

Effects of Class-wide Function-related Intervention Teams (CW-FIT) in an Elementary Special Education Classroom

MONICA NELLIGAN

Marie Kirkpatrick, Ph.D., BCBA-D

John Davis, Ph.D.

INTRO:

- CW-FIT is a Tier 1 classroom behavior intervention
- Includes pre-correction and social skills lessons, a group contingency, a visual to track points and reinforcement in the form of praise from the teacher as well as an opportunity for students to earn reinforcers.
- Research has shown it to be successful in general education classes, but very limited research exists in special education classes

PURPOSE:

- Evaluate the effects of CW-FIT in an elementary special education classroom

Participants & Setting

- 5 students with ASD and/or ID
- Small group reading instruction

Dependent Variable

- Percentage of group on-task behavior

Experimental Design

- Reversal, ABAB

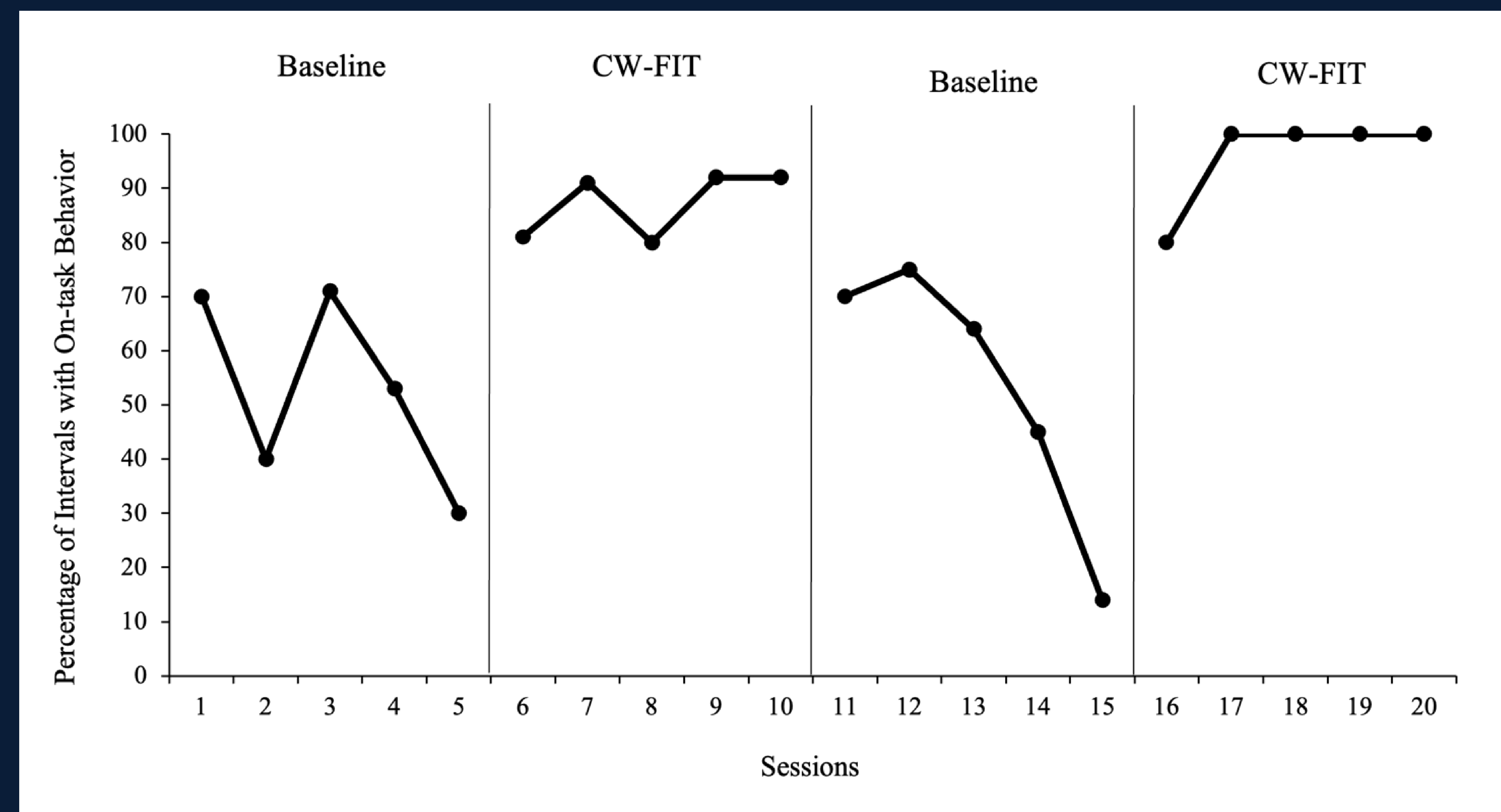
Phases of the Study

- Baseline: Business as usual classroom strategies
- CW-FIT: Social skills lessons & visuals, independent group contingency with points given every 2 mins, behavior specific praise, and tangible reinforcement for those meeting criteria
- Social validity: Interview students and novel SPED teacher for feasibility and acceptability

Results indicate CW-FIT is a promising Tier 1 behavior intervention for special education classrooms. All students enjoyed the intervention, and teachers think it's feasible to implement.



<https://www.abautsa.com/publications-and-presentations.html>



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Data collection sheet

Data Collection Sheet

Date:	Data Collector: Primary Reli
Session Number:	Phase: Baseline CW-FIT

Directions: At the end of each interval when the timer goes off, look at students and circle a + if all of them are on task. Circle a - if there are any students that are not on task.

On task operational definition: students will show on task behavior by raising a hand to speak, looking at the teacher or speaker when they're speaking, following directions, and working on the assigned tasks. Behaviors that were considered off-task included turning away from teacher or speaker, looking at people and materials that are not being addressed, making sounds or speaking (exclude if they are making sounds while engaging with on task behavior), engaging in off-topic conversation not related to the lesson and unnecessarily being out of seat for more than 15 s.

MTS Data Collection				
00-1:00	1:01-2:00	2:01-3:00	3:01-4:00	4:01-5:00
+ or -	+ or -	+ or -	+ or -	+ or -
5:01-6:00	6:01-7:00	7:01-8:00	8:01-9:00	9:01-10:00
+ or -	+ or -	+ or -	+ or -	+ or -
10:01-11:00	11:01-12:00	12:01-13:00	13:01-14:00	14:01-15:00
+ or -	+ or -	+ or -	+ or -	+ or -

Procedural fidelity data sheet

Procedural Fidelity Checklist: Baseline Data

Date:	Observer:
Session Number:	Primary IOA

Directions: For each step of the checklist, indicate whether the researcher implemented the step correctly. Circle (Yes) if the step was done correctly, and (No) if the step was done incorrectly. If a step was not required of the researcher, circle (NA).

Step	Yes/No/NA
1. The teacher verbally told students to come to the table to start a lesson.	Yes No NA
2. The teacher begins the lesson without any reminders or CW-FIT visuals present.	Yes No NA
3. Throughout the lesson, the teacher gives generic praise and redirects students as needed.	Yes No NA
4. At the end of the lesson, the teacher dismisses students back to their desks.	Yes No NA

Total number of steps correct: _____ **Total number of steps required:** _____

Percentage correct: _____

Procedural Fidelity Checklist: Intervention Phase

Date:	Observer:
Session Number:	Primary IOA






Directions: For each step of the checklist, indicate whether the researcher implemented the step correctly. Circle (Yes) if the step was done correctly, and (No) if the step was done incorrectly. If a step was not required of the researcher, circle (NA).

Step	Yes/No/NA
1. Teacher verbally tells students to come to the table to begin a lesson.	Yes No NA
2. Teacher has the CW-FIT posters and visuals up.	Yes No NA
3. Teacher refers to the CW-FIT rules and reminds students of behavior expectations for lessons.	Yes No NA
4. Teacher shows students the point system and reminds students how many points they are trying to earn and what reinforcer they will get access to if the target points is reached.	Yes No NA
5. The teacher begins the lesson and every 2 minutes when the timer goes off, scans the classroom to see if everyone is on task.	Yes No NA
6. Teacher awards points when earned.	Yes No NA
7. At the end of the lesson, the teacher gives students access to reinforcer if earned.	Yes No NA

Total number of steps correct: _____ Total number of steps required: _____

Percentage correct: _____

Point collection data sheet

	Points Earned
	
	
	
	
	

Social validity questions

- (1) Did you like the CW-FIT lessons about the rules for the game



- (2) Did you like playing the CW-FIT game



- (3) Did you enjoy the reinforcers earned in the CW-FIT game



- (4) Would you want to keep playing the CW-FIT game?

