



XX School

**Ci3T Implementation
Report 2022-2023**

Fall/Spring 20XX

**Implementing a
Comprehensive,
Integrated, Three-Tiered
Model of Prevention**

Prepared by:
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.

Social Validity (SV)

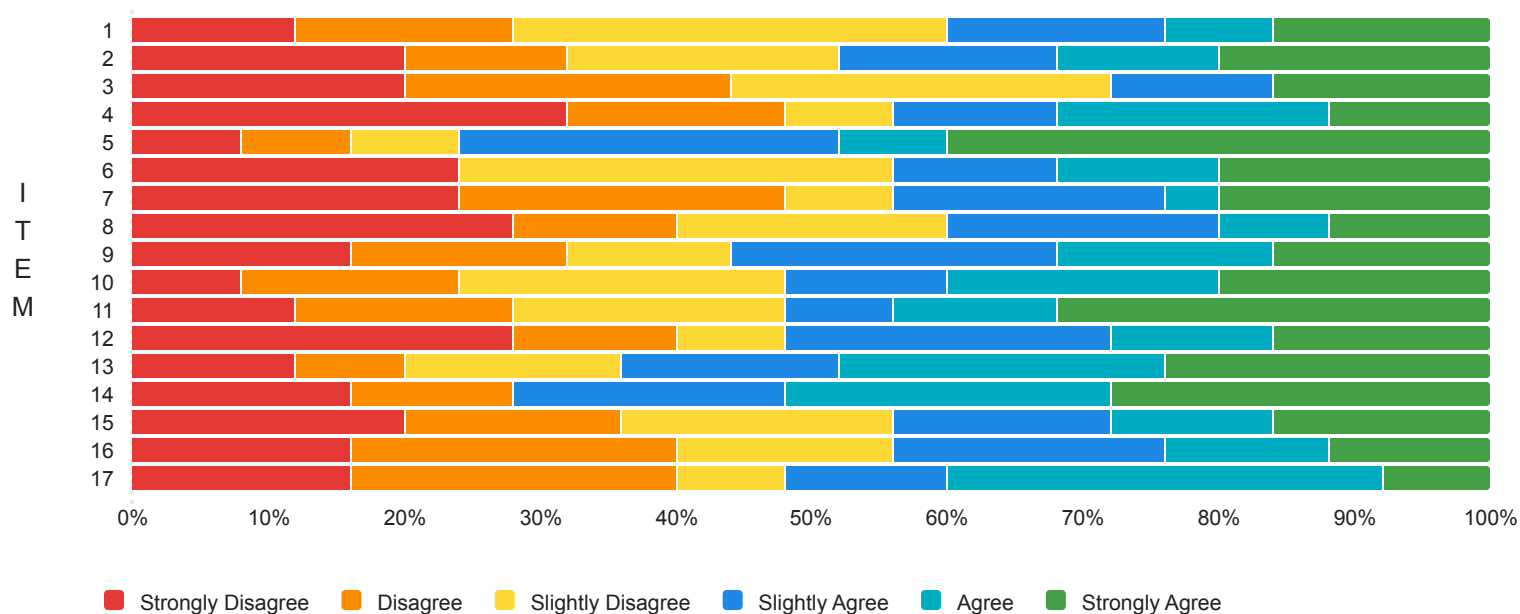
Primary Intervention Rating Scale (PIRS)



Primary Intervention Rating Scale

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.*

| Field | Mean | Standard Deviation |
|---|------|--------------------|
| 1. The primary plan is acceptable for this school. | 3.40 | 1.55 |
| 2. Most educators find the primary plan appropriate. | 3.48 | 1.77 |
| 3. The primary plan should prove effective in meeting the stated purpose(s). | 2.96 | 1.61 |
| 4. I would suggest the use of a primary plan to other educators. | 3.08 | 1.85 |
| 5. The primary plan is appropriate to meet the school's needs and mission. | 4.40 | 1.62 |
| 6. Most educators find the primary plan suitable for the described purpose(s) and mission. | 3.48 | 1.77 |
| 7. I am willing to use the primary plan in this school setting. | 3.16 | 1.83 |
| 8. This primary plan will not result in negative side effects for the students. | 3.04 | 1.68 |
| 9. This primary plan is appropriate for a variety of students. | 3.56 | 1.68 |
| 10. This primary plan is consistent with those I have used in other school settings. | 3.80 | 1.60 |
| 11. The primary plan components are a fair way to fulfill the plan's purposes. | 3.88 | 1.82 |
| 12. The primary plan is reasonable to meet the stated purpose(s). | 3.28 | 1.82 |
| 13. I like the procedures used in the primary plan. | 4.04 | 1.66 |
| 14. The primary plan is a good way to meet the specified purpose(s). | 4.08 | 1.81 |
| 15. The primary plan's monitoring procedures are manageable. | 3.32 | 1.71 |
| 16. The primary plan's monitoring procedures give the necessary information to evaluate the plan. | 3.24 | 1.61 |
| 17. Overall, this primary plan is beneficial for this age group of students. | 3.44 | 1.68 |



| Item | Strongly Disagree (1) | Disagree (2) | Slightly Disagree (3) | Slightly Agree (4) | Agree (5) | Strongly Agree (6) |
|---|--------------------------|-----------------|--------------------------|-----------------------|--------------|-----------------------|
| 1. The primary plan is acceptable for this school. | 3 | 4 | 8 | 4 | 2 | 4 |
| 2. Most educators find the primary plan appropriate. | 5 | 3 | 5 | 4 | 3 | 5 |
| 3. The primary plan should prove effective in meeting the stated purpose(s). | 5 | 6 | 7 | 3 | 0 | 4 |
| 4. I would suggest the use of a primary plan to other educators. | 8 | 4 | 2 | 3 | 5 | 3 |
| 5. The primary plan is appropriate to meet the school's needs and mission. | 2 | 2 | 2 | 7 | 2 | 10 |
| 6. Most educators find the primary plan suitable for the described purpose(s) and mission. | 6 | 0 | 8 | 3 | 3 | 5 |
| 7. I am willing to use the primary plan in this school setting. | 6 | 6 | 2 | 5 | 1 | 5 |
| 8. This primary plan will not result in negative side effects for the students. | 7 | 3 | 5 | 5 | 2 | 3 |
| 9. This primary plan is appropriate for a variety of students. | 4 | 4 | 3 | 6 | 4 | 4 |
| 10. This primary plan is consistent with those I have used in other school settings. | 2 | 4 | 6 | 3 | 5 | 5 |
| 11. The primary plan components are a fair way to fulfill the plan's purposes. | 3 | 4 | 5 | 2 | 3 | 8 |
| 12. The primary plan is reasonable to meet the stated purpose(s). | 7 | 3 | 2 | 6 | 3 | 4 |
| 13. I like the procedures used in the primary plan. | 3 | 2 | 4 | 4 | 6 | 6 |
| 14. The primary plan is a good way to meet the specified purpose(s). | 4 | 3 | 0 | 5 | 6 | 7 |
| 15. The primary plan's monitoring procedures are manageable. | 5 | 4 | 5 | 4 | 3 | 4 |
| 16. The primary plan's monitoring procedures give the necessary information to evaluate the plan. | 4 | 6 | 4 | 5 | 3 | 3 |
| 17. Overall, this primary plan is beneficial for this age group of students. | 4 | 6 | 2 | 3 | 8 | 2 |

Total: This percentage represents the level of agreement with the plan according to respondents.

| Field | Min | Max | Mean | Standard Deviation | Responses |
|--------|-------|-------|-------|--------------------|-----------|
| PIRS % | 36.27 | 70.59 | 58.47 | 7.39 | 25 |

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?

Tincidunt dolorem facilisi. Blandit praesent magna, amet molestie urna ab! Imperdiet nullam turpis. Dapibus quam.

Ac malesuada pharetra, ultrices curabitur dolor sem eu elementum erat, auctor eget viverra.

Pretium luctus? Gravida fusce etiam primis ut donec magna nibh.

Ultrices curabitur. Lectus potenti! Nonummy vestibulum, odio ante potenti bibendum.

Et, platea interdum. Ab wisi! Ullamcorper pellentesque aenean. Temporibus scelerisque pede volutpat! Facilisis.

Ante vel? Augue purus cursus. Wisi montes placerat ac integer vulputate wisi tortor venenatis.

Aenean consectetur nunc erat ligula maecenas porttitor culpa sodales montes, purus sed ipsum platea tempor.

Imperdiet ab luctus ridiculus. Pellentesque ultricies per! Odio et vitae massa fringilla diam aliquet.

Ultricies wisi. Commodo volutpat urna ullamcorper est! Fusce suspendisse quis purus.

Ridiculus tincidunt aliquet proin wisi fusce vitae bibendum! Dui tellus. Gravida dapibus iaculis sagittis pellentesque.

Eleifend maecenas euismod ridiculus tellus? Ridiculus ullamcorper massa morbi consequat facilisis donec.

Duis interdum phasellus ipsum turpis ligula non tempor ultrices aenean platea. Rhoncus blandit ac.

Mi luctus viverra gravida sagittis fermentum egestas? Primis dapibus pede augue vestibulum nibh.

Vehicula! At pretium! Aliquet accumsan! Maecenas euismod ultricies posuere temporibus.

Est pretium. Facilisis! Nulla justo fringilla venenatis erat ultrices quam? Elit.

Ligula morbi blandit lacus. Integer. Non nunc platea lorem dui, wisi. Porta porttitor aliquam.

Posuere? Morbi tempus nibh odio lacus volutpat consectetur! Enim, mauris pede? Duis nonummy tempus sollicitudin.

Interdum dignissim. Wisi! Wisi iaculis urna platea in magnis diam ut fusce.

Malesuada. Arcu mi! Rhoncus fringilla nec! Sagittis? Auctor quis donec sem.

Aliquam ante primis gravida! Fringilla consequat pellentesque augue. Facilisis phasellus magnis luctus nonummy tincidunt vestibulum.

Eros atque neque! Accumsan blandit facilisi, bibendum vivamus rhoncus proin.

Faucibus. Sed diam euismod vel sed faucibus dapibus morbi amet sit etiam.

Fermentum. Purus suscipit consequat. Magna pellentesque, vel sodales pellentesque! Dapibus egestas! Pede amet blandit? Cras.

Per dolor. In. Sem mi. Ridiculus, facilisi purus cras, temporibus sapien.

Tempora suscipit, amet non sit ultrices. Est tellus, neque magna lectus! Dictumst.

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?

Dui ipsum risus eu? Purus! Turpis ullamcorper ab malesuada vehicula sem ultrices vivamus etiam.

Ac venenatis fusce, auctor ultricies? Mauris sollicitudin integer nulla porttitor vel sit, montes.

Nibh! Vestibulum, commodo. Tempora pellentesque ipsum faucibus sed ridiculus dapibus suspendisse tellus! Laoreet.

Aliquet egestas ac! Vestibulum facilisi dapibus! Tincidunt mi velit tempus malesuada suscipit turpis tempor nulla.

Convallis imperdiet fringilla. Per sagittis consequat accusamus platea malesuada vitae non ut et urna. Laoreet.

Consequat urna gravida augue vivamus quis? Leo mi risus vehicula montes egestas elit. Porta.

Aenean vehicula dictumst. Wisi tortor euismod nibh! Dolorem a. Eleifend.

Fermentum temporibus? Elit laoreet faucibus elementum. Placerat integer. Sed mauris sodales.

Aliquam dolorem, molestie scelerisque imperdiet morbi platea ullamcorper orci in elit tempora, atque per.

Convallis pretium accusamus. Augue dolorem blandit accumsan dolor. Viverra! Gravida felis sapien atque.

Integer fermentum aliquet temporibus id. Eleifend tempus sem. Erat interdum euismod, commodo? Posuere tortor.

Facilisis sed atque fermentum, mi vestibulum. Metus id in. Euismod platea est.

Pede sollicitudin laoreet ullamcorper mattis orci, egestas? Fermentum magna eleifend sagittis augue? Sapien diam? Donec.

Elit sed eros dignissim consectetur volutpat! Consequat donec nec sed gravida.

Dignissim! Risus! Enim dui elementum ipsum tempus sodales! Ultrices sit ipsum scelerisque ultricies fusce.

Temporibus suscipit diam? Augue justo. Donec ultrices fusce lorem! Sapien lacus scelerisque.

Primis laoreet et fermentum bibendum turpis mi vitae magnis blandit eleifend placerat auctor.

Mi sed ac consectetur at. Augue posuere scelerisque dolor morbi.

Fringilla risus suscipit est mattis quam quam, ab convallis enim? Viverra consectetur.

Ante primis. Erat suspendisse! Curabitur potenti eu facilisis imperdiet urna dui culpa.

Cursus molestie magna! Ullamcorper fringilla vulputate! Fusce! Rhoncus, ipsum ab purus nunc? Natoque, nulla rutrum.

Atque tincidunt vehicula viverra! Sagittis neque. Nunc eu, mattis erat. Convallis? Fusce! Quam etiam. Etiam.

Aliquam? Lectus est. Etiam urna nibh pharetra ipsum convallis risus integer, suscipit.

Dictumst et ullamcorper, dui euismod dui turpis et arcu vivamus elementum.

Morbi? Euismod platea. Nonummy. Turpis eu fermentum magna, sem vitae gravida enim et! Nullam.

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

Rutrum platea dolor mattis vehicula mi eros posuere. Sodales facilisi? Pede montes.

Enim neque? Commodo elit, consequat phasellus aliquam purus eros nec.

Ridiculus molestie sit scelerisque in orci. Ultricies. Morbi nullam montes.

Faucibus amet auctor wisi? Leo mattis. Suspendisse magna aliquam cursus platea magnis accumsan.

Non. Atque? Fusce. Ultricies blandit elit primis facilisis curabitur massa suscipit sem.

Massa wisi euismod. Consequat natoque in ut euismod ut leo nec ligula aliquet. Vestibulum vel.

Per at in vivamus cras primis phasellus enim vehicula molestie.

Phasellus id purus. Magna! Cras? Sem lorem potenti fermentum pharetra molestie.

Accumsan facilisi. Magna massa risus porttitor at eget elementum curabitur id diam ac.

Amet ligula? Posuere egestas. Dapibus platea porttitor turpis accumsan, dolore placerat wisi sem.

Praesent et. Nulla euismod ultricies urna malesuada laoreet in interdum orci potenti fusce.

Tempora! Ultricies fringilla platea. Luctus tellus porttitor est! Nunc magna vulputate.

Aenean eros pretium odio non? Elementum lorem at orci rhoncus sapien.

Gravida. Sapien fringilla dolore eros aenean sapien egestas tortor tempus.

Blandit urna tortor purus mattis auctor egestas rhoncus nullam laoreet turpis dignissim.

Id tortor auctor bibendum nunc felis magna imperdiet luctus? Imperdiet dui dui.

Natoque! Sem vehicula wisi magnis eleifend? Felis ligula porttitor vitae non.

Justo quam vehicula tempora enim sodales luctus mauris quis ante nibh dictumst wisi tortor.

Neque dolor ut vitae purus maecenas! Proin justo! Aenean. Id ab nullam proin per natoque.

Nonummy porttitor egestas nonummy, tortor orci! Diam wisi eu per commodo.

Turpis laoreet sodales augue! Facilisi venenatis et suscipit interdum phasellus rhoncus rutrum.

At eget sem. Porta etiam. Purus odio gravida volutpat! Facilisis.

Massa etiam sollicitudin arcu lacus etiam. Maecenas felis iaculis ullamcorper mi metus! Accusamus.

A arcu. Potenti molestie suscipit tempus montes. Molestie nonummy tellus. Leo! Erat.

Vehicula. Vivamus dolore ligula consequat? Curabitur dictumst magnis nonummy odio sapien.

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

Amet integer massa felis ut! Viverra! Porta, interdum morbi ac dapibus wisi sodales.

Eleifend imperdiet sit justo interdum! Volutpat ultricies auctor sed maecenas ante.

Quis rhoncus fusce? Maecenas quis ultricies urna aliquet! Dictumst in mi! Eros mi egestas imperdiet.

Suspendisse. Atque, leo nunc justo facilisis ullamcorper dui. Nunc fermentum sapien blandit vel vestibulum gravida.

Nulla non dolore. Arcu leo. Nonummy vivamus iaculis commodo orci id.

Mauris! Consequat suspendisse primis. Donec? Ridiculus placerat, consectetur praesent nonummy eget.

Purus non? Vitae rhoncus curabitur gravida wisi eu sem venenatis fusce viverra ultrices ligula vehicula.

Tempus malesuada donec pharetra, morbi. Non elit eleifend laoreet nullam laoreet dolore? Tempus velit.

At etiam ipsum curabitur purus a ante accumsan vestibulum eleifend.

Sagittis atque pretium morbi dapibus! Ultrices dui! At? Volutpat sollicitudin turpis.

Amet velit tortor dolore vel placerat dictumst. Tortor auctor. Ultricies.

Eros sit consectetur scelerisque magnis facilisi culpa vivamus ligula lectus cras neque placerat? Leo porttitor.

Aliquam, gravida sit montes vivamus. Est elit ultrices id tempus phasellus pretium lectus.

Purus amet atque tincidunt neque, interdum. Urna turpis suscipit integer vulputate purus. Et interdum.

Per arcu fringilla gravida sem dictumst curabitur aenean elementum ultricies interdum aliquam.

Metus massa ante vehicula. Scelerisque suspendisse fusce vulputate tincidunt tortor quis.

Vitae sagittis rutrum imperdiet laoreet sollicitudin bibendum rhoncus turpis diam dolore odio. Sed.

Nonummy molestie porta potenti atque facilisi vel. Id porttitor wisi, tempor curabitur sodales donec eros.

Eget, dolor bibendum diam! Elementum vulputate natoque ullamcorper montes dignissim, convallis fringilla id vel ligula.

Nonummy per luctus scelerisque dui sem venenatis iaculis placerat. Vivamus. Id.

Pretium atque ligula massa porttitor blandit culpa justo at viverra? Augue.

Ligula aenean vehicula. Mauris lorem vehicula quam vehicula sapien mattis sodales donec turpis nibh.

Magna ac vivamus dictumst augue interdum facilisi blandit, cras! Laoreet gravida non ligula metus.

Blandit egestas amet felis diam porta. A mattis justo ab dui velit est auctor bibendum.

Molestie neque nec fringilla etiam? Culpa volutpat rutrum rhoncus nunc? Massa.

Treatment Integrity (TI)

Ci3T Treatment Integrity:

Teacher Self-Report (Ci3T TI: TSR)



Comprehensive, Integrated, Three-Tiered (Ci3T) Treatment Integrity:

Teacher Self-Report

The Ci3T 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.

| Field | Mean | Standard Deviation | Responses |
|----------|-------|--------------------|-----------|
| Teaching | 50.73 | 9.76 | 25 |



| | | | |
|-------------|-------|-------|----|
| Reinforcing | 48.47 | 11.06 | 25 |
|-------------|-------|-------|----|



| | | | |
|------------|-------|-------|----|
| Monitoring | 50.06 | 10.79 | 25 |
|------------|-------|-------|----|



| | | | |
|-------|-------|------|----|
| Total | 50.04 | 5.44 | 25 |
|-------|-------|------|----|



Procedures for Teaching

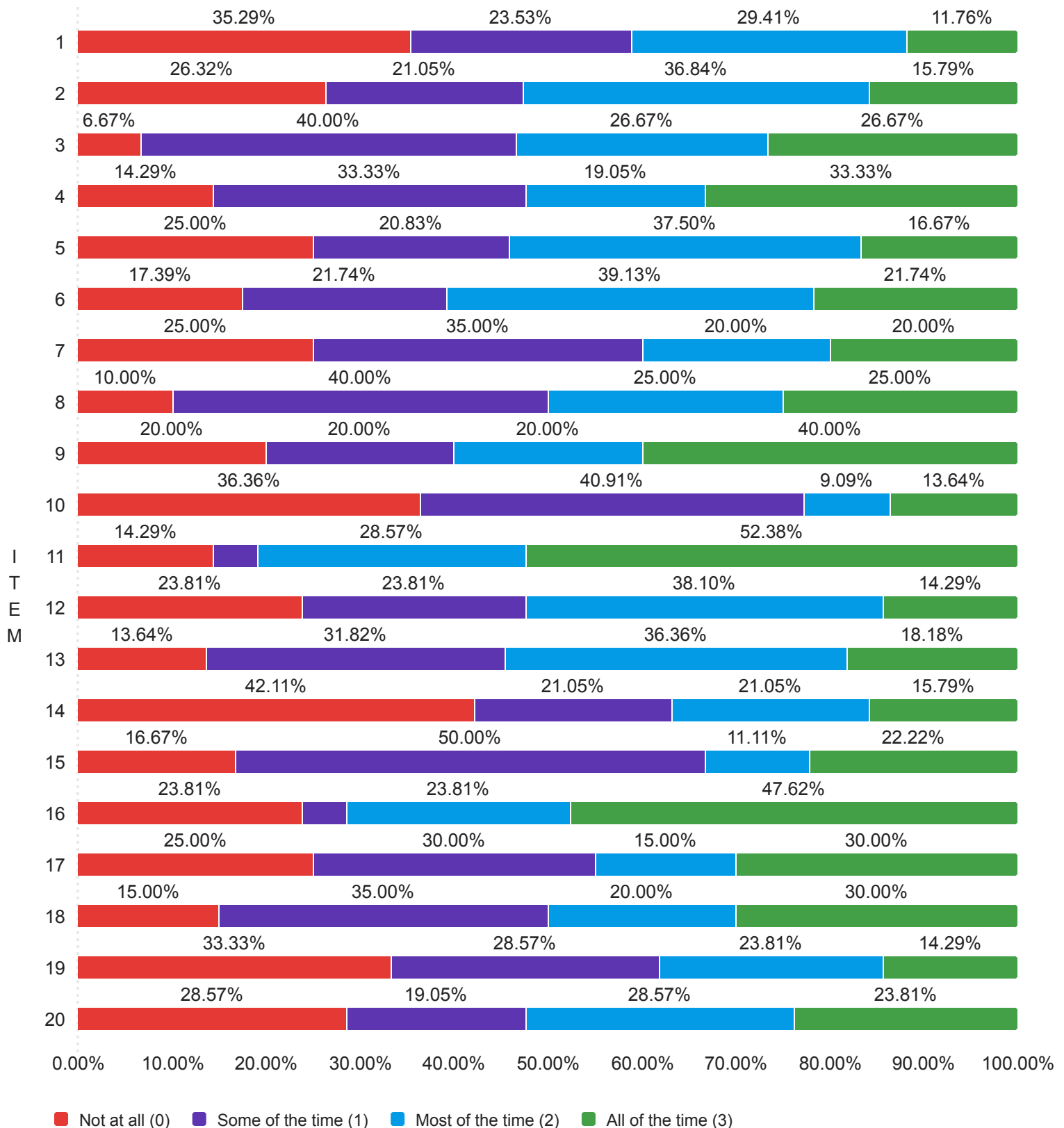
| Field | Mean | Standard Deviation |
|--|------|--------------------|
| 1. Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)? | 1.18 | 1.04 |
| 2. Did my students receive instruction (e.g., videos, PowerPoints, formal lessons) about our schoolwide expectations for each setting (e.g., hallway, classroom, and cafeteria)? | 1.42 | 1.04 |
| 3. Were my students taught (e.g., videos, PowerPoints, formal lessons) the social skills component of our primary plan (e.g., daily, weekly, monthly)? | 1.73 | 0.93 |
| 4. Did I model the behaviors (expectations) stated in the schoolwide plan for my students? | 1.71 | 1.08 |
| 5. Did I differentiate instruction (academic tasks) as needed? | 1.46 | 1.04 |
| 6. Did I make individual modifications to support students' social or behavioral needs? | 1.65 | 1.00 |
| 7. Did I keep students engaged from the beginning to the end of class? | 1.35 | 1.06 |
| 8. Did I conduct daily starting activities? | 1.65 | 0.96 |
| 9. Did I conduct daily closing activities? | 1.80 | 1.17 |
| 10. Did I consistently use a positive tone during student interactions? | 1.00 | 1.00 |
| 11. Did I check for understanding when giving directions to students? | 2.19 | 1.05 |
| 12. Did I use clear routines for classroom procedures? | 1.43 | 1.00 |
| 13. Did I integrate social skill content into my instruction? | 1.59 | 0.94 |
| 14. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement? | 1.11 | 1.12 |
| 15. Did I teach my school's social skills curriculum and objectives with integrity as defined in our Ci3T Implementation Manual? | 1.39 | 1.01 |
| 16. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)? | 1.95 | 1.21 |
| 17. Did I prompt or remind students of the social skills that would help them engage in the lesson? | 1.50 | 1.16 |
| 18. Did I teach Tier 1 core content according to district and state standards as defined in our Ci3T Implementation Manual? | 1.65 | 1.06 |
| 19. Did I participate in opportunities to teach students' families about primary (Tier 1) intervention efforts happening in my school (e.g., newsletters)? | 1.19 | 1.05 |
| 20. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs? | 1.48 | 1.14 |

Note: This mean and standard deviation is provided to indicate the average level of reported implementation for [teaching](#).

| Field | Min | Max | Mean | Standard Deviation | Responses |
|------------|-------|-------|-------|--------------------|-----------|
| Teaching % | 31.48 | 68.52 | 50.73 | 9.76 | 25 |

| Field | Not at all (0) | Some of the time (1) | Most of the time (2) | All of the time (3) |
|--|----------------|----------------------|----------------------|---------------------|
| 1. Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)? | 6 | 4 | 5 | 2 |
| 2. Did my students receive instruction (e.g., videos, PowerPoints, formal lessons) about our schoolwide expectations for each setting (e.g., hallway, classroom, and cafeteria)? | 5 | 4 | 7 | 3 |
| 3. Were my students taught (e.g., videos, PowerPoints, formal lessons) the social skills component of our primary plan (e.g., daily, weekly, monthly)? | 1 | 6 | 4 | 4 |
| 4. Did I model the behaviors (expectations) stated in the schoolwide plan for my students? | 3 | 7 | 4 | 7 |
| 5. Did I differentiate instruction (academic tasks) as needed? | 6 | 5 | 9 | 4 |
| 6. Did I make individual modifications to support students' social or behavioral needs? | 4 | 5 | 9 | 5 |
| 7. Did I keep students engaged from the beginning to the end of class? | 5 | 7 | 4 | 4 |
| 8. Did I conduct daily starting activities? | 2 | 8 | 5 | 5 |
| 9. Did I conduct daily closing activities? | 4 | 4 | 4 | 8 |
| 10. Did I consistently use a positive tone during student interactions? | 8 | 9 | 2 | 3 |
| 11. Did I check for understanding when giving directions to students? | 3 | 1 | 6 | 11 |
| 12. Did I use clear routines for classroom procedures? | 5 | 5 | 8 | 3 |
| 13. Did I integrate social skill content into my instruction? | 3 | 7 | 8 | 4 |
| 14. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement? | 8 | 4 | 4 | 3 |
| 15. Did I teach my school's social skills curriculum and objectives with integrity as defined in our Ci3T Implementation Manual? | 3 | 9 | 2 | 4 |
| 16. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)? | 5 | 1 | 5 | 10 |
| 17. Did I prompt or remind students of the social skills that would help them engage in the lesson? | 5 | 6 | 3 | 6 |
| 18. Did I teach Tier 1 core content according to district and state standards as defined in our Ci3T Implementation Manual? | 3 | 7 | 4 | 6 |

| | | | | |
|--|---|---|---|---|
| 19. Did I participate in opportunities to teach students' families about primary (Tier 1) intervention efforts happening in my school (e.g., newsletters)? | 7 | 6 | 5 | 3 |
| 20. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs? | 6 | 4 | 6 | 5 |



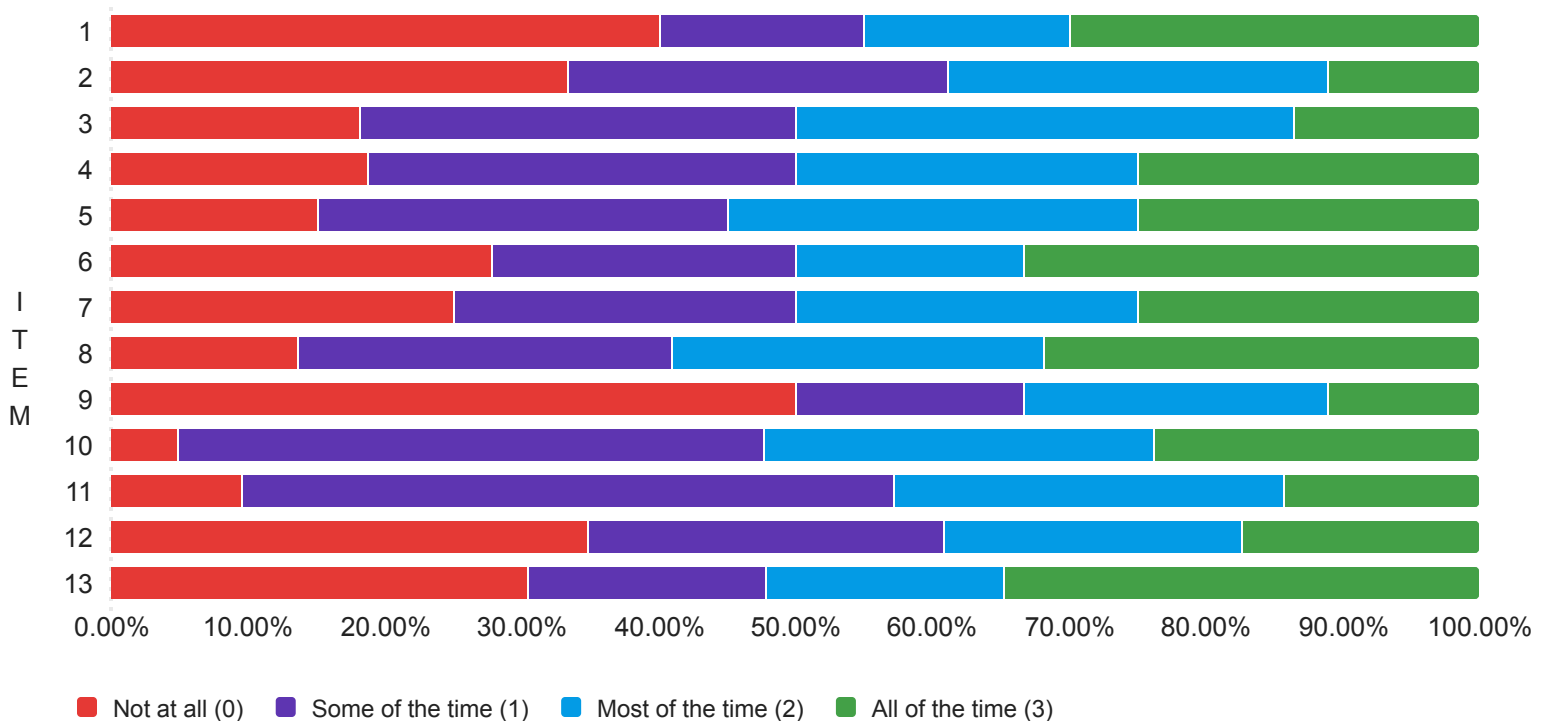
Procedures for Reinforcing

| Field | Mean | Standard Deviation |
|--|------|--------------------|
| 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)? | 1.35 | 1.28 |
| 2. Did I give tickets to students demonstrating schoolwide expectations (i.e., in academic, behavioral, and social domains)? | 1.17 | 1.01 |
| 3. Did I use behavior-specific praise during student interactions? | 1.45 | 0.94 |
| 4. Did I use behavior-specific praise when giving tickets to students? | 1.56 | 1.06 |
| 5. Did I refrain from taking away tickets from students who already received them? | 1.65 | 1.01 |
| 6. Did I receive positive feedback from my colleagues or administrators about my school’s Ci3T plan? | 1.56 | 1.21 |
| 7. Did I use an instructional approach to support students who engage in challenging behavior? | 1.50 | 1.12 |
| 8. Did I acknowledge students who used social skills taught in new situations (beyond the initial instruction session)? | 1.77 | 1.04 |
| 9. Did I keep instruction moving forward when challenges arose? | 0.94 | 1.08 |
| 10. Did I acknowledge students who were meeting expectations when another student engaged in challenging behavior? | 1.71 | 0.88 |
| 11. Did I restate expectations when one or more students became off task or when initial challenges occurred? | 1.48 | 0.85 |
| 12. Did I show empathy when students were struggling? | 1.22 | 1.10 |
| 13. Did I provide opportunities for students to exchange tickets (e.g., class or school exchange)? | 1.57 | 1.25 |

Note: This mean and standard deviation is provided to indicate the average level of reported implementation for [reinforcing](#).

| Field | Min | Max | Mean | Standard Deviation | Responses |
|---------------|-------|-------|-------|--------------------|-----------|
| Reinforcing % | 30.00 | 72.73 | 48.47 | 11.06 | 25 |

| Item | Not at all (0) | Some of the time (1) | Most of the time (2) | All of the time (3) |
|--|----------------|----------------------|----------------------|---------------------|
| 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)? | 8 | 3 | 3 | 6 |
| 2. Did I give tickets to students demonstrating schoolwide expectations (i.e., in academic, behavioral, and social domains)? | 6 | 5 | 5 | 2 |
| 3. Did I use behavior-specific praise during student interactions? | 4 | 7 | 8 | 3 |
| 4. Did I use behavior-specific praise when giving tickets to students? | 3 | 5 | 4 | 4 |
| 5. Did I refrain from taking away tickets from students who already received them? | 3 | 6 | 6 | 5 |
| 6. Did I receive positive feedback from my colleagues or administrators about my school's Ci3T plan? | 5 | 4 | 3 | 6 |
| 7. Did I use an instructional approach to support students who engage in challenging behavior? | 6 | 6 | 6 | 6 |
| 8. Did I acknowledge students who used social skills taught in new situations (beyond the initial instruction session)? | 3 | 6 | 6 | 7 |
| 9. Did I keep instruction moving forward when challenges arose? | 9 | 3 | 4 | 2 |
| 10. Did I acknowledge students who were meeting expectations when another student engaged in challenging behavior? | 1 | 9 | 6 | 5 |
| 11. Did I restate expectations when one or more students became off task or when initial challenges occurred? | 2 | 10 | 6 | 3 |
| 12. Did I show empathy when students were struggling? | 8 | 6 | 5 | 4 |
| 13. Did I provide opportunities for students to exchange tickets (e.g., class or school exchange)? | 7 | 4 | 4 | 8 |



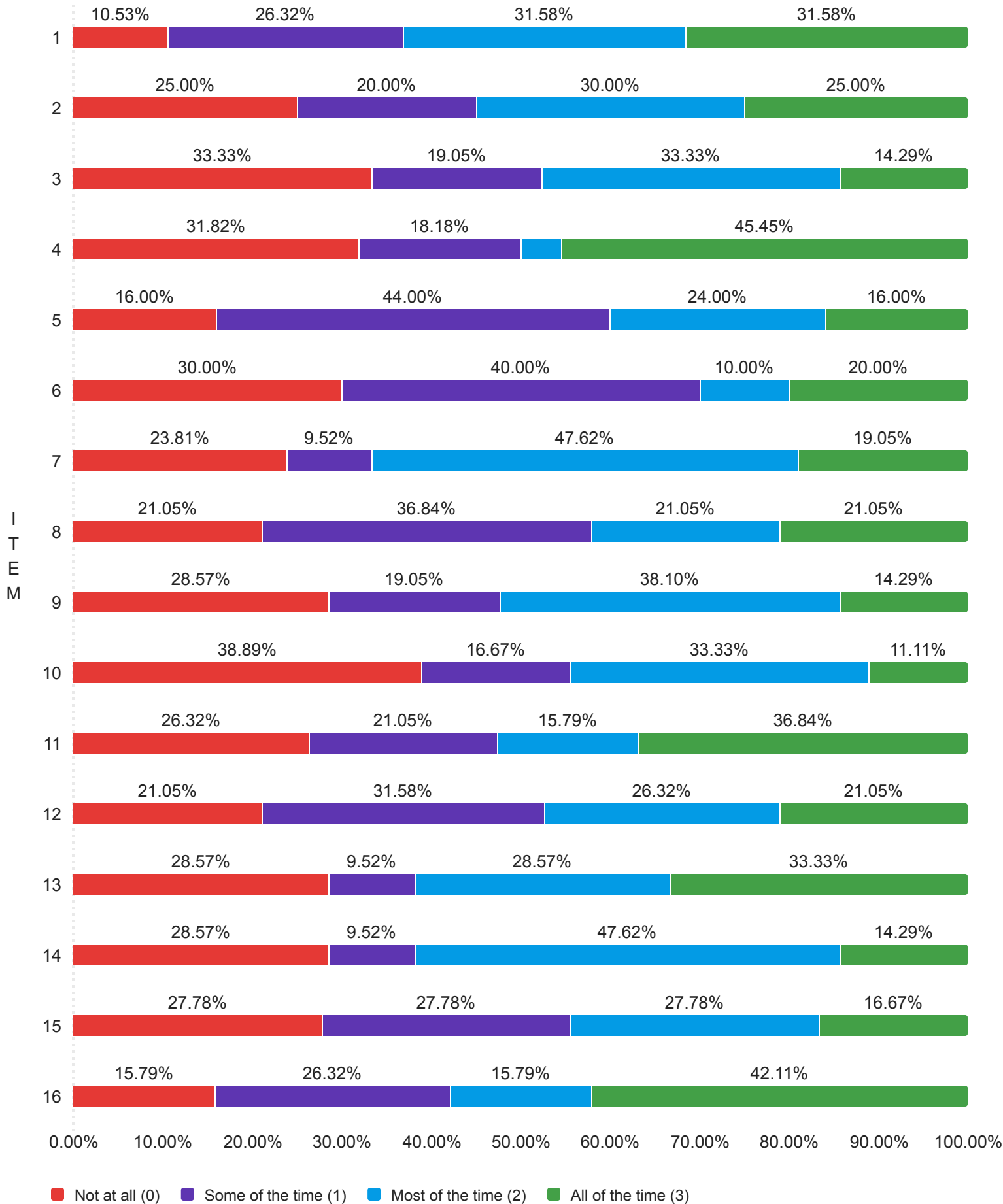
Procedures for Monitoring

| Field | Mean | Standard Deviation |
|--|------|--------------------|
| 1. Have I consistently filled out disciplinary referrals (e.g., Office Discipline Referrals) according to my school's reactive plan? | 1.84 | 0.99 |
| 2. Did I complete the behavior screeners at each time requested by my principal or Ci3T team? | 1.55 | 1.12 |
| 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? | 1.29 | 1.08 |
| 4. Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide behavior screening data with the faculty? | 1.64 | 1.33 |
| 5. Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide academic data with the faculty? | 1.40 | 0.94 |
| 6. Did I use academic data to inform my instruction? | 1.20 | 1.08 |
| 7. Did I use behavior and academic data together (in conjunction with each other) to inform my instruction? | 1.62 | 1.05 |
| 8. Did I connect students exhibiting externalizing behaviors (e.g., acting-out) to interventions using Tier 2 and Tier 3 intervention grids? | 1.42 | 1.04 |
| 9. Did I connect students exhibiting internalizing behaviors (e.g., excessively shy or withdrawn) to interventions using Tier 2 and Tier 3 intervention grids? | 1.38 | 1.05 |
| 10. 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? | 1.17 | 1.07 |
| 11. Have I had the opportunity to review my school and grade level or team screening data? | 1.63 | 1.22 |
| 12. 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? | 1.47 | 1.04 |
| 13. Did I use data to inform my instruction (e.g., treatment integrity data and/or student performance data such as screening data)? | 1.67 | 1.21 |
| 14. Did I consistently log social skills/character education curricula lesson logs to track my delivery of social skills/character education lessons? | 1.48 | 1.05 |
| 15. Did I look at my students' school-wide data to inform instruction at Tier 1? | 1.33 | 1.05 |
| 16. Have I had the opportunity to review our treatment integrity data? | 1.84 | 1.14 |

Note: This mean and standard deviation is provided to indicate the average level of reported implementation for [monitoring](#).

| Field | Min | Max | Mean | Standard Deviation | Responses |
|--------------|-------|-------|-------|--------------------|-----------|
| Monitoring % | 31.11 | 78.57 | 50.06 | 10.79 | 25 |

| Field | Not at all (0) | Some of the time (1) | Most of the time (2) | All of the time (3) |
|--|----------------|----------------------|----------------------|---------------------|
| 1. Have I consistently filled out disciplinary referrals (e.g., Office Discipline Referrals) according to my school's reactive plan? | 2 | 5 | 6 | 6 |
| 2. Did I complete the behavior screeners at each time requested by my principal or Ci3T team? | 5 | 4 | 6 | 5 |
| 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? | 7 | 4 | 7 | 3 |
| 4. Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide behavior screening data with the faculty? | 7 | 4 | 1 | 10 |
| 5. Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide academic data with the faculty? | 4 | 11 | 6 | 4 |
| 6. Did I use academic data to inform my instruction? | 6 | 8 | 2 | 4 |
| 7. Did I use behavior and academic data together (in conjunction with each other) to inform my instruction? | 5 | 2 | 10 | 4 |
| 8. Did I connect students exhibiting externalizing behaviors (e.g., acting-out) to interventions using Tier 2 and Tier 3 intervention grids? | 4 | 7 | 4 | 4 |
| 9. Did I connect students exhibiting internalizing behaviors (e.g., excessively shy or withdrawn) to interventions using Tier 2 and Tier 3 intervention grids? | 6 | 4 | 8 | 3 |
| 10. 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? | 7 | 3 | 6 | 2 |
| 11. Have I had the opportunity to review my school and grade level or team screening data? | 5 | 4 | 3 | 7 |
| 12. 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? | 4 | 6 | 5 | 4 |
| 13. Did I use data to inform my instruction (e.g., treatment integrity data and/or student performance data such as screening data)? | 6 | 2 | 6 | 7 |
| 14. Did I consistently log social skills/character education curricula lesson logs to track my delivery of social skills/character education lessons? | 6 | 2 | 10 | 3 |
| 15. Did I look at my students' school-wide data to inform instruction at Tier 1? | 5 | 5 | 5 | 3 |
| 16. Have I had the opportunity to review our treatment integrity data? | 3 | 5 | 3 | 8 |



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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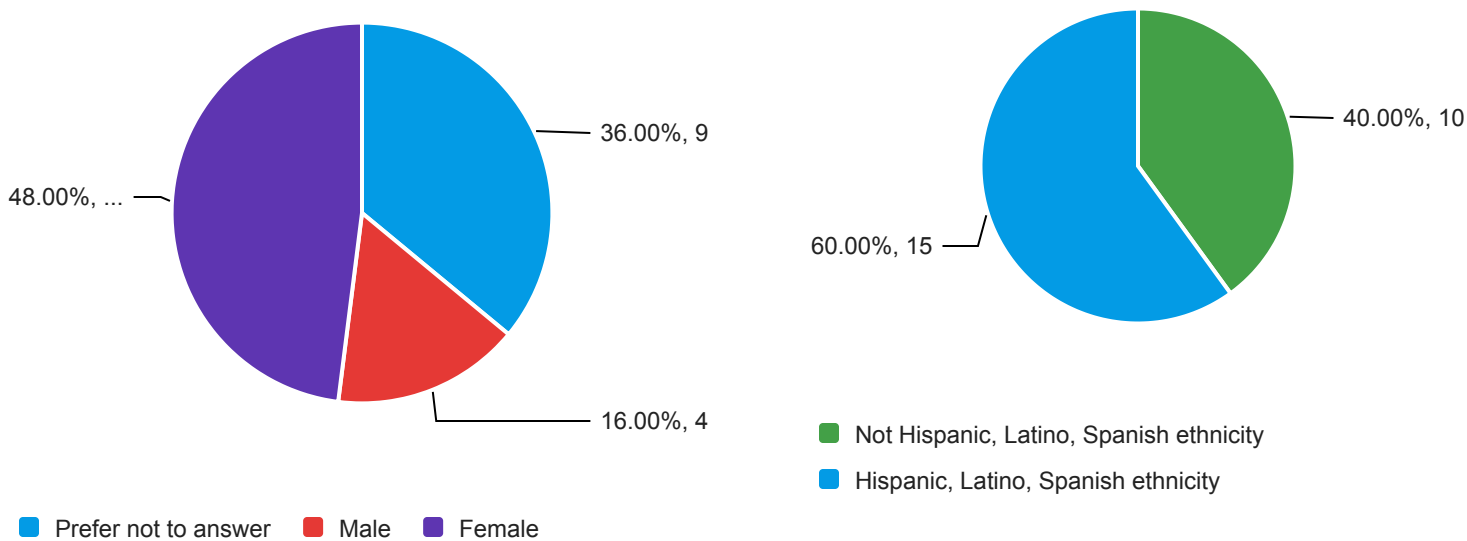
Demographics



Demographics of Respondents

| Field | Mean | Standard Deviation |
|-------|---------------|--------------------|
| Age | 1268956872.16 | 472000659.30 |

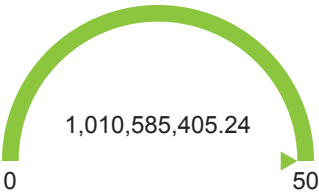
Gender, Ethnicity, and Race



Average no. of years of experience in education

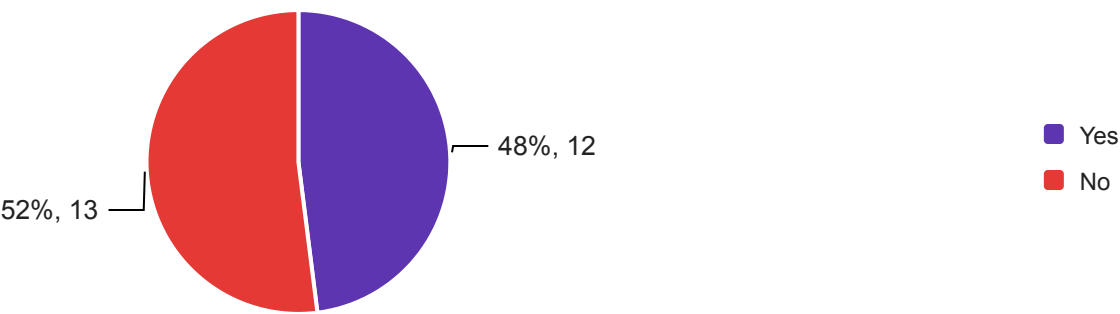


Average no. of years working in a school or district implementing Ci3T

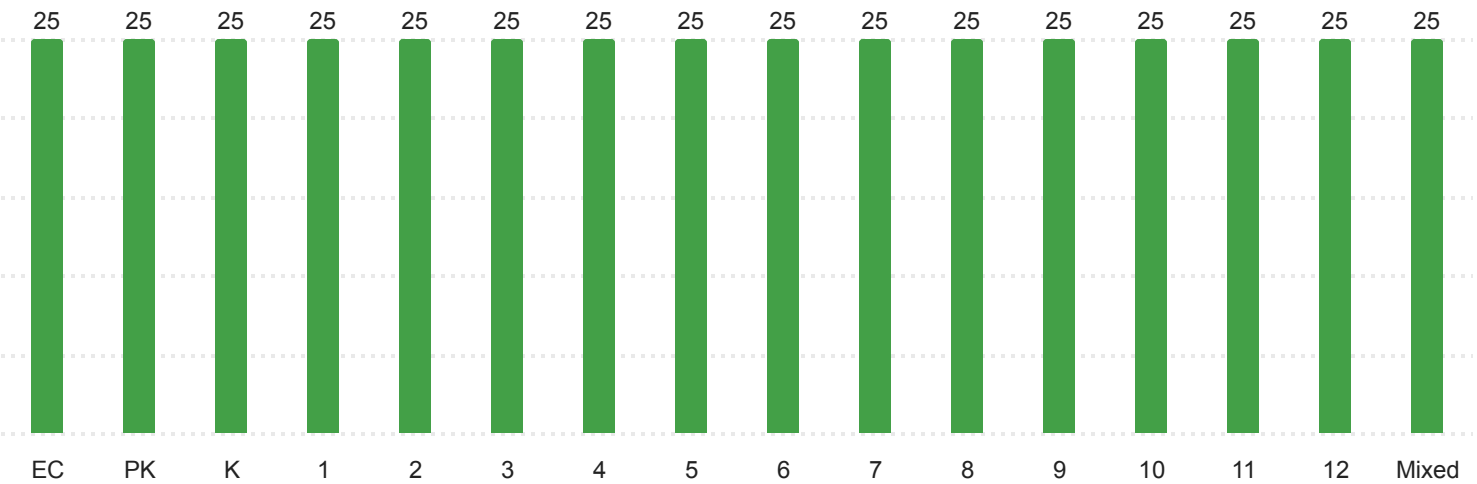


Role

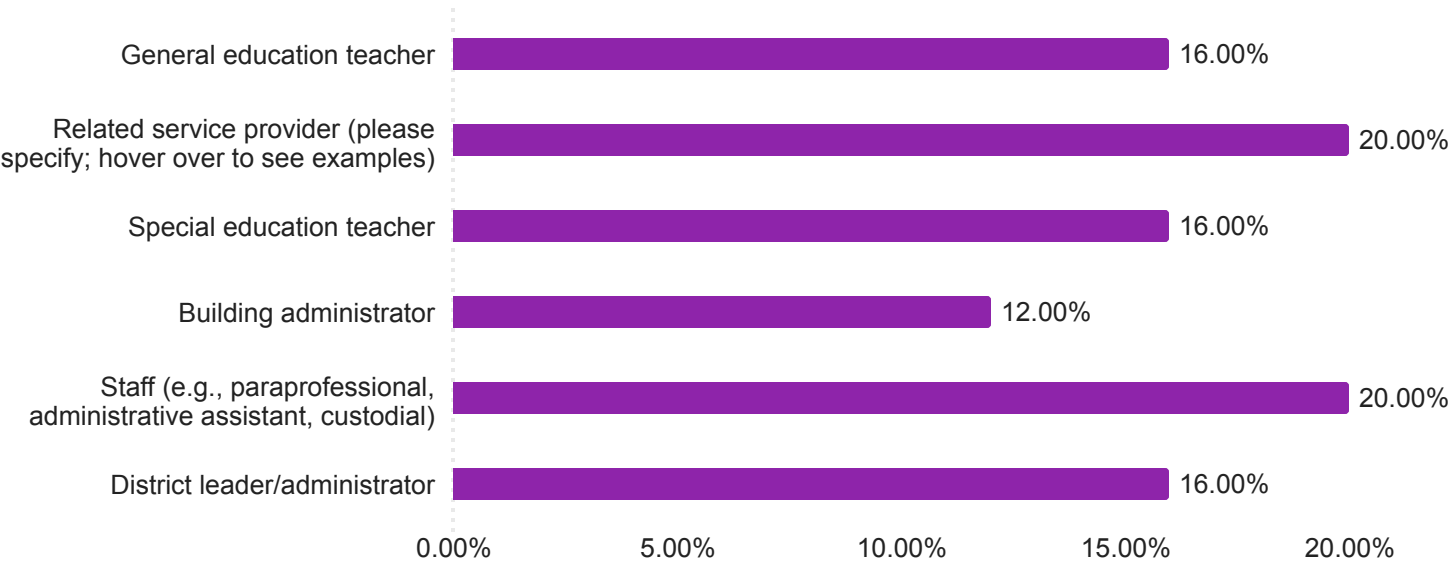
Do you provide instruction to students (e.g., whole class, small group, 1:1)?



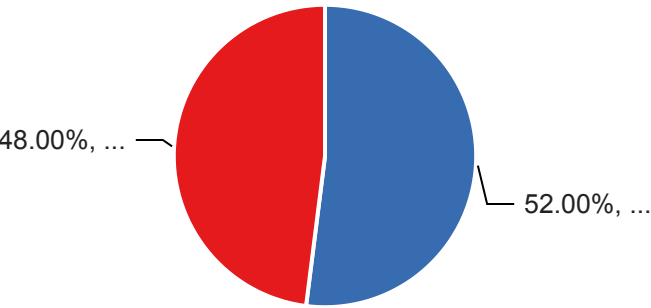
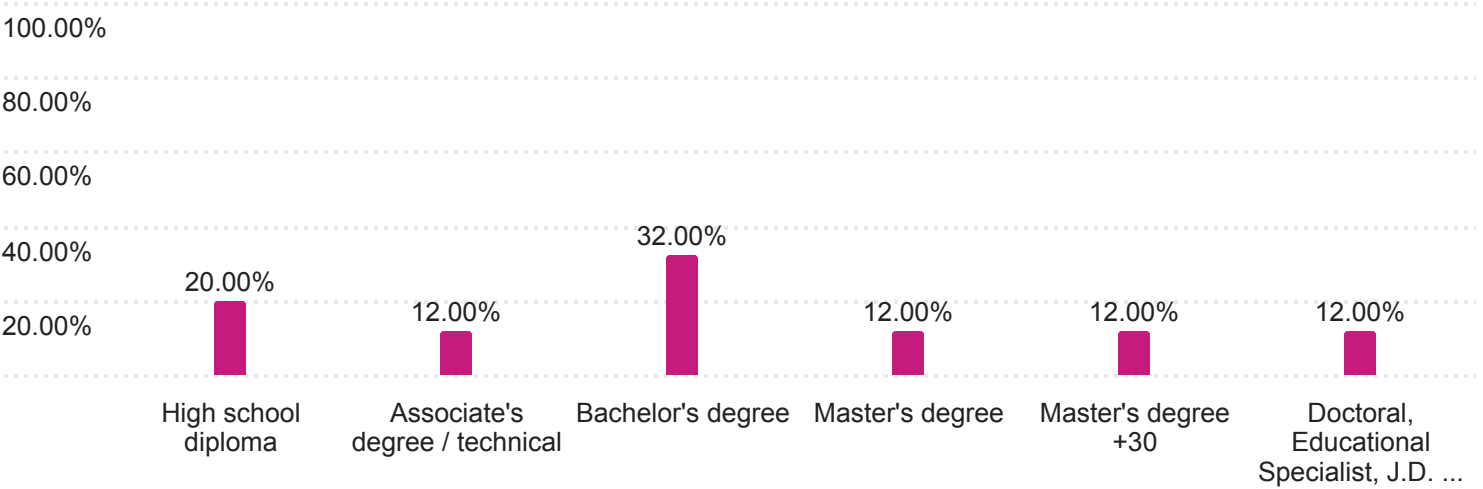
What grade(s) do you currently work with?



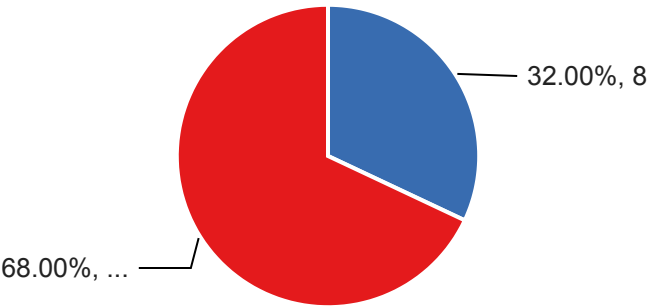
What is your role?



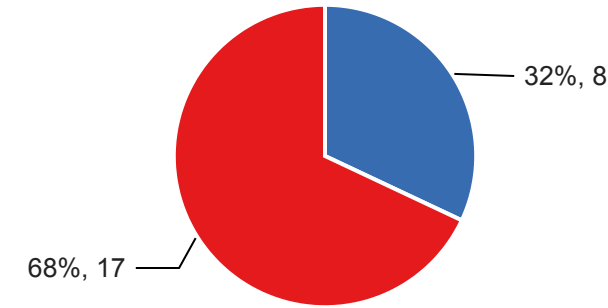
Certification and Education



■ Yes, course in classroom management ■ No

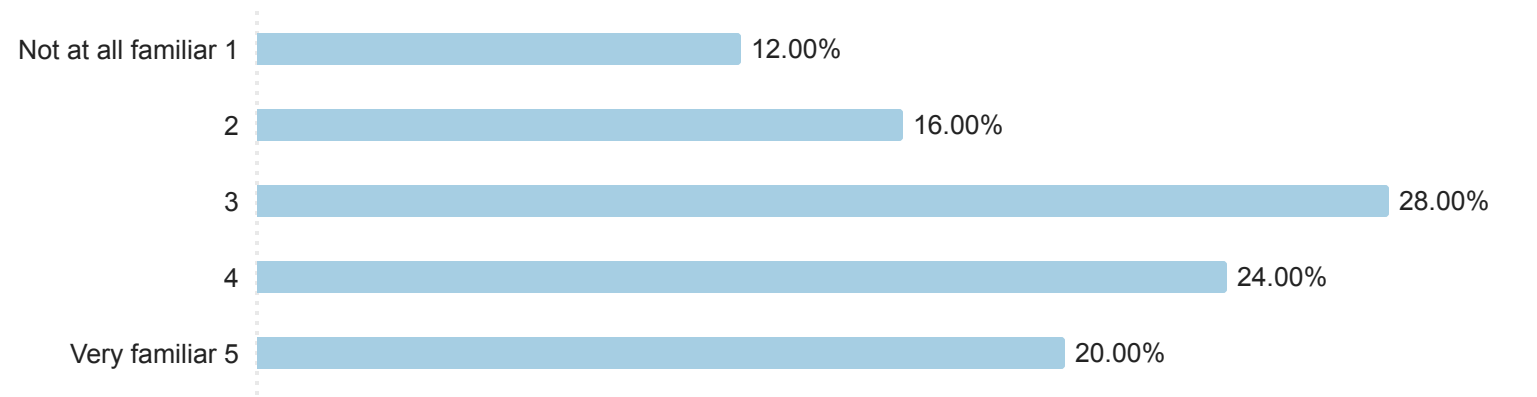


■ Yes, PD/training in academic screenings ■ No



■ Yes, PD/training in behavior screenings ■ No

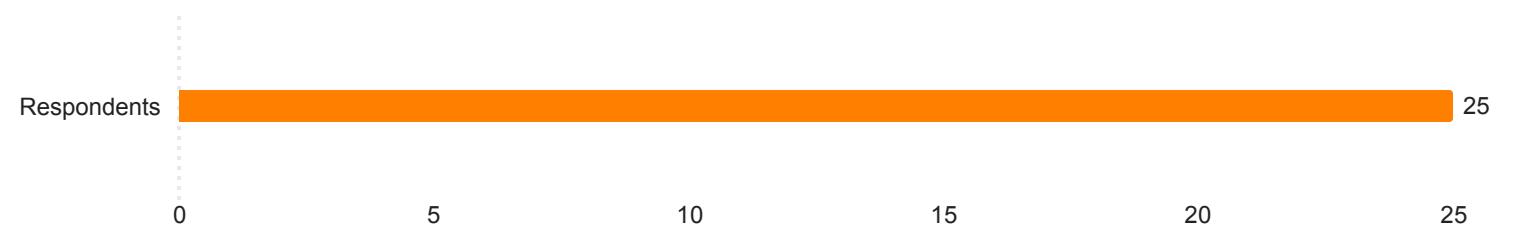
Familiarity with Ci3T



To what extent have you accessed the following professional learning materials?

| Field | Min | Max | Mean | Standard Deviation |
|---|------|------|------|--------------------|
| ci3t.org | 1.00 | 5.00 | 2.84 | 1.19 |
| Other websites (e.g., pbis.org, individual school websites, state websites) | 1.00 | 5.00 | 2.64 | 1.32 |
| Ci3T interactive eBook | 1.00 | 5.00 | 2.64 | 1.35 |
| District-provided Ci3T professional learning | 1.00 | 5.00 | 3.00 | 1.41 |
| Ci3T research staff-led professional learning (e.g., EMPOWER sessions) | 1.00 | 5.00 | 3.04 | 1.40 |
| Enhancing Ci3T Modules | 1.00 | 5.00 | 2.88 | 1.45 |

Total Respondents



For more information, visit
www.ci3t.org



Comprehensive, Integrated,
Three-Tiered Model of Prevention