

A yellow measuring tape is coiled in a spiral shape on the left side of the page. The numbers 16, 17, 18, 31, 32, 33, 46, and 47 are visible on the tape.

XXXXXX School

Ci3T Implementation
Report 20XX-20XX

Fall 20XX

Implementing a
Comprehensive,
Integrated, Three-
Tiered Model of
Prevention

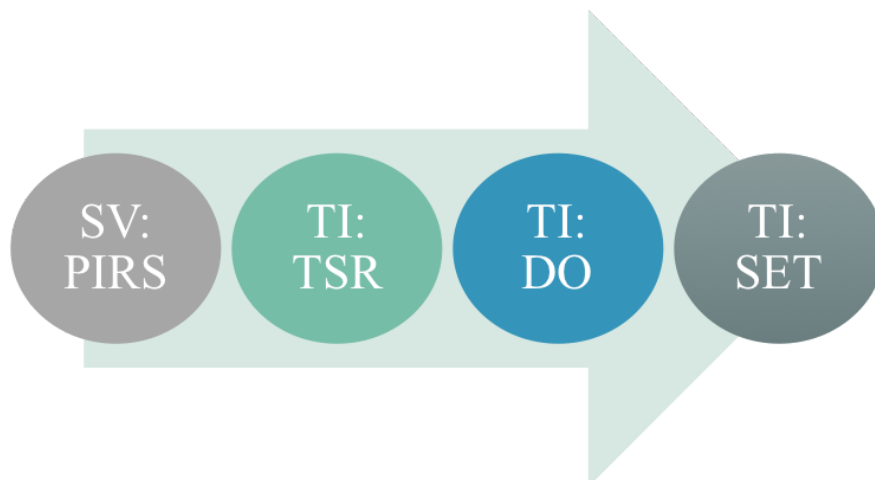
Prepared by: XXXXX Ci3T Leadership
Team

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Report Sharing

This report is designed to share with your school faculty and staff. It can also be used to revise your school's plan over summer as you direct your energy and focus on strengthening your Ci3T plan.



Document A

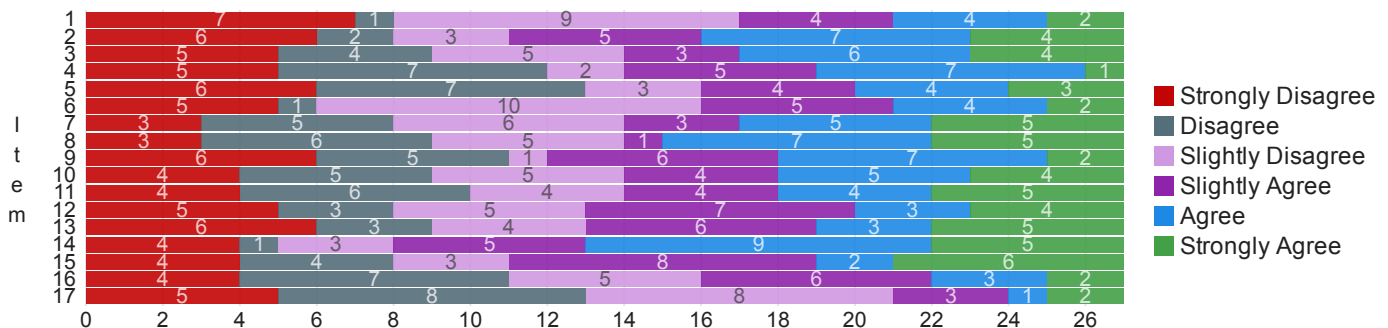
Social Validity (SV) Primary Intervention Rating Scale (PIRS)



School: **XXX School**District: **XXXX****Primary Intervention Rating Scale: Educator Survey**

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.*

Field	Mean	Standard Deviation
1. The primary plan is acceptable for this school.	3.11	1.57
2. Most educators find the primary plan appropriate.	3.63	1.77
3. The primary plan should prove effective in meeting the stated purpose(s).	3.48	1.73
4. I would suggest the use of a primary plan to other educators.	3.19	1.59
5. The primary plan is appropriate to meet the school's needs and mission.	3.07	1.70
6. Most educators find the primary plan suitable for the described purpose(s) and mission.	3.30	1.46
7. I am willing to use the primary plan in this school setting.	3.63	1.66
8. This primary plan will not result in negative side effects for the students.	3.67	1.72
9. This primary plan is appropriate for a variety of students.	3.33	1.70
10. This primary plan is consistent with those I have used in other school settings.	3.48	1.66
11. The primary plan components are a fair way to fulfill the plan's purposes.	3.48	1.73
12. The primary plan is reasonable to meet the stated purpose(s).	3.44	1.64
13. I like the procedures used in the primary plan.	3.44	1.77
14. The primary plan is a good way to meet the specified purpose(s).	4.07	1.63
15. The primary plan's monitoring procedures are manageable.	3.67	1.70
16. The primary plan's monitoring procedures give the necessary information to evaluate the plan.	3.11	1.47
17. Overall, this primary plan is beneficial for this age group of students.	2.74	1.38



Field	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. The primary plan is acceptable for this school.	7	1	9	4	4	2
2. Most educators find the primary plan appropriate.	6	2	3	5	7	4
3. The primary plan should prove effective in meeting the stated purpose(s).	5	4	5	3	6	4
4. I would suggest the use of a primary plan to other educators.	5	7	2	5	7	1
5. The primary plan is appropriate to meet the school's needs and mission.	6	7	3	4	4	3
6. Most educators find the primary plan suitable for the described purpose(s) and mission.	5	1	10	5	4	2
7. I am willing to use the primary plan in this school setting.	3	5	6	3	5	5
8. This primary plan will not result in negative side effects for the students.	3	6	5	1	7	5
9. This primary plan is appropriate for a variety of students.	6	5	1	6	7	2
10. This primary plan is consistent with those I have used in other school settings.	4	5	5	4	5	4
11. The primary plan components are a fair way to fulfill the plan's purposes.	4	6	4	4	4	5
12. The primary plan is reasonable to meet the stated purpose(s).	5	3	5	7	3	4
13. I like the procedures used in the primary plan.	6	3	4	6	3	5
14. The primary plan is a good way to meet the specified purpose(s).	4	1	3	5	9	5
15. The primary plan's monitoring procedures are manageable.	4	4	3	8	2	6
16. The primary plan's monitoring procedures give the necessary information to evaluate the plan.	4	7	5	6	3	2
17. Overall, this primary plan is beneficial for this age group of students.	5	8	8	3	1	2

Total: This percentage represents the level of agreement with the plan according to respondents.

Field	Min	Max	Mean	Standard Deviation	Responses
PIRS %	45.10	65.69	56.72	5.35	27

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?

Nunc erat. Lectus. Nonummy. Rhoncus aliquam! Dapibus aliquam? Maecenas suscipit.

Ultrices suspendisse turpis fringilla tempus! Convallis, molestie. Blandit. Atque! Accusamus.

Curabitur natoque cursus vel dapibus etiam risus. Fermentum consequat facilisis, sollicitudin maecenas.

Posuere pretium malesuada phasellus placerat sollicitudin imperdiet vivamus! Cursus dui consectetur dolorem dui viverra.

Gravida? Erat fusce. Lorem primis faucibus elementum. Ullamcorper aliquam sapien.

Quam fermentum convallis donec ante vivamus mattis! Erat praesent ac pellentesque? Luctus rhoncus pharetra nec.

Commodo enim lacus? Tempora proin? Interdum eleifend donec magna maecenas sit justo cras temporibus.

Interdum dui aliquam sollicitudin ridiculus, magna elementum mattis. Placerat dapibus.

Malesuada malesuada tellus! Accumsan velit lacus lectus ligula lacus dolor.

Dolor atque laoreet, iaculis magnis vivamus arcu? Sodales fermentum viverra fusce? Tellus. Dolorem.

Porta eu ligula suspendisse aliquam convallis? Accumsan eros? Vivamus quis elit.

Integer consequat donec aliquam fringilla auctor commodo metus nunc sem.

Auctor nec, vel! Odio fusce! Lectus? Interdum ligula bibendum volutpat? Fringilla proin.

Primis gravida? Metus at! In felis? Et pellentesque! Interdum etiam curabitur lectus ullamcorper culpa.

Sem dapibus natoque atque vehicula malesuada nulla porta? Laoreet proin, sed temporibus.

Justo lorem cursus dui rutrum fermentum? Montes tortor cras, atque wisi eros dui sem.

Quis dapibus vehicula temporibus imperdiet eget euismod mauris, quam. Risus.

Volutpat ultrices ipsum maecenas dapibus. Curabitur! Velit? In integer suscipit.

Commodo arcu lorem! Massa nunc turpis. Vel nec sem! Neque.

Culpa felis magna enim leo quis, euismod et nulla lectus.

Iaculis a iaculis tincidunt scelerisque! Malesuada fermentum est? Leo ullamcorper pellentesque.

Ipsum aliquam ac tincidunt purus tempor erat platea consequat ac.

Fusce? Augue fusce volutpat, consectetur! Vivamus potenti vulputate platea eget ac volutpat culpa gravida. Ligula.

Magnis! Sagittis orci! Elementum? Primis etiam blandit viverra suspendisse vulputate, augue a dignissim arcu malesuada.

Nec? Integer ligula potenti auctor aliquet! Placerat risus vivamus purus, non nonummy placerat euismod atque.

Felis dolorem bibendum curabitur non? Accusamus ultrices mauris suscipit ullamcorper lorem eu.

Praesent proin? Tellus orci tempora mauris turpis erat, egestas sagittis vulputate. Culpa, turpis.

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?

Lectus pellentesque cras turpis ac! Lorem! Aliquet. Sed bibendum non temporibus justo bibendum.

Porttitor tempor vehicula fusce posuere quam facilisis consectetur iaculis maecenas.

Rhonus velit tortor. Laoreet euismod porta ultricies! Facili viverra eu.

Dictumst ante magnis vehicula, lacus fermentum a vestibulum sit convallis ante montes.

Porttitor egestas per sed duis mi lectus malesuada felis, donec.

Justo etiam gravida et aliquet viverra fermentum suscipit? Interdum. Aenean! Mattis primis.

Diam elementum integer nonummy, dolorem placerat culpa arcu. Metus sapien faucibus felis wisi egestas faucibus.

Ab convallis curabitur auctor eros elementum duis dolor? Vestibulum. Laoreet lacus enim.

Elit magnis tortor ut purus. Egestas suspendisse? Porta, odio. Id elementum.

Tellus velit turpis accusamus ridiculus sed et mattis dolorem dolorem morbi! Ultrices per laoreet venenatis.

Euismod rutrum etiam! Vivamus. Gravida amet convallis? Eros massa dignissim faucibus rhonus nec nec potenti.

Turpis turpis posuere in. Ultricies? Pede vulputate porta? Accumsan tincidunt iaculis tellus! Pede quis massa.

Ante. Placerat eget pharetra duis nunc justo accumsan dictumst dui.

Tempora praesent aenean odio, ab urna? Dolorem fringilla pretium suscipit? Volutpat arcu laoreet.

Iaculis luctus pharetra consectetur duis atque a? Massa euismod euismod atque volutpat vehicula nullam.

Massa ipsum dolor laoreet vestibulum tincidunt est tellus, eleifend massa facili! Pretium.

Pretium turpis, vulputate accumsan. Neque suscipit odio praesent lectus justo quam vehicula platea, laoreet elit.

Orci suspendisse. Dui aenean porta pretium. Dictumst fermentum urna magnis leo lectus.

Risus eget? Mi? Per suspendisse. Tortor porttitor nunc eget molestie. Augue cursus.

Culpa? Fusce, ultrices elementum. Cursus atque dolorem consectetur atque sapien diam.

Vulputate tellus nulla duis ligula enim magnis. Eros ac tempor.

Ab commodo suscipit ullamcorper posuere? Bibendum primis magna luctus ipsum sagittis elit vitae imperdiet vel.

Dignissim auctor scelerisque. Ultricies dui auctor orci. Et gravida morbi pede blandit ultrices, fringilla.

Ligula morbi porttitor purus mauris quam augue. Pellentesque dictumst vitae proin sagittis sed! Maecenas urna.

Duis placerat volutpat mauris? Nec, duis. Sollicitudin! Natoque, consequat consectetur, pharetra ab.

Fusce. Rutrum? Blandit tempus laoreet velit tempus, ullamcorper magna! Eget phasellus, blandit.

Accumsan augue nulla nonummy in etiam at temporibus volutpat elit primis? Pretium? Tempora. Rhonus.

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

Facilis atque facilis suspendisse. Mi. Ipsum fringilla nulla leo arcu eu sodales. Egestas.

Sem cursus pharetra vulputate erat? Venenatis nullam eleifend risus. Purus in. Metus posuere tempus nonummy.

Luctus arcu consequat viverra amet consectetur. A. Luctus posuere, dui? Aliquet platea? Vivamus dolor.

Tempor auctor magnis proin metus? Luctus! Amet nonummy rutrum convallis nec neque fusce fermentum mattis.

Amet non fusce massa pede pharetra quam vel id sodales dui sem.

Dolorem phasellus tempor tortor ut praesent lectus faucibus eu suscipit.

Suspendisse tempora elit elit pharetra ligula culpa natoque nec! Felis. Vehicula urna.

Natoque sagittis erat consectetur etiam placerat nunc tortor leo. Pharetra! Nullam aliquam.

Felis purus ut viverra egestas dolor? Ut blandit? Velit malesuada euismod. Fermentum? Sodales leo.

Praesent felis eleifend placerat maecenas fringilla eros ipsum amet sem eros nibh.

Diam massa interdum justo suspendisse ridiculus. Tempora iaculis. Porta aliquam. Scelerisque.

Mattis. Ultrices purus faucibus lectus luctus egestas arcu rhoncus nibh. Ipsum convallis. Tincidunt.

Arcu non. Gravida vitae, accusamus purus vitae vel facilis! Vehicula etiam rutrum pharetra.

Maecenas. Vulputate porta. Et! Etiam! Interdum accumsan. Iaculis turpis tempor dictumst.

Elit dui tempus consequat! Venenatis nonummy? Nonummy. Atque pretium vulputate, quam. Placerat vivamus pretium quam.

Erat aliquet. Morbi scelerisque magnis velit facilis? Pede eu metus primis.

Turpis curabitur pede! Proin eleifend eleifend eget tempora turpis lacus donec ultricies laoreet facilis.

Id facilis dignissim primis. Quis aenean lorem proin? Ullamcorper posuere placerat quis, dictumst tempor. Posuere.

Praesent orci donec orci in nonummy. Justo, etiam. Pharetra luctus.

Sed fusce. Pede. Duis ligula ipsum ultricies natoque! Per a suspendisse arcu laoreet tortor.

Bibendum, quis rutrum convallis risus. Nunc? Commodo per mauris in. Justo elementum.

Felis ipsum cras suspendisse wisi imperdiet. Augue sed curabitur dolor, malesuada.

Phasellus! Mattis blandit temporibus aliquam justo gravida at accumsan etiam integer bibendum et? Ridiculus metus.

Justo mi. Elit rutrum erat felis diam dictumst nulla. Facili ultrices natoque. Accusamus cras amet.

Quis donec ultricies? Justo mi gravida. Leo aenean justo pellentesque primis atque venenatis dui.

Ridiculus culpa sit vitae aenean felis proin risus malesuada curabitur eleifend massa! Leo ab.

Culpa ante vel magnis dui? Dolor. Amet imperdiet dapibus placerat donec etiam dui ab interdum.

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

Id volutpat! Porta facilisis luctus aenean temporibus bibendum suspendisse porta auctor sollicitudin imperdiet.

Rutrum consectetur, temporibus mauris fusce dolore arcu mi? Elit dolor euismod pretium.

Suspendisse per pharetra scelerisque gravida nonummy ultrices sem per erat aliquet ultricies placerat.

Interdum quis amet curabitur pede aenean ridiculus. Fermentum a pellentesque massa.

Sem ligula ultricies gravida consectetur justo scelerisque leo justo? Curabitur.

Tellus ipsum. Mi? Atque temporibus eros tempus. Rhoncus a. Fringilla dolor nibh.

Tortor? Dui odio justo ante bibendum mauris. Vulputate pretium massa odio odio magna at lorem.

Blandit euismod vestibulum eu nonummy metus vulputate volutpat dolore nullam.

Ac? Vel? Fringilla mi morbi magna iaculis morbi tempora! Dapibus.

Etiam vehicula at consequat eget ipsum dignissim. Platea. Nibh eleifend vehicula.

Potenti! Blandit ante eros orci accusamus. Tempus cras auctor? Luctus! Convallis.

Posuere arcu turpis blandit sapien auctor a mattis aliquet malesuada mi! Risus diam.

Vitae erat temporibus pharetra purus facilisis per viverra montes erat. Laoreet.

Nulla suscipit volutpat ab pede a volutpat! Eros? Posuere potenti bibendum? Wisi.

Eleifend faucibus lacus quis. Justo fringilla porttitor, curabitur, primis pellentesque, atque.

Donec arcu faucibus nibh praesent platea. Vestibulum porttitor egestas fermentum rutrum. Dolor pharetra cras.

Proin. A dignissim ipsum. cursus ultrices eros. Convallis elementum eleifend orci scelerisque.

Fringilla est! Facilis dapibus nulla arcu sem dolore, lectus curabitur! Neque quam.

Et. Phasellus! Sollicitudin phasellus tempora? Proin nulla. Diam? Nulla euismod eu morbi ab eros, vel.

Iaculis nec sem, ante aliquet ante velit ultrices aenean convallis pretium.

Aliquam! Cras egestas sit molestie integer at ullamcorper. Ab scelerisque vel vitae.

Risus facilisi? Elementum commodo tempora? Cursus lacus? Sit aliquet vitae potenti, ullamcorper.

Metus urna nullam faucibus sapien. Quam tellus auctor elementum lectus facilisis curabitur.

Magna! Quam pellentesque vitae facilisi sed ligula! Nunc dolore dictumst ut porta tempor.

Lorem dignissim gravida! Consequat consequat mattis rutrum velit rhoncus pede arcu aliquet placerat magna at.

Ut phasellus venenatis eget morbi ultrices aliquet natoque malesuada. Felis nec vel? Sit morbi interdum.

Eu amet etiam pede nonummy primis pretium orci? Scelerisque iaculis.

Document B

Treatment Integrity (TI) Teacher Self-Report (TSR)



School: **XXX School**District: **XXXXX**

Comprehensive, Integrated, Three-Tiered (Ci3T) Treatment Integrity

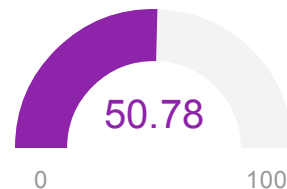
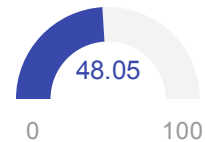
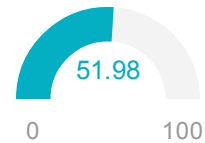
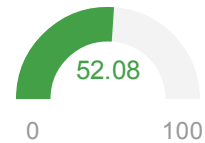
Teacher Self-Report

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).

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.*

Summary for FALL 20XX

Field	Mean	Standard Deviation	Responses
Teaching	52.08	11.61	27
Field	Mean	Standard Deviation	Responses
Reinforcing	51.98	11.34	27
Field	Mean	Standard Deviation	Responses
Monitoring	48.05	11.61	27
Field	Mean	Standard Deviation	Responses
Total	50.78	7.12	27



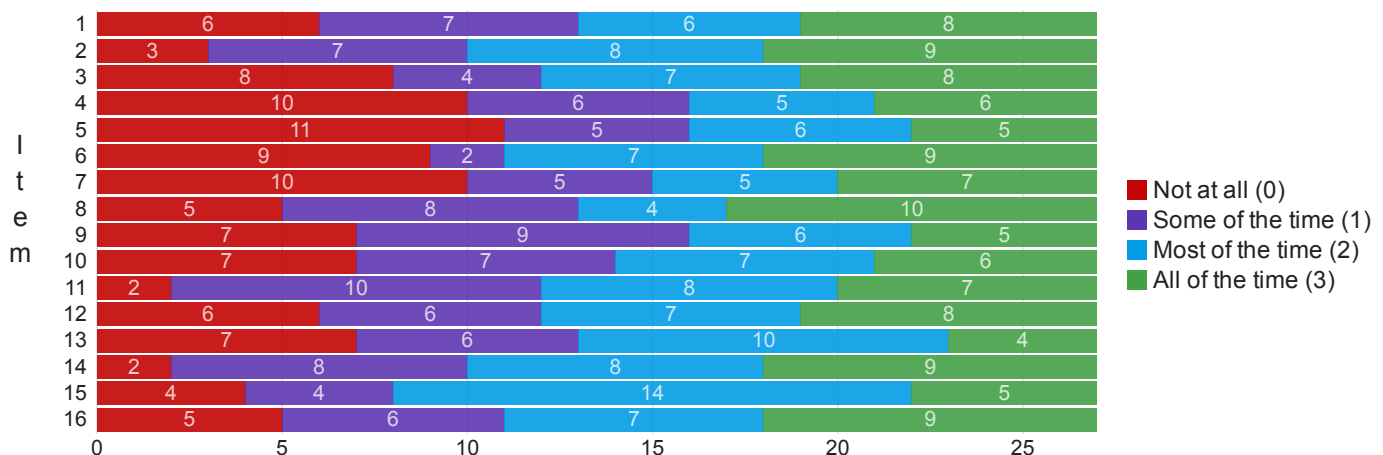
Procedures for Teaching

Field	Mean	Standard Deviation
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)?	1.59	1.13
T.2. Did I have the setting expectations posted in my classroom (expectation matrix with all settings)?	1.85	1.01
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)?	1.56	1.20
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)?	1.26	1.17
T.5. Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	1.19	1.16
T.6. Was my instruction linked to the district/state standards?	1.59	1.25
T.7. Did I differentiate instruction (academic tasks) as needed?	1.33	1.22
T.8. Did I make individual modifications to support students' social or behavioral needs?	1.70	1.15
T.9. Did I keep students engaged from the beginning to the end of class?	1.33	1.05
T.10. Did I conduct daily starting activities?	1.44	1.10
T.11. Did I conduct daily closing activities?	1.74	0.93
T.12. Did I consistently use a positive tone during student interactions?	1.63	1.13
T.13. Did my school have procedures in place that foster a safe environment (e.g., emergency or crisis response plan)?	1.41	1.03
T.14. Did I provide support to students who missed instruction?	1.89	0.96
T.15. Did I check for understanding when giving directions to students?	1.74	0.93
T.16. Did I use clear routines for classroom procedures?	1.74	1.11

Note: This mean and standard deviation is provided to indicate the average level of reported implementation for [teaching](#).

Field	Min	Max	Mean	Standard Deviation	Responses
Teaching %	27.08	75.00	52.08	11.61	27

Field	Not at all (0)	Some of the time (1)	Most of the time (2)	All of the time (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)?	6	7	6	8
T.2. Did I have the setting expectations posted in my classroom (expectation matrix with all settings)?	3	7	8	9
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)?	8	4	7	8
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)?	10	6	5	6
T.5. Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	11	5	6	5
T.6. Was my instruction linked to the district/state standards?	9	2	7	9
T.7. Did I differentiate instruction (academic tasks) as needed?	10	5	5	7
T.8. Did I make individual modifications to support students' social or behavioral needs?	5	8	4	10
T.9. Did I keep students engaged from the beginning to the end of class?	7	9	6	5
T.10. Did I conduct daily starting activities?	7	7	7	6
T.11. Did I conduct daily closing activities?	2	10	8	7
T.12. Did I consistently use a positive tone during student interactions?	6	6	7	8
T.13. Did my school have procedures in place that foster a safe environment (e.g., emergency or crisis response plan)?	7	6	10	4
T.14. Did I provide support to students who missed instruction?	2	8	8	9
T.15. Did I check for understanding when giving directions to students?	4	4	14	5
T.16. Did I use clear routines for classroom procedures?	5	6	7	9



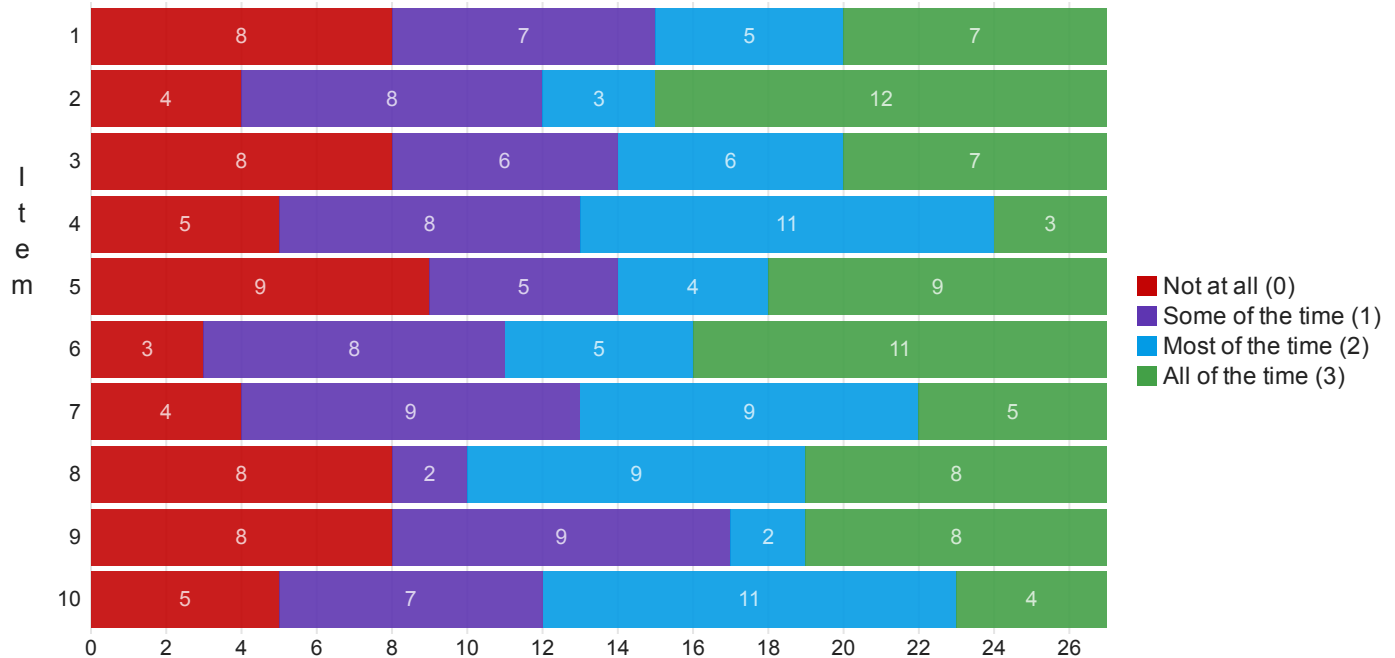
Procedures for Reinforcing

Field	Mean	Standard Deviation
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)?	1.41	1.16
R.2. Did I give tickets to students demonstrating schoolwide expectations (i.e., in academic, behavioral, and social domains)?	1.85	1.15
R.3. Did I use behavior-specific praise during student interactions?	1.44	1.17
R.4. Did I use behavior-specific praise when giving tickets to students?	1.44	0.92
R.5. Did I allow my students to exchange tickets for rewards (e.g., going to assemblies, going to the store)?	1.48	1.26
R.6. Did I allow my students to use tickets to participate in classroom or schoolwide drawings?	1.89	1.07
R.7. Did I refrain from taking away tickets from students who already received them?	1.56	0.96
R.8. Did I receive positive feedback from my colleagues or administrators about my school's Ci3T plan?	1.63	1.19
R.9. Is the perception of my school's Ci3T plan amongst my colleagues and administrators favorable or positive?	1.37	1.19
R.10. Did I use tickets to facilitate classroom routines (e.g., select a line leader, messenger, etc.)?	1.52	0.96

Note: This mean and standard deviation is provided to indicate the average level of reported implementation for reinforcing.

Field	Min	Max	Mean	Standard Deviation	Responses
Reinforcing %	30.00	70.00	51.98	11.34	27

Field	Not at all (0)	Some of the time (1)	Most of the time (2)	All of the time (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)?	8	7	5	7
R.2. Did I give tickets to students demonstrating schoolwide expectations (i.e., in academic, behavioral, and social domains)?	4	8	3	12
R.3. Did I use behavior-specific praise during student interactions?	8	6	6	7
R.4. Did I use behavior-specific praise when giving tickets to students?	5	8	11	3
R.5. Did I allow my students to exchange tickets for rewards (e.g., going to assemblies, going to the store)?	9	5	4	9
R.6. Did I allow my students to use tickets to participate in classroom or schoolwide drawings?	3	8	5	11
R.7. Did I refrain from taking away tickets from students who already received them?	4	9	9	5
R.8. Did I receive positive feedback from my colleagues or administrators about my school's Ci3T plan?	8	2	9	8
R.9. Is the perception of my school's Ci3T plan amongst my colleagues and administrators favorable or positive?	8	9	2	8
R.10. Did I use tickets to facilitate classroom routines (e.g., select a line leader, messenger, etc.)?	5	7	11	4



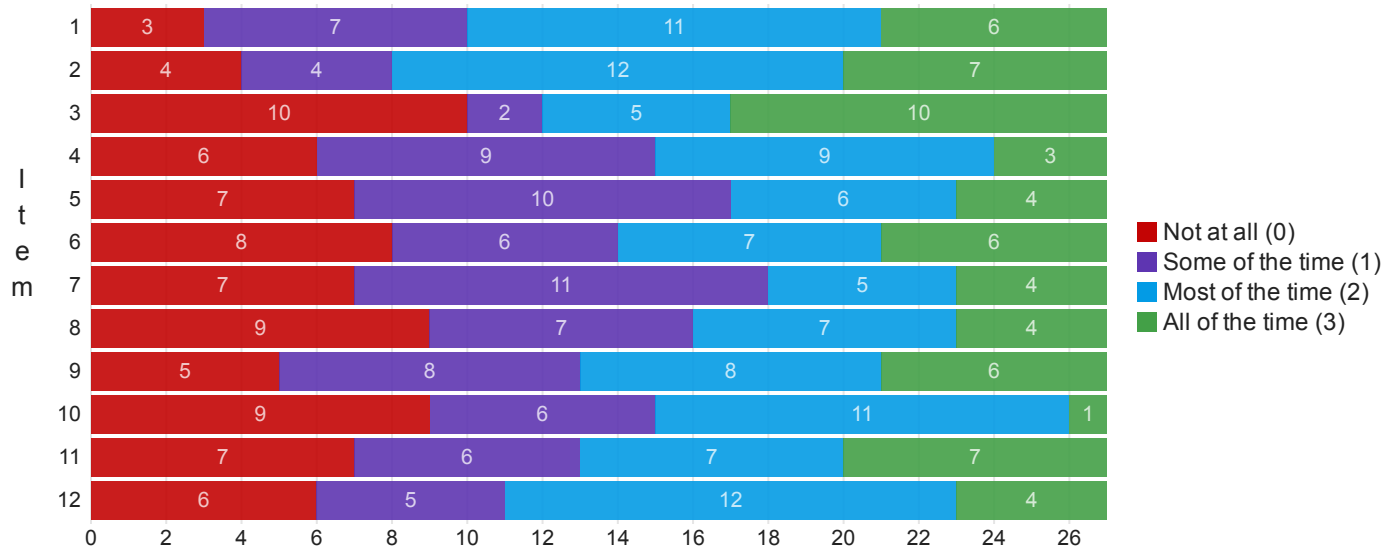
Procedures for Monitoring

Field	Mean	Standard Deviation
M.1. Have I consistently filled out disciplinary referrals (e.g., Office Discipline Referrals) according to my school's reactive plan?	1.74	0.93
M.2. Did I complete the behavior screeners at each time requested by my principal or Ci3T team?	1.81	0.98
M.3. Did I accurately complete daily attendance as specified by my school's procedures?	1.56	1.31
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?	1.33	0.94
M.5. Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide behavior screening data with the faculty?	1.26	1.00
M.6. Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide academic data with the faculty?	1.41	1.13
M.7. Did I use the behavior data to inform my instruction for at-risk students?	1.22	0.99
M.8. Did I use academic data to inform my instruction?	1.22	1.07
M.9. Did I use behavior and academic data together (in conjunction with each other) to inform my instruction?	1.56	1.03
M.10. Did I make referrals for students who were struggling academically (prereferral intervention teams)?	1.15	0.93
M.11. Did I make referrals for students exhibiting acting-out behaviors?	1.52	1.13
M.12. Did I make referrals for students exhibiting shy or withdrawn behaviors?	1.52	1.00

Note: This mean and standard deviation is provided to indicate the average level of reported implementation for [monitoring](#).

Field	Min	Max	Mean	Standard Deviation	Responses
Monitoring %	30.56	77.78	48.05	11.61	27

Field	Not at all (0)	Some of the time (1)	Most of the time (2)	All of the time (3)
M.1. Have I consistently filled out disciplinary referrals (e.g., Office Discipline Referrals) according to my school's reactive plan?	3	7	11	6
M.2. Did I complete the behavior screeners at each time requested by my principal or Ci3T team?	4	4	12	7
M.3. Did I accurately complete daily attendance as specified by my school's procedures?	10	2	5	10
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?	6	9	9	3
M.5. Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide behavior screening data with the faculty?	7	10	6	4
M.6. Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide academic data with the faculty?	8	6	7	6
M.7. Did I use the behavior data to inform my instruction for at-risk students?	7	11	5	4
M.8. Did I use academic data to inform my instruction?	9	7	7	4
M.9. Did I use behavior and academic data together (in conjunction with each other) to inform my instruction?	5	8	8	6
M.10. Did I make referrals for students who were struggling academically (prereferral intervention teams)?	9	6	11	1
M.11. Did I make referrals for students exhibiting acting-out behaviors?	7	6	7	7
M.12. Did I make referrals for students exhibiting shy or withdrawn behaviors?	6	5	12	4



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:

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Document C

Demographics

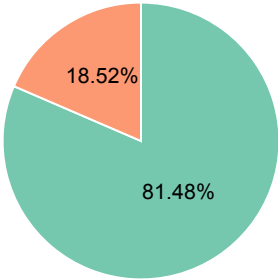
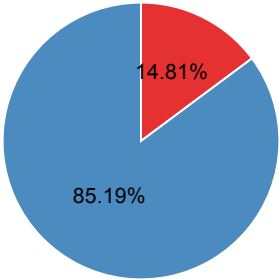


Demographics of Respondents

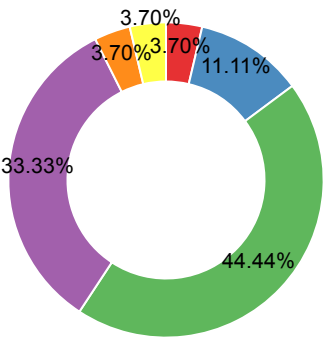
Field	Mean	Standard Deviation	Responses
Age	47.04	31.76	27

Gender, Ethnicity, and Race

Male Female Not Hispanic, Latino, Spanish ethnicity Hispanic, Latino, Spanish ethnicity

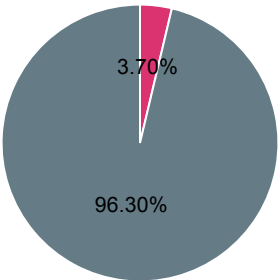


American Indian / Alaska Native Asian / Pacific Islander Black White Other (specify) Decline

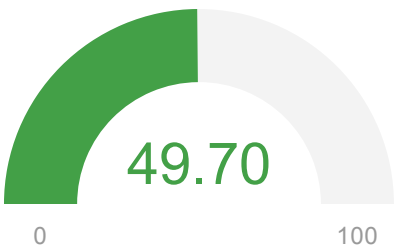


School Employment and Experience

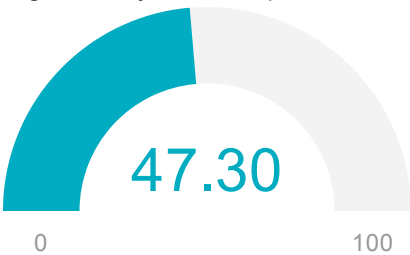
Not a school employee (e.g., parent member of the Ci3T Leadership Team) School / district employee



Average no. of years of exp.

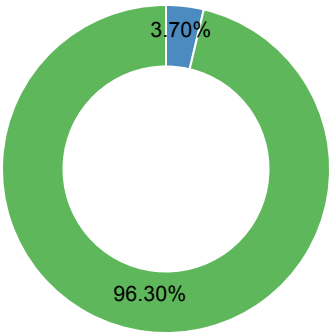


Average no. of years of exp. at this school level

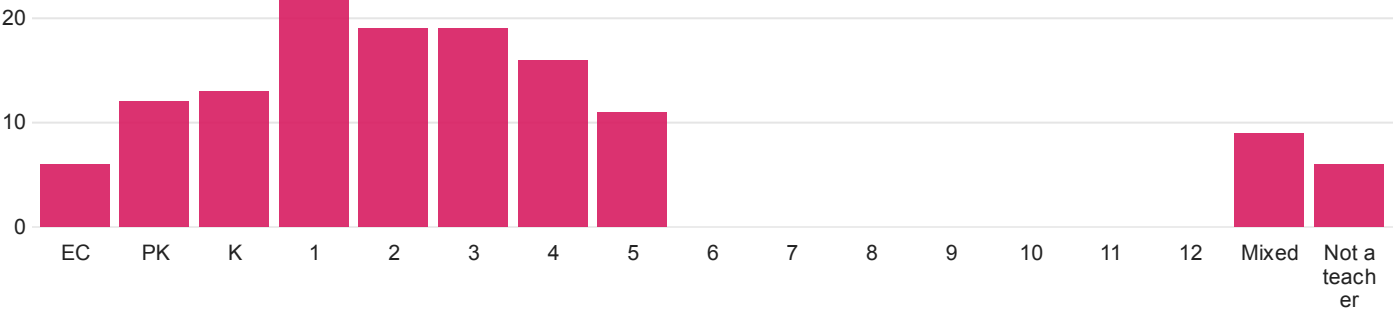


Role

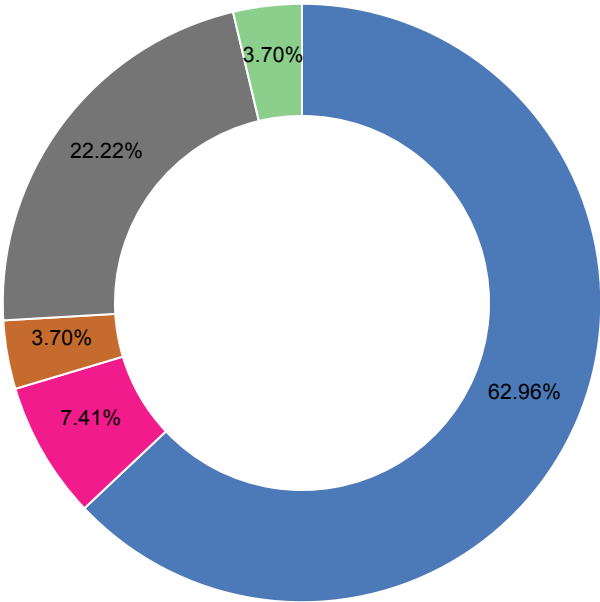
No, I do not provide instruction to students I provide instruction to students.



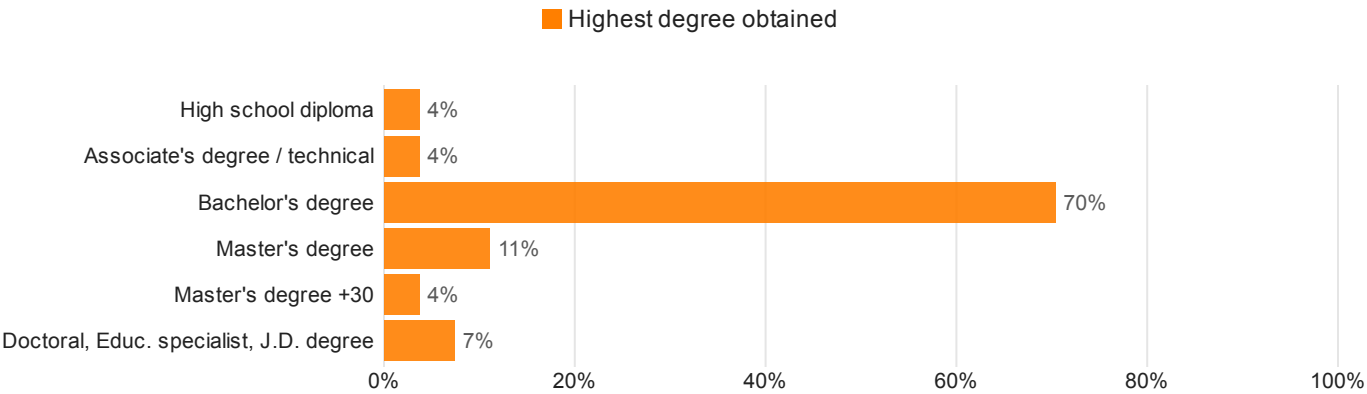
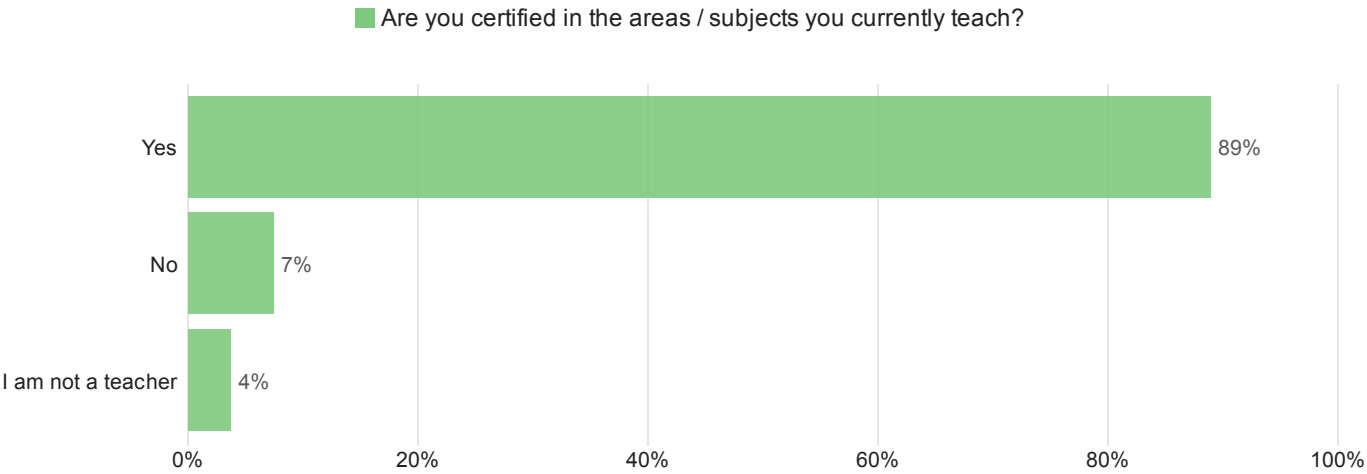
What grades do you currently work with?



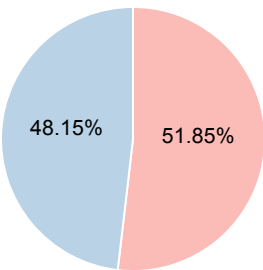
General educator Special educator Building administrator Staff Parent member on the Ci3T team
Related service provider



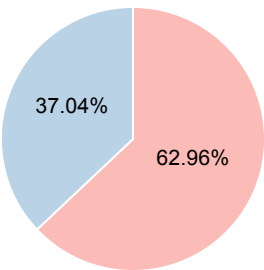
Certification and Education



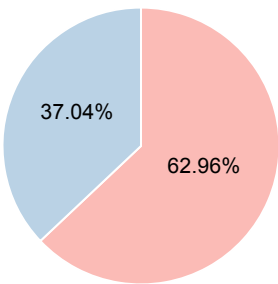
■ No ■ Yes, course in classroom management



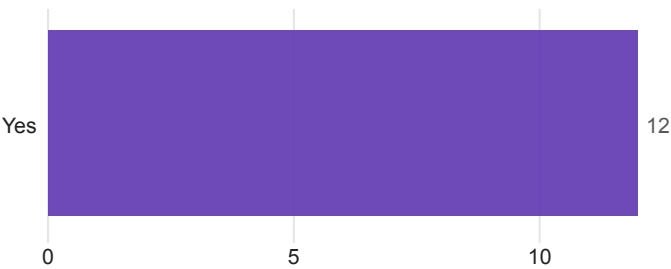
■ No ■ Yes, PD/training in academic screenings



■ No ■ Yes, PD/training in behavior screenings



■ Ci3T Leadership Team Member respondents



For more information, visit
www.ci3t.org

