Introduction

**Behavior Problems in Art Classrooms**
- Students behave differently based on educational setting
- Art teachers report problems managing classroom behavior
- Lack of research in art classroom management

**School Wide Positive Behavior Support**
- Most effective in managing student behavior
- Components include: social skills instruction, praise, token economy, and group contingency

**Class-Wide Function-related Intervention Teams**
- CW-FIT
- Utilizes core components of SWPBS
- Shown to improve student on-task behavior in general and special education classrooms and music classrooms

Methods

**Participants & Settings**
- Two 3rd grade & one 5th grade art classrooms
- One Title I elementary school
- One female art teacher

**Procedures**
- Social skills lessons and review at beginning of each session
- Students divided into teams to earn points
- Vibrating timer set at 3-5 min intervals
- Daily point goal determined
- Rewards given to teams that reached point goal

Results

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

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

- Overall praise rates increased when CW-FIT was being used
- Tau-U analysis of increase in praise rates was significant for classroom 3 (\(\text{tau} u = .571, p = .057\))
- Tau U analysis of decrease in reprimand rates were significant for Classrooms 1 (\(\text{tau} u = -.82, p = .130\)) and 3 (\(\text{tau} u = -1, p = .0009\))

**Question 3:** Is an art teacher able to implement CW-FIT with fidelity?

- Teacher implemented CW-FIT with an average of 79% fidelity across the three classrooms
- Fidelity 80% or more for:
  - Skills prominently displayed on posters
  - Timer used and set at appropriate intervals
  - Points awarded to teams for use of skills
- Fidelity 35% or below for:
  - Point chart displayed
  - Daily point goal posted

**Question 4:** Do art students and an art teacher find CW-FIT to be socially valid?

- Teacher:
  - Liked: Easy to implement, Improved behavior
  - Disliked: Time constraints for art classes

- Students:
  - Liked: Prizes and rewards, It was fun
  - Disliked: Took away time from art, The point goal gets higher

**Average Praise-to-Reprimand Ratios Across Classrooms**

<table>
<thead>
<tr>
<th></th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>90%</td>
<td>100%</td>
<td>80%</td>
</tr>
<tr>
<td>Intervention</td>
<td>100%</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Reversal</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Intervention</td>
<td>100%</td>
<td>90%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Implications

- This study was consistent with other CW-FIT studies showing improvements classroom behavior
- CW-FIT appears to be a viable intervention for art teachers
- Modifications might be required for art classroom settings
- Replications needed to further validate findings

See www.cwfit.ku.edu for more information about CW-FIT.