



Generating BIMAS Standard PDF Forms for Printing (for a Class/Group)



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Paper-and-pencil administration allows you to generate BIMAS Standard forms as Adobe PDF documents for a rater who does not have user access to BIMAS Online.

The generated form can be printed using a standard printer and then given to the Rater to complete.

Once the paper form is completed, the administrator can log into BIMAS Online to Enter Responses.

BIMAS Teacher
(Ages 5 - 18)
James L. McDougal, Psy.D., Achilles N. Bardos, Ph.D., & Scott T. Meier, Ph.D.

School: Lincoln Middle School
Student's Name: John L. Oakes
Grade: 6
Class Name: English 1200
Student's Date of Birth: 06-13-90
Student ID: 1000
Teacher's Name:
Date Printed: 03-23-11

Form ID
L_1000_1015_1008

Shade circles like this:
Not like this:

Today's Date
MM DD YY
○○ ○○ ○○
○○ ○○ ○○
○○ ○○ ○○
○○ ○○ ○○
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○○ ○○ ○○

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.

PDF

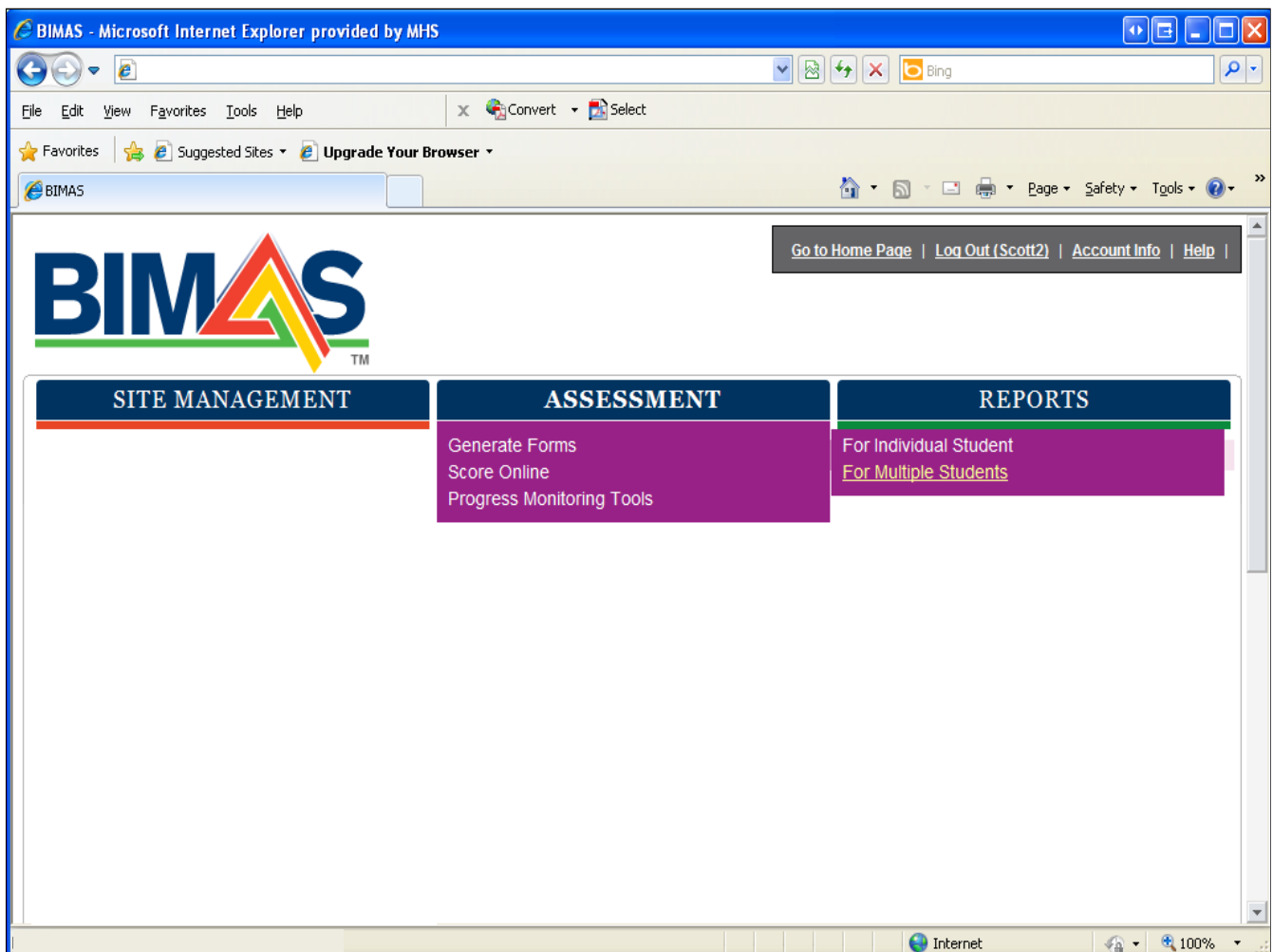
For MHS use only
464940

Please turn the page. ⇨

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In Canada, 1770 Victoria Park Avenue, Toronto, ON M2H 3B6, 1-800-288-8011. Internationally, +1-416-492-2427. Fax: +1-416-492-2547 or 1-800-540-4944

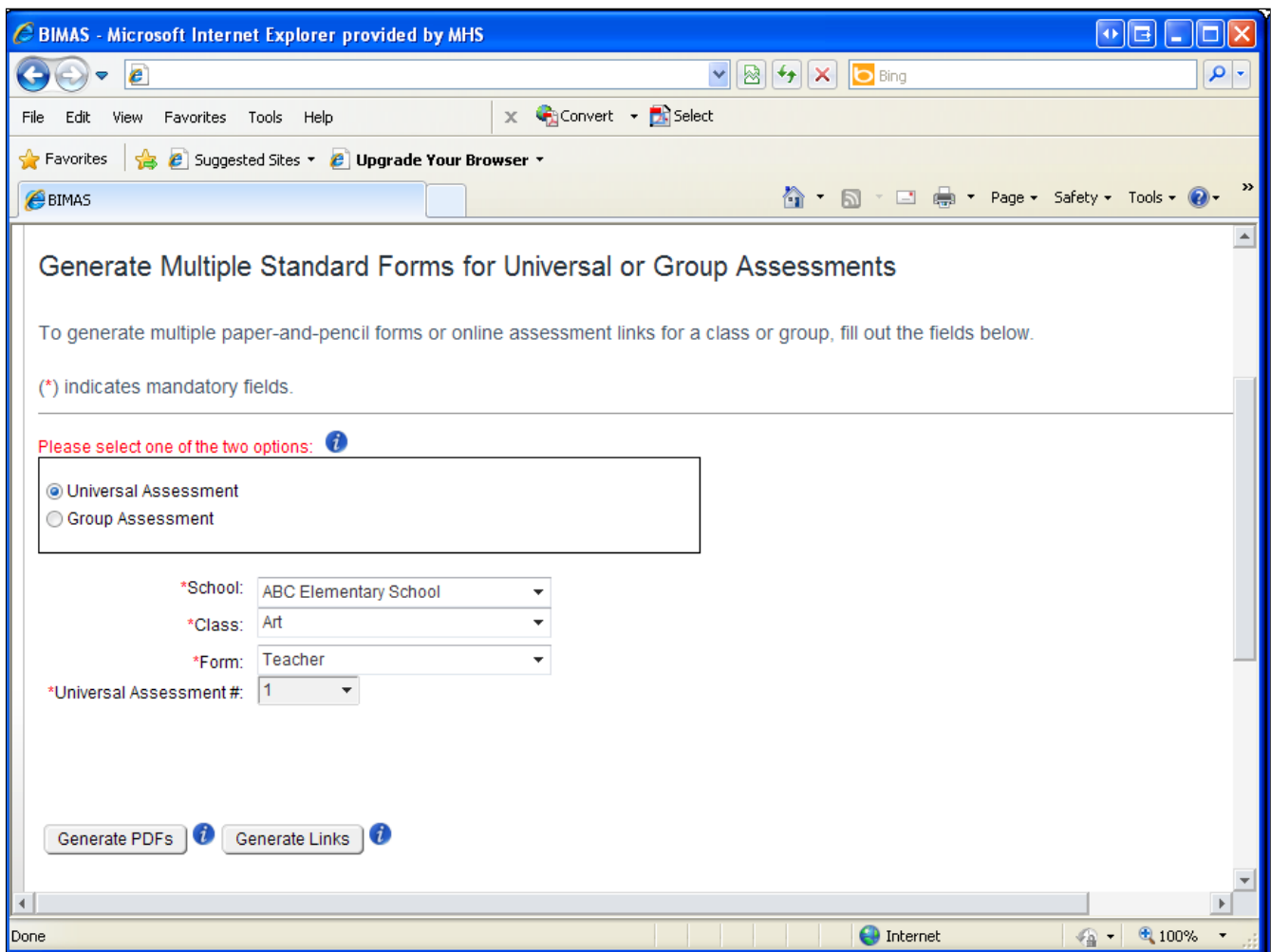
To generate forms for a Class or a Group:

1. Click **Assessment**.
2. Select **Generate Forms**.
3. Select **For Multiple Students**.



To generate a Universal Assessment form, select the:

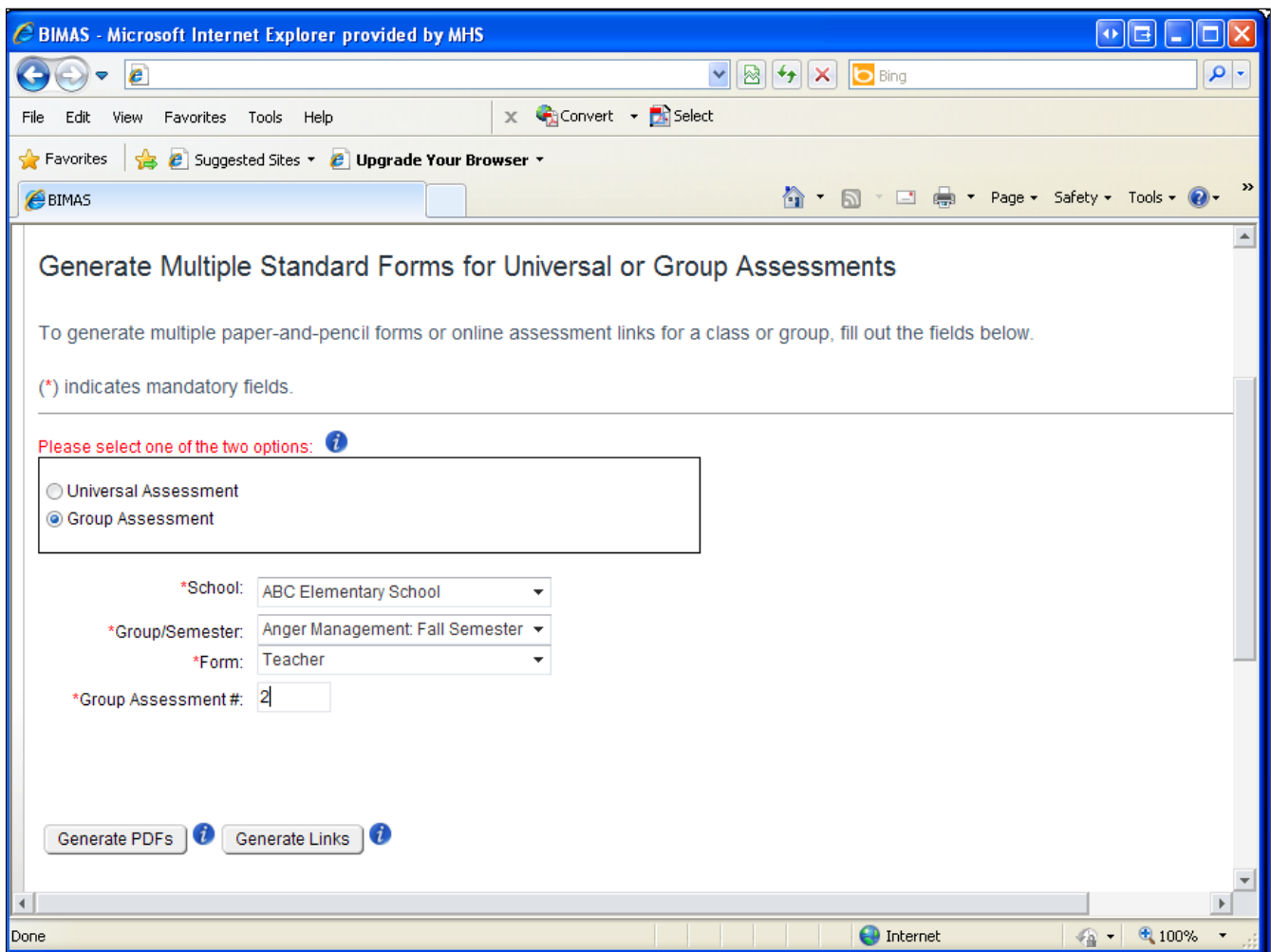
- School
- Class
- Form, and
- Universal Assessment number



The screenshot shows a web browser window titled "BIMAS - Microsoft Internet Explorer provided by MHS". The page content is titled "Generate Multiple Standard Forms for Universal or Group Assessments". Below the title, there is a brief instruction: "To generate multiple paper-and-pencil forms or online assessment links for a class or group, fill out the fields below." A note states "(*) indicates mandatory fields." A red instruction says "Please select one of the two options:" followed by an information icon. Below this are two radio buttons: "Universal Assessment" (selected) and "Group Assessment". There are four dropdown menus: "*School:" with "ABC Elementary School", "*Class:" with "Art", "*Form:" with "Teacher", and "*Universal Assessment #:" with "1". At the bottom, there are two buttons: "Generate PDFs" and "Generate Links", both with information icons. The browser's status bar at the bottom shows "Done" and "Internet" with a 100% zoom level.

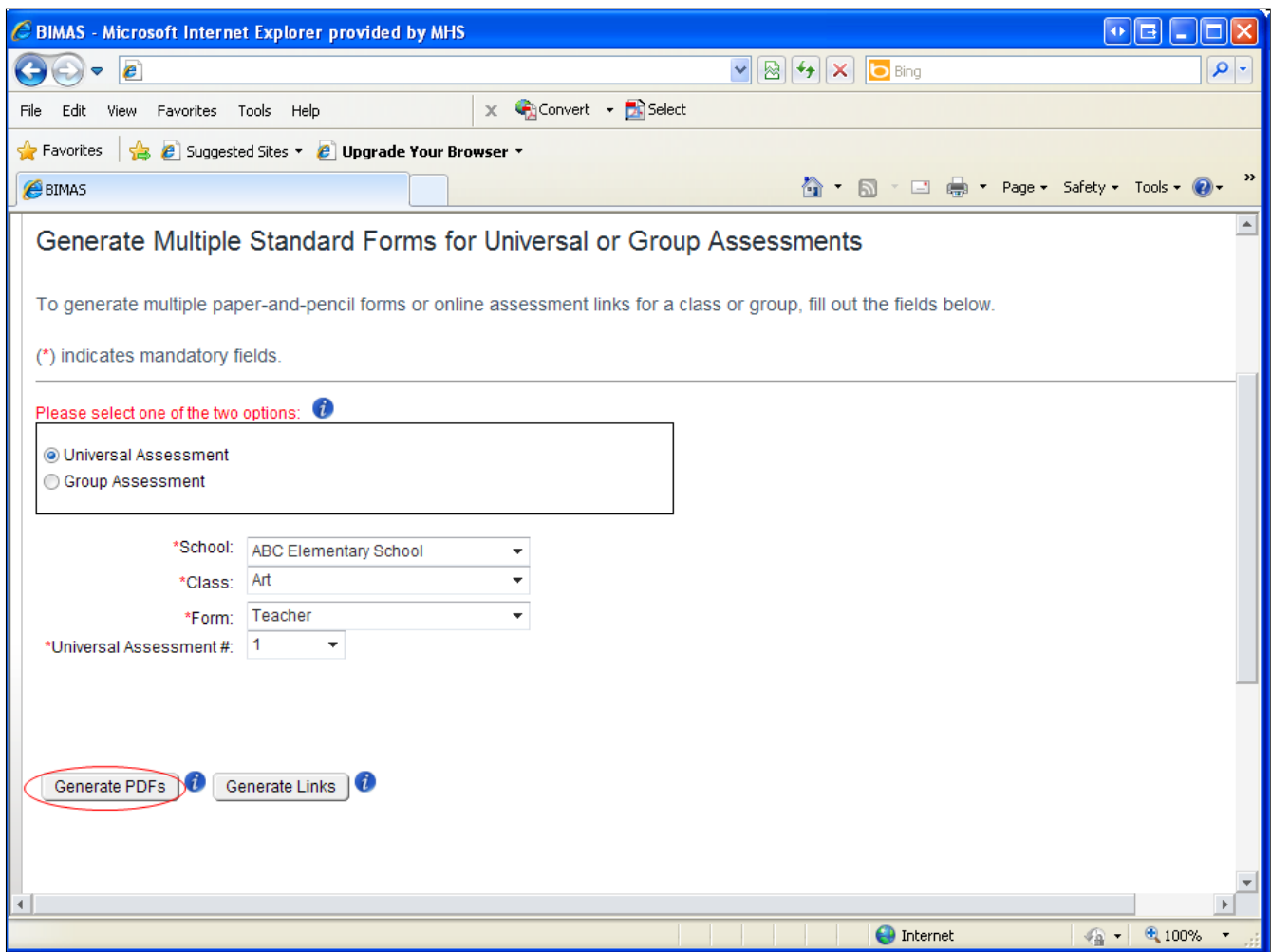
To generate a Group Assessment form, select the

- School,
- Group/Semester,
- Form, and
- Group Assessment number.



The screenshot shows a web browser window titled "BIMAS - Microsoft Internet Explorer provided by MHS". The page content includes a title "Generate Multiple Standard Forms for Universal or Group Assessments" and instructions: "To generate multiple paper-and-pencil forms or online assessment links for a class or group, fill out the fields below." A note states "(*) indicates mandatory fields." Below this, there is a section titled "Please select one of the two options:" with two radio buttons: "Universal Assessment" (unselected) and "Group Assessment" (selected). Underneath are four mandatory fields: "*School:" with a dropdown menu showing "ABC Elementary School"; "*Group/Semester:" with a dropdown menu showing "Anger Management: Fall Semester"; "*Form:" with a dropdown menu showing "Teacher"; and "*Group Assessment #:" with a text input field containing the number "2". At the bottom of the form area, there are two buttons: "Generate PDFs" and "Generate Links", both with information icons. The browser's status bar at the bottom shows "Done" and "Internet" with a 100% zoom level.

Click **Generate PDFs**.

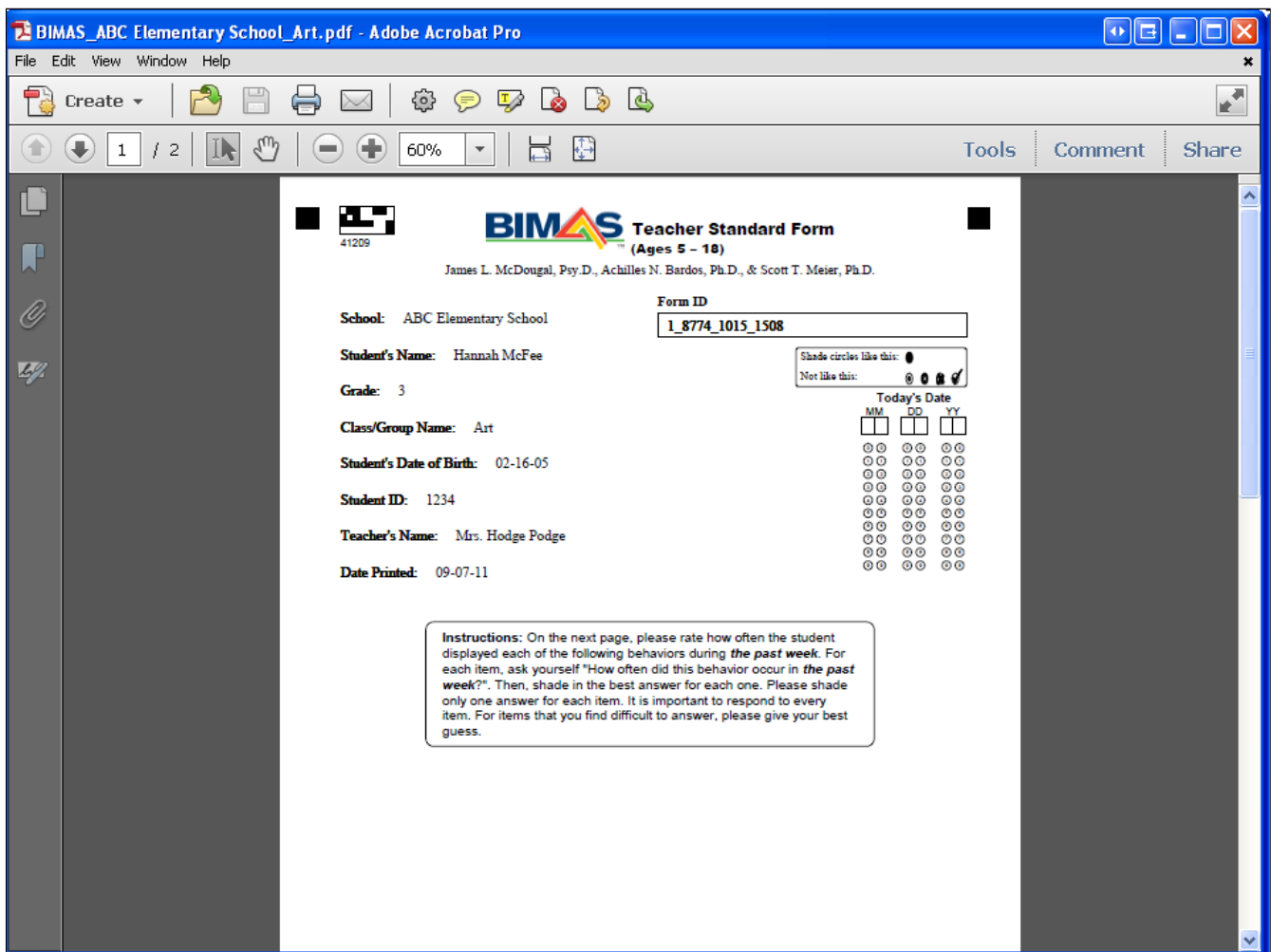




Generating BIMAS Standard PDF Forms for Printing


BIMAS Online will generate a zip file containing ONE PDF document PER class/group.

Each PDF document will contain the forms for each class/group.





Each paper form for each student will list their identification information, as well as the teacher's name and the date on which the form was generated.



Teacher Standard Form
(Ages 5 - 18)

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

School: ABC Elementary School

Student's Name: Hannah McFee

Grade: 3

Class/Group Name: Art

Student's Date of Birth: 02-16-05

Student ID: 1234

Form ID

1_8774_1015_1508

Teacher's Name: Mrs. Hodge Podge

Date Printed: 09-07-11

Shade circles like this: ●


Not like this: ○


Today's Date


MM	DD	YY
□	□	□
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○



Each form also has a unique Form ID number for tracking each student.


41209

**Teacher Standard Form**
(Ages 5 - 18)



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

School: ABC Elementary School

Student's Name: Hannah McFee

Grade: 3

Class/Group Name: Art

Student's Date of Birth: 02-16-05

Student ID: 1234

Teacher's Name: Mrs. Hodge Podge

Date Printed: 09-07-11

Form ID

1_8774_1015_1508

Shade circles like this: ●

Not like this: ○ ○ ○ ○ ✓

Today's Date

MM	DD	YY
<input type="text"/>	<input type="text"/>	<input type="text"/>
⊙ ⊙	⊙ ⊙	⊙ ⊙
⊙ ⊙	⊙ ⊙	⊙ ⊙
⊙ ⊙	⊙ ⊙	⊙ ⊙
⊙ ⊙	⊙ ⊙	⊙ ⊙
⊙ ⊙	⊙ ⊙	⊙ ⊙
⊙ ⊙	⊙ ⊙	⊙ ⊙
⊙ ⊙	⊙ ⊙	⊙ ⊙
⊙ ⊙	⊙ ⊙	⊙ ⊙
⊙ ⊙	⊙ ⊙	⊙ ⊙
⊙ ⊙	⊙ ⊙	⊙ ⊙
⊙ ⊙	⊙ ⊙	⊙ ⊙
⊙ ⊙	⊙ ⊙	⊙ ⊙
⊙ ⊙	⊙ ⊙	⊙ ⊙

The reverse side of the form will have the Standard Items to be filled out by the Rater.

40899

Teacher Standard Form
(Ages 5 - 18)

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

Form ID 1_8774_1015_1508

Shade circles like this:

Not like this:

Rating:
During the past week, this student...

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

<i>During the past week, this student...</i>	Never	Rarely	Sometimes	Often	Very Often
1. shared what he/she was thinking about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. appeared angry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. had trouble paying attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. followed directions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. appeared sleepy or tired.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. was impulsive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. spoke clearly with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. appeared depressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. engaged in risk-taking behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. had problems staying on task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. maintained friendships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. acted sad or withdrawn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. fought with others (verbally, physically, or both).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. acted without thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. appeared comfortable when relating to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. was easily embarrassed or felt ashamed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. lied or cheated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. had trouble remembering.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. was generally friendly with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. appeared anxious (worried or nervous).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. lost his/her temper when upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. had trouble with organizing and planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. worked out problems with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. expressed thoughts of hurting himself/herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. was aggressive (threatened or bullied others).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. received failing grades at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. was emotional or upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. fidgeted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. was suspected of using alcohol and/or drugs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. worked up to his/her academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. was sent to an authority for discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. was suspected of smoking or chewing tobacco.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. was prepared for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. was absent from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MHS Certificate # B412320

Thank you for completing this questionnaire.
Please make sure you have answered every item.

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To generate forms for Parent/Clinician raters, parents and clinicians must first be set up in the student's demographic information.

BIMAS Parent Standard Form (Ages 5 - 18)
 James L. McDougal, Psy.D., Achilles N. Bardos, Ph.D., & Scott T. Meier, Ph.D.
 Form ID 1_4052_1014

Shade circles like this: Not like this:

Rating:
During the past week, my child...

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

<i>During the past week, my child...</i>	Never	Rarely	Sometimes	Often	Very Often
1. shared what he/she was thinking about.	⊖	⊙	⊕	⊗	⊘
2. appeared angry.	⊖	⊙	⊕	⊗	⊘
3. had trouble paying attention.	⊖	⊙	⊕	⊗	⊘
4. followed directions.	⊖	⊙	⊕	⊗	⊘
5. appeared sleepy or tired.	⊖	⊙	⊕	⊗	⊘
6. was impulsive.	⊖	⊙	⊕	⊗	⊘
7. spoke clearly with others.	⊖	⊙	⊕	⊗	⊘
8. appeared depressed.	⊖	⊙	⊕	⊗	⊘
9. engaged in risk-taking behavior.	⊖	⊙	⊕	⊗	⊘
10. had problems staying on task.	⊖	⊙	⊕	⊗	⊘
11. maintained friendships.	⊖	⊙	⊕	⊗	⊘
12. acted sad or withdrawn.	⊖	⊙	⊕	⊗	⊘
13. fought with others (verbally, physically, or both).	⊖	⊙	⊕	⊗	⊘
14. acted without thinking.	⊖	⊙	⊕	⊗	⊘
15. appeared comfortable when relating to others.	⊖	⊙	⊕	⊗	⊘
16. was easily embarrassed or felt ashamed.	⊖	⊙	⊕	⊗	⊘
17. lied or cheated.	⊖	⊙	⊕	⊗	⊘
18. had trouble remembering.	⊖	⊙	⊕	⊗	⊘
19. was generally friendly with others.	⊖	⊙	⊕	⊗	⊘
20. appeared anxious (worried or nervous).	⊖	⊙	⊕	⊗	⊘
21. lost his/her temper when upset.	⊖	⊙	⊕	⊗	⊘
22. had trouble with organizing and planning.	⊖	⊙	⊕	⊗	⊘
23. worked out problems with others.	⊖	⊙	⊕	⊗	⊘
24. expressed thoughts of hurting himself/herself.	⊖	⊙	⊕	⊗	⊘
25. was aggressive (threatened or bullied others).	⊖	⊙	⊕	⊗	⊘
26. received failing grades at school.	⊖	⊙	⊕	⊗	⊘
27. was emotional or upset.	⊖	⊙	⊕	⊗	⊘
28. fidgeted.	⊖	⊙	⊕	⊗	⊘
29. was suspected of using alcohol and/or drugs.	⊖	⊙	⊕	⊗	⊘
30. worked up to his/her academic potential.	⊖	⊙	⊕	⊗	⊘
31. was sent to an authority for discipline.	⊖	⊙	⊕	⊗	⊘
32. was suspected of smoking or chewing tobacco.	⊖	⊙	⊕	⊗	⊘
33. was prepared for class.	⊖	⊙	⊕	⊗	⊘
34. was absent from school.	⊖	⊙	⊕	⊗	⊘

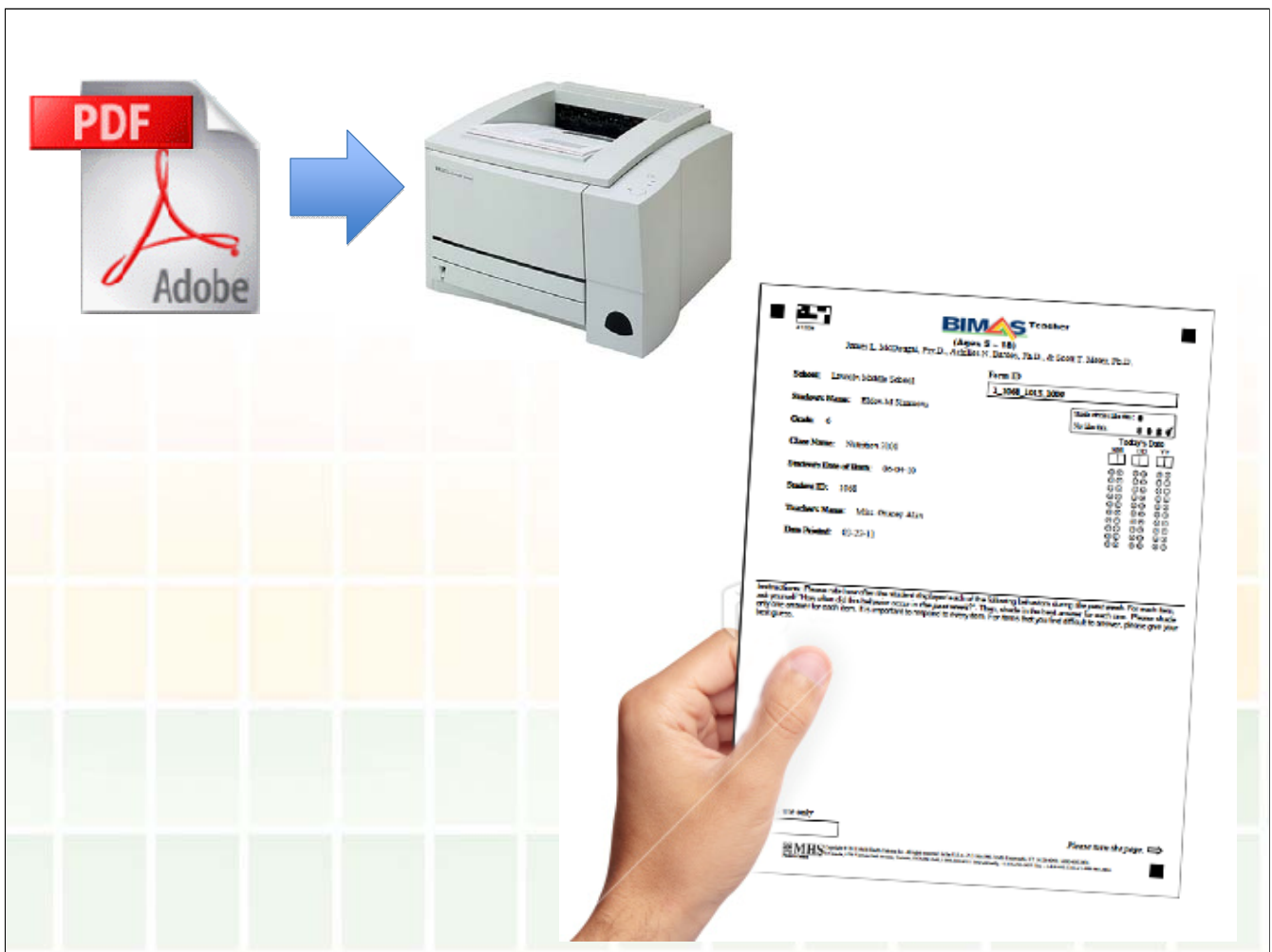
MHS Certificate # B914927

Thank you for completing this questionnaire.
 Please make sure you have answered every item.

MHS
 Multi-Health Systems Inc.
 In Canada, 3770 Victoria Park Avenue, Toronto, ON M3H 3M6; 1-800-268-4011. Internationally, +1-416-492-2627. Fax: +1-416-492-1343 or 1-888-540-4484

PDF documents can be printed and distributed to the Rater to complete.

Before administration, verify that the Class/Group name and teacher's name are correct, since this information will be scanned as is.



Once the form has been completed by the Rater and returned to the assessor, responses must be entered into BIMAS Online. To learn how to enter paper form responses into BIMAS Online, view the help file *Enter Paper Form Responses*.

