



Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention Schoolwide Expectations Survey for Specific Settings (SESSS)

SESSS

Schoolwide Expectations Survey for Specific Settings (SESSS)

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Select the number to the right of each item indicating your opinion regarding importance.

SAMPLE: This is what the SESSS would look like if you completed it using a paper version.

Schoolwide Expectations Survey for Specific Settings (SESSS)
Lane, Oakes, and Menzies, 2010

Name: _____ School: _____ Check all that apply: ☐ General Education ☐ Special Education ☐ Other: _____

Grade/Department: _____ Years of Teaching Experience: _____

County: _____ Highest Degree Obtained: _____

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Circle the number to the right of each item indicating your opinion regarding importance.

How Important?
0 = Not important for success in this setting
1 = Important for success in this setting
2 = Critical for success in this setting

	Classroom			Hallway			Cafeteria			Settings			Playground			Restroom			Bus			Arrival/Dismissal						
	APPLICABLE?	YES	NO	APPLICABLE?	YES	NO	APPLICABLE?	YES	NO	APPLICABLE?	YES	NO	APPLICABLE?	YES	NO	APPLICABLE?	YES	NO	APPLICABLE?	YES	NO	APPLICABLE?	YES	NO				
Respect	Follow directions	0	1	2	No talking	0	1	2	Use an inside voice	0	1	2	Respect other people's personal space	0	1	2	Stay in your own stall	0	1	2	Use kind words toward the bus driver and others	0	1	2	Respond immediately when teacher/adult calls	0	1	2
	Use kind words and actions	0	1	2	Walk on the right side	0	1	2	Use manners	0	1	2	Follow the rules of the game	0	1	2	Take care of your own business	0	1	2	Listen to and follow the bus driver's rules	0	1	2	Raise your hand for help	0	1	2
	Control your temper	0	1	2	Keep hands to yourself	0	1	2	Listen to and follow adult requests	0	1	2	Respond immediately when teacher/adult calls	0	1	2	Give others privacy and remain in own stall	0	1	2	Share seating on the bus	0	1	2	Maintain dress code	0	1	2
	Cooperate with others	0	1	2	Use a quiet voice	0	1	2	Share lunch tables with others	0	1	2	Be kind to peers while playing games	0	1	2	Minimize chatting	0	1	2	Speak in a quiet inside voice	0	1	2	Control temper in conflict situations	0	1	2
	Use an inside voice	0	1	2	Stay calm and controlled in conflict with adults and peers	0	1	2	Follow directions the first time asked	0	1	2		0	1	2	Keep water in the sink	0	1	2	Remain seated after entering the bus	0	1	2				
	Follow the dress code	0	1	2	Avoid gossip and use kind words	0	1	2	Keep food on your plate	0	1	2		0	1	2	Knock before entering	0	1	2	Stay clear of roadway	0	1	2				
	Be truthful	0	1	2	Be courteous of other classrooms	0	1	2	Eat before socializing	0	1	2		0	1	2	Keep surfaces and walls free of graffiti	0	1	2								
	Keep hands, feet, and objects to self	0	1	2	Use appropriate ways to show affection to others	0	1	2	Be considerate of other's food choices	0	1	2		0	1	2												
	Be encouraging and helpful to peers	0	1	2	Respect materials (e.g. posters)	0	1	2	Raise your hand for help	0	1	2		0	1	2												
	Raise hand and wait quietly to be called on	0	1	2																								
Listen and pay attention to the speaker	0	1	2																									
Responsibility	Arrive to class on time	0	1	2	Keep hands to yourself	0	1	2	Make your choices quickly	0	1	2	Play approved games	0	1	2	Flush toilet	0	1	2	Talk quietly with others	0	1	2	Stay in assigned area	0	1	2
	Remain in school for the whole day	0	1	2	Walk	0	1	2	Eat your own food	0	1	2	Use equipment appropriately	0	1	2	Wash hands with soap	0	1	2	Remain in seat	0	1	2	Keep all materials in backpack	0	1	2
	Bring your required materials	0	1	2	Stay in line with your class	0	1	2	Choose a seat quickly and stay in it	0	1	2	Return equipment when you are done	0	1	2	Throw away any trash properly	0	1	2	Use self-control	0	1	2	Arrive on time	0	1	2
	Turn in finished work	0	1	2	Follow instructions given for drills and emergencies	0	1	2	Clean up after yourself	0	1	2	Line up when the bell rings	0	1	2	Report any problems to your teacher	0	1	2	Be ready when bus arrives	0	1	2	Go straight to class	0	1	2
	Exercise self-control	0	1	2	Keep the hallways clean	0	1	2	Know your order when walking through lunch line	0	1	2	Stay in established area	0	1	2	Use the restroom quickly and return to class quietly	0	1	2	Carry on all personal belongings needed	0	1	2	Bring to school and take home all necessary materials	0	1	2
	Be in assigned area before tardy bell	0	1	2	Have a pass and sign in and out	0	1	2	Have money ready	0	1	2	Report problems/unsafe behavior to teacher	0	1	2	Return to class promptly	0	1	2	Follow school dress code	0	1	2	Arrive on time to before and after school activities	0	1	2
	Make up work when absent	0	1	2	Recognize and walk away from drama	0	1	2	Recycle	0	1	2	Use restroom before going outside	0	1	2	Clear the restroom before the bell rings	0	1	2	Be alert and watch for your step on the way home	0	1	2				
	Participate in all activities	0	1	2	Turn off cell phones and electronic devices during school hours	0	1	2	Take only the allowed food portions	0	1	2		0	1	2	Have appropriate hall pass when necessary	0	1	2	Keep all food and drinks stored away	0	1	2				
	Take care of school property	0	1	2	Report unsafe behaviors	0	1	2	Know your lunch number	0	1	2		0	1	2												
	Use time wisely	0	1	2	Keep materials in your own locker	0	1	2	Raise hand for permission to get up	0	1	2		0	1	2												
Best Effort	Respond appropriately to conflict	0	1	2																								
	Turn off cell phones and electronic devices during school hours	0	1	2																								
	Participate in class activities	0	1	2	Walk quietly	0	1	2	Use your table manners	0	1	2	Include others in your activities	0	1	2	Keep bathroom tidy	0	1	2	Keep hands and feet to yourself	0	1	2	Show a positive attitude	0	1	2
	Complete work with best effort	0	1	2	Walk directly to next location	0	1	2	Keep lunch tables clean	0	1	2	Be active	0	1	2	Avoid using cell phone	0	1	2	Keep bus clean	0	1	2	Resolve conflicts peacefully	0	1	2
	Try first, then ask for help politely	0	1	2	Use hallway time appropriately and efficiently	0	1	2	Clear away trash	0	1	2	Wear appropriate clothes and shoes	0	1	2	Respond appropriately to conflict situations	0	1	2	Take off all personal belongings	0	1	2	Fulfill before and after school commitments	0	1	2
	Keep desk area clean	0	1	2	Pay attention to where you're going	0	1	2	Make healthy choices	0	1	2	Control your temper	0	1	2		0	1	2	Stay clear of a moving bus	0	1	2				
	Use classroom materials appropriately	0	1	2																								
	Keep materials organized	0	1	2																								
	Remain on-task	0	1	2																								
	Show a positive attitude	0	1	2																								
Stay focused on your own work	0	1	2																									

Reference: Lane, K. L., Oakes, W. P., & Menzies, H. M. (2010). Schoolwide Expectations Survey for Specific Settings (Unpublished rating scale).

Your Name

First Name:

Last Name:

I am completing the SESSS survey for the following school(s): (check all that apply)

- ☐ Click to write Choice 1
- ☐ Click to write Choice 2
- ☐ Click to write Choice 3

Classroom

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Select the number to the right of each item indicating your opinion regarding importance.

Classroom:

Is this setting applicable to you?

- ☐ Yes
- ☐ No

Setting: Classroom

Respect

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Follow directions	☐	☐	☐
Use kind words and actions	☐	☐	☐
Control your temper	☐	☐	☐
Cooperate with others	☐	☐	☐
Use an inside voice	☐	☐	☐
	0	1	2
Follow the dress code	☐	☐	☐
Be truthful	☐	☐	☐

	0	1	2
Keep hands, feet, and objects to self	☐	☐	☐
Be encouraging and helpful to peers	☐	☐	☐
Raise hand and wait quietly to be called on	☐	☐	☐
	0	1	2
Listen and pay attention to the speaker	☐	☐	☐
1. Additional items (optional)	☐	☐	☐
2. Additional items (optional)	☐	☐	☐

Setting: Classroom**Responsibility**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Arrive to class on time	☐	☐	☐
Remain in school for the whole day	☐	☐	☐
Bring your required materials	☐	☐	☐
Turn in finished work	☐	☐	☐
Exercise self-control	☐	☐	☐
	0	1	2
Be in assigned area before tardy bell	☐	☐	☐
Make up work when absent	☐	☐	☐
Participate in all activities	☐	☐	☐
Take care of school property	☐	☐	☐
Use time wisely	☐	☐	☐
	0	1	2
Respond appropriately to conflict	☐	☐	☐
Turn off cell phones and electronic devices during school hours	☐	☐	☐

0

1

2

1. Additional items (optional)

☐☐☐

2. Additional items (optional)

☐☐☐**Setting: Classroom****Best Effort**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

0

1

2

Participate in class activities

☐☐☐

Complete work with best effort

☐☐☐

Try first, then ask for help politely

☐☐☐

Keep desk area clean

☐☐☐

0

1

2

Use classroom materials appropriately

☐☐☐

Keep materials organized

☐☐☐

Remain on-task

☐☐☐

Show a positive attitude

☐☐☐

0

1

2

Stay focused on your own work

☐☐☐

1. Additional items (optional)

☐☐☐

2. Additional items (optional)

☐☐☐**Hallway**

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Select the number to the right of each item indicating your opinion regarding importance.

Hallway:

Is this setting applicable to you?

- ☐ Yes
- ☐ No

Setting: Hallway**Respect**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
No talking	☐	☐	☐
Walk on the right side	☐	☐	☐
Keep hands to yourself	☐	☐	☐
Use a quiet voice	☐	☐	☐
	0	1	2
Stay calm and controlled in conflict with adults and peers	☐	☐	☐
Avoid gossip and use kind words	☐	☐	☐
Be courteous of other classrooms	☐	☐	☐
Use appropriate ways to show affection to others	☐	☐	☐
	0	1	2
Respect materials (e.g. posters)	☐	☐	☐
1. Additional items (optional)	☐	☐	☐
2. Additional items (optional)	☐	☐	☐

Setting: Hallway**Responsibility**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Keep hands to yourself	☐	☐	☐
Walk	☐	☐	☐
Stay in line with your class	☐	☐	☐
Follow instructions given for drills and emergencies	☐	☐	☐
	0	1	2
Keep the hallways clean	☐	☐	☐
Have a pass and sign in and out	☐	☐	☐
Recognize and walk away from drama	☐	☐	☐
Turn off cell phones and electronic devices during school hours	☐	☐	☐
	0	1	2
Report unsafe behaviors	☐	☐	☐
Keep materials in your own locker	☐	☐	☐
1. Additional items (optional)	☐	☐	☐
2. Additional items (optional)	☐	☐	☐

Setting: Hallway

Best Effort

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Walk quietly	☐	☐	☐
Walk directly to next location	☐	☐	☐
Use hallway time appropriately and efficiently	☐	☐	☐

0

1

2

Pay attention to where you're going

☐☐☐

1. Additional items (optional)

☐☐☐

2. Additional items (optional)

☐☐☐

Cafeteria

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Select the number to the right of each item indicating your opinion regarding importance.

Cafeteria:

Is this setting applicable to you?

☐ Yes☐ No

Setting: Cafeteria

Respect

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

0

1

2

Use an inside voice

☐☐☐

Use manners

☐☐☐

Listen to and follow adult requests

☐☐☐

Share lunch tables with others

☐☐☐

0

1

2

Follow directions the first time asked

☐☐☐

Keep food on your plate

☐☐☐

Eat before socializing

☐☐☐

0

1

2

Be considerate of other's food choices

☐☐☐

0

1

2

Raise your hand for help

☐☐☐

1. Additional items (optional)

☐☐☐

2. Additional items (optional)

☐☐☐**Setting: Cafeteria****Responsibility**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

0

1

2

Make your choices quickly

☐☐☐

Eat your own food

☐☐☐

Choose a seat quickly and stay in it

☐☐☐

Clean up after yourself

☐☐☐

0

1

2

Know your order when walking through lunch line

☐☐☐

Have money ready

☐☐☐

Recycle

☐☐☐

Take only the allowed food portions

☐☐☐

0

1

2

Know your lunch number

☐☐☐

Raise hand for permission to get up

☐☐☐

1. Additional items (optional)

☐☐☐

2. Additional items (optional)

☐☐☐**Setting: Cafeteria**

Best Effort

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Use your table manners	☐	☐	☐
Keep lunch tables clean	☐	☐	☐
Clear away trash	☐	☐	☐
Make healthy choices	☐	☐	☐
Eat lunch	☐	☐	☐
1. Additional items (optional)	☐	☐	☐
2. Additional items (optional)	☐	☐	☐

Playground

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Select the number to the right of each item indicating your opinion regarding importance.

Playground:

Is this setting applicable to you?

☐ Yes☐ No**Setting: Playground****Respect**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Respect other people's personal space	☐	☐	☐
Follow the rules of the game	☐	☐	☐
Respond immediately when teacher/adult calls	☐	☐	☐
Be kind to peers while playing games	☐	☐	☐
1. Additional items (optional)	☐	☐	☐
2. Additional items (optional)	☐	☐	☐

Setting: Playground

Responsibility

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Play approved games	☐	☐	☐
Use equipment appropriately	☐	☐	☐
Return equipment when you are done	☐	☐	☐
Line up when the bell rings	☐	☐	☐
Stay in established area	☐	☐	☐
	0	1	2
Report problems/unsafe behavior to teacher	☐	☐	☐
Use restroom before going outside	☐	☐	☐
1. Additional items (optional)	☐	☐	☐
2. Additional items (optional)	☐	☐	☐

Setting: Playground

Best Effort

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Include others in your activities	☐	☐	☐
Be active	☐	☐	☐
Wear appropriate clothes and shoes	☐	☐	☐
Control your temper	☐	☐	☐
1. Additional items (optional)	☐	☐	☐
2. Additional items (optional)	☐	☐	☐

Restroom

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Select the number to the right of each item indicating your opinion regarding importance.

Restroom:

Is this setting applicable to you?

☐ Yes

☐ No

Setting: Restroom

Respect

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Stay in your own stall	☐	☐	☐
Take care of your own business	☐	☐	☐
Give others privacy and remain in own stall	☐	☐	☐
Minimize chatting	☐	☐	☐
Keep water in the sink	☐	☐	☐
	0	1	2
Knock before entering	☐	☐	☐
Keep surfaces and walls free of graffiti	☐	☐	☐
1. Additional items (optional)	☐	☐	☐
2. Additional items (optional)	☐	☐	☐

Setting: Restroom**Responsibility**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Flush toilet	☐	☐	☐
Wash hands with soap	☐	☐	☐
Throw away any trash properly	☐	☐	☐
Report any problems to your teacher	☐	☐	☐
Use the restroom quickly and return to class quietly	☐	☐	☐
	0	1	2
Return to class promptly	☐	☐	☐
Clear the restroom before the bell rings	☐	☐	☐
Have appropriate hall pass when necessary	☐	☐	☐
1. Additional items (optional)	☐	☐	☐

0

1

2

2. Additional items (optional)

☐
☐
☐
Setting: Restroom**Best Effort**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

0

1

2

Keep bathroom tidy

☐
☐
☐

Avoid using cell phone

☐
☐
☐

Respond appropriately to conflict situations

☐
☐
☐

1. Additional items (optional)

☐
☐
☐

2. Additional items (optional)

☐
☐
☐
Bus

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Select the number to the right of each item indicating your opinion regarding importance.

Bus:

Is this setting applicable to you?

☐ Yes

☐ No
Setting: Bus**Respect**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Use kind words toward the bus driver and others	☐	☐	☐
Listen to and follow the bus driver's rules	☐	☐	☐
Share seating on the bus	☐	☐	☐
Speak in a quiet inside voice	☐	☐	☐
	0	1	2
Remain seated after entering the bus	☐	☐	☐
Stay clear of roadway	☐	☐	☐
1. Additional items (optional)	☐	☐	☐
2 Additional items (optional)	☐	☐	☐

Setting: Bus

Responsibility

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Talk quietly with others	☐	☐	☐
Remain in seat	☐	☐	☐
Use self-control	☐	☐	☐
Be ready when bus arrives	☐	☐	☐
Carry on all personal belongings needed	☐	☐	☐
	0	1	2
Follow school dress code	☐	☐	☐
Be alert and watch for your stop on the way home	☐	☐	☐

0

1

2

Keep all food and drinks stored away

☐☐☐

1. Additional items (optional)

☐☐☐

2. Additional items (optional)

☐☐☐**Setting: Bus****Best Effort**

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

0

1

2

Keep hands and feet to yourself

☐☐☐

Keep bus clean

☐☐☐

Take off all personal belongings

☐☐☐

Stay clear of a moving bus

☐☐☐

0

1

2

Be alert and prepared in emergency situations on the bus

☐☐☐

1. Additional items (optional)

☐☐☐

2. Additional items (optional)

☐☐☐**Arrival/Dismissal**

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Select the number to the right of each item indicating your opinion regarding importance.

Arrival/Dismissal:

Is this setting applicable to you?

☐ Yes

☐ No

Setting: Arrival/Dismissal

Respect

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Respond immediately when teacher/adult calls	☐	☐	☐
Raise your hand for help	☐	☐	☐
Maintain dress code	☐	☐	☐
Control temper in conflict situations	☐	☐	☐
1. Additional items (optional)	☐	☐	☐
2. Additional items (optional)	☐	☐	☐

Setting: Arrival/Dismissal

Responsibility

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

	0	1	2
Stay in assigned area	☐	☐	☐
Keep all materials in backpack	☐	☐	☐
Arrive on time	☐	☐	☐
Go straight to class	☐	☐	☐
	0	1	2
Bring to school and take home all necessary materials	☐	☐	☐

0

1

2

Arrive on time to before and after school activities

☐☐☐

1. Additional items (optional)

☐☐☐

2. Additional items (optional)

☐☐☐

Setting: Arrival/Dismissal

Best Effort

How important?

0 = Not important for success in this setting

1 = Important for success in this setting

2 =Critical for success in this setting

0

1

2

Show a positive attitude

☐☐☐

Resolve conflicts peacefully

☐☐☐

Fulfill before and after school commitments

☐☐☐

1. Additional items (optional)

☐☐☐

2. Additional items (optional)

☐☐☐

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)

- | | |
|---------------------------------|---------------------------------------|
| ☐ School 1 | ☐ School 12 |
| ☐ School 2 | ☐ School 13 |
| ☐ School 3 | ☐ School 14 |
| ☐ School 4 | ☐ School 15 |
| ☐ School 5 | ☐ School 16 |
| ☐ School 6 | ☐ School 17 |
| ☐ School 7 | ☐ School 18 |
| ☐ School 8 | ☐ School 19 |
| ☐ School 9 | ☐ School 20 |
| ☐ School 10 | ☐ District office |
| ☐ School 11 | |

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

☐

(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**If you indicated you provide instruction to students, 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

☐

10

☐

11

☐

(check all that apply):

12

☐

Mixed grade class (please specify)

☐

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 Leaders/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	☐	☐	☐	☐	☐

	Not at all (1)	(2)	(3)	(4)	A great deal (5)
Other websites (e.g., pbis.org, individual school websites, state websites)	☐	☐	☐	☐	☐
Ci3T interactive eBook	☐	☐	☐	☐	☐
District-provided Ci3T professional learning	☐	☐	☐	☐	☐
Ci3T research staff-led professional learning (e.g., EMPOWER sessions)	☐	☐	☐	☐	☐

Ci3T: Schoolwide Expectations Survey for Specific Settings (SESSS)

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