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.
PSYCHOMETRIC STANDARDS

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

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

<table>
<thead>
<tr>
<th>Tool</th>
<th>Academic Functioning</th>
<th>Scale</th>
<th>Reliability</th>
<th>Validity</th>
<th>Disaggregated Reliability and Validity Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Intervention Monitoring Assessment System (BIMAS)</td>
<td>Cost</td>
<td>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 12 years. The BIMAS contains indices to change instruction that will be used in the classroom and actual assessment. The direct standard based on research and in eight related models for data analysis and intervention.</td>
<td>PMI, Inc.</td>
<td>4701 Wexford Park</td>
<td>locator: <a href="http://www.pmirel.com">www.pmirel.com</a></td>
</tr>
</tbody>
</table>
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:
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.