



SCHOOL NAME

Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

Fall 20XX

Knowledge, Confidence, and Use (KCU) Survey and Demographics Report

This report can be used to show shifts in **Ci3T Leadership Team** participant knowledge, confidence, and perceived usefulness of Ci3T concepts and strategies addressed during the Ci3T Professional Learning Series.

Prepared by: XXXXX Ci3T Leadership Team

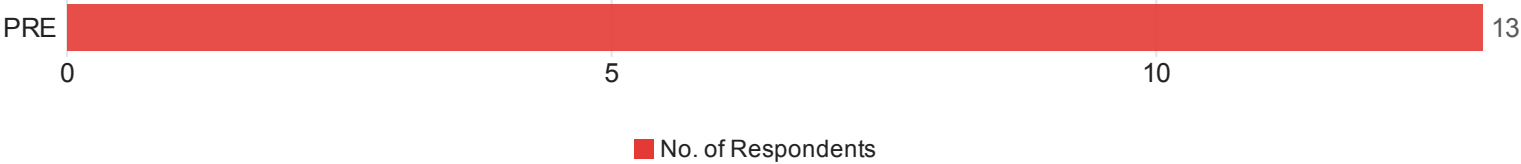
Source: Lane, K. L. & Oakes, W. P. (2010). *Project SUPPORT and INCLUDE: Knowledge, confidence, and use survey (full model training series)*. Unpublished rating scale.

Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention
Knowledge, Confidence, and Use Survey

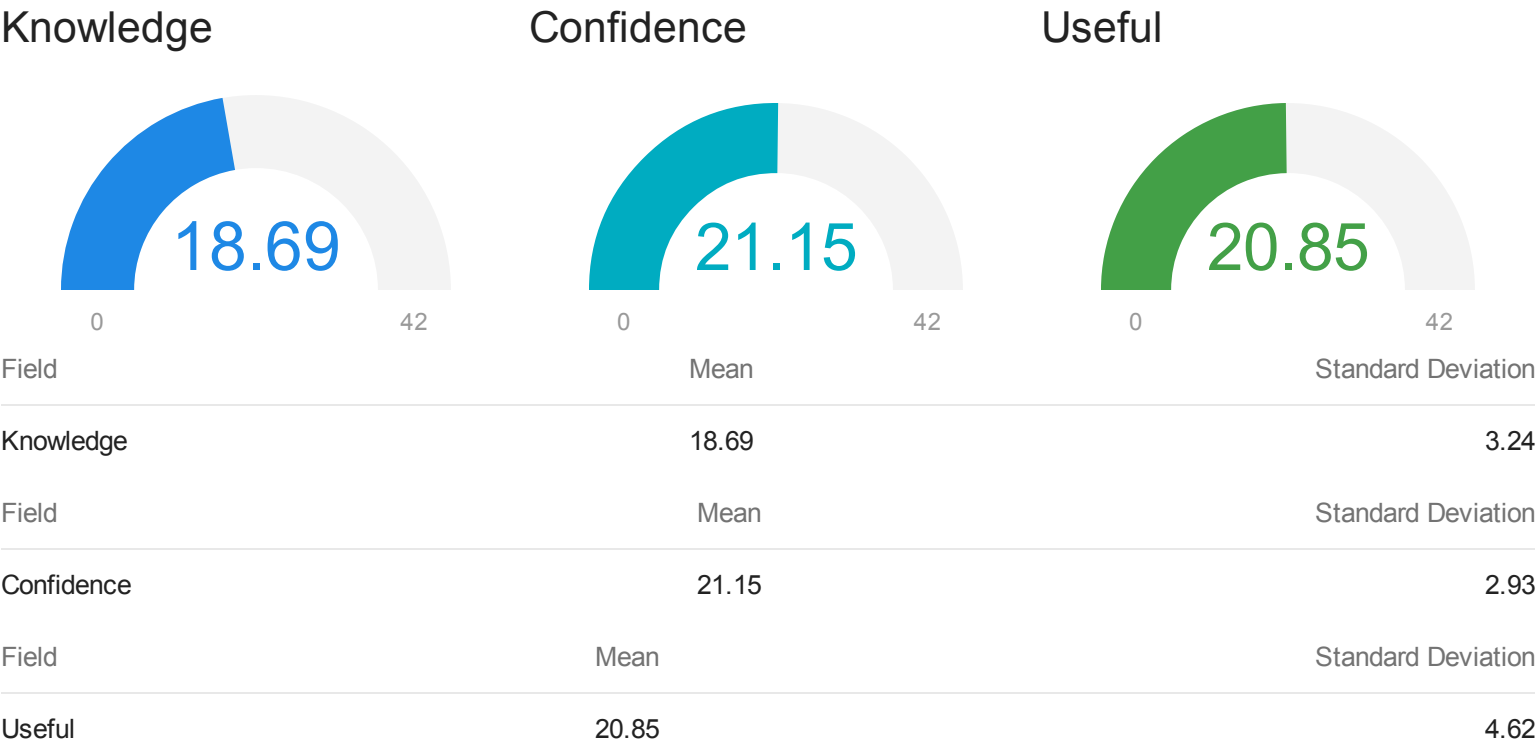
Please rate the concepts and strategies listed below using the criteria provided. Decide how knowledgeable you are about each concept or strategy. Then rate how confident you are in your ability to use or implement each concept or strategy. Finally, rate how useful each concept or strategy is for you.

- Knowledge:** 0 – I have no knowledge of this concept or strategy.
 1 – I have some knowledge of this concept or strategy.
 2 – I have more than average knowledge of this concept or strategy.
 3 – I have a substantial amount of knowledge about this concept or strategy.
- Confidence:** 0 – I am not confident in my ability to use or implement this concept or strategy.
 1 – I am somewhat confident in my ability to use or implement this concept or strategy.
 2 – I am more confident than most in my ability to use or implement this concept or strategy.
 3 – I am very confident in my ability to use or implement this concept or strategy.
- Useful:** 0 – I do not view this concept or strategy as useful and/or relevant in my teaching.
 1 – I view this concept or strategy as somewhat useful and/or relevant in my teaching.
 2 – I view this concept or strategy as more useful than most other concepts or strategies.
 3 – I view this concept or strategy as highly useful and/or relevant in my teaching.

Time Point for This Report:



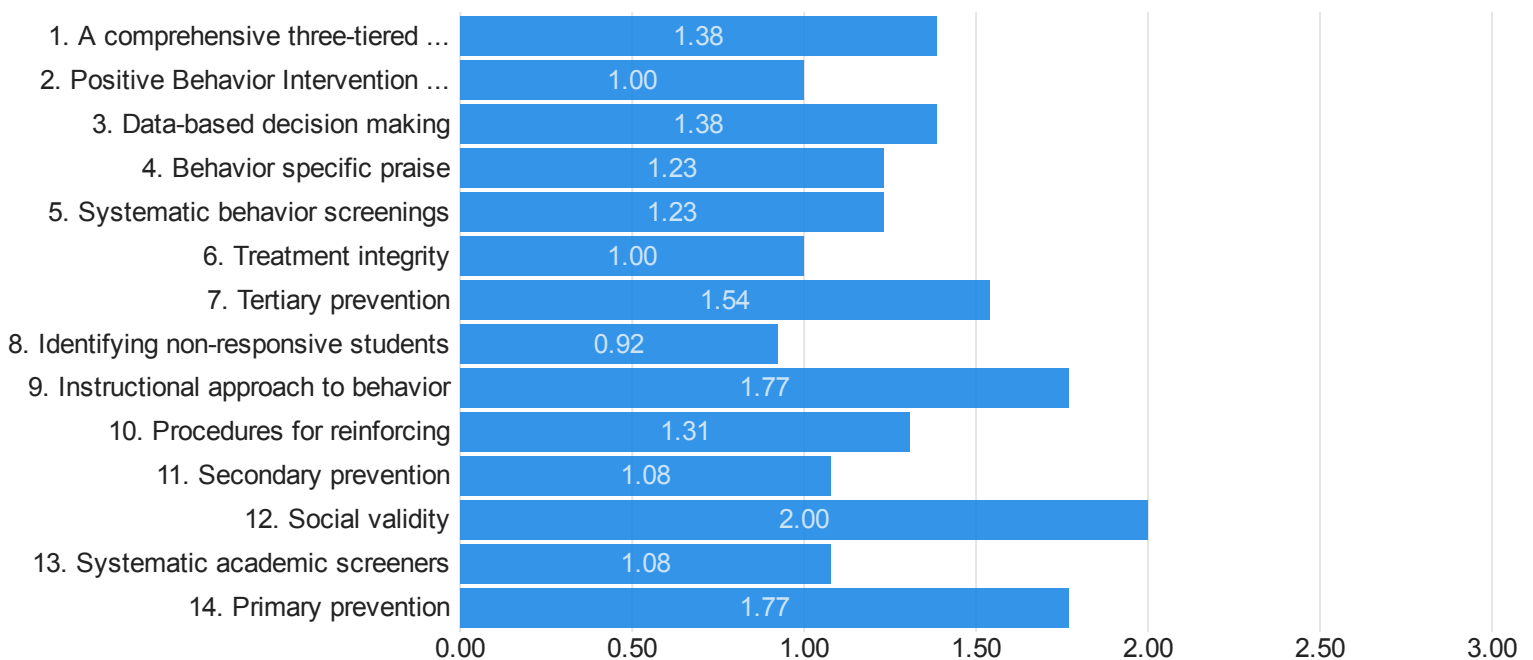
Mean Scores and Standard Deviations



Knowledge

Field	Mean	Standard Deviation
1. A comprehensive three-tiered model of support	1.38	1.08
2. Positive Behavior Intervention and Support	1.00	1.11
3. Data-based decision making	1.38	1.15
4. Behavior specific praise	1.23	1.25
5. Systematic behavior screenings	1.23	1.12
6. Treatment integrity	1.00	1.18
7. Tertiary prevention	1.54	1.34
8. Identifying non-responsive students	0.92	1.21
9. Instructional approach to behavior	1.77	1.05
10. Procedures for reinforcing	1.31	1.20
11. Secondary prevention	1.08	1.21
12. Social validity	2.00	1.04
13. Systematic academic screeners	1.08	1.07
14. Primary prevention	1.77	0.80

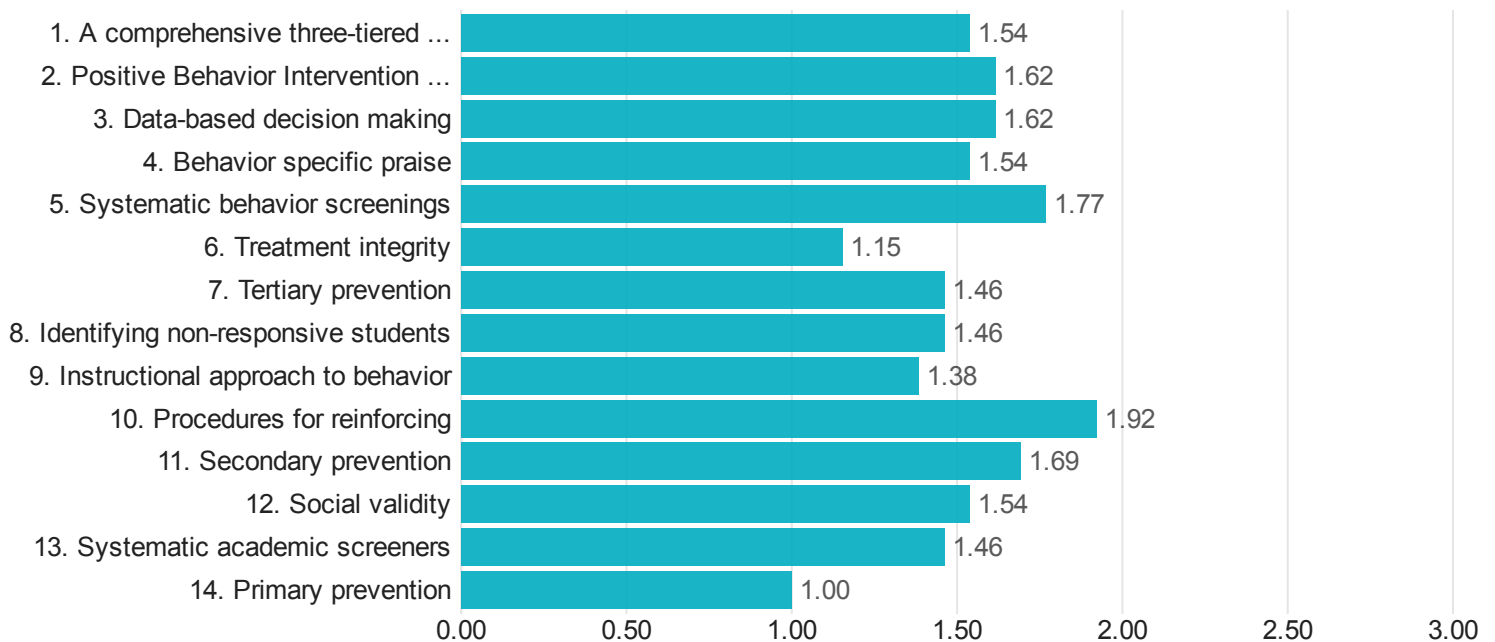
Knowledge



Confidence

Field	Mean	Standard Deviation
1. A comprehensive three-tiered model of support	1.54	1.08
2. Positive Behavior Intervention and Support	1.62	1.27
3. Data-based decision making	1.62	0.92
4. Behavior specific praise	1.54	1.22
5. Systematic behavior screenings	1.77	1.12
6. Treatment integrity	1.15	1.17
7. Tertiary prevention	1.46	1.08
8. Identifying non-responsive students	1.46	0.93
9. Instructional approach to behavior	1.38	1.21
10. Procedures for reinforcing	1.92	0.92
11. Secondary prevention	1.69	1.07
12. Social validity	1.54	1.01
13. Systematic academic screeners	1.46	1.28
14. Primary prevention	1.00	1.04

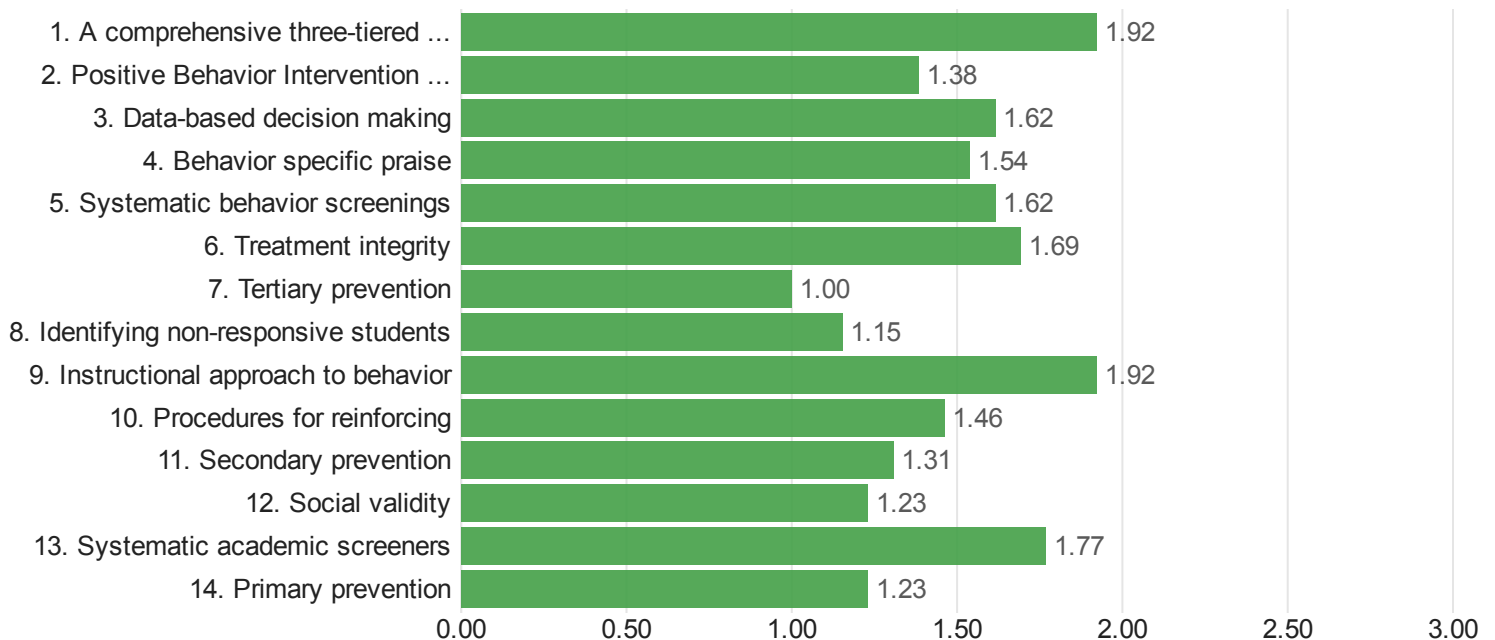
Confidence



Useful

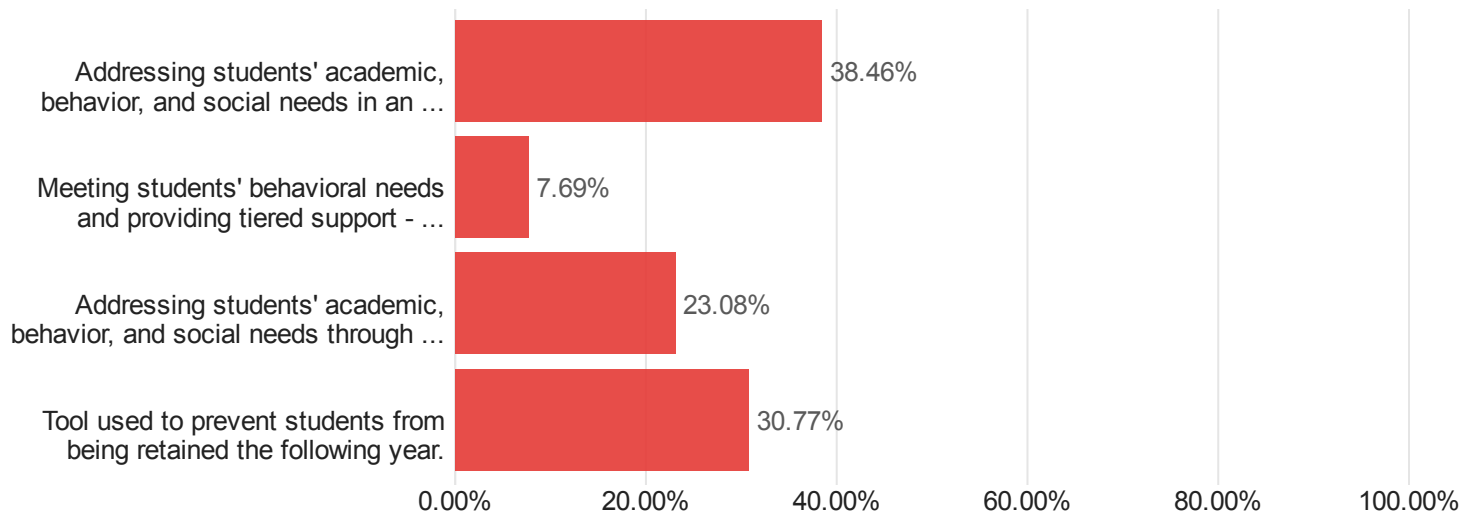
Field	Mean	Standard Deviation
1. A comprehensive three-tiered model of support	1.92	1.00
2. Positive Behavior Intervention and Support	1.38	1.15
3. Data-based decision making	1.62	1.21
4. Behavior specific praise	1.54	1.08
5. Systematic behavior screenings	1.62	1.08
6. Treatment integrity	1.69	0.99
7. Tertiary prevention	1.00	1.04
8. Identifying non-responsive students	1.15	1.10
9. Instructional approach to behavior	1.92	1.14
10. Procedures for reinforcing	1.46	1.08
11. Secondary prevention	1.31	1.07
12. Social validity	1.23	0.97
13. Systematic academic screeners	1.77	1.12
14. Primary prevention	1.23	0.97

Useful

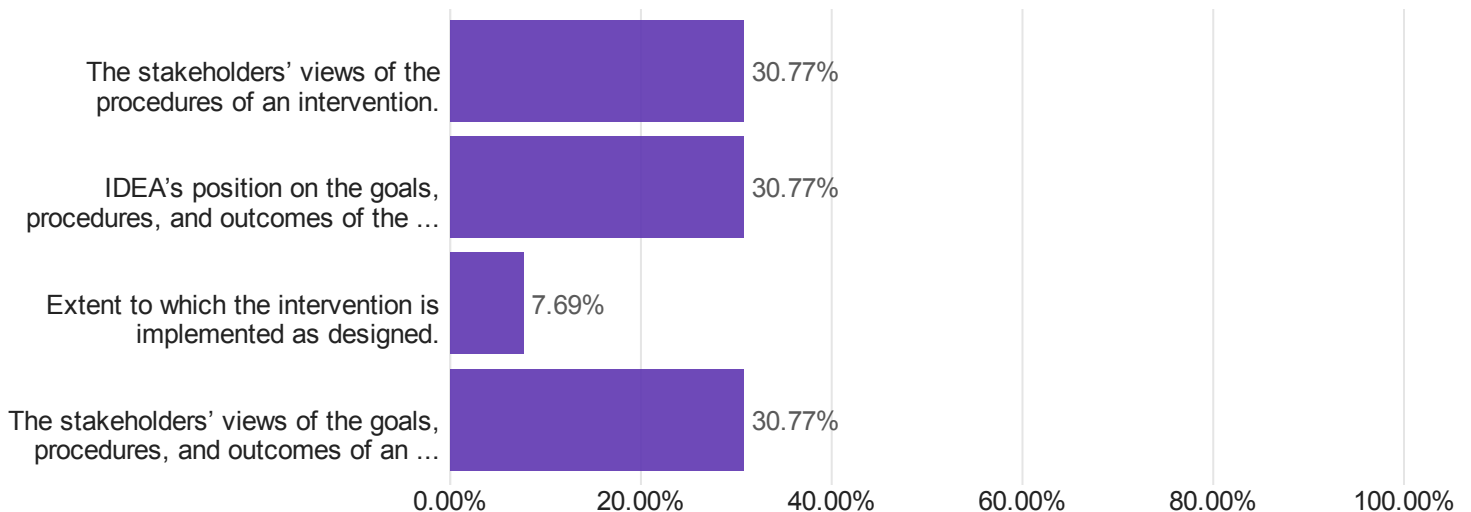


Multiple-Choice Questions Results

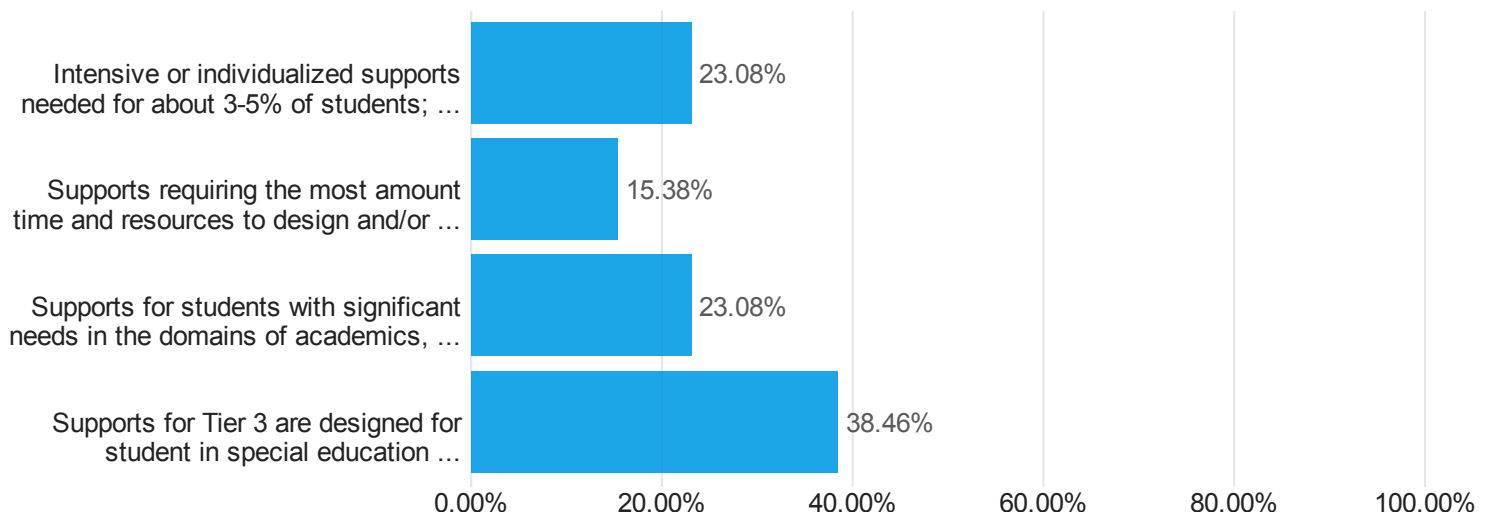
1) A comprehensive, integrated, three-tiered model of prevention



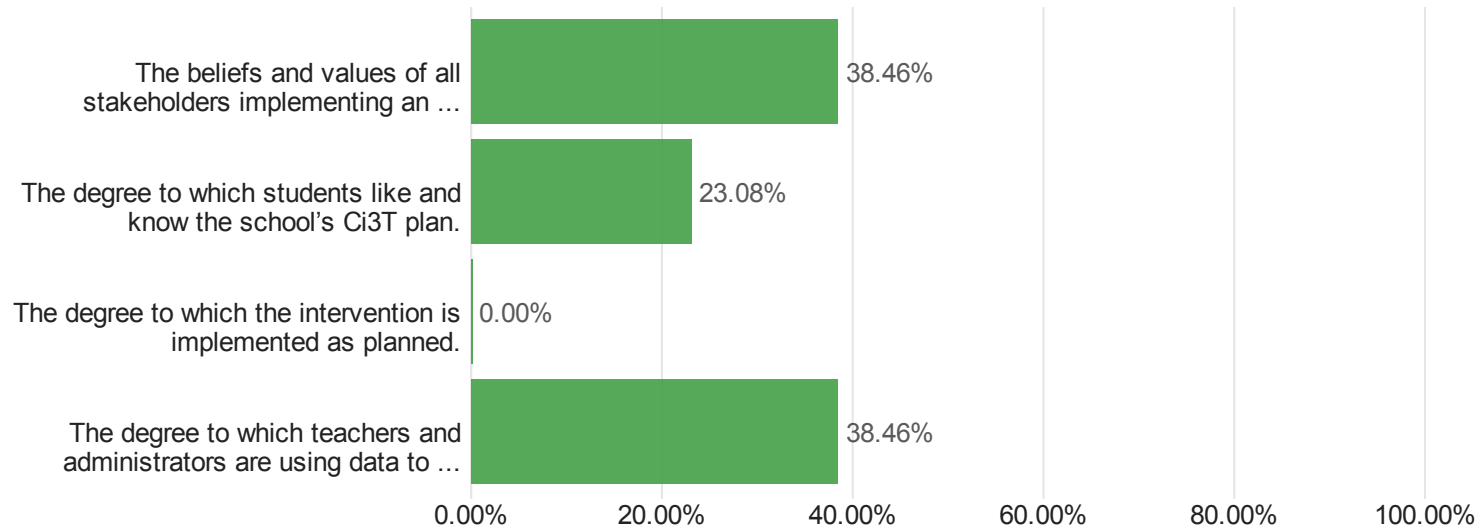
2) Social validity



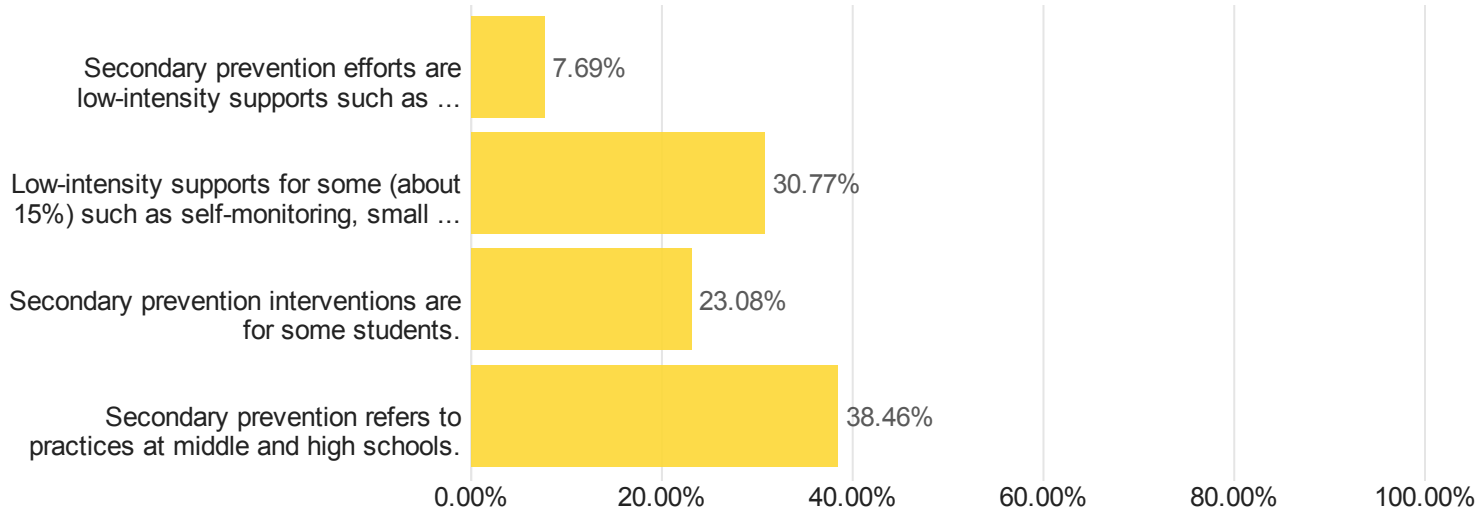
3) Tertiary prevention



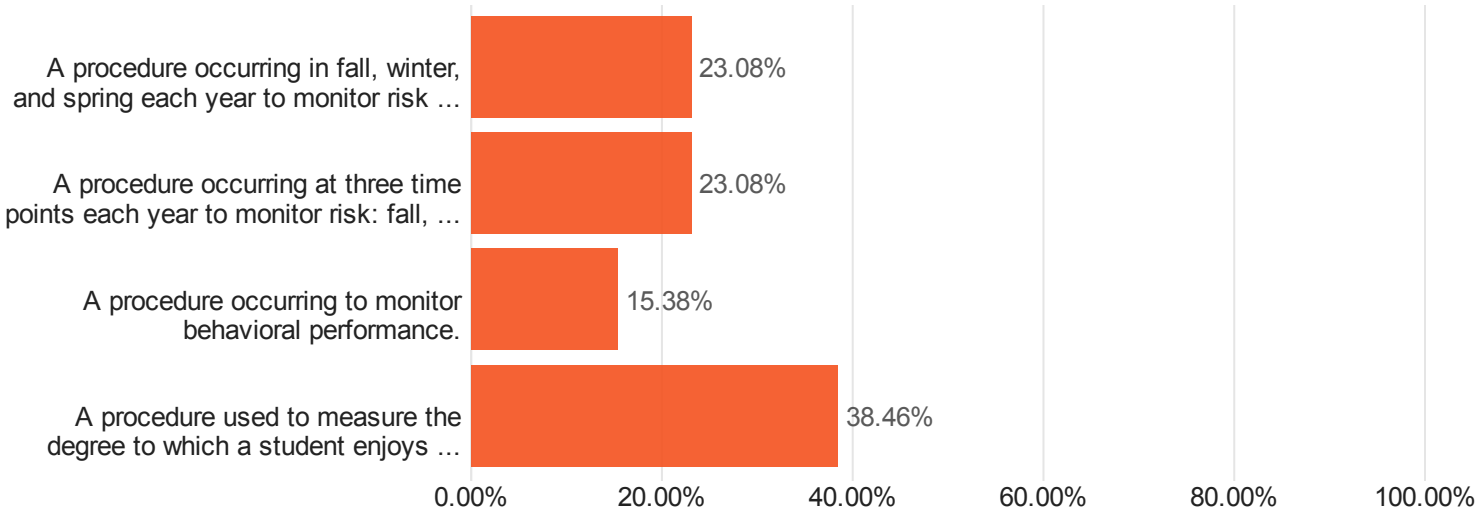
4) Treatment integrity



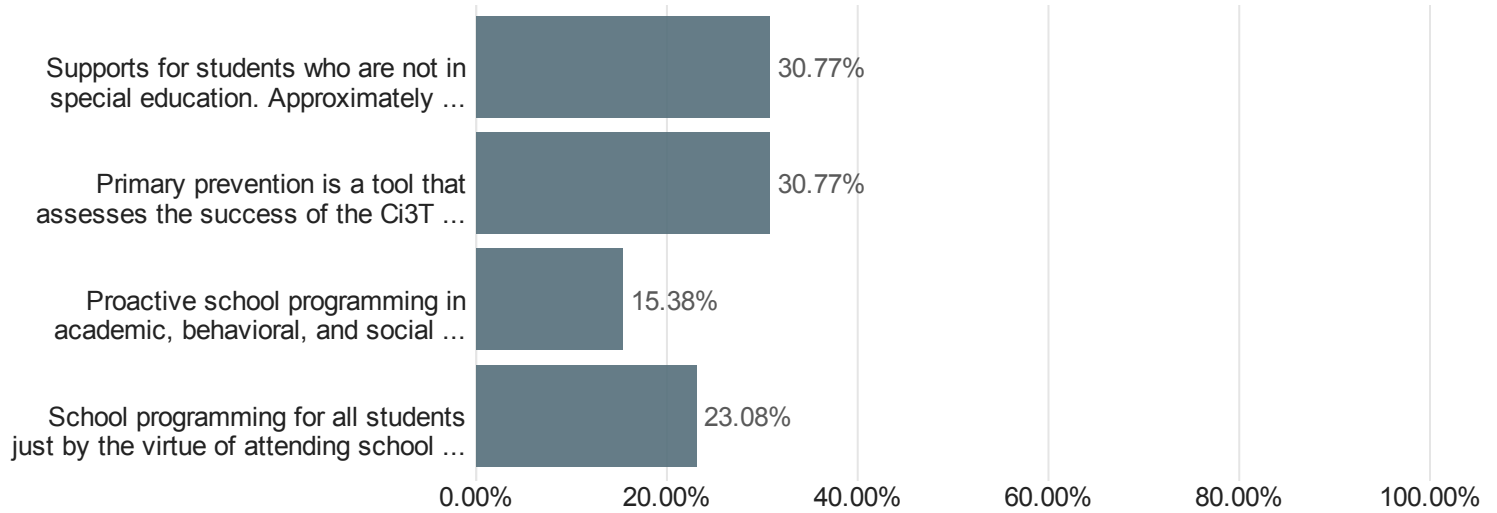
5) Secondary prevention



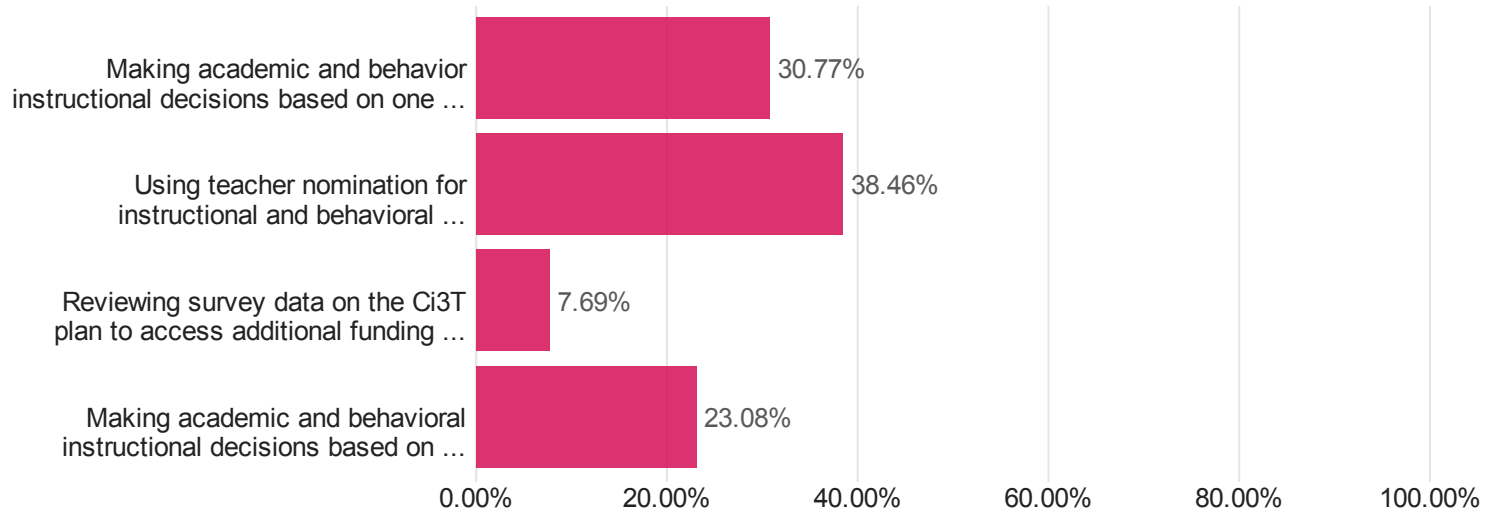
6) Systematic behavior screenings



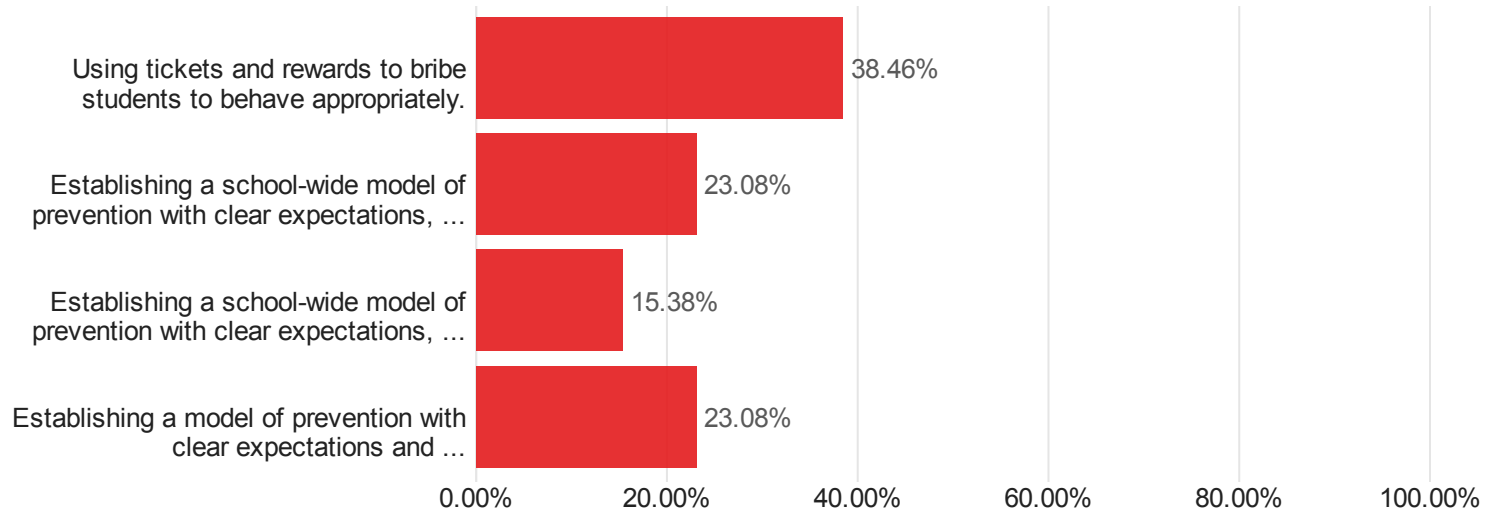
7) Primary prevention



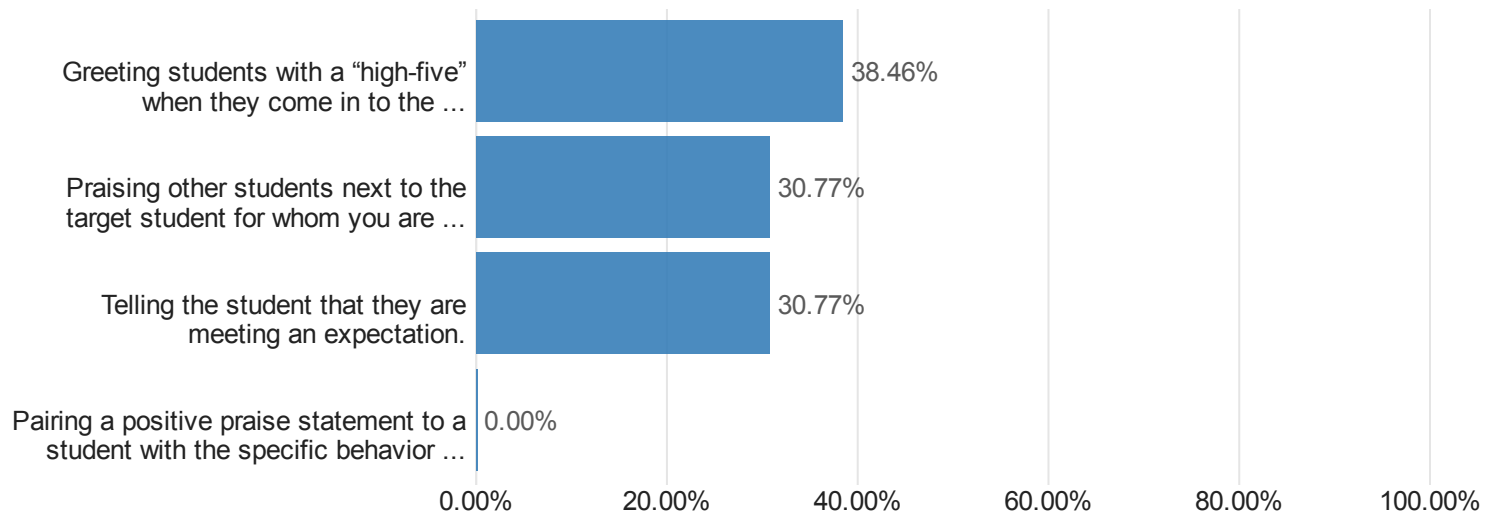
8) Data-based decision making



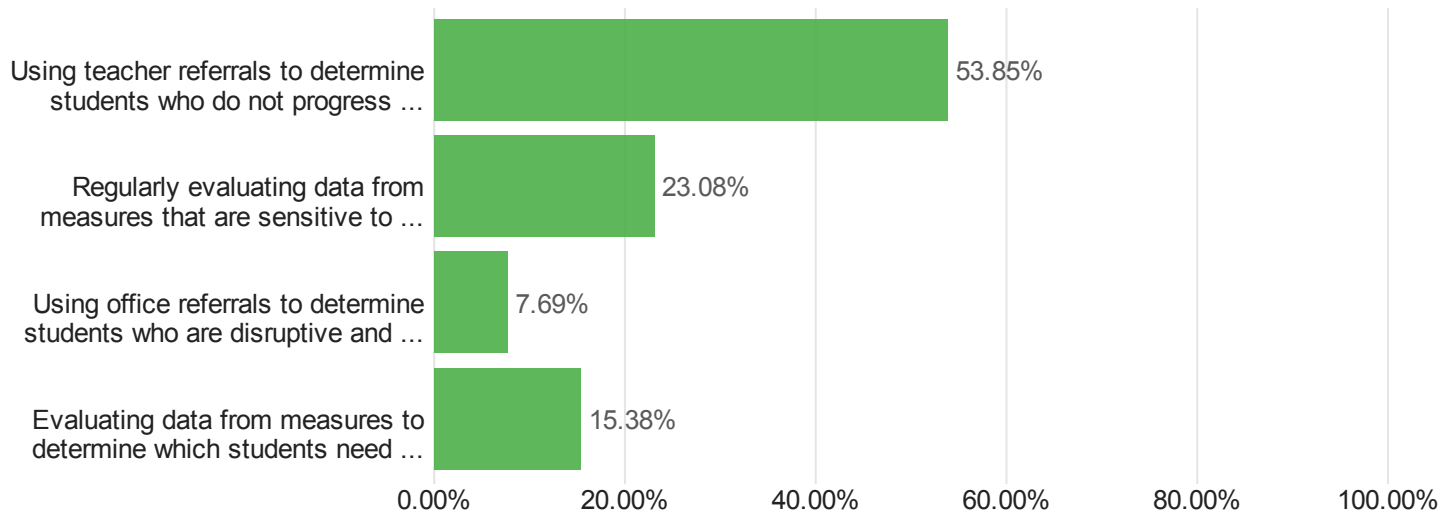
9) Positive behavior interventions and support



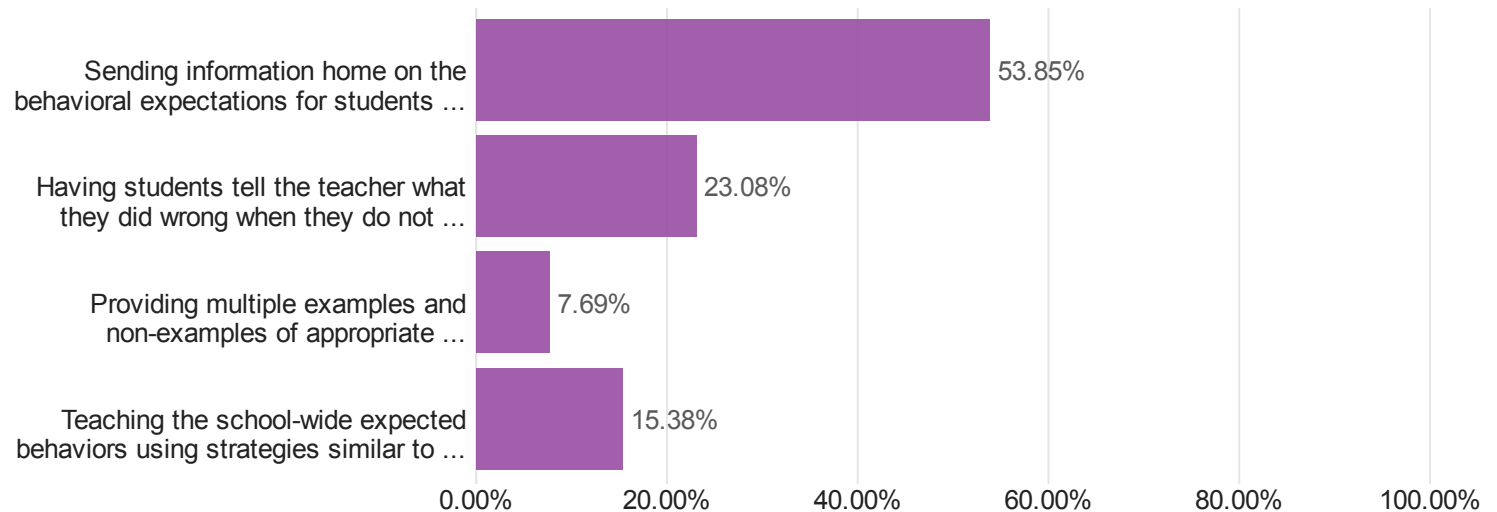
10. Behavior-specific praise



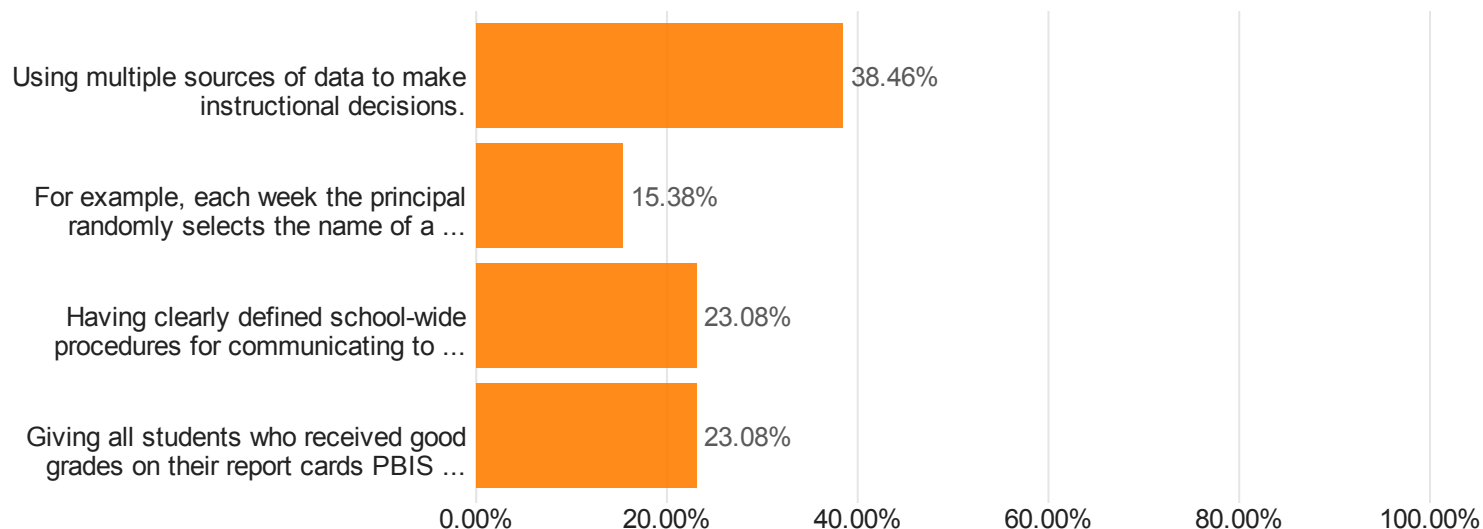
11. Identifying non-responsive students



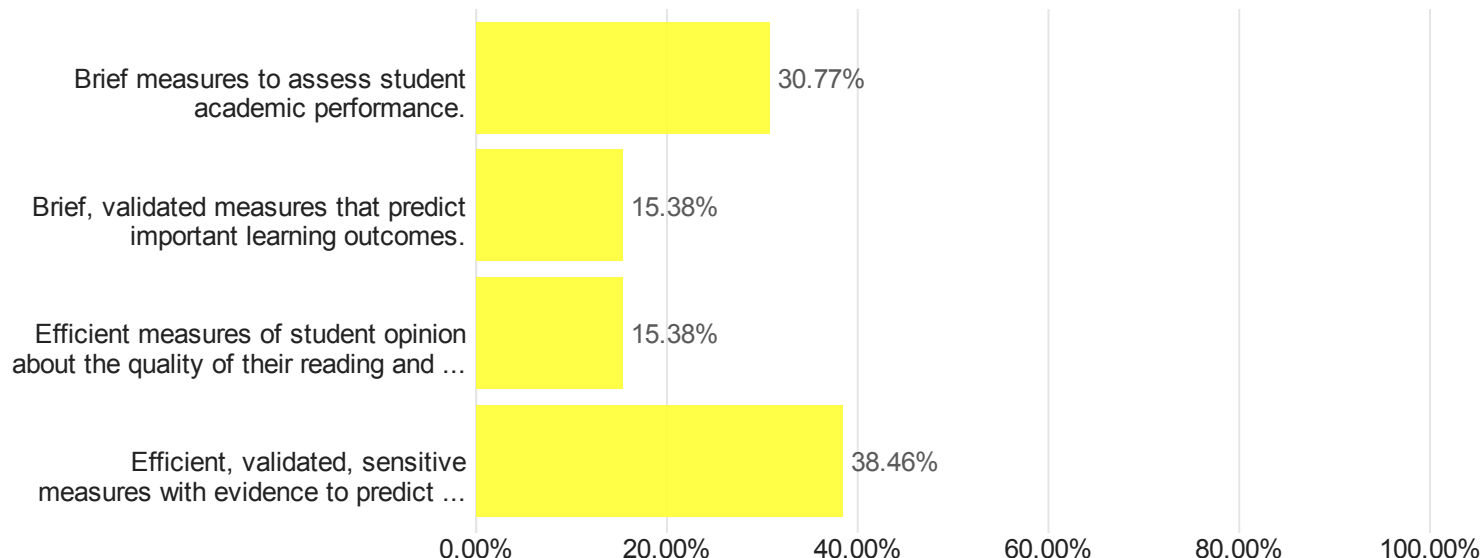
12. Instructional approach to behavior



13. Procedures for reinforcing



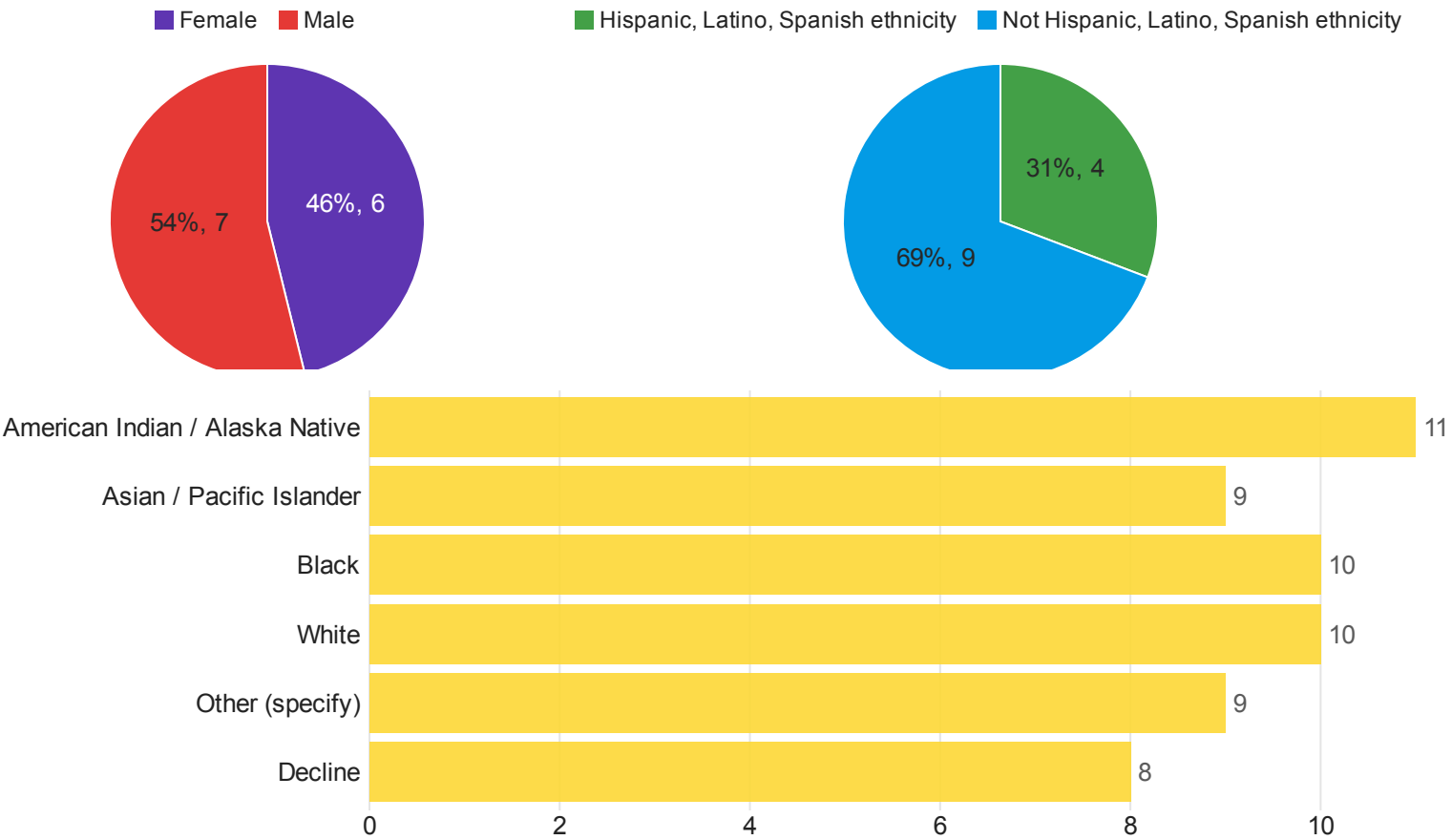
14. Systematic academic screeners



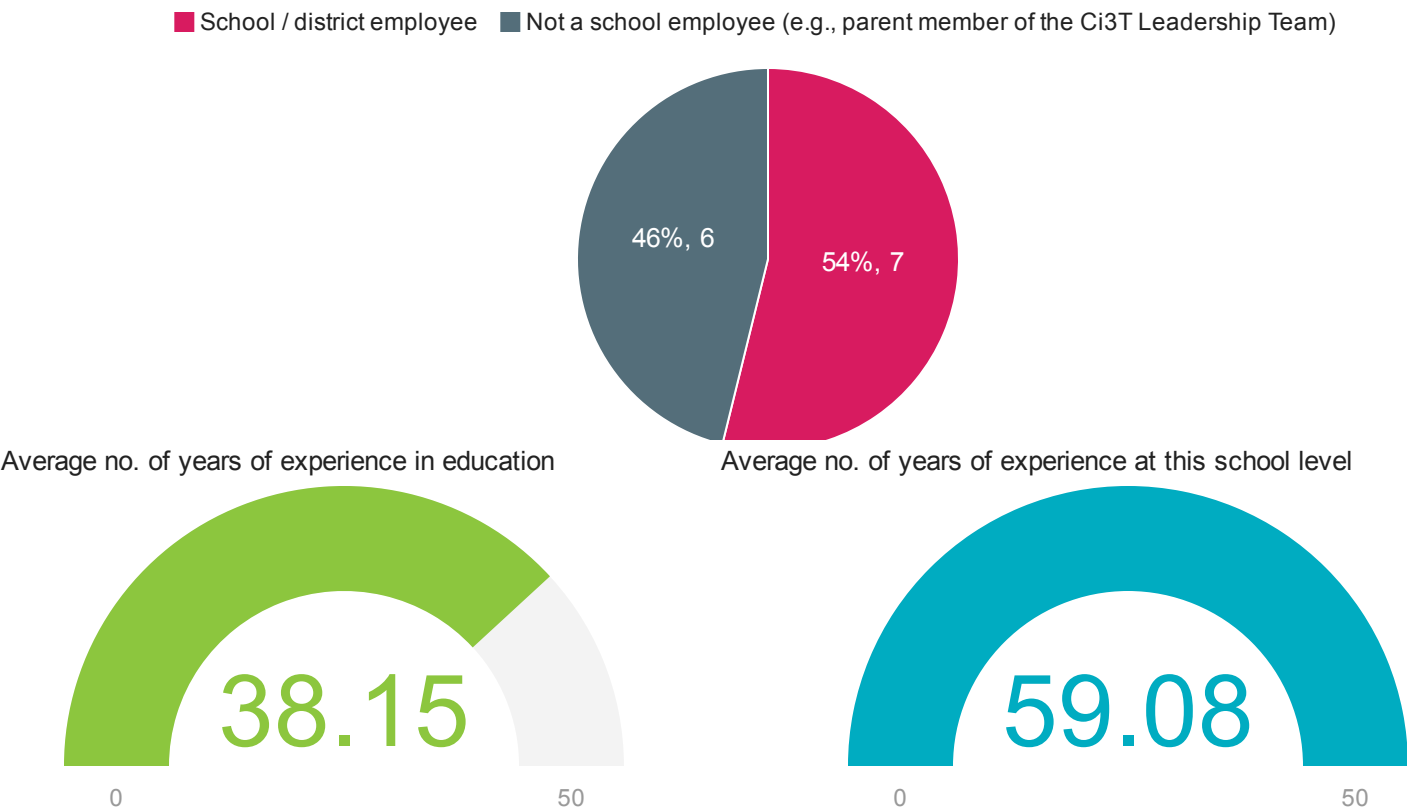
Demographics of Respondents

Gender, Ethnicity, and Race

Field	Mean	Standard Deviation
Age	56.38	28.86

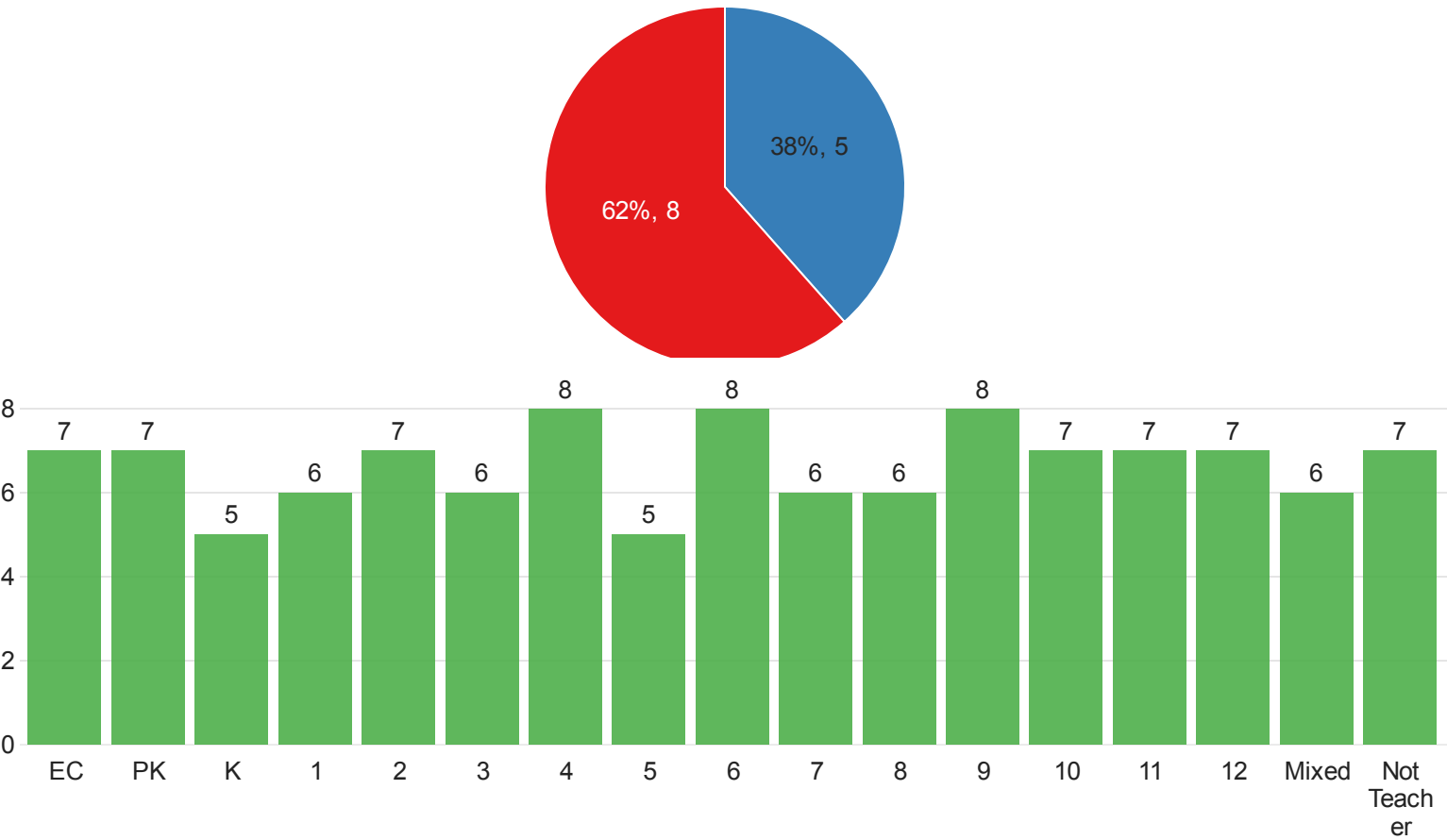


School Employment and Experience

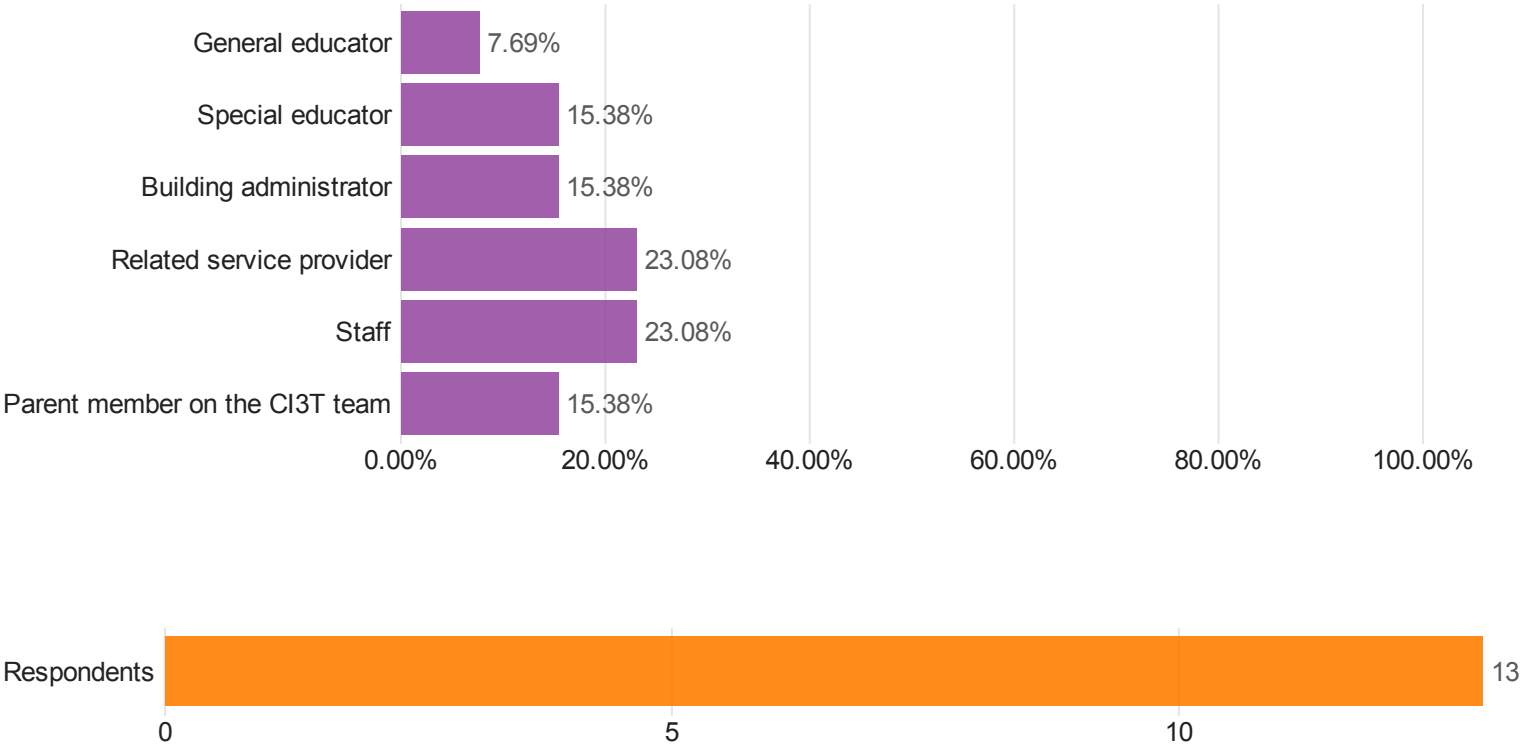


Role

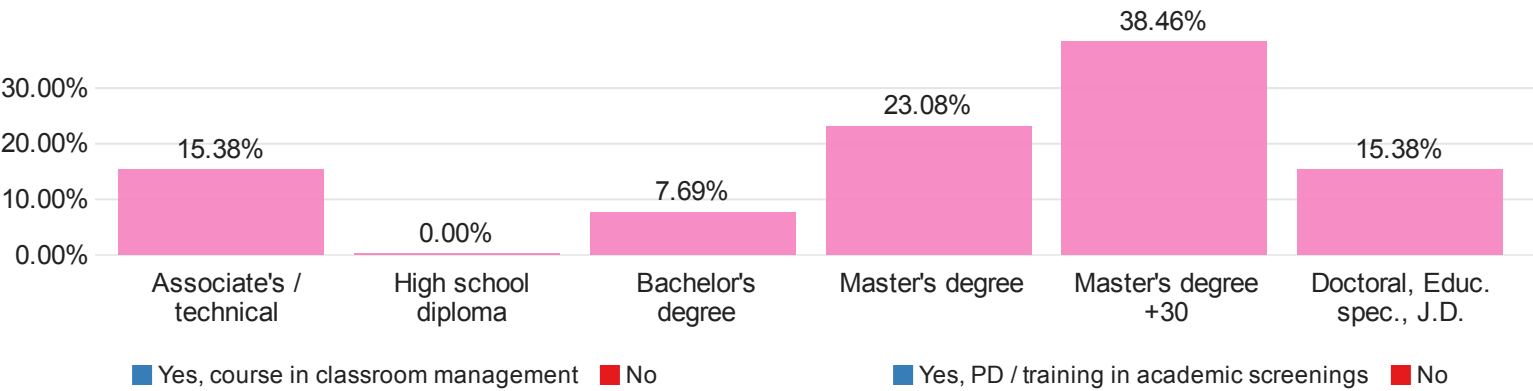
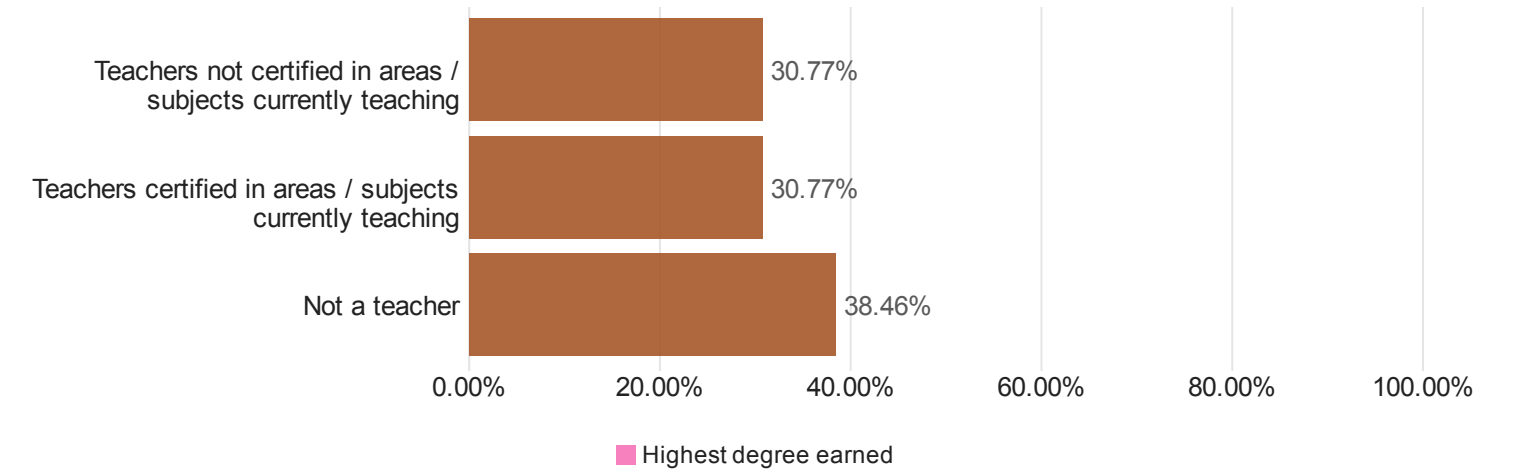
■ Yes, I provide instruction to students ■ No, I do not provide instruction to students



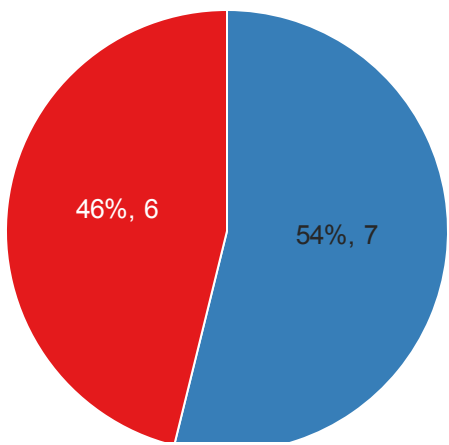
■ What grade(s) do you currently work with?



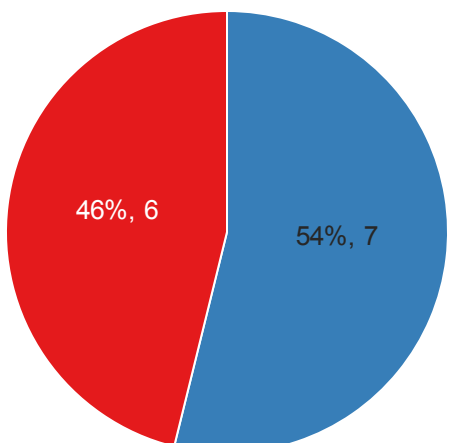
Certification and Education



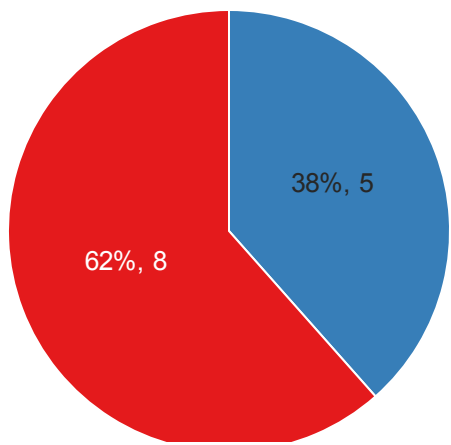
■ Yes, course in classroom management ■ No



■ Yes, PD / training in behavior screenings ■ No



■ Yes, PD / training in academic screenings ■ No



Ci3T Leadership Team respondents



For more information, visit
www.ci3t.org

