CW-FIT – A Classroom Management Intervention that Works!

Leslie Williams & Darlene Anderson

Brigham Young University

ies INSTITUTE OF EDUCATION SCIENCES

R324A120344- Elementary
R324A160279- Middle school

CW-FIT = Class-Wide Function-related Intervention Teams

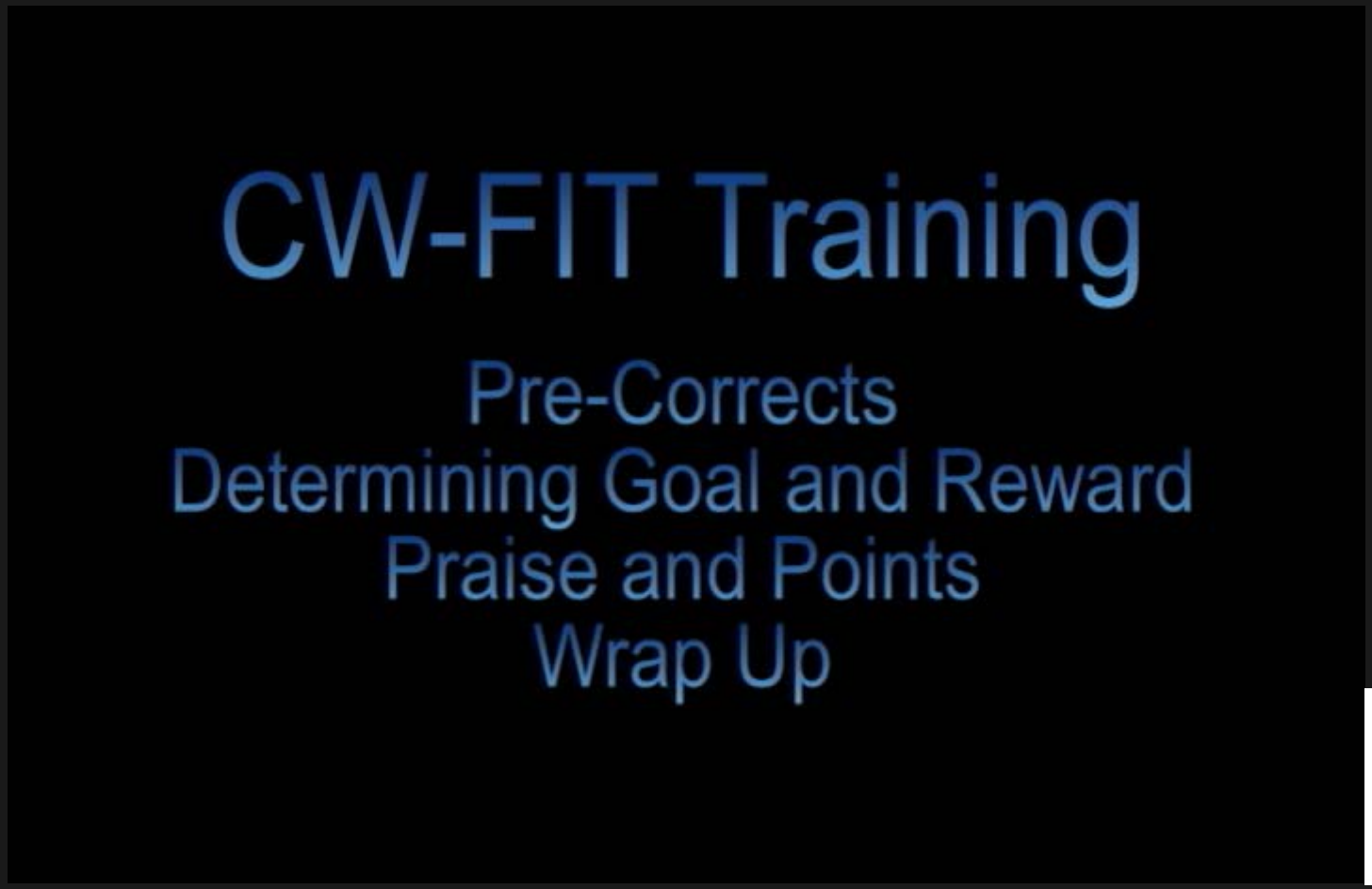
Howard Wills & Debra Kamps
Juniper Gardens Children's Project
University of Kansas

CW-FIT
MORE TIME | TO TEACH TO LEARN

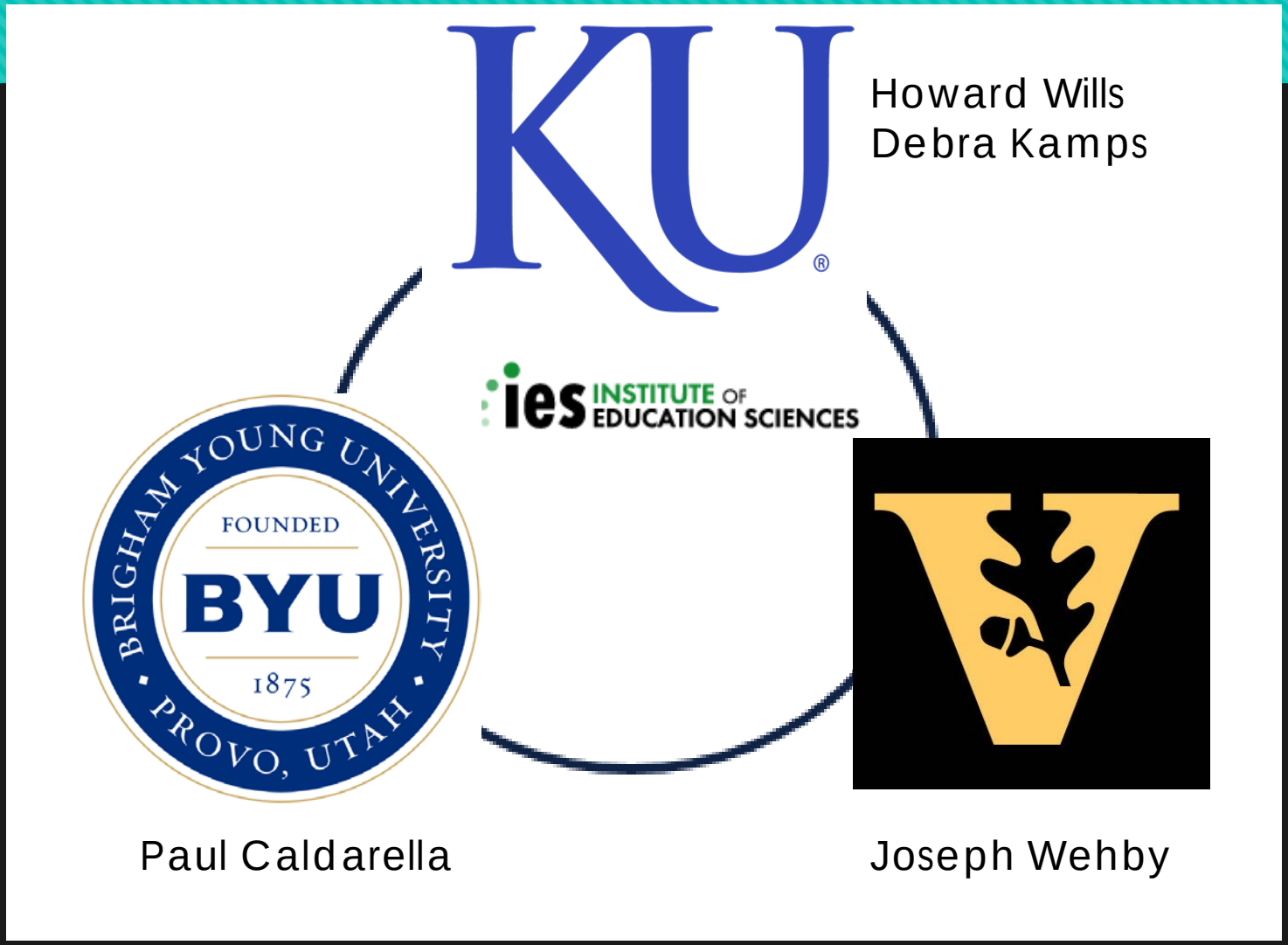
Main Components

- Lessons (Teaching Component)
- Teams
- Goals and Points
- Incentives and Rewards

Video: First grade class uses CW-FIT



Collaborative Grant



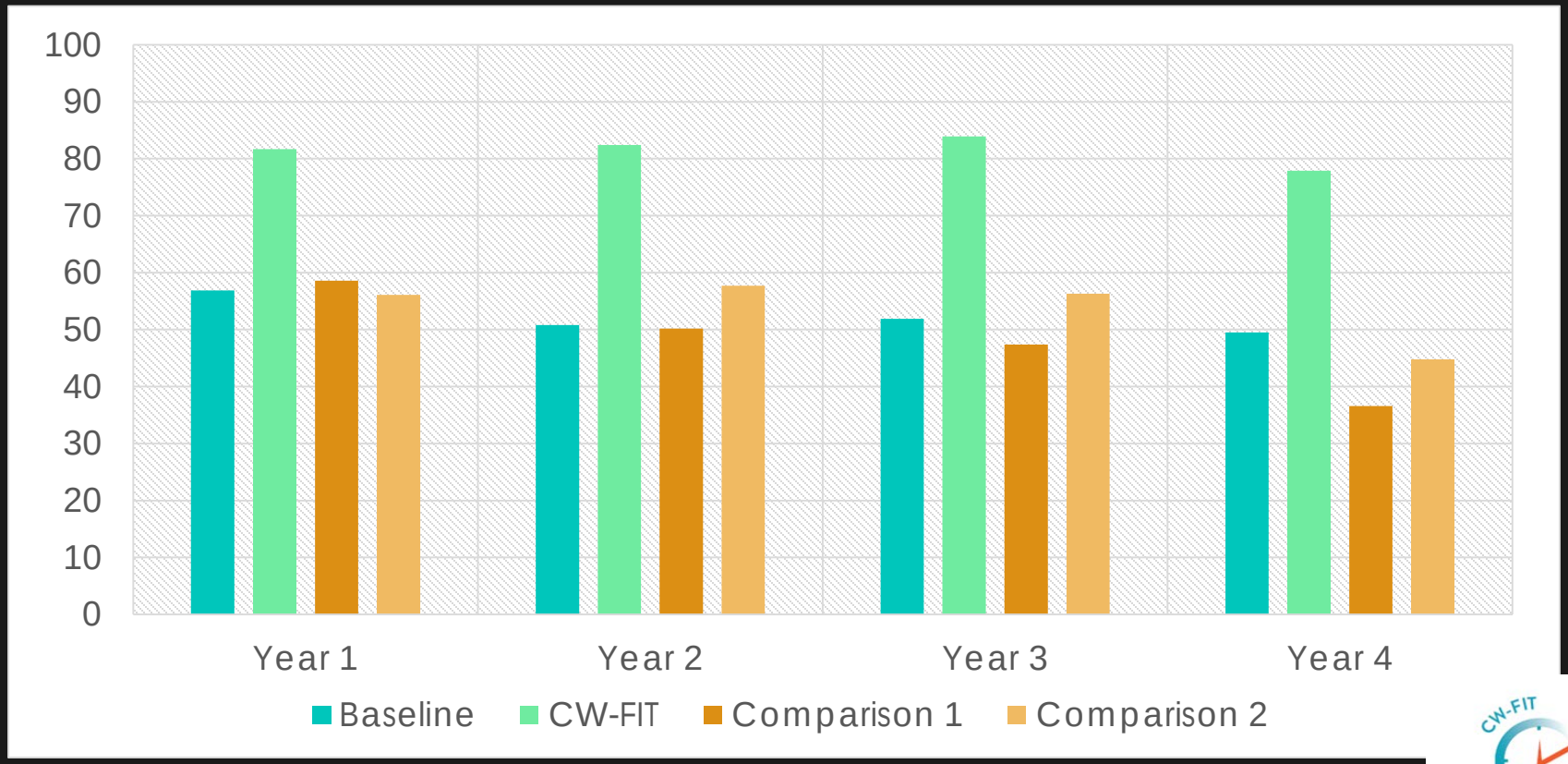
CW-FIT Studies

- 38 schools in 4 states
- 159 CW-FIT classrooms
- 138 comparison classrooms
- 353 CW-FIT at risk students
- 275 comparison at risk students

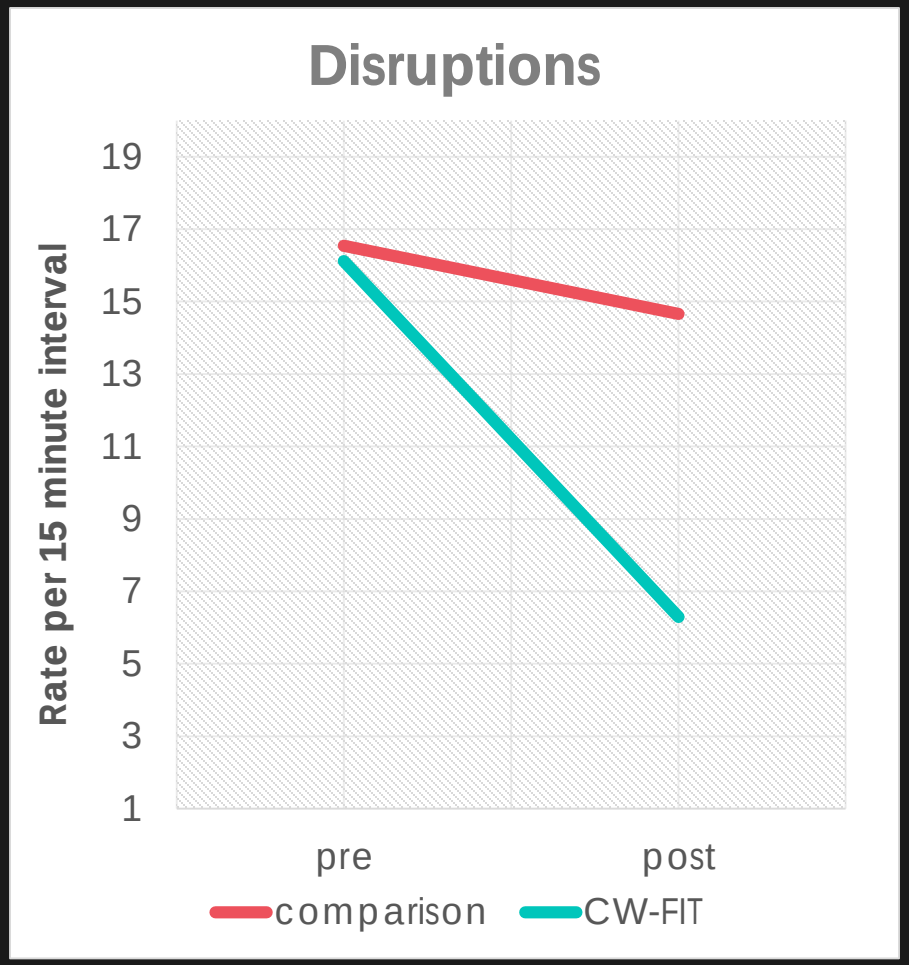
Outcomes for CW-FIT Study 1 & Study 2

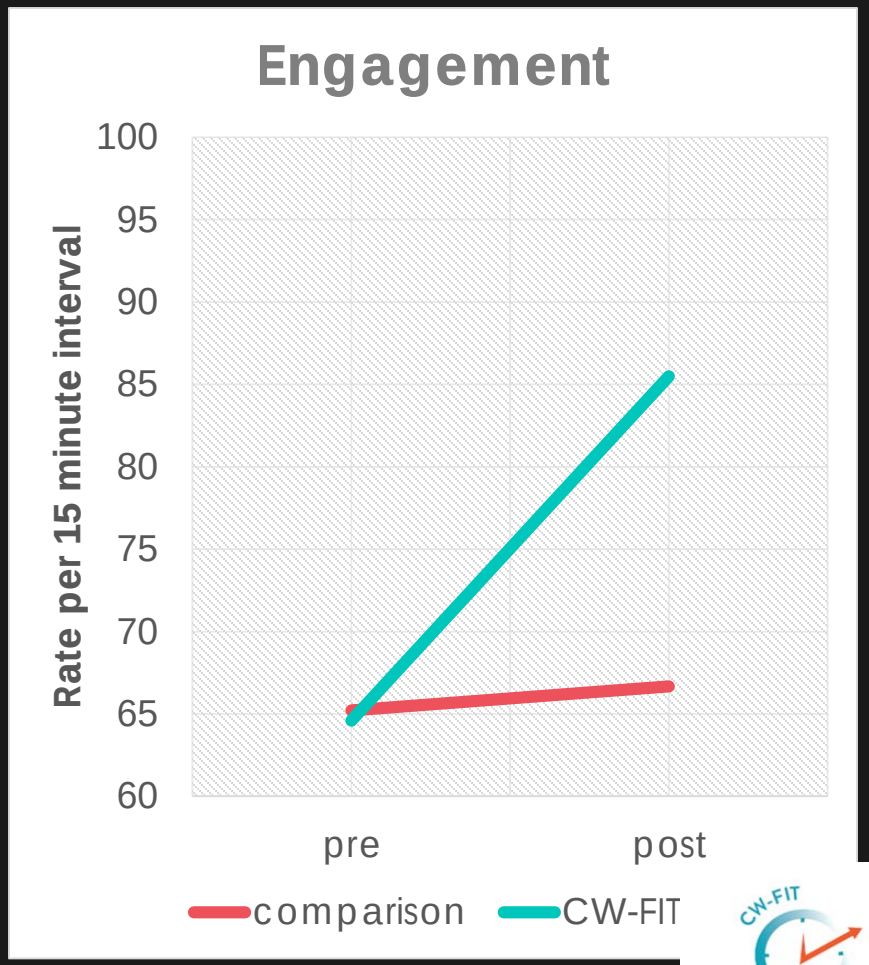
- Class-wide On-task Behavior
  - Baseline average: 50-54%
  - CW-FIT average: 80-82%
- Teacher Praise
  - Baseline average: 2
  - CW-FIT average: 11-12
- At-Risk Student On-task
  - Baseline average: 66-67%
  - CW-FIT average: 87-88%
- At-Risk Student Disruptives
  - Baseline average: 17-18
  - CW-FIT average: 6-7

Improved Class-wide On Task



1000+ Hours of Direct Observation





CW-FIT
MORE TIME | TO TEACH TO LEARN

Teaching Component- The Social Skills Lessons

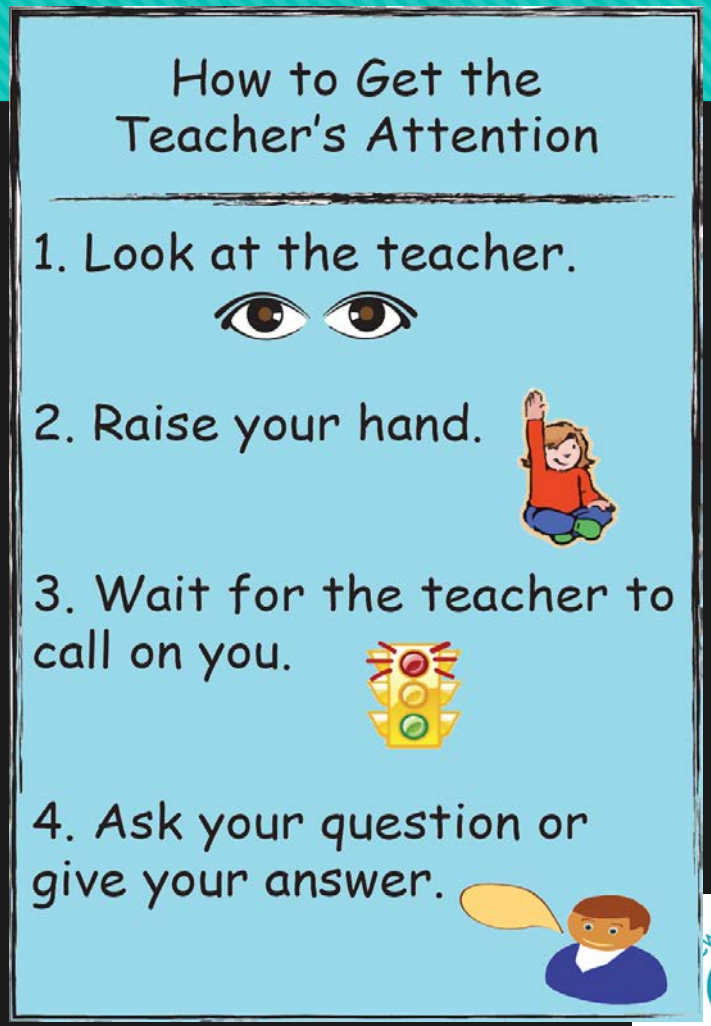
CW-FIT Teaching Component

- Instruction in expected behaviors (scripted lessons)
  - How to get the teacher's attention
  - Follow directions the first time
  - Ignore inappropriate behaviors
  - Optional skill, if needed

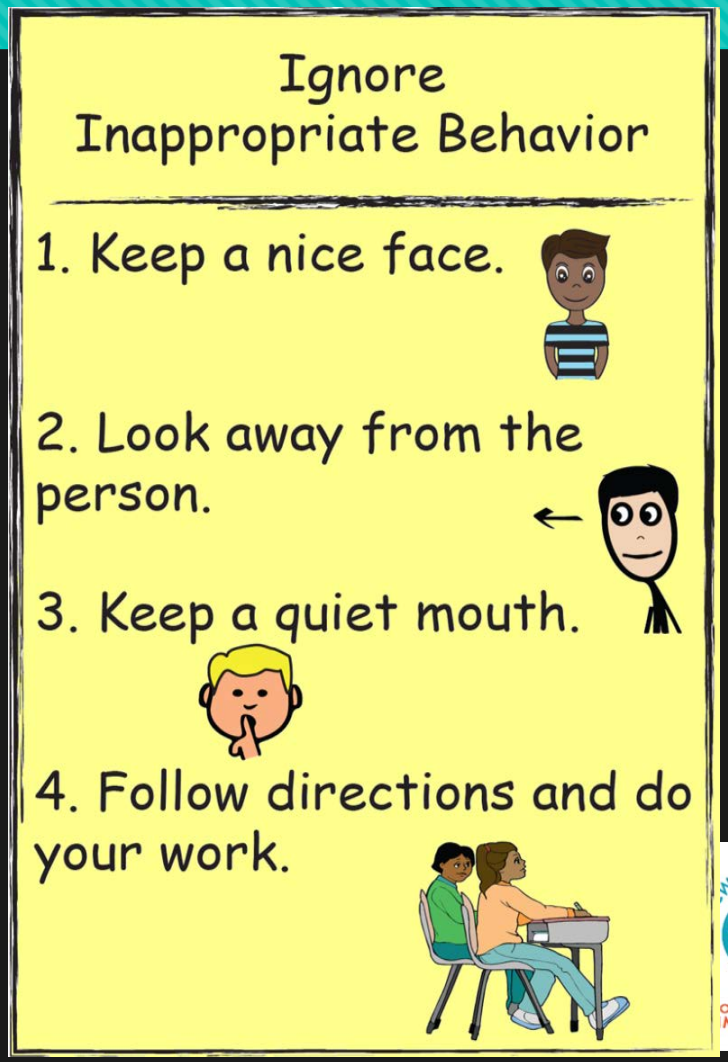
References:
Tough Kid Social Skills;
Utah State BEST Practices;
Skillstreaming Curricula

Lessons
How do we teach?

- Posters explicitly describe each skill –
  - prominently posted in classroom so that all can see
- Never assume that a child knows all the steps involved in a skill without being taught!



CW-FIT Posters



Middle School CW-FIT Posters

Follow Directions

1. Look at the person & listen
2. Make a mental note
3. Do it now

4. Check with a peer/teacher (if needed)

Respect looks like

1._____

2._____

3._____

4._____

CW-FIT
MORE TIME | TO TEACH TO LEARN

Lessons
Teaching Scripts

Elementary School- scripted

- Definition-
- Rationale-
- Role Play-
- Review-

Middle School- discussion

- Definition-
- Rationale-
- Role Play/Examples-
- Review-

Lessons

- Lessons ~ 10 minutes per skill
- Introduced during the first 3-5 days of CW-FIT
  - One skill per day
- After initial lessons, teachers use “pre-corrects” to review expectations
- Intervention occurs during normal instruction

Role Play

- See script for introducing CW-FIT to students

Group Contingency

Teams, Goals, Points, Praise

Teams

- Class divided into 3-6 teams (rows/tables)
- Separated so teacher can quickly and easily differentiate which students are on each team
- Students should know which team they are on
- Some may need to be on “their own team”
  - After usually at least 5 sessions

Point Chart

- Displayed where everyone can see it
- Places to indicate date, reward, and goal
- Columns to record team points and timer beeps

CW-FIT POINTS							
DATE: 6/22/17	REWARD: Airplane contest		GOAL: 5				
TEAMS:	Timer Beeps:	1	2	3	4	5	6
POINTS:	𝍸	𝍸	𝍸	𝍸	𝍸		

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

Timer

- Set for every ~2-5 min depending on class
- Beginning classes need shorter intervals
- With practice, intervals can be lengthened
- At the beep, **all** groups are scanned
  - Behavior is evaluated **at that moment**

Goals

- Set each day
- Realistic but challenging
- Usually determined by taking 75%-85% of total opportunities to earn points
  - Ex: If the timer beeps 12 times throughout the period, a reasonable goal would be 10 points.
- Goals adjusted based on class performance
- Each team that meets goal receives an immediate reward at end of period

Points

- Given at the timer beep
  - Only if everyone on the team is showing good behavior (exhibiting skills)
  - A cooperative effort - all team members must be using the appropriate skills
- Bonus points
  - Teacher preference
  - Whole group or individual performance
  - Academic performance

Feedback

- When awarding points, give specific praise.
  - i.e. “Team 1 gets a point because they are doing a great job of getting the teacher’s attention and following directions!”
- When a team does not receive a point, give specific feedback.
  - i.e. “Team 2 needs to work on raising their hands to get my attention if they want to earn a point next time.”

Praise

- Praise students for meeting expectations
- Frequent behavior-specific praise
- Prompt to reinforce good behavior
- When timer sounds and throughout lesson
- Focus on groups and individuals
  - Especially those with challenging behavior

Examples of Praise

General Praise

- “Good job!”
- “Way to go!”
- “Excellent!”
- “Awesome!”
- “Well done!”

Behavior Specific

- “Excellent job listening and following directions the first time.”
- “Your eyes are on me… Thank you for being ready to learn.”
- "Way to go! You asked for help and followed the steps to complete your math work before the end of class!”

Incentives and Rewards

Ideas

What works in your classroom?

- Non-tangibles (a.k.a. “FREE!”):
  - Use of markers or special art supplies
  - Play a game (i.e. hangman)
  - Opportunity to sing a fun song/do a fun dance
  - Take shoes off in class for (___) minutes
  - Extra recess/free time (5 min)
  - Sit under desks for free reading time
- Tangibles:
  - School supplies (pencils, erasers, stickers)
  - PBIS tickets/coupons

CW-FIT
MORE TIME | TO TEACH TO LEARN

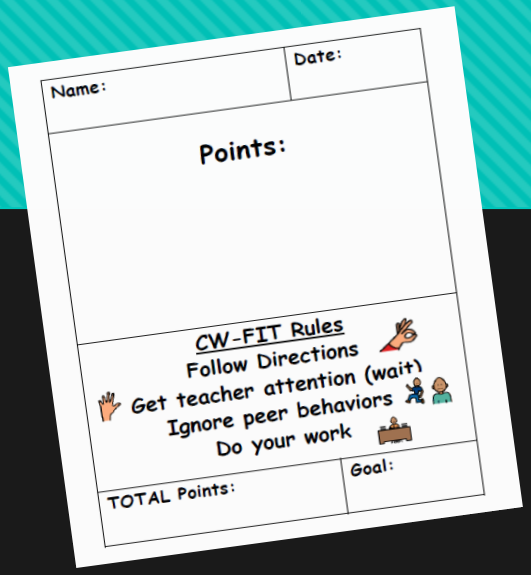
VIDEO: 7th Grade Uses CW-FIT

CW-FIT
MORE TIME | TO TEACH TO LEARN

How to Incorporate CW-FIT into School-Wide PBIS

- Supplement existing practices
- Not meant to replace the tools that work well
  - Ex. clip-up board, praise notes
- Used during most difficult time of day/block of instruction
- Can be used more than once a day

Tier Two Interventions



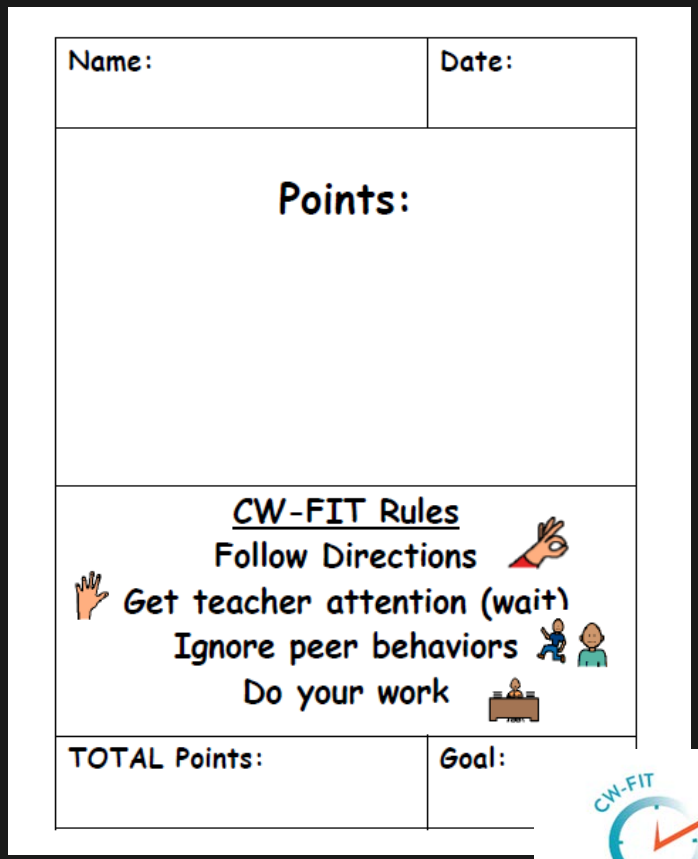
Self Management

Help Cards

CW-FIT
MORE TIME | TO TEACH TO LEARN

Self-Management

- Presented as a privilege
  - "A leader to show other students how to follow rules"
- Self-management charts for select students and peers
- Occasionally teacher checks for accuracy
- Individual rewards, if needed



Help Cards

- Used to get help "the right way"
  - From the teacher
  - From a pre-designated peer
- Use a certain number of cards
  - "Must use"
  - "Can only use"
- Individual rewards, if needed

Question 1

Before beginning CW-FIT, you should...

1) Set a point goal
2) Identify a reward
3) Review the posters (pre-corrects)
4) All of the above

Question 2

When putting the class into teams you should...

1) Place on different teams every time you play

2) Place students on teams based on wherever they are sitting when CW-FIT starts

3) Separate so you can tell who is on what team, and the students should know which team they are on

4) Separate so you can tell who is on what team, but NOT let the students know

Question 3

Choose the best example of praise below.

1) Good job Team 2
2) Nice job following directions and getting my attention Team 1
3) Nice Team 3
4) Points for everyone

Question 4

Can you take away points from teams?

1) YES

2) NO

Question 5

How do you end CW-FIT?

1) Turn off the timer and move on with the day

2) Review the points earned by each team and provide winners with their reward

3) Announce that CW-FIT is over and move on

4) Take away privileges from teams who did not meet the goal

Questions?

Contact us for more information
or if interested in a school-wide training.

www.cwfit.ku.edu

Leslie Williams
Leslie_Williams@byu.edu

Darlene Anderson
Darlene_Anderson@byu.edu