

Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention Schoolwide Expectations Survey for Specific Settings (SESSS)



SESSS

Schoolwide Expectations Survey for Specific Settings (SESSS)

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Select the number to the right of each item indicating your opinion regarding importance.

SAMPLE: This is what the SESSS would look like if you completed it using a paper version.

Schoolwide Expectations Survey for Specific Settings (SESSS)
Lane, Oakes, and Meneses, 2010

Name: _____ School: _____ Check all that apply: ☐ General Education ☐ Special Education ☐ Other _____

Grade/Department: _____ Years of Teaching Experience: _____

County: _____ Highest Degree Obtained: _____

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Circle the number to the right of each item indicating your opinion regarding importance.

How Important?
 0 = Not important for success in this setting
 1 = Important for success in this setting
 2 = Critical for success in this setting

	Classroom		Hallway		Cafeteria		Playground		Restroom		Bus		Arrival/Dismissal	
	APPLICABLE?	YES NO	APPLICABLE?	YES NO	APPLICABLE?	YES NO	APPLICABLE?	YES NO	APPLICABLE?	YES NO	APPLICABLE?	YES NO	APPLICABLE?	YES NO
Respect	Follow directions	0 1 2	No talking	0 1 2	Use an inside voice	0 1 2	Respect other people's personal space	0 1 2	Stay in your own stall	0 1 2	Use kind words toward the bus driver and others	0 1 2	Respond immediately when teacher/adult calls	0 1 2
	Use kind words and actions	0 1 2	Walk on the right side	0 1 2	Use manners	0 1 2	Follow the rules of the game	0 1 2	Take care of your own business	0 1 2	Listen to and follow the bus driver's rules	0 1 2	Realize your hand for help	0 1 2
	Control your temper	0 1 2	Keep hands to yourself	0 1 2	Listen to and follow adult requests	0 1 2	Respond immediately when teacher/adult calls	0 1 2	Give others privacy and remain in own stall	0 1 2	Share seating on the bus	0 1 2	Maintain dress code	0 1 2
	Cooperate with others	0 1 2	Use a quiet voice	0 1 2	Share lunch tables with others	0 1 2	Be kind to peers while playing games	0 1 2	Minimize chatting	0 1 2	Speak in a quiet inside voice	0 1 2	Control temper in conflict situations	0 1 2
	Use an inside voice	0 1 2	Stay calm and controlled in conflict with adults and peers	0 1 2	Follow directions the first time asked	0 1 2	Keep water in the sink	0 1 2	Remain seated after entering the bus	0 1 2		0 1 2		
	Follow the dress code	0 1 2	Avoid gossip and use kind words	0 1 2	Keep food on your plate	0 1 2	Knock before entering	0 1 2	Stay clear of roadway	0 1 2		0 1 2		
	Be truthful	0 1 2	Be courteous of other classrooms	0 1 2	Eat before socializing	0 1 2	Keep surfaces and walls free of graffiti	0 1 2		0 1 2				
	Keep hands, feet, and objects to self	0 1 2	Use appropriate ways to show affection	0 1 2	Be considerate of other's food choices	0 1 2								
	Be encouraging and helpful to peers	0 1 2	Respect materials (e.g., posters)	0 1 2	Raise your hand for help	0 1 2								
	Raise hand and wait quietly to be called on	0 1 2												
Responsibility	Listen and pay attention to the speaker	0 1 2												
	Arrive to class on time	0 1 2	Keep hands to yourself	0 1 2	Make your choices quickly	0 1 2	Play approved games	0 1 2	Flush toilet	0 1 2	Talk quietly with others	0 1 2	Stay in assigned area	0 1 2
	Remain in school for the whole day	0 1 2	Walk	0 1 2	Eat your own food	0 1 2	Use equipment appropriately	0 1 2	Wash hands with soap	0 1 2	Remain in seat	0 1 2	Keep all materials in backpack	0 1 2
	Bring your required materials	0 1 2	Stay in line with your class	0 1 2	Choose a seat quickly and stay in it	0 1 2	Return equipment when you are done	0 1 2	Throw away any trash properly	0 1 2	Use self-control	0 1 2	Arrive on time	0 1 2
	Turn in finished work	0 1 2	Follow instructions given for drills and emergencies	0 1 2	Clean up after yourself	0 1 2	Line up when the bell rings	0 1 2	Report any problems to your teacher	0 1 2	Be ready when bus arrives	0 1 2	Go straight to class	0 1 2
	Exercise self-control	0 1 2	Keep the hallways clean	0 1 2	Know your order when walking through lunch line	0 1 2	Stay in established area	0 1 2	Use the restroom quickly	0 1 2	Carry on all personal belongings	0 1 2	Bring to school and take home all necessary materials	0 1 2
	Be in assigned area before tardy bell	0 1 2	Have a pass and sign in and out	0 1 2	Have money ready	0 1 2	Report problems/unsafe behavior to teacher	0 1 2	Return to class promptly	0 1 2	Follow school dress code	0 1 2	Arrive on time to before and after school activities	0 1 2
	Make up work when absent	0 1 2	Recognize and walk away from drama	0 1 2	Recycle	0 1 2	Use restroom before going outside	0 1 2	Clear the restroom before the bell rings	0 1 2	Be alert and watch for your stop on the way home	0 1 2		
	Participate in all activities	0 1 2	Turn off cell phones and electronic devices during school hours	0 1 2	Take only the allowed food portions	0 1 2					Keep all food and drinks stored away	0 1 2		
	Take care of school property	0 1 2	Report unsafe behaviors	0 1 2	Know your lunch number	0 1 2								
Best Effort	Use time wisely	0 1 2	Keep materials in your own locker	0 1 2	Raise hand for permission to get up	0 1 2								
	Respond appropriately to conflict	0 1 2												
	Turn off cell phones and electronic devices during school hours	0 1 2												
	Participate in class activities	0 1 2	Walk quietly	0 1 2	Use your table manners	0 1 2	Include others in your activities	0 1 2	Keep bathroom tidy	0 1 2	Keep hands and feet to yourself	0 1 2	Show a positive attitude	0 1 2
	Complete work with best effort	0 1 2	Walk directly to next location	0 1 2	Keep lunch tables clean	0 1 2	Be active	0 1 2	Avoid using cell phone	0 1 2	Keep bus clean	0 1 2	Resolve conflicts peacefully	0 1 2

Reference: Lane, K. L., Oakes, W. P., & Meneses, H. M. (2010). Schoolwide Expectations Survey for Specific Settings (Unpublished rating scale).



Your Name

First Name:

Last Name:

I am completing the SESSS survey for the following school(s): (check all that apply)

- ☐ Click to write Choice 1
- ☐ Click to write Choice 2
- ☐ Click to write Choice 3

Classroom

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Select the number to the right of each item indicating your opinion regarding importance.

Classroom:

Is this setting applicable to you?

- ☐ Yes
- ☐ No

Setting: Classroom

Respect

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Follow directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use kind words and actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Control your temper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperate with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use an inside voice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	0	1	2
	0	1	2
Follow the dress code	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be truthful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep hands, feet, and objects to self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be encouraging and helpful to peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raise hand and wait quietly to be called on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2
Listen and pay attention to the speaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Setting: Classroom

Responsibility

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Arrive to class on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remain in school for the whole day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bring your required materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turn in finished work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2
Be in assigned area before tardy bell	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make up work when absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in all activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take care of school property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use time wisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	0	1	2
	0	1	2
Respond appropriately to conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turn off cell phones and electronic devices during school hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Setting: Classroom

Best Effort

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Participate in class activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete work with best effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try first, then ask for help politely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep desk area clean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2
Use classroom materials appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep materials organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remain on-task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Show a positive attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2
Stay focused on your own work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Hallway

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Select the number to the right of each item indicating your opinion regarding importance.

Hallway:

Is this setting applicable to you?

☐ Yes

☐ No

Setting: Hallway

Respect

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
No talking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walk on the right side	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep hands to yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a quiet voice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2
Stay calm and controlled in conflict with adults and peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoid gossip and use kind words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be courteous of other classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use appropriate ways to show affection to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2
Respect materials (e.g. posters)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	0	1	2
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Setting: Hallway**Responsibility**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Keep hands to yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stay in line with your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow instructions given for drills and emergencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	0	1	2
Keep the hallways clean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a pass and sign in and out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and walk away from drama	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turn off cell phones and electronic devices during school hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	0	1	2
Report unsafe behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep materials in your own locker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Setting: Hallway

Best Effort

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Walk quietly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walk directly to next location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use hallway time appropriately and efficiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay attention to where you're going	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Additional items (optional) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cafeteria

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Select the number to the right of each item indicating your opinion regarding importance.

Cafeteria:

Is this setting applicable to you?

☐ Yes

☐ No

Setting: Cafeteria

Respect

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Use an inside voice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use manners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen to and follow adult requests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share lunch tables with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2
Follow directions the first time asked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep food on your plate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eat before socializing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be considerate of other's food choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2
Raise your hand for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Setting: Cafeteria

Responsibility

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Make your choices quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eat your own food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choose a seat quickly and stay in it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean up after yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2

	0	1	2
Know your order when walking through lunch line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have money ready	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take only the allowed food portions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2
Know your lunch number	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raise hand for permission to get up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Setting: Cafeteria

Best Effort

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Use your table manners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep lunch tables clean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear away trash	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make healthy choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eat lunch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Playground

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Select the number to the right of each item indicating your opinion regarding importance.

Playground:

Is this setting applicable to you?

☐ Yes

☐ No

Setting: Playground

Respect

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Respect other people's personal space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow the rules of the game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond immediately when teacher/adult calls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be kind to peers while playing games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Additional items (optional) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Setting: Playground

Responsibility

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Play approved games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use equipment appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Return equipment when you are done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Line up when the bell rings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stay in established area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2
Report problems/unsafe behavior to teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use restroom before going outside	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Setting: Playground**Best Effort**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Include others in your activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wear appropriate clothes and shoes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Control your temper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Restroom

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Select the number to the right of each item indicating your opinion regarding importance.

Restroom:

Is this setting applicable to you?

☐ Yes

☐ No

Setting: Restroom

Respect

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Stay in your own stall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take care of your own business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give others privacy and remain in own stall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minimize chatting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep water in the sink	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2
Knock before entering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep surfaces and walls free of graffiti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Setting: Restroom**Responsibility**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Flush toilet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wash hands with soap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Throw away any trash properly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Report any problems to your teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the restroom quickly and return to class quietly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2
Return to class promptly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear the restroom before the bell rings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have appropriate hall pass when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Setting: Restroom**Best Effort**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Keep bathroom tidy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoid using cell phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	0	1	2
Respond appropriately to conflict situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Bus

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Select the number to the right of each item indicating your opinion regarding importance.

Bus:

Is this setting applicable to you?

- ☐ Yes
- ☐ No
-

Setting: Bus

Respect

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Use kind words toward the bus driver and others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen to and follow the bus driver's rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share seating on the bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speak in a quiet inside voice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	0	1	2
Remain seated after entering the bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stay clear of roadway	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2 Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Setting: Bus**Responsibility**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Talk quietly with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remain in seat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be ready when bus arrives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carry on all personal belongings needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2
Follow school dress code	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be alert and watch for your stop on the way home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep all food and drinks stored away	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Setting: Bus**Best Effort**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Keep hands and feet to yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep bus clean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take off all personal belongings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stay clear of a moving bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2
Be alert and prepared in emergency situations on the bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Additional items (optional) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Arrival/Dismissal

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Select the number to the right of each item indicating your opinion regarding importance.

Arrival/Dismissal:

Is this setting applicable to you?

☐ Yes

☐ No

Setting: Arrival/Dismissal

Respect

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Respond immediately when teacher/adult calls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raise your hand for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain dress code	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Control temper in conflict situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Setting: Arrival/Dismissal

Responsibility

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Stay in assigned area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep all materials in backpack	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrive on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go straight to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2
Bring to school and take home all necessary materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrive on time to before and after school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			
2. Additional items (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

Setting: Arrival/Dismissal**Best Effort**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Show a positive attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resolve conflicts peacefully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfill before and after school commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Additional items (optional)			
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Additional items (optional)			
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1920 Demo FINAL**Name**

First Name

Last Name

School district

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

What is your main school site? (select one)

- ☐ School 1
- ☐ School 12

- ☐ School 2

☐ School 3

☐ School 4

☐ School 5

☐ School 6

☐ School 7

☐ School 8

☐ School 9

☐ School 10

☐ School 11
- ☐ School 13

☐ School 14

☐ School 15

☐ School 16

☐ School 17

☐ School 18

☐ School 19

☐ School 20

☐ District office

I am

- ☐ Male
- ☐ Female

My age (as of my last birthday)

I am of Hispanic, Latino, or Spanish origin

- ☐ No
- ☐ Yes

Please check all categories that best describe your race:

(check all that apply):

American Indian / Alaska Native	<input type="checkbox"/>
Asian / Pacific Islander	<input type="checkbox"/>
Black	<input type="checkbox"/>
White	<input type="checkbox"/>

(check all that apply):

Other (specify)

☐

Decline

☐

If you are a school employee:

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

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.

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

- ☐ No
☐ Yes

Please check all grade(s) you currently work with

(check all that apply):

Early Childhood

☐

Pre-Kindergarten

☐

Kindergarten

☐

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

7

☐

8

☐

9

☐

10

☐

(check all that apply):

11 ☐12 ☐Mixed grade class
(please specify) ☐I do not provide
instruction to students ☐**What is your primary role in your school?**School role Subcategory 1 **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

On a scale from 1 – 5, what is your current level of familiarity with Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention?

- | | | | | |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not at all familiar
(1) | (2) | (3) | (4) | Very familiar (5) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

On a scale from 1 – 5, to what extent have you accessed the following professional learning materials related to Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention

	Not at all (1)	(2)	(3)	(4)	A great deal (5)
ci3t.org	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other websites (e.g., pbis.org, individual school websites, state websites)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ci3T interactive eBook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-service training related to Ci3T (e.g., university course)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District-provided Ci3T professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ci3T research staff-led professional learning (e.g., EMPOWER sessions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- ☐ No
- ☐ Yes

If you are a Ci3T Leadership Team member, what is your role on the team?

(check all that apply):

- Building administrator ☐
- District representative ☐
- General education teacher ☐
- Special education teacher ☐
- Parent representative ☐

(check all that apply):

Optional (specify)

☐

Ci3T Coach

☐Not a Ci3T Leadership
Team member☐**What schools do you work at? (check all that apply)**

Please provide your percentage of time assigned to each building.

<input type="checkbox"/> School 1 (percent of time)	<input type="checkbox"/> School 11 (percent of time)
<input type="text"/>	<input type="text"/>
<input type="checkbox"/> School 2 (percent of time)	<input type="checkbox"/> School 12 (percent of time)
<input type="text"/>	<input type="text"/>
<input type="checkbox"/> School 3 (percent of time)	<input type="checkbox"/> School 13 (percent of time)
<input type="text"/>	<input type="text"/>
<input type="checkbox"/> School 4 (percent of time)	<input type="checkbox"/> School 14 (percent of time)
<input type="text"/>	<input type="text"/>
<input type="checkbox"/> School 5 (percent of time)	<input type="checkbox"/> School 15 (percent of time)
<input type="text"/>	<input type="text"/>
<input type="checkbox"/> School 6 (percent of time)	<input type="checkbox"/> School 16 (percent of time)
<input type="text"/>	<input type="text"/>
<input type="checkbox"/> School 7 (percent of time)	<input type="checkbox"/> School 17 (percent of time)
<input type="text"/>	<input type="text"/>
<input type="checkbox"/> School 8 (percent of time)	<input type="checkbox"/> School 18 (percent of time)
<input type="text"/>	<input type="text"/>
<input type="checkbox"/> School 9 (percent of time)	<input type="checkbox"/> School 19 (percent of time)
<input type="text"/>	<input type="text"/>
<input type="checkbox"/> School 10 (percent of time)	<input type="checkbox"/> School 20 (percent of time)
<input type="text"/>	<input type="text"/>







