

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

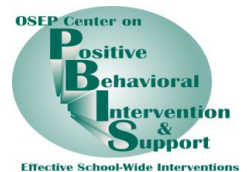
Supporting students in Tiers 1, 2, and 3



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Benefits of Staying Hydrated

1 Drinking enough water keeps your skin hydrated

2 Hydration improves endurance and physical performance during exercise

3 It can improve concentration, alertness, and short-term memory

4 It helps maintain mood stability and can reduce feelings of fatigue and anxiety

5 Staying hydrated supports the immune system and helps your body fight off illnesses

6 Drinking enough water supports the removal of toxins

Which hydration benefit do you need most right now? (Use your appropriate fingers to determine your group) Elaborate with your partner or group.



MO SW-PBS

Outcomes

At the end of this session, you will be able to...

- Describe CW-FIT and discuss research-based components.
- Demonstrate and discuss components and procedures for “playing” CW-FIT.
- Determine fidelity monitoring procedures.

1. Class-wide Function-Based Intervention Team (CW-FIT)

Behavioral intervention for all students

- Teaches and reinforces prosocial skills such as gaining attention, following directions and ignoring distractions
- Delivered in a game format
- Implemented at the class-wide level, during problematic times of the day

[Intro Video](#)

1. So what is CW-FIT?

Short (15-20 min) game played during instruction

- Group students into teams of 2-5 students.
 - Some students may play as individuals (Tier 2)
- Set a goal for points.
- *While teaching the lesson* award points to teams in which all students are displaying the target behaviors.
- Reward teams who meet the goal at the end of the period.

1. Research Outcomes

- Use of CW-FIT
 - Improves behavior for many students
 - Increases teacher attention to appropriate behavior
 - Reduces reprimands
 - Teachers have generalized use of the intervention to other class periods and across multiple school years
 - Some students will still require more intensive support

Reflection

Think... 30 Seconds!

Initial thoughts of CWFIT

Possible Barriers

Write... 1 Minute!

Sticky Notes

Technology

Share... with neighbors!

2.Teaching

- Direct instruction for expected behaviors through scripted lessons.
 - Define, rationale, role-play, review
- 3-5 days of teaching and practice before “playing” CW-FIT.
- Pre-corrects for desired behaviors at the start of instructional periods.

2. Scripted Lessons

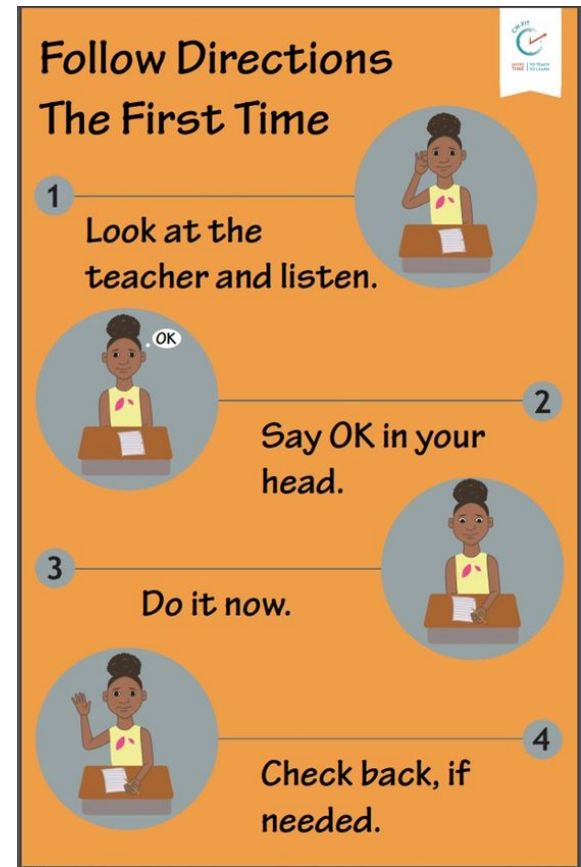
- **How to Get the Teacher's Attention**
- **Following Directions the First Time**
- **Ignoring Inappropriate Behavior**

2. Teaching Lessons

- Definition
 - Teacher reads the skill steps aloud; Then students read the steps chorally (OTR!).
- Rationale
 - Ask students why it is important to use these steps. Brainstorm reasons.
- Role Play
 - Let students practice the skill; have volunteers demonstrate correct, but teacher demonstrates incorrect.
 - Always begin and end with an example that is correct.
- Review
 - Read the steps together again; remind students to use the behavior that day.

2. Teaching Lessons

- Each lesson has a poster to explicitly describe each skill.
- Poster is prominently posted in the classroom so that all students can see.
- Never assume a student knows all steps without explicitly being taught.



2. Teaching Lessons

- Group lessons last approximately 10 minutes per skill.
- Lessons are introduced during the first 3-5 days of the intervention.
- After initial lessons are taught, teachers use “pre-corrects” to review expectations.
- After initial skill lessons are taught, the intervention occurs during the course of normal instruction.

2.Components of CW-FIT

- **Group Contingency**

- Class is divided into groups which are referred to as **teams**
- Class teams of 2-5 students
- Teams of 1 as needed (Tier 2)

- **Points**

- Daily point goal set
- Points awarded every 2-5 minutes to groups
- Reward given at end of class to all groups who met goal

- **Teacher Praise**

2.Teams

- Divide into 3/6 teams (rows/table).
- Separate so the teacher can quickly and easily differentiate which students are on each team.
- Students need to know which team they are on.
- Some students may need to be on “their own team.”

2.Goals and Points

- Goals
 - A goal is set each day.
 - The goal must be realistic, but challenging – often 85% of total point opportunity.
 - Points are earned when all students in the group are displaying the skill **at the beep**.
 - Goals are adjusted based on class performance.
 - Each team that meets their goal receives an immediate reward.

2. Goals and Points

Point chart is displayed where everyone can see it.

CW-FIT POINTS								
DATE:		REWARD:			GOAL:			
TEAMS:	Timer Beeps:	1	2	3	4	5	6	7
POINTS:								

1. How to Get the Teacher's Attention
2. Follow Directions the First Time
3. Ignore Inappropriate Behavior

2.Goals and Points

- Points are given when the timer sounds IF everyone on the team is showing good behavior.
- All members of the team must be using the appropriate skills.
- Once points are awarded, they should not be taken away.

2. Specific Positive Feedback

- Specific positive feedback should be given when points are awarded.
 - Meeting expectation
 - Behavior specific feedback/praise
 - When timer sounds and throughout lesson
 - Focus on groups and individuals
- Specific positive feedback also needs to be given when a team does not receive a point.

2. Playing the Game

- Throughout game period:
 - Teacher provides instruction as usual.
 - Uses a timer that is set to beep every 2-3 minutes.
 - When the timer beeps, teacher pauses briefly to scan the room, give SPF, and award points to teams that are demonstrating appropriate skills.

2. Playing the Game

- Teams that receive a reminder do not receive a point for that interval.
 - Specific feedback is given to the group

“Team 2, I need you to keep working on ignoring distractions. Remember, keep a pleasant face and look away from the problem.”

2. Playing the Game

- At the end of instructional period teacher totals points and provides reward to all teams that met goal
 - Examples – tangibles, draw a team picture on the board, play a game (7-up), fun dance, take shoes off, make animal noises, etc...
- Reward delivered immediately when possible






2.Videos

- [Videos](#)

CW-FIT POINTS

TEACHER:

WEEK OF:

TEAMS:	GOAL	Total beeps	Reward	1	2	3	4	5	6
MONDAY <input type="radio"/> Pre Correct  Praise Timer									
Tuesday <input type="radio"/> Pre Correct  Praise Timer									
Wednesday <input type="radio"/> Pre Correct  Praise Timer									
Thursday <input type="radio"/> Pre Correct  Praise Timer									
Friday <input type="radio"/> Pre Correct  Praise Timer									

Pre-Correct: Before instruction, the teacher briefly reminds students about the posted rules/skills

Praise: Students should be praised frequently for exhibiting the skills/behaviors. Points should be given to teams who are exhibiting the appropriate skills at the exact moment the timer goes off.

Timer: The timer is set when instruction begins and is reset each time it goes off. The appropriate time interval is determined by the percent of on-task behavior the class demonstrates (i.e. 1-3 min at first etc...).

2. Ideas for Reinforcers

- Incentives are given at the end of the game to teams who met their goal.
- Incentives should broadly match typical functions of problem behavior.
 - Attention – social rewards (group game, positive note home, etc.)
 - Avoid – homework pass, 10 minute break, etc.
- Ask students for input in developing a menu of incentives.

2. Incentives and Consequences

- Goal is to replace inappropriate behavior with an appropriate behavior.
- Simultaneously limit reinforcement (teacher attention) for inappropriate behaviors; extinction.

2.Tier 2 Intervention

- Some students may need to be their own team.
 - Student will have his/her own mini-point sheet taped to desk (Promotes self-management).
 - Target students who have difficulty in groups.

2.Tier 2 Intervention

- Self-management
 - Booster teaching sessions + self-monitoring
 - Individual timer and point sheet with multiple opportunities to award points
 - Used across multiple settings of the school day
- Help cards

Name:

Date:



Points:



CW-FIT Rules

Follow Directions

Get teacher attention (wait)

Ignore inappropriate behaviors

Do your work



TOTAL Points:

Goal:



2. Videos

- Videos

University of Kansas: CW-Fit

<https://cwfit.ku.edu/>

- login
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- PW
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Rose... Stop and Smell!

Celebrate (Success Stories)



Bud... just add water!

Explore Website



Thorn... Better wear some gloves!

Points that are preventing Success



3.Maintenance

- After a couple of months game components can be faded and rewards thinned.
 - Play game fewer times per day or fewer days per week
 - Use longer time intervals before awarding points (e.g., 5-8 minutes instead of 2-3)
 - Increase point goals
- Consider reinstating intervention prior to predictable problematic times (e.g., winter break).

3. Fidelity of CW-FIT

- Fidelity can be monitored by **observation**, **video taping**, or using **self-monitoring**.
- The [Procedural Fidelity Checklist](#) for CW-FIT will identify the components to monitor.
 - [Start up Procedural Fidelity Checklist](#)
 - [Quality Rating Definitions](#)

Suit Yourself

SPADE:

Digging up...

*What would you like to plant as you go forward?

DIAMOND:

*Gems of wisdom gathered during our time together



HEART:

Something from the

*What you felt
*What it meant to you...

CLUB:

Things that grow...
*New Ideas
*New thoughts
*New point of view

References

- Kamps Debra, Willis Howard, Dawson-Bannister Harriett, Heitzmann-Powell Llinda, Kottwitz Esther, Hansen Blake, Fleming Kandace. (2015). *Class-Wide Function-Related Intervention Teams “CW-FIT” Efficacy Trial Outcomes. Journal of Positive Behavior Interventions, 17 (3),134-145.*

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