Ci3T | Comprehensive, Integrated, Three-Tiered Model of Prevention

XXXX SCHOOL

Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

Fall 20XX

Knowledge, Confidence, and Use (KCU) Survey and Demographics Report

This report can be used to show shifts in **Ci3T Leadership Team** participant knowledge, confidence, and perceived usefulness of Ci3T concepts and strategies addressed during the Ci3T Professional Learning Series.

Prepared by: XXXXX Ci3T Leadership Team

Source: Lane, K. L. & Oakes, W. P. (2010). *Project SUPPORT and INCLUDE: Knowledge, confidence, and use survey (full model training series).* Unpublished rating scale.

School: XXXXX School

Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

Knowledge, Confidence, and Use Survey

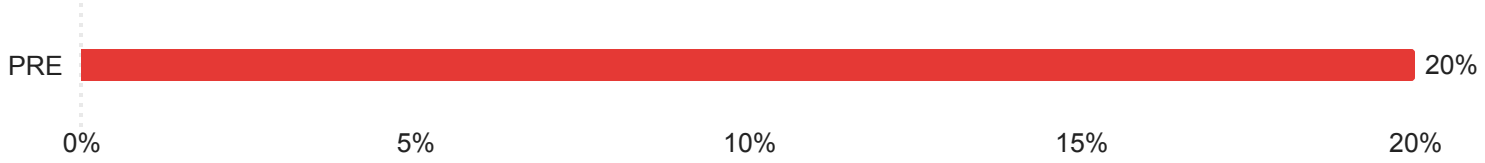
Please rate the concepts and strategies listed below using the criteria provided. Decide how knowledgeable you are about each concept or strategy. Then rate how confident you are in your ability to use or implement each concept or strategy. Finally, rate how useful each concept or strategy is for you.

Knowledge: *0 – I have no knowledge of this concept or strategy.*
1 – I have some knowledge of this concept or strategy.
2 – I have more than average knowledge of this concept or strategy.
3 – I have a substantial amount of knowledge about this concept or strategy.

Confidence: *0 – I am not confident in my ability to use or implement this concept or strategy.*
1 – I am somewhat confident in my ability to use or implement this concept or strategy.
2 – I am more confident than most in my ability to use or implement this concept or strategy.
3 – I am very confident in my ability to use or implement this concept or strategy.

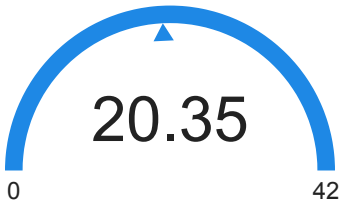
Useful: *0 – I do not view this concept or strategy as useful and/or relevant in my teaching.*
1 – I view this concept or strategy as somewhat useful and/or relevant in my teaching.
2 – I view this concept or strategy as more useful than most other concepts or strategies.
3 – I view this concept or strategy as highly useful and/or relevant in my teaching.

Time Point for This Report:

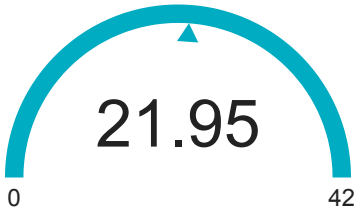


Mean Scores and Standard Deviations

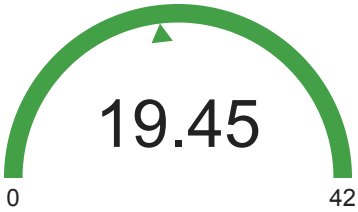
Knowledge



Confidence



Useful



Field	Mean	Standard Deviation
Knowledge	20.35	3.62

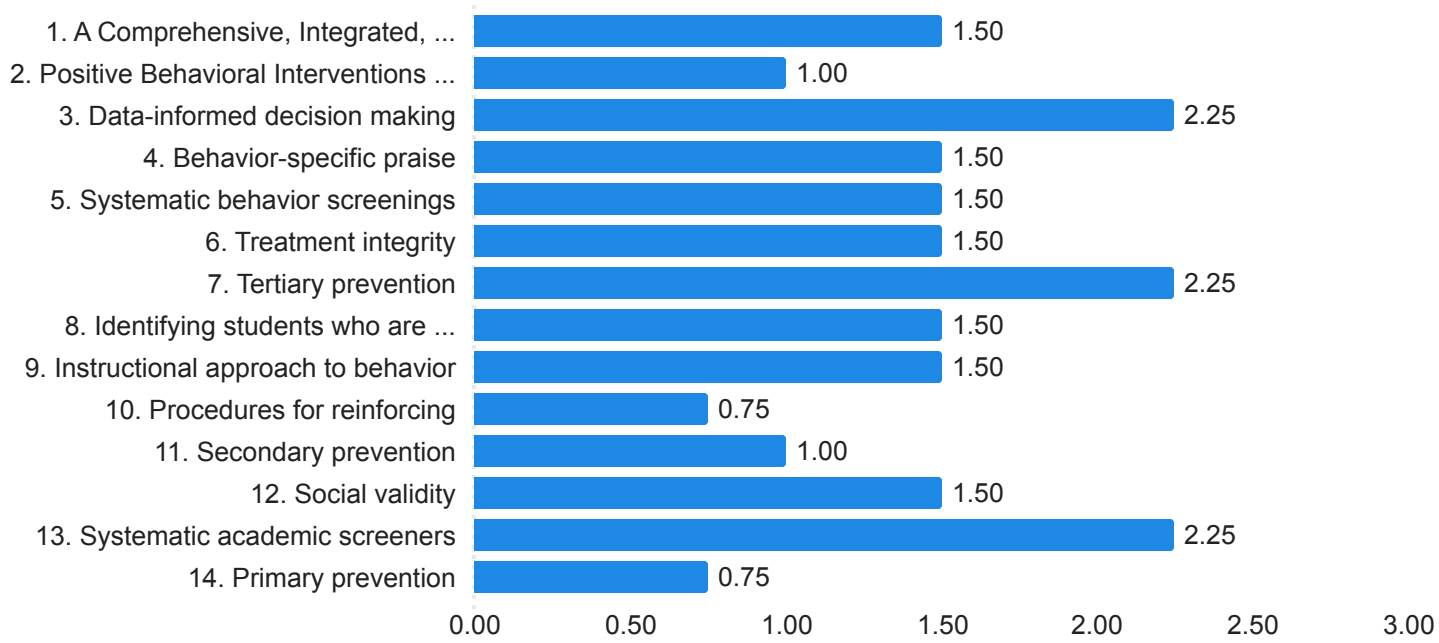
Field	Mean	Standard Deviation
Confidence	21.95	4.30

Field	Mean	Standard Deviation
Usefulness	19.45	5.03

Knowledge

Field	Mean	Standard Deviation
1. A Comprehensive, Integrated, Three-Tiered Model of Prevention	1.65	0.91
2. Positive Behavioral Interventions and Supports	1.25	1.30
3. Data-informed decision making	2.15	0.96
4. Behavior-specific praise	1.05	0.80
5. Systematic behavior screenings	1.60	1.02
6. Treatment integrity	1.95	1.16
7. Tertiary prevention	1.70	1.05
8. Identifying students who are non-responsive	1.20	1.17
9. Instructional approach to behavior	1.40	0.97
10. Procedures for reinforcing	1.10	1.18
11. Secondary prevention	1.15	0.91
12. Social validity	1.35	1.19
13. Systematic academic screeners	1.50	1.28
14. Primary prevention	1.30	0.95

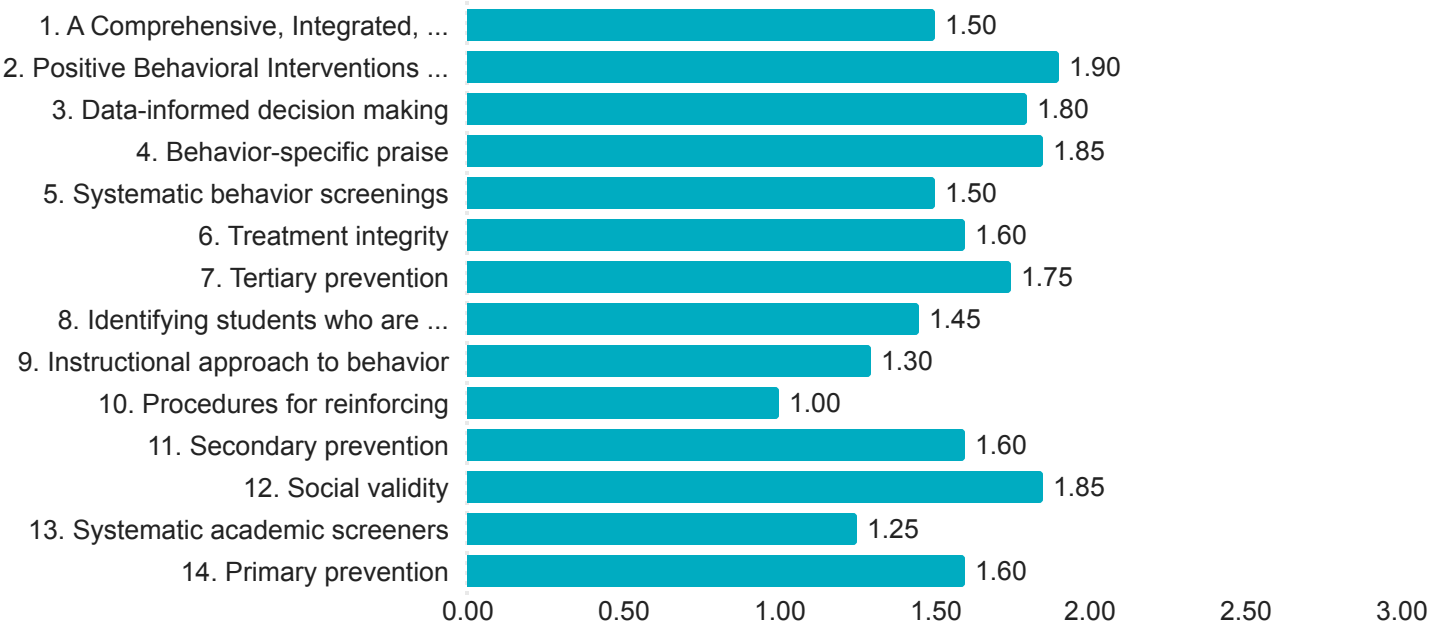
Knowledge



Confidence

Field	Mean	Standard Deviation
1. A Comprehensive, Integrated, Three-Tiered Model of Prevention	1.50	1.16
2. Positive Behavioral Interventions and Supports	1.90	0.99
3. Data-informed decision making	1.80	1.17
4. Behavior-specific praise	1.85	1.11
5. Systematic behavior screenings	1.50	1.24
6. Treatment integrity	1.60	1.16
7. Tertiary prevention	1.75	1.04
8. Identifying students who are non-responsive	1.45	1.16
9. Instructional approach to behavior	1.30	0.84
10. Procedures for reinforcing	1.00	0.95
11. Secondary prevention	1.60	1.20
12. Social validity	1.85	1.24
13. Systematic academic screeners	1.25	0.94
14. Primary prevention	1.60	1.28

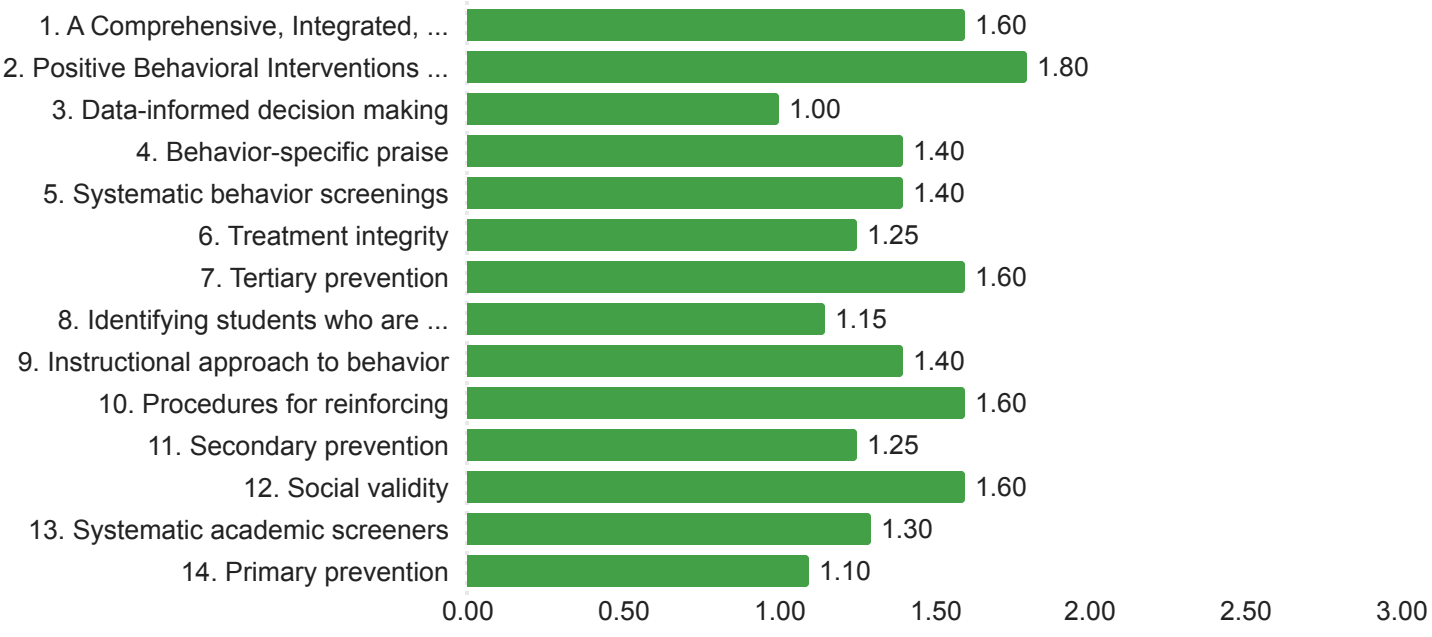
Confidence



Use

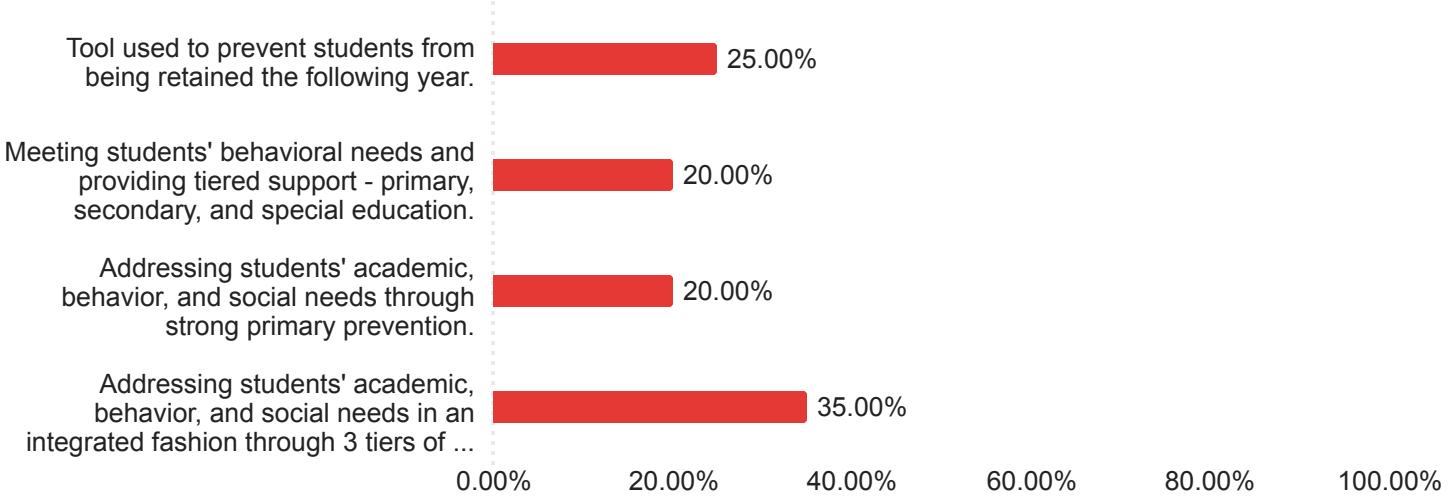
Field	Mean	Standard Deviation
1. A Comprehensive, Integrated, Three-Tiered Model of Prevention	1.60	1.07
2. Positive Behavioral Interventions and Supports	1.80	0.98
3. Data-informed decision making	1.00	1.22
4. Behavior-specific praise	1.40	1.16
5. Systematic behavior screenings	1.40	1.20
6. Treatment integrity	1.25	1.13
7. Tertiary prevention	1.60	0.97
8. Identifying students who are non-responsive	1.15	1.11
9. Instructional approach to behavior	1.40	1.20
10. Procedures for reinforcing	1.60	1.02
11. Secondary prevention	1.25	1.09
12. Social validity	1.60	1.11
13. Systematic academic screeners	1.30	1.00
14. Primary prevention	1.10	0.99

Use

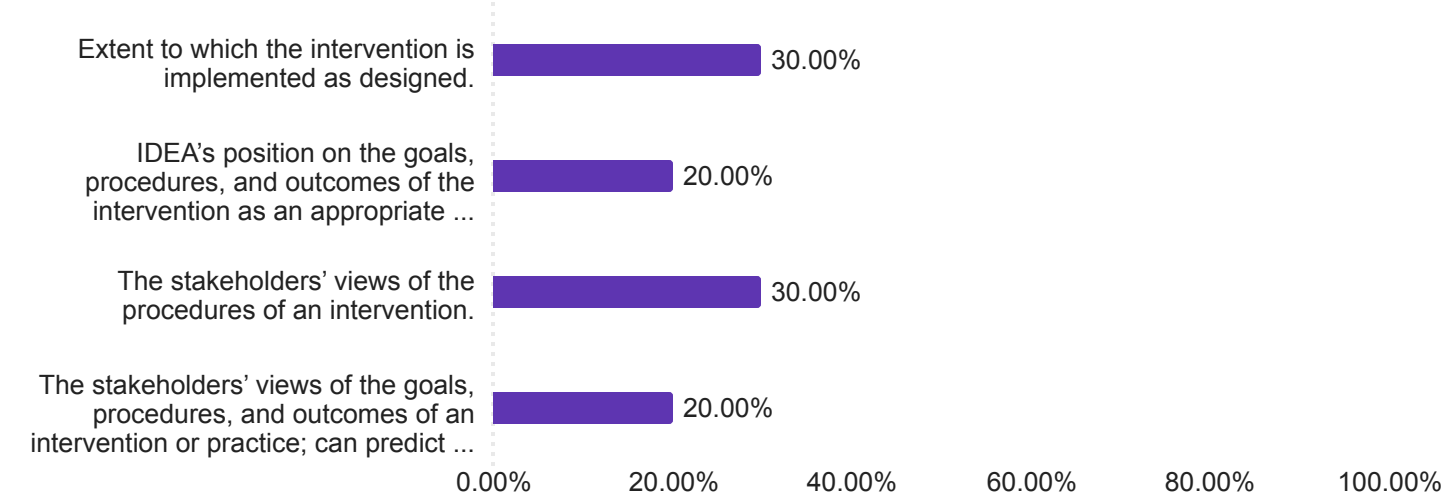


Multiple-Choice Questions Results

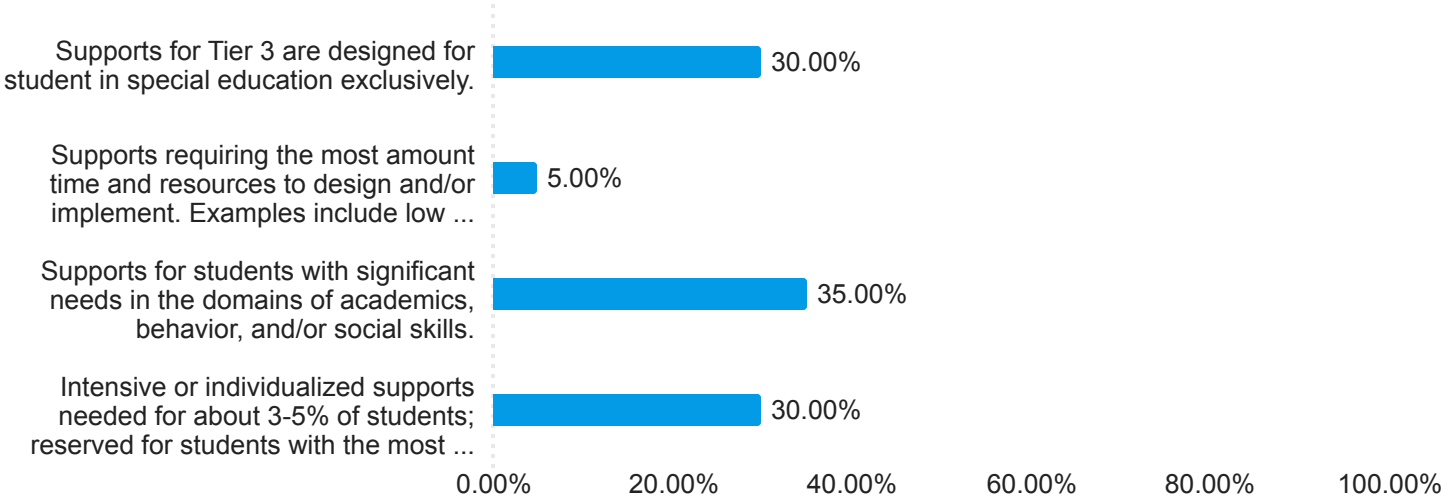
1) A comprehensive, integrated, three-tiered model of prevention



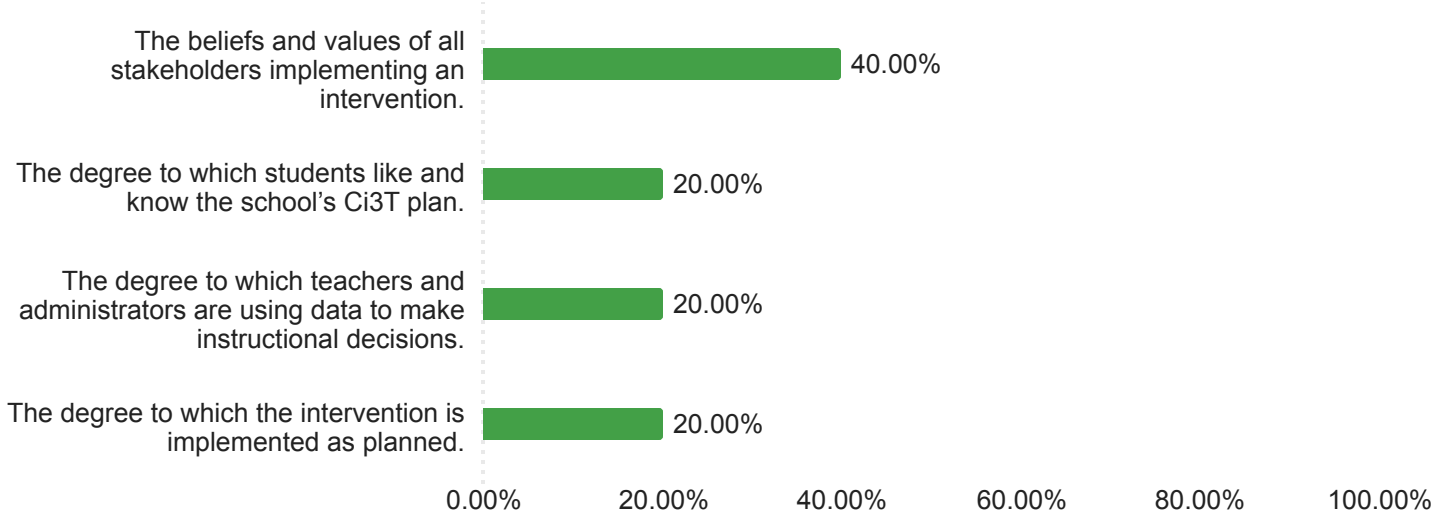
2) Social validity



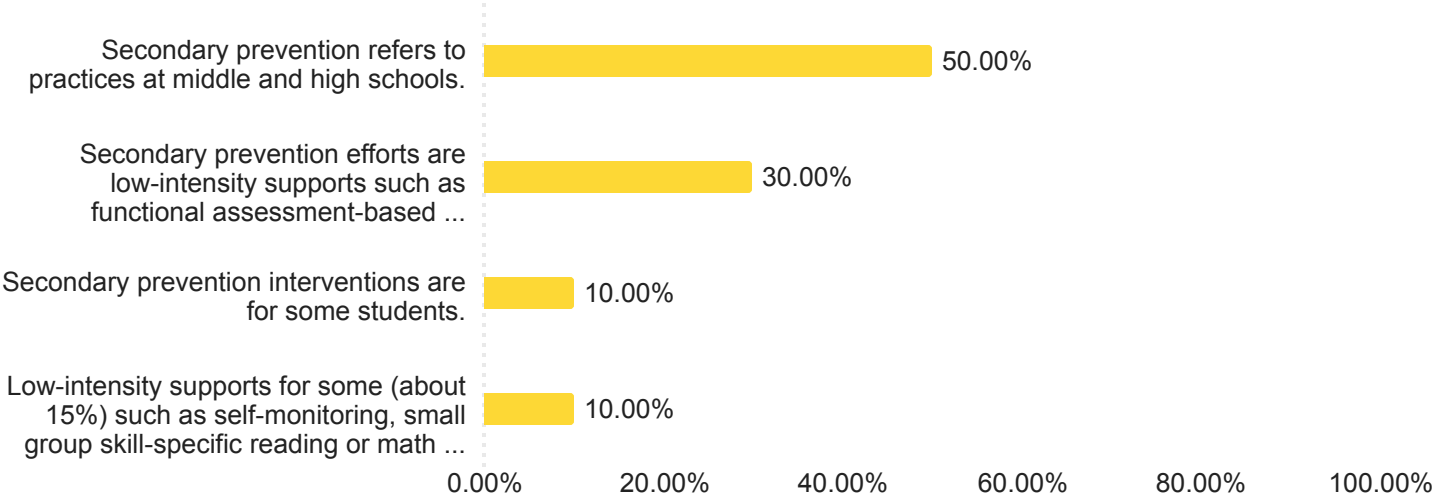
3) Tertiary prevention



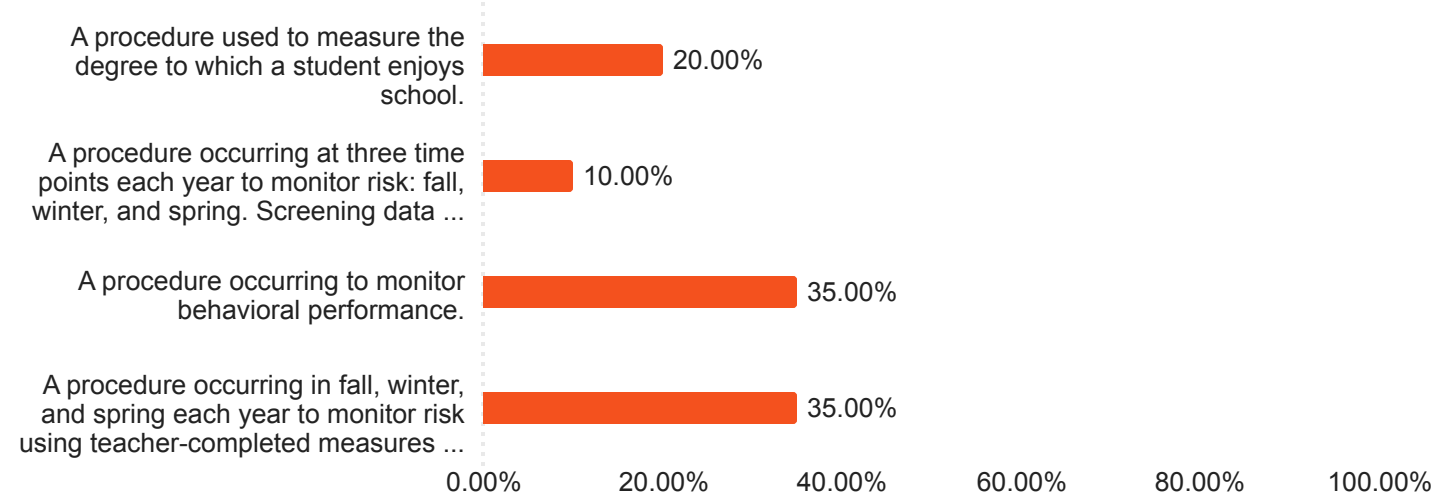
4) Treatment integrity



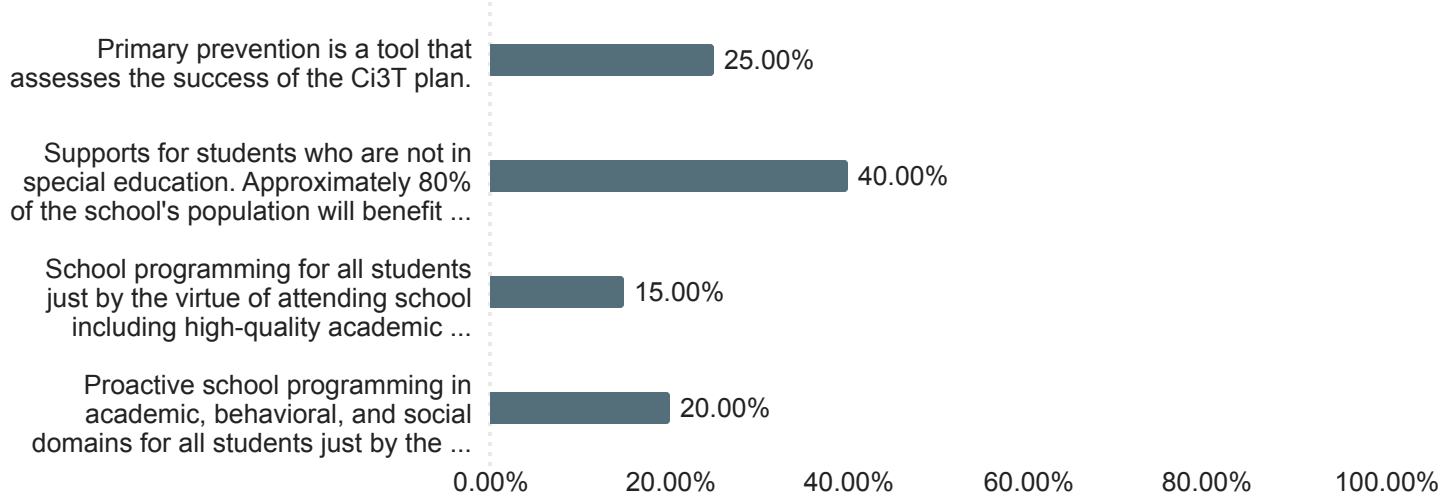
5) Secondary prevention



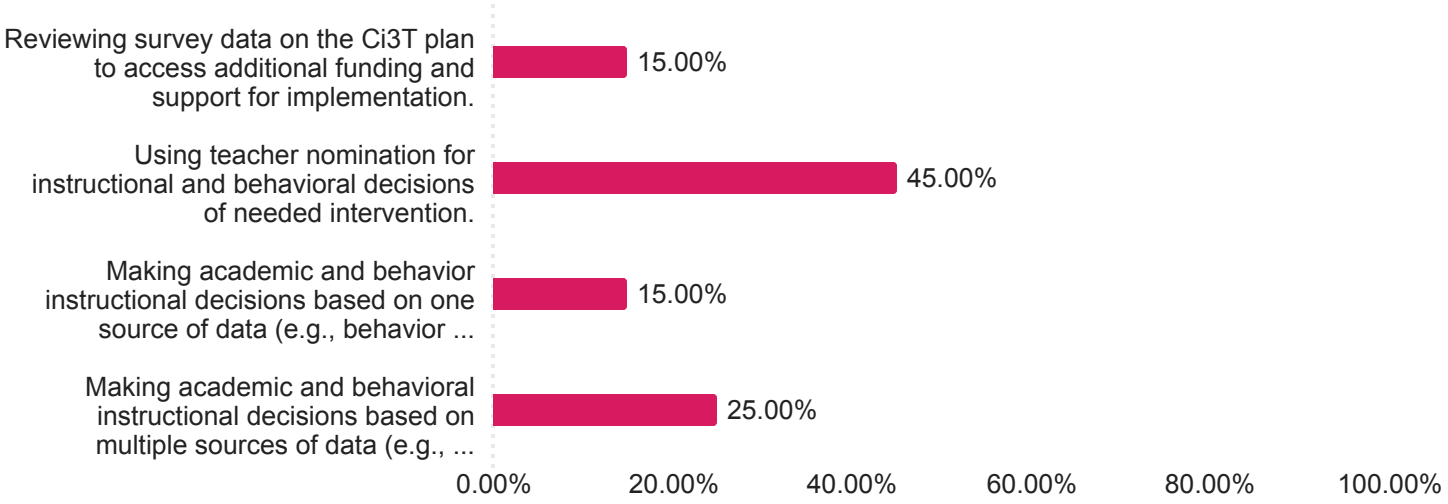
6) Systematic behavior screenings



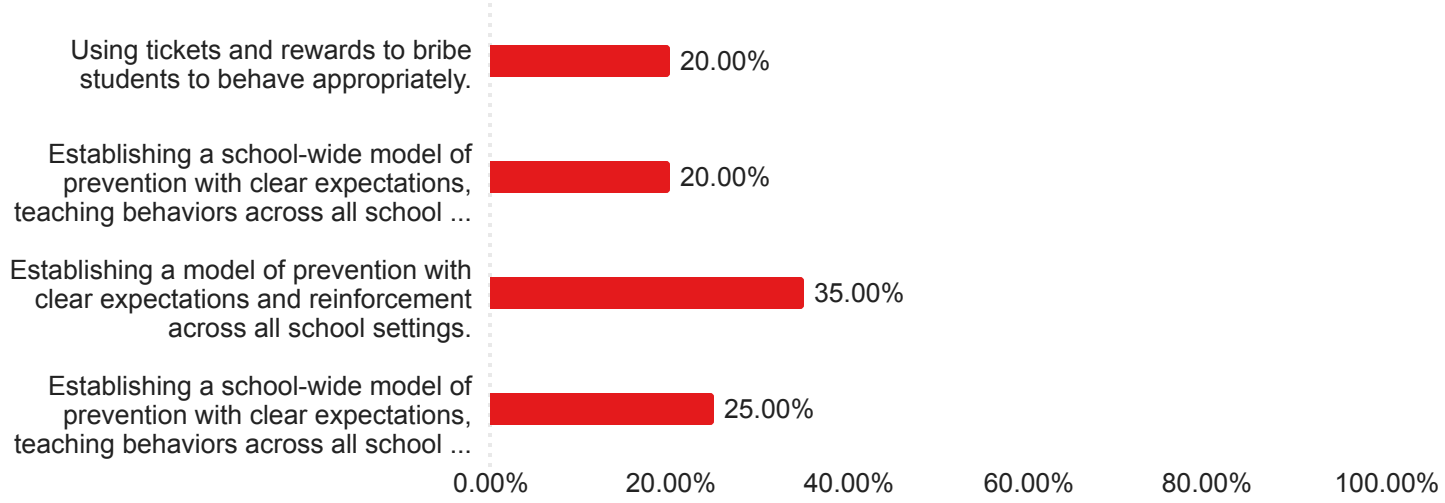
7) Primary prevention



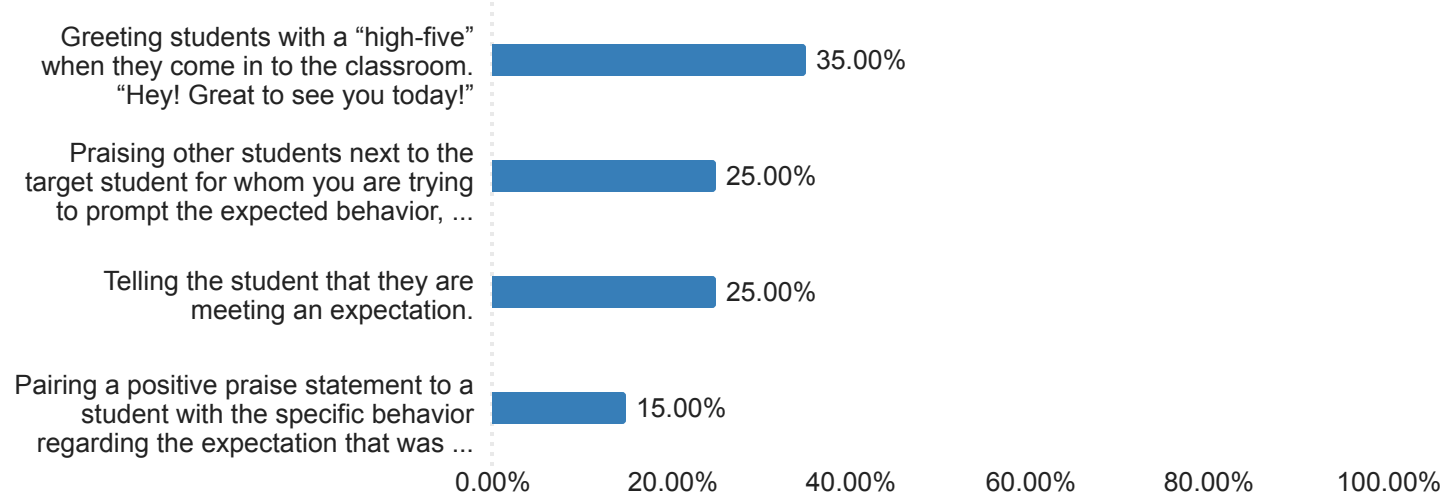
8) Data-based decision making



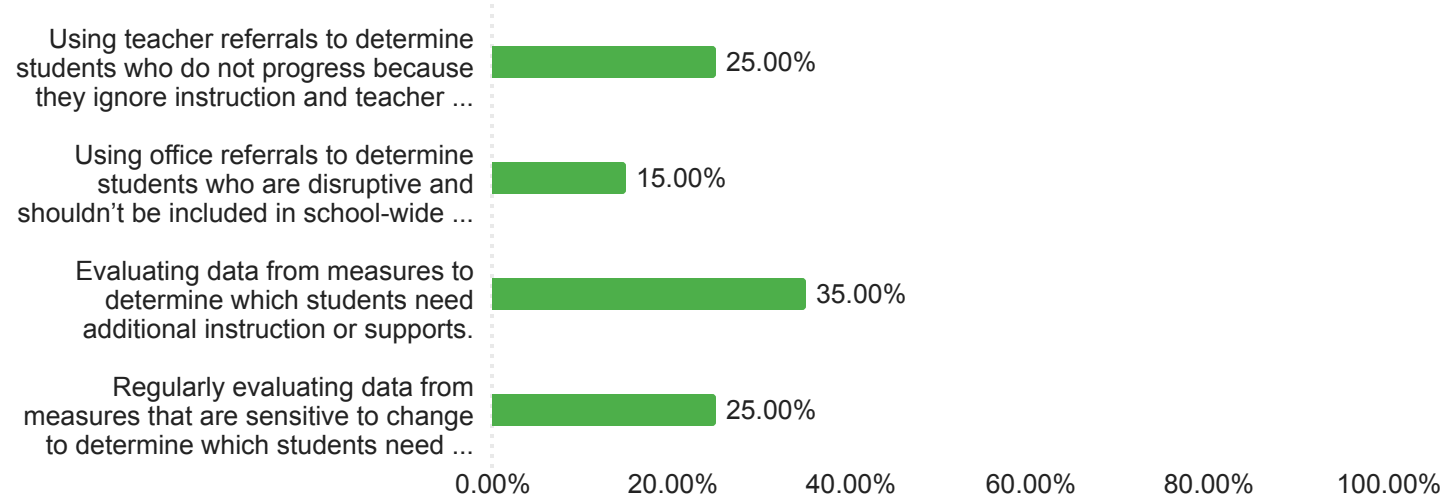
9) Positive behavior interventions and support



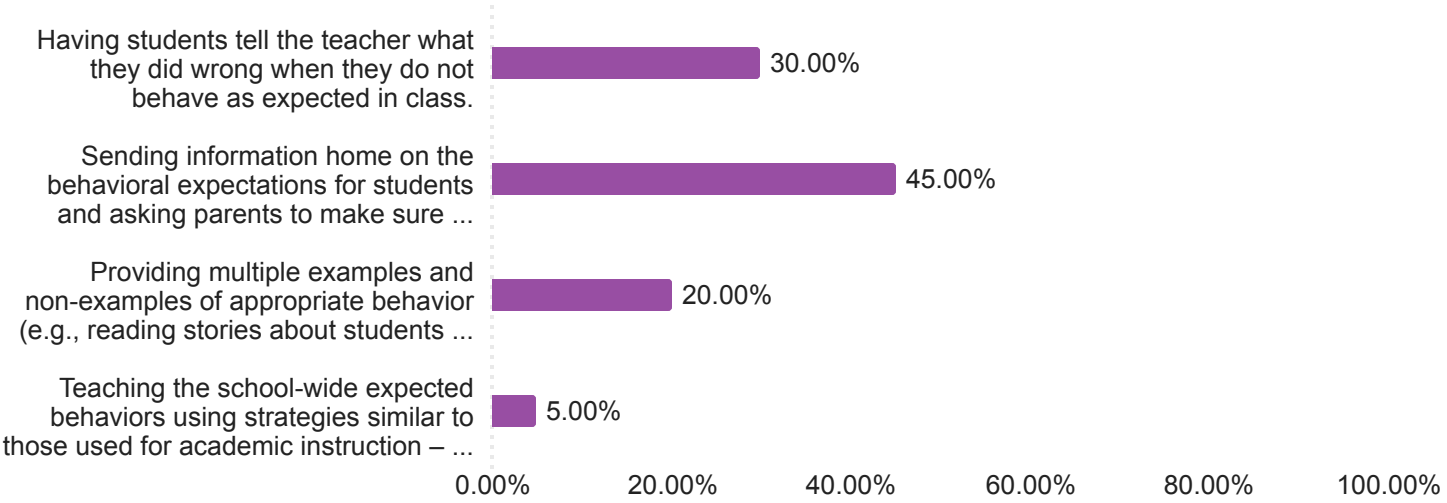
10. Behavior-specific praise



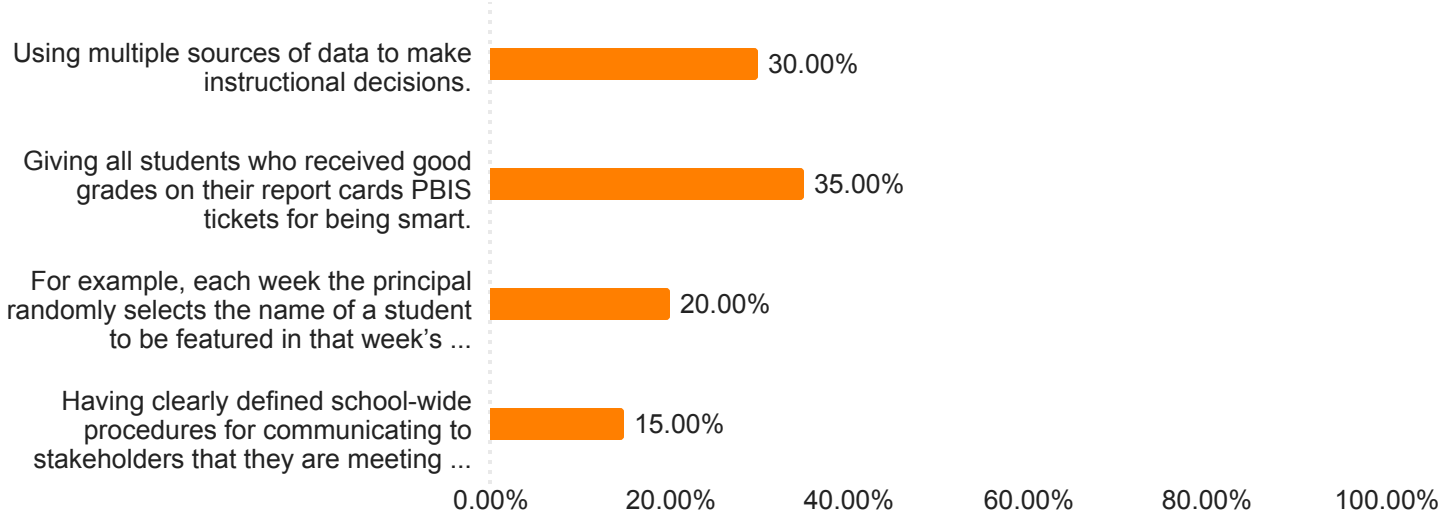
11. Identifying non-responsive students



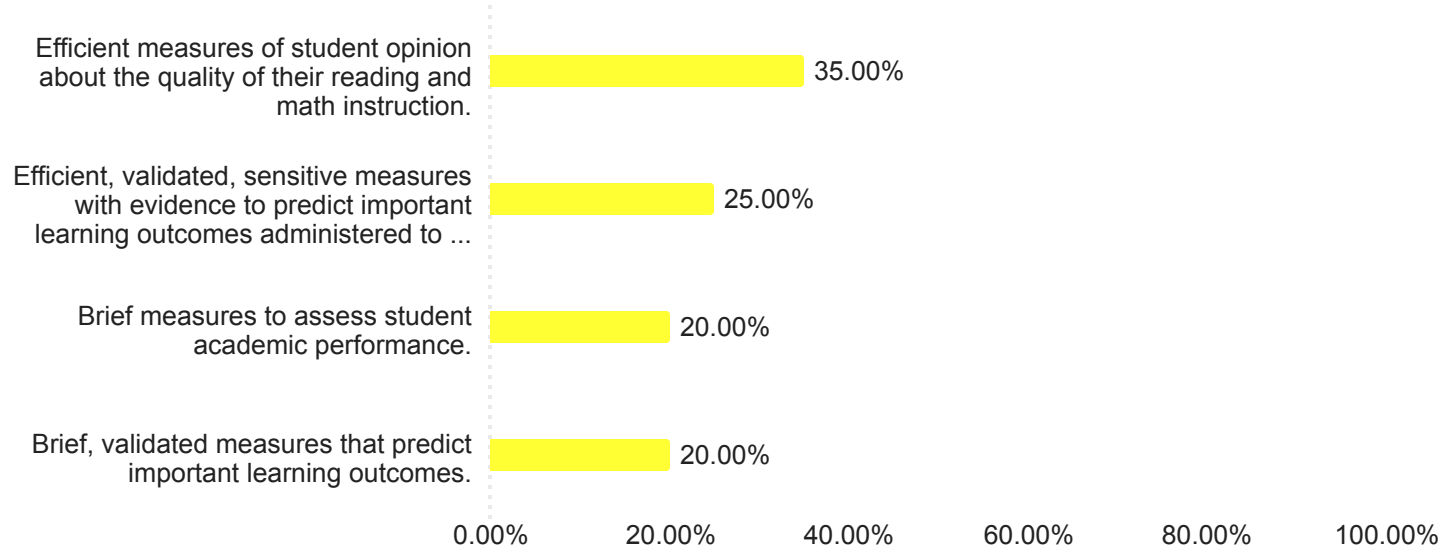
12. Instructional approach to behavior



13. Procedures for reinforcing



14. Systematic academic screeners

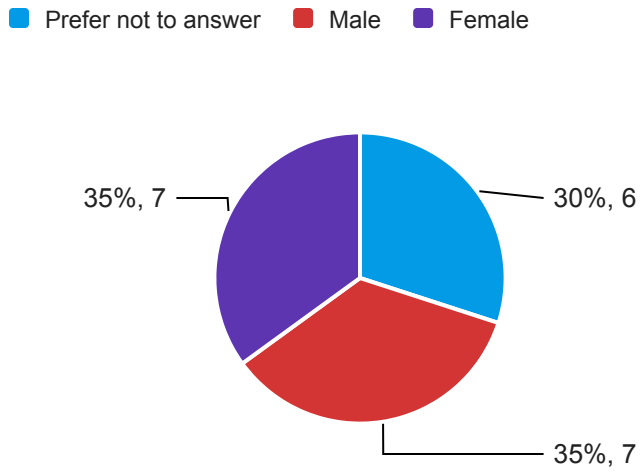


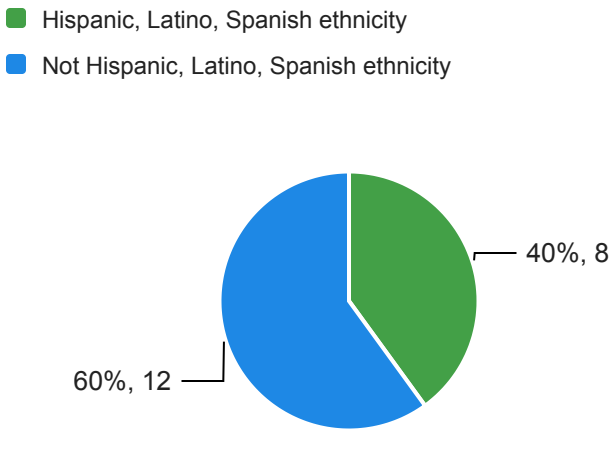
Field	Min	Max	Mean	Standard Deviation	Responses
Actual Knowledge Score (%)	19.05	69.05	45.83	10.75	20

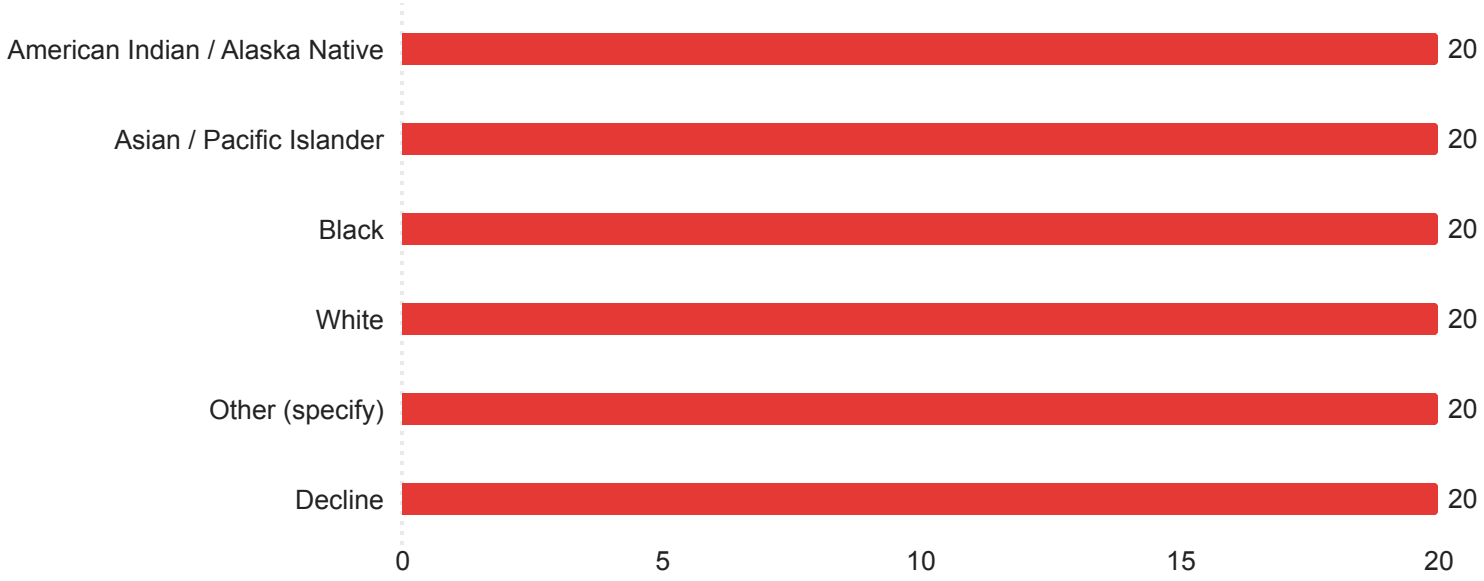
Demographics of Respondents

Field	Mean	Standard Deviation
Age	1073099715.25	768467974.26

Sex, Ethnicity, and Race

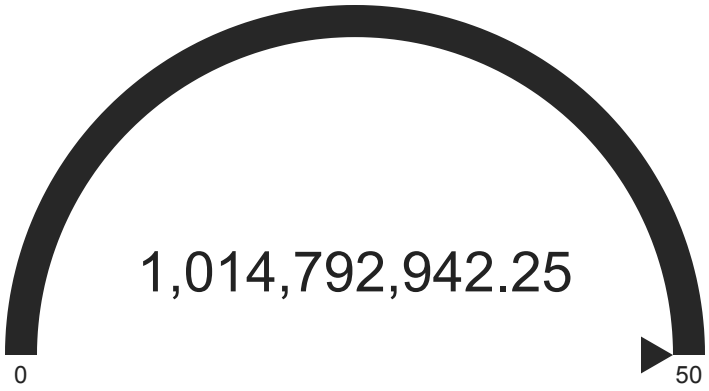






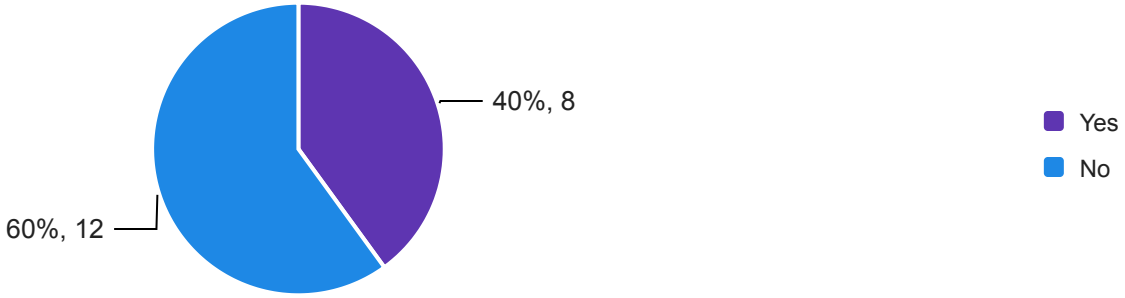
Experience

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

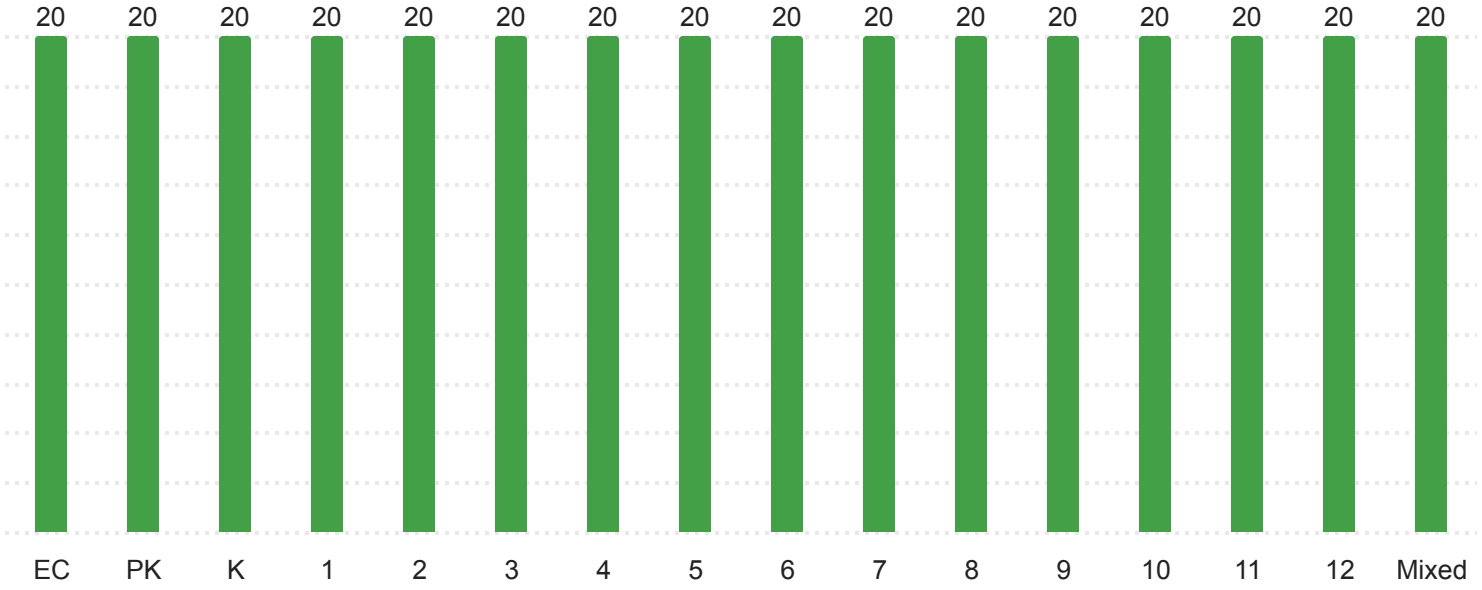


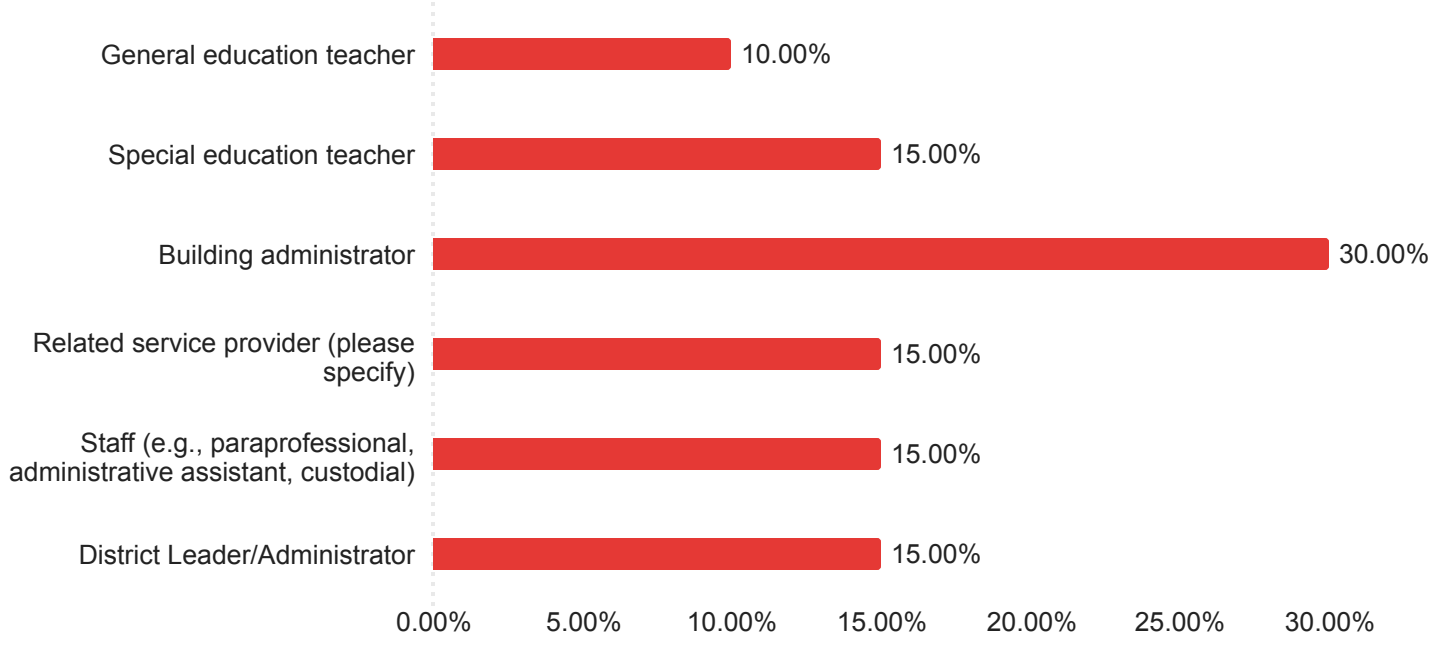
Role

Do you provide instruction to students?

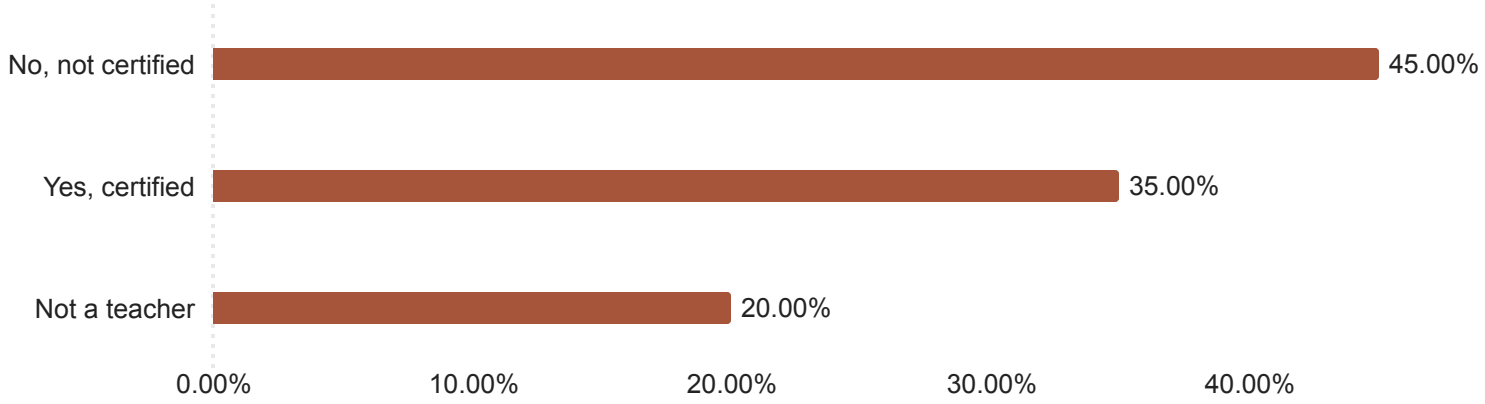


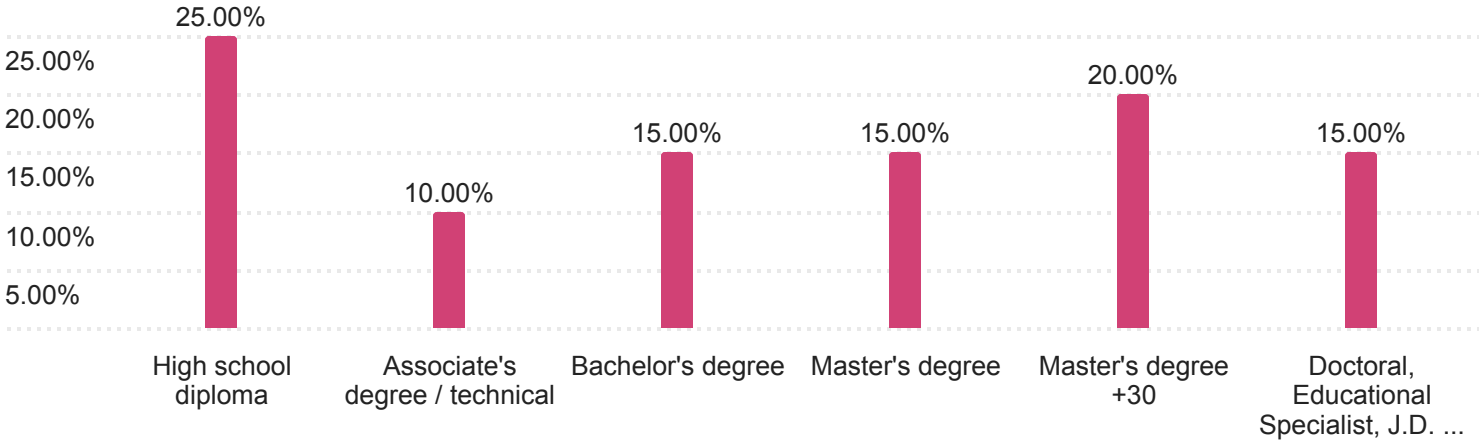
What grade(s) do you currently work with?

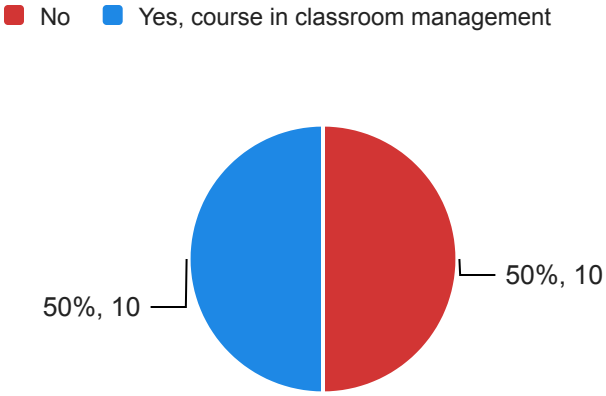


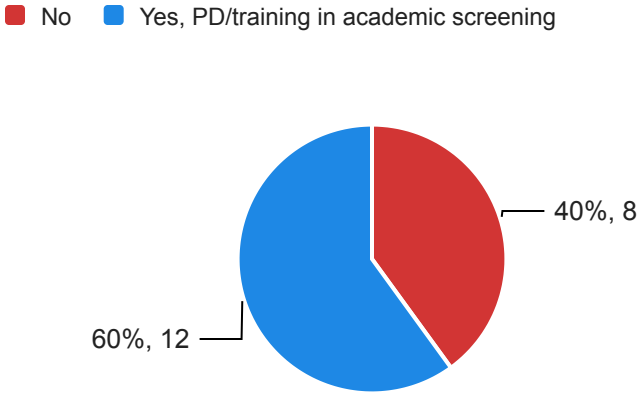


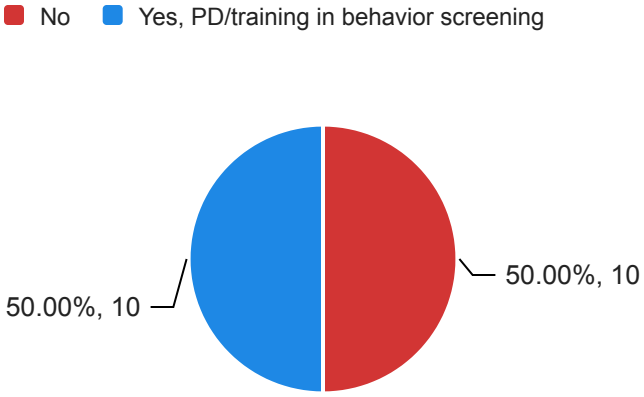
Certification and Education



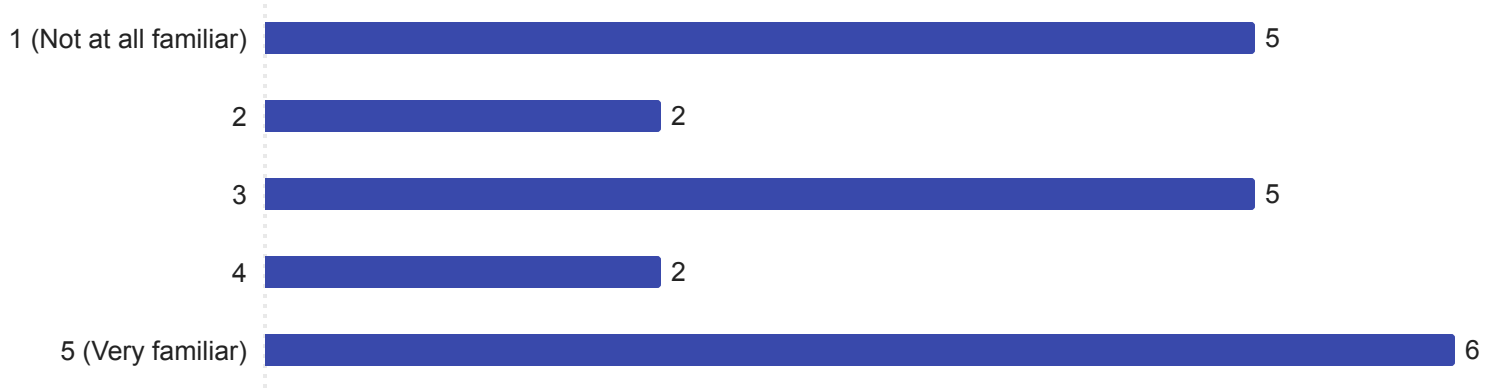






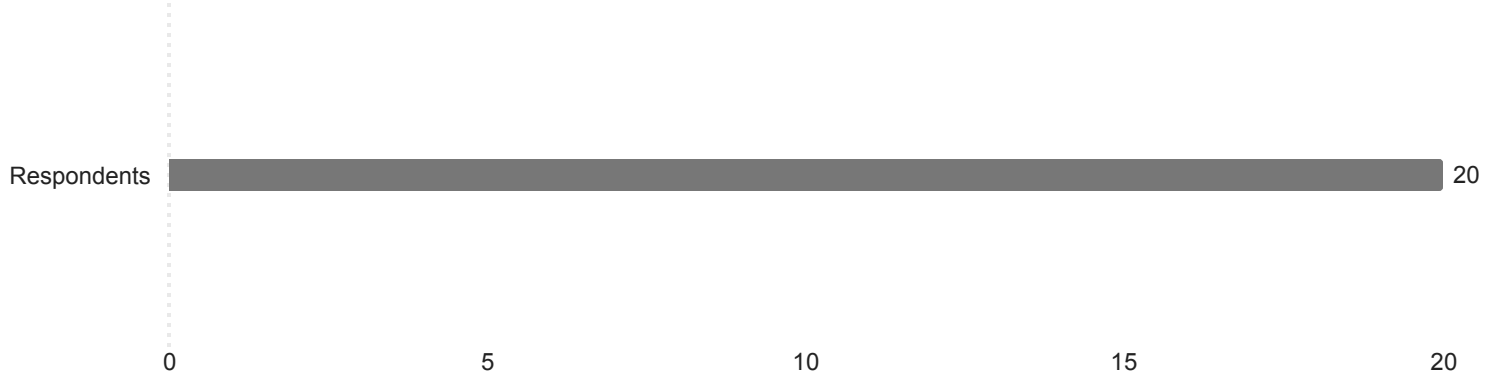


What is your current level of familiarity with Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention?



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

Field	Mean	Standard Deviation
ci3t.org	2.90	1.41
Other websites (e.g., pbis.org, individual school websites, state websites)	2.90	1.45
Ci3T interactive eBook	3.05	1.12
District-provided Ci3T professional learning	2.85	1.39
Ci3T research staff-led professional learning (e.g., EMPOWER sessions)	3.10	1.41



For more information, visit

www.ci3t.org

Ci3T | Comprehensive, Integrated, Three-Tiered Model of Prevention