



CW-FIT MS: Efficacy in a Special Education (SPED) Classroom with Students in 7th- 9th Grade

CW-FIT MS: Class-Wide Function Related Intervention Teams

What is CW-FIT MS?

CW-FIT MS is an intervention for elementary and middle school classrooms that increases on-task behavior and teacher praise. CW-FIT MS uses a group contingency intervention to help students focus in the classroom and reduce classroom disruptions.

CW-FIT MS aims to increase teacher praise, reduce teacher reprimands, and to increase on-task behavior. When students are on-task, there is more time to teach and more time to learn.

CW-FIT MS provides training and support throughout intervention. Research assistants train teachers on the intervention and help implement it in the classroom.

Purpose: To examine student on-task behavior and teacher praise rates in a SPED classroom.

One self-contained SPED classroom at a suburban Title I middle school in Utah implemented CW-FIT with 12 students with severe disabilities and 11 peer tutors.

Students were classified with Intellectual Disability (ID), Specific Learning Disability (SLD), Autism Spectrum Disorder (ASD), Speech Language Impairments (SLI), or Other Health Impairments (OHI).

The teacher was **trained** in CW-FIT, which included videos of other teachers integrating the intervention into everyday instruction.

CW-FIT was implemented during the most behaviorally challenging period.

The teacher used **3-5 minute timers** and delivered behavior-specific **feedback**. Groups received **points** when the timer went off and the entire group was on-task. A **reward** was delivered to groups that reached the point goal at the end of class.

Orr, R. K., Caldarella, P., Hansen, B. D., & Wills, H. P. (2020). Managing student behavior in a middle school special education classroom using CW-FIT Tier 1. *Journal of Behavioral Education, 29*(1), 168-187.

Increased teacher **praise** and decreased teacher **reprimands**.

Teacher Fidelity

Intervention 1 - 98.61%

Intervention 2 - 96.79%

On-Task Student Behavior

Introduction showed increased on-task behavior.

Withdrawal caused an immediate drop in on-task behavior.

Reintroduction exhibited an increase in on-task behavior.

Social Validity

The teacher reported CW-FIT was enjoyable and easy to implement.

90% of the students with disabilities and 71% of the peer tutors stated that other students and classes should be able to play CW-FIT.

| AVERAGES | | | | | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|------------|----------|----------|----------|
| On-Task | | | | Praise | | | | Reprimands | | | |
| Baseline | CW-FIT 1 | Reversal | CW-FIT 2 | Baseline | CW-FIT 1 | Reversal | CW-FIT 2 | Baseline | CW-FIT 1 | Reversal | CW-FIT 2 |
| 67.85% | 76.76% | 68.38% | 88.63% | 6.6 | 14.3 | 10.8 | 26.88 | 6.2 | 4.67 | 7.1 | 4.4 |