

Comprehensive Integrated Three-Tiered (Ci3T) Treatment Integrity:  
Teacher Self-Report (Ci3T TI: TSR)

School: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Name: \_\_\_\_\_ Grade Level or Department: \_\_\_\_\_

The Ci3T Treatment Integrity: Teacher Self-Report survey is a 49-item component checklist including 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) for items relevant to your role.

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 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. If you feel an item does not specifically relate to your role (e.g., completing academic screenings), mark it using the *not related to my role* choice. Please use this option sparingly.

	N/A	No...	Yes, I did this...		
	Not related to my role	Not at all.	Some of the time.	Most of the time.	All of the time.
<b>Procedures for Teaching</b>					
Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)?	N/A	0	1	2	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)?	N/A	0	1	2	3
Were my students taught (e.g., videos, PowerPoints, formal lessons) the social skills component of our primary plan (e.g., daily, weekly, monthly)?	N/A	0	1	2	3
Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	N/A	0	1	2	3
Did I differentiate instruction (academic tasks) as needed?	N/A	0	1	2	3
Did I make individual modifications to support students’ social or behavioral needs?	N/A	0	1	2	3
Did I keep students engaged from the beginning to the end of class?	N/A	0	1	2	3
Did I conduct daily starting activities?	N/A	0	1	2	3
Did I conduct daily closing activities?	N/A	0	1	2	3

Did I consistently use a positive tone during student interactions?	N/A	0	1	2	3
Did I check for understanding when giving directions to students?	N/A	0	1	2	3
Did I use clear routines for classroom procedures?	N/A	0	1	2	3
Did I integrate social skill content into my instruction?	N/A	0	1	2	3
Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	N/A	0	1	2	3
Did I teach my school's social skills curriculum and objectives with integrity as defined in our Ci3T Implementation Manual?	N/A	0	1	2	3
Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	N/A	0	1	2	3
Did I prompt or remind students of the social skills that would help them engage in the lesson?	N/A	0	1	2	3
Did I teach Tier 1 core content according to district and state standards as defined in our Ci3T Implementation Manual?	N/A	0	1	2	3
Did I participate in opportunities to teach students' families about primary (Tier 1) intervention efforts happening in my school (e.g., newsletters)?	N/A	0	1	2	3
Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs?	N/A	0	1	2	3
<b>Procedures for Reinforcing</b>	Not related to my role	Not at all.	Some of the time.	Most of the time.	All of the time.
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)?	N/A	0	1	2	3
Did I give tickets to students demonstrating schoolwide expectations (i.e., in academic, behavioral, and social domains)?	N/A	0	1	2	3
Did I use behavior-specific praise during student interactions?	N/A	0	1	2	3
Did I use behavior-specific praise when giving tickets to students?	N/A	0	1	2	3
Did I refrain from taking away tickets from students who already received them?	N/A	0	1	2	3
Did I receive positive feedback from my colleagues or administrators about my school's Ci3T plan?	N/A	0	1	2	3
Did I use an instructional approach to support students who engage in challenging behavior?	N/A	0	1	2	3

Did I acknowledge students who used social skills taught in new situations (beyond the initial instruction session)?	N/A	0	1	2	3
Did I keep instruction moving forward when challenges arose?	N/A	0	1	2	3
Did I acknowledge students who were meeting expectations when another student engaged in challenging behavior?	N/A	0	1	2	3
Did I restate expectations when one or more students became off task or when initial challenges occurred?	N/A	0	1	2	3
Did I show empathy when students were struggling?	N/A	0	1	2	3
Did I provide opportunities for students to exchange tickets (e.g., class or school exchange)?	N/A	0	1	2	3
<b>Procedures for Monitoring</b>	Not related to my role	Not at all.	Some of the time.	Most of the time.	All of the time.
Have I consistently filled out disciplinary referrals (e.g., Office Discipline Referrals) according to my school's reactive plan?	N/A	0	1	2	3
Did I complete the behavior screeners at each time requested by my principal or Ci3T team?	N/A	0	1	2	3
Did I accurately administer curriculum-based measures (e.g., AIMSweb, DIBELS) or other assessments to monitor my students' progress in the content I taught?	N/A	0	1	2	3
Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide behavior screening data with the faculty?	N/A	0	1	2	3
Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide academic data with the faculty?	N/A	0	1	2	3
Did I use academic data to inform my instruction?	N/A				
Did I use behavior and academic data together (in conjunction with each other) to inform my instruction?	N/A	0	1	2	3
Did I connect students exhibiting externalizing behaviors (e.g., acting-out) to interventions using Tier 2 and Tier 3 intervention grids?	N/A	0	1	2	3
Did I connect students exhibiting internalizing behaviors (e.g., excessively shy or withdrawn) to interventions using Tier 2 and Tier 3 intervention grids?	N/A	0	1	2	3
Did I use school-wide data (e.g., academic or behavior screening) in conjunction with my school's tertiary (Tier 3) intervention grids to connect students to supports?	N/A	0	1	2	3

Have I had the opportunity to review my school and grade level or team screening data?	N/A	0	1	2	3
Did I use school-wide data (e.g., academic or behavior screening) in conjunction with my school's secondary (Tier 2) intervention grids to connect students to supports?	N/A	0	1	2	3
Did I use data to inform my instruction (e.g., treatment integrity data and/or student performance data such as screening data)?	N/A	0	1	2	3
Did I consistently log social skills/character education curricula lesson logs to track my delivery of social skills/character education lessons?	N/A	0	1	2	3
Did I look at my students' school-wide data to inform instruction at Tier 1?	N/A	0	1	2	3
Have I had the opportunity to review our treatment integrity data?	N/A	0	1	2	3

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 Procedures for Teaching, Reinforcing, and Monitoring.

Comments: \_\_\_\_\_

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Adapted from:  
 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