

User's Guide to Behavioral Progress Monitoring Tools Chart

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About the National Center on Intensive Intervention

The National Center on Intensive Intervention (NCII) is housed at the American Institutes for Research and works in conjunction with many of our nation's most distinguished experts on intensive intervention. It is funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and is part of OSEP's Technical Assistance and Dissemination Network (TA&D).

National Center on Intensive Intervention

<http://www.intensiveintervention.org>



The Basics of the Chart

What Is the Tools Chart?

The tools chart is a list of commercially available behavioral progress monitoring tools. Each of the progress monitoring tools has been reviewed by the National Center on Intensive Intervention (NCII) Behavioral Progress Monitoring Technical Review Committee (TRC). The chart offers information about the technical rigor, cost, and implementation requirements of the tools. The tools chart can be viewed at <http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools>.

What Is the Purpose of the Tools Chart?

The purpose of the chart is to assist educators and families in becoming informed consumers who can select behavioral progress monitoring tools that best meet their individual needs. The tools chart is not intended to endorse any of the tools or compare tools with one another. Each tool was rated against a standard set of criteria regarding the technical adequacy of the tool.

Who Rated the Tools on the Chart?

The Behavioral Monitoring TRC—a group of 11 national experts on measurement and behavioral progress monitoring—rated the tools. The TRC members were chosen for their (a) background in measurement and strong methodological skills and (b) expertise related to behavioral progress monitoring. Special attention was paid to including members with expertise on culturally and linguistically diverse populations. A list of TRC members can be found at <http://www.intensiveintervention.org/about-us/centers-technical-review-committees>.

Tips for Using the Chart

The tools chart includes a large amount of information designed to assist you in selecting a progress monitoring tool that is most appropriate for use in your classroom, school, or district. The “best” tool is not going to be the same for every user and is not determined by any single element in the chart. Users of the chart should consider all of its elements when making a decision.



We recommend a six-step process for using the chart:

1. Gather a team.
2. Determine your needs.
3. Determine your priorities.
4. Familiarize yourself with the content and language of the chart.
5. Review the data.
6. Ask for more information.

1. Gather a Team

Often, decisions about appropriate progress monitoring tools will involve the input of multiple administrators, teachers, and staff. When using the tools chart, it will be important to gather a team of key constituents in your school and district to review the information together.



Before you begin, ask yourself:

- Who should be involved in selecting a behavioral progress monitoring tool?
- What types of expertise and what perspectives will need to be present among those involved in selecting a tool?

2. Determine Your Needs

The most appropriate progress monitoring tool for you will depend on your specific needs.



Questions to think about, as a team, include:

- For what behavioral domains do we need a behavioral progress monitoring tool?
- For what grades do we need a behavioral progress monitoring tool?
- Will this progress monitoring tool be used with all students or with only a specific subgroup (or subgroups) of students? Which subgroup(s)?

3. Determine Your Priorities

In addition to determining your needs for a behavioral progress monitoring tool, your team should consider its priorities.



What is the most important thing to look for in a behavioral progress monitoring tool?

- Is it a tool that can be purchased for a reasonable cost?
- Is it a tool that does not take long to administer and score?
- Is it a tool that does not require specialized expertise or lengthy training to administer and score?
- Is it a tool that offers ready access to training and technical support for staff?
- Is it a tool that meets the highest standards for technical rigor?
- Is it a tool whose effectiveness has been studied and demonstrated in our district or state?

It is possible that no single tool will meet all of your criteria. You will need to weigh your priorities carefully when making your selection.

4. Familiarize Yourself With the Content and Language of the Chart

The tools chart includes information on four aspects of a tool, each accessible through one of four tabs at the top of the chart: (1) Psychometric Standards, (2) Progress Monitoring Standards, (3) Data-Based Individualization Standards, and (4) Usability. Additional information is accessed by clicking on features within the chart.

The first tab, Psychometric Standards, includes ratings from our TRC members on the reliability and validity of the tools. The second tab, Progress Monitoring Standards, includes ratings related to how well the assessment functions as a progress monitoring tool that can accurately detect small changes in student behavior over time. The third tab, Data-Based Individualization Standards, includes ratings related to the extent to which use of the tool is associated with positive student or teacher outcomes. The fourth tab, Usability, provides information related to the implementation of the tool.

For each of these standards, the TRC reviewed data submitted by developers of the tools and gave a rating of *convincing*, *partially convincing*, *unconvincing*, or *data unavailable*. Click on the ⓘ within any of the column headings to view a definition of the standard and a rubric describing the specific criteria used by the TRC to rate tools on that standard.

The screenshot shows the 'Psychometric Standards' tab selected in the Tools Chart. The 'Reliability' column heading has an information icon (ⓘ) next to it, which is highlighted with a green arrow. A pop-up window titled 'Reliability' is open, displaying the following table:

Rating	Rating defined
Full Bubble	The reliability evidence is adequate and appropriate for the intended purpose of the tool.
Half Bubble	The reliability evidence is presented, but not fully adequate.
Empty Bubble	The reliability evidence is inappropriate for the intended purpose of the tool.
Dash	No reliability data are provided.

PSYCHOMETRIC STANDARDS

Behavioral Progress Monitoring Tools

This tools chart presents information about behavioral progress monitoring tools. The four tabs, *Psychometric Standards*, *Progress Monitoring Standards*, *Data-based Individualization Standards*, and *Usability* include ratings from our TRC members on the technical rigor of the tool. **Additional information** is provided below the chart.

Psychometric Standards | Progress Monitoring Standards | Data-Based Individualization Standards | Usability

Tool | Scale | Reliability ⓘ | Validity ⓘ | Disaggregated Reliability and Validity Data ⓘ

The TRC has established three psychometric standards:

- **Reliability:** the extent to which scores are accurate and consistent
- **Validity:** the extent to which scores represent the underlying construct
- **Disaggregated reliability and validity data:** scores that are calculated and reported separately for specific subgroups (e.g., race, economic status, special education status)

PROGRESS MONITORING STANDARDS

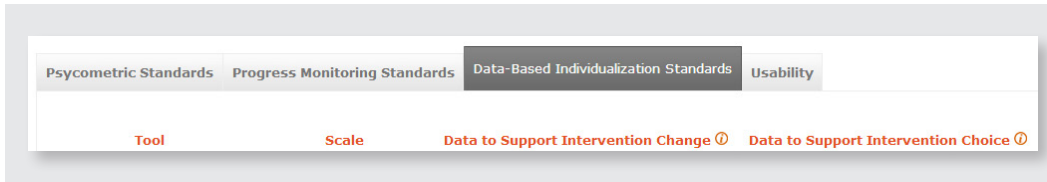
Psychometric Standards | Progress Monitoring Standards | Data-Based Individualization Standards | Usability

Tool | Scale | Sensitive to Student Change ⓘ | Levels of Performance Specified ⓘ

The progress monitoring standards include the following:

- **Sensitive to student change:** the extent to which a measure captures improvement over time when it is present
- **Levels of performance specified:** the extent to which levels of performance have been specified and empirically validated

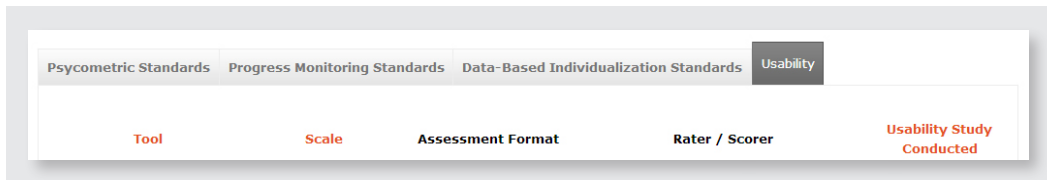
DATA-BASED INDIVIDUALIZATION STANDARDS



The TRC has established four standards related to how the use of the progress monitoring tool relates to positive teacher and student outcomes:

- **Data to support intervention change:** guidance for a teacher that indicates when he or she should alter an intervention (e.g., in the case of an ineffective intervention)
- **Data to support intervention choice:** guidance indicating to a teacher which specific intervention or type of intervention should be used to replace an intervention that is not working

USABILITY



The Usability tab provides basic information on the implementation of the behavioral progress monitoring tools. The columns on the chart include the following information:

- **Assessment format:** describes the assessment mechanism of the tool, such as a rating scale, direct observation, or checklist
- **Rater/scorer:** the person who administers and scores the test
- **Usability study conducted:** indicates whether a study was conducted on the usability of the tool

IMPLEMENTATION REQUIREMENTS

The tools chart offers an “implementation table” for each tool. The implementation table can be accessed by clicking on the name of the tool. The implementation table includes the following information:

- Cost of the tool
- Training required to implement the tool
- Level of staff expertise required to administer the tool
- Where to go for training and technical support

Psychometric Standards						Progress Monitoring Standards						Data-Based Individualization Standards						Usability					
Tool		Scale		Reliability		Validity		Disaggregated Reliability and Validity Data															
Behavior Intervention Monitoring Assessment System (BIMAS)		Academic Functioning																					
Behavior Intervention Monitoring Assessment System (BIMAS)		Cog		Descriptive Information		Usage		Acquisition & Cost		Program Specifications & Requirements		Training											
Behavior Intervention Monitoring Assessment System (BIMAS)		Con		The Behavior Intervention Monitoring Assessment System (BIMAS) is a measure of social, emotional, behavioral, and academic functioning in children and adolescents between the ages 5 to 18 years. The BIMAS Standard includes 34 change-sensitive items that can be used for universal screening and for assessing response to intervention. The BIMAS Standard items were developed based on years of research and a scientific model for item selection called Intervention Item Selection Rules (IISRs; Meier, 1997, 1998, 2000, 2004). The		BIMAS is intended for use for students in kindergarten through twelfth grade. The program is intended for use with students in general education, students with disabilities, and English language learners. It was designed to be a brief, repeatable multi-informant measure for behavioral screening, progress monitoring, outcome assessment, and program evaluation within the RTI framework.		MHS, Inc. 3770 Victoria Park Avenue Toronto, ON, M2H 3M6 Phone: 1-800-268-6011 Website: www.mhs.com		This program can be rated or scored by a general education teacher, special education teacher, parent, child, school psychologist, or a clinician. Interpretation of BIMAS scores requires the completion of graduate-level courses in tests and measurement at a university or equivalent documented training.		Less than 30 minutes of training is required for the rater.											
Behavior Intervention Monitoring Assessment System (BIMAS)		Soc		The Behavioral Concern scales identify risks in Conduct, Negative Affect, and		The BIMAS is sold by student annual subscription which includes the unlimited use of BIMAS Standard as well as unlimited test scoring and/or report generation for the entire year per individual student. There is also an unlimited number of user accounts at different access		The recommended administration setting is a general education classroom, special education classroom, school office, recess, lunchroom, or home.		There are no minimum qualifications for the rater. However, results obtained from BIMAS assessments should always be interpreted by an assessor with a B-level qualification with completed graduate-level courses on test and measurement at a university or has received equivalent documented training.		Training manuals and materials are field-tested and included in the cost of the											

5. REVIEW THE DATA

In addition to the TRC ratings and implementation tables, the tools charts include details about the actual data for each reviewed progress monitoring tool. These data can be viewed by clicking on any of the rating bubbles in the chart.

Examining these data can be useful for several reasons. You may see two or more progress monitoring tools with the same rating for a particular standard; in these cases, how do you know which one best meets your needs? By clicking on the rating and viewing the actual data, you have more information to help determine which one is the most appropriate.

For example, on the Psychometric Standards tab, you will see a rating on each tool's disaggregated reliability and validity data. You may want to look for tools with evidence that they work with populations that are similar to the students you work with. By clicking on the bubble in the Disaggregated Reliability and Validity Data column for one of the tools, you will be presented with this type of information:

Behavior Intervention Monitoring Assessment System (BIMAS)	Conduct			
Behavior Intervention Monitoring Assessment System (BIMAS)	Negative Affect			
Behavior Intervention Monitoring Assessment System (BIMAS)	Social			
Direct Behavior Rating Single Item Scales (DBR-SIS)	Academically Engaged			

Reliability:

McDougal, J. L., Bardos, A. N., & Meier, S. T. (2011). Behavior Intervention Monitoring Assessment System Technical Manual. Toronto, Canada: Multi-Health Systems.

Subscale(s): Negative Affect

Forms: Teacher / Parent / Self-Report

Age Range: 5-18 / 5-18 / 12-18

Type of Reliability	Coefficient	SEM	n (examinees)	n (raters)	Sample Information / Demographics
Teacher alpha	0.85	3.94	1,361	1,361	The normative sample included ratings of 50 males and 50 females at each age (from 5 through 18 years). Teachers completed the BIMAS-T for a normative sample of 1,400 youth. All of the teachers had known the students they were rating for at least 1 month. The sample characteristics were

6. Ask for More Information

You may find that the tools chart does not provide you with all of the information you need. For example, what if a tool that you are interested in does not have disaggregated data available for a particular subgroup that is important to you? Ask the vendor! Developers who have chosen to submit their tools for review and publish them in the chart are interested in meeting the needs of their customers and doing more research to provide needed data.

Similarly, if a tool that you currently use or are interested in learning about is not on the chart, call the developer of that tool. Tell the vendor about the TRC review process and the tools chart, and ask the developer to consider submitting the tool for review.



Finally, if you are unsure about what any technical terms on the chart mean, or how to interpret any of the information on the chart, contact the National Center on Intensive Intervention at NCII@air.org.

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