Behavioral Data Aligned with Tiered Interventions

Engaging Families, Educators, Mental Health Providers, and Students
OUR TIME TOGETHER

8:30–8:50  -  Components of BPS’ Comprehensive Behavioral Health Model (CBHM)

8:50–9:20  -  Universal Screening

9:20-11:50  -  Implementation of CBHM (engaging our stakeholders through the tiers)

11:50–12:00 -  Wrap-Up & Evaluation
GOALS

- Understanding of the components of CBHM.
- The role of universal social/emotional/behavioral screening.
- Introduction to the Behavioral Intervention and Monitoring System (BIMAS).
- How to build a multi-tiered system of support.
- Time for reflection on next steps in your work.
- Methods for engaging families, educators, mental health partners, and students across the tiers.
TRIPLE TRACK

1. What content did I learn today?

2. How can I share this information with the other adults in my building?

3. What would these strategies look like in the classroom?
Boston Public Schools (BPS)

- Created by Boston Public School – “Behavioral Health Services”
- 54 school psychologists, 13 social workers (district-wide), 4 behavioral specialists
- 55,000 students
- 128 schools
- 20% of students receive IEP services in BPS
## What are the benefits of CBHM?

<table>
<thead>
<tr>
<th>For Our <strong>Students</strong></th>
<th>For Our <strong>Schools</strong></th>
<th>For Our <strong>District</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Instruction in prosocial skills</td>
<td>✓ Integrated academic and social emotional learning</td>
<td>✓ Data management and accountability</td>
</tr>
<tr>
<td>✓ Access to targeted supports and services</td>
<td>✓ Professional development on evidence-based interventions</td>
<td>✓ Partnerships with families and community agencies</td>
</tr>
<tr>
<td>✓ Increased positive behaviors</td>
<td>✓ Improved school climate and student behavior</td>
<td>✓ Increased capacity to provide access to services</td>
</tr>
<tr>
<td>✓ Improved academic outcomes</td>
<td>✓ Increased skills to address students’ needs</td>
<td>✓ Improved coordination of services</td>
</tr>
</tbody>
</table>
Partnerships

• Boston Children’s Hospital – began with a 7-year commitment to implementation; financial commitment
• University of Massachusetts (Boston)
• MSPP, Tufts, Northeastern
• External funding sources
• Engaging mental health partners
• Families
MULTI-TIERED SYSTEMS OF SUPPORT

Multi-Tiered Systems of Support

Academic (MTSS-A)

Behavioral (MTSS-B)

RTI

CBHM
The Lighthouse

Foundational Practices of Mental Health Service Directory
- Data-Based Decision Making
- Consultation and Collaboration
- Research-Based Interventions
- Inclusive Practices
Shared Agreement

- Minimum of 5 hours of CBHM Professional Development
- Administer BIMAS
- Build their multi-tiered systems of support (Tier 1, Tier 2, Tier 3)
- Identify teams to do the CBHM work
- Offer parent outreach to inform them of CBHM goals
- Attendance at two principal breakfasts per year
- Send a partner to one breakfast per year
TALKING TO ADULTS ABOUT PBIS

Tier I

Tier II

Tier III
BE SOCIAL!

#CBHMBoston
#CultureOfWe

@CBHMBoston
### Schools With **High** Levels of CBHM Fidelity

- 100% of students are screened for behavioral health concerns
- 76-100% of classrooms are using SEL curriculum
- Behavioral Expectations are identified in matrix, posted, and formally taught in every classroom
- SST relies on the use of data (e.g. CBM, BIMAS), evidence based interventions, and progress monitoring
- MH Partner works collaboratively with school based staff (e.g. on school wide teams)
- Adequate time is provided for CBHM Professional Development
- Office Discipline procedures include the regular review of data for decision making purposes
- Family Engagement is emphasized

### Schools with **Low** Levels of CBHM Fidelity

- Fewer than 25% of students are screened
- 0-25% of classrooms are using SEL curriculum
- PBIS team does not exist
- Behavioral Expectations have not been identified, are not all positive, are more than 5 in number
- No time is provided for CBHM Professional Development
- MH Partner does not participate on school wide teams
- No protocol for office discipline procedures exists
Universal Screening Rationale

- Universal screening to identify students at-risk of developing behavior problems offers several advantages:

- **Cost-efficient** (less expensive than special education evaluations)
- **Proactive** (identify students who can benefit from extra supports)
- **Reach** students who typically “fly under the radar” (shy, withdrawn students can also experience poor outcomes: academic failure, social ostracism, heightened risk of suicide)
- **Objective** (help address disproportionality issues)
INTRODUCING THE

Behavior Intervention Monitoring Assessment System

By James L. McDougal, Psy. D., Achilles N. Bardos, Ph.D., & Scott T. Meier, Ph.D.
What is the BIMAS?

1. **Screening** - as a brief screening device to detect students in need of further assessment and to identify their respective areas of strengths and needs.

2. **Student Progress Monitoring** - To provide feedback about the progress of individual students or clients.

3. **Program Evaluation** - To gather evidence that intervention services are effective.
USES OF THE BIMAS

For those are required (or wish) to have an outcome measure sensitive to short term therapeutic gains

• school-based mental health providers
• Public/private organizations providing school or community-based intervention programs
• community mental health agencies
• managed care agencies (HMOs)
• Private practitioners
FORMAT OF THE BIMAS

• A multi-informant assessment system
  – Parent
  – Teacher
  – Self (12 -18 yrs old)
  – Clinician
The BIMAS rating scheme

BIMAS™ Teacher Research Version (Ages 5 – 18)

James L. McDougal, Psy.D., Achilles N. Bardos, Ph.D., & Scott T. Meier, Ph.D.

Instructions: Please rate how often the student displayed each of the following behaviors during the past week. For each item, ask yourself "How often did this behavior occur in the past week?". Then, shade in the best answer for each one. Please shade only one answer for each item. It is important to respond to every item. For items that you find difficult to answer, please give your best guess.

Rating:

During the past week, this student...

1. shared what he/she was thinking about.
2. behaved differently than his/her peers.
3. appeared angry.
4. had trouble paying attention.
5. followed directions.
6. appeared sleepy or tired.
7. was impulsive.
8. expressed strange or bizarre thoughts.
9. spoke clearly with others.
10. appeared depressed.
11. engaged in risk-taking behavior.
12. had problems staying on task.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very Often</th>
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<tbody>
<tr>
<td>1. shared</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. behaved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. appeared</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. had trouble</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. followed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. appeared</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>7. was</td>
<td></td>
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<tr>
<td>8. expressed</td>
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<td></td>
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<tr>
<td>9. spoke</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. appeared</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. engaged</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. had problems</td>
<td></td>
<td></td>
<td></td>
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</table>
How were the items selected?

Dr. Scott Meier

Intervention Item Selection Rules

<table>
<thead>
<tr>
<th>Rule</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Ground scale items in theoretical and empirical literature relevant to applicable interventions and target problems</td>
</tr>
<tr>
<td>2</td>
<td>Aggregate at appropriate levels</td>
</tr>
<tr>
<td>3</td>
<td>Assess range of item scores at pretest</td>
</tr>
<tr>
<td>4</td>
<td>Detect change in an item’s score after an intervention</td>
</tr>
<tr>
<td>5</td>
<td>Assess whether change occurs in the expected direction</td>
</tr>
<tr>
<td>6</td>
<td>Examine whether differences in change exist between intervention and comparison groups</td>
</tr>
<tr>
<td>7</td>
<td>Examine whether intake differences exist between comparison groups</td>
</tr>
<tr>
<td>8</td>
<td>Examination relations between item scores and systematic error sources</td>
</tr>
<tr>
<td>9</td>
<td>Aggregate selected items into scale(s) and cross-validate</td>
</tr>
</tbody>
</table>
The BIMAS Standard Form

**Behavioral Concern Scales:**
- **Conduct**: anger management problems, bullying behaviors, substance abuse, deviance
- **Negative Affect**: anxiety, depression
- **Cognitive/Attention**: attention, focus, memory, planning, organization

**Adaptive Scales:**
- **Social**: social functioning, friendship maintenance, communication
- **Academic Functioning**: academic performance, attendance, ability to follow directions
The BIMAS-Flex

• 10 extra items were created for each of the Standard Form screener items with specific to or closely related behaviors /emotions.

• Flex items can be selected by the intervention team (Parent, school, clinician) and be customized for each child as needed.
BIMAS Flex Example
Standard Item:
Fought with others (verbally, physically, or both)

Negatively worded:
- Argued with peers
- Argued with teachers
- Argued with parents
- Argued with siblings
- Talked back to parents
- Talked back to teachers
- Physically hurt peers
- Physically hurt parents
- Physically hurt teachers
- Physically hurt siblings
- Threatened peers
- Threatened teachers
- Threatened parents
- Threatened siblings

Positively worded:
- Showed regret after a fight
- Was respectful to adults
- Walked away from a fight
- Prevented a fight
- Stopped an argument
- Found a positive outlet for frustration
- Avoided a verbal confrontation

Or...custom create your own!
Best use of BIMAS Flex items

• Select items based on elevated Standard scale score for an individual student
• make notes to describe specific behaviors, response to services, or to add other comments.
• If student was previously tested or diagnosed using any child behavioral assessment instrument (e.g., Conners, BASC-2, etc.), then BIMAS-Standard administration will not be necessary for BIMAS-Flex administration.
• Parent, Teacher, Self and Clinician forms
How to use the BIMAS

UNIVERSAL SCREENING

AND

PROGRESS MONITORING
Universal Screening and Progress Monitoring

**Universal Screening**

Universal screening is a type of assessment that is characterized by the administration (usually three times a year) of quick, low-cost, repeatable data collection of academic and behavioral skills of all students. It shows how functional the curriculum and instruction are in the school and detects whether or not students are making acceptable progress in the curriculum.

**Progress Monitoring**

Progress monitoring is a systematic approach to gathering academic and behavioral data using a variety of data collection methods. Student performance is examined frequently, over time, to evaluate response to instruction and intervention.
Use the BIMAS-Standard form....

- Early Fall
- Mid year
- Late Spring

Outcome!!! receive data for decision making at:

- System level (Schools, grades, classrooms)
- Individual data (specific students)
BIMAS System level data -- district

### Total For District
500 Students

#### Behavioral Concern Scales
Percent of Students

<table>
<thead>
<tr>
<th>Levels Of Risk</th>
<th>Conduct</th>
<th>Negative Affect</th>
<th>Cognitive/ Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Risk</td>
<td>100 (20%)</td>
<td>65 (13%)</td>
<td>50 (10%)</td>
</tr>
<tr>
<td>Same Risk</td>
<td>85 (17%)</td>
<td>115 (23%)</td>
<td>85 (17%)</td>
</tr>
<tr>
<td>Low Risk</td>
<td>315 (63%)</td>
<td>315 (63%)</td>
<td>385 (73%)</td>
</tr>
<tr>
<td>Total</td>
<td>500 (100%)</td>
<td>500 (100%)</td>
<td>500 (100%)</td>
</tr>
</tbody>
</table>

#### Adaptive Scales
Percent of Students

<table>
<thead>
<tr>
<th>Levels Of Functioning</th>
<th>Social</th>
<th>Academic Functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concern</td>
<td>115 (23%)</td>
<td>150 (30%)</td>
</tr>
<tr>
<td>Typical</td>
<td>335 (67%)</td>
<td>300 (50%)</td>
</tr>
<tr>
<td>Strength</td>
<td>50 (10%)</td>
<td>50 (10%)</td>
</tr>
<tr>
<td>Total</td>
<td>500 (100%)</td>
<td>500 (100%)</td>
</tr>
</tbody>
</table>
BIMAS System level data across schools
### BIMAS System Level Data Across Classrooms

Click on student name to view the student’s BIMAS Standard Indivisual selected Universal Assessment.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Behavioral Concern Scales</th>
<th>Adaptive Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conduct</td>
<td>Negative Affect</td>
</tr>
<tr>
<td>Anderson, Tony</td>
<td>67</td>
<td>63</td>
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<tr>
<td>Anderson, Raymond</td>
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<td>67</td>
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<tr>
<td>Black, John</td>
<td>51</td>
<td>70</td>
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<tr>
<td>Brown, Christopher</td>
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<td>56</td>
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<tr>
<td>Carter, Matt</td>
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<td>66</td>
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<tr>
<td>Huang, Hannah</td>
<td>43</td>
<td>58</td>
</tr>
<tr>
<td>Ing, Toby</td>
<td>49</td>
<td>60</td>
</tr>
<tr>
<td>Lewis, Samuel</td>
<td>43</td>
<td>59</td>
</tr>
<tr>
<td>Lo, David</td>
<td>49</td>
<td>66</td>
</tr>
<tr>
<td>Mancilla, Raguel</td>
<td>43</td>
<td>65</td>
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<tr>
<td>Moore, Jackson</td>
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<td>58</td>
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<tr>
<td>Morken, Dirk</td>
<td>43</td>
<td>50</td>
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<tr>
<td>Nicolae, Alexa</td>
<td>62</td>
<td>61</td>
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<tr>
<td>Nicholas, Ryan</td>
<td>76</td>
<td>78</td>
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<tr>
<td>Pollock, Jackson</td>
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<td>60</td>
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<tr>
<td>Rico, Jessica</td>
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<td>70</td>
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<tr>
<td>Roybal, Enrique</td>
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<td>69</td>
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<tr>
<td>Sanchez, Dana</td>
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<td>60</td>
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<tr>
<td>Samar, Ahmed</td>
<td>49</td>
<td>60</td>
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<tr>
<td>Xi, Amy</td>
<td>43</td>
<td>67</td>
</tr>
<tr>
<td>Yee, Kelvin</td>
<td>64</td>
<td>66</td>
</tr>
<tr>
<td>Zackery, Joey</td>
<td>49</td>
<td>58</td>
</tr>
<tr>
<td><strong>Total in High Risk</strong></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total in Some Risk</strong></td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total in Low Risk</strong></td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total in Concern</strong></td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total in Typical</strong></td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total in Strength</strong></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
PROGRESS MONITORING

Tier I

• Screening is “benchmarking” not a one shot approach or practice.
• Universal Screenings should be done across time for the....
  – Entire school district
  – Across Buildings
  – Across Grades
• A smaller group or individual students
  – Identified from Tier I screening using...
    • BIMAS - Standard form
    or
    • BIMAS FLEX (customized for each student)
PROGRESS MONITORING
Individual student across any Tier
BIMAS
Technical Information

• Norms development
• Psychometric properties
  – Reliability
  – Validity
Normative Sample

Total Sample  
\( N = 4,855 \)

- Parent  
  \( N = 1,867 \)
  - Normative  
    \( N = 1,400 \)
  - Clinical  
    \( N = 467 \)

- Teacher  
  \( N = 1,938 \)
  - Normative  
    \( N = 1,400 \)
  - Clinical  
    \( N = 538 \)

- Self-Report  
  \( N = 1,050 \)
  - Normative  
    \( N = 700 \)
  - Clinical  
    \( N = 350 \)
Psychometric Properties

• Reliability
  – Internal Consistency
  – Test-Retest (stability)

• Validity
  – Content and sources of information for decision making
  – Construct
    • Scale structure
    • Screening accuracy
    • Concurrent validity
    • Progress monitoring
Internal Consistency Cronbach’s Alpha

<table>
<thead>
<tr>
<th>Form</th>
<th>Behavioral Concern Scales</th>
<th>Adaptive Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conduct</td>
<td>Negative Affect</td>
</tr>
<tr>
<td>Parent</td>
<td>.87</td>
<td>.82</td>
</tr>
<tr>
<td>Teacher</td>
<td>.91</td>
<td>.85</td>
</tr>
<tr>
<td>Self-Report</td>
<td>.88</td>
<td>.85</td>
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</table>
CONTENT VALIDITY

• Behaviors included in the BIMAS Standard and BIMAS Flex
  – Meier's work presented earlier on change sensitive item selection
  – Input from colleagues in field testing studies over an 8 year period

• Structure of items into scales
  – Exploratory factor analysis
  – Rational/clinical analysis
• The BIMAS that can be used to identify emotional and behavior concerns of students using multiple sources of data..

• a multi-informant screening tool
  – Teacher
  – Parent
  – Self

• A progress monitoring tool
### THE BIMAS Clinical Samples (N=1,355)

Clinical Diagnoses of the samples rated by teachers, parents and students themselves.

<table>
<thead>
<tr>
<th>Clinical Group</th>
<th>Teacher</th>
<th>Parent</th>
<th>Self</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>DB</td>
<td>123</td>
<td>22.9</td>
<td>70</td>
<td>15.0</td>
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<tr>
<td>ADHD</td>
<td>109</td>
<td>20.3</td>
<td>117</td>
<td>25.1</td>
</tr>
<tr>
<td>Anxiety</td>
<td>55</td>
<td>10.2</td>
<td>67</td>
<td>14.3</td>
</tr>
<tr>
<td>Depression</td>
<td>60</td>
<td>11.2</td>
<td>73</td>
<td>15.6</td>
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<td>PDD</td>
<td>95</td>
<td>17.7</td>
<td>86</td>
<td>18.4</td>
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<tr>
<td>LD</td>
<td>45</td>
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</tr>
<tr>
<td>DD</td>
<td>30</td>
<td>5.6</td>
<td>--</td>
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<td>Other</td>
<td>21</td>
<td>3.9</td>
<td>54</td>
<td>11.6</td>
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<tr>
<td><strong>Total</strong></td>
<td>538</td>
<td>100.0</td>
<td>467</td>
<td>100.0</td>
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## Classification Accuracy of BIMAS–Teacher Scales

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<tr>
<th>Classification Accuracy Statistic</th>
<th>Full Range of Scores</th>
<th>Cut-Scores</th>
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</thead>
<tbody>
<tr>
<td>Overall Correct Classification</td>
<td>85.2%</td>
<td>82.5%</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>83.5%</td>
<td>80.1%</td>
</tr>
<tr>
<td>Specificity</td>
<td>85.8%</td>
<td>83.4%</td>
</tr>
<tr>
<td>Positive Predictive Power</td>
<td>68.4%</td>
<td>64.9%</td>
</tr>
<tr>
<td>Negative Predictive Power</td>
<td>93.4%</td>
<td>91.6%</td>
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# Classification Accuracy of BIMAS–Parent Scales

<table>
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<th>Classification Accuracy Statistic</th>
<th>Full Range of Scores</th>
<th>Cut-Scores</th>
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<tr>
<td>Overall Correct Classification</td>
<td>78.3%</td>
<td>78.6%</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>80.1%</td>
<td>73.4%</td>
</tr>
<tr>
<td>Specificity</td>
<td>77.7%</td>
<td>80.3%</td>
</tr>
<tr>
<td>Positive Predictive Power</td>
<td>54.6%</td>
<td>55.4%</td>
</tr>
<tr>
<td>Negative Predictive Power</td>
<td>92.1%</td>
<td>90.1%</td>
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</table>
### Classification Accuracy of BIMAS–Self-Report Scales

<table>
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<th>Full Range of Scores</th>
<th>Cut-Scores</th>
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<tbody>
<tr>
<td>Overall Correct Classification</td>
<td>71.5%</td>
<td>71.8%</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>76.3%</td>
<td>67.1%</td>
</tr>
<tr>
<td>Specificity</td>
<td>69.1%</td>
<td>74.1%</td>
</tr>
<tr>
<td>Positive Predictive Power</td>
<td>55.3%</td>
<td>56.5%</td>
</tr>
<tr>
<td>Negative Predictive Power</td>
<td>85.3%</td>
<td>81.9%</td>
</tr>
</tbody>
</table>
The BIMAS as a Progress Monitoring Tool

• Documenting and Measuring Change/progress
  – BIMAS Standard
  – BIMAS Flex
BIMAS-Scores for Progress and Outcome Monitoring

• Type of scores
  – % percentages for risk categories
  – % percentiles
  – T-scores for all 5 scales
    • GOAL...
      – DESCREASE Behavior Concerns scores
      – INCREASE Adaptive behavior scores
BIMAS-Scores for Progress and Outcome Monitoring

• Progress vs. Outcome monitoring
• Several methods, but no consensus
• BIMAS indexes of CHANGE
  – visual displays,
  – effect size (ES) estimates,
  – the reliable change index (RCI).
BIMAS Visual Displays

Behavioral Concern Scales

T-score

Date of Assessment

Low Risk
Some Risk
High Risk

Conduct
Negative Affect
Cognitive/Attention

Conduct at Universal Assessment
Negative Affect at Universal Assessment
Cognitive/Attention at Universal Assessment

12/09 UA
02/17
04/01 UA
BIMAS Effect size estimates

<table>
<thead>
<tr>
<th>Effect Size</th>
<th>Interpretation for Behavioral Concern Scales</th>
<th>Interpretation for Adaptive Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ -1.50</td>
<td>Much Improved</td>
<td>Much Worse</td>
</tr>
<tr>
<td>-.50 to -1.49</td>
<td>Improved</td>
<td>Worse</td>
</tr>
<tr>
<td>-.50 to +.50</td>
<td>No Change</td>
<td>No Change</td>
</tr>
<tr>
<td>.51 to 1.49</td>
<td>Worse</td>
<td>Improved</td>
</tr>
<tr>
<td>≥ 1.50</td>
<td>Much Worse</td>
<td>Much Improved</td>
</tr>
</tbody>
</table>
**BIMAS Effect size report**

### Behavioral Concern Scales-Change Over Time: Effect Size (based on Raw Scores)

Please refer to the *BIMAS Technical Manual* for more information on the interpretation of effect size.

<table>
<thead>
<tr>
<th>Date of Assessment</th>
<th>12/09&lt;sup&gt;UA&lt;/sup&gt;</th>
<th>02/17</th>
<th>04/01&lt;sup&gt;UA&lt;/sup&gt;</th>
<th>Overall (12/09-04/01)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conduct</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raw Score</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>-0.61 (Improved)</td>
</tr>
<tr>
<td>Level of Risk</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>Effect Size</td>
<td>12/09&lt;sup&gt;UA&lt;/sup&gt;-02/17: -0.31 (No Change) 02/17-04/01&lt;sup&gt;UA&lt;/sup&gt;: -0.50 (No Change)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Negative Affect</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raw Score</td>
<td>14</td>
<td>10</td>
<td>8</td>
<td>-0.66 (Improved)</td>
</tr>
<tr>
<td>Level of Risk</td>
<td>High</td>
<td>Some</td>
<td>Some</td>
<td></td>
</tr>
<tr>
<td>Effect Size</td>
<td>12/09&lt;sup&gt;UA&lt;/sup&gt;-02/17: -0.44 (No Change) 02/17-04/01&lt;sup&gt;UA&lt;/sup&gt;: -0.29 (No Change)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cognitive/Attention</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raw Score</td>
<td>9</td>
<td>8</td>
<td>3</td>
<td>-0.77 (Improved)</td>
</tr>
<tr>
<td>Level of Risk</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>Effect Size</td>
<td>12/09&lt;sup&gt;UA&lt;/sup&gt;-02/17: -0.13 (No Change) 02/17-04/01&lt;sup&gt;UA&lt;/sup&gt;: -0.79 (Improved)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>UA</sup> = Date of Universal Assessment

---

The table above illustrates the change over time in effect sizes for three different behavioral concern scales: Conduct, Negative Affect, and Cognitive/Attention. The effect sizes are calculated based on raw scores and are presented for three assessment dates: 12/09, 02/17, and 04/01. The overall effect size is calculated for the period between 12/09 and 04/01. The table also includes the level of risk for each assessment, with categories ranging from Low to High. The effect sizes are noted as either improved (e.g., -0.61, -0.66, -0.77) or no change (e.g., -0.31, -0.50, -0.44, -0.29).
Reliable Change Index (RCI) (Jacobson & Truax, 1991).

• Has a clinically significant change occurred for a student?
• the RCI formula employs an individual’s pre and post scores, the pretest standard deviation for a group of scores, and a reliability estimate for the test.
Click to edit Master title style

Coming up next...the BIMAS Online!!!

www.achillesbardos.com
Welcome to BIMAS Online

Behavior Intervention Monitoring Assessment System

The BIMAS is a powerful online assessment and reporting tool that can be used to screen students for potential behavior issues, and also monitor the effectiveness of intervention strategies over time. The BIMAS can be used to assess both large and small groups of students, as well as individual students. Standardized change-sensitive items and customizable Flex items provide both scientific rigor and flexibility.

SITE MANAGEMENT

Set up or edit schools, classrooms, students, and user accounts on the system.

Quick Links:
- SETUP AND MANAGE:
  - Schools
  - Classes
  - Users
  - Students
  - Groups

ASSESSMENTS

Produce electronic and paper assessment forms to track student behavior.

Quick Links:
- Generate Paper-and-Pencil Forms for Printing or Online Assessment Links for Emailing:
  - For Individual Students
  - For Multiple Students
- Score Online:
  - Enter Paper Form Responses
  - Complete an Online Assessment
  - Import Scanned Assessments
- Case Management:
  - Progress Monitoring Tools

REPORTS

Generate reports to monitor the progress of individual students or groups.

Quick Links:

Tutorials in PDF format guide you step by step
Set up or edit schools, classrooms, students, and user accounts on the system.

Quick Links:

Setup and Manage:
- Schools
- Classes
- Users
- Students
- Groups

View the related instructional videos at [www.achillesbardos.com](http://www.achillesbardos.com) or PDF files posted below each section.
Creating an Intervention Group

Select the “Groups” option to create an intervention group.

View Training Video # 5
www.achilles.bardos.com
Produce electronic and paper assessment forms to track student behavior.

Quick Links:

Generate Paper-and-Pencil Forms for Printing or Online Assessment Links for Emailing:
  • For Individual Students
  • For Multiple Students

Score Online:
  • Enter Paper Form Responses
  • Complete an Online Assessment
  • Import Scanned Assessments

Case Management:
  • Progress Monitoring Tools
Generate Paper-and-Pencil Forms for Printing or Online Assessment Links for Emailing:

- **For Individual Students**
- **For Multiple Students**

Generating BIMAS Standard Web Links for Emailing to Raters

(for a Class/Group)
Generate Multiple Standard Forms for Universal or Group Assessments

To generate multiple paper-and-pencil forms or online assessment links for a class or group, fill out the fields below.

(*) indicates mandatory fields.

Please select one of the two options:  

- Universal Assessment
- Group Assessment

- School: ABC Elementary School
- Class: Art
- Form: Teacher
- Universal Assessment #: 1

Generate PDFs  Generate Links
In the pop-up window that appears, click **Save** to save the file to your computer.
When the Rater receives the email and clicks on the web link, they are taken to the assessment form that they must complete.

<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>shared what he/she was thinking about.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>appeared angry.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>had trouble paying attention.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>followed directions.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>appeared sleepy or tired.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>was impulsive.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>spoke clearly with others.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>appeared depressed.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>engaged in risk-taking behavior.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>had problems staying on task.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Upon completion and submission, responses are automatically captured in BIMAS Online.
Progress Monitoring tools

– Select student
– Profile
– History
– Assign Flex items
– Reminders
– Phase dates
– Notes
Assigning Flex Items
The Assessment History of the student appears.

To set up Flex items for the student, click Assign Flex (Items) at the top of the page.
BIMAS reports across the MTSS levels

Generate reports to monitor the progress of individual students or groups.

Quick Links:

View:
- District Reports
- School Reports
- Grade Reports
- Class/Group Reports
- Individual Student Reports
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

### Conduct

![Bar chart showing average T-scores for grades 5 to 8.]

- **Grade 5**: Average T-score = 65
- **Grade 6**: Average T-score = 64
- **Grade 7**: Average T-score = 58
- **Grade 8**: Average T-score = 62

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

---

### Universal Assessment 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average T-score</th>
<th>Average Level of Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>65</td>
<td>Some Risk</td>
</tr>
<tr>
<td>6</td>
<td>64</td>
<td>Some Risk</td>
</tr>
<tr>
<td>7</td>
<td>58</td>
<td>Low Risk</td>
</tr>
<tr>
<td>8</td>
<td>62</td>
<td>Some Risk</td>
</tr>
<tr>
<td>Overall Average</td>
<td>62.25</td>
<td>Some Risk</td>
</tr>
</tbody>
</table>

Step 1: Identify General Areas of Concern (cont’d) in a School
Step 2: Identify Specific Populations in Need of Intervention
FOR MANY MORE REPORT SAMPLES AND INFO

www.achillesbardos.com
Or email at:
abardos@comcast.net
FOR MANY MORE REPORT SAMPLES
AND INFO

www.achillesbardos.com
Or email at:
abadros@comcast.net
PBIS Tiered Fidelity Inventory

• Tiered levels of interventions are rolled out using the TFI as a guide.

• The TFI is a free resource that can be found at: https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf
Tier I Team

TIER ONE TEAM – Universal Supports & Programming for all students

PROBLEM-SOLVING TEAM(S) - Look at the students found at-risk
<table>
<thead>
<tr>
<th>Tier</th>
<th>Essentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Expectations Defined</td>
</tr>
<tr>
<td>2</td>
<td>• Expectations Taught</td>
</tr>
<tr>
<td>3</td>
<td>• Reinforcement System</td>
</tr>
<tr>
<td>4</td>
<td>• Consequence System</td>
</tr>
<tr>
<td>5</td>
<td>• Data System</td>
</tr>
</tbody>
</table>
EXPECTATIONS DEFINED

Five or fewer positively stated behavioral expectations, and examples by setting/location for student and staff behaviors.

Example:

• Behavior Matrix
<table>
<thead>
<tr>
<th>BHS</th>
<th>RESPECT</th>
<th>INCLUSIVITY</th>
<th>RIGOR</th>
</tr>
</thead>
</table>
| **Classroom** | - Arrive to class on time  
- Behave in a way that allows you & others to learn  
- Honor physical and personal boundaries  
- Use academic language  
- Engage in learning  
- Bring materials and assignments to class | - Listen to others  
- Respect all opinions  
- Learn about others  
- Be willing to work with and help others  
- embrace new ideas and concepts  
- Think of all students as learning partners | - Come ready to learn  
- Challenge yourself  
- Be present  
- Ask questions  
- Actively participate  
- Be a positive role model  
- take advantage of available supports |
| **Hall & Shared Spaces** | - make way for others  
- Smile and greet others  
- promote cleanliness  
- Move to your destination quickly  
- Use appropriate language | - Be welcoming  
- Be Positive  
- Demonstrate tolerance  
- commitment to whole school improvement  
- acknowledge that all adults are my educators | - Be on time  
- Help others make good choices  
- Uphold policies |
| **Cafeteria** | - Be polite to cafeteria staff  
- leave table clean  
- Be friendly | - sit with new people  
- use appropriate language  
- share table space | - Make healthy food choices  
- Be an ally |
| **Library** | - Return materials on time  
- Use quiet voices  
- Take care of materials  
- Be friendly  
- Keep space tidy  
- Be polite to library staff | - Work with others  
- Be accepting of new ideas and concepts  
- Share materials | - Check out and read books  
- Use library space productively  
- Explore new topics  
- Take advantage of available supports |
<table>
<thead>
<tr>
<th>CAFETERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESPECT</strong></td>
</tr>
<tr>
<td>Be Polite to Cafeteria Staff</td>
</tr>
<tr>
<td>Throw away trash</td>
</tr>
<tr>
<td>Use appropriate language</td>
</tr>
<tr>
<td><strong>INCLUSIVITY</strong></td>
</tr>
<tr>
<td>Sit with new people</td>
</tr>
<tr>
<td>Share table space</td>
</tr>
<tr>
<td>Be Friendly</td>
</tr>
<tr>
<td><strong>RIGOR</strong></td>
</tr>
<tr>
<td>Look out for each other</td>
</tr>
<tr>
<td>Clean up trash that is not yours</td>
</tr>
</tbody>
</table>
TIER I ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
3. REINFORCEMENT SYSTEM
4. CONSEQUENCE SYSTEM
5. DATA SYSTEM
EXPECTEDATIONS TAUGHT

Expected academic and social behaviors are taught directly to all students in classrooms and other campus settings/locations.

Example:

• Matrix Lesson Plans
• Universal Social Emotional Learning Curricula
<table>
<thead>
<tr>
<th>Cafeteria PBIS Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P</strong></td>
</tr>
<tr>
<td>Positivity</td>
</tr>
<tr>
<td>★Be mindful of wasting food</td>
</tr>
<tr>
<td>★Try everything in your meal</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
LESSON 1

GOAL: Introduce, discuss and model cafeteria positive behavior expectations.

AREA: Classroom

TIME ALLOTTED: 10 – 15 minutes

MATERIALS: Cafeteria PBIS Behaviors, Cafeteria Voice Level Chart

TEACH:

A. **Overview of the lesson:** “This month, the whole school is focusing on our behavior in the cafeteria in the classroom about this behavior. Then, later, we will practice in the cafeteria. If we work together as a class, we can earn a Fancy Lunch.”

B. **Engage Prior Knowledge:** “How do you think our cafeteria behavior is now? Turn to a partner and describe the cafeteria using three words/adjectives.” Call upon a few students to share their answers with the whole class.

C. **Definition of Haley Behavior Matrix for the Cafeteria.** See above matrix for expectations.
   1. Show the Behavior Matrix and say out loud each expectation.

MODEL:

A. **Discuss, demonstrate examples or show pictures of NOT FOLLOWING expectations.**
   1. **Positivity.** Discuss not following positive expectations in the cafeteria (wasting food; not trying everything in your meal).

   2. **Expectations.** Have two students show an example of NOT using a “Formal Normal – Level 3” voice; have two students show (mime) what it is like to not eat all food while seated at the table; have two students show (mime) not cleaning up after themselves; have two students show what it is like to not ask permission to leave. Talk with students about how else a person might not be following expectations in the cafeteria.

   3. **Acceptance.** Show example of NOT respecting privacy and personal space, being accepting of what others eat, and not accepting all classmates at your table. Talk with students about how else a person might not be following expectations in the cafeteria.
Are these students following these expected behaviors?

• Following entry procedure?
• Using a quiet voice?
• Respecting personal and private space
TIER I ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
3. REINFORCEMENT SYSTEM
4. CONSEQUENCE SYSTEM
5. DATA SYSTEM
A written set of procedures for specific behavior feedback that is:

[a] linked to school-wide expectations and
[b] used across settings and within classrooms.
# Harvard Kent Hallway Behaviors

<table>
<thead>
<tr>
<th>The Bucks</th>
<th>The Rewards</th>
</tr>
</thead>
</table>
| White = 1 Buck (given to individual students)  
Blue = 5 Bucks (given to whole class)  
Bucks should never be taken away once a student or class earns them  
If you need more bucks please see our banker: Brendan Brett  
On Thursday of each week you will receive a link to a google doc in your email to record how many bucks your class earned that week | **Weekly**  
- Go to lunch and recess early on Friday  
- Banner to hang outside classroom  
- Class announced over the intercom  

**Monthly**  
- Class announced over the intercom  
- Entire class (and teacher!) attend a lunch at Warren Tavern |

<table>
<thead>
<tr>
<th>The Hallway Matrix</th>
<th>Student Rollout</th>
</tr>
</thead>
</table>
| Will be displayed in the hallways  
You can reference the matrix at anytime | Jason will be speaking with the students on Friday May 1st at each of the dances |
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Room #</th>
<th>Class Size</th>
<th>Avg Per Student</th>
<th>Rank</th>
<th>Leader(s)</th>
<th>9/10/2015</th>
<th>9/17/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collins C.</td>
<td>1</td>
<td>0.00</td>
<td>0.00</td>
<td>30</td>
<td>HK PRIDE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Johnston J.</td>
<td>0.001</td>
<td>0.00</td>
<td>0.00</td>
<td>30</td>
<td>HK PRIDE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liang L.</td>
<td>103</td>
<td>16</td>
<td>13.06</td>
<td>28</td>
<td>HK PRIDE</td>
<td>209</td>
<td>0</td>
</tr>
<tr>
<td>O’Heern K.</td>
<td>104</td>
<td>18</td>
<td>40.50</td>
<td>5</td>
<td>HK PRIDE</td>
<td>729</td>
<td>297</td>
</tr>
<tr>
<td>Nunez R.</td>
<td>19</td>
<td>19</td>
<td>14.95</td>
<td>26</td>
<td>HK PRIDE</td>
<td>284</td>
<td>75</td>
</tr>
<tr>
<td><strong>Kindergarten</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alonzo, G.</td>
<td>202</td>
<td>20</td>
<td>25.30</td>
<td>20</td>
<td>HK PRIDE</td>
<td>506</td>
<td>25.30</td>
</tr>
<tr>
<td>Burke, D</td>
<td>201</td>
<td>21</td>
<td>17.19</td>
<td>25</td>
<td>HK PRIDE</td>
<td>361</td>
<td>17.19</td>
</tr>
<tr>
<td>Kwong P.</td>
<td>217</td>
<td>18</td>
<td>20.50</td>
<td>24</td>
<td>HK PRIDE</td>
<td>356</td>
<td>20.50</td>
</tr>
<tr>
<td>Marcella M.</td>
<td>203</td>
<td>22</td>
<td>25.73</td>
<td>18</td>
<td>HK PRIDE</td>
<td>556</td>
<td>25.73</td>
</tr>
<tr>
<td><strong>First Grade</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bastianelli S.</td>
<td>303</td>
<td>22</td>
<td>49.00</td>
<td>2</td>
<td>HK PRIDE</td>
<td>1,078</td>
<td>49.00</td>
</tr>
<tr>
<td>Free N.</td>
<td>209</td>
<td>22</td>
<td>14.82</td>
<td>27</td>
<td>HK PRIDE</td>
<td>326</td>
<td>14.82</td>
</tr>
<tr>
<td>Hayes E.</td>
<td>411</td>
<td>7</td>
<td>39.86</td>
<td>7</td>
<td>HK PRIDE</td>
<td>279</td>
<td>39.86</td>
</tr>
<tr>
<td>Lally S.</td>
<td>204</td>
<td>4</td>
<td>38.50</td>
<td>9</td>
<td>HK PRIDE</td>
<td>154</td>
<td>38.50</td>
</tr>
<tr>
<td><strong>Second Grade</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table shows the current monthly totals for the HK P.R.I.D.E. program in September 2015, with columns for the number of bills not in value and the leader(s) for each teacher.
I would have self-control
and listen to the teacher
and do my work.
Earn more PRIDE bucks
to play PRIDE Buck Challenge.
TIER I ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
3. REINFORCEMENT SYSTEM
4. CONSEQUENCE SYSTEM
5. DATA SYSTEM
CONSEQUENCE SYSTEM

Clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure for addressing office-managed vs. staff-managed problems.

Examples

• Office Discipline Referral forms that emphasize school-wide expectations
• Procedures outlines for entering events into SIS/ASPEN
# R.O.A.R.S.

Oliver Wendell Holmes Elementary – Disciplinary Referral Form

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reporting Staff</th>
<th>HR#</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## LOCATION (Check One)

- AM Bus
- PM Bus
- Walk to School
- Walk Home
- Auditorium
- Bathroom
- Cafeteria
- Hallway
- Gym
- Library
- Office
- Classroom (#________)
- Playground
- Outside/parking lot
- Intervention room
- Other ________________

## MINOR BEHAVIORS (Check One)

- Defiance/disrespect/non-compliance
- Disruption
- Physical Contact

## MAJOR PROBLEM BEHAVIORS/ INCIDENTS (Check One - Most Serious)

- Abusive Language
- Bullying
- Defiance/Insubordination/Non-Compliance
- Disrespect
- Intimidation/Harassment
- Leaving Class w/o permission
- Physical Aggression
- Vandalism/Prop Damage
TIER I ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
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4. CONSEQUENCE SYSTEM
5. DATA SYSTEM
Teams use multiple sources of data at least monthly for decision-making.

Examples:
• BIMAS
• SIS Conduct
• Attendance
• CBM
<table>
<thead>
<tr>
<th>Early Warning Indicators</th>
<th>Course Performance in Core Subjects</th>
<th>GPA</th>
<th>Credits</th>
<th>State Tests</th>
<th>Attendance</th>
<th>Office Discipline Referrals</th>
<th>Additional Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On-Track</strong></td>
<td>Meeting all graduation requirements Cs or better in all areas</td>
<td>2.5 or more</td>
<td>Meeting credit graduation requirement for grad plan year</td>
<td>Level 3 or above or concordant scores within the same school year</td>
<td>4% or less absences per quarter or semester</td>
<td>3 or less Level I and/or minor referrals</td>
<td>Disengagement No extra curricular involvement Substance Abuse High Mobility Mental health issues Free/Reduced lunch Foster/group home Transient/ Homeless Parent unemployment Student employment Changes in behavior/ appearance More recent traumatic event Missed guidance appointments No show for yearbook picture</td>
</tr>
<tr>
<td><strong>At-Risk for Off Track</strong></td>
<td>Lacking 1 graduation requirement</td>
<td>2.0 to 2.49</td>
<td>Behind 1 Credits</td>
<td>Level 2 on State Tests</td>
<td>5% or more absences per quarter or semester</td>
<td>4 or less Level I and/or minor referrals Level II ODRs per semester</td>
<td></td>
</tr>
<tr>
<td><strong>Off-Track</strong></td>
<td>Lacking 2 graduation requirements Failing 1-3 classes</td>
<td>Less than 2.0</td>
<td>Behind 3 credits</td>
<td>Not passed both sections of 10th grade State Tests or retakes No concordant scores</td>
<td>10% absences per quarter or semester</td>
<td>5 or more Level I and/or Level II ODRs per semester</td>
<td></td>
</tr>
<tr>
<td><strong>Highly Off-Track</strong></td>
<td>Lacking 2 or more graduation requirements Currently failing 3 or more classes</td>
<td>Less than or equal to 1.5</td>
<td>Behind 4 or more credits</td>
<td>Not passed 10th grade State Tests or retakes No concordant scores</td>
<td>15% or more absences per quarter or semester</td>
<td>5 or more Level II ODRs for fighting/ profanity/ disruption per semester</td>
<td></td>
</tr>
<tr>
<td><strong>Extremely Off-Track</strong></td>
<td>Meeting no graduation requirements 2-3 Years Behind</td>
<td>Less than or equal to 1.0</td>
<td>Not meeting cohort graduation plan</td>
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<td>20% or more absences per quarter or semester</td>
<td>Established pattern of severe behavior Level II &amp; III ODRs</td>
<td></td>
</tr>
</tbody>
</table>
TIER I ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
3. REINFORCEMENT SYSTEM
4. CONSEQUENCE SYSTEM
5. DATA SYSTEM
COMPLETE THE
“EXIT TICKET”
**“EXIT TICKET”**

<table>
<thead>
<tr>
<th>WHAT DID I LEARN TODAY?</th>
<th>HOW CAN I SHARE THIS INFO WITH OTHER ADULTS IN MY BUILDING?</th>
<th>WHAT WOULD THESE STRATEGIES LOOK LIKE IN THE CLASSROOM?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations Defined</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectations Taught</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Data System</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Making Tier 1 Decisions About Data

**Total For School**
317 Students

### Behavioral Concern Scales

**Percent of Students**

<table>
<thead>
<tr>
<th>Levels Of Risk</th>
<th>Conduct</th>
<th>Negative Affect</th>
<th>Cognitive/Attention</th>
<th>Levels Of Functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Risk</td>
<td>47 (15%)</td>
<td>49 (15%)</td>
<td>69 (22%)</td>
<td>Concern</td>
</tr>
<tr>
<td>Some Risk</td>
<td>54 (17%)</td>
<td>92 (29%)</td>
<td>79 (25%)</td>
<td>Typical</td>
</tr>
<tr>
<td>Low Risk</td>
<td>216 (68%)</td>
<td>176 (56%)</td>
<td>169 (53%)</td>
<td>Strength</td>
</tr>
</tbody>
</table>

### Adaptive Scales

**Percent of Students**

<table>
<thead>
<tr>
<th>Levels Of Functioning</th>
<th>Social</th>
<th>Academic Functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concern</td>
<td>151 (48%)</td>
<td>133 (42%)</td>
</tr>
<tr>
<td>Typical</td>
<td>157 (50%)</td>
<td>142 (45%)</td>
</tr>
<tr>
<td>Strength</td>
<td>9 (3%)</td>
<td>42 (13%)</td>
</tr>
</tbody>
</table>

**Total**
317 (100%) 317 (100%) 317 (100%)

*Note: Total percentage may not always add up to 100% due to rounding.*
WHY?

• We need to know when the whole school or a student(s) requires additional support or no longer needs support

• Decision making points will assist teachers to indicate need as it occurs

• Provides a formalized system for staff and teachers to make decisions quickly and effectively
How will we progress monitor? Student progress? Effectiveness of our efforts

Step 1: What does the data say?
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
Step 2: What is the goal?
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
Step 3: What will we do to support student behavior?
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
Step 4: What will we do to support staff?
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________

SYSTEMS – What supports do staff need? Scheduling? Planning? Training?

DATA: What do our students need?

PRACTICES – How should we structure student supports to meet these needs?
Activity

• Break into groups
• Using the 3-circle “problem solving” model discuss and answer the questions:
  – Data: What do our students need?
  – Practice: How do we structure this to meet the needs for ALL students?
  – Systems: What supports do staff need? What scheduling priorities need to be addressed? Is there flexibility with scheduling quarter-to-quarter?
Group Discussion

• What are staff members already doing? Need to know?
• What is working?
• What needs improvement?
• What does your data say about student strengths and needs?
• What would you like you like to see happen by formalizing student supports?
Tier 2 (Some risk/small group interventions)

Synthesizing different types of student data into a very meaningful picture.
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BIMAS – Individual Data

• School-based teams trained to do timed problem-solving planning

• Identify needed level of intervention & flex items for progress monitoring are identified

• Available &/or needed interventions identified at the school level
Behavioral Concern Scales – Roberto 1st grade student

Behavioral Concern Scales: T-scores

- Higher scores indicate MORE concerns.

- Conduct: 78
- Negative Affect: 67
- Cognitive/Attention: 69

Level of Risk:
- Low Risk
- Some Risk
- High Risk
FLEX ITEMS (progress monitoring)

- #2 Control anger
- #13 Respectful to adults and children
- #26 Complete assigned work at school
SOCIAL SKILLS CURRICULUM

COGNITIVE BEHAVIORAL THERAPY FOR AGGRESSIVE CHILDREN

“Keeping Your Cool”
Roberto - Tier 1 and Tier 2

- 9/2014 to 6/2015
  ✓ Tier One - Second Step Curriculum; two days a week for 15 minutes whole class

- 2/2015 to 5/2015
  ✓ Tier 2-Check-in/Check-out

- 5/2015 to 6/2015
  ✓ Social Skills group
Other Tier 2 Interventions may include:

- Check In/Checkout
- Other evidenced based social skills curriculums such as:
  - Social Detective/Superflex
  - Cognitive Behavioral Intervention for Trauma/Anger/Aggression/Depression
  - Zones of Regulation
  - Girls Only (Self Esteem) http://www.sdcda.org/office/girlsonlytoolkit/toolkit/girls-only-toolkit.pdf
### Mattahunt CICO Form (Lower)

<table>
<thead>
<tr>
<th>Goals</th>
<th>Period 1 &amp; 2</th>
<th>Period 3 &amp; 4</th>
<th>Period 5 &amp; 6</th>
<th>Period 7 &amp; 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Being nice to others)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Participation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspire</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Class work completion)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Homework completion &amp; being</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prepared for school-uniform)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Doing the right thing, no matter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>who is watching)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key**
- 😊 = 2 points = blue
- 😊😊 = 1 point = yellow
- 😊😊😊 = 0 points = red

**TOTAL POSSIBLE POINTS for the day = 40 points**

**TOTAL POSSIBLE POINTS for the week = 100 points**

**POINTS EARNED FOR THE DAY**

*This is a 6 week intervention. TEACHERS: Using positive words and encouragement, please check in with the student(s) in the morning to remind them of positive expected behaviors, and check in with them after two periods and then check out at the end of the day to let them see their scores. PLEASE TURN IN SHEETS TO JENNIFER CORISH-WHITE’S BOX EVERY FRIDAY. THANKS!*
## Mattahunt CICO From (Upper)

### CHECK IN / CHECK OUT FORM (Grades 2-5)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Teacher/HR:</th>
<th>Grade:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goals: MONDAY</th>
<th>Period 1 and 2</th>
<th>Period 3 and 4</th>
<th>Period 5 and 6</th>
<th>Period 7 and 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive (Being nice to others)</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Teamwork (Participation)</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Aspire (Class work completion)</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Responsible (Homework completion &amp; being prepared for school- uniform, supplies)</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Self Control (Doing the right thing, no matter who is watching)</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
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</table>

| TOTAL POINTS | | | | |
Tier 3

- Team Composition/Operating Procedures
- Screening
- Professional Development
- Student Support Team
- Access to Tier 1 and Tier 2 Interventions
- FBA/BIP
- Staffing
- Student/Family/Community Involvement
- Student Progress Monitoring Data results
- Fidelity
Team Composition/Operating Procedures

- A Team is established and may consist of the principal, school psychologist, guidance counselor and school counselor
- The Team meets at least twice a month
Screening

• BIMAS screening, Office Discipline Referrals, Nurse Visits, etc. are used to identify which student are at high risk and require intensive, individual intervention
Professional Development

- Staff are trained on various Tier 3 Interventions that have been identified at the school
- These may include:
  - Crisis intervention
  - Individual Therapy matched to the students needs
  - FBA/BIPs
Once students have been identified as requiring a Tier 3 intervention, the Student Support Team meets regularly to conduct FBAs/BIPs and monitor progress.

Attempts are also made to build staffing capacity.
Data & Research Committee

● District BIMAS Data

● CBHM Student Outcomes

● Fidelity & Outcomes
  o Fidelity SY 2013-14
  o Fidelity Moving Forward
CBHM Student Outcomes

- Compared Fall 2013 with Fall 2014
- All CBHM Students with data available for both screenings (n=738)

Findings:

- **Statistically Significant** Increase in average BIMAS Social Scale T-Score (p<.01)
- **Nearly significant** Decrease in average BIMAS Conduct Scale T-Score (p=.063)
Measuring Fidelity

- Tiered Fidelity Inventory (TFI)
- Who?
  - School Based Teams
- When?
  - Spring
  - Recommended 3X/Year until you reach 80%
- Where?
  - Online Completion - pbisapps.org
- What?
  - Tier I, II & III
  - Action Plan Generated Based on Implementation Status
THANK YOU!

and always remember....

we cannot
direct the wind,
but we can
adjust the sails.