

**Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention
Teacher Self-Report and Primary Intervention Rating Scale: Educator Survey**



What is your main school site? (the school you will keep in mind as you complete this measure)

School A

School B

School C

First Name

Last Name

Grade level or department:

Please ensure you are familiar with your main school site's **Ci3T primary plan** before continuing.

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Survey #1: Teacher Self-Report

The Ci3T Teacher Self-Report is a 38-item component checklist that includes the key features of the Ci3T plan's procedures for teaching, reinforcing, and monitoring. Teachers and staff rate themselves based on their implementation of the Ci3T plan. The rating is based on a Likert-type scale ranging from *no, not at all* (0); *yes, some of the time* (1); *yes, most of the time* (2); or *yes, all of the time* (3).

Procedures for Teaching

Please rate each item to evaluate your use of your school's Ci3T primary plan in two ways. First, please consider if you have (yes) or have not (no) participated in each item from your plan in this school year prior to completing this form. If you have not, please select the 0 for the item. If your response is yes, select the frequency that best reflects the extent to which you have participated in that item during this present academic year (from the onset of this academic year until the date you are completing this form). *If you are not a classroom teacher, please consider your setting (e.g., office, bus, cafeteria) as your "classroom" as you answer each question.*

How often did you participate?

	No... Not at all	Yes, I did this... Some of the time	Yes, I did this... Most of the time	Yes, I did this... All of the time
	0	1	2	3
T.1. Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T.2. Did I have the setting expectations posted in my classroom (expectation matrix with all settings)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

T.3. Did my students receive instruction (e.g., videos, PowerPoints, formal lessons) about our schoolwide expectations for each setting (e.g., hallway, classroom, and cafeteria)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T.4. Were my students taught (e.g., videos, PowerPoints, formal lessons) the social skills component of our primary plan (e.g., daily, weekly, monthly)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T.5. Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T.6. Was my instruction linked to the district/state standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T.7. Did I differentiate instruction (academic tasks) as needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T.8. Did I make individual modifications to support students' social or behavioral needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T.9. Did I keep students engaged from the beginning to the end of class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T.10. Did I conduct daily starting activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- T.11. Did I conduct daily closing activities?
- T.12. Did I consistently use a positive tone during student interactions?
- T.13. Did my school have procedures in place that foster a safe environment (e.g., emergency or crisis response plan)?
- T.14. Did I provide support to students who missed instruction?
- T.15. Did I check for understanding when giving directions to students?
- T.16. Did I use clear routines for classroom procedures?



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Procedures for Reinforcing

Please rate each item to evaluate your use of your school's primary plan in two ways. First, please consider if you have (yes) or have not (no) participated in each item from your plan in this school year prior to completing this form. If you have not, please select the 0 for the item. If your response is yes, select the frequency that best reflects the extent to which you have participated in that item during the present academic year (from the onset of this academic year until the date you are completing this form). *If you are not a classroom teacher, please consider your setting (e.g., office, bus, cafeteria) as your "classroom" as you answer each question.*

How often did you participate?

	No... Not at all	Yes, I did this... Some of the time	Yes, I did this... Most of the time	Yes, I did this... All of the time
	0	1	2	3
R.1. Did I deliver consequences according to my school's reactive plan (e.g., did I do what I am supposed to do when student behavior is problematic, such as complete an office discipline referral or phone a parent)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
R.2. Did I give tickets to students demonstrating schoolwide expectations (i.e., in academic, behavioral, and social domains)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
R.3. Did I use behavior-specific praise during student interactions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
R.4. Did I use behavior-specific praise when giving tickets to students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

R.5. Did I allow my students to exchange tickets for rewards (e.g., going to assemblies, going to the store)?

R.6. Did I allow my students to use tickets to participate in classroom or schoolwide drawings?

R.7. Did I refrain from taking away tickets from students who already received them?

R.8. Did I receive positive feedback from my colleagues or administrators about my school's Ci3T plan?

R.9. Is the perception of my school's Ci3T plan amongst my colleagues and administrators favorable or positive?

R.10. Did I use tickets to facilitate classroom routines (e.g., select a line leader, messenger, etc.)?



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Procedures for Monitoring

Please rate each item to evaluate your use of your school's primary plan in two ways. First, please consider if you have (yes) or have not (no) participated in each item from your plan in this school year prior to completing this form. If you have not, please select the 0 for the item. If your response is yes, select the frequency that best reflects the extent to which you have participated in that item during the present academic year (from the onset of this academic year until the date you are completing this form). *If you are not a classroom teacher, please consider your setting (e.g., office, bus, cafeteria) as your "classroom" as you answer each question.*

How often did you participate?

	No... Not at all	Yes, I did this... Some of the time	Yes, I did this... Most of the time	Yes, I did this... All of the time
	0	1	2	3
M.1. Have I consistently filled out disciplinary referrals (e.g., Office Discipline Referrals) according to my school's reactive plan?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M.2. Did I complete the behavior screeners at each time requested by my principal or Ci3T team?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M.3. Did I accurately complete daily attendance as specified by my school's procedures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M.4. Did I accurately administer curriculum-based measures (e.g., AIMSweb, DIBELS) or other assessments to monitor my students' progress in the content I taught?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M.5. Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide behavior screening data with the faculty?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

M.6. Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide academic data with the faculty?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M.7. Did I use the behavior data to inform my instruction for at-risk students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M.8. Did I use academic data to inform my instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M.9. Did I use behavior and academic data together (in conjunction with each other) to inform my instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M.10. Did I make referrals for students who were struggling academically (prereferral intervention teams)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M.11. Did I make referrals for students exhibiting acting-out behaviors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M.12. Did I make referrals for students exhibiting shy or withdrawn behaviors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please include any other comments you would like to share about how you see your Ci3T plan being put in place at your school in terms of how you teach the skills, reinforce students, and monitor progress.

Comments:

Source: Lane, K. L., Oakes, W. P., & Magill, L. (2014). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered (Ci3T) model? *Preventing School Failure: Alternative Education for Children and Youth*, 58, 143-158.
doi:10.1080/1045988X.2014.893978



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You're almost finished! Thank you for your time so far. Below is one last brief survey for you to share your opinions with your school's Ci3T team and district. Your opinion is valuable in shaping your Ci3T model of prevention for coming school years. Your time is greatly appreciated!



Survey #2: Primary Intervention Rating Scale

Have you had an opportunity to review the current Ci3T primary plan? You may find it in your school's Ci3T implementation manual.

No

Yes

Thank you for providing your views about the Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention being implemented at your school. The purpose of this survey is to obtain information that will aid in determining the effectiveness and usefulness of the **Ci3T primary prevention plan components (Tier 1 efforts)** that are intended to be used by all educators (faculty and staff). Please think about the current school year, read the following statements regarding the Ci3T plan developed by your school-site team, and choose the response that best describes your agreement or disagreement with each statement.

If you refer to your primary plan as something different (Tier 1 or universal), substitute that term when you see "primary plan" in the items below.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
13. I like the procedures used in the primary plan.	<input type="radio"/>					
14. The primary plan is a good way to meet the specified purpose(s).	<input type="radio"/>					
15. The primary plan's monitoring procedures are manageable.	<input type="radio"/>					
16. The primary plan's monitoring procedures give the necessary information to evaluate the plan.	<input type="radio"/>					
17. Overall, this primary plan is beneficial for this age group of students.	<input type="radio"/>					



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Open-Ended Questions:

1. A) What do you feel is most beneficial about this primary prevention plan's components (Tier 1 efforts)?

B) What is the least beneficial part?

2. Do you think that your and your students' participation in this Ci3T plan will cause your students' behavior, social, and/or learning problems to improve? Why or why not? Or if so, how?

3. What would you change about this plan (components, design, implementation, etc.) to make it more student-friendly and educator-friendly?

4. What other information would you like to contribute about this plan?

From: Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach*. New York, NY: Guilford Press. Adapted from Witt, J. C. & Elliott, S. N. (1985). Acceptability of classroom intervention strategies. In T. R. Kratochwill (Ed.), *Advances in school psychology*, Vol. 4 (pp. 251-288). Mahwah, NJ: Erlbaum. Used with permission from Joe Witt and Stephen Elliott.

Reference: Lane, K. L., Robertson, E. J., & Wehby, J. H. (2002). Primary Intervention Rating Scale. Unpublished rating scale.



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We thank you for your time spent taking this survey.
Your response has been recorded.

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