



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?

For Our *Students*

- ✓ Instruction in prosocial skills
- ✓ Access to targeted supports and services
- ✓ Increased positive behaviors
- ✓ Improved academic outcomes

For Our *Schools*

- ✓ Integrated academic and social emotional learning
- ✓ Professional development on evidence-based interventions
- ✓ Improved school climate and student behavior
- ✓ Increased skills to address students' needs

For Our *District*

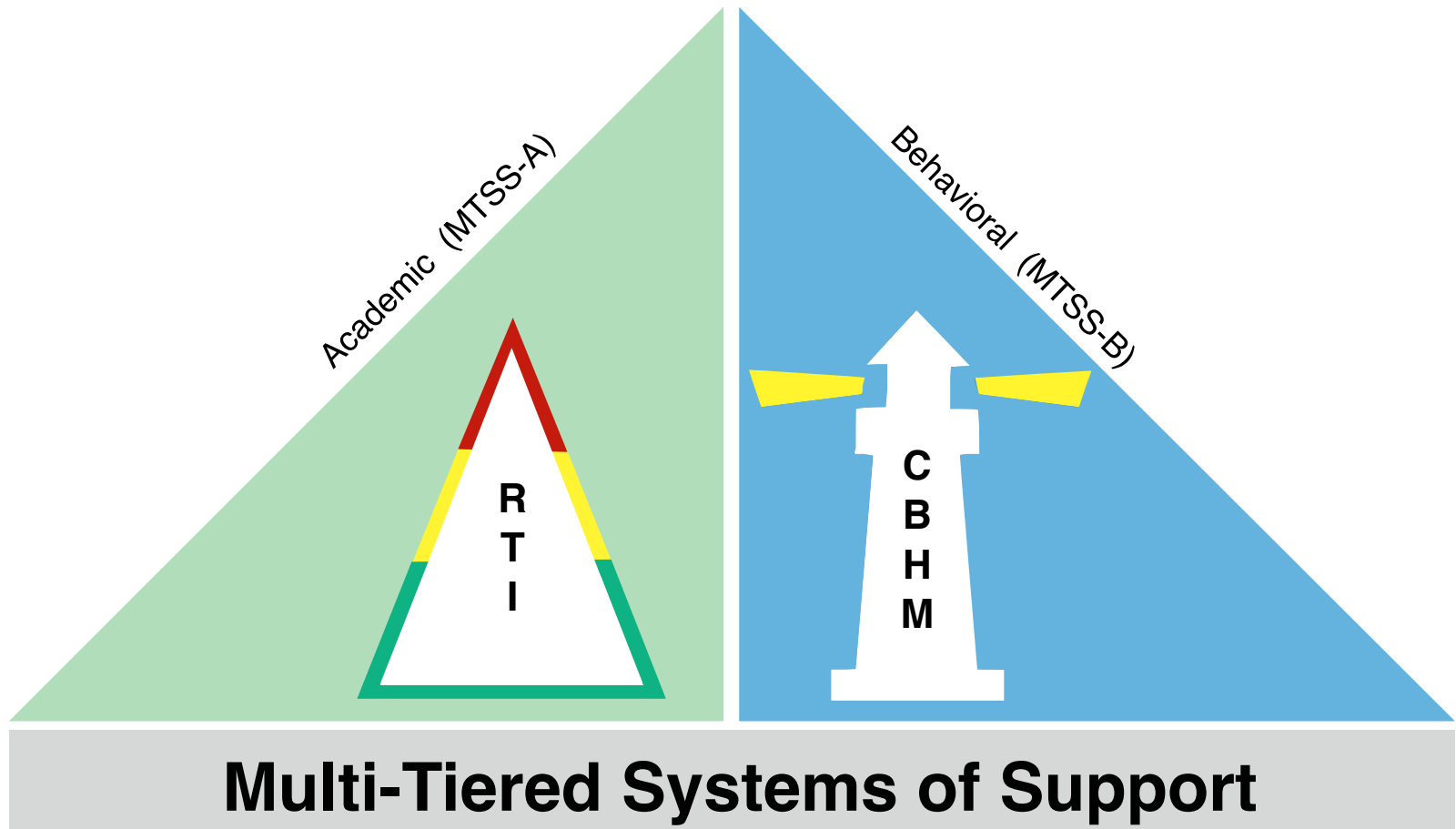
- ✓ Data management and accountability
- ✓ Partnerships with families and community agencies
- ✓ Increased capacity to provide access to services
- ✓ Improved coordination of services

Partnerships

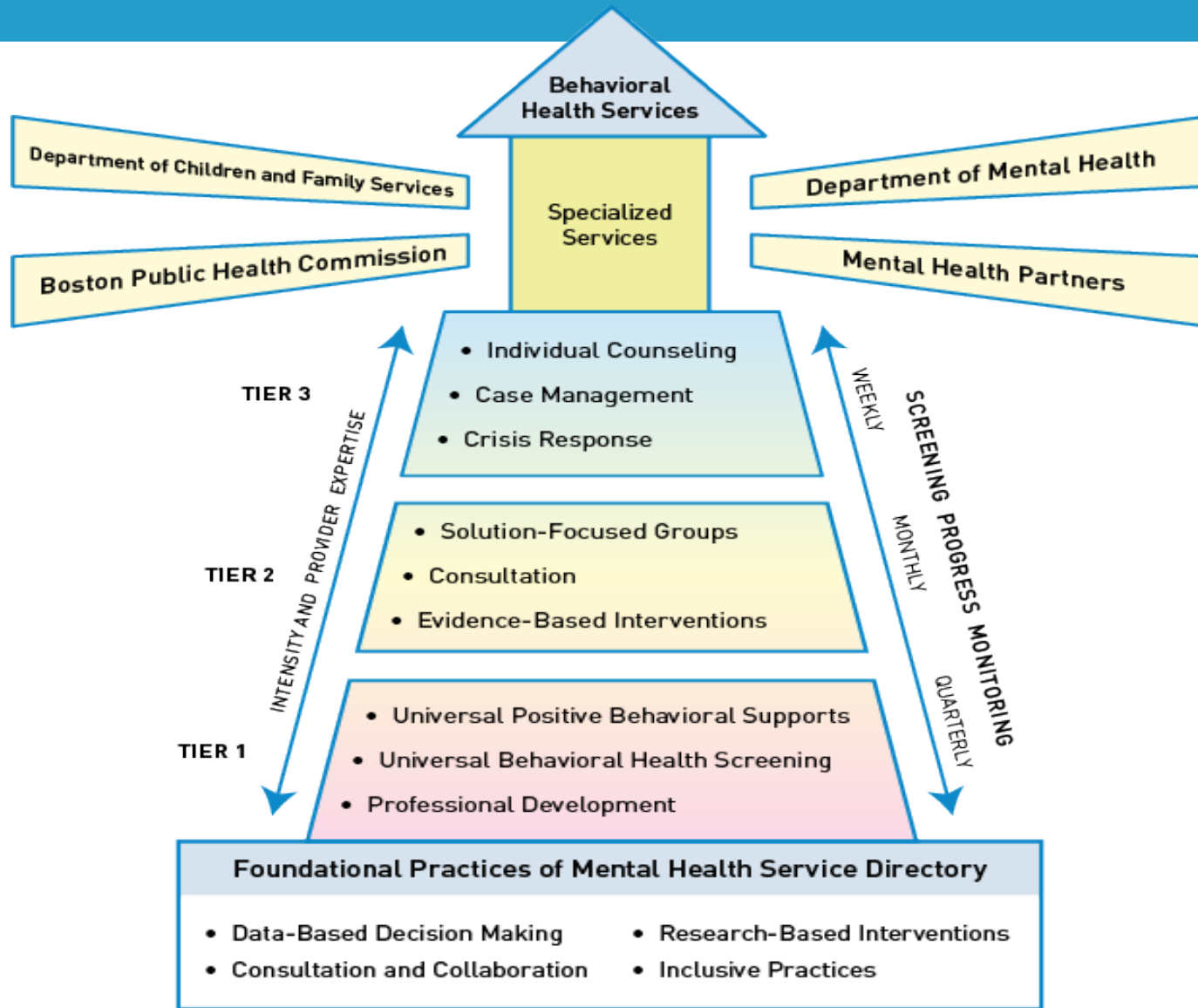
- Boston Children's Hospital – began with a 7-year commitment to implementation; financial commitment
- University of Massachusetts (Boston)
- MSPP, Tufts, Northeastern
- External funding sources
- Engaging mental health partners
- Families



MULTI-TIERED SYSTEMS OF SUPPORT



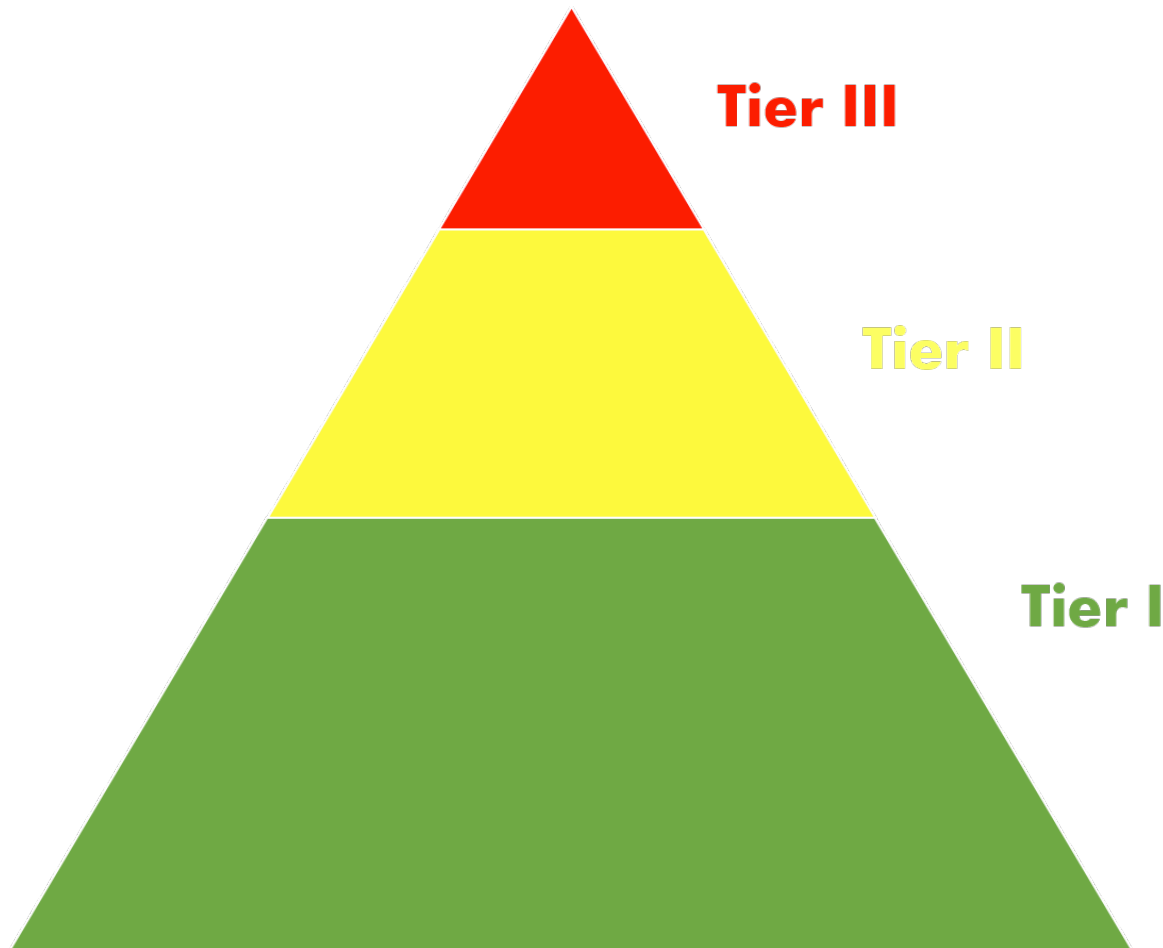
The Lighthouse



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



School Psychologists Becoming Leaders

OH!
WHAT
A YEAR

TIME



The Boston Globe



BE SOCIAL!

#CBHMboston

#CultureOfWe



@CBHMboston



CBHM Fidelity



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



Draft

BIMAS™ Teacher Research Version (Ages 5 - 18)

Shade circles like this:

Not like this:

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...

0 = Never (0 times or not observed)

1 = Rarely (Observed 1-2 times or to a minimal 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)

During the past week, this student...

	Never	Rarely	Sometimes	Often	Very Often
1. shared what he/she was thinking about.	0	1	2	3	4
2. behaved differently than his/her peers.	0	1	2	3	4
3. appeared angry.	0	1	2	3	4
4. had trouble paying attention.	0	1	2	3	4
5. followed directions.	0	1	2	3	4
6. appeared sleepy or tired.	0	1	2	3	4
7. was impulsive.	0	1	2	3	4
8. expressed strange or bizarre thoughts.	0	1	2	3	4
9. spoke clearly with others.	0	1	2	3	4
10. appeared depressed.	0	1	2	3	4
11. engaged in risk-taking behavior.	0	1	2	3	4
12. had problems staying on task.	0	1	2	3	4

How were the items selected?

Dr. Scott Meier

Intervention Item Selection Rules



Table 1
Brief Description of Intervention Item Selection Rules

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

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

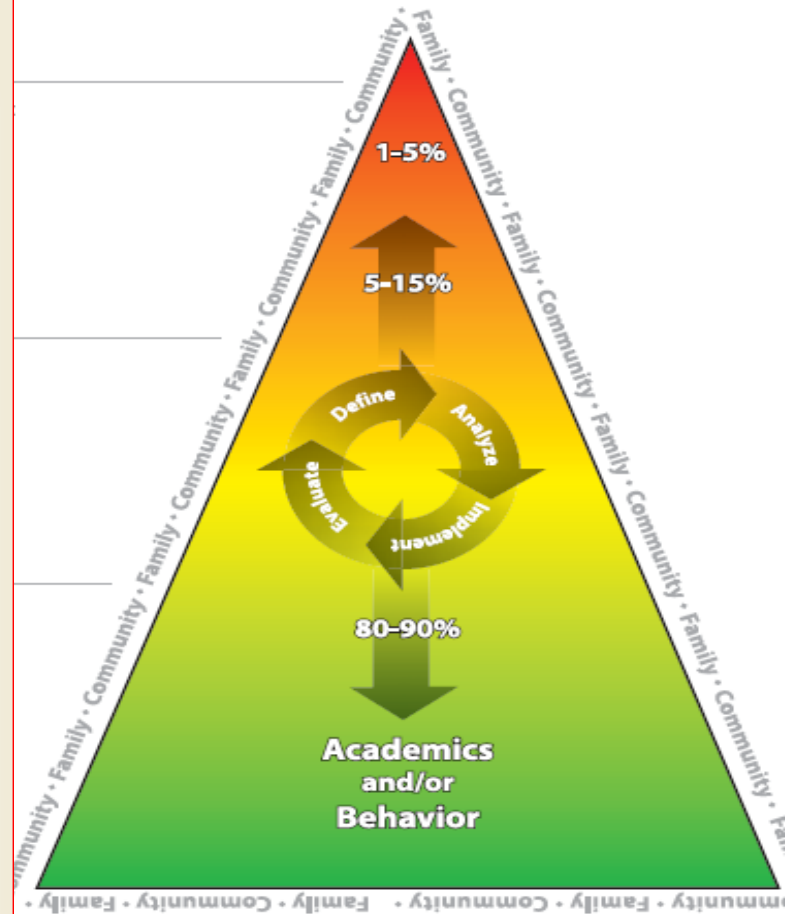
AND

PROGRESS MONITORING



Model of Instruction & Intervention

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.



UNIVERSAL SCREENING (Tier I)

❖ 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)

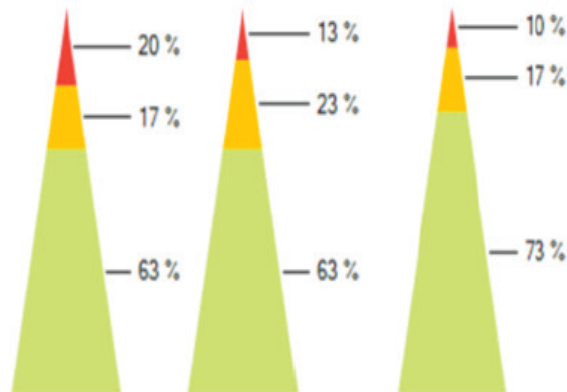
BIMAS System level data -- district

Total For District

500 Students

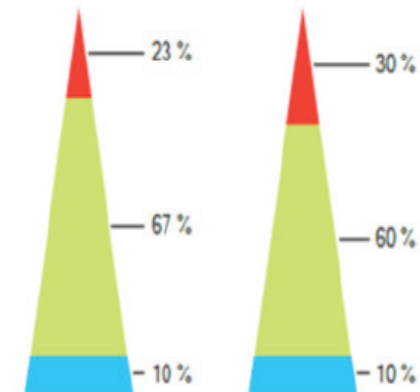
Behavioral Concern Scales

Percent of Students



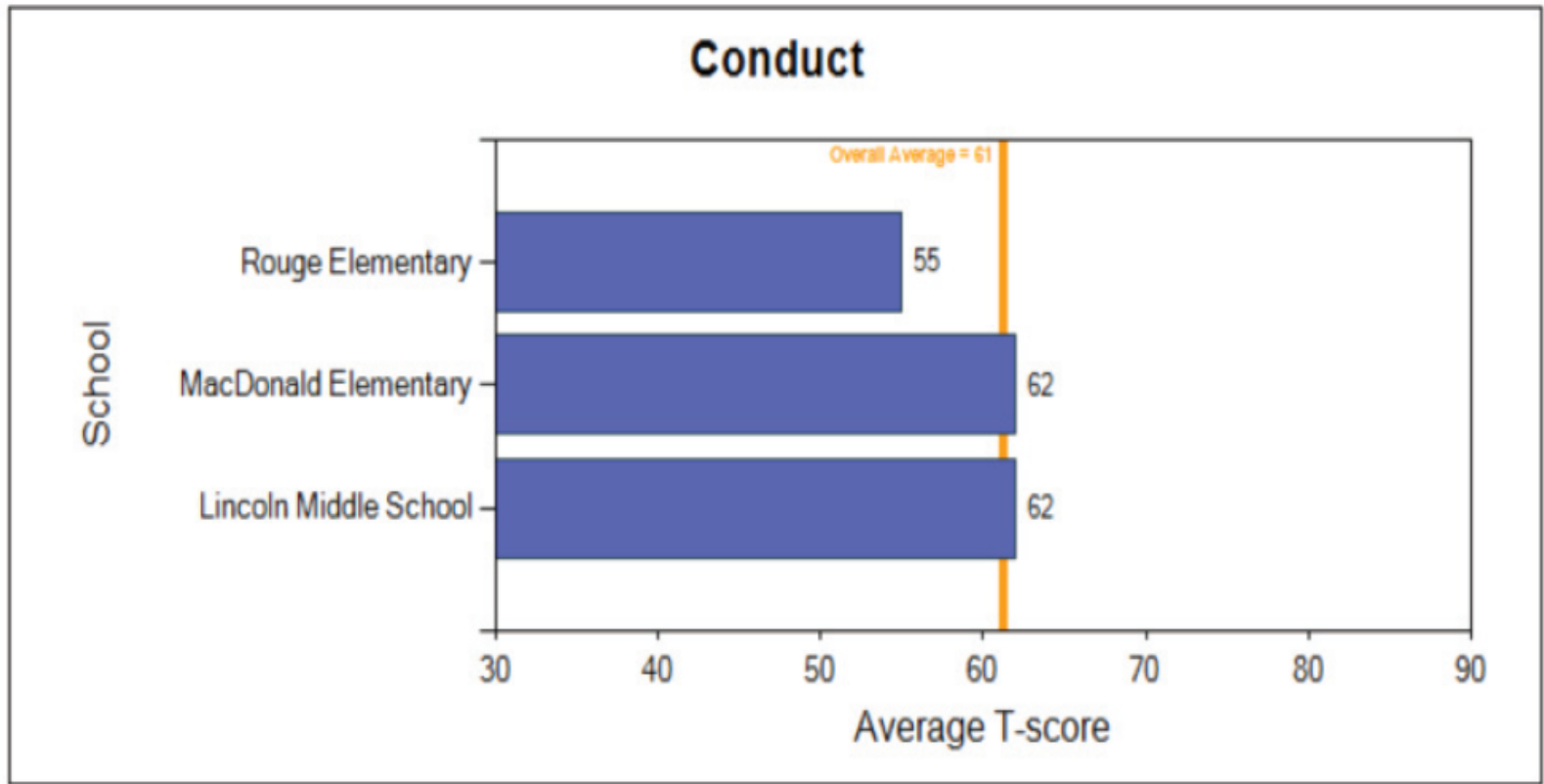
Adaptive Scales

Percent of Students



Levels Of Risk	Conduct	Negative Affect	Cognitive/ Attention	Levels Of Functioning	Social	Academic Functioning
High Risk	100 (20%)	65 (13%)	50 (10%)	Concern	115 (23%)	150 (30%)
Some Risk	85 (17%)	115 (23%)	85 (17%)	Typical	335 (67%)	300 (60%)
Low Risk	315 (63%)	315 (63%)	365 (73%)	Strength	50 (10%)	50 (10%)
Total	500 (100%)	500 (100%)	500 (100%)	Total	500 (100%)	500 (100%)

BIMAS System level data across schools



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

BIMAS system level data across classrooms

Click on student name to view the student's BIMAS Standard Indivine selected Universal Assessment.

Student Name	Behavioral Concern Scales Higher T-scores indicate MORE concerns.			Adaptive Scales Higher T-scores indicate LESS concerns.	
	Conduct	Negative Affect	Cognitive/ Attention	Social	Academic Functioning
Anderson, Tony	67	63	73	34	37
Anderson, Raymond	60	67	61	43	47
Black, John	61	76	73	36	25
Brown, Christopher	49	56	33	55	61
Carter, Matt	47	55	40	50	58
Huang, Hannah	43	58	33	43	61
Ing, Toby	49	60	69	49	41
Lewis, Samuel	43	53	33	64	68
Lo, David	49	56	51	52	47
Mancilla, Raquel	43	65	56	41	41
Moore, Jackson	43	58	33	47	61
Morken, Dirk	43	50	38	59	61
Nicolao, Alexa	52	61	63	43	30
Nichola, Ryan	76	78	73	59	41
Pollock, Jackson	43	60	53	45	47
Rico, Jessica	49	70	56	41	41
Roybal, Enrique	49	58	47	55	68
Sanchez, Dana	56	60	70	52	37
Samar, Ahmed	49	60	63	52	40
Xi, Amy	43	67	49	39	49
Yee, Kelvin	64	66	61	31	20
Zackery, Joey	49	58	56	47	47
Total in High Risk	1 5 %	3 14 %	4 18 %		
Total in Some Risk	4 18 %	10 45 %	5 23 %		
Total in Low Risk	17 77 %	9 41 %	13 59 %		
Total in Concern				4 18 %	6 27 %
Total in Typical				17 77 %	10 45 %
Total in Strength				1 5 %	6 27 %

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

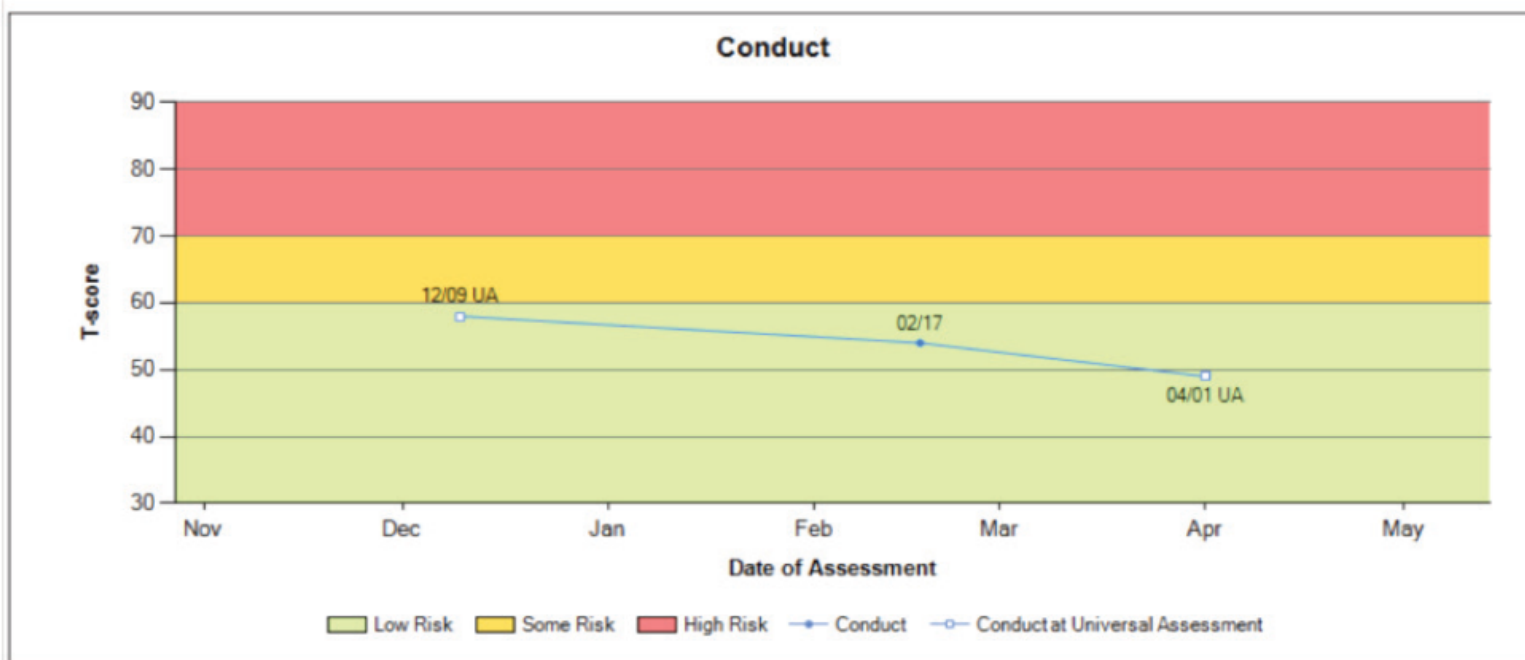
PROGRESS MONITORING

Tiers II & III

- 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



Date of Assessment	12/09 ^{UA}	02/17	04/01 ^{UA}
Conduct T-score	58	54	49

UA = Date of Universal Assessment

Intervention Notes

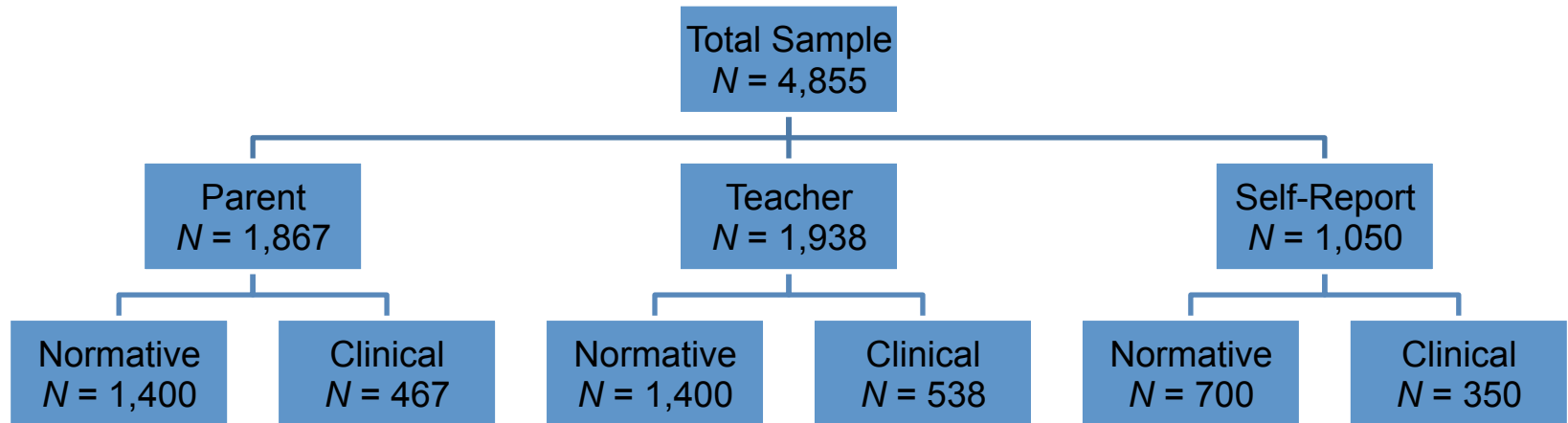
[Edit Intervention Dates/Notes](#)

BIMAS

Technical Information

- Norms development
- Psychometric properties
 - Reliability
 - Validity

Normative Sample



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

Form	Behavioral Concern Scales			Adaptive Scales	
	Conduct	Negative Affect	Cognitive/ Attention	Social	Academic Functioning
Parent	.87	.82	.90	.84	.77
Teacher	.91	.85	.91	.85	.81
Self-Report	.88	.85	.87	.83	.75



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

BIMAS

CLAIMS & EVIDENCE

- 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.

Clinical Group	Teacher		Parent		Self		Total
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>
DB	123	22.9	70	15.0	65	18.6	258
ADHD	109	20.3	117	25.1	89	25.4	315
Anxiety	55	10.2	67	14.3	56	16.0	178
Depression	60	11.2	73	15.6	62	17.7	195
PDD	95	17.7	86	18.4	65	18.6	246
LD	45	8.4	--	--	--	--	45
DD	30	5.6	--	--	--	--	30
Other	21	3.9	54	11.6	13	3.7	88
Total	538	100.0	467	100.0	350	100.0	1355

Classification Accuracy of BIMAS– Teacher Scales

Classification Accuracy Statistic	Full Range of Scores	Cut-Scores
Overall Correct Classification	85.2%	82.5%
Sensitivity	83.5%	80.1%
Specificity	85.8%	83.4%
Positive Predictive Power	68.4%	64.9%
Negative Predictive Power	93.4%	91.6%

Classification Accuracy of BIMAS–Parent Scales

Classification Accuracy Statistic	Full Range of Scores	Cut-Scores
Overall Correct Classification	78.3%	78.6%
Sensitivity	80.1%	73.4%
Specificity	77.7%	80.3%
Positive Predictive Power	54.6%	55.4%
Negative Predictive Power	92.1%	90.1%



Classification Accuracy of BIMAS–Self-Report Scales

Classification Accuracy Statistic	Full Range of Scores	Cut-Scores
Overall Correct Classification	71.5%	71.8%
Sensitivity	76.3%	67.1%
Specificity	69.1%	74.1%
Positive Predictive Power	55.3%	56.5%
Negative Predictive Power	85.3%	81.9%

The BIMAS as a Progress Monitoring Tool

- Documenting and Measuring Change/progress
 - BIMAS Standard
 - BIMAS Flex

BIMAS-Scores for Progress and Outcome Monitoring

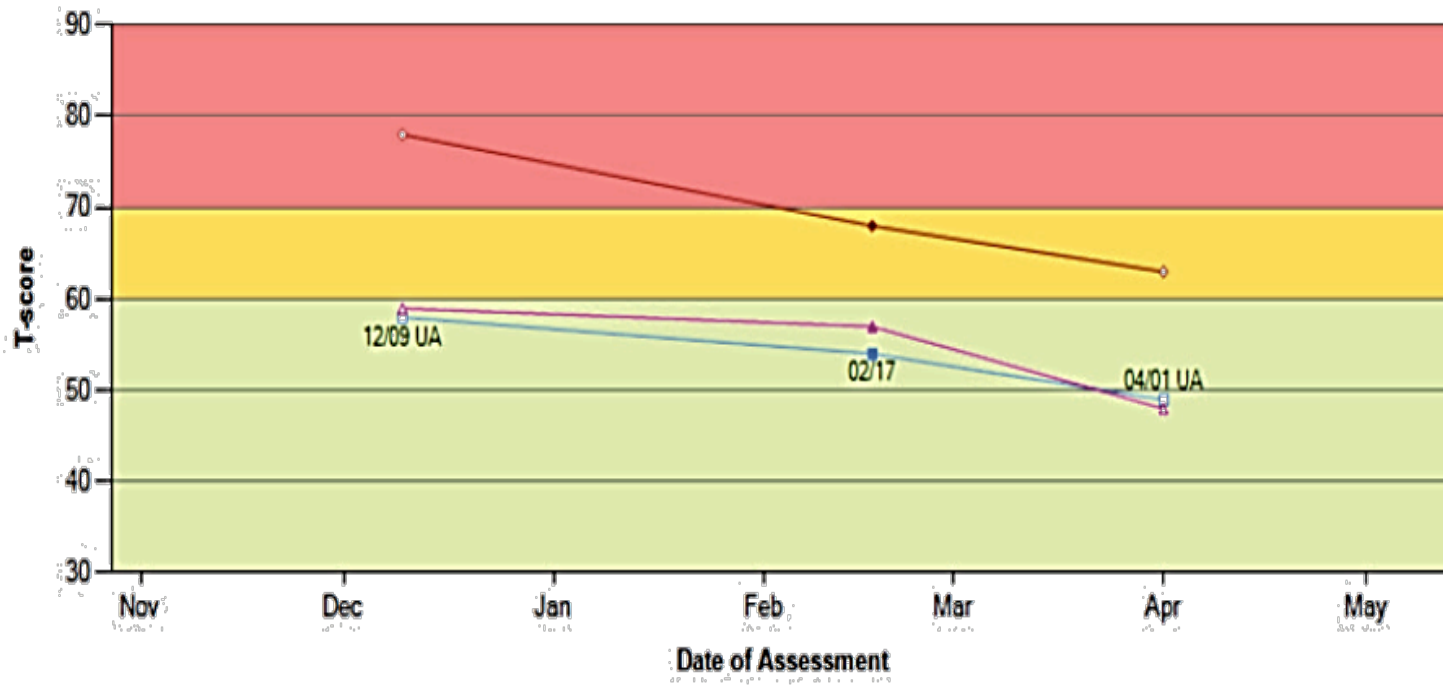
- Type of scores
 - % percentages for risk categories
 - % percentiles
 - T-scores for all 5 scales
 - GOAL...
 - DECREASE Behavior Concerns scores
 - INCREASE Adaptive behavior scores

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



BIMAS Effect size estimates

Table 5.8. Effect Size Interpretations for Individual Clients on the BIMAS Standard

Effect Size	Interpretation for Behavioral Concern Scales	Interpretation for Adaptive Scales
≤ -1.50	Much Improved	Much Worse
-.50 to -1.49	Improved	Worse
-.50 to +.50	No Change	No Change
.51 to 1.49	Worse	Improved
≥ 1.50	Much Worse	Much Improved

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.

Date of Assessment		12/09 ^{UA}	02/17	04/01 ^{UA}	Overall (12/09-04/01)
Conduct	Raw Score	4	2	0	-0.61 (Improved)
	Level of Risk	Low	Low	Low	
	Effect Size	12/09 ^{UA} -02/17: -0.31(No Change) 02/17-04/01 ^{UA} : -0.50(No Change)			
Date of Assessment		12/09 ^{UA}	02/17	04/01 ^{UA}	Overall (12/09-04/01)
Negative Affect	Raw Score	14	10	8	-0.66 (Improved)
	Level of Risk	High	Some	Some	
	Effect Size	12/09 ^{UA} -02/17: -0.44(No Change) 02/17-04/01 ^{UA} : -0.29(No Change)			
Date of Assessment		12/09 ^{UA}	02/17	04/01 ^{UA}	Overall (12/09-04/01)
Cognitive/Attention	Raw Score	9	8	3	-0.77 (Improved)
	Level of Risk	Low	Low	Low	
	Effect Size	12/09 ^{UA} -02/17: -0.13(No Change) 02/17-04/01 ^{UA} : -0.79(Improved)			

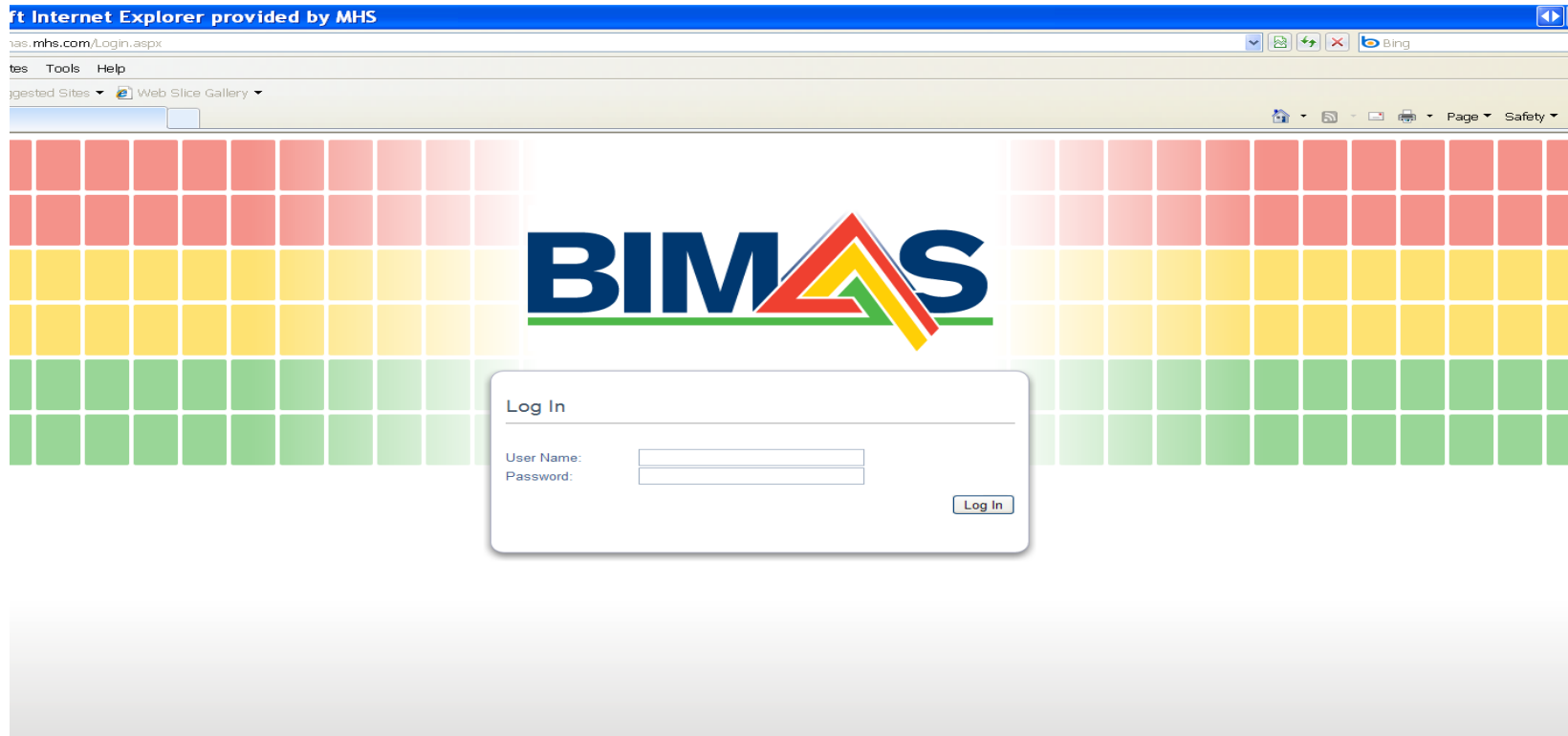
^{UA} = Date of Universal Assessment

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.



Coming up next...the Click to edit Master title style BIMAS Online!!!



www.achillesbardos.com

THE BIMAS home page

Click to edit Master title style



[Log Out \(bardos2\)](#) | [Help](#) |

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

[Get More Information](#)

[Get More Information](#)

[Get More Information](#)

SITE MANAGEMENT



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- [Students](#)
- [Groups](#)



Class Setup & Entry



[Go to Home Page](#) | [Log Out \(Secret\)](#) | [Account](#)

SITE MANAGEMENT

ASSESSMENT

REPORTS

Schools
Classes
Users
Students
Groups
Audit Log

Class List
[Create New Class](#)

View the related instructional videos at www.achillesbardos.com or PDF files posted below each section.



Creating an Intervention Group

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](#)

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

View Training Video # 5
www.achilles.bardos.com



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ASSESSMENTS



Produce electronic and paper assessment forms to track student behavior.

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- [For Multiple Students](#)



**Generating BIMAS Standard
Web Links for Emailing to Raters**
(for a Class/Group)



SITE MANAGEMENT

ASSESSMENT

REPORTS

Generate Forms
Score Online
Progress Monitoring Tools

[For Individual Student](#)
[For Multiple Students](#)


Generate Forms

[For Individual Student](#) | [For Multiple Students](#)

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 ▼

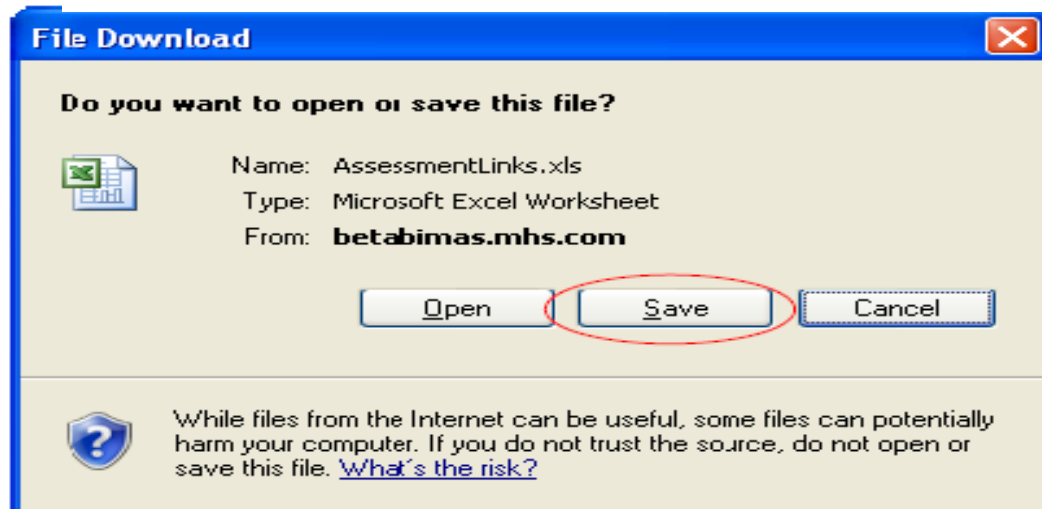
*Form: Teacher ▼

*Universal Assessment #: 1 ▼

Generate PDFs 

 Generate Links 

In the pop-up window that appears, click **Save** to save the file to your computer.



	A	B	C	D	E	F
1	Last Name	First Name	Teacher	Link		
2	Arocho	Juanita	Mr. Charles	http://s.mhs.com/f8EZx		
3	Arocho	Juanita	Mrs. Hodgson	http://s.mhs.com/s3B6W		
4	Haynes	Frank	Mr. John P	http://s.mhs.com/k4RNd		
5	Haynes	Frank	Mrs. Hodgson	http://s.mhs.com/Bs6d7		
6	Hoag	Wilma	Mr. Michael	http://s.mhs.com/g8B7S		
7	Hoag	Wilma	Mrs. Hodgson	http://s.mhs.com/Fn35G		
8	Mitchell	Wilburn	Mr. Justin C	http://s.mhs.com/m2EFo		
9	Mitchell	Wilburn	Mrs. Hodgson	http://s.mhs.com/Wq4g3		
10	McFee	Hannah	Mrs. Hodgson	http://s.mhs.com/y7GKa		
11						
12						
13						

When the Rater receives the email and clicks on the web link, they are taken to the assessment form that they must complete.



Juanita Arocho

Teacher Form

Response Key

0 = **Never** (Observed 0 times or not observed)

1 = **Rarely** (Observed 1-2 times or to a minimal 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)

During the past week, this student...

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

Next

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



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](#)

Get More Information

Progress Monitoring tools

- Select student
- Profile
- History
- Assign Flex items
- Reminders
- Phase dates
- Notes



Assigning Flex Items

BIMAS - Microsoft Internet Explorer provided by MHS

File Edit View Favorites Tools Help

Go to Home Page | Log Out (Scott2) | Account Info | Help

BIMAS™

SITE MANAGEMENT	ASSESSMENT	REPORTS
	Generate Forms Score Online Progress Monitoring Tools	<u>Select Student</u> History Profile Assign Flex (Items) Notes Reminders Phase Dates





Assign 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.

Progress Monitoring Tools


[Select Student](#) | [History](#) | [Profile](#) | [Assign Flex \(Items\)](#) | [Notes](#) | [Reminders](#) | [Phase Dates](#)

Progress Monitoring - Harrington, Anika

Assessment History

All completed assessments for the student are displayed here. Next Evaluation shows any upcoming assessments scheduled in Reminders. Click **view** beside the assessment listing to display responses entered for the assessment.

Next Evaluation:

 Refresh

TYPE	FORM	DATE	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Standard	Teacher	8/10/2011	View
Standard	Teacher	6/2/2011	View
Standard	Teacher	6/1/2011	View
Standard	Clinician	5/14/2011	View
Flex	Teacher	5/12/2011	View
Standard	Teacher	5/9/2011	View
Standard	Teacher	5/9/2011	View
Flex	Clinician	5/6/2011	View

REPORTS



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

Quick Links:

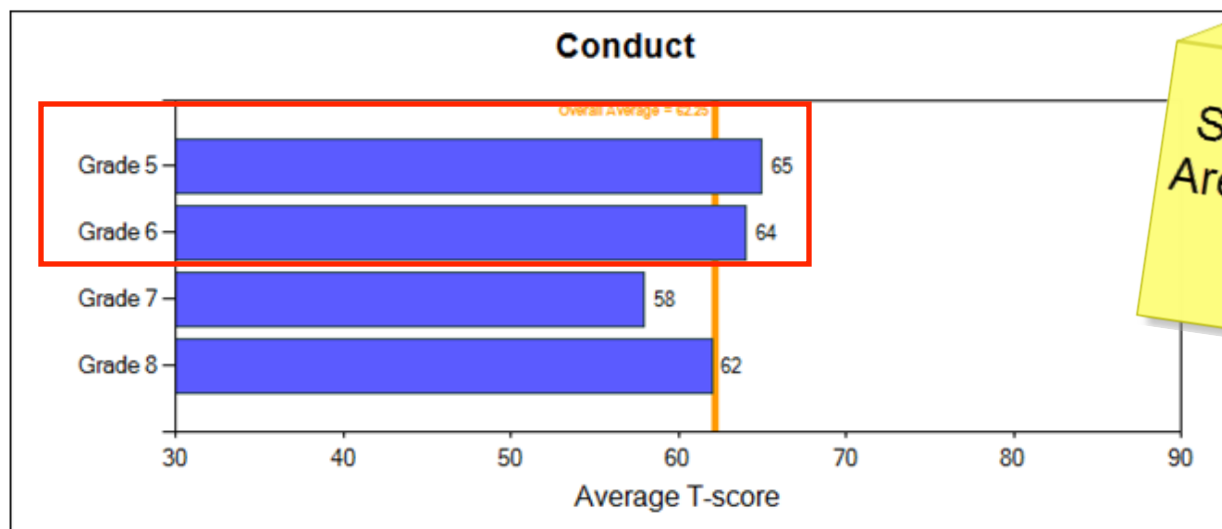
View:

- [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



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

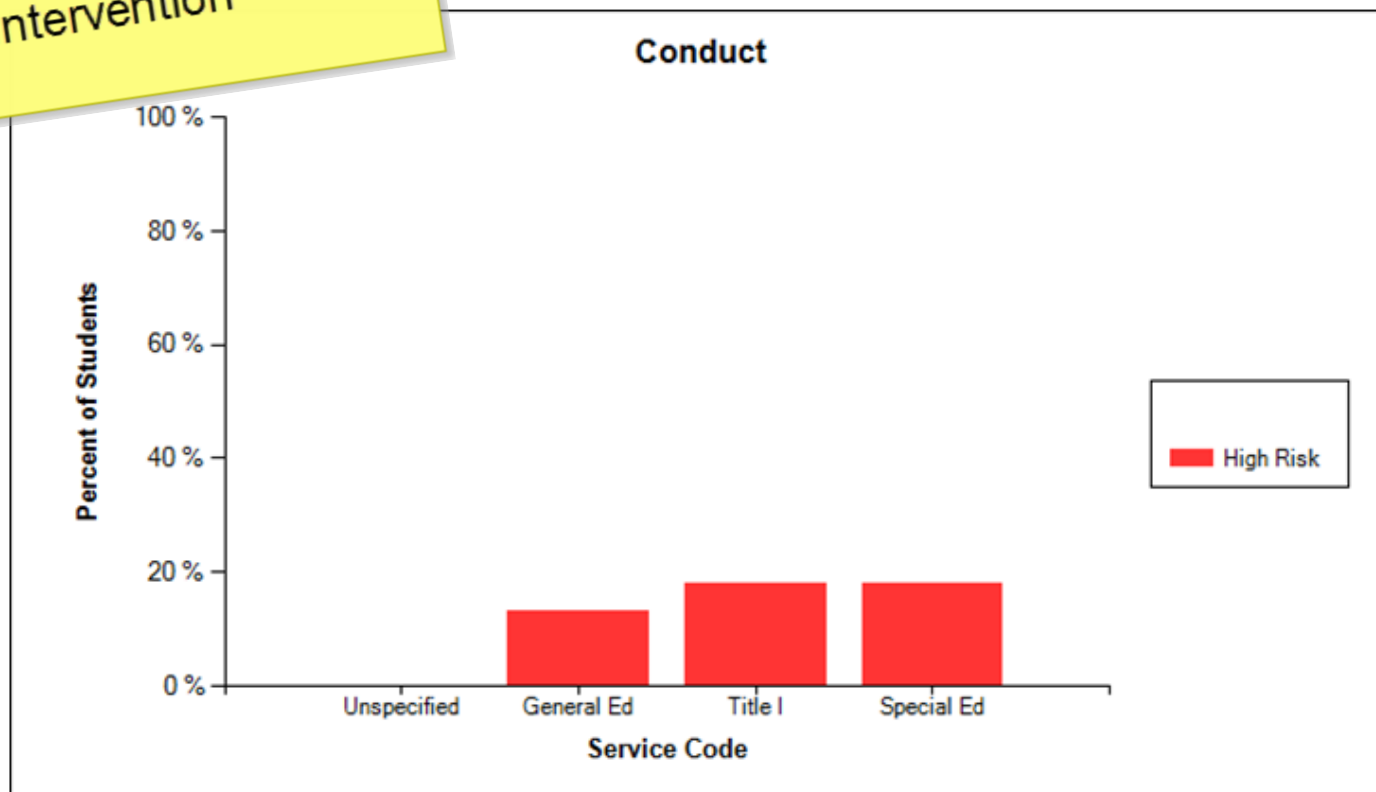
Step 2: Identify Specific Populations in Need of Intervention

**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





FOR MANY MORE REPORT SAMPLES AND INFO

www.achillesbardos.com

Or email at:

abardos@comcast.net





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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](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



TIER I ESSENTIALS

1

- EXPECTATIONS DEFINED

2

- EXPECTATIONS TAUGHT

3

- REINFORCEMENT SYSTEM

4

- CONSEQUENCE SYSTEM

5

- DATA SYSTEM



TIER I ESSENTIALS

1

- EXPECTATIONS DEFINED



2

- EXPECTATIONS TAUGHT

3

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4

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EXPECTATIONS DEFINED

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

Example:

- Behavior Matrix



BHS	RESPECT	INCLUSIVITY	RIGOR
Classroom	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - make way for others - Smile and greet others - promote cleanliness - Move to your destination quickly - Use appropriate language 	<ul style="list-style-type: none"> - Be welcoming - Be Positive - Demonstrate tolerance - commitment to whole school improvement - acknowledge that all adults are my educators 	<ul style="list-style-type: none"> - Be on time - Help others make good choices - Uphold policies
Cafeteria	<ul style="list-style-type: none"> - Be polite to cafeteria staff - leave table clean - Be friendly 	<ul style="list-style-type: none"> - sit with new people - use appropriate language - share table space 	<ul style="list-style-type: none"> - Make healthy food choices - Be an ally
Library	<ul style="list-style-type: none"> - Return materials on time - Use quiet voices - Take care of materials - Be friendly - Keep space tidy - Be polite to library staff 	<ul style="list-style-type: none"> - Work with others - Be accepting of new ideas and concepts - Share materials 	<ul style="list-style-type: none"> - Check out and read books - Use library space productively - Explore new topics - Take advantage of available supports



CAFETERIA

RESPECT

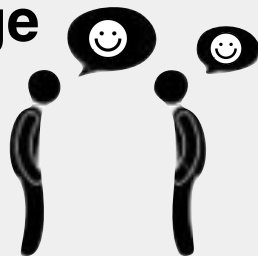
Be Polite
to
Cafeteria
Staff



Throw
away
trash



Use appropriate
language



INCLUSIVITY

Sit with new
people



Share table
space



Be
Friendly



RIGOR

Look out for
each other



Clean up trash
that is not
yours



TIER I ESSENTIALS

1

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EXPECTATIONS 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



Cafeteria PBIS Behaviors

P Positivity	E Expectations	A Acceptance	C Community	E Engagement
<ul style="list-style-type: none"> ★ Be mindful of wasting food ★ Try everything in your meal 	<ul style="list-style-type: none"> ★ Follow entry procedure ★ Eat all food while seated at table ★ Clean up after yourself ★ Get permission to leave 	<ul style="list-style-type: none"> ★ Respect privacy and personal space ★ Be accepting of what others eat ★ Welcome all classmates at your table 	<ul style="list-style-type: none"> ★ Have friendly and appropriate conversations ★ Use manners ★ Enjoy your lunch only ★ Use your <i>Empathy</i> and <i>Communication</i> skills 	<ul style="list-style-type: none"> ★ Show teamwork to keep area clean ★ Use a quiet voice to talk (Level 3 – Formal Normal) ★ Line up as class to exit



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. We will practice in the classroom about this behavior. Then, later, we will practice in the cafeteria. If we want to go to the cafeteria, we will go to the Fancy Lunch.”
- B. *Engage Prior Knowledge:* “How do you think our cafeteria behavior is now? Turn to a partner and share your thoughts using 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 listening; not following directions; not following expectations).
 - 2. **Expectations.** Have two students show an example of NOT using a “Formal Normal” voice; have two students show (mime) what it is like to not eat all food while seated at the table; have two students show what it is like to not ask permission to leave; have two students show what it is like to not respect personal space. 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 all classmates at your table. Talk with students about how else a person might not be following *expectations* in the cafeteria.





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REINFORCEMENT 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

The Bucks

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

The Rewards

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


The Hallway Matrix

Will be displayed in the hallways

You can reference the matrix at anytime

Student Rollout

Jason will be speaking with the students on Friday May 1st at each of the dances

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
1			HK P.R.I.D.E. - September 2015																					
2									9/10/2015								9/17/2015							
3							Current Monthly Totals																	
4									# of Bills not value								# of Bills not value							
5		Teacher	Room #	Class Size	Avg Per Student	Rank	Leader(s)		Pride Dollars	Per Student	White Bucks	Blue Bucks	Green Bucks	Rank	Leader		Pride Dollars	Per Student	White Bucks	Blue Bucks	Green Bucks	Rank	Leader	
6	Kindergarten																							
7		Collins C.		1	0.00	30			0	0.00				1	HK PRIDE		0	0.00	0	0	0	4		
8		Johnston J.		0.001	0.00	30			0	0.00				1	HK PRIDE		0	0.00	0	0	0	4		
9		Liang L.	103	16	13.06	28			0	0.00				1	HK PRIDE		209	13.06	65	9	0	3		
10		O'Hearn K.	104	18	40.50	5			0	0.00				1	HK PRIDE		729	40.50	297	20	2	1	HK PRIDE	
11		Nunez R.		19	14.95	26			0	0.00				1	HK PRIDE		284	14.95	75	9	1	2		
12	First Grade																							
13		Alonzo, G.	202	20	25.30	20			0	0.00				1	HK PRIDE		506	25.30	66	22		2		
14		Burke, D	201	21	17.19	25			0	0.00				1	HK PRIDE		361	17.19	67	12	1	4		
15		Kwong P.	217	18	20.50	24			0	0.00				1	HK PRIDE		369	20.50	45	18		3		
16		Marcella M.	203	22	25.73	18			0	0.00				1	HK PRIDE		566	25.73	104	21	0	1	HK PRIDE	
17	Second Grade																							
18		Bastianelli S.	303	22	49.00	2			0	0.00				1	HK PRIDE		1,078	49.00	110	42	1	1	HK PRIDE	
19		Free N.	209	22	14.82	27			0	0.00				1	HK PRIDE		326	14.82	84	11	0	6		
20		Hayes E.	411	7	39.86	7			0	0.00				1	HK PRIDE		279	39.86	104	25	0	4		
21		Lallv S.	204	4	38.50	9			0	0.00				1	HK PRIDE		154	38.50	22	33		5		





I would have self-control
and listen to the teacher
and do my work,
Earn more PRIDE, ducks
to win PRIDE Buck
Challenge.





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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

Student's Name _____ Grade _____ Date _____

Reporting Staff _____ HR# _____ Time _____

LOCATION (Check One)

- | | | | |
|---|-------------------------------------|--|--|
| <input type="checkbox"/> AM Bus | <input type="checkbox"/> Auditorium | <input type="checkbox"/> Gym | <input type="checkbox"/> Playground |
| <input type="checkbox"/> PM Bus | <input type="checkbox"/> Bathroom | <input type="checkbox"/> Library | <input type="checkbox"/> Outside/parking lot |
| <input type="checkbox"/> Walk to School | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Office | <input type="checkbox"/> Intervention room |
| <input type="checkbox"/> Walk Home | <input type="checkbox"/> Hallway | <input type="checkbox"/> Classroom (# _____) | <input type="checkbox"/> Other _____ |

MINOR BEHAVIORS

(Check One)

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

MAJOR PROBLEM BEHAVIORS/ INCIDENTS

(Check One- Most Serious)

- | | |
|--|---|
| <input type="checkbox"/> Abusive Language | <input type="checkbox"/> Intimidation/Harassment |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Leaving Class w/o permission |
| <input type="checkbox"/> Defiance/Insubordination/Non-Compliance | <input type="checkbox"/> Physical Aggression |
| <input type="checkbox"/> Disrespect | <input type="checkbox"/> Vandalism/Prop Damage |



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DATA SYSTEM

Teams use multiple sources of data at least monthly for decision-making.

Examples:

- BIMAS
- SIS Conduct
- Attendance
- CBM



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



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ACTIVITY

COMPLETE THE
“EXIT TICKET”



“EXIT TICKET”

	WHAT DID I LEARN TODAY?	HOW CAN I SHARE THIS INFO WITH OTHER ADULTS IN MY BUILDING?	WHAT WOULD THESE STRATEGIES LOOK LIKE IN THE CLASSROOM?
Expectations Defined			
Expectations Taught			
Reinforcement System			
Consequence System			
Data System			

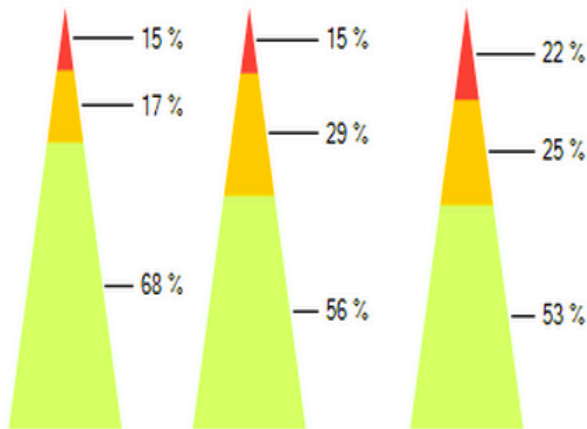


Making Tier 1 Decisions About Data

Total For School
317 Students

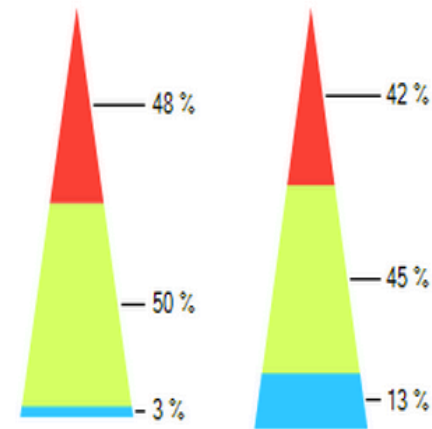
Behavioral Concern Scales

Percent of Students



Adaptive Scales

Percent of Students



Levels Of Risk	Conduct	Negative Affect	Cognitive/ Attention	Levels Of Functioning	Social	Academic Functioning
High Risk	47 (15 %)	49 (15 %)	69 (22 %)	Concern	151 (48 %)	133 (42 %)
Some Risk	54 (17 %)	92 (29 %)	79 (25 %)	Typical	157 (50 %)	142 (45 %)
Low Risk	216 (68 %)	176 (56 %)	169 (53 %)	Strength	9 (3 %)	42 (13 %)
Total	317 (100%)	317 (100%)	317 (100%)	Total	317 (100%)	317 (100%)

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



Decision Making Rules

WHY?

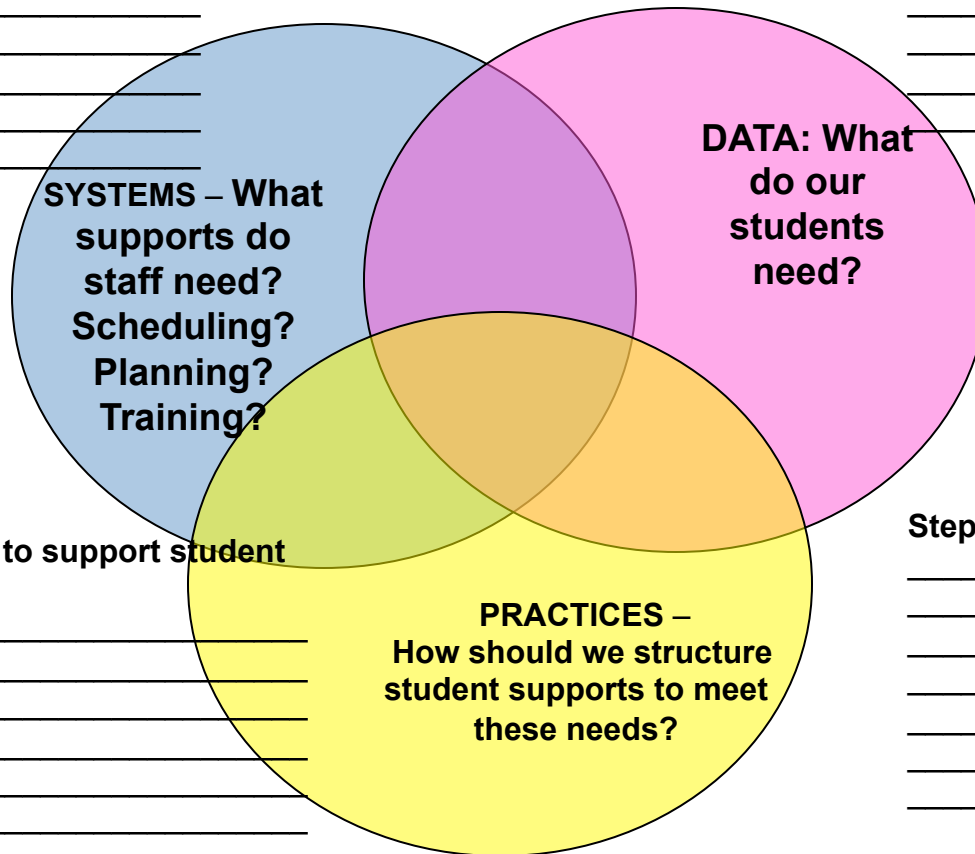
- We need to know when the whole school or a student(s) requires additional support or no longer needs support
- Decision making points will assist teachers to indicate need as it occurs
- Provides a formalized system for staff and teachers to make decisions quickly and effectively



How will we progress monitor? Student progress? Effectiveness of our efforts

Step 4: What will we do to support staff?

Step 1: What does the data say?



Step 3: What will we do to support student behavior?

Step 2: What is the goal?



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.



<u>Early Warning Indicators</u>		Course Performance in Core Subjects	GPA	Credits	State Tests	Attendance	Office Discipline Referrals	Additional Factors
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BIMAS – Individual Data

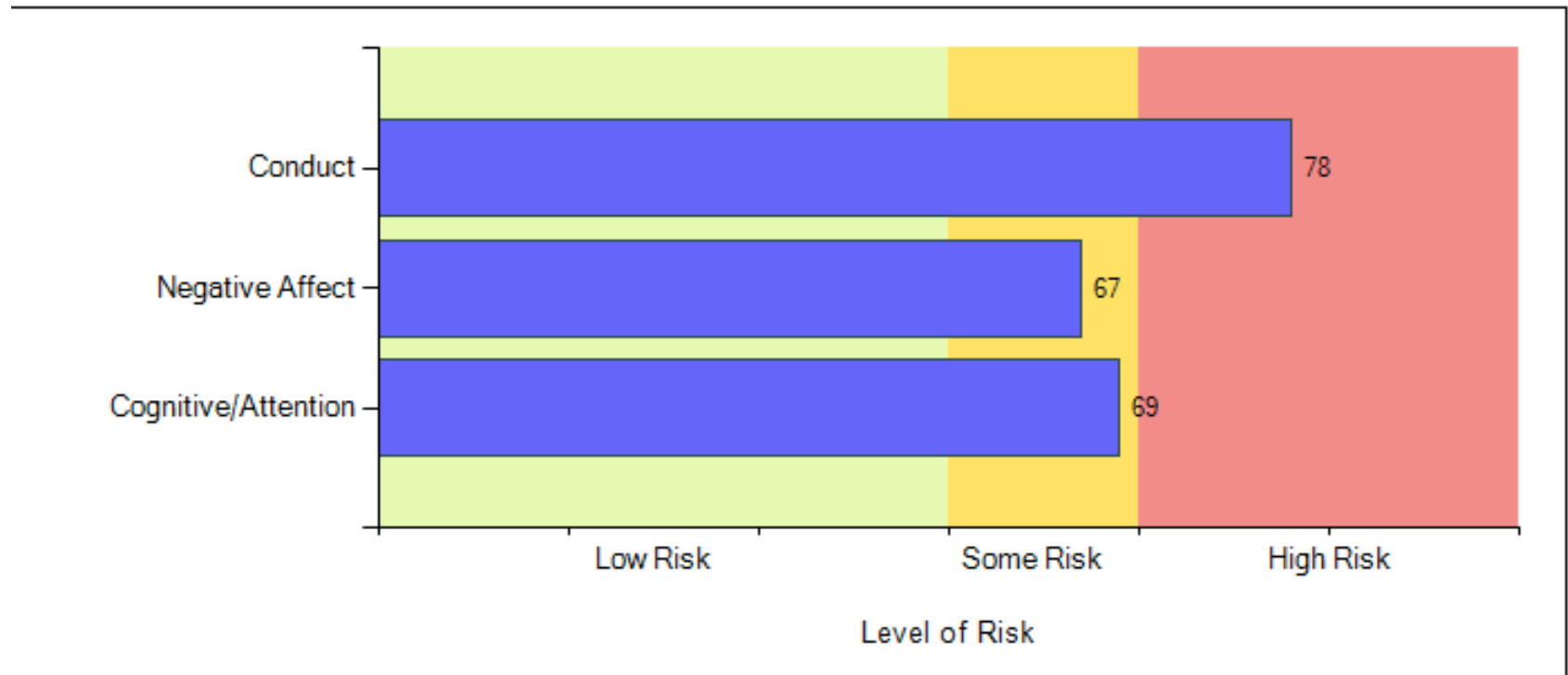
- School-based teams trained to do timed problem-solving planning
- Identify needed level of intervention & flex items for progress monitoring are identified
- Available &/or needed interventions identified at the school level

Behavioral Concern Scales – Roberto

1st grade student

Behavioral Concern Scales: T-scores

Higher scores indicate MORE concerns.



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)

Goals	Period 1 & 2	Period 3 & 4	Period 5 & 6	Period 7 & 8
Supportive  (Being nice to others)				
Teamwork  (Participation)				
Aspire  (Class work completion)				
Responsible  (Homework completion & being prepared for school- uniform)				
Self Control  (Doing the right thing, no matter who is watching)				
Total Points Earned				

Key

=2 points=blue

=1 point=yellow

=0 point=red

TOTAL POSSIBLE POINTS for the day=40 points

TOTAL POSSIBLE POINTS for the week=200

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) Name: _____ Date: _____ Teacher/HR: _____ Grade: _____

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



Student Support Team

- 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
 - Fidelity SY 2013-14
 - 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.*

