Addressing Middle School Engagement and Classroom Behavior: The CW-FIT MS Program

Howard Wills, University of Kansas; Paul Caldarella and Darlene Anderson, Brigham Young University; Pei-Yu Chen, National Taipei University of Education

Funded by Institute of Education Sciences Award #R324A160279
Overview
What is CW-FIT MS?
Evidences of Success
Key Components of CW-FIT MS
Initial Steps for Implementation
Readiness Factors
What is CW-FIT MS?

Class-wide Function-related Intervention Teams Middle School Program

- Evidence-based classroom management program
- Integrates PBIS at the classroom level
- Increases student engagement
- Decreases disruptive behavior
Evidences of Success

**Elementary**
- 20+ CW-FIT studies

**Middle School**
- Feasibility study
- Pilot study
- Special education
- Art classes
# Results of CW-FIT MS Pilot Study

(n = 28 classrooms, 70 target students)

<table>
<thead>
<tr>
<th>Variable</th>
<th>CW-FIT MS</th>
<th></th>
<th>Control</th>
<th></th>
<th>F</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
<td>Pre</td>
<td>Post</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group On-task %</td>
<td>40.7</td>
<td>81.8</td>
<td>38.8</td>
<td>42.1</td>
<td>128.1*</td>
<td>2.5</td>
</tr>
<tr>
<td>Teacher Praise #</td>
<td>0.8</td>
<td>11.8</td>
<td>0.8</td>
<td>1.1</td>
<td>73.0*</td>
<td>2.9</td>
</tr>
<tr>
<td>Teacher Reprimand #</td>
<td>7.3</td>
<td>3.0</td>
<td>5.1</td>
<td>6.3</td>
<td>41.8*</td>
<td>0.9</td>
</tr>
<tr>
<td>Target Student On-task %</td>
<td>37.4</td>
<td>79.8</td>
<td>47.0</td>
<td>43.5</td>
<td>203.8*</td>
<td>2.2</td>
</tr>
<tr>
<td>Target Student Disruptions #</td>
<td>7.7</td>
<td>1.6</td>
<td>6.7</td>
<td>6.5</td>
<td>53.3*</td>
<td>1.0</td>
</tr>
</tbody>
</table>

* = p <.0001; d = Cohen’s d effect size estimate comparing mean changes in CW-FIT MS classes to control classrooms.
Key Components of CW-FIT MS

Tier 1
- Lessons
- Teams
- Goals, Points, & Praise
- Rewards/Incentives

Tier 2
- Self-Management
- Help Cards
Discuss

What are your class expectations?

How do you teach appropriate behavior?

How do you reinforce appropriate behavior?

Timer
CW-FIT MS Lessons
Direct instruction of skills to meet expectations (10 min)
  - Define/Rationale
  - Model/Examples
  - Feedback
  - Practice
Teach and practice (1 skill/day)
Pre-correct at start of instruction
Incidental teaching
CW-FIT MS Posters

Explicitly describe each skill
Prominently posted so all can easily see
Step by step instructions on “how” to perform the skill
Never assume that a child knows all the steps involved in a skill without being taught

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. _________________
Teams

Class divided into 3-6 teams
  2-6 students
Rows, tables, groups- easily identifiable
Students know who is on their team
Actively supervise -- All students must be in view
Require productivity
Some students may need to be on their own team
Goals, Points, & Praise

Why use a Timer?

To prompt consistent attention to appropriate behavior

A reminder to praise students and give feedback

Systematically attend to students who are doing the right thing
How to Set a Goal

• 1. Class period length: __50 min__
  • bell to bell

• 2. Determine CW-FIT MS run time: __45 min__
  • Subtract 5-10 minutes from class period length for precorrects, lesson wrap-up, point tallying, and rewards

• 3. Set timer interval: __5 min__
  • 5 minutes is a great start

• 4. CW-FIT MS run time divided by timer interval = __9__ # of intervals/timer beeps
  • Opportunities to earn points

• 5. # of intervals multiplied by 80% = __7__ points for goal
  • 80%-- we’re realists, not perfectionists
**How to Award Points**

1. **Timer sounds**
2. **Scans groups**
3. **Place tally mark in Timer Beeps column.**
4. **Point if every member of the group is following the expectations, at the timer beep.**
5. **Give specific praise/feedback**

### CW-FIT MS Points

<table>
<thead>
<tr>
<th>Date: 3/13/2020</th>
<th>Goal: 7</th>
<th>Reward: 2nd chance card</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Timer Beeps</th>
<th>Team 1</th>
<th>Team 2</th>
<th>Team 3</th>
<th>Team 4</th>
<th>Team 5</th>
<th>Team 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Date, goal, and reward are pre-set. Teams are marked with tally marks based on adherence to expectations.
Bonus points

Can be awarded for correct behavior anytime during a session.

Effective if a team is working hard but has fallen short of the goal.

Individual students can earn a bonus point for their team.

Encourage a Target Student's appropriate behavior.
Teacher Praise

When students/teams meet expectations
Behavior-specific

Frequent
When timer sounds and throughout lesson

To reinforce appropriate behavior
Catch them being good

Focus on groups and individuals
Especially students with challenging behavior
“Excellent job getting your materials ready!”

“Your eyes are on me... Thank you for being respectful.”

"Way to go! You asked for help and followed the steps to complete your math work before the end of class!"

Way to go!

Good job!

Excellent!
Reinforcement Ideas

Edible
   Fruit snacks, Candy

Sensory
   Listen to music, Watch a video clip

Tangible
   Play with “slime”, Existing PBIS tickets

Activity
   Use a gel pen on assignment, Draw on white boards

Social
   Sit by friends, Positive notes/phone calls home
Rewards & Incentives

Assessing Student Reinforcer Preferences

Step 1. Explain CW-FIT MS & reward process
Step 2. Pre-teach what rewards are appropriate (small, brief, tangible, ticket)
Step 3. Generate ideas for a “menu”
Step 4. Choose reward from “menu”
Step 5. Re-assess as needed
## Procedural Fidelity Checklist

1. **Expectations visible** to all students
2. **Point chart is visible** to all students
3. **Point goal is announced** at beginning of session
4. Teacher **reviews all skills** at beginning of session
5. Teacher **uses timer & responds to interval each time**
6. **Points are awarded** to teams & skills referenced
7. Teacher **Praise to Reprimand ratio is 4:1 or greater**
8. **Praise is behavior-specific & corrections refer to skills**
9. **Points are tallied & reward delivered**

<table>
<thead>
<tr>
<th>W-FIT Procedures</th>
<th>Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom expectations clearly posted.</td>
<td>NP 1 2 3</td>
</tr>
<tr>
<td>Team point chart displayed.</td>
<td>NP 1 2 3</td>
</tr>
<tr>
<td>Daily point goal posted.</td>
<td>NP 1 2 3</td>
</tr>
<tr>
<td>Pre-corrections on skills at the beginning of session.</td>
<td>NP 1 2 3</td>
</tr>
<tr>
<td>Timer used and set at appropriate intervals.</td>
<td>NP 1 2</td>
</tr>
<tr>
<td>Points awarded to teams for use of skills.</td>
<td>NP 1 2</td>
</tr>
<tr>
<td>Praise/points to reprimand ratio approximately 4:1.</td>
<td>NP 1</td>
</tr>
<tr>
<td><em>Praise and reprimands were behavior/skill specific.</em></td>
<td>NP 1</td>
</tr>
<tr>
<td><em>Points tallied and reward delivered.</em></td>
<td>NP</td>
</tr>
</tbody>
</table>

**Total: **
CW-FIT Tier 2

Help Cards
• Escape/avoidance
• Need additional help with work
• Peer or teacher help

Self-Management
• Attention seeking behaviors
• Presented as a privilege
8th grade CW-FIT English class

3 min Eastgate video
We’re on the Web!

www.cwfit.ku.edu

Free access to implementation resources
  • training videos, training presentations, downloadable posters, fidelity forms
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) Separate class into different teams every time you play
2) Separate class into teams based on wherever they are sitting when CW-FIT starts
3) Separate class so you can tell who is on what team, and the students should know which team they are on
4) Separate class 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
Initial Steps for Implementation

- Consider school/team support
- Gather materials
- Determine class period for CW-FIT MS
- Determine how to track class/student behavior response
- Decide teaching order of Expectation Lessons
- Develop Reward Menu
- Get started!
Discuss

School Readiness

Classroom Readiness

Teacher Readiness

Timer
School Readiness
Structure School-wide Tier I
Organize staff, personnel, resources

Classroom Readiness
Quality instruction
Consistency
How to Incorporate CW-FIT MS 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
CW-FIT MS Studies


Thank you!

Howard Wills
  • hpwills@ku.edu
Paul Caldarella
  • Paul_Caldarella@byu.edu
Darlene Anderson
  • Darlene_Anderson@outlook.com
Pei-Yu Chen
  • pychen0337131@gmail.com