



**Comprehensive, Integrated, Three-Tiered (Ci3T) Model 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)

☐ School 1

☐ School 6

☐ School 2

☐ School 7

☐ School 3

☐ School 8

☐ School 4

☐ School 9

☐ School 5

☐ School 10

**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 (1)	Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Agree (5)	Strongly Agree (6)
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 (1)	Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Agree (5)	Strongly Agree (6)
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"/>

	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Agree (5)	Strongly Agree (6)
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 (1)	Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Agree (5)	Strongly Agree (6)
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.

## 2020 2021 Demo

### Name

First Name

Last Name

### School district

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

### What is your main school site? (select one)

- |                                |                                 |
|--------------------------------|---------------------------------|
| <input type="radio"/> School 1 | <input type="radio"/> School 12 |
| <input type="radio"/> School 2 | <input type="radio"/> School 13 |
| <input type="radio"/> School 3 | <input type="radio"/> School 14 |
| <input type="radio"/> School 4 | <input type="radio"/> School 15 |
| <input type="radio"/> School 5 | <input type="radio"/> School 16 |
| <input type="radio"/> School 6 | <input type="radio"/> School 17 |
| <input type="radio"/> School 7 | <input type="radio"/> School 18 |

- ☐ School 8
- ☐ School 9
- ☐ School 10
- ☐ School 11

- ☐ School 19
- ☐ School 20
- ☐ District office

**Sex**

- ☐ Male
- ☐ Female
- ☐ Prefer not to answer

**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

☐

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

**If you indicated you provide instruction to students, please check all grade(s) you currently work with:**

(check all that apply):

- |                                    |                          |
|------------------------------------|--------------------------|
| Early Childhood                    | <input type="checkbox"/> |
| Pre-Kindergarten                   | <input type="checkbox"/> |
| Kindergarten                       | <input type="checkbox"/> |
| 1                                  | <input type="checkbox"/> |
| 2                                  | <input type="checkbox"/> |
| 3                                  | <input type="checkbox"/> |
| 4                                  | <input type="checkbox"/> |
| 5                                  | <input type="checkbox"/> |
| 6                                  | <input type="checkbox"/> |
| 7                                  | <input type="checkbox"/> |
| 8                                  | <input type="checkbox"/> |
| 9                                  | <input type="checkbox"/> |
| 10                                 | <input type="checkbox"/> |
| 11                                 | <input type="checkbox"/> |
| 12                                 | <input type="checkbox"/> |
| Mixed grade class (please specify) | <input type="checkbox"/> |

**What is your primary role in your school?**

- ☐ General education teacher
- ☐ Special education teacher

- ☐ Building administrator
- ☐ Related service provider (please specify; hover over to see examples)
- ☐ Staff (e.g., paraprofessional, administrative assistant, custodial)
- ☐ District leader / administrator

**Briefly 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

**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)

☐

**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"/>
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"/>



## Ci3T: Pre-Implementation Primary Intervention Rating Scale (PIRS) with Demographic Survey

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