

Intervention: Class Wide- Function-related Intervention Teams (CW-FIT)

Brief Description: CW-FIT is a behavioral intervention designed to explicitly teach and reinforce appropriate social behaviors through the use of a game like activity that can be implemented within the general education classroom setting. This intervention can be strategically implemented during “problem” times of the day to decrease problem behavior. CW-FIT incorporates multiple research-based behavioral strategies including direct instruction of skills, self and peer management, extinction by removing reinforcement (i.e. withholding attention when problem behaviors occur) as well as differential reinforcement of alternative behaviors through dependent group contingencies, token economy, and teacher praise.

Common Problems Addressed: This intervention addresses behavioral problems that are occurring across a group of students or class wide. CW-FIT has dual functionality by first, incorporating explicit direct instruction so students can learn the appropriate behaviors and additionally, providing positive reinforcement in a systematic way so that the students can increase fluency with demonstrating the desired behaviors. This intervention is designed to address problem behaviors that are maintained by receiving attention from adults and peers by teaching and reinforcing appropriate alternative behaviors that can replace the problem behaviors.

Procedure

1. Select the target behaviors to be taught. Typical behaviors taught in CW-FIT include the following:
 - a. Gaining the teacher’s attention
 - i. Look at the teacher
 - ii. Raise your hand
 - iii. Wait for the teacher to call on you
 - iv. Ask your question or give answer
 - b. Following directions
 - i. Look at the person and listen
 - ii. Say okay
 - iii. Do it
 - iv. Check back (if needed)
 - c. Ignoring inappropriate behaviors
 - i. Keep a pleasant face
 - ii. Look away from the person
 - iii. Keep a quiet mouth
 - iv. Pretend you are not listening
 - v. Follow directions- do your work
2. Teaching Component
 - a. Define each target behavior by describing the steps listed above. Can be helpful to create posters that can serve as prompts for the students.
 - b. Model the behavior by showing them what the activity looks like. Can show examples as well as non-examples of the behavior.
 - c. Practice with the students by having them role play with you and their peers to further demonstrate to the class.

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- d. Provide specific feedback to students during practice opportunities.
3. Divide students into teams of 2-5 students and assign them a team name/number.
4. Write the team names on the board- it is where you will be tallying each time's points.
5. Explain the criteria for the game.
 - a. Remind students of those appropriate target behaviors.
 - b. Explain the procedures for the game which consists of teams receiving points every 2-3 minutes when all students are displaying the behavioral skills at the beep.
 - c. Tell the students how long they are playing the game (e.g. math class, after lunch, whole day, etc.)
 - d. Set a point goal and discuss with the class what reward they want if they win the game. The reward is given at the end of the class period to all groups who met the goal.
6. Initiate the game with the class by starting the timer with 2-3 minute intervals set
7. Keep track of points during the game and provide behavior specific praise to students demonstrating appropriate skills. During this game provide minimal attention to any inappropriate behaviors.
8. Reward and praise the teams who met their behavioral goal using specific praise.

Critical Components

The reward should be something that will be preferred by students and will serve as a powerful motivator. The behavioral expectations should be clearly taught and prompts displayed so that students understand what they should be doing. The points and rewards need to be given consistently to those meeting expectations and not given to those who aren't showing appropriate behaviors. Specific praise should be used with high frequency to provide feedback to students.

References

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