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?

Average Praise-to-Reprimand Ratios Across Classrooms

<table>
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<tr>
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<th>Baseline</th>
<th>Intervention</th>
<th>Reversal</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratio</td>
<td>.91:1</td>
<td>2.65:1</td>
<td>.67:1</td>
<td>4.35:1</td>
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</tbody>
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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
- Disliked: Time constraints for art classes

Students
- Liked: Prizes and rewards
- Disliked: Took away time from art

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

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