Increasing Praise to Reprimand Ratios Under Real World Conditions Using CW-FIT

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WHAT TO EXPECT TODAY

- Overview of CW-FIT
- Real World Application & Implementation
- Evidence of Success

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cwfit.ku.edu

WHAT IS 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 style
- Addresses common functions of problem behavior

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CW-FIT 4 Components

Lessons and Pre-Corrects

Teams

Rewards

CW-FIT

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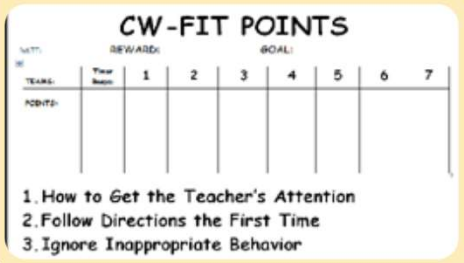


Goals, Points and Praise

SHOW ME THE EVIDENCE

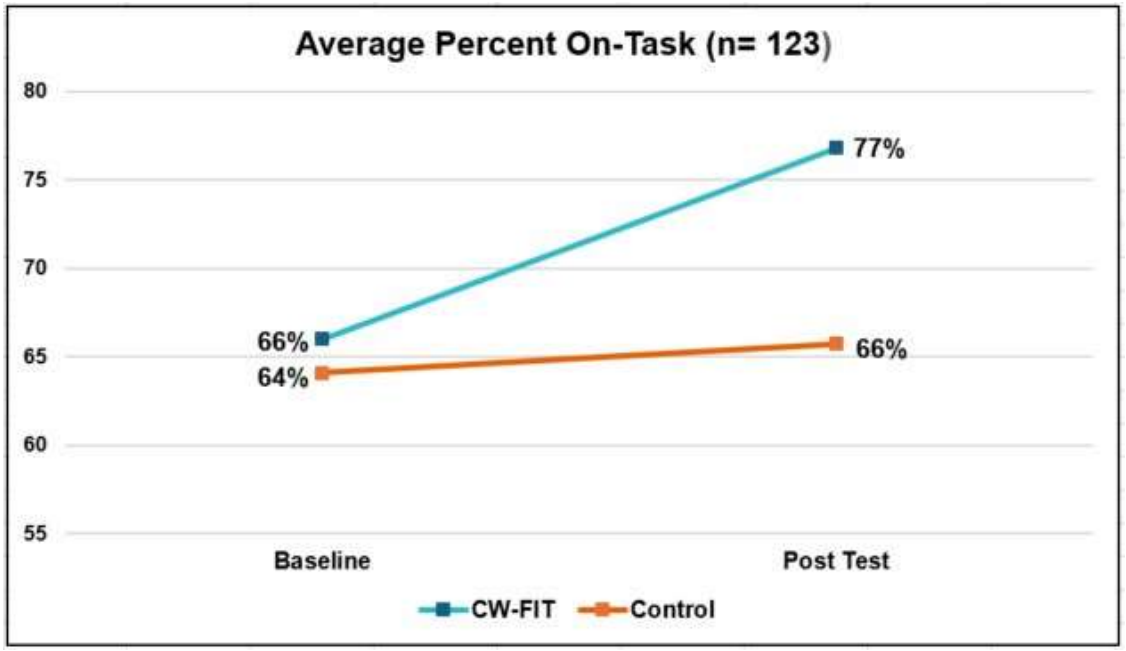
1:1 to 5:1

TEACHER PRAISE

⬇ 60%

PROBLEM BEHAVIOR

Meets What Works Clearinghouse Standards Without Reservations



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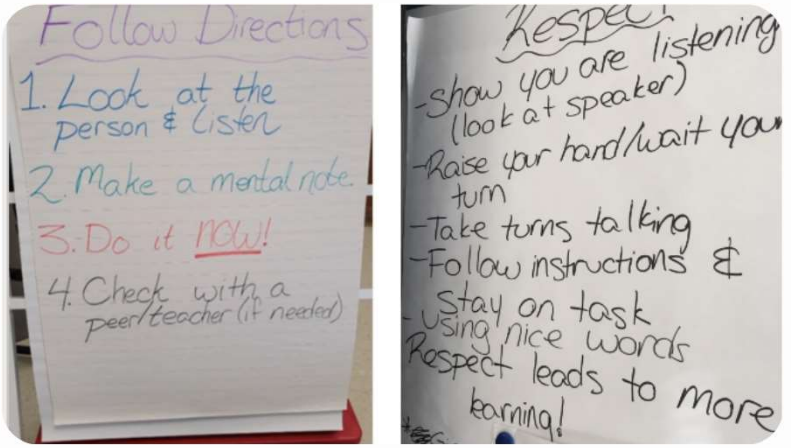
Lessons & Pre-Corrects



Elementary School

- 3 Main Skills
- Fits with PBIS expectations

Middle School

- Autonomy in Behavior
- Class effort to create

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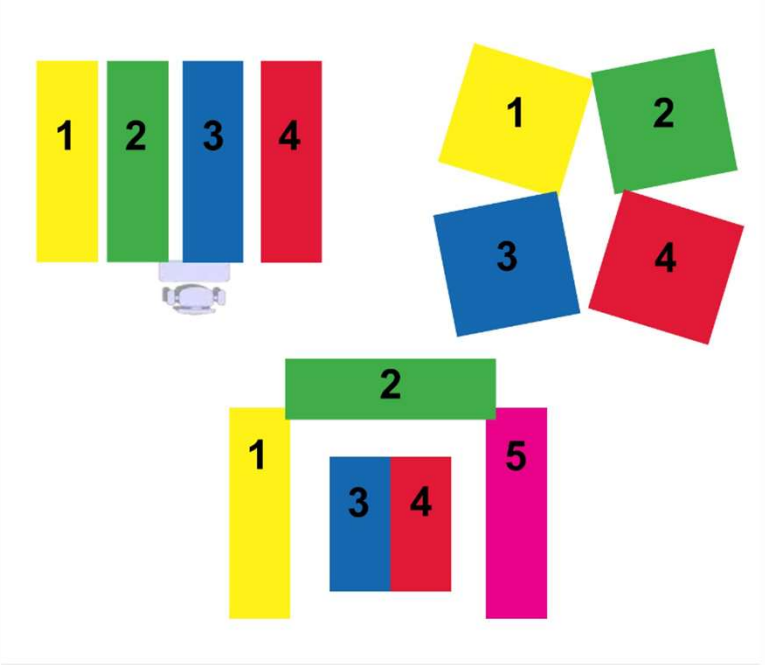
TEAMS

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



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GOALS & TIMER

- Challenging yet achievable
- 2-5 minute intervals
- Time to focus on the positive

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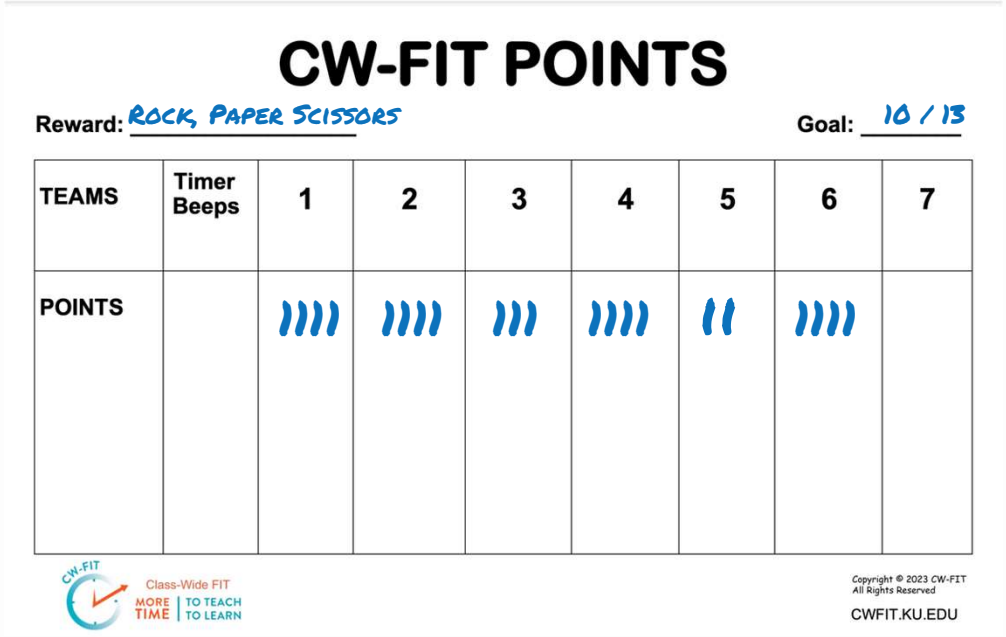
POINTS & PRAISE



CW-FIT POINTS

Reward: ROCK, PAPER SCISSORS Goal: 10 / 13

TEAMS	Timer Beeps	1	2	3	4	5	6	7
POINTS		////	////	///	////	//	////	

Class-Wide FIT MORE TIME | TO TEACH TO LEARN

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- Behavior Specific Praise
- Shaping positive behavior
- Systematic
- Bonus Points

WAYS TO PRAISE

Dawdling	• Thank you for doing that right away • I'm proud of you for making a quick decision
Follow Directions	• You're a terrific listener • Great job following directions
Opposition/ anger	• I'm proud of you for using your words
Table Manners	• Excellent job sitting in your seat • Great job being respectful
Verbal Expression	• Great job using a level 2 voice • I'm proud of you for using kind words
Interrupts/ Attention Seeking	• Nice job letting others talk • Great job waiting
Overactive/ Attention Problems	• Nice work staying on task • You're doing so well taking your time on that

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REWARDS

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

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Behavior Specific Praise

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WHEN TO IMPLEMENT

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

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BRIDGING THE RESEARCH TO PRACTICE GAP

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TRAIN THE TRAINER MODEL

Training

- 2-day virtual training
  - CW-FIT
  - Effective coaching strategies
  - Virtual coaching strategies
  - Mastery assessment

Support

- National trainer meetings
- Yearly refresher course
- Additional support as needed

CW-FIT Coach Tells Their Story

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Effective Coaching Practices

Video Observation

Performance Feedback

Modeling

Aliance Building

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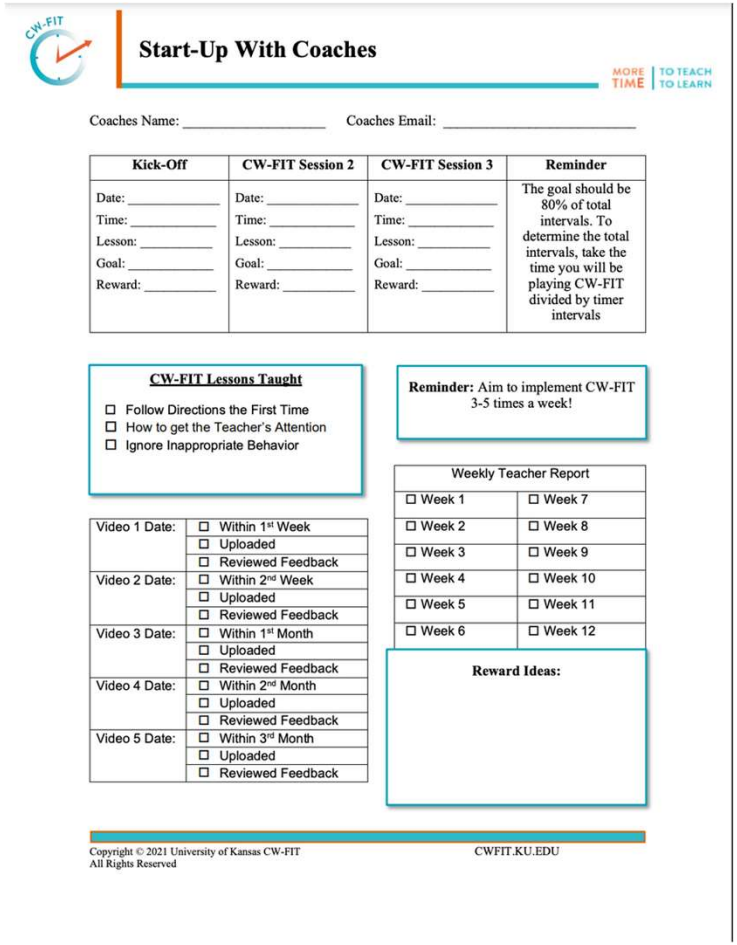

Start-Up With Coaches

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Coaches Name: _____ Coaches Email: _____

Kick-Off	CW-FIT Session 2	CW-FIT Session 3	Reminder
Date: _____ Time: _____ Lesson: _____ Goal: _____ Reward: _____	Date: _____ Time: _____ Lesson: _____ Goal: _____ Reward: _____	Date: _____ Time: _____ Lesson: _____ Goal: _____ Reward: _____	The goal should be 80% of total intervals. To determine the total intervals, take the time you will be playing CW-FIT divided by timer intervals

CW-FIT Lessons Taught

- ☐ Follow Directions the First Time
- ☐ How to get the Teacher's Attention
- ☐ Ignore Inappropriate Behavior

Reminder: Aim to implement CW-FIT 3-5 times a week!

Video 1 Date:	☐ Within 1st Week ☐ Uploaded ☐ Reviewed Feedback
Video 2 Date:	☐ Within 2nd Week ☐ Uploaded ☐ Reviewed Feedback
Video 3 Date:	☐ Within 1st Month ☐ Uploaded ☐ Reviewed Feedback
Video 4 Date:	☐ Within 2nd Month ☐ Uploaded ☐ Reviewed Feedback
Video 5 Date:	☐ Within 3rd Month ☐ Uploaded ☐ Reviewed Feedback

Weekly Teacher Report	
☐ Week 1	☐ Week 7
☐ Week 2	☐ Week 8
☐ Week 3	☐ Week 9
☐ Week 4	☐ Week 10
☐ Week 5	☐ Week 11
☐ Week 6	☐ Week 12

Reward Ideas:

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Supporting Teachers

Teacher CW-FIT Training (1-Hour)

Kick-Off w/ Coach

4 Fidelity Check Ins

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Goals of Coaching

Improve Teaching Practice

Highly Effective Practices
Evidence-based Practices

Improving Student Outcomes

Learning Outcomes
Behavioral Outcomes

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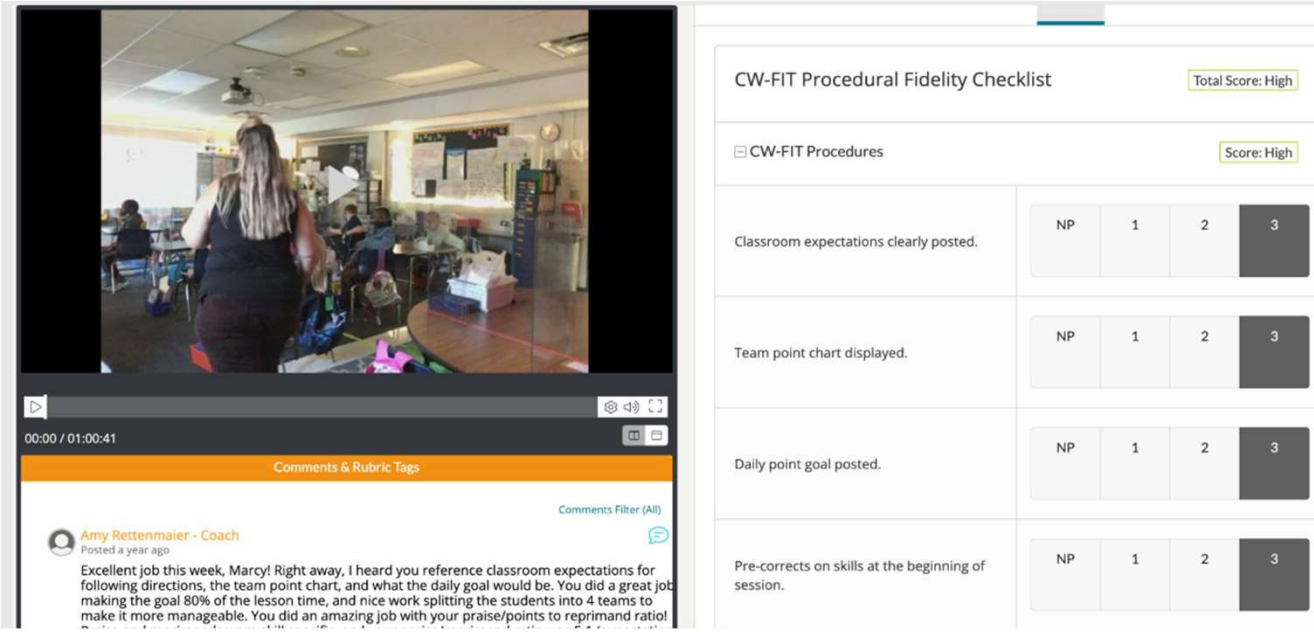
Virtual Coaching with TORSH Talent



- Efficient
- Cost
- Scalability

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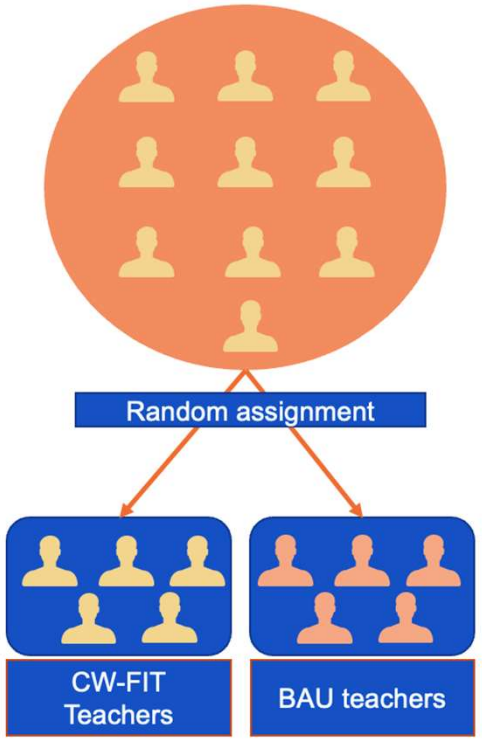
Study Design

- 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

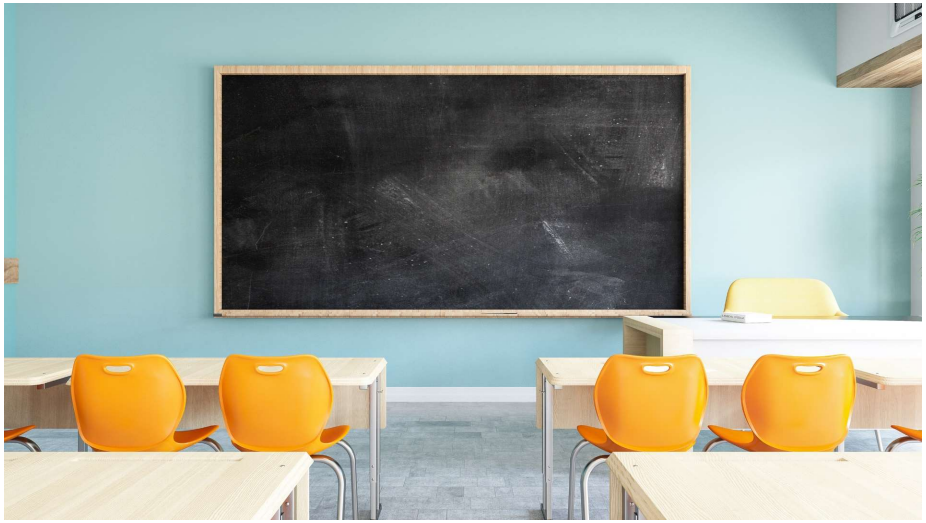
Education Innovation and Research (EIR) Program – Mid-Phase

- 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)

Sample

- **Districts In Western & Midwestern States**
- **131 Classrooms randomized**
  - 67 assigned CW-FIT
  - 64 assigned control condition
    - 7 CW-FIT & 1 control teacher withdrew after randomization
- **Current Sample = 123 teachers/classrooms**
  - **60 CW-FIT & 63 Control**



Measures

- **Systematic Direct Observation**
  - Praise
  - Reprimands
  - On-Task
- **Classroom Environment Measure**
- **CW-FIT Fidelity**

Praise to Reprimand Ratio (PRR)

$$\frac{\text{\# praise statements}}{\text{\# reprimand statements}}$$

- **Recommended PRRs range from 3:1 – 5:1**
- **One study found a ratio of 1/6.5***

*(Caldarella et al, 2021)

Analyses

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

Results

Table 1: Praise to Reprimand Ratio (n=109)

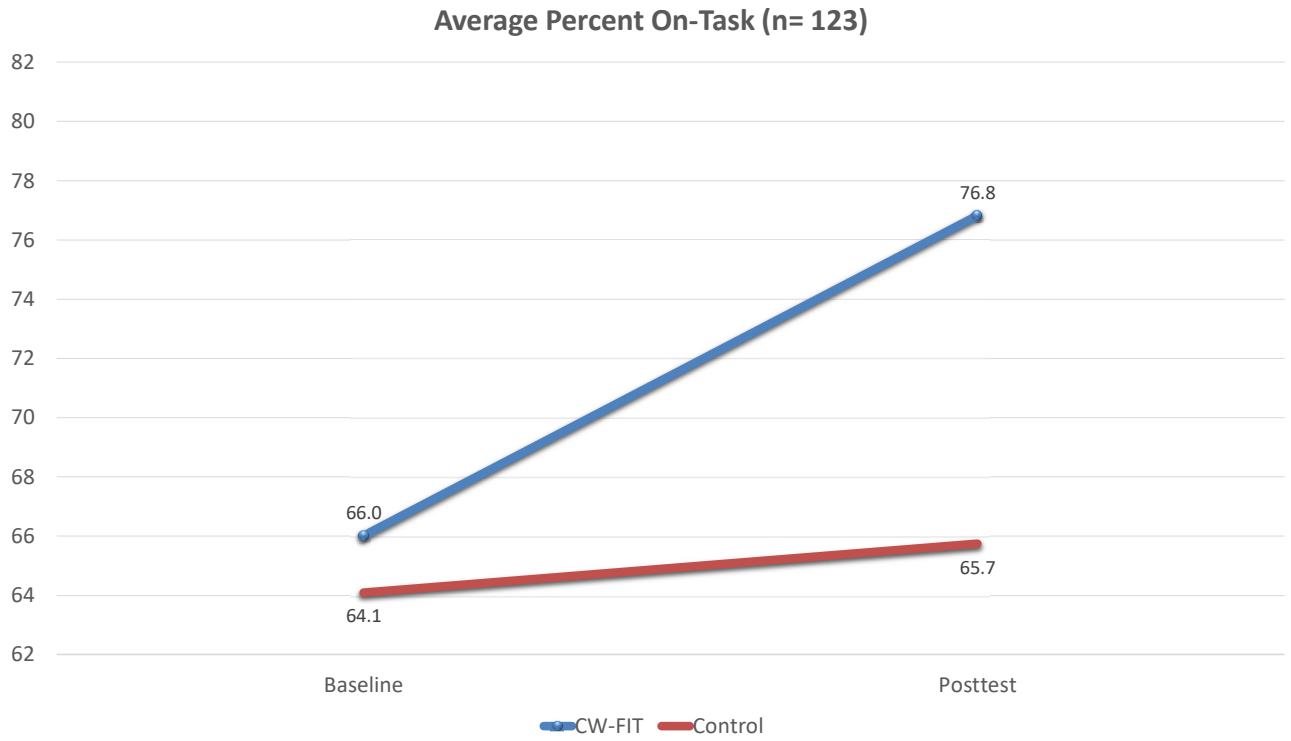
Variable	b	SE	p
Intercept	2.40	1.30	0.069
Baseline Score	0.40	0.18	0.025
Treatment	2.35	0.50	<.001
Hedges' g Effect Size	0.46		

Results

Table 2: Class On Task % (n=123)

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

Results

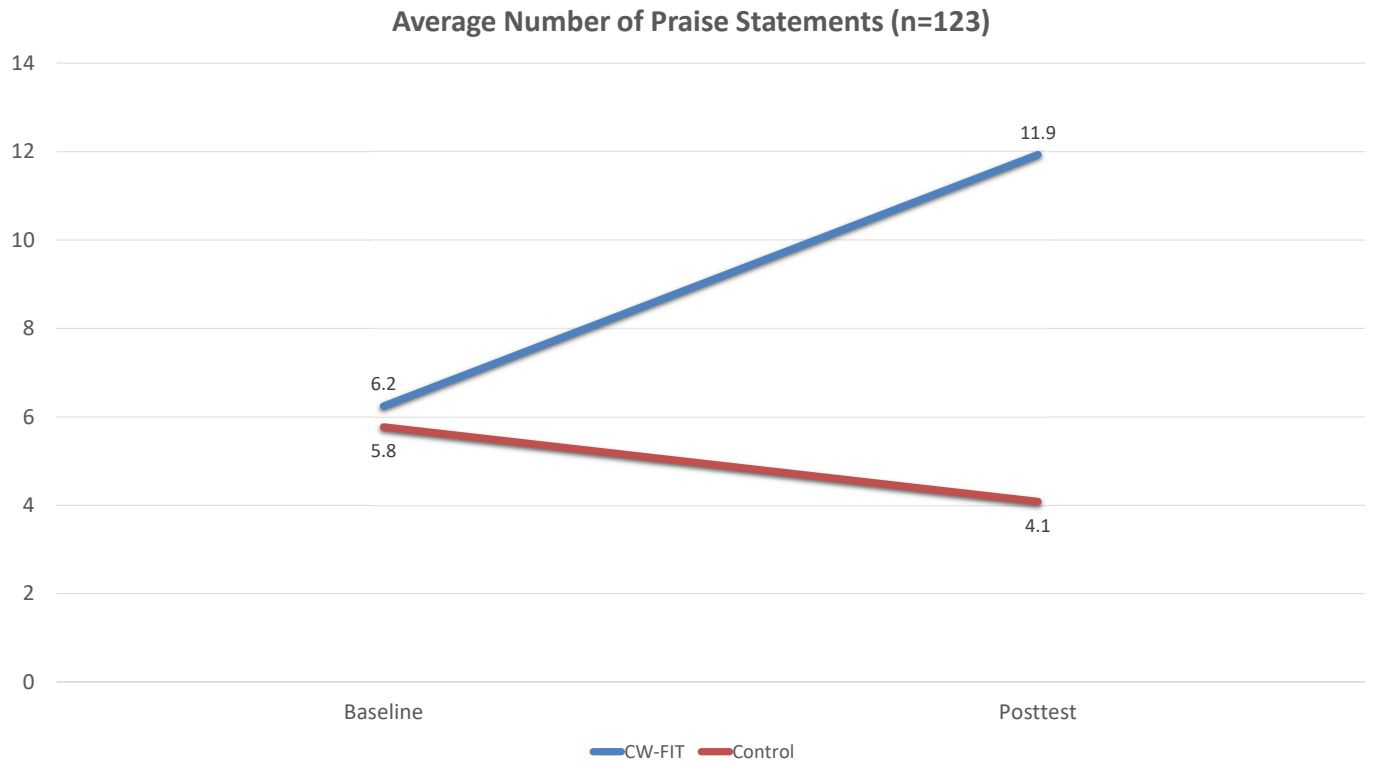

Average Percent On-Task (n= 123)
82
80
78
76
74
72
70
68
66
64
62
76.8
66.0
65.7
64.1
Baseline
Posttest
CW-FIT
Control

Results

Table 3: Praise (n=123)

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

Results

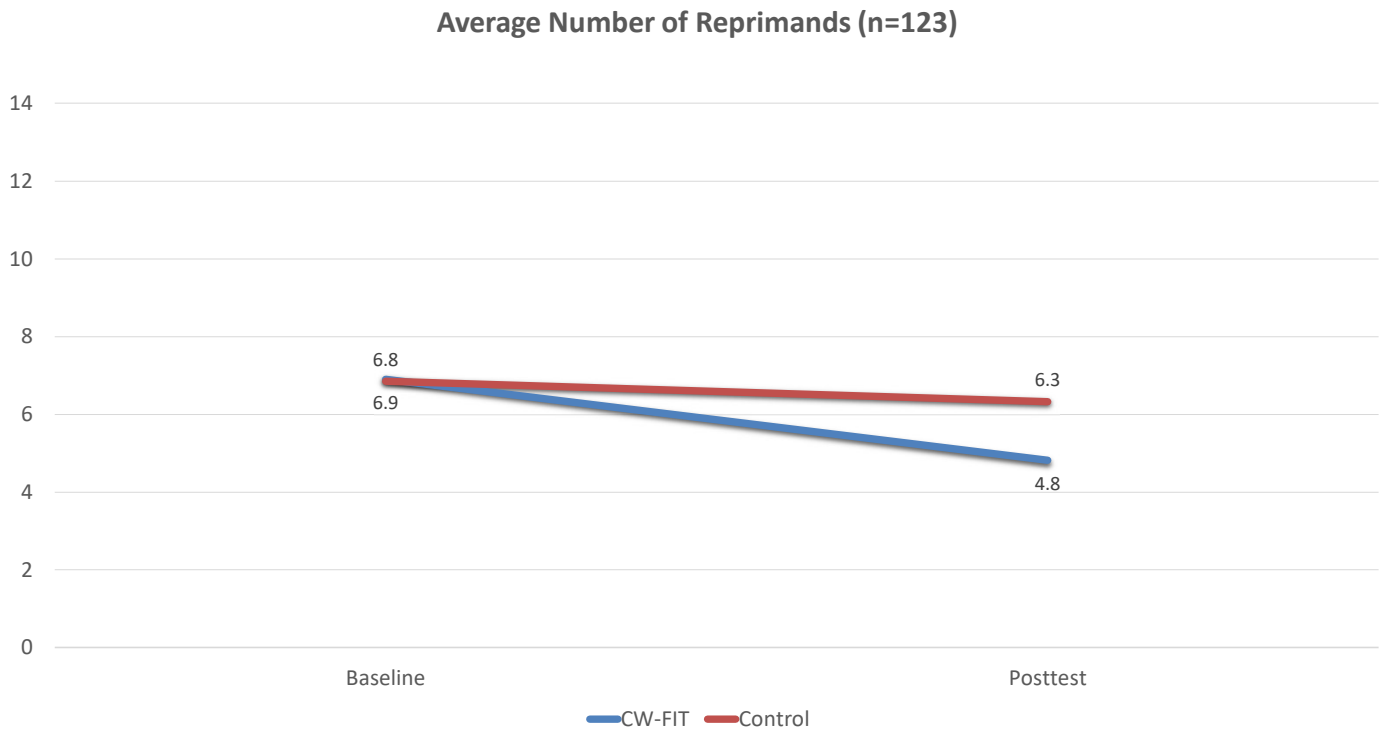

Average Number of Praise Statements (n=123)
14
12
10
8
6
4
2
0
11.9
6.2
5.8
4.1
Baseline
Posttest
CW-FIT
Control

Results

Table 4: Reprimands (n=123)

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

Results

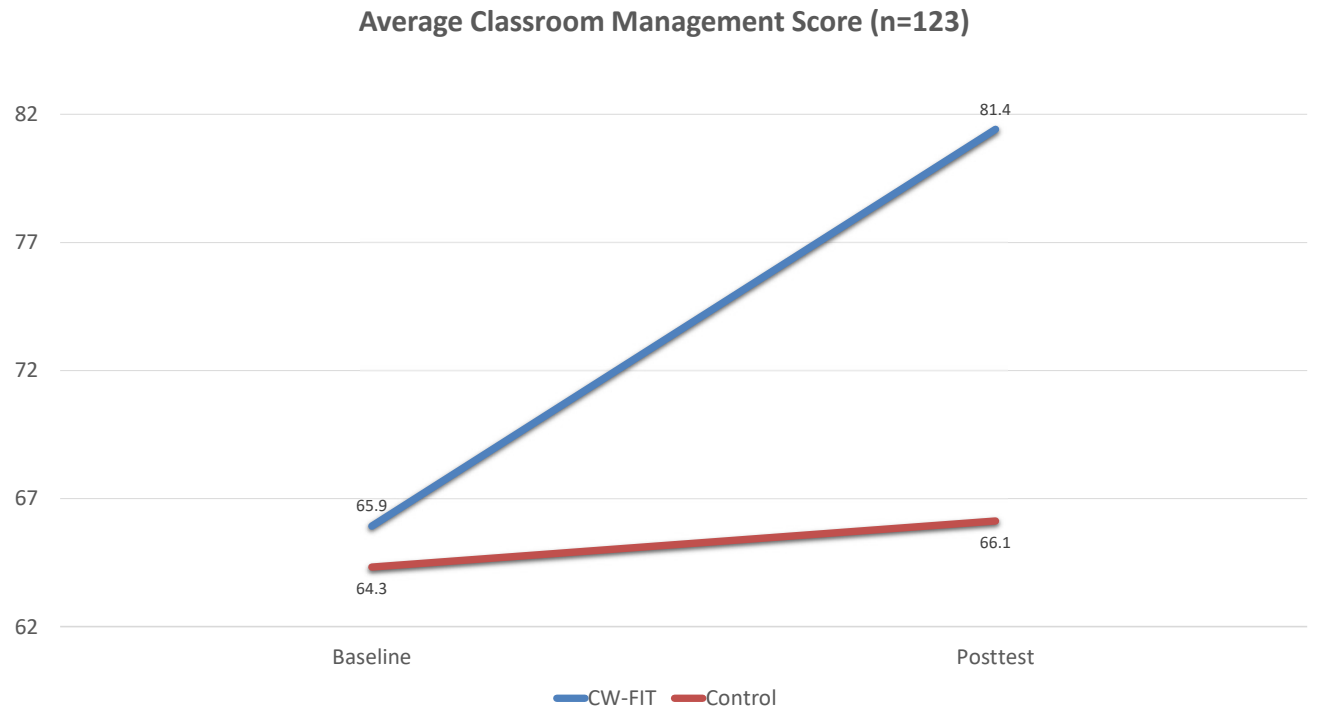

Average Number of Reprimands (n=123)
14
12
10
8
6
4
2
0
6.8
6.9
6.3
4.8
Baseline
Posttest
CW-FIT
Control

Results

Table 5: Classroom Management Score (n=123)

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

Results

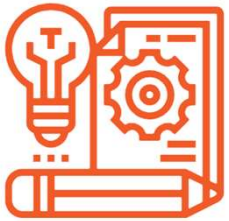

Average Classroom Management Score (n=123)
82
77
72
67
62
81.4
65.9
66.1
64.3
Baseline
Posttest
CW-FIT
Control

Findings

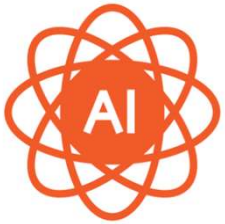
Outcome	Effect Size	Previous Effect Sizes*
Praise	1.33	2.03
Reprimands	-0.37	-.20
On-task	0.57	0.91
Classroom Environment Measure	0.91	

*(Wills et al, 2018)

Innovations



Adaptations



Use of AI Supported Coaching

Discussion

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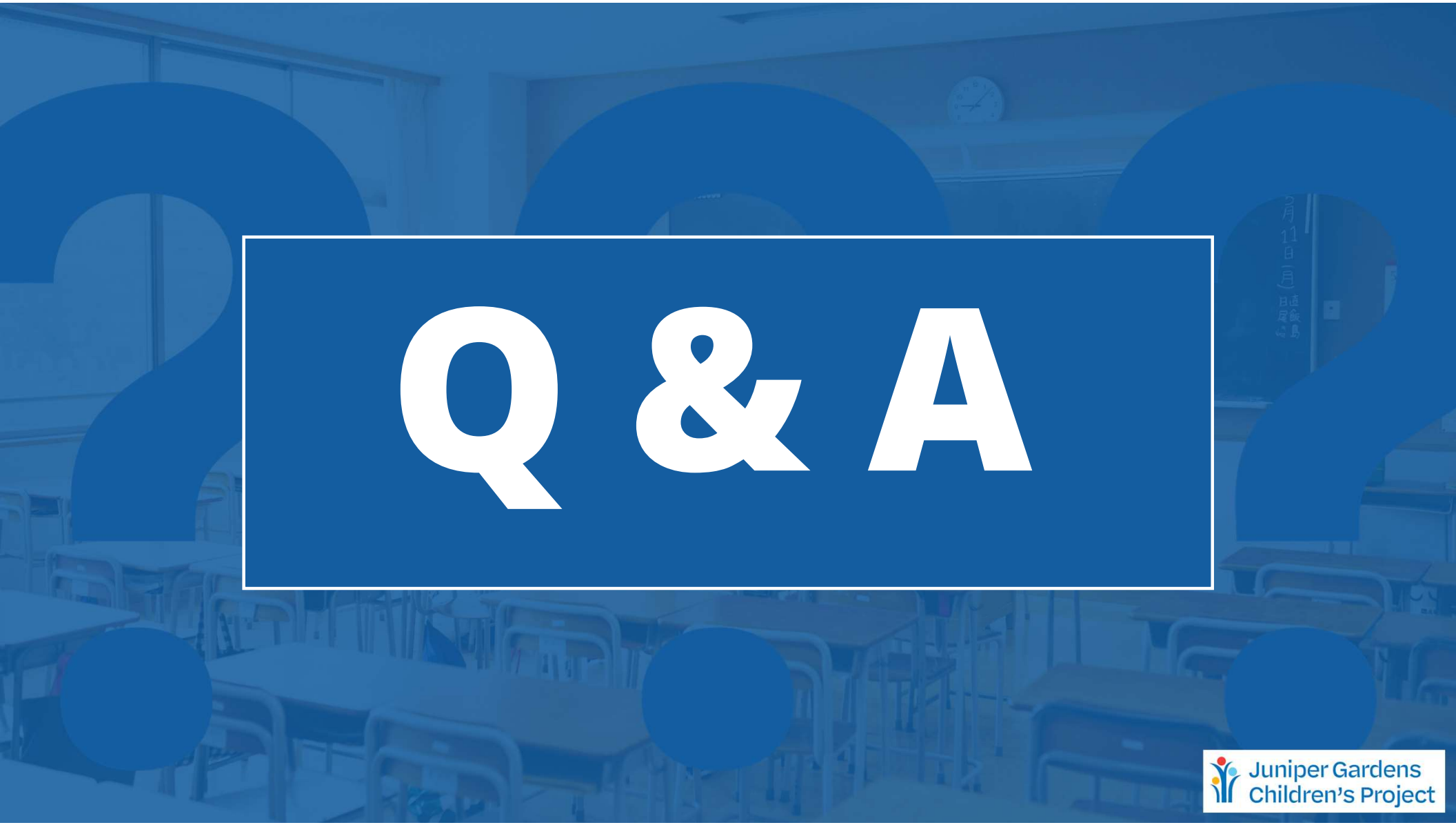
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Free Resources

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Class-Wide FIT

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Student Behavior Blog

- 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: studentbehaviorblog@sri.com

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