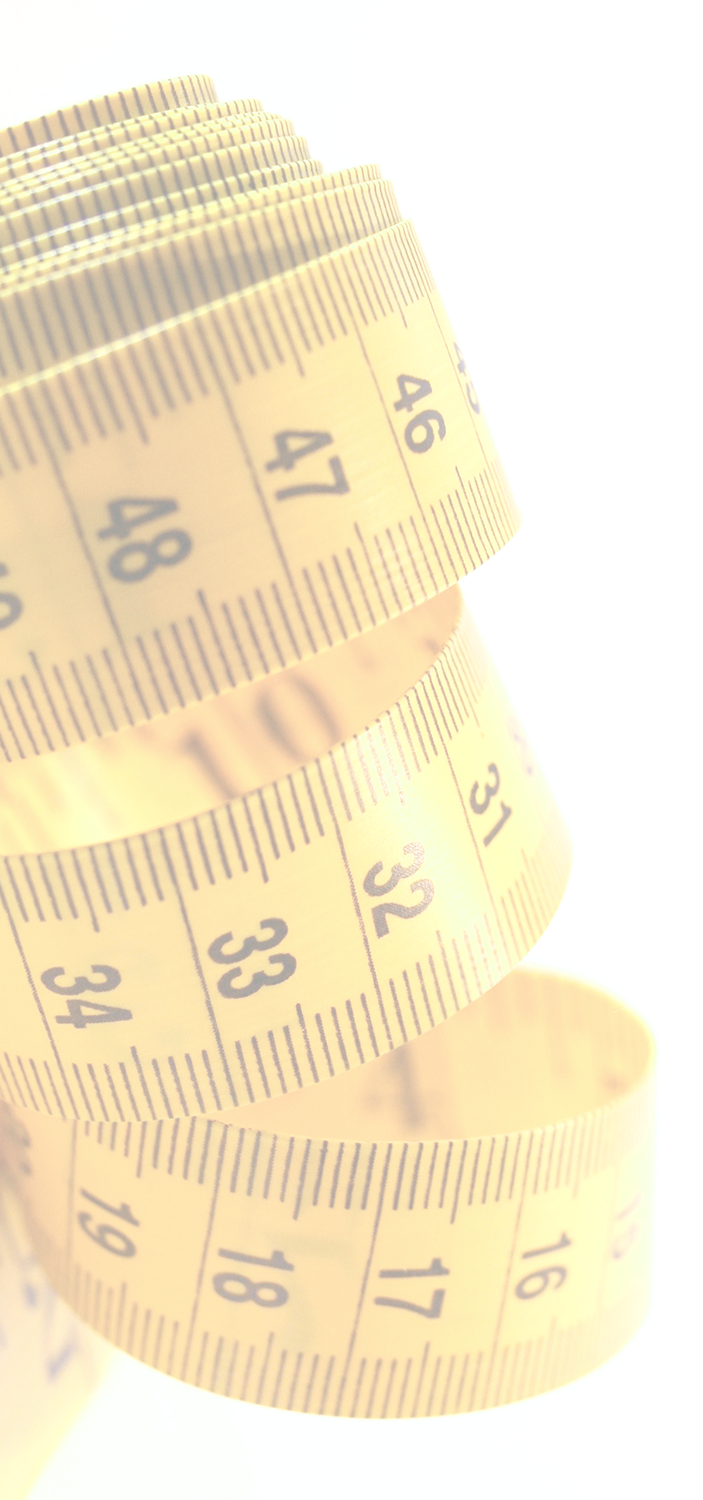
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**XXXXX School**

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.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Scale: 1 = *Strongly Disagree* – 6 = *Strongly Agree* | **Fall 20XX**  *n* = | | **Spring 20XX**  *n* = | |
|  | Mean (*SD*) | | Mean (*SD*) | |
| 1. The primary plan is acceptable for this school. |  |  |  |  |
| 2. Most educators find the primary plan appropriate. |  |  |  |  |
| 3. The primary plan should prove effective in meeting the stated purpose(s). |  |  |  |  |
| 4. I would suggest the use of a primary plan to other educators. |  |  |  |  |
| 5. The primary plan is appropriate to meet the school’s needs and mission. |  |  |  |  |
| 6. Most educators find the primary plan suitable for the described purpose(s) and mission. |  |  |  |  |
| 7. I am willing to use the primary plan in this school setting. |  |  |  |  |
| 8. This primary plan will not result in negative side effects for the students. |  |  |  |  |
| 9. This primary plan is appropriate for a variety of students. |  |  |  |  |
| 10. This primary plan is consistent with those I have used in other school settings. |  |  |  |  |
| 11. The primary plan components are a fair way to fulfill the plan’s purposes. |  |  |  |  |
| 12. The primary plan is reasonable to meet the stated purpose(s). |  |  |  |  |
| 13. I like the procedures used in the primary plan. |  |  |  |  |
| 14. The primary plan is a good way to meet the specified purpose(s). |  |  |  |  |
| 15. The primary plan’s monitoring procedures are manageable. |  |  |  |  |
| 16. The primary plan’s monitoring procedures give the necessary information to evaluate the plan. |  |  |  |  |
| 17. Overall, this primary plan is beneficial for this age group of students. |  |  |  |  |
| **Total**: This percentage represents the level of agreement with the plan according to respondents. |  | |  | |

**Open-Ended Questions:**

1. **A) What do you feel is most beneficial about this primary 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?**

*Note*. Report and presentation reflect social validity wording for the 20XX-20XX academic year. Comments are presented as submitted without editing, except to preserve confidentiality (e.g., names removed).

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

**Document C**

Treatment Integrity (TI)

Teacher Self-Report (TSR)

Direct Observation (DO)

School-wide Evaluation Tool (SET)





**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.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Scale: 0 = No, *not at all*  1 = Yes, *some of the time*  2 = Yes, *most of the time*  3 = Yes, *all of the time* | | **Fall 20XX**  *n* =  Mean (*SD*) | | **Spring 20XX**  *n* =  Mean (*SD*) | |
| **Procedures for Teaching\*** | |  |  |  |  |
| 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)? |  |  |  |  |
| T.2 | Did I have the setting expectations posted in my classroom (expectation matrix with all settings)? |  |  |  |  |
| 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)? |  |  |  |  |
| 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)? |  |  |  |  |
| T.5 | Did I model the behaviors (expectations) stated in the schoolwide plan for my students? |  |  |  |  |
| T.6 | Was my instruction linked to the district/state standards? |  |  |  |  |
| T.7 | Did I differentiate instruction (academic tasks) as needed? |  |  |  |  |
| T.8 | Did I make individual modifications to support students’ social or behavioral needs? |  |  |  |  |
| T.9 | Did I keep students engaged from the beginning to the end of class? |  |  |  |  |
| T.10 | Did I conduct daily starting activities? |  |  |  |  |
| 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)? |  |  |  |  |
| T14 | 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? |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Procedures for Reinforcing\*** | |  |  |  |  |
| 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)? |  |  |  |  |
| R.2 | Did I give tickets to students demonstrating schoolwide expectations (i.e., in academic, behavioral, and social domains)? |  |  |  |  |
| R.3 | Did I use behavior-specific praise during student interactions? |  |  |  |  |
| R.4 | Did I use behavior-specific praise when giving tickets to students? |  |  |  |  |
| 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.)? |  |  |  |  |
| **Procedures for Monitoring\*** | |  |  |  |  |
| M.1 | Have I consistently filled out disciplinary referrals (e.g., Office Discipline Referrals) according to my school’s reactive plan? |  |  |  |  |
| M.2 | Did I complete the behavior screeners at each time requested by my principal or Ci3T team? |  |  |  |  |
| M.3 | Did I accurately complete daily attendance as specified by my school’s procedures? |  |  |  |  |
| 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? |  |  |  |  |
| M.5 | Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide behavior screening data with the faculty? |  |  |  |  |
| M.6 | Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide academic data with the faculty? |  |  |  |  |
| M.7 | Did I use the behavior data to inform my instruction for at-risk students? |  |  |  |  |
| M.8 | Did I use academic data to inform my instruction? |  |  |  |  |
| M.9 | Did I use behavior and academic data together (in conjunction with each other) to inform my instruction? |  |  |  |  |
| M.10 | Did I make referrals for students who were struggling academically (prereferral intervention teams)? |  |  |  |  |
| M.11 | Did I make referrals for students exhibiting acting- out behaviors? |  |  |  |  |
| M.12 | Did I make referrals for students exhibiting shy or withdrawn behaviors? |  |  |  |  |
| **Overall procedures total score\*** | |  |  |  |  |

\**Note.* The procedural means (in bold) indicate the average level of performance, reporting mean percentage of implementation for teaching, reinforcing, monitoring, and overall implementation of procedures.

**Fall 20XX Comments:**

*Note*. Comments are presented as submitted without editing, except to preserve confidentiality (e.g., names removed).

Treatment Integrity: Teacher Self-Report and   
Direct Observation Results

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Treatment Integrity Procedures | Teacher Self-Report  Mean (SD) | | Direct Observation  Fall 20XX  Mean (SD) | | Direct Observation  Spring 20XX  Mean (SD) | |
|  | Fall 20XX  *n* = | Spring 20XX  *n* = | Educator  *n* = | Observer  *n* = | Educator  *n* = | Observer  *n* = |
| Teaching |  |  |  |  |  |  |
| Reinforcing |  |  |  |  |  |  |
| Monitoring |  |  | **-** | **-** | - | - |
| Total |  |  |  |  |  |  |

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

**XXXXX School – Fall 20XX**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Category** | **Total Points Earned** | | **Total Points Possible** | **% Earned** | | | **Fall 20XX** | **Spring 20XX** | **Fall 20XX** | **Spring 20XX** | | Expectations Defined |  |  | 4 |  |  | | Behavioral Expectations Taught |  |  | 10 |  |  | | On-going System for Rewarding Behavioral Expectations |  |  | 6 |  |  | | System for Responding to Behavioral Violations |  |  | 8 |  |  | | Monitoring & Decision-Making |  |  | 8 |  |  | | Management |  |  | 16 |  |  | | District-Level Support |  |  | 4 |  |  | | **TOTAL SCORE** | Goal: 80% on Behavioral Expectations Taught and Total Score | | |  |  | | | **School-wide Evaluation Tool (SET v2; Todd, Lewis Palmer, Horner, Sugai, Sampson, & Phillips, 2012)**  Staff Interview   * 7 questions * Interview a minimum of 10 staff members (or 25% of staff) * **We interviewed XX.XX% of your faculty and staff.**   Student Interview   * 2 questions * Interview a minimum of 15 students (or 10% of students) * **We interviewed XX.XX% of your students.**   Administrator Interview   * 21 Questions * Principal or assistant principal was interviewed |
| **Commendations:**  **Recommendations:** | **Total Score Explanation:**  Expectations Defined  Behavioral Expectations Taught  On-going System for Rewarding Behavioral Expectations  System for Responding to Behavioral Violations  Monitoring and Decision Making  Management  District-Level Support | |

For more information please visit

[www.ci3t.org](http://www.ci3t.org)

