Introduction

• Without early intervention, persistent off-task and disruptive behavior in preschool students can evolve into more substantial concerns.
• Positive behavior support (PBS) emphasizes the use of praise and reinforcement to support the needs of students. Social skills training and group contingencies are also key PBS strategies for improving preschool behavior.
• Class-Wide Function-related Intervention (CW-FIT) is a group contingency that utilizes social skills training, teacher praise, and positive reinforcement to improve student behavior. CW-FIT has been shown to be effective in elementary classrooms.
• The present study sought to examine the effects of CW-FIT implementation in preschool classrooms using a multiple baseline design with embedded reversals.

Question 1: Does the implementation of CW-FIT in preschool classrooms result in increased levels of group on-task behavior within the classroom?

Table: Teacher Praise to Reprimand Ratios

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Baseline Praise (M=SD)</th>
<th>CW-FIT Praise (M=SD)</th>
<th>Baseline Reprimands (M=SD)</th>
<th>CW-FIT Reprimands (M=SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom 1</td>
<td>15.25 (7.78)</td>
<td>28.15 (8.86)</td>
<td>3.70 (2.78)</td>
<td>3.25 (2.04)</td>
</tr>
<tr>
<td>Classroom 2</td>
<td>12.80 (8.27)</td>
<td>27.48 (13.34)</td>
<td>1.40 (1.86)</td>
<td>0.85 (1.34)</td>
</tr>
<tr>
<td>Classroom 3</td>
<td>6.30 (5.76)</td>
<td>11.86 (8.71)</td>
<td>4.56 (3.24)</td>
<td>2.79 (2.66)</td>
</tr>
<tr>
<td>Classroom 4</td>
<td>6.25 (4.85)</td>
<td>8.00 (1.99)</td>
<td>2.47 (3.88)</td>
<td>1.67 (1.12)</td>
</tr>
</tbody>
</table>

Question 2: Does the implementation of CW-FIT in preschool classrooms result in increased teacher praise to reprimand ratios?

• Teachers were instructed to praise whenever the timer beeped and throughout the implementation of CW-FIT.
• Overall praise rates increased when CW-FIT was introduced.
• Classrooms 1 and 2 showed significant increases in praise (Tau u = 0.7552, p < 0.0025; Tau u = 0.5881, p < 0.0006). Classrooms 3 and 4 showed little change.
• Reprimand rates, already fairly low during baseline, decreased slightly. The length of time CW-FIT was implemented might have influenced praise results (Classrooms 1 and 2 implemented for 20 minutes; Classrooms 3 and 4 implemented for 1 hour).

Question 3: Are preschool teachers able to implement CW-FIT with fidelity?

• Overall fidelity was 92.4%.
• Highest fidelity (100%):
  • Displaying posters and game chart
  • Using timer at appropriate intervals
  • Awarding teams for the use of skills
  • Giving frequent praise and points
• Lower fidelity:
  • Giving an immediate reward (40.63%)
  • Pre-corrects at beginning of sessions (86.46%)

Question 4: Do preschool teachers and students believe CW-FIT is socially valid?

Table: Teachers’ and Students’ Beliefs

<table>
<thead>
<tr>
<th>Teacher Likes</th>
<th>Students Likes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Able to get more done</td>
<td>• Team points</td>
</tr>
<tr>
<td>• More chances to praise</td>
<td>• Fun</td>
</tr>
<tr>
<td>• Less talking out</td>
<td>• Prizes</td>
</tr>
<tr>
<td>• Difficulties with teamwork</td>
<td>• When people are on their own teams</td>
</tr>
<tr>
<td>• Keeping flow of instruction</td>
<td>• Team members get mad when others don’t listen</td>
</tr>
</tbody>
</table>

Methods

Participants and Settings

• 4 preschool classrooms
• 2 Title I schools
• 3 preschool teachers
• 55 preschool students

Procedures

• As part of CW-FIT, teachers teach social skills and pre-correct on these skills at the beginning of each session.
• Students are organized into teams.
• A timer beeps every 2-3 minutes.
• The teacher awards points to teams in which all students are following the rules.
• If teams achieve the goal, they receive a predetermined reward.
• Teacher praise to reprimand ratio should be 4:1.

Implications

• CW-FIT is a simple, effective, class-wide management system.
• Group contingencies can work with children as young as preschool-age.
• CW-FIT can be flexibly used to fit teachers’ needs.
• Implementing CW-FIT increased on-task engagement.
• CW-FIT also decreased disruptive student behaviors.
• Teacher praise rates increased with the use of CW-FIT.
• Both teachers and students enjoyed CW-FIT.
• This study indicated promising results for preschool implementation, though replications are needed in other preschool classrooms.

The research reported in this poster was supported in part by a grant from the Institute of Education Sciences and the U.S. Department of Education (R324A120344), awarded to the University of Kansas. The opinions presented in this poster are those of the authors, and no endorsement by the agency is intended or implied.