BIMAS Login
http://bimas.mhs.com/

BIMAS-2 Components, Roles, and Functions.

A. Creating the BIMAS-2 data base
   - Universal Assessment or Individual Student PM?
   - School data vs Individual student Data
     - Manual entry vs Import Wizard

B. Conducting universal assessments.

C. Creating an individual student and small group progress Monitoring plan

D. Generating Reports

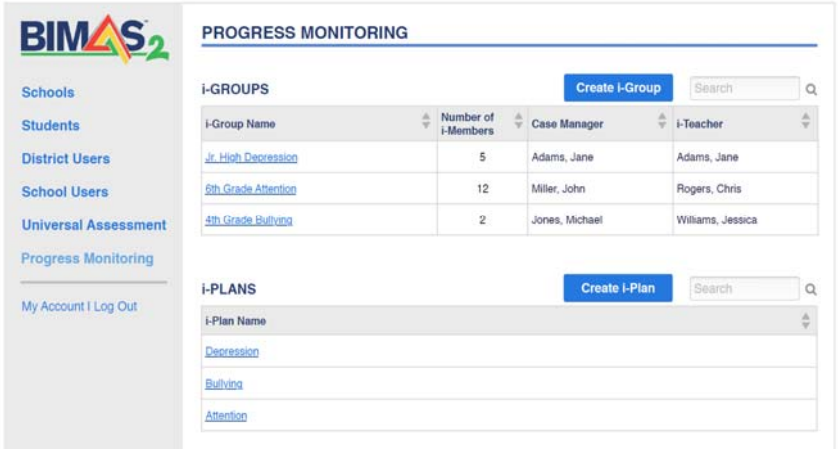
A. Creating the BIMAS-2 data base

- –Universal Assessment or Individual Student PM?
- –School data vs Individual student Data
  - Manual entry
  - Import Wizard
  - Export Wizard

Progress Monitoring with the BIMAS-2

Building small group and Individual student progress monitoring plans

Creating an Intervention (i-Groups) and i-Plans



Number indicates if it is an individual plan (1) or a Group (>1)

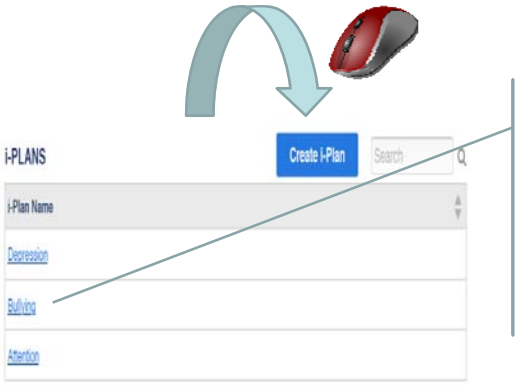
The person responsible for the logistics of the PM process.

The person who delivers the intervention. Could be anyone from the School system or an outside agency. If an outside agency, consider who will be the most appropriate person to serve as the Case Manager

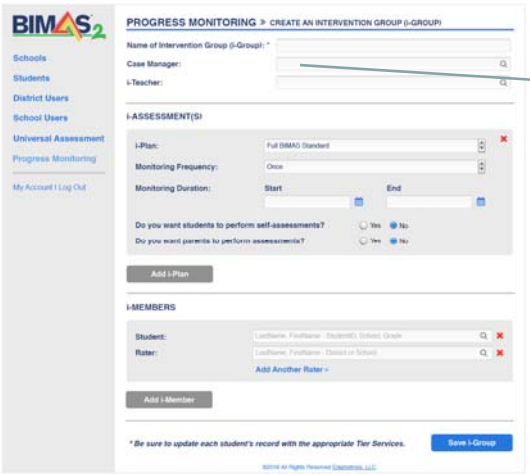
Create i-Group

Number of i-Members	Case Manager	i-Teacher
5	Adams, Jane	Adams, Jane
12	Miller, John	Rogers, Chris
2	Jones, Michael	Williams, Jessica

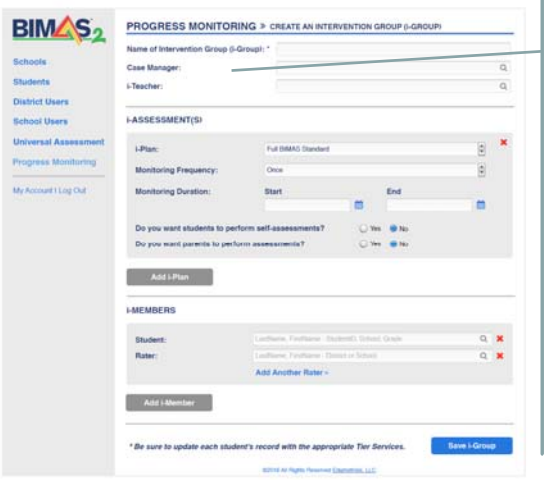
Creating **a new** intervention plan



Give your intervention plans as detailed of a name as possible

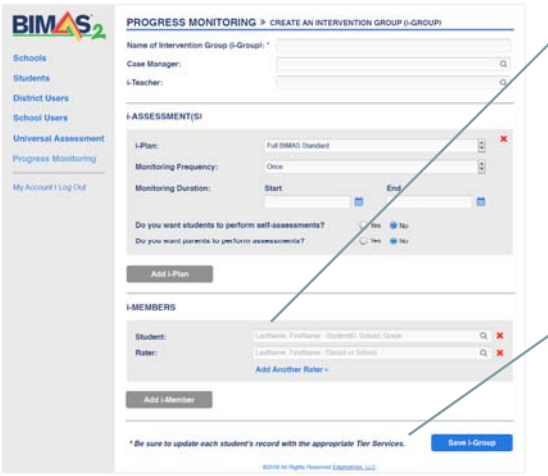


Giving a proper name with details will help identify if this is an individual or group Intervention plan that can be replicated/used in the future



A case manager and the Interventionist (i-Teacher) are clearly identified. The role can be share by one person.

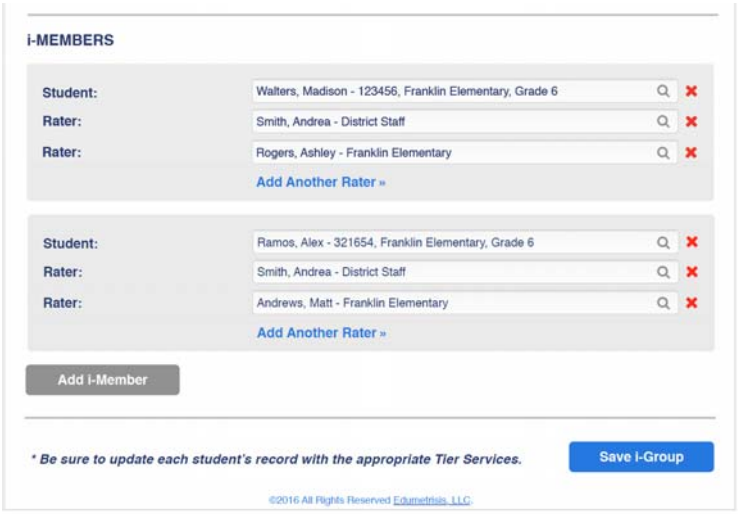
•-If the BIMAS Standard Form is selected, the Teacher normative data is used when scoring the i-Teacher ratings.

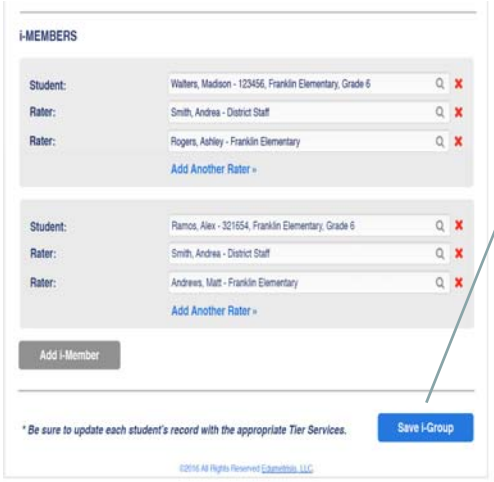


Assigning ONE or MORE students for Progress Monitoring into an i-PLAN

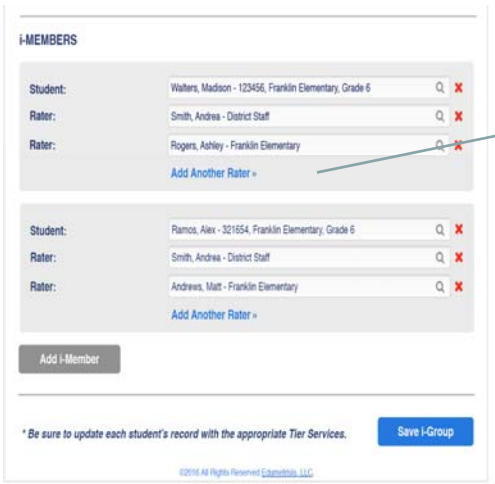
All students in the BIMAS-2 are assigned a Tier 1 level of Service.

The members of the intervention plan are added here.





- If this is a plan for an individual student, add the info and click save the i-Group.
- If this is a plan for a small group , click the Add i-Member and select the next student.



The raters are identified for each MEMBER of the I-PLAN

•This includes the i-Teacher and anyone else we identify to provide feedback on a student's behavior/Progress Monitoring Plan

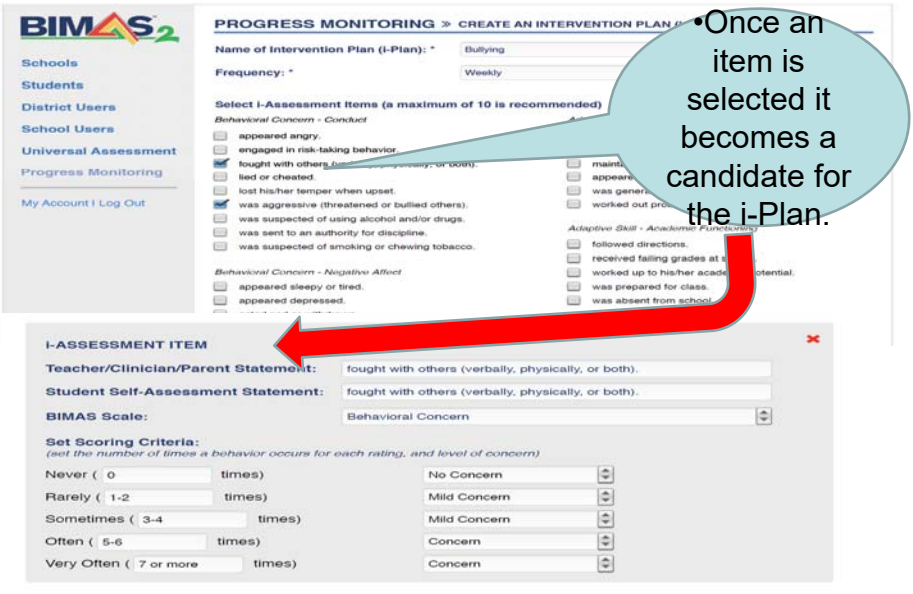
If a BIMAS Flex option is desired

1. All BIMAS Standard form items are shown.
2. School Team decides which behaviors will be included for progress Monitoring in the i-Plan

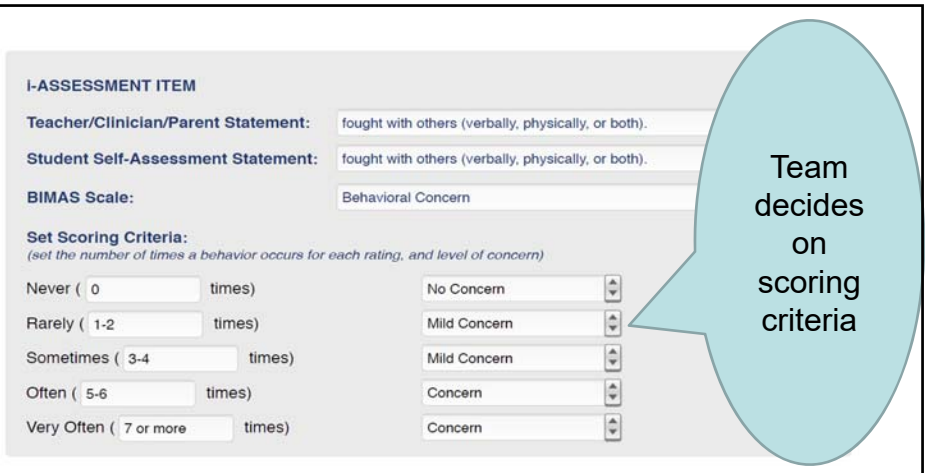
3. Additional Flex Items are available for each BIMAS Standard Form item written either in a positive or negative style .

If a BIMAS Flex option is desired

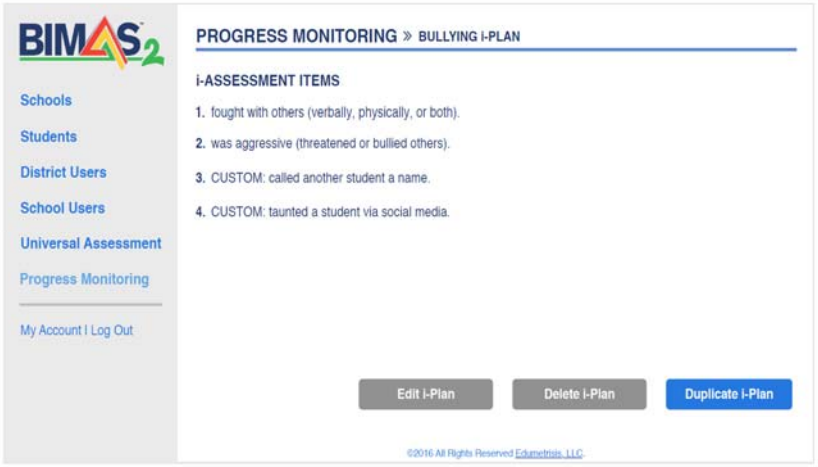
1. Additional Flex Items are available for each BIMAS Standard Form item written either in a positive or negative style.
2. Create a Custom Item



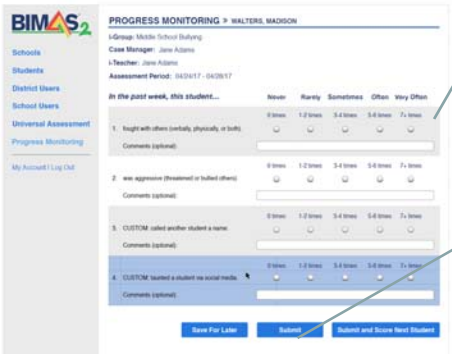
- Once an item is selected it becomes a candidate for the i-Plan.



Preview your i-Plan



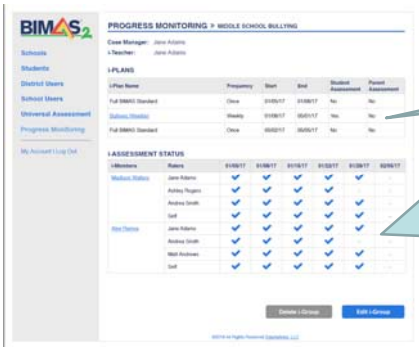
A teacher receives a notification to Rate a student(s) behavior in an PM i-Plan



•Each item is presented along with the rating scheme and a section for qualitative data

•Teacher s are still given multiple options when completing the form.

Checking the Progress of an i-Plan



1. An intervention plan (i-plan is selected)

2. Upon selection the I-MEMBER(S) is showing along with the PM history of Assessments provided by the various raters separately for each student/member.

Generating BIMAS reports across the MTSS levels

Web-based Reports

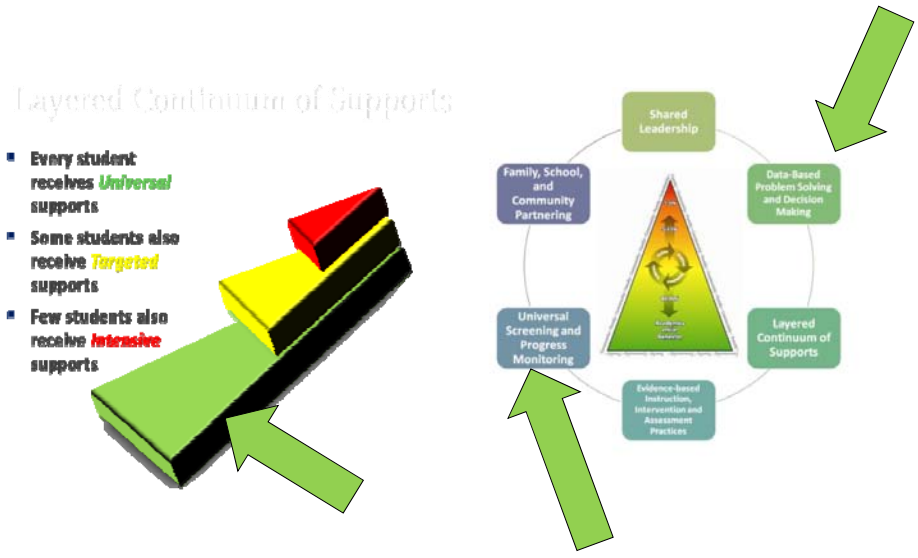
Features:

- Reports accessible only to users according to their access level
- Graphs are generated on the screen and can easily be regenerated with different variables in real-time
- Graphs can be copied easily into any user documentation
- Scale & item-level norms available

BIMAS and MTSS Tier I reports

- ALL STUDENTS ASSESSMENT REPORTS
  - By subgroups (classrooms, programs, etc.)
- PROGRESS REPORTS
  - Universal assessments – UA1, UA2, U3)
- COMPARATIVE REPORTS
  - i.e across raters
- DEMOGRAPHIC REPORTS

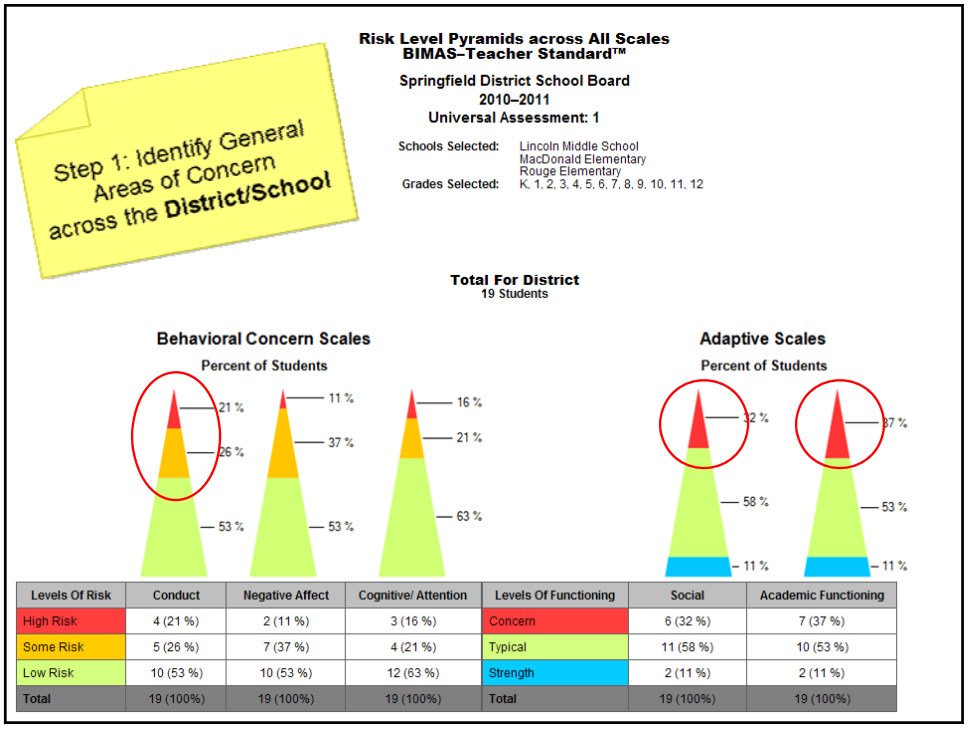
MTSS and BIMAS data



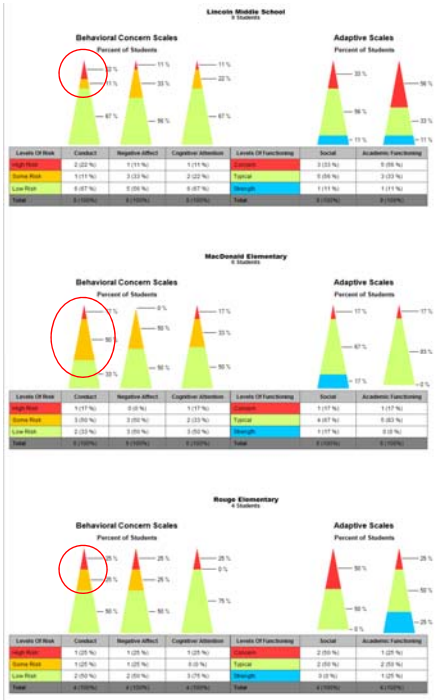
BIMAS and MTSS Tier I reports

Universal Level-
Data based decision making

1. Identify General <u>Areas of Concern</u>
2. Identify <u>Specific Populations in Need</u> of Intervention.
3. Develop Intervention & Monitoring Plan.
4. Monitor Group Progress



Levels Of Risk	Conduct	Negative Affect	Cognitive/ Attention	Levels Of Functioning	Social	Academic Functioning
High Risk	4 (21 %)	2 (11 %)	3 (16 %)	Concern	6 (32 %)	7 (37 %)
Some Risk	5 (26 %)	7 (37 %)	4 (21 %)	Typical	11 (58 %)	10 (53 %)
Low Risk	10 (53 %)	10 (53 %)	12 (63 %)	Strength	2 (11 %)	2 (11 %)
Total	19 (100%)	19 (100%)	19 (100%)	Total	19 (100%)	19 (100%)



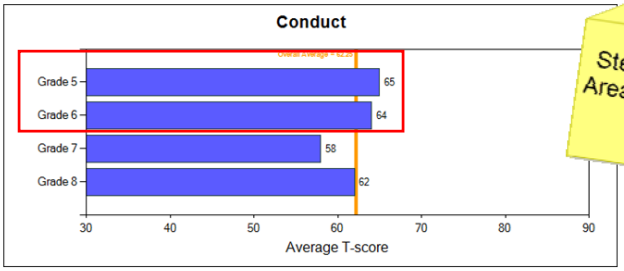
Step 1: Identify General Areas of Concern across the **District/School**

- ***Risk Level Pyramids Report generated at:***
- **District** Level—breaks down by **School**;
- **School** Level—breaks down by **Grade**;
- **Grade** Level—breaks down by **Class**;
- **Class** Level—presents one single **Class**

Comparison of Average Scores
BIMAS-Teacher Standard

Springfield School District
Lincoln Middle School
2010-2011

Universal Assessment: 1
Grade: 5,6,7,8
Service Code Selected: Unspecified,General Ed,Title I,Special Ed



Step 1: Identify General Areas of Concern (cont'd) in a **School**

Service Code Selected: Unspecified,General Ed,Title I,Special Ed

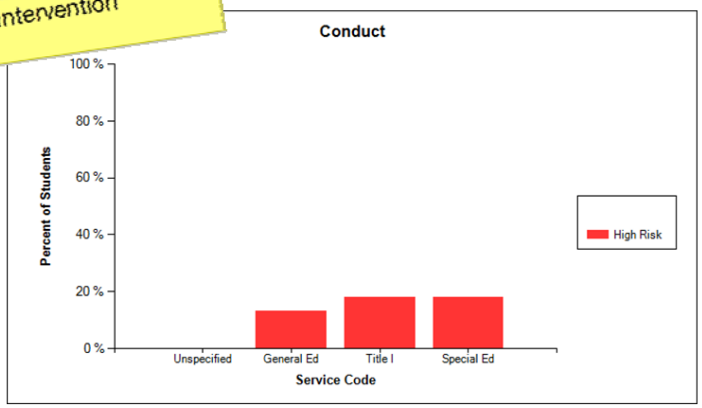
Grade	Universal Assessment 1	
	Average *T*-score	Average Level of Risk
5	65	Some Risk
6	64	Some Risk
7	58	Low Risk
8	62	Some Risk
Overall Average	**62.25**	Some Risk

Step 2: Identify Specific Populations in Need of Intervention

Risk Level by Service Code
BIMAS–Parent Standard™

Springfield District School Board
Lincoln Middle School
2009–2010
Universal Assessment:1

Grades Selected: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



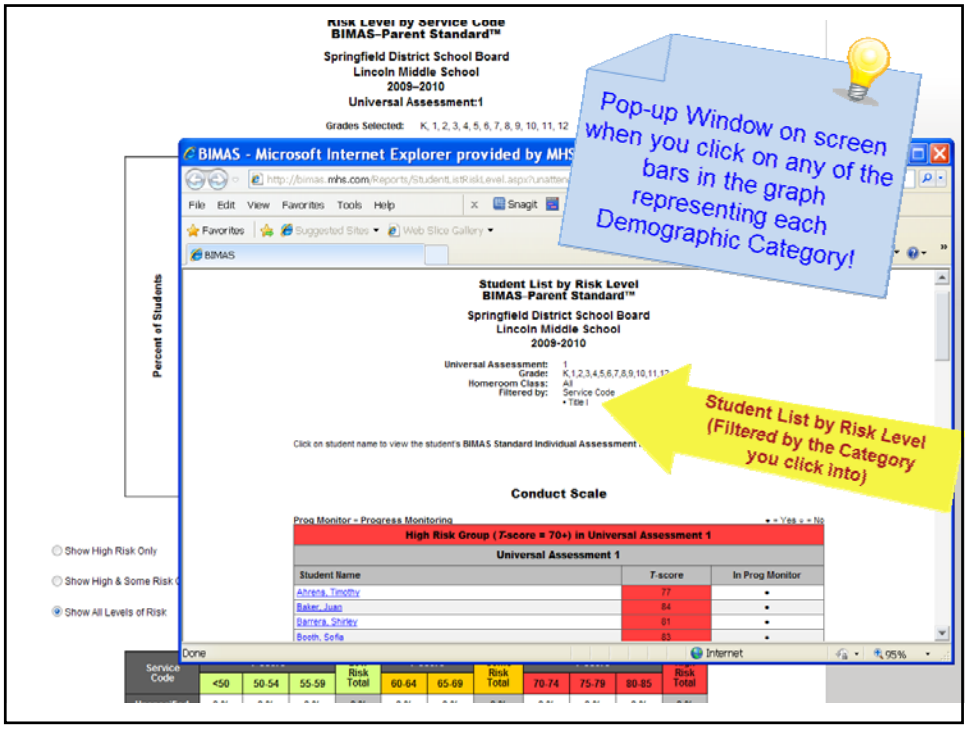
- (•) Show High Risk Only
- ( ) Show High & Some Risk Only
- ( ) Show All Levels of Risk

Step 2: Identify Specific Populations in Need of Intervention

- ( ) Show High Risk Only
- ( ) Show High & Some Risk Only
- (•) Show All Levels of Risk

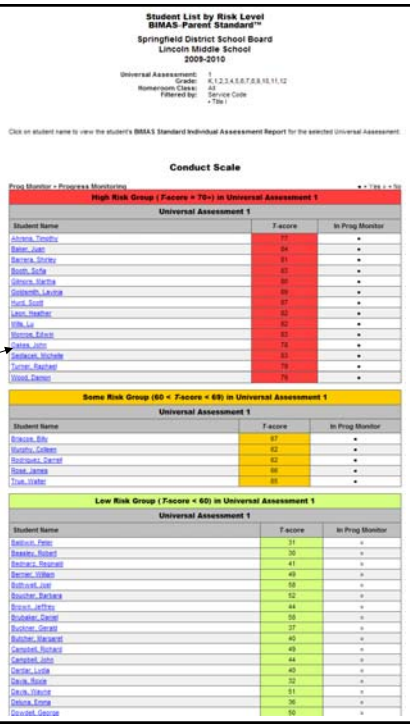
Service Code	T-score			Low Risk Total	T-score		Some Risk Total	T-score			High Risk Total
	<50	50-54	55-59		60-64	65-69		70-74	75-79	80-85	
Unspecified	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
General Ed	47 %	10 %	17 %	74 %	6 %	7 %	13 %	2 %	7 %	4 %	13 %
Title I	55 %	10 %	10 %	76 %	3 %	4 %	6 %	0 %	5 %	13 %	18 %
Special Ed	52 %	15 %	9 %	76 %	5 %	1 %	6 %	3 %	4 %	11 %	18 %

DISPLAY TABLE BY NUMBER OF STUDENTS



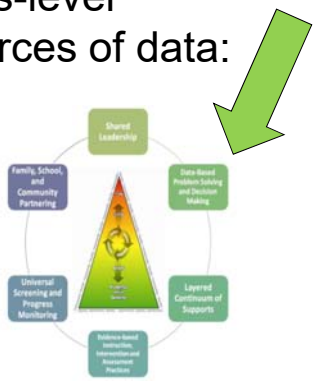
•Easily Identify Populations of Students in Need-grouping by risk level

•Direct Links to Student's Individual Report



Step 3 – Collect Additional Information

- Validate & contextualize District/School/Grade/Class-level BIMAS data with other sources of data:
  - state test performance
  - standardized testing
  - attendance
  - office referrals
  - demographic data



Boston Public Schools - CBHM

Tier 1 Essential Components

for behavior

INSTRUCTION

PBIS is a framework for teaching students about behavioral expectations throughout the school building

SEL Curricula are instructional programs that teach students how to manage emotions, maintain positive relationships, and make responsible decisions.

Want to know more?

www.pbis.org
www.casel.org

ASSESSMENT

Universal Screening is completed for all students to help schools understand student strengths and needs.

Boston Public Schools use the following universal screening tools for behavior:

Grades K2-12: BIMAS

Grades K0 & K1: BESS

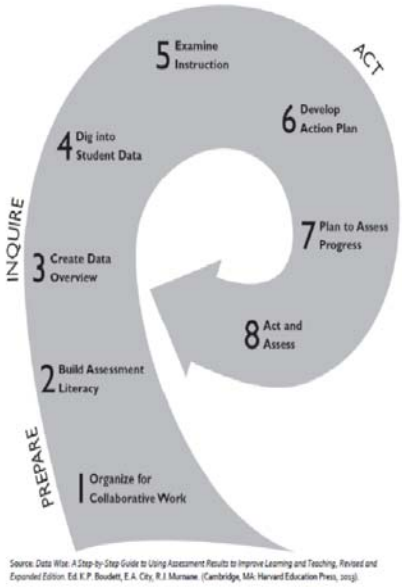
DATA BASED DECISION MAKING

Problem Solving Processes help school teams use screening and progress monitoring data to make decisions about core instructional programming

School teams should use a variety of data sources for problem solving. For example:

Universal Screening Data
Attendance Data
School Climate Data
Discipline Data

Problem Solving Process at Tier I



Step 4 – Develop Intervention & Monitoring Plan

- Research-based interventions reviewed & selected
- Plans should include:

  a) clearly identified intervention targets;

  b) baseline data to which subsequent data may be compared;

  c) an analysis of the scope of the problem and conditions that influence the intervention target(s)

Step 4– (cont'd)
Develop Intervention & Monitoring Plan

Plans should include:

d) specific intervention components selected based on that analysis;

e) clear goals;

f) clearly identified and valid techniques for monitoring progress;

g) a timetable for evaluation

BIMAS-2: CONDUCT AREA

Tier 1 BIMAS-Universal Screening: Low Risk					
Grade Level	Instructional Format	BIMAS ITEMS	Screening/ Progress Monitoring	Suggested Curriculums/ Interventions	Suggested Websites/ Additional Interventions
K-8	All Students			Second Step	www.cfchildren.org/secondstep.aspx
K-5	All Students			Open Circle	www.open-circle.org/
EC-12	All Students			PBIS/Behavior Matrix	www.pbis.org
K-5	All Students			Responsive Classroom	https://www.responsiveclassroom.org/
EC-12	All Students			Trauma Sensitive Schools	www.massadvocates.org/order-book.php
EC-12	All Students			Aggression Reduction	www.pbis.com
EC-12	All Students			Playmakers	http://www.lifeisgood.com/playmakers/
EC-12	All Students			Social Skills Improvement System	http://www.pearsonassessments.com/pai/ca/RelatedInfo/SSISOverview.htm
EC-12	All Students			PBIS Anti-Bullying	http://www.pbis.org/school/bully_prevention.aspx

BIMAS-2: CONDUCT AREA

Tier 2 BIMAS-Universal Screening: Some Risk					
Grade Level	Instructional Format	BIMAS ITEMS	Screening/ Progress Monitoring	Suggested Curriculums/ Interventions	Suggested Websites/ Additional Interventions
K-12	Small groups of students		Schoolwide Information System or "Excel	Check-In/Check-Out	www.pbisworld.com/tier-2/check-in-check-out-cico/
3-12	Small groups of students		BIMAS progress monitoring	Cognitive Behavioral Therapy for Aggressive Children "Keeping Your Cool"	
6-8	Small groups of students		BIMAS progress monitoring	Strong Kids	
K-12	Small groups of students		BIMAS progress monitoring	Teaching Problem Solving to Students with Learning and Behavioral Problems	
K-12	Small groups of students		BIMAS progress monitoring	Other Tier 2 interventions	www.pbisworld.com
K-8	Small groups of students		BIMAS progress monitoring	PowerPlay	

BIMAS-2: CONDUCT AREA

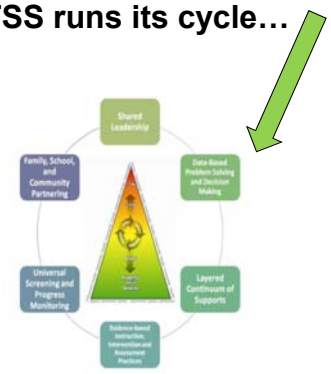
Tier 3 BIMAS Universal Screening: High Risk					
Grade Level	Instructional Format	BIMAS ITEMS	Screening/ Progress Monitoring	Suggested Curriculums/ Interventions	Suggested Websites/ Additional Interventions
K-12	Individual	#2. Appeared angry	BIMAS Progress Monitoring	Individual Behavior Counseling	http://www.pbisworld.com/tier-3/teach-relaxation-techniques/
K-12	Individual	#9. Engaged in risk taking behavior	BIMAS Progress Monitoring	Individual Behavior Counseling	http://www.pbisworld.com/tier-3/reward-system/
K-12	Individual	#13. Fought with others	BIMAS Progress Monitoring	Individual Behavior Counseling	http://www.pbisworld.com/tier-3/no-passing-time/
K-12	Individual	#17. Lied or cheated	BIMAS Progress Monitoring	Individual Behavior Counseling	http://www.pbisworld.com/tier-3/behavior-contract/
K-12	Individual	#21 Lost his/her temper when upset	BIMAS Progress Monitoring	Individual Behavior Counseling	http://www.pbisworld.com/tier-3/behavior-contract/ http://www.pbisworld.com/tier-3/teach-coping-skills/
K-12	Individual	#25 Was aggressive (threatened or bullied others)	BIMAS Progress Monitoring	Individual Behavior Counseling	http://www.pbisworld.com/tier-3/reward-system/ http://www.pbisworld.com/tier-3/teach-relationship-skills/ http://www.pbisworld.com/tier-3/teach-conflict-resolution-skills/ RIDE: REDUCE PEER TEASING USING TIME OUT RIBBON Intervention
6-12	Individual	#29 Was suspected of using drugs or alcohol	BIMAS Progress Monitoring	Individual Behavior Counseling	http://www.pbisworld.com/tier-3/collaboration-with-students-physician-and-or-mental-health-provider/ RIDE: WALK AWAY FROM PEER PRESSURE Intervention Refer to BPS Code of Discipline/BPS Superintendent's Circular
K-12	Individual	#31 Was sent to an authority for discipline	BIMAS Progress Monitoring	Individual Behavior Counseling	http://www.pbisworld.com/tier-3/daily-behavior-form/ http://www.pbisworld.com/tier-3/alternatives-to-suspension/
6-12	Individual	#32 Was suspected of smoking or chewing tobacco	BIMAS Progress Monitoring	Individual Behavior Counseling	http://www.pbisworld.com/tier-3/collaboration-with-students-physician-and-or-mental-health-provider/ RIDE: WALK AWAY FROM PEER PRESSURE Intervention Refer to BPS Code of Discipline/BPS Superintendent's Circular
EC-12	Individual			Other Tier 3 Interventions	www.PBISWorld.com

BIMAS and MTSS Tier I reports
RECONVENE TEAM….and

Examine more data…

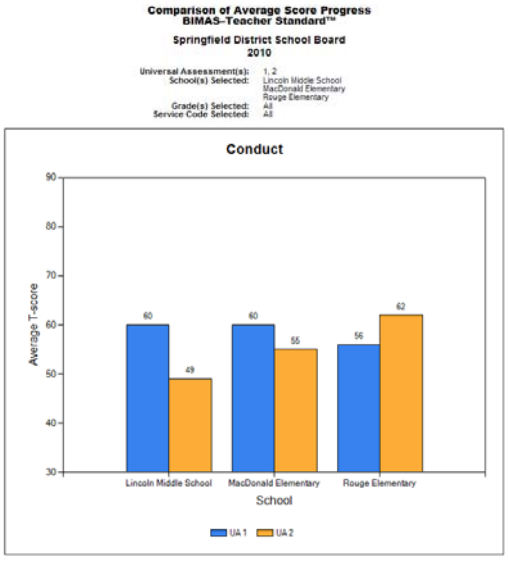
- **PROGRESS REPORTS**
  - Universal assessments – UA1, UA2, U3)
- **COMPARATIVE REPORTS**
  - i.e across raters
- **DEMOGRAPHIC REPORTS**
  - Race, gender

MTSS runs its cycle…



Step 5: Monitor Group Progress across the **District**

- Two Universal Assessments (UA1 and UA2)
- What do we make from this data?



Service Code Selected:Unspecified,General Ed,Title I,Special Ed

School	Universal Assessment 1		Universal Assessment 2	
	Average T-score	Average Level of Risk	Average T-score	Average Level of Risk
Lincoln Middle School	60	Some Risk	49	Low Risk
MacDonald Elementary	60	Some Risk	55	Low Risk
Rouge Elementary	56	Low Risk	62	Some Risk
Overall Average	58.67	Low Risk	55.33	Low Risk

Step 5: Monitor Group Progress in a **School/Grade**

Student List by Risk Level
BIMAS–Teacher Standard™

Springfield District School Board
MacDonald Elementary
2010-2011

Universal Assessment: 1-2
Grade: 4
Homeroom Class: All
Filtered by: None

Click on student name to view the student's **BIMAS Standard Individual Significant Change over Time Report** for the selected Universal Assessments

Conduct Scale

Prog Monitor = Progress Monitoring N/A = No Score Available • = Yes ○ = No

High Risk Group (*T*-score = 70+) in Universal Assessment 1

Student Name	UA 1 *T*-score	UA 1 In Prog Monitor	UA 2 *T*-score	UA 2 In Prog Monitor
Klum, Heidi	81	○	62	○

Some Risk Group (60 < *T*-score < 69) in Universal Assessment 1

Student Name	UA 1 *T*-score	UA 1 In Prog Monitor	UA 2 *T*-score	UA 2 In Prog Monitor
Deppe, Johnny	63	○	55	○
Lola, Jojo	69	○	46	○
Taylor, Dudley	63	○	61	○

Low Risk Group (*T*-score < 60) in Universal Assessment 1

Student Name	UA 1 *T*-score	UA 1 In Prog Monitor	UA 2 *T*-score	UA 2 In Prog Monitor
Black, Julie	57	○	57	○
Fernandez, Jose	57	○	53	○
Fong, Gary	46	○	59	○
Platt, Ken	57	○	55	○
Pratt, Beverly	55	○	51	○
Sakamoto, Catherine	57	○	53	○

◉ Sort by Student Last Name ○ Sort by Student First Name

Step 5: Monitor Group Progress in a **Classroom**

Classroom/Intervention Group Student List Progress by Scale
BIMAS–Teacher Standard™

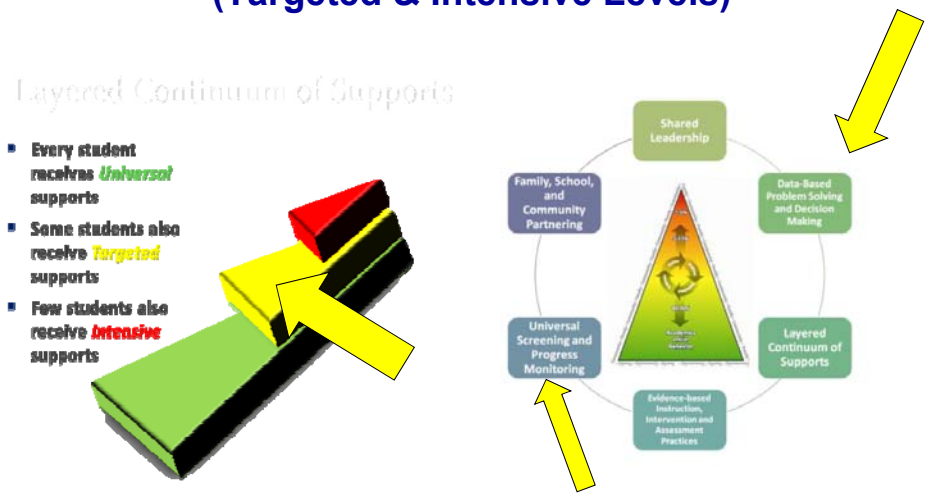
Springfield District School Board
MacDonald Elementary
2010–2011

Grade: 4
Homeroom Class: 4A
Universal Assessments: 1, 2

Student Name	Conduct Scale (Higher *T*-scores indicate MORE concerns.) UA1	UA2
Black, Julie	57	57
Deppe, Johnny	63	55
Fernandez, Jose	57	53
Fong, Gary	46	59
Klum, Heidi	81	62
Lola, Jojo	69	46
Platt, Ken	57	55
Pratt, Beverly	55	51
Sakamoto, Catherine	57	53
Taylor, Dudley	63	61
Total In High Risk	1 10 %	0 0 %
Total In Some Risk	3 30 %	2 20 %
Total In Low Risk	6 60 %	8 80 %

MTSS and BIMAS data

Tiers 2 & 3
(Targeted & Intensive Levels)



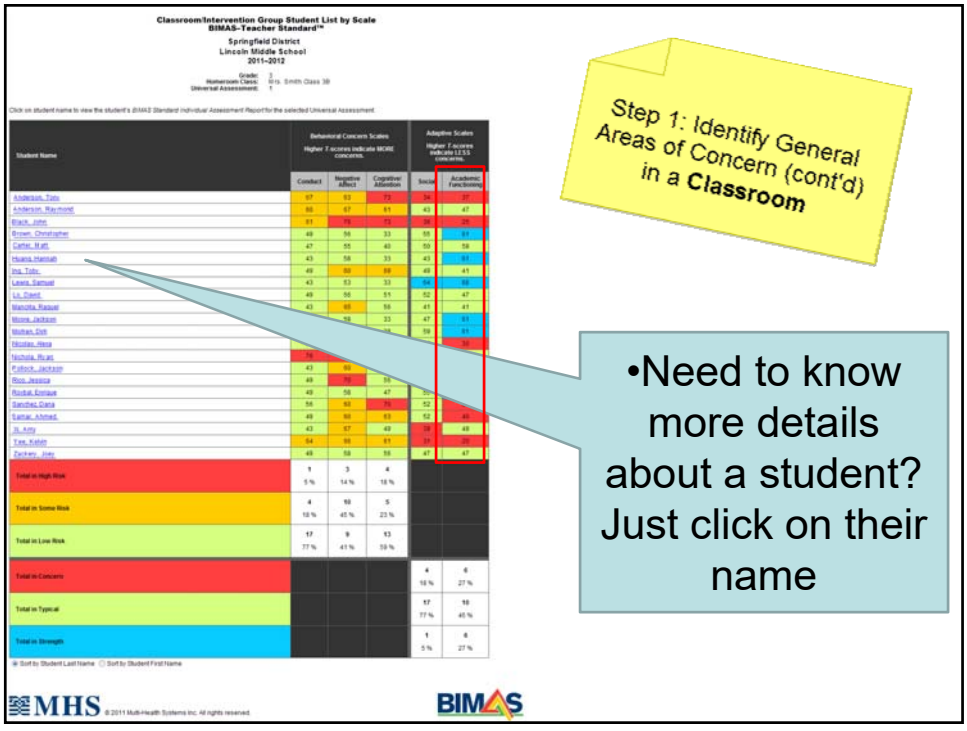
Who are the students in Tier II?

- **Membership**
  - Individual students
  - Small group of students
- **Targeted Interventions**
- **Progress Monitoring**
  - BIMAS standard form
  - BIMAS Flex items

BIMAS Report Types within an MTSS framework

Tier 2 & 3
Targeted/Intensive Levels

- Identify General <u>Areas of Concern</u>
- Examine <u>Item-Level</u> Responses
- Develop Intervention & Monitoring Plan
- Monitor Response of Intervention



Individual Evaluation
Steps 1 & 2

- **Identify General Areas of Concern.**
- **Examine Item-Level Responses**

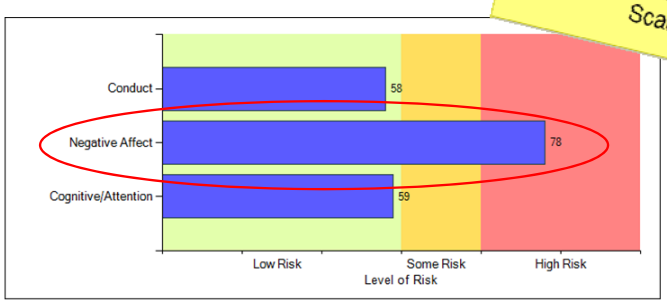
Standard Individual Assessment Report
BIMAS–Teacher Standard™

Springfield District School Board
Lincoln Middle School

Student: John L Oakes
Grade: 6
Homeroom Class: English 1200
Rater: T: Mr. Steve Murray
Date of Assessment: 12/9/2010

Step 1. Examine BIMAS Standard Scale Scores

Behavioral Concern Scales: *T*-scores
Higher scores indicate MORE concerns.



The following table summarizes the results of the teacher's assessment of John L Oakes on the Behavioral Concern Scales. Please refer to the *BIMAS Technical Manual* for more information on the interpretation of these results.

Scale	*T*-score	Percentile	90% CI	Scale Descriptor
Conduct	58	92	54-62	Low Risk
Negative Affect	78	99	72-84	High Risk
Cognitive/Attention	59	82	54-64	Low Risk

Note: CI = Confidence Interval.

Step 2. Examine BIMAS Standard Item-Level Responses

- If student is on an IEP check to see if concerned behavior is part of plan.

Behavioral Concern Scales

The following section provides the item-level analyses for each of the Concern Scales. Items identified as ... considered when designing and monitoring individual intervention programs.

Item Score:

0 = Never (0 times or not observed)
1 = Rarely (Observed 1 - 2 times or to a minimum extent)
2 = Sometimes (Observed 3 - 4 times or to a moderate extent)
3 = Often (Observed 5 - 6 times or to a significant extent)
4 = Very Often (Observed 7 or more times or to an extreme extent)

Behavioral Concern Scales
Higher scores indicate MORE concerns

Conduct

T-score	Percentile	90% CI	Scale Descriptor
58	92	54-62	Low Risk

	Item	Item Score	Item Descriptor
21	lost temper	2	Concern
2	angry	1	Mild Concern
13	fought (verbally/physically/both)	1	Mild Concern
9	risky behavior(s)	0	No Concern
17	lied/cheated	0	No Concern
25	physical/verbal aggressiveness	0	No Concern
29	alcohol and/or drug use	0	No Concern
31	referred to disciplinary authority	0	No Concern
32	tobacco use	0	No Concern

Negative Affect

T-score	Percentile	90% CI	Scale Descriptor
78	99	72-84	High Risk

	Item	Item Score	Item Descriptor
12	sad/withdrawn	4	Concern
24	thoughts of hurting self	3	Concern
8	depressed	2	Concern
5	sleepy/tired	2	Mild Concern
27	emotional/easily upset	2	Mild Concern
20	anxious/worried/nervous	1	No Concern
16	embarrassed/ashamed	0	No Concern

Cognitive/Attention

T-score	Percentile	90% CI	Scale Descriptor
59	82	54-64	Low Risk

	Item	Item Score	Item Descriptor
10	problems staying on task	3	Concern
22	organization & planning problems	2	Mild Concern
28	fidgeted	2	Mild Concern
3	trouble paying attention	1	No Concern
18	trouble remembering	1	No Concern
6	impulsive	0	No Concern
14	acted without thinking	0	No Concern

Note: CI = Confidence Interval.

Adaptive Scales: Item Scores by Scale

The following section provides the item-level analyses for each of the Adaptive Scales. Items identified as Concern/Some Concern should be further explored and considered when designing and monitoring individual intervention programs. In addition, an examination of items identified as Positive may also aid in intervention program design.

Item Score:

0 = **Never** (0 times or not observed)
1 = **Rarely** (Observed 1 - 2 times or to a minimum extent)
2 = **Sometimes** (Observed 3 - 4 times or to a moderate extent)
3 = **Often** (Observed 5 - 6 times or to a significant extent)
4 = **Very Often** (Observed 7 or more times or to an extreme extent)

Adaptive Scales
Higher scores indicate LESS concerns

Social

T-score	Percentile	90% CI	Scale Descriptor
42	21	36-48	Typical

	Item	Item Score	Item Descriptor
15	comfortable with social interactions	2	Concern
1	shared thoughts	2	Mild Concern
11	maintained friendships	3	Fair
19	friendly	3	Fair
23	worked out problems with others	3	Fair
7	communicated clearly	4	Fair

Academic Functioning

T-score	Percentile	90% CI	Scale Descriptor
23	1	17-29	Concern

	Item	Item Score	Item Descriptor
33	prepared for classes	0	Concern
26	failing grades(R)	1	Concern
30	worked up to academic potential	1	Concern
34	absent from school(R)	1	Concern
4	followed directions	2	Mild Concern

Note:(R) = Reverse-scored Item. CI = Confidence Interval.

Individual Evaluation

Step 3

COLLECT ADDITIONAL INFORMATION AND COMPARE RESULTS ACROSS RATERS

Standard Individual Rater Comparative Report

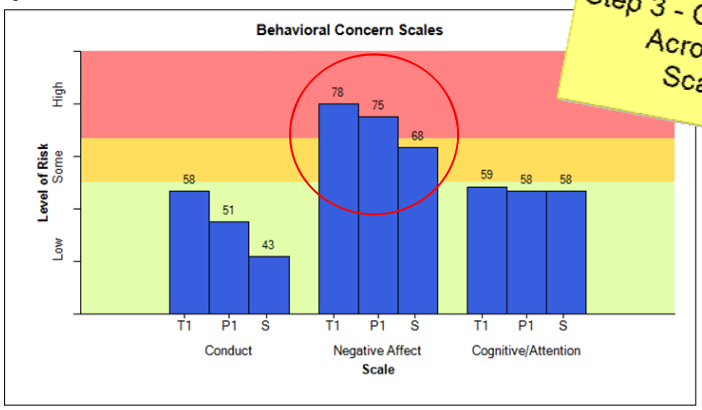
Springfield District School Board
Lincoln Middle School

Student: John L Oakes
Grade: 6
Homeroom Class: English 1200

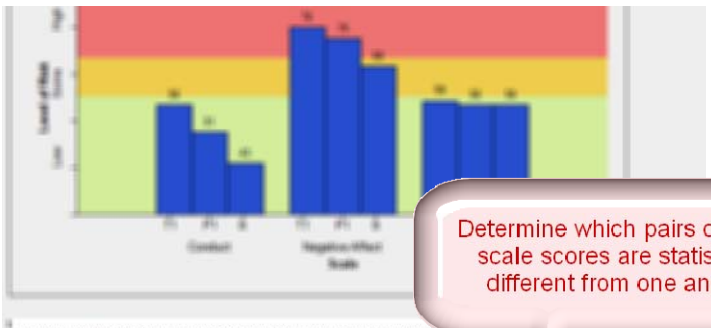
Rater	Teacher 1	Parent 1	Self
Rater Name	Mr. Steve Murray	Peggy Oakes	John Oakes
Date of Assessment	12/09/2010	12/10/2010	12/10/2010

Behavioral Concern Scales: *T*-scores Comparison across Raters

Higher scores indicate MORE concerns



Step 3 - Compare Results Across Raters: Scale-Level



Determine which pairs of raters' scale scores are statistically different from one another

The following table displays *T*-scores, Confidence Intervals, and Percentiles for each ... statistically significant (90% level of significance, adjusted for multiple comparisons), differences in ... between pairs of raters. If a pair of ratings is not noted in the "Statistically Significant Differences Between Raters" column, th... difference between those two raters did not reach statistical significance.

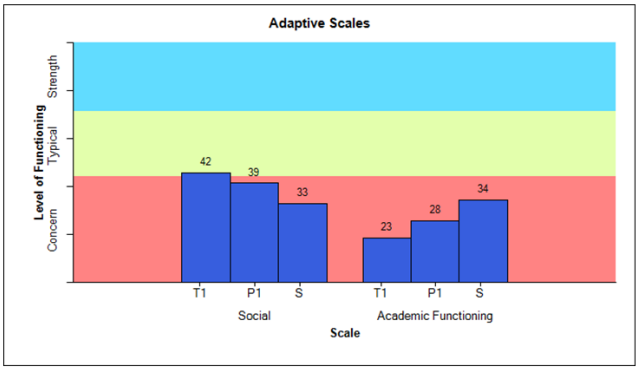
Note: CI = Confidence Interval, P = Parent, T = Teacher, and S = Self.

Click on any of the Raters in the table below to view the corresponding BIMAS Standar... dividual Assessment Report by the rater.

Scale		Rater			Statistically Significant Differences Between Raters
		T1	P1	S	
Conduct	*T*-score	58	51	43	T1 > P1, S; P1 > S;
	90% CI	54-62	46-56	38-48	
	Percentile	92	55	25	
	Level of Risk	Low Risk	Low Risk	Low Risk	
Negative Affect	*T*-score	78	75	68	T1 > S;
	90% CI	72-84	67-83	62-74	
	Percentile	99	99	96	
	Level of Risk	High Risk	High Risk	Some Risk	
Cognitive/Attention	*T*-score	59	58	58	
	90% CI	54-64	52-64	51-65	
	Percentile	82	79	80	
	Level of Risk	Low Risk	Low Risk	Low Risk	

Adaptive Scales: *T*-scores Comparison across Raters

Higher scores indicate LESS concerns



The following table displays *T*-scores, Confidence Intervals, and Percentiles for each Adaptive Scale, as well as any statistically significant (90% level of significance, adjusted for multiple comparisons), differences in *T*-scores between pairs of raters. If a pair of ratings is not noted in the "Statistically Significant Differences Between Raters" column, then the difference between those two raters did not reach statistical significance.

Note: CI = Confidence Interval, P = Parent, T = Teacher, and S = Self.

Click on any of the Raters in the table below to view the corresponding BIMAS Standard Individual Assessment Report by the rater.

Scale		Rater			Statistically Significant Differences Between Raters
		T1	P1	S	
Social	*T*-score	42	39	33	
	90% CI	36-48	32-46	25-41	
	Percentile	21	13	4	
	Level of Functioning	Typical	Concern	Concern	
Academic Functioning	*T*-score	23	28	34	S > T1;
	90% CI	17-29	18-38	26-42	
	Percentile	1	2	5	
	Level of Functioning	Concern	Concern	Concern	

Compare Item-Responses Across Raters

Item No.	Item Stem	Rater's Item Raw Score		
		T1	P1	S
Negative Affect				
5	sleepy/tired	2 Mild Concern	4 Concern	3 Mild Concern
8	depressed	2 Concern	3 Concern	3 Concern
12	sad/withdrawn	4 Concern	3 Concern	2 Mild Concern
16	embarrassed/ashamed	0 No Concern	1 No Concern	2 Mild Concern
20	anxious/worried/nervous	1 No Concern	1 No Concern	1 No Concern
24	thoughts of hurting self	3 Concern	3 Concern	3 Concern
27	emotional/easily upset	2 Mild Concern	3 Concern	2 Mild Concern
	Scale Score Scale Descriptor	*T* = 78 High Risk	*T* = 75 High Risk	*T* = 68 Some Risk

Adaptive Scales:

Higher scores indicate LESS concerns

The following table provides the item-level analysis for each of the Adaptive Scales. Items identified as Concern/Mild Concern by any of the raters should be further explored and considered when designing and monitoring individual intervention programs. In addition, an examination of items identified as Positive may also aid in intervention program design

= Concern
= Mild Concern
= Fair
= Positive

Adaptive Scales
Higher scores indicate LESS concerns

Item No.	Item Stem	Rater's Item Raw Score T1	P1	S
Social				
1	shared thoughts	2 Mild Concern	1 Concern	1 Concern
7	communicated clearly	4 Fair	4 Positive	3 Fair
11	maintained friendships	3 Fair	3 Fair	2 Concern
15	comfortable with social interactions	1 Concern	2 Mild Concern	0 Concern
19	friendly	3 Fair	3 Fair	2 Mild Concern
23	worked out problems with others	3 Fair	1 Concern	2 Fair
	Scale Score / Scale Descriptor	T = 42 Typical	T = 39 Concern	T = 33 Concern
Item No.	Item Stem	Rater's Item Raw Score T1	P1	S
Academic Functioning				
4	followed directions	2 Mild Concern	2 Mild Concern	3 Fair
26	failing grades(R)	1 Concern	1 Concern	1 Concern
30	worked up to academic potential	1 Concern	1 Concern	2 Mild Concern
33	prepared for classes	0 Concern	2 Mild Concern	2 Mild Concern
34	absent from school(R)	1 Concern	2 Concern	2 Mild Concern
	Scale Score / Scale Descriptor	T = 23 Concern	T = 29 Concern	T = 34 Concern

(R) = Reverse-scored item.

Attn: scales rated at *High Risk/ Concern* levels by all raters

Individual Evaluation

Step 4 –
Develop Intervention & Monitoring Plan

What are some of your Interventions/suggestions for John?

Individual Evaluation
Step 4 – Develop Intervention & Monitoring Plan

Decisions from IEP Meeting—

Intervention Plan for John Oakes:

- Daily academic intervention services
- School psychologist's weekly support group—address negative affect issues
- Enlisted as peer tutor to read books to younger students 2x/week

Individual Evaluation
Step 4 – Develop Intervention & Monitoring Plan

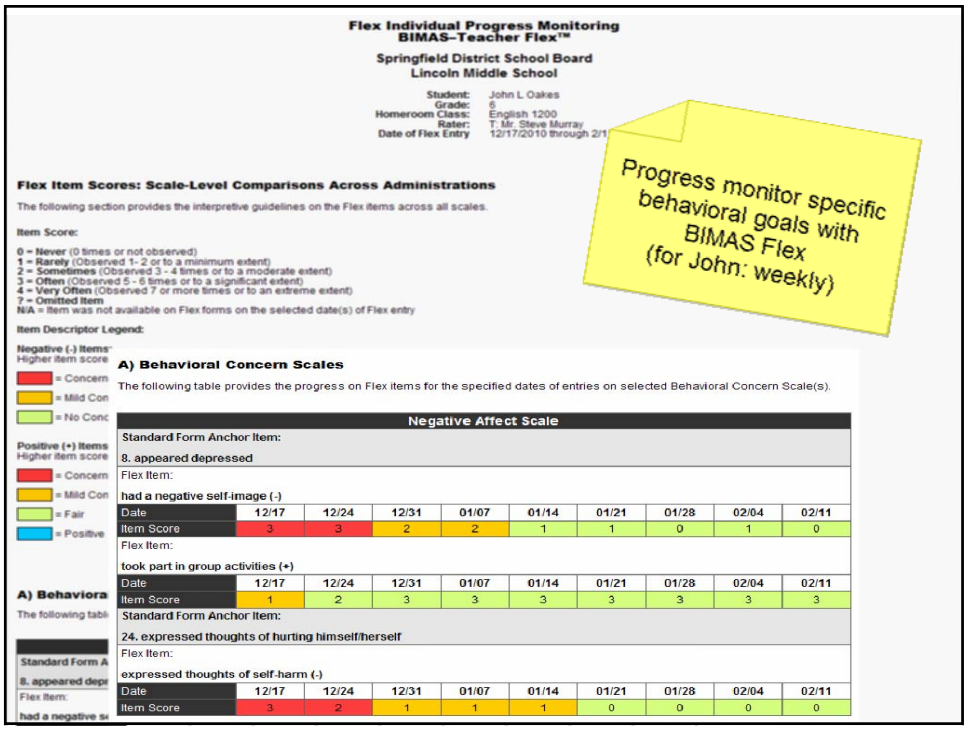
How to Monitor Progress:

- Weekly BIMAS Flex assessment
- 5 Flex items selected based on 5 Standard items rated as *Concern*
- Determine Target Score & Date Achieved By for each Flex item
- BIMAS Standard follow-up in 10 weeks

Individual Evaluation

Step 5 –
Progress Monitor John's behavior..

Generate an individual report showing the data related to behaviors monitored



Flex Individual Progress Monitoring
BIMAS–Teacher Flex™

Springfield District School Board
Lincoln Middle School

Student: John L Oakes
Grade: 6
Homeroom Class: English 1200
Rater: T: Mr. Steve Murray
Date of Flex Entry: 12/17/2010 through 2/1

Progress monitor specific behavioral goals with BIMAS Flex (for John: weekly)

Flex Item Scores: Scale-Level Comparisons Across Administrations

The following section provides the interpretive guidelines on the Flex items across all scales.

Item Score:

0 = Never (0 times or not observed)
1 = Rarely (Observed 1- 2 or to a minimum extent)
2 = Sometimes (Observed 3 - 4 times or to a moderate extent)
3 = Often (Observed 5 - 6 times or to a significant extent)
4 = Very Often (Observed 7 or more times or to an extreme extent)
7 = Omitted Item
N/A = Item was not available on Flex forms on the selected date(s) of Flex entry

Item Descriptor Legend:

A) Behavioral Concern Scales

The following table provides the progress on Flex items for the specified dates of entries on selected Behavioral Concern Scale(s).

Negative Affect Scale									
Standard Form Anchor Item: 8. appeared depressed									
Flex Item: had a negative self-image (-)									
Date	12/17	12/24	12/31	01/07	01/14	01/21	01/28	02/04	02/11
Item Score	3	3	2	2	1	1	0	1	0
Flex Item: took part in group activities (+)									
Date	12/17	12/24	12/31	01/07	01/14	01/21	01/28	02/04	02/11
Item Score	1	2	3	3	3	3	3	3	3
Standard Form Anchor Item: 24. expressed thoughts of hurting himself/herself									
Flex Item: expressed thoughts of self-harm (-)									
Date	12/17	12/24	12/31	01/07	01/14	01/21	01/28	02/04	02/11
Item Score	3	2	1	1	1	0	0	0	0

A) Behavioral Concern Scales

The following table provides the progress on Flex items for the specified dates of entries on selected Behavioral Concern Scale(s).

Negative Affect Scale									
Standard Form Anchor Item: 8. appeared depressed									
Flex Item: had a negative self-image (-)									
Date	12/17	12/24	12/31	01/07	01/14	01/21	01/28	02/04	02/11
Item Score	3	3	2	2	1	1	0	1	0

Comments:

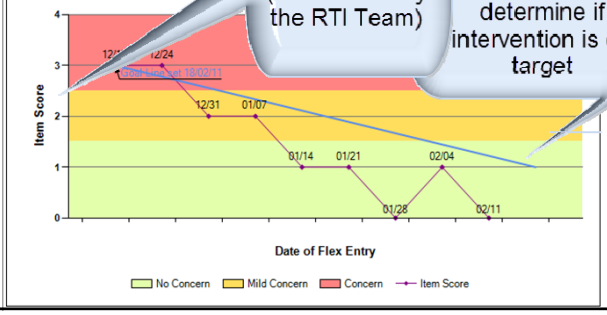
- 12/17/10: John does not seems to focus more on
- 12/24/10: He seemed very concerned about othe
- 12/31/10: N/A
- 01/07/11: He is making good progress.
- 01/14/11: N/A
- 01/21/11: N/A
- 01/28/11: He seems to exuberate confidence t
- 02/04/11: N/A
- 02/11/11: N/A

Flex Item Scoring Criteria custom tailored for John

(determined by the RTI Team)

er can enter comments as he/she ter ratings for each Flex item and mments will appear in the report.

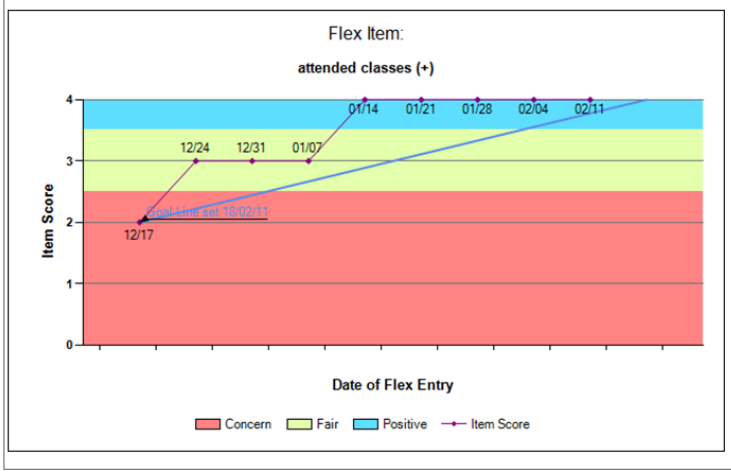
Goal Line to determine if intervention is on target



Standard Form Anchor Item: 34. was absent from school(R)									
Flex Item: attended classes (+)									
Date	12/17	12/24	12/31	01/07	01/14	01/21	01/28	02/04	02/11
Item Score	2	3	3	3	4	4	4	4	4

Comments:

N/A



Standard Significant Change over Time
BIMAS–Teacher Standard™

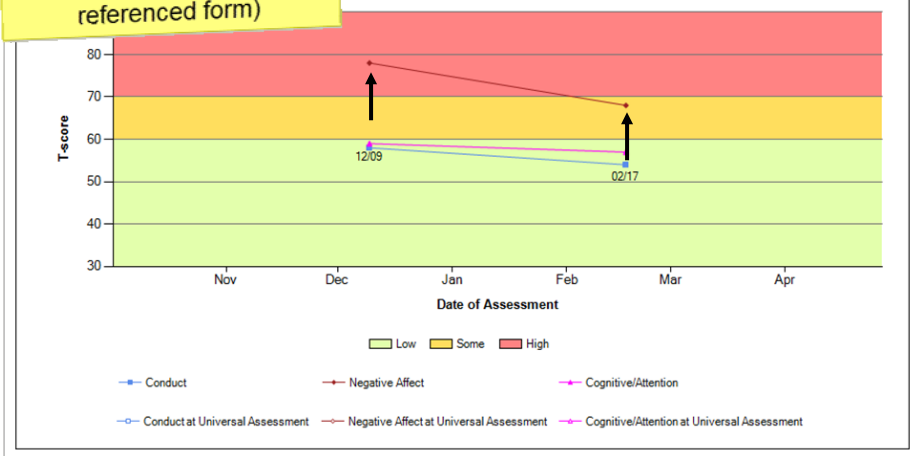
Springfield District School Board
Lincoln Middle School

Student:	John L Oakes
Grade:	6
Homeroom Class:	English 1200
Rater:	T: Mr. Steve Murray
Dates of Assessment:	12/9/2010 through 2/17/2011

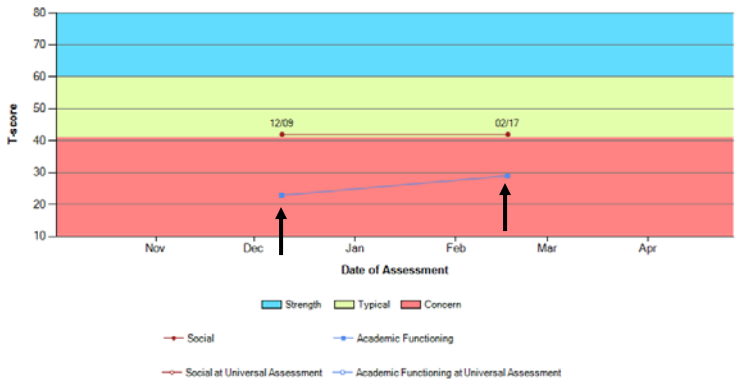
Use BIMAS Standard to progress monitor

(validate RTI evidenced in BIMAS Flex with the norm-referenced form)

Behavioral Concern Scales



Adaptive Scales



Date of Assessment		12/09	02/17
Social	Raw Score	17	17
	T-score	42	42
	90% CI	36-48	36-48
	Percentile	21	21
	Level of Functioning	Typical	Typical
Date of Assessment		**12/09**	**02/17**
Academic Functioning	Raw Score	5	10
	T-score	23	29
	90% CI	17-29	23-35
	Percentile	1	2
	Level of Functioning	Concern	Concern

Additional help and resources

If your school district would like additional help with the design, implementation and evaluation of Multi Tier Systems of Supports (MTSS), our team will be glad to assist you in the process.

I can be reached at 970-405-6694

and/or

abardos@comcast.net