

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



Name and School

First Name

Last Name

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

Please ensure you are familiar with your main school site's Ci3T primary (Tier 1) plan before continuing.

PIRS

Primary Intervention Rating Scale (PIRS)

Have you had an opportunity to review the current Ci3T primary (Tier 1) plan?

☐ No

☐ Yes

Thank you for providing your views about the **Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention** designed by your school. The purpose of this survey is to obtain information that will aid in your school team refining the **Ci3T primary prevention plan components (Tier 1 Efforts)** that are intended to be used by all educators (faculty and staff). Please think about your school, read the following statements regarding the Ci3T plan being developed by your school-site team, and

choose the response 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.

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

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
13. I like the procedures used in this primary plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. This primary plan is a good way to meet the specified purpose(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. This primary plan's monitoring procedures are manageable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. This primary plan's monitoring procedures will give the necessary information to evaluate the plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Overall, this primary plan would be beneficial for this age group of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open-Ended Questions:

1. A) What do you feel is most beneficial about this primary prevention plan's components (Tier 1 efforts)?

B) What is the least beneficial part?

2. Do you think that your and your students' participation in this Ci3T plan will cause your students' behavior, social, and/or learning problems to improve? Why or why not? Or if so, how?

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

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

From: Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach*. New York, NY: Guilford Press. Adapted from Witt, J. C. & Elliott, S. N. (1985). Acceptability of classroom intervention strategies. In T. R. Kratochwill (Ed.). *Advances in school psychology*, Vol. 4 (pp. 251-288). Mahwah, NJ: Erlbaum with permission from Joe Witt and Stephen Elliott.

Reference: Lane, K. L., Robertson, E. J., & Wehby, J. H. (2002). Primary Intervention Rating Scale. Unpublished rating scale.

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Demographic Survey

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

Name

First Name

Last Name

School district

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

What is your main school site? (select one)

- ☐ School 1
- ☐ School 2
- ☐ School 3
- ☐ School 4
- ☐ School 5
- ☐ School 6
- ☐ School 7
- ☐ School 8
- ☐ School 9
- ☐ School 10
- ☐ School 11

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

☐

Asian / Pacific Islander

☐

Black

☐

(check all that apply):

White

☐

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

☐

(check all that apply):

- 10 ☐
- 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) |
|----------------|-----|-----|-----|---------------------|

	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 ☐
- Optional (specify) ☐
-

(check all that apply):

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

