

Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention
Primary Intervention Rating Scale: Pre-Implementation Educator Survey



Name and School

First Name

Last Name

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

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

PIRS

Primary Intervention Rating Scale (PIRS)

Have you had an opportunity to review the current Ci3T primary plan?

☐ No

☐ Yes

Thank you for providing your views about the **Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention** designed by your school. The purpose of this survey is to obtain information that will aid in your school team refining the **Ci3T primary prevention plan components (Tier 1 Efforts)** which are intended to be used by all educators (faculty and staff). Please think about your school, read the following statements regarding the Ci3T plan being developed by your school-site team, and choose the response which 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
1. This primary plan would be acceptable for this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Most educators would find this primary plan appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. This primary plan should prove effective in meeting the stated purpose(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I would suggest the use of a primary plan to other educators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. This primary plan is appropriate to meet the school's needs and mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
6. Most educators would find this primary plan suitable for the described purpose(s) and mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
7. I would be willing to use this primary plan in this school setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. This primary plan would not result in negative side effects for the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. This primary plan would be appropriate for a variety of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. This primary plan is consistent with those I have used in other school settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The primary plan components are a fair way to fulfill the plan's purposes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. This primary plan is reasonable to meet the stated purpose(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
13. I like the procedures used in this primary plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. This primary plan is a good way to meet the specified purpose(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
15. This primary plan's monitoring procedures are manageable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. This primary plan's monitoring procedures will give the necessary information to evaluate the plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Overall, this primary plan would be beneficial for this age group of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 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

DEMO

Demographic Survey

At this time, we invite you to complete this brief demographic survey.

Name

First Name

Last Name

School district

- ☐ School district 1
- ☐ School district 2
- ☐ School district 3

What is your main school site?

- | | |
|--------------------------------|---------------------------------|
| <input type="radio"/> School 1 | <input type="radio"/> School 12 |
| <input type="radio"/> School 2 | <input type="radio"/> School 13 |
| <input type="radio"/> School 3 | <input type="radio"/> School 14 |

- ☐ School 4
- ☐ School 5
- ☐ School 6
- ☐ School 7
- ☐ School 8
- ☐ School 9
- ☐ School 10
- ☐ School 11

- ☐ School 15
- ☐ School 16
- ☐ School 17
- ☐ School 18
- ☐ School 19
- ☐ School 20
- ☐ District office

If you also work at other schools, where else do you work?

- ☐ School 1
- ☐ School 2
- ☐ School 3
- ☐ School 4
- ☐ School 5
- ☐ School 6
- ☐ School 7
- ☐ School 8
- ☐ School 9
- ☐ School 10

- ☐ School 11
- ☐ School 12
- ☐ School 13
- ☐ School 14
- ☐ School 15
- ☐ School 16
- ☐ School 17
- ☐ School 18
- ☐ School 19
- ☐ School 20

I am

- ☐ Male
- ☐ Female

My age (as of my last birthday)

I am of Hispanic, Latino, or Spanish ethnicity

- ☐ Yes
- ☐ No

Please check all categories that best describe your race:

- ☐ American Indian / Alaska Native
- ☐ Asian / Pacific Islander
- ☐ Black
- ☐ White
- ☐ Other (specify)
- ☐ Decline

I am a

- ☐ School / district employee
- ☐ Not a school employee (e.g., parent member of the Ci3T Leadership Team)

Experience

Include the current school year as one year (e.g., if this is your first year, type 1 instead of 0) and round to the nearest whole number.

How many years have you worked in education (including this year)?

How many years have you worked at your current school level [elementary, middle, high school] (including this year)?

Do you provide instruction to students? (e.g., whole class, small group, 1:1)?

- ☐ Yes
- ☐ No

Please click all grade(s) you currently work with (check all that apply):

- | | |
|--|-----------------------------|
| <input type="checkbox"/> Early Childhood Special Education | <input type="checkbox"/> 7 |
| <input type="checkbox"/> Pre-Kindergarten | <input type="checkbox"/> 8 |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 9 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 12 |

☐ 4☐ 5☐ 6☐ Mixed grade class (please specify)☐ I do not provide instruction to students**What is your primary role in your school?**

School role

Subcategory 1

Subcategory 2

Please describe your primary role in your school:

If you are a teacher, are you certified in the areas / subjects you currently teach?☐ No☐ Yes☐ I am not a teacher**What is the highest degree you have earned (select one)?**

- ☐ High school diploma
- ☐ Associate's degree / technical
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Master's degree +30
- ☐ Doctoral, Educational specialist, J.D. degree

What was your major area of study (highest degree only)?

Have you had a course in **classroom management?**

- ☐ No
- ☐ Yes

Have you had a professional development or other training in **academic screenings?**

- ☐ No
- ☐ Yes

Have you had a professional development or other training in **behavior screenings?**

- ☐ No

☐ Yes

Are you a member of your school's Ci3T Leadership Team?

☐ No

☐ Yes

If you are the Ci3T Leadership Team parent member, do you work outside the home?

☐ No

☐ Yes. If yes, what is your job?

☐ I am not the Ci3T Leadership Team parent member.

Ci3T: Pre-Implementation Primary Intervention Rating Scale (PIRS) with Demographic Survey

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