



# Using Implementation Supports to Enhance Sustainability and Scalability of CW-FIT

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# Overview

- ▶ Overview of CW-FIT
- ▶ CW-FIT District Coaching Study
- ▶ Questions

“The goal of effective classroom management is not creating ‘perfect’ children, but providing the perfect environment for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior.”

**Sprick, et al., 2006, p. 11**





Class-Wide FIT

**MORE  
TIME** | **TO TEACH  
TO LEARN**

# About CW-FIT

- **Evidence-based classroom management system since 2007**
  - Increases student engagement and teachers' praise
  - Reduces disruptive behavior
  - Integrates PBIS at the classroom level
- **Flexible**
  - Designed to integrate into daily lessons
  - Works with a variety of class settings and teaching styles
  - Addresses common functions of problem behavior

# CW-FIT Classroom Management

## Component 1



Lessons and Pre-Corrects

## Component 2



Team Contingency

## Component 4



Reinforcer Reward

## Component 3

CW-FIT POINTS								
DATE:	REWARD:	GOAL:						
TEAM:	Team Name:	1	2	3	4	5	6	7
POINTS:								

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

Goals, Points and Praise



MORE TIME | TO TEACH  
TO LEARN

# What is CW-FIT



# Show me the evidence

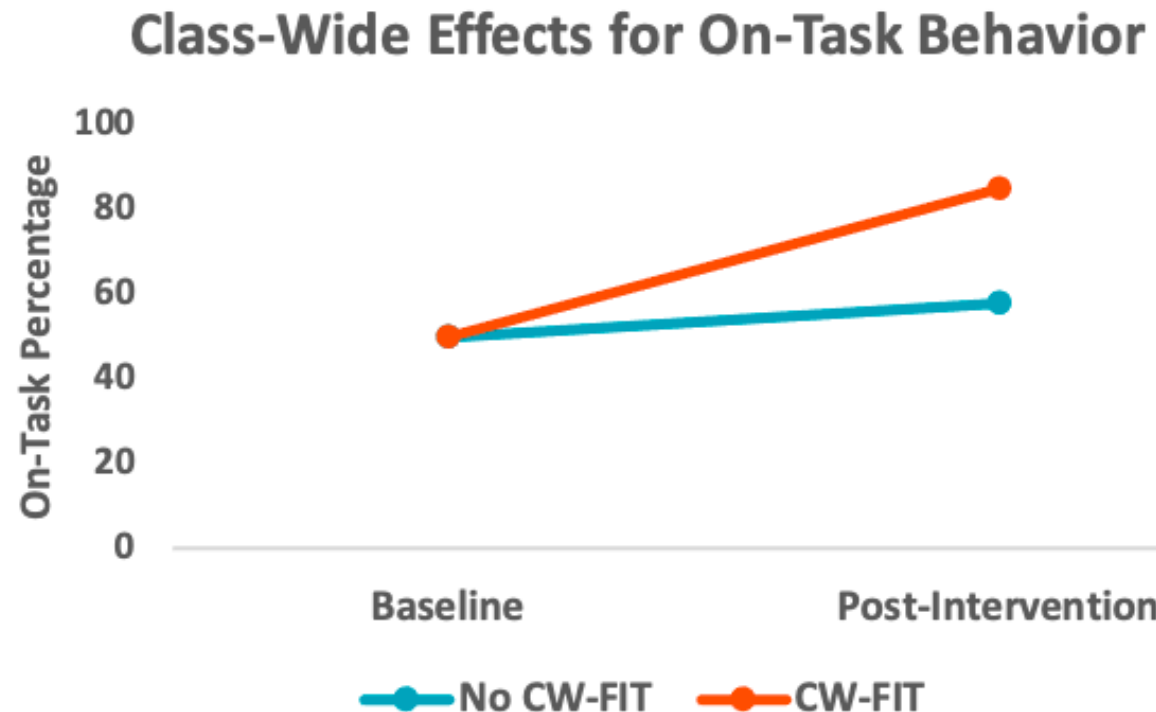
1:1 to 5:1 ↑

TEACHER PRAISE

↓ 60%

PROBLEM BEHAVIOR

Meets What Works  
Clearinghouse Standards  
Without Reservations

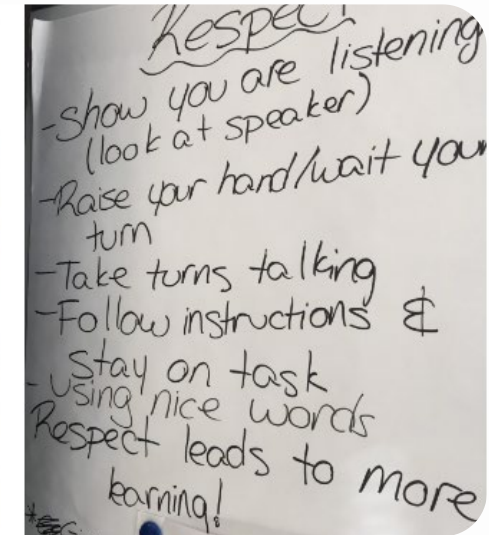
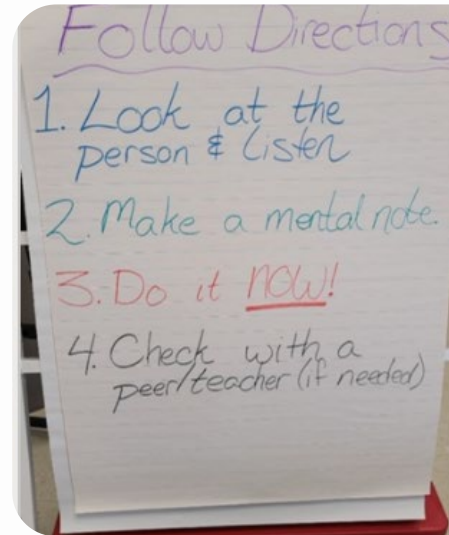


# Lessons & Pre-Corrects



## Elementary School

- 3 Main Skills
- Fits with PBIS expectations



## Middle School

- Autonomy in Behavior
- Class effort to create



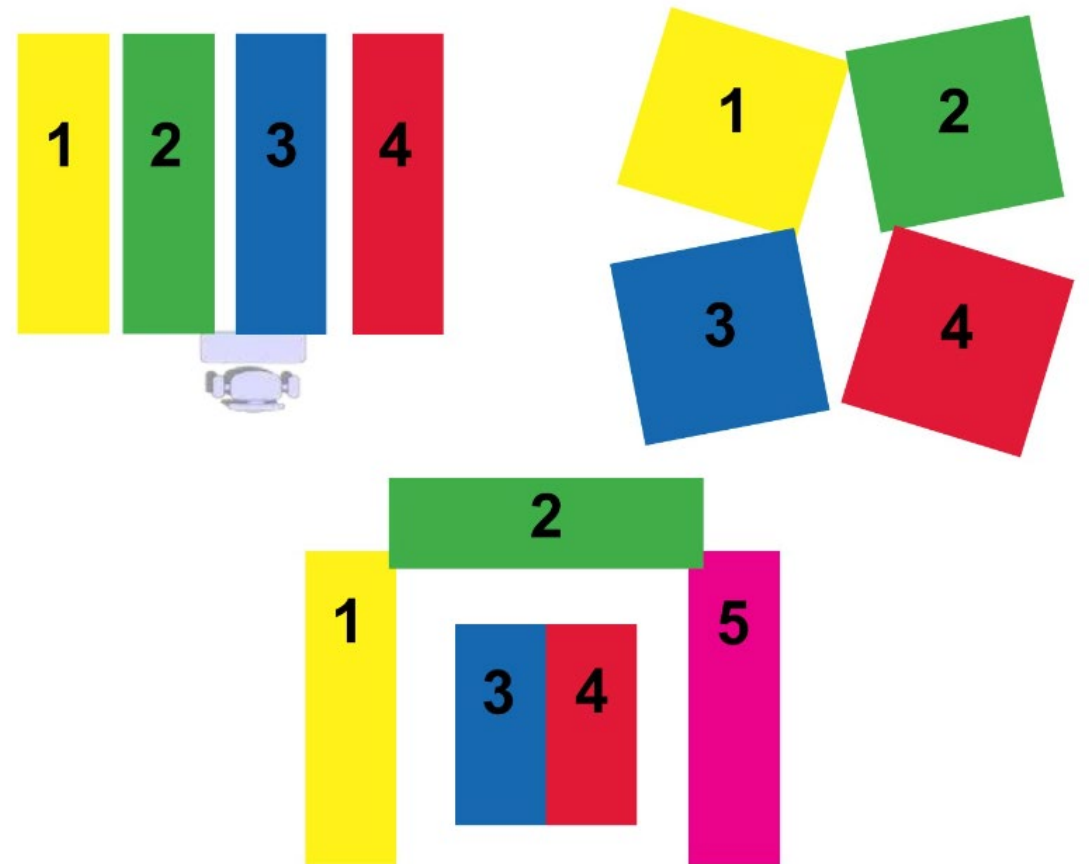


# Pre-Corrects



# TEAMS

- Group Contingency
- Build positive peer relationships
- All teams can win



# GOALS & TIMER

- Challenging yet achievable
- 2-5 Minute Interval Timer
- Time to focus on the positive



# Behavior Specific Praise



# POINTS & PRAISE

Behavior Specific

Shape Positive Behavior

Frequent

Bonus Points

## CW-FIT POINTS

Reward: Rock, Paper Scissors

Goal: 10 / 13

TEAMS	Timer Beeps	1	2	3	4	5	6	7
POINTS		11	11	1	11	ii	11	
		11	11	1	11		11	
				1				



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CWFIT.KU.EDU

# WAYS TO PRAISE

<b>Dawdling</b>	<ul style="list-style-type: none"><li>• Thank you for doing that right away</li><li>• I'm proud of you for making a quick decision</li></ul>
<b>Follow Directions</b>	<ul style="list-style-type: none"><li>• You're a terrific listener</li><li>• Great job following directions</li></ul>
<b>Opposition/anger</b>	<ul style="list-style-type: none"><li>• I'm proud of you for using your words</li><li>• You're so well at being patient</li></ul>
<b>Table Manners</b>	<ul style="list-style-type: none"><li>• Excellent job sitting in your seat</li><li>• Great job being respectful</li></ul>
<b>Verbal Expression</b>	<ul style="list-style-type: none"><li>• Great job using a level 2 voice</li><li>• I'm proud of you for using kind words</li></ul>
<b>Interrupts/Attention Seeking</b>	<ul style="list-style-type: none"><li>• Nice job letting others talk</li><li>• Great job waiting</li></ul>
<b>Overactive/Attention Problems</b>	<ul style="list-style-type: none"><li>• Nice work staying on task</li><li>• You're doing so well taking your time on that</li></ul>



# REWARDS

- 5 minutes or less
- Tangible & Non-tangible
- Age Appropriate
- PBIS



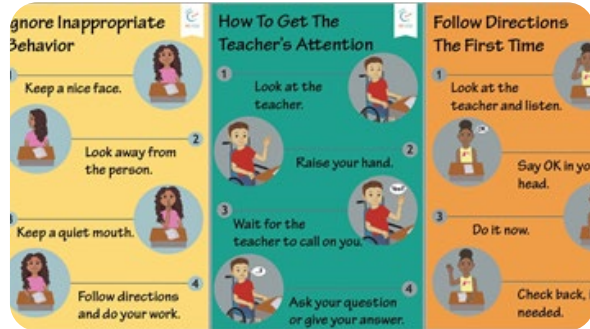
# When to Implement CW-FIT

- Implement 3-5x/week in one subject
- Low student engagement
- Frequent student disruptions
- Low academic compliance
- Challenging time of the day



# CW-FIT Classroom Management

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Goals, Points and Praise



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# Implementation Models

## District Coaching Model

- Options for fully remote or hybrid training
- District coach capacity to lead CW-FIT for your district
- Flexible models to fit your district needs

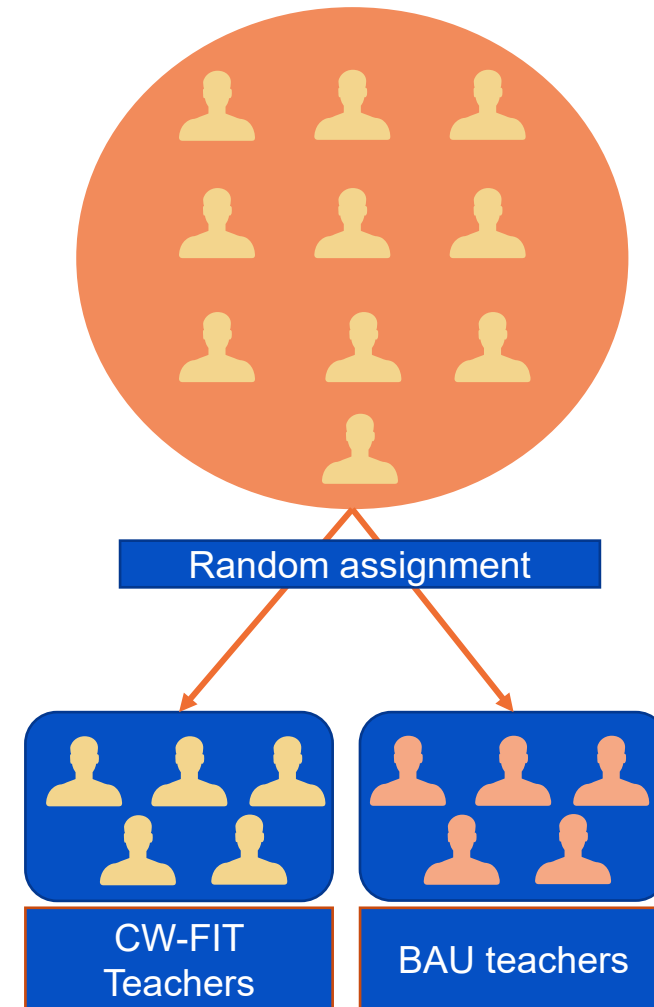
## Rural Impelemetation

Fully remote training with micro credentials for teachers and coaches

# Study Design



- **Funded through Education Innovation and Research (EIR) Program – Mid-Phase**
- **Cluster RCT at the teacher/classroom level**
- **Data presented from 2 out of 3 cohorts**



# Funding Mechanism



## **Education Innovation and Research (EIR) Program – Mid-Phase**

Mid-phase grants provide funding for the implementation and rigorous evaluation of a program that has been successfully implemented under an Early-phase grant or other similar effort, such as developing and testing an innovative education practice at a local level, for the purpose of measuring the program's impact and cost-effectiveness.

**Collaboration between KU (developer) and SRI (independent evaluator)**

# Measures



- **Systematic Direct Observation**
  - Praise
  - Reprimands
  - On-task
- **Classroom Environment Measure**
- **CW-Fit Fidelity**



# Sample



- **Districts in Western and Midwestern States**
- **131 classrooms were randomized**
  - **67 assigned to CW-FIT**
  - **64 assigned to the control condition**
- **7 CW-FIT teachers and 1 control teacher withdrew after randomization.**
- **Current sample = 123 teachers/classrooms**
  - **60 CW-FIT and 63 Control**

# Analyses



- **Fixed Effects Model**
- **Pairwise Deletion**



# Results



**Table 1: Class On Task % (n=123)**

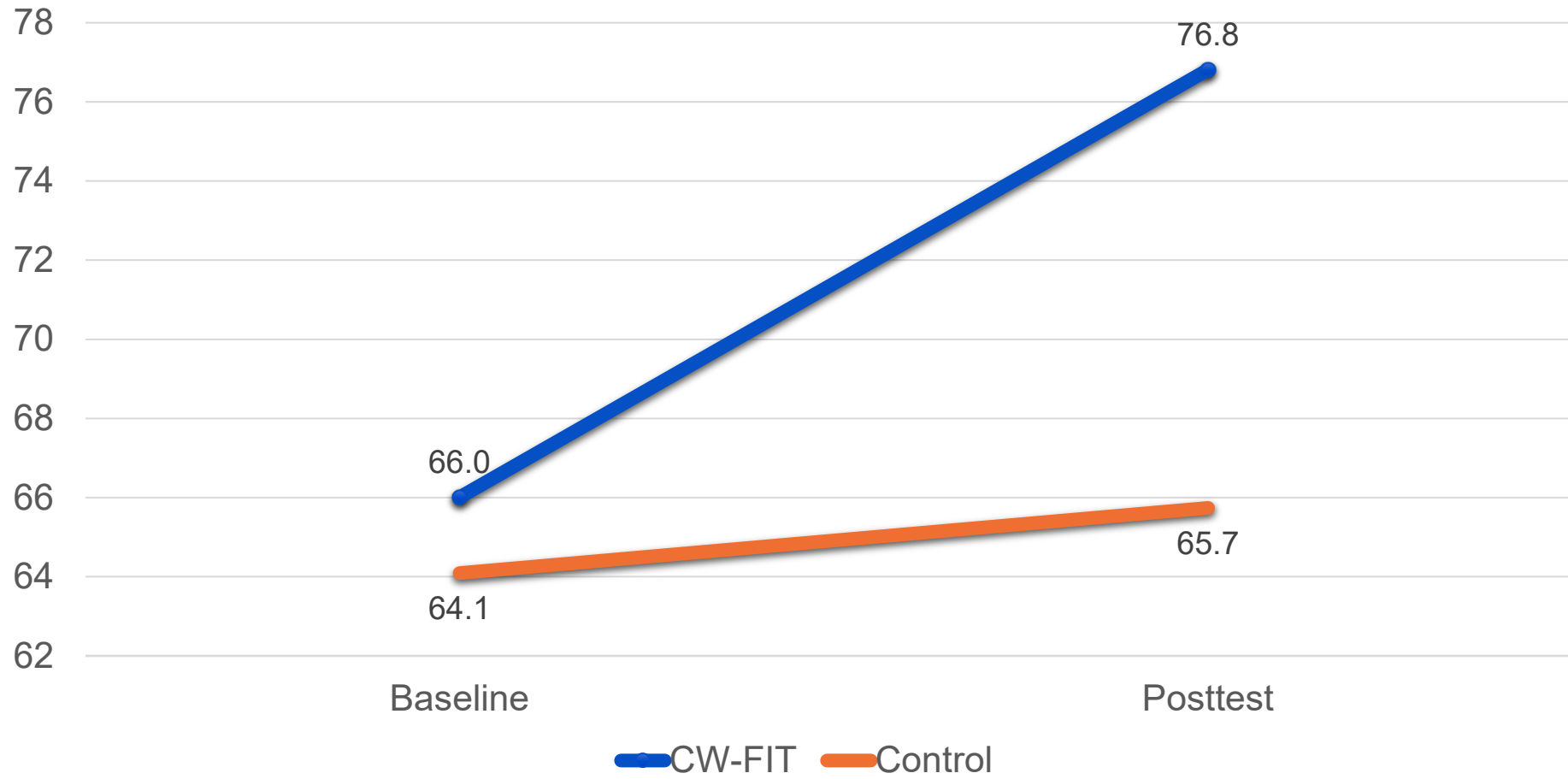
<b>Variable</b>	<b>b</b>	<b>SE</b>	<b>p</b>
<b>Intercept</b>	72.79	5.78	<.001
<b>Baseline Score</b>	0.33	0.10	<.001
<b>Treatment</b>	8.54	2.10	<.001
<b>Hedges' g Effect Size</b>	0.57		



# Results



## Average Percent On-Task (n= 123)



# Results



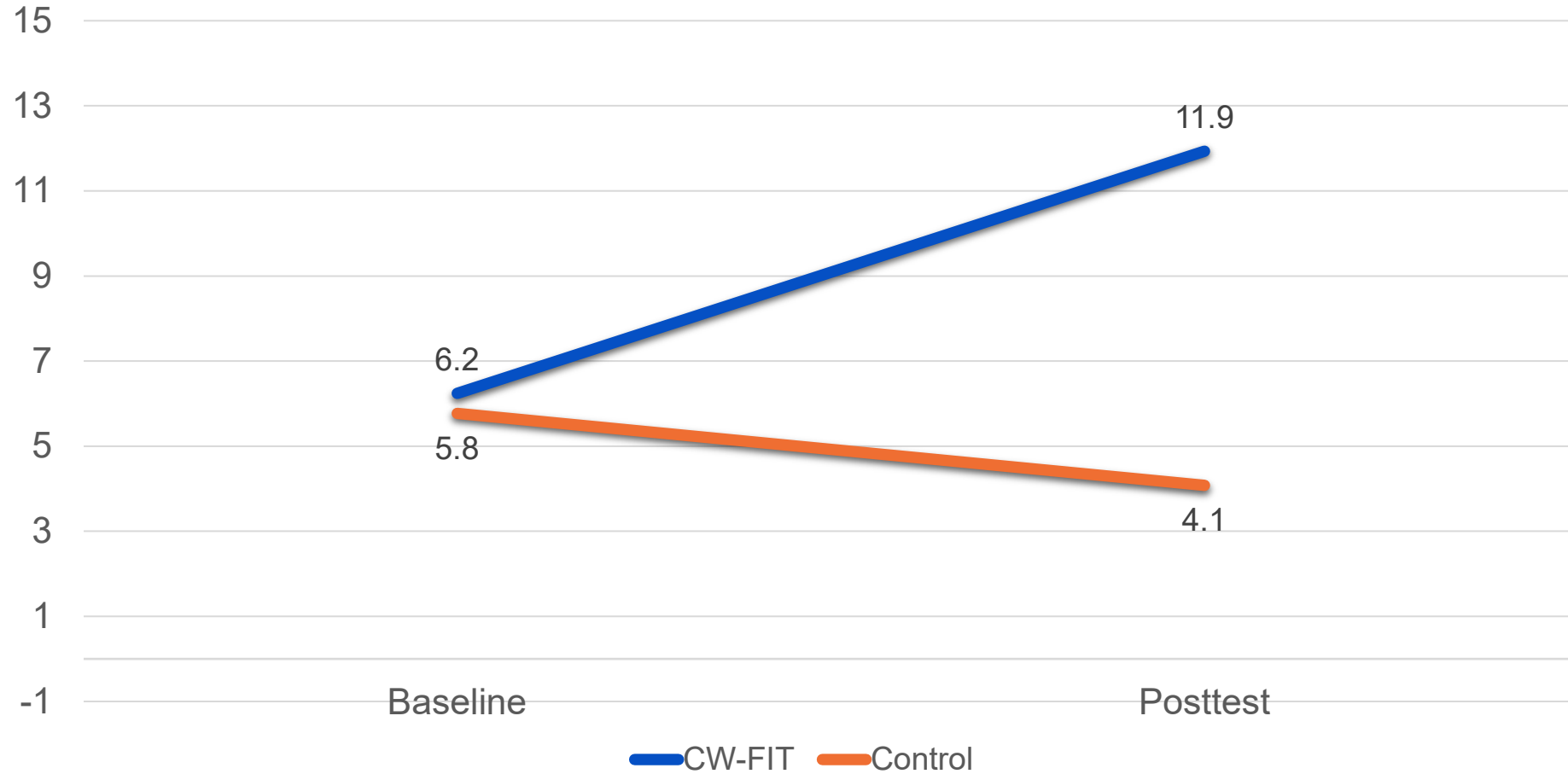
**Table 2: Praise (n=123)**

<b>Variable</b>	<b>b</b>	<b>SE</b>	<b>p</b>
<b>Intercept</b>	3.42	2.48	0.171
<b>Baseline Score</b>	0.46	0.12	<.001
<b>Treatment</b>	7.14	0.90	<.001
<b>Hedges' g Effect Size</b>	1.33		

# Results



## Average Number of Praise Statements (n=123)



# Results



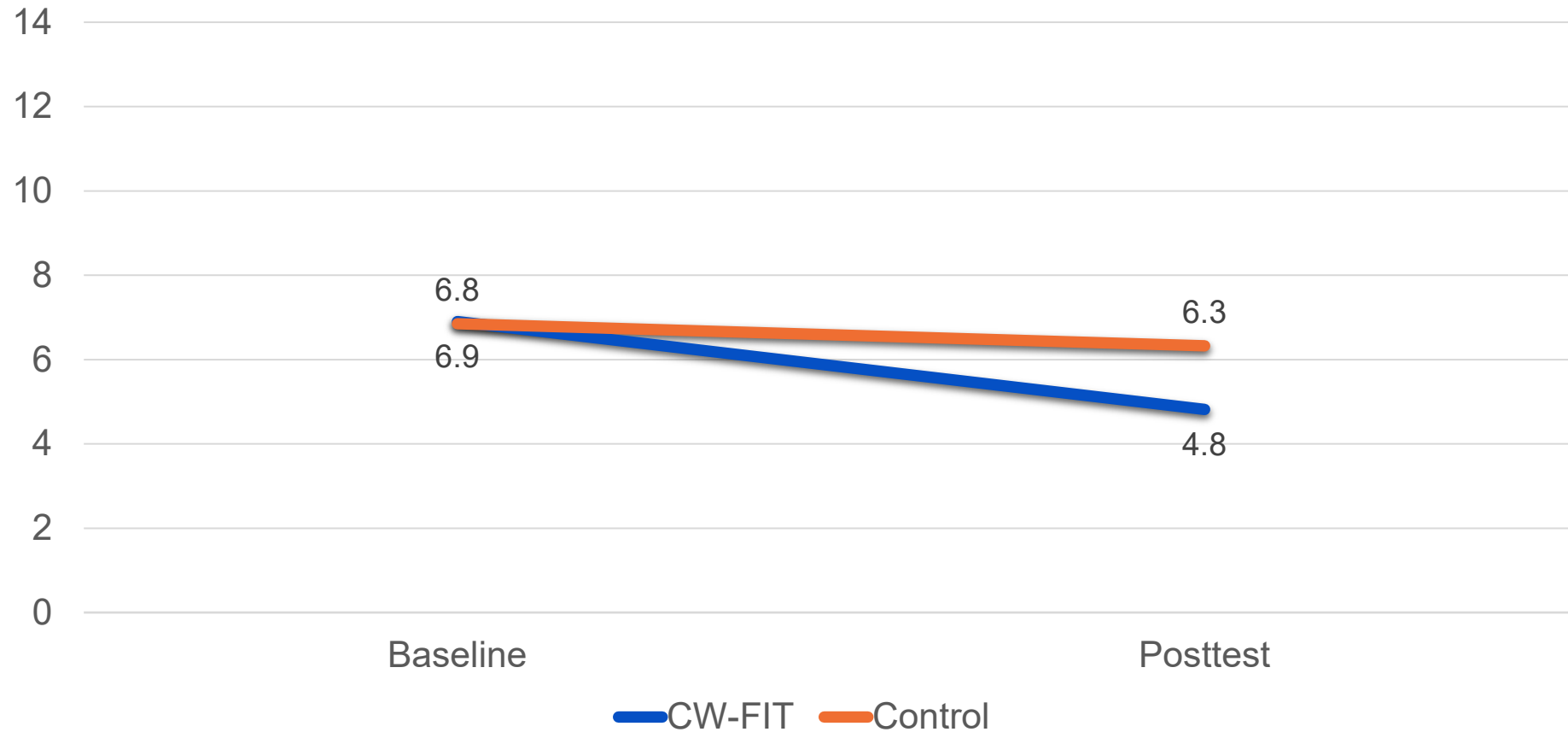
**Table 3: Reprimands (n=123)**

<b>Variable</b>	<b>b</b>	<b>SE</b>	<b>p</b>
<b>Intercept</b>	3.93	1.60	0.016
<b>Baseline Score</b>	0.51	0.06	<.001
<b>Treatment</b>	-1.46	0.58	0.014
<b>Hedges' g Effect Size</b>	-0.37		

# Results



## Average Number of Reprimands (n=123)



# Results



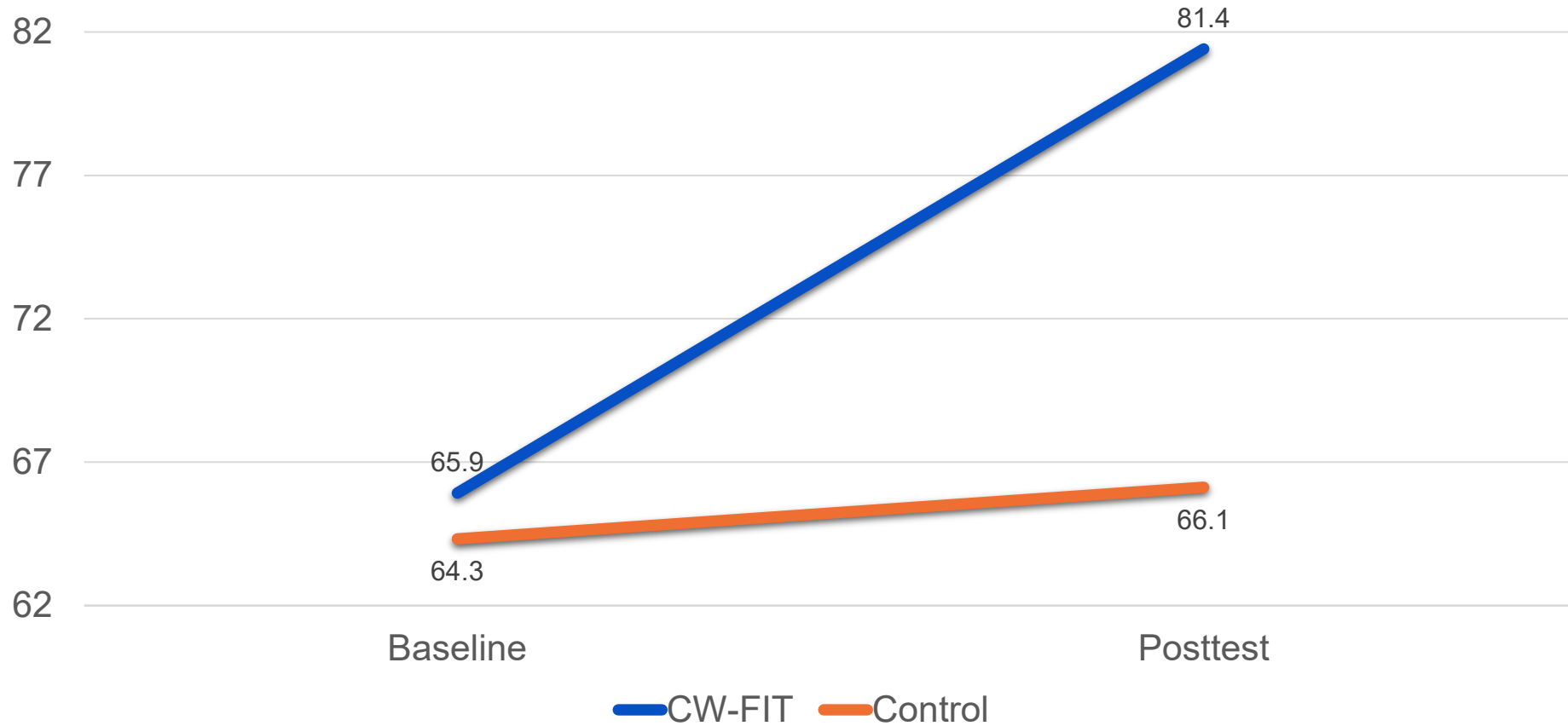
**Table 4: Classroom Management Score (n=123)**

<b>Variable</b>	<b>b</b>	<b>SE</b>	<b>p</b>
<b>Intercept</b>	70.58	5.50	<.001
<b>Baseline Score</b>	0.31	0.08	<.001
<b>Treatment</b>	12.89	2.00	<.001
<b>Hedges' g Effect Size</b>	0.91		

# Results



## Average Classroom Management Score (n=123)



# Findings



Outcome	Effect Size	Previous Effect Sizes*
Praise	1.33	2.03
Reprimands	-0.37	-.20
On-task	0.57	0.91
Classroom Environment Measure	0.91	





# INNOVATIONS

- ▶ **Adaptations**
- ▶ **Use of AI supported Coaching**
- ▶ **Discussion**

# Q & A

# Free Resources



[juniper.ku.edu](http://juniper.ku.edu)



@ cw\_fit\_ku



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**MORE TIME** | **TO TEACH**  
**TO LEARN**



[cwfit.ku.edu](http://cwfit.ku.edu)



Purpose: To help stakeholders learn about **evidence-based** approaches to support all students' **positive behavior**, **mental health**, and **well-being**.

Includes tips and findings from our research, evaluation, and TA work.

- Perspectives from our partners on the ground, too!

Send comments and inquiries about partnering or working with us to:  
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**Thank you!**