Brief Introduction to Team-Initiated Problem Solving (TIPS)

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Target Audience

- Anyone who participates in teams designed to build behavior support plans for students with problem behavior.

Objectives

By the end of today, you will:

- Understand the TIPS problem solving model

- Define logic for Meeting Foundations
  - Roles
  - Meeting minutes form

- Define Problem Solving Approach
  - Define problem with precision
  - Build comprehensive solutions
  - Build action plan

- Define Implementation and Adaptation

Effective Problem Solving

From Problem → Solution

A Quick Overview of TIPS

Team-Initiated Problem Solving (TIPS II) Model

What, Who, When, Where, and Why?

Identify Problem with Precision

What next?

How do we want the problem to change?

Make Summative Evaluation Decision

Identify Goal for Change

Collect and Use Data

Has the problem been solved?

Monitor Impact of Solution and Compare against Goal

Identify Solution and Create Implementation Plan with Contextual Fit

Implement Solution with High Integrity

Did we implement with fidelity?

What are we going to do to bring about desired change?

Meeting Foundations

TIPS Study: Todd et al, 2009

Findings

TIPS improves team problem solving

Coaching is an important component

Newton et al., 2009
Effects of TIPS Training on

Findings

Teams can improve quickly

Use of data is critical both for initial problem solving and on-going adaptation

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Results

TIPS improved the process of team problem solving (development of solutions)

TIPS improved the likelihood that solutions were **implemented**.

TIPS increased the likelihood of improvement in **student outcomes** (both academic and behavior)

Critical Features of Team-Initiated Problem Solving (TIPS II)

- Identify Problem with Precision
- Identify Goal for Change
- Make Summative Evaluation Decision
- Collect and Use Data
- Monitor Impact of Solution and Compare against Goal
- Identify Solution and Create Implementation Plan with Contextual Fit
- Implement Solution with High Integrity

Meeting Foundations

TIPS Fidelity of Implementation Checklist

Meeting Foundations

- **Clear Purpose/ Authority**
  - What is the purpose of our team?
  - What is the impact we are to have on students/ families/ School?
  - What authority do we have to implement solutions?

- **Agreement about process**
  - Start time/stop time
  - Schedule
  - Respect and commitment

- **Roles and responsibilities**
  - Facilitator
  - Minute Taker
  - Data Analyst
  - Member

- **Electronic Meeting Minutes/Agenda**

Meeting Terms of Agreement

- Start/ Stop time
- Schedule of meetings
- Consideration for each other
  - E.g. "be respectful, be responsible"
  - Side conversations
  - Come prepared
  - No side tasks (technology)

Roles and Responsibilities
Facilitator, Minute Taker, Data Analyst, Team Member

Roles on TIPS Teams

- Facilitator
- Minute Taker
- Data Analyst
- Team Member

Facilitator's Responsibilities and Skills Needed

Before Meeting:
- Ask for agenda items
- Provide items to Minute Taker

Facilitator

During Meeting:
- Starts meeting on time
- Manages "flow" of meeting
- Prompts team members (as necessary) with the TIPS problem-solving "mantra"
- Is an active participant in meeting
- Determines date, time, and location of next meeting

Facilitator should be able to:
- Ask questions
- Implement group norms or agreements
- Keep meeting on track (or navigate back on track when needed)
- Move through agenda in a timely fashion

Minute Taker's Responsibilities

Before Meeting:
- Collects agenda items from Facilitator
- Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst, as appropriate
- Is prepared to project TIPS Meeting Minute form via LCD during meeting

Minute Taker

During Meeting:
- Records decisions/notes on TIPS Meeting Minutes form
- Asks for clarification of tasks/decisions, as necessary
- Is active participant in meeting

After Meeting:
- Cleans up TIPS Meeting Minutes from meeting
- Disseminates Meeting Minutes to team within 36 hours

Data Analyst Responsibilities

Before Meeting:
- Review data and define *potential new problems* with precision (What, Who, Where, When, Why)
- Gather/organize data on previously-defined and/or potential new problems
  - Review data on *previously-defined problems* (i.e., frequency/rate for most recently-completed calendar month, direction of change in rate since last report, and relationship of change to goal)
- Prepares graphs for sharing at meeting
- Asks Facilitator to add potential new problems to agenda for meeting

Data Analyst

During Meeting:
- Leads discussion of potential new problems
- Responds to questions about data; produces additional data on request (e.g., additional Drill Down Reports)
- Is active participant in meeting

Team Member Responsibilities

Before Meeting:

- _Recommends_ agenda items to Facilitator

During Meeting:

- Analyzes/interprets data; determines whether a new problem exists
- Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline
- Discusses/selects solutions and evaluation data (fidelity and outcome) for new problems
- For problems with existing solution actions
  - Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?)
  - Suggests how implementation of solution actions could be improved
  - Analyzes/interprets data to determine whether implemented solution actions are
- Is an active team member

Who is Responsible?

Facilitator	Minute Taker
Data Analyst	**All Team**

On Last Section of TIPS Meeting Minutes Forms

Facilitator Responsibilities
1) _Before_ meeting, provides agenda items to Minute Taker
2) Starts meeting on time
3) Determines date, time, and location of next meeting
4) Manages the "flow" of meeting by adhering to the agenda
5) Prompts team members (as necessary) with the TIPS problem-solving "mantra"
   a) Do we have a problem?
   b) What is the precise nature of the problem?
   c) Why does the problem exist, and what can we do about it?
   d) For problems with existing solution actions
      i) What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped?
      ii) What will we do to improve implementation of our solution actions?
      iii) Are implemented solution actions "working" (i.e., reducing the rate/frequency of the targeted problem to our Goal level)?
6) Is active participant in meeting

Data Analyst Responsibilities
1) _Before_ meeting (items a-c to appear in written Data Analyst's Report)
   a) Describes _potential new problems_ with precision (What, Who, Where, When, Why)
   b) Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined potential new problems
   c) Provides update on _previously-defined problems_ (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal)
   d) Distributes Data Analyst's Report to team members
   e) Asks Facilitator to add potential new problems to agenda for meeting
2) _At_ meeting
   a) Leads discussion of potential new problems
   b) Responds to team members' questions concerning content of the Data Analyst's Report; produces additional data on request (e.g., additional Custom Reports)
3) Is active participant in meeting

Minute Taker Responsibilities
1) _Before_ meeting
   a) Collects agenda items from Facilitator
   b) Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's Report, as appropriate
   c) Prints copies of the TIPS Meeting Minutes _form_ for each team member, or is prepared to project form via LCD
2) _At_ meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes _form_, as necessary
3) Is active participant in meeting
4) _After_ meeting, disseminates copy of completed TIPS Meeting Minutes _form_ to all team members within 24 hours

Team Member Responsibilities
1) _Before_ meeting, recommends agenda items to Facilitator
2) _At_ meeting, responds to agenda items and
   a) Analyzes/interprets data; determines whether a new problem exists
   b) Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline
   c) Discusses/selects solutions for new problems
   d) For problems with existing solution actions
      i) Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?)
      i) Suggests how implementation of solution actions could be improved
      ii) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)?
3) Is active participant in meeting

Meeting Foundations

- **Clear Purpose/ Authority**
  - What is the purpose of our team?
  - What is the impact we are to have on students/ families/ School?
  - What authority do we have to implement solutions?

- **Agreement about process**
  - Start time/stop time
  - Schedule
  - Respect and commitment

- **Roles and responsibilities**
  - Facilitator
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  - Data Analyst
  - Member

- **Electronic Meeting Minutes/Agenda**

Meeting Terms of Agreement

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- Consideration for each other
  - E.g. "be respectful, be responsible"
  - Side conversations
  - Come prepared
  - No side tasks (technology)

Define roles for effective meetings

- Core roles
  - Facilitator
  - Minute taker
  - Data analyst   Typically NOT the administrator
  - Active team member
  - Administrator

  Can one person serve multiple roles?

- Backup for each role   **Are there other roles needed?**

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Meeting Minutes

A framework for organizing and documenting efficient meetings

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Organizing for an effective
problem solving conversation

A key to collective problem solving is to
provide a visual context that allows
everyone to follow and contribute

Out of
Time

Solution

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Functions of Meeting Minutes

- **Before Meeting**
  - Define agenda
  - Clarify start/stop time
  - Guide data analyst (updates on old problems)

- **During Meeting**
  - Organize time allocation/ Prioritization
  - Ensure old problems are reviewed
  - Ensure that new problems are defined with precision
  - Ensure that solutions are comprehensive and linked to action plan
  - Record "Topic" "Decisions"… NOT discussion
  - Assess meeting process and effectiveness

- **After Meeting**
  - Record for review
  - Guide for tasks between meetings.

Many Options for Minutes

Team Meeting Minutes

	Decision/ Action	Who	By When
Date:
Present:
Next Meeting
Topic

Old Problems

Old Admin Tasks

New Admin Tasks

New Problems

General *Flow* of Meeting

Call meeting to order – Who is present?

⇩

Review agenda for today

⇩

Discuss previously defined problem(s) – Were solutions implemented? Discuss current data and relation to goal. Better? Worse? Was goal reached? What next?

⇩

Discuss administrative tasks and any general issues

⇩

Discuss any new problems – Identify precise problems, develop solution plans (what, who, when), identify goals, determine fidelity and outcome data needed

⇩

Wrap up meeting – Review date/time for next meeting and evaluate present team meeting.

TIPS Meeting Minutes form for:

Meetings and Roles	Date	Time	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members (Place "X" to left of name if present)

Today's Agenda Items (Place "X" to left of item after completed):
1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

Agenda Items for Next Meeting
1.
2.
3.
4.

Previously-Defined Problems

	Solution Actions (Prevent, Teach, Reward, Correct, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day = _____

	Discussion/Decision/Task (if applicable)	Who?	By When?

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to assess/report)

Current Levels:

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(inset) General *Flow* of Meeting

TIPS Meeting Minutes form for:

General *Flow* of Meeting

Slide 1: TIPS Meeting Minutes form

TIPS Meeting Minutes form for:

General *Flow* of Meeting

Call meeting to order – Who is present?

Review agenda for today

Discuss previously defined problem(s) – Were solutions implemented? Discuss current data and relation to goal. Better? Worse? Was goal reached? What next?

Discuss administrative tasks and any general issues

Discuss any new problems – Identify precise problems, develop solution plans (what, who, when), identify goals, determine fidelity and outcome data needed)

Wrap up meeting – Review date/time for next meeting and evaluate present team

Meetings and Roles	Date	Time	Location
Today's Meeting			
Next Meeting			

Team Members (Place "X" to left of name if present)

Today's Agenda Items (Place "X" to left of item after completed):
1. 6.
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Previously-Defined Problems

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Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

New Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to assess/report)

Current Levels:

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Slide 2: Evaluation of Team Meeting

Evaluation of Team Meeting (Mark your ratings with an "X")

	Our Rating		
	Yes	So-So	No
1. Was today's meeting a good use of our time?			
2. In general, did we do a good job of *tracking* whether we're completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually *completing* the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the *desired effects* on student behavior?			

If some of our ratings are "So-So" or "No," what can we do to improve things?

Facilitator Responsibilities
1) *Before* meeting, provides agenda items to Minute Taker
2) Starts meeting on time
3) Determines date, time, and location of next meeting
4) Manages the "flow" of meeting by adhering to the agenda
5) Prompts team members (as necessary) with the TIPS problem-solving "mantra"
   a) Do we have a problem?
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6) Is active participant in meeting

Minute Taker Responsibilities
1) *Before* meeting
   a) Collects agenda items from Facilitator
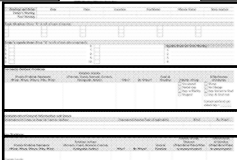   b) Prepares TIPS Meeting Minutes agenda form, Analyst's Report, as appropriate
   c) Prints copies of the TIPS Meeting Minutes form prepared to project form via LCD
2) *At* meeting, asks for clarification of tasks/decisions, Minutes form, as necessary
3) Is active participant in meeting
4) *After* meeting, disseminates copy of completed TIPS team members within 24 hours

Data Analyst Responsibilities
1) *Before* meeting (items a-c to appear in written Data Analyst's Report)
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General *Flow* of Meeting

Call meeting to order – Who is present?
Review agenda for today
Discuss previously defined problem(s) – Were solutions implemented? Discuss current data and relation to goal. Better? Worse? Was goal reached? What next?
Discuss administrative tasks and any general issues
Discuss any new problems – Identify precise problems, develop solution plans (what, who, when), identify goals, determine fidelity and outcome data needed)
Wrap up meeting – Review date/time for next meeting and evaluate present team

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Slide 3: Where does an item go on the Meeting Minutes Form?

Where does an item go on the Meeting Minutes Form?

Demographics or Agenda

Previously - Defined Problem

Administrative Tasks

New Problem

Planning for next PTA meeting.

There have been 5 fights on the playground during the last week.

Update on CICO implementation for previous problem solution.

Increasing gang recruitment for an agenda topic today

Next meeting, we need to hear a report on lunchroom needs.

Staff will need to complete a monthly fidelity check

Three students are not meeting CICO goals.

Plan for school board report

Currently, we are seeing 1 referral per day for our new problem.

Fidelity Check

Problem-Solving (Core) Items (10-18)				
10. Team uses TIPS Meeting Minutes form or equivalent*.	Direct Observation of Meeting Minutes form	0= Team does not use TIPS Meeting Minutes form or equivalent*. 1= Team uses part of TIPS Meeting Minutes form or equivalent*. 2= Team uses TIPS Meeting Minutes form or equivalent*.		

Team meeting

Video for Minute Takers

- Determine
  - Facilitator, Data Analyst, Minute Taker, Administrator
- Define one problem (old or new) that was considered
- Were meeting minutes used correctly?

: 40 PM

Identify Problem with Precision
What, Who, When, Where, and Why

Team-Initiated Problem Solving (TIPS II) Model

Identify Problem with Precision

Make Summative Evaluation Decision

Identify Goal for Change

Collect and Use Data

Monitor Impact of Solution and Compare against Goal

Identify Solution and Create Implementation Plan with Contextual Fit

Implement Solution with High Integrity

Meeting Foundations

Defining a Problem with Precision
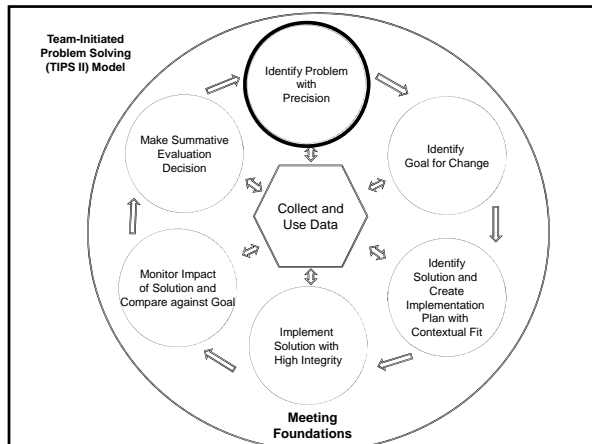
Defining a Problem with Precision

- A major error is to launch into problem solving BEFORE the problem has been defined with precision.

- **Pre-emptive solutions**
  - What we did last year
  - What my cousin did with her son
  - What I can buy as a package on the internet
  - What I can buy as a training from an expert

- **Pre-emptive solutions**
  - Often do not work
  - Usually are more expensive
  - Typically do not "fit" the context.

How Often

What

When

Why

Where

Who

Designing Effective Behavior Support

Start with *Primary* Problem Statements

Office discipline referrals for 3rd graders are above national median for schools our size.

Look at the Big Picture. Then use data to refine the problem to a Precise Problem Statement.

Move to *Precise* Problem Statements

Referrals for physical aggression among third grade students from 11:30-12:30 in the cafeteria are increasing over time. It is believed that this is happening due to lack of consistent teaching of cafeteria procedures.

Precise or Primary Statement?

| **Primary** | **Precise** |

Primary versus Precision Statements

- **Primary Statements**
  - Too many referrals
  - September has more suspensions than last year
  - Gang behavior is increasing
  - The cafeteria is out of control
  - Student disrespect is out of control

- **Precision Statement**
  - **There are twice as many ODRs for aggression on the playground than** last year. These are most likely to occur during **first recess**, with a **large number of students**, and the aggression is related **to getting access to the new playground equipment**.

Examples: Primary to Precise

Gang-like behavior is increasing.

→

Bullying (verbal and physical aggression) on the playground is occurring on average twice during each "first recess," is being done mostly by four 4th grade boys, and seems to be maintained by social praise from the bystander peer group.

Behavior on the buses is awful!

→

There were 45 referrals for 3rd, 4th, and 5th graders using inappropriate language on the afternoon buses because these students wanted attention from their peers.

Your Turn

- Describe a "Primary" problem

- Now re-write it as a "Precise Problem Statement.
  - What   Who
  - Where   Why
  - When   How Often

Identify Goal for Change
What and When

Team-Initiated Problem Solving (TIPS II) Model

- Identify Problem with Precision
- Identify Goal for Change
- Make Summative Evaluation Decision
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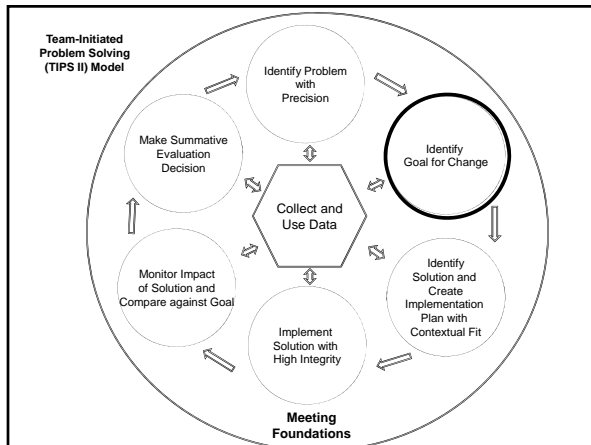
What defines Expected?

Observed

Expected

Contextual Needs

SWIS National Medians

Benchmark Expectations

Social Expectations

Comparison to Similar Settings

Observed: 38 referrals for Aggression during the past month

Observed: 12 bus referrals last month

Observed: 1.5 referrals per day for defiance

Observed: 61% of 3rd grade students meeting expectations in reading

Expected: 2 or fewer referrals for Aggression per month

Expected: 1 or fewer bus referrals per month

Expected: 1 or fewer referrals for defiance per week

Expected: 80% of 3rd grade students meeting expectations in reading

What? — Goal — By when?

Expected: 2 or fewer referrals for Aggression per month

Expected: 1 or fewer bus referrals per month

Expected: 1 or fewer referrals for defiance per week

Expected: 80% of 3rd grade students meeting expectations in reading

What? — Goal — By when?

By our next meeting

By the end of the school year

By March

What? — Goal — By when?

Office Discipline Referrals for disrespect will be at or below the national median for our school size by April of this school year and will remain at or below this level for the remainder of the school year.

Reports of aggression on the playground will reduce to one or fewer each week among 5th grade students and will stay at this level for the rest of the school year.

Reading assessment data for students in literacy intervention group performance will move from High to Low Risk status by the Winter benchmark and will be at this level or move to "No Risk" levels by the Spring benchmark.

Referrals for tardies among ninth graders will reduce by 50% by our March meeting and will continue to decrease across the next 3 months until there are no more than 2 per month for 3 months.

Goal or No Goal?

Goal	No Goal

Goal or No Goal?

- Reduce instances of 3rd & 4th grade disrespect on the playground to no more than 6 per month by end of the school year

  Goal

- 2 times a day

  No Goal
  Add "What" and "by When"

- Reduce instances of 3rd & 4th grade disrespect on the playground to no more than 2 times a day

  No Goal
  Add "by When"

- Reduce instances of 3rd & 4th grade disrespect on the playground

  No Goal
  Add "by When"

- No 9th grade tardies for the remainder of the school year

  Goal – but realistic?

- Reduce tardies in 9th grade

  No Goal
  Add by how much and "by When"

- Reduce instances of 3rd and 4th grade disrespect on the playground to no more .20 per day, monthly through year end

  Goal

Practice Writing Goals for Change

Slide 1

Write a Goal for a New Problem (from Task

Second: Write a goal for this precise problem.

Many students in 1st through 6th grades (**Who**) are displaying harassment behaviors (**What**) in the classroom, playground, cafeteria, and on the bus (**Where**) during the morning (8:00-10:30), at lunch (1:45-1:00) and on the afternoon bus (2:45-3:45) (**When**) in order to gain adult or peer attention or obtain an item (**Why**).

Current Levels: December 2011 – 15/12 = 1.25/day;
                   January 2012 – 18/19 = .95/day;
                   February 2012 – 11/18 = .61/day;

First: Enter Problem Statement in your Meeting Minutes form for 3/1/12

New Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to assess/report)
Many students in 1st through 6th grades are displaying harassment behaviors in the classroom, playground, and on the bus during the morning (8-9:45), at lunch, and in the afternoon (2:45-3:30) in order to gain adult or peer attention or obtain an item. Current Levels: December 2011: 15/12 = 1.25/day January 2012: 18/19 = .95/day February 2012: 11/18 = .61/day						

Slide 2

What?   Goal   By when?

Referrals for harassment on the bus, in the classroom, or on the playground will be reduced to 2 or fewer per month by April (.11/day) and then to 1 or fewer per month by May (.06/day). It will remain at that level for the rest of the school year.

Maintenance

Slide 3

Precise Problem Statement (What, When, Where, Who, Why)	Solution (Prevent, Teach, Extingu	Goal & Timeline	By When?	Goal & Timeline	Fidelity of Measure (What/How/W to measure/r
Many students in 1st through 6th grades are displaying harassment behaviors in the classroom, playground, and on the bus during the morning (8:00-9:45), at lunch, and in the afternoon (2:45-3:30) in order to gain adult or peer attention or obtain an item. Current Levels: December 2011 – 15/12 = 1.25/day; January 2012 – 18/19 = .95/day February 2012 – 11/18 = .61/day		Referrals for harassment on the bus, in the classroom, or on the playground will be reduced to two or fewer per month by April (.11/day) and then to one or fewer per month by May (.06/day) and will remain at that level for the rest of the school year.		Referrals for harassment on the bus, in the classroom, or on the playground will be reduced to two or fewer per month by April (.11/day) and then to one or fewer per month by May (.06/day) and will remain at that level for the rest of the school year.	

Identify Solution and Create Implementation Plan with Contextual Fit

What and When

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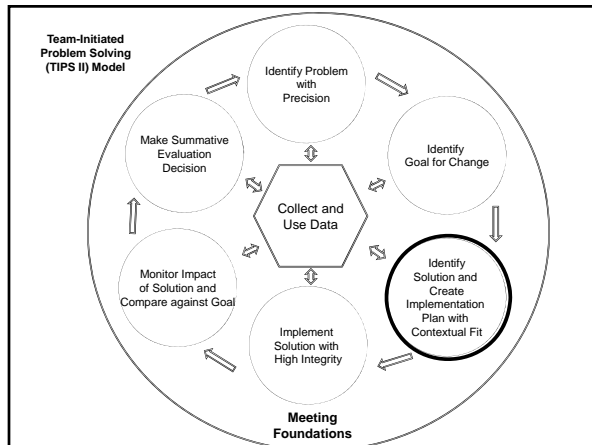
What are we going to do to bring about the desired change?

Build Effective Support Plans

- Match the solution to the function of the problem behavior

- Match the solution to the context
  - Are able to be done
  - Are consistent with the values of people in the setting
  - Are practical given time and resources

- Build "comprehensive plans that consider all "solution elements"

Solution Elements

Prevent	Change the context to avoid the problem situation?
Teach	Teach what you want. Teach a socially acceptable replacement.
Prompt	Encourage opportunities for the desired behavior.
Reinforce	Reward for the desired behavior.
Extinguish or Withhold Reward	Prevent the problem behavior from being rewarded.
Correction	Use negative feedback if needed.
Safety	Add safety procedures if needed.
Data	Define data to monitor implementation fidelity and impact

Resources for Solution Development

- Strickland-Cohen, Loman, Borgmeier & Horner, "Basic FBA to BSP"
  - Available at www.pbis.org

Fidelity of Implementation

Measures the degree in which the intervention was implemented as defined/expected

- Use percent/absolute value/ rate/scale as metric
- Strive for 80% fidelity of implementation as measured weekly or biweekly
- Make it easy to gather

Are we implementing the plan?

Teacher Completed Fidelity Scales

Establish a fidelity check routine that relates to Implementation

- A 1-5 scale is used for questions
- Up to 3 questions per week
- Share scale as a poster in the faculty room, an electronic survey, or paper and pencil

Did you provide "high-five greetings" to all students entering your class on time in the morning this week?

1   2   3   4   5
No   Yes

How many days during the week did you review with students the procedures for passing in the hall?

1   2   3   4   5

Make Summative Evaluation Decisions
What next?

Team-Initiated Problem Solving (TIPS II) Model

- Identify Problem with Precision
- Make Summative Evaluation Decision
- Identify Goal for Change
- Collect and Use Data
- Monitor Impact of Solution and Compare against Goal
- Identify Solution and Create Implementation Plan with Contextual Fit
- Implement Solution with High Integrity

Meeting Foundations
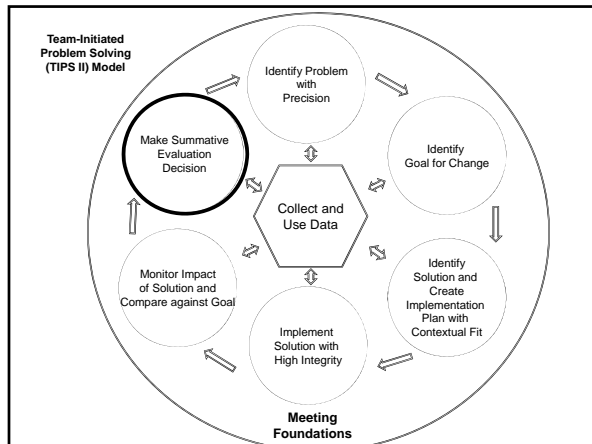
Do we need to modify the solution to have a stronger impact?

Do we need to discuss the feasibility of this solution?

If we met the goal, how do we maintain it?

What do we do next?

Should we recycle through the problem solving process?

Do we need to revise the goal?

Do we need to revise the precision statement for the problem?

Summary

- Effective meetings
  - Organization, roles, minutes

- Problem solving
  - Define problem with precision
  - Build comprehensive plan of support
  - Support plan should "fit" with behavioral function

- Implement plan
  - Regularly assess fidelity and impact.

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