Active Monitoring

- Class should be divided into 3-6 teams, depending on class size and composition
- Students need to be aware of what team they are on and their teammates
- Position yourself in the class so you can easily scan the room and identify teams and members
- All students must be in view – no “dead zones”
- Active supervision for points

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# TEAMS

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



## Component 3 – Goals, Points, & PRAISE

### Setting a Goal

1. *Class period length (bell to bell)* \_\_\_\_\_
2. *CW-FIT run time (in minutes)* \_\_\_\_\_
3. *Timer Interval (in minutes)* \_\_\_\_\_
4. *CW-FIT divided by Timer Interval* \_\_\_\_\_ = # of Intervals
5. *# of Intervals multiplied by 80%* \_\_\_\_\_ = Goal

### Awarding Points & Praise

When the timer beeps, scan the room and award points to a group if EVERY member of that group is exhibiting the classroom expectations. You, or a student helper, use tally marks to keep track of points awarded. First place a tally mark in the Total Timer Beeps Column and then for each Team that receives a point. If a team does not receive a point, encourage them that there are many opportunities to improve their behavior.

### Pairing Points with Praise

When recording points- Remember to mention the objective e.g., "Team 1, great job raising your hands" and occasionally refer back to the classroom expectation "Team 3 & 6, listening to your classmates opinions is way to show Respect, way to go!"

### Praise to Reprimand Ratio

Throughout your lesson, your praise to reprimand ratio should be 4:1. You can provide encouragement and praise in between timer beeps.

### Bonus Points

Bonus points can be awarded for correct behavior anytime during the lesson.

- Effective if a team is working hard but has fallen short of the goal
- Individual students can earn a bonus point for their team
- Used to encourage individual Target Student's behavior



# Component 4 – Rewards & Incentives

## What research tells us about Positive Reinforcement...

- ☆ It creates positive classroom environments.
- ☆ It provides supports for children with antisocial & ADHD characteristics.
- ☆ It improves daily behavior.
- ☆ It establishes systems that help “teach” appropriate behaviors & self-regulation.
- ☆ It helps to motivate students. Motivated students like school and teachers better.
- ☆ It helps students to accept mild negative consequences.
- ☆ It is effective when the status quo isn’t working.

## Procedures for Assessing Student Reinforcer Preferences

**Step 1:** Begin by explaining to students that you are going to be implementing CW-FIT and they can earn certain privileges and items based on the points that they earn as a team. As a class, you are going to create a list of rewards.

**Step 2:** Before asking students to give suggestions, do a short pre-teaching about:

- a. How to appropriately make suggestions (raise hand, wait to be called on, etc.)
- b. How to react if someone makes a suggestion that they don’t like
- c. When the timer goes off (or at a predetermined time) we will stop this activity, so best to stay on task so that we can get as many things as possible listed.

**Step 3:** Use the whiteboard/chalkboard or a large pad on an easel so that all students can see the items that are being suggested and written. Start by suggesting something that you think all students will agree with (e.g., Talk Time, computer time, etc.). Ask the students if that would be something that they would like to be able to earn, and if so then write it on the board. Proceed by asking for more suggestions and writing them on the board.

**Step 4:** Use this list to make up your rewards “menu”. All items do not need to be on the menu at all times. Repeat the preference assessment every so often, when it seems like the students might be getting tired of the things on the original list.



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# Procedural Fidelity Checklist

_____	_____	_____
Fidelity Score	Group On Task	Praise/Reprimand

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Observer Name: \_\_\_\_\_  
 Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject: \_\_\_\_\_

Class Activity %: Whole Group \_\_ Small Group \_\_ Independent \_\_ One-to-One \_\_ Transition \_\_

CW-FIT Procedures	Observed
1. Classroom expectations clearly posted.	NP 1 2 3
2. Team point chart displayed.	NP 1 2 3
3. Daily point goal posted.	NP 1 2 3
4. Pre-corrects on skills at the beginning of session.	NP 1 2 3
5. Timer used and set at appropriate intervals.	NP 1 2 3
6. Points awarded to teams for use of skills.	NP 1 2 3
7. Praise/points to reprimand ratio approximately 4:1.	NP 1 2 3
8. Praise and reprimands were behavior/skill specific.	NP 1 2 3
9. Points tallied and reward delivered.	NP 1 2 3

NP = Not Present = 0



# CLASS-WIDE DATA

School	Teacher	Subject	Class Activity Code				Observer	Date	Time
Condition: Experimental <input type="checkbox"/> Control <input type="checkbox"/>			Observation Type Baseline <input type="checkbox"/> Intervention <input type="checkbox"/> Comparison <input type="checkbox"/> Reversal <input type="checkbox"/>				Reliability Y <input type="checkbox"/> N <input type="checkbox"/>		Reliability Score %
Praise Individual			Praise Group				Reprimand Individual		Reprimand Group
Verbal			Verbal		Points		Verbal		Verbal

Group	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	+																				
2																					
3																					
4																					
5																					
6																					
7																					
8																					

Code: plus (+) for On-Task; minus (-) for Off Task; and slash (/) for unable to observe

Class Arrangement:

Class Activity Codes = Arrangement

LG = Large Group (teacher led)

SG = Small Group ≤ 6 (teacher led)

IA = Individual/Independent Work

T = Transition

Primary Observer:

Reliability Observer:

Comments:

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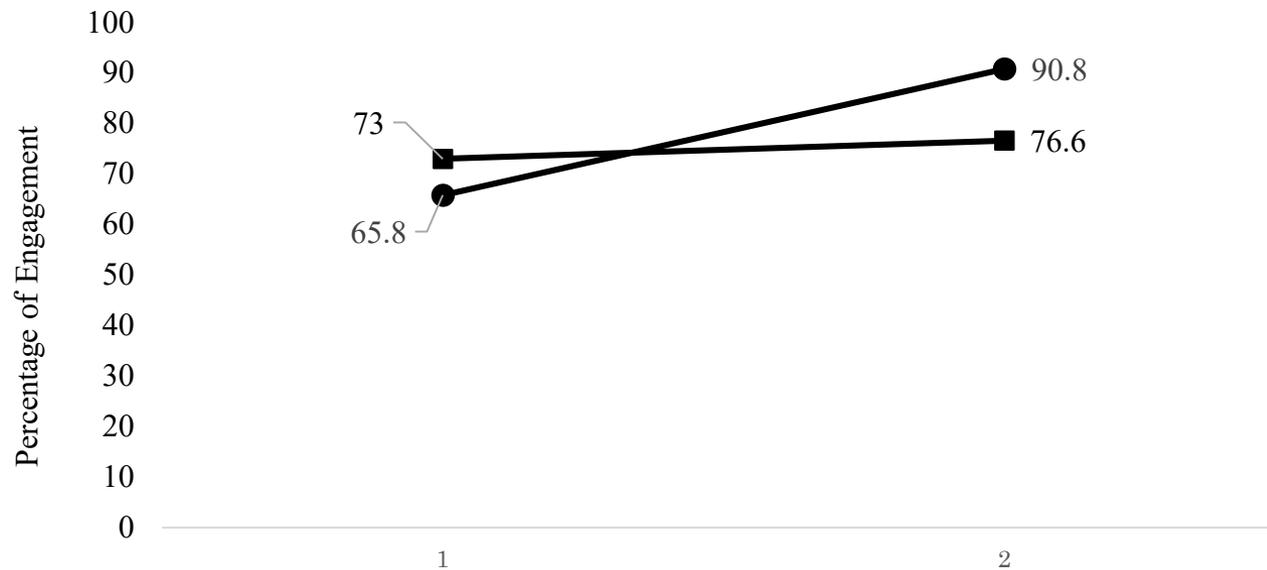
Class Mean
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# of students present:

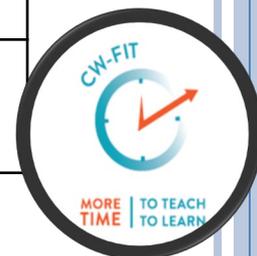
Updated 6/28/2013



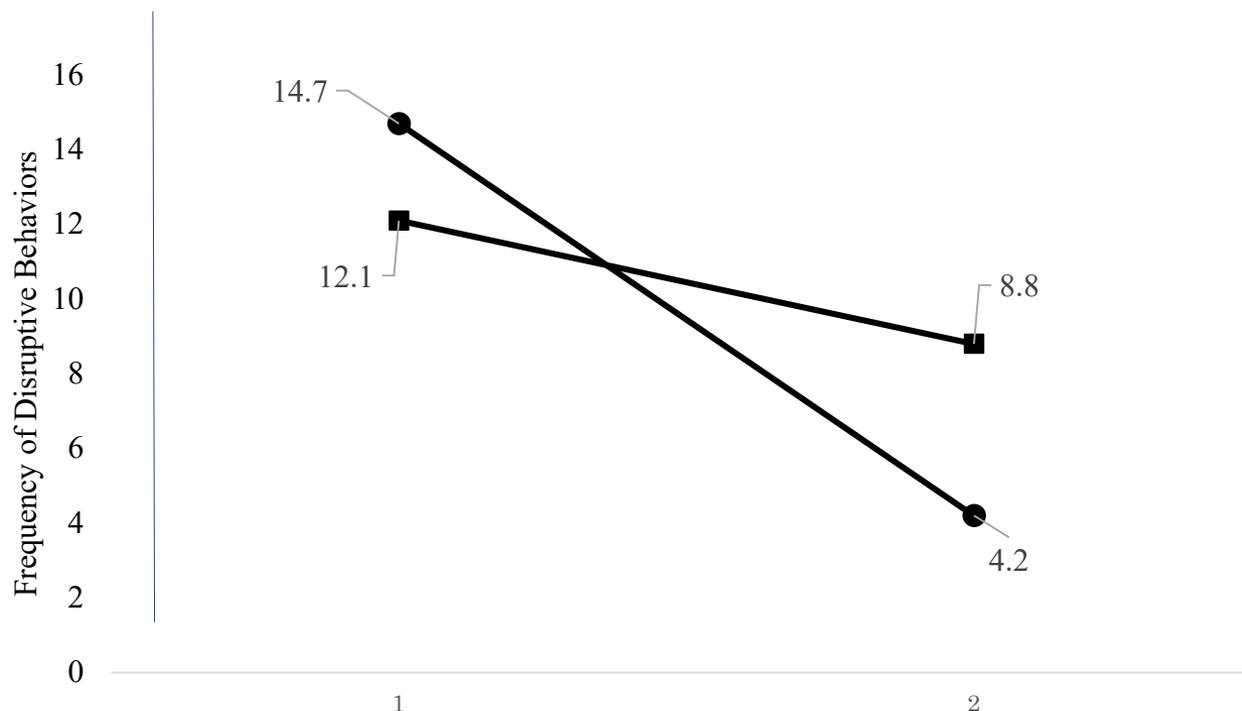
# STUDENT ENGAGEMENT



	Baseline	Intervention/ Comparison	Cohen's d
<b>Experimental</b>	Mean: 65.8 SD: 0.08	Mean: 90.8 SD: 0.07	0.94
<b>Control</b>	Mean: 73 SD: 0.08	Mean: 76.6 SD: 0.07	--



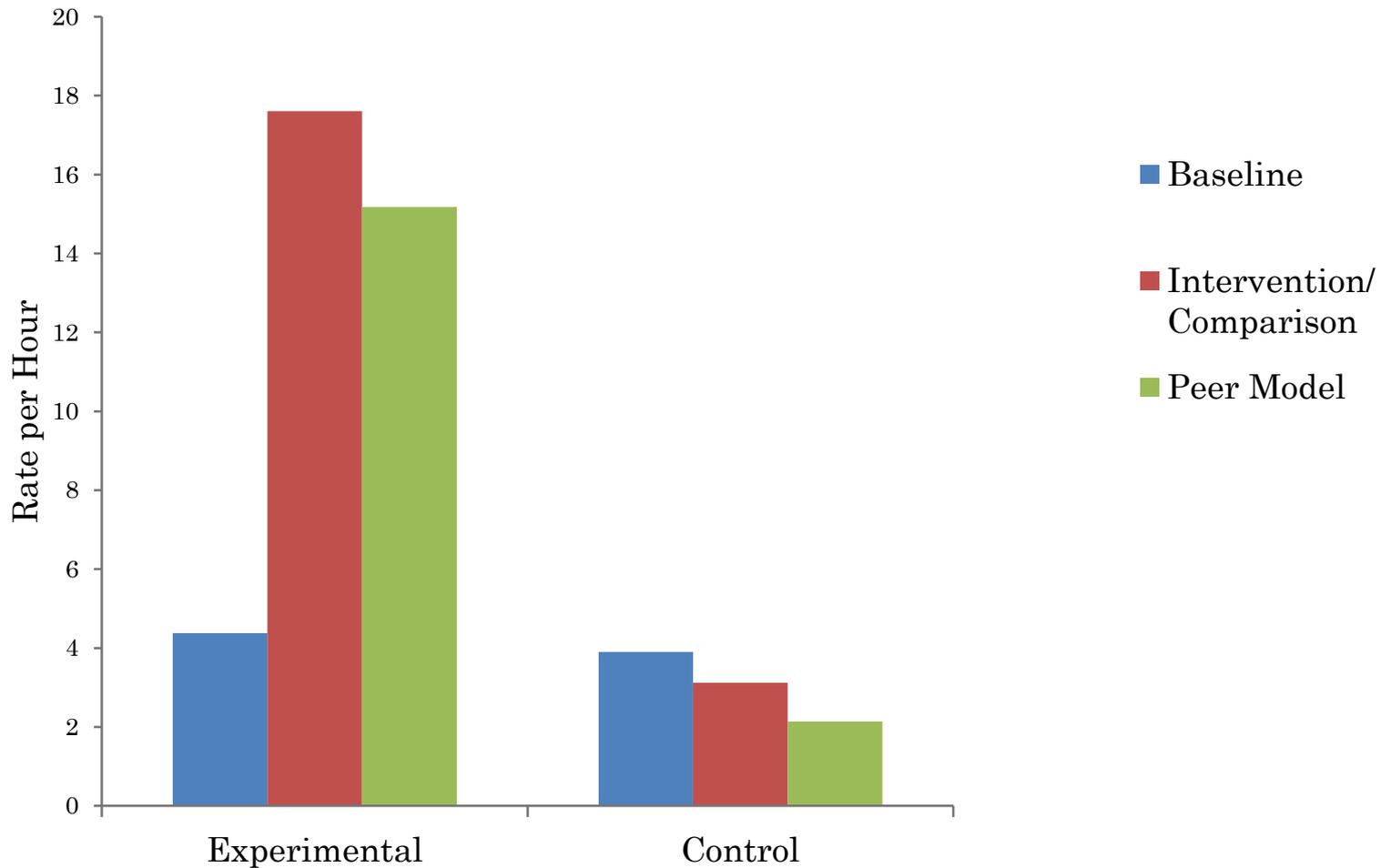
# DISRUPTIVE BEHAVIOR



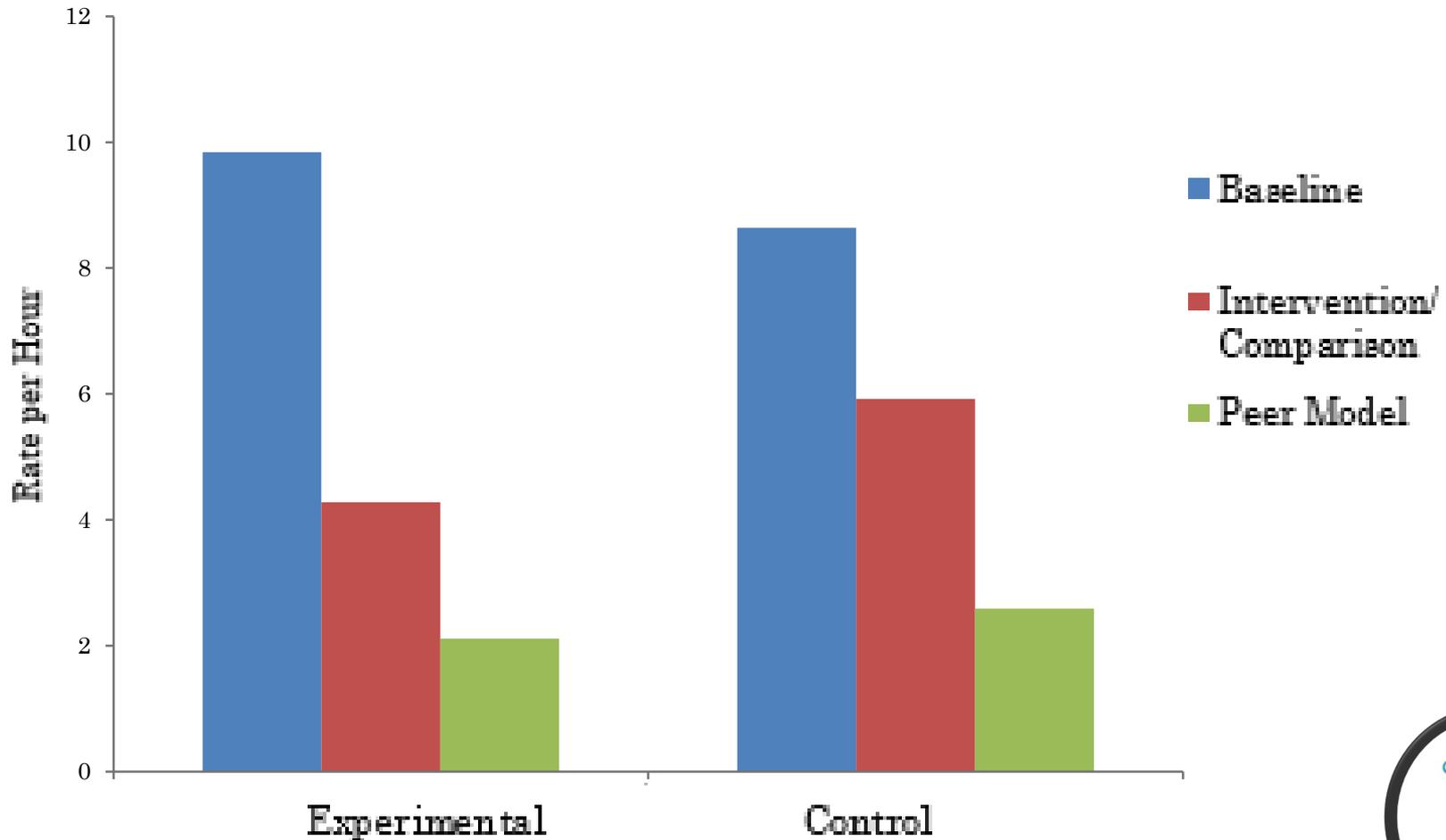
	Baseline	Intervention/ Comparison	Cohen's d
<b>Experimental</b>	Mean: 14.7 SD: 0.09	Mean: 4.2 SD: 0.09	0.58
<b>Control</b>	Mean: 12.1 SD: 0.09	Mean: 8.8 SD: 0.09	--



# TEACHER PRAISE YEARS



# TOTAL REPRIMANDS



# 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!”



# 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 b) have a tough group of students.



# CW-FIT Evaluation – Interview/Observations

	Staff questions						Location Observations	
Teacher	How many times a week do you use CW-FIT?	How many minutes a week do you use CW-FIT?	SCORING $4X + 120 = 2$ $4X + < 120 = 1$ $< 4x + 120 = 1$ $< 4x + < 120 = 0$	Do you use the timer?	What is a common reward?	On a scale of 1-4, 4 being the highest, rate the improvement in student engagement during CW-FIT.	Are the skill posters on display?	Is the point sheet on display?
1				Y N			Y N	Y N
...15				Y N			Y N	Y N
Total								

	Student questions																
Teacher	What are the CW-FIT rules? Record # of rules known.	Total	Do you like it when your teacher does CW FIT?				Total	Did your team receive a CW FIT reward in the past week?				Total	Are you on a CW FIT team?				Total
1			Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
...15			Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
Total			Total					Total					Total				



## 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



- Web-site with materials and links to video examples

[www.cwfit.ku.edu](http://www.cwfit.ku.edu)

- National and international dissemination
- Factors: Principal support, Initial Coaching, Check-ins and Team based support



# QUESTIONS AND COMMENTS



[www.cwfit.ku.edu](http://www.cwfit.ku.edu)

THANK YOU!

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SEE CW-FIT AT WHAT  
WORKS CLEARINGHOUSE...

REVIEWED...  
EVIDENCE WITHOUT  
RESERVATIONS



# RCT EFFICACY PUBLICATIONS

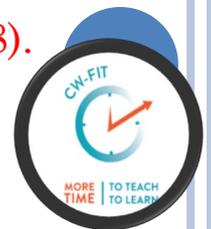
- General findings were that class-wide on-task behavior and teacher praise increased; reprimands decreased; teachers and students reported that CW-FIT was effective and they liked using it.
- Students at risk for EBD also improved on-task behavior and reduced disruptive behaviors.

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*, 17, 134-145.

Wills, H., Kamps, D., Fleming, K., & Hansen, B. (2016). Student Outcomes of the Class-wide Function-Related Intervention Team Program. *Exceptional Children*.

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# 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.
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- 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.<sup>a</sup>
- CW-FIT variations are effective in secondary settings.<sup>b</sup>
- CW-FIT variations are effective in preschool settings.<sup>c</sup>

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.

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.

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*.



- 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.
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- Naylor, A. S., Kamps, D., & Wills, H. (2018). The Effects of the CW-FIT Group Contingency on Class-wide and Individual Behavior in an Urban First Grade Classroom. *Education and Treatment of Children*, 41(1), 1-30.
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