

## Brief Introduction to Team-Initiated Problem Solving (TIPS)

Anne Todd, Steve Newton, & Rob Horner, University of Oregon  
Kate Algozzine & Bob Algozzine,  
University of North Carolina at Charlotte

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## Target Audience

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

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## 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

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## Effective Problem Solving



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## A Quick Overview of TIPS

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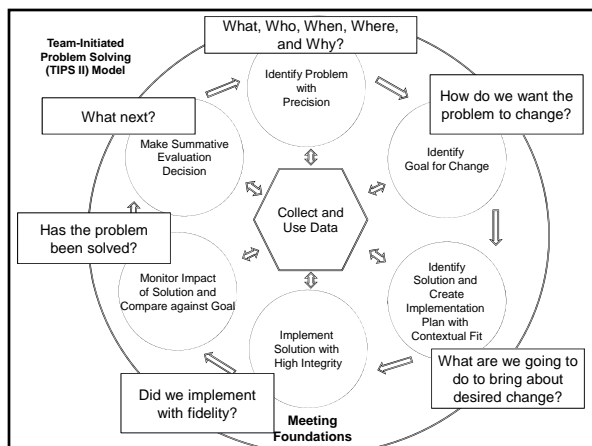
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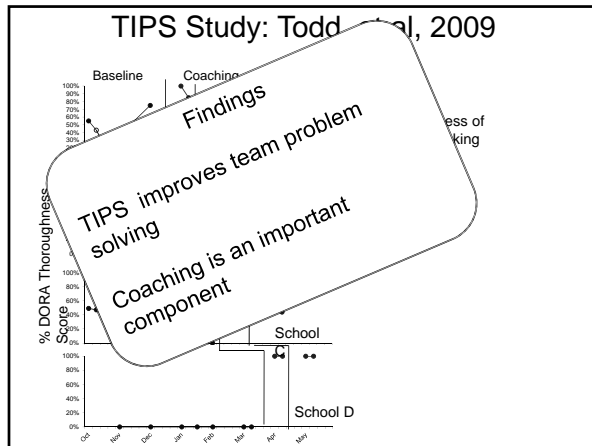
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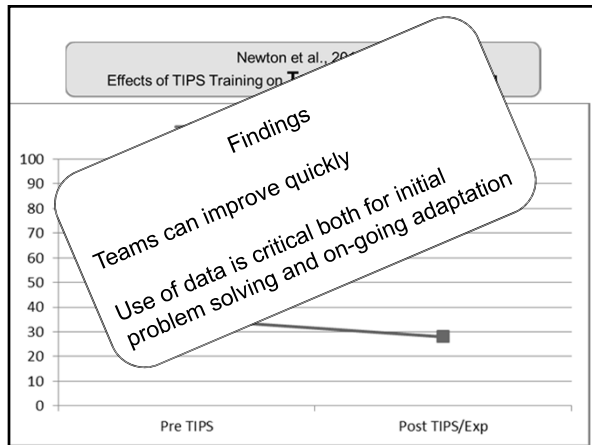
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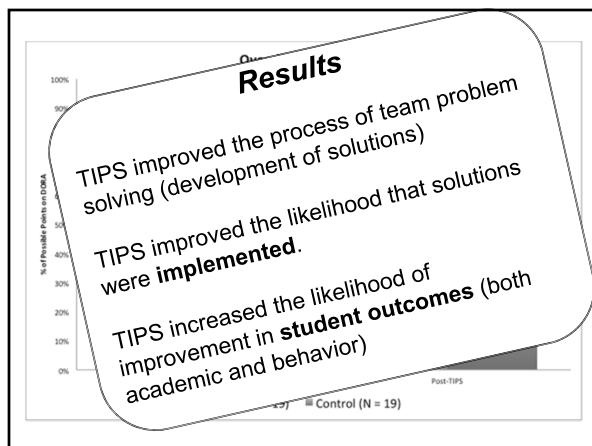
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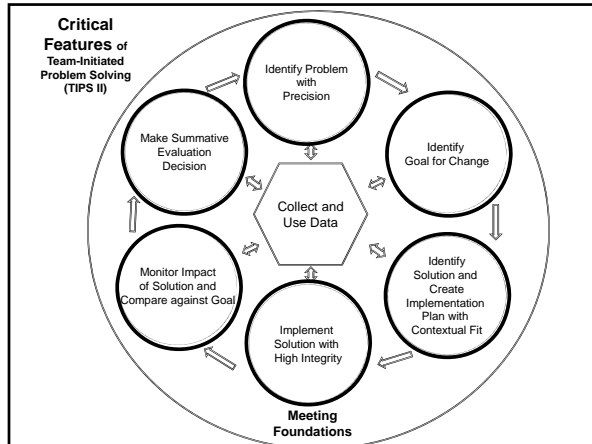
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## TIPS Fidelity of Implementation Checklist

**Purpose of Checklist**

The TIPS Fidelity of Implementation Checklist is a program monitoring tool for coaches and their users to use as a guide for planning, implementing, and monitoring team-initiated problem solving (TIPS) with students and families. The checklist is designed to help coaches monitor the fidelity of implementation of TIPS with students and families. The checklist is designed to help coaches monitor the fidelity of implementation of TIPS with students and families. The checklist is designed to help coaches monitor the fidelity of implementation of TIPS with students and families.

**Guidelines for Completing the Checklist**

Please allow 20 minutes for the team and coaches to discuss the fidelity of implementation. Use the checklist to monitor the fidelity of implementation of TIPS with students and families. The checklist is designed to help coaches monitor the fidelity of implementation of TIPS with students and families. The checklist is designed to help coaches monitor the fidelity of implementation of TIPS with students and families.

**Guidelines for Summarizing the Checklist Results**

Summarize the results of the checklist. Use the checklist to monitor the fidelity of implementation of TIPS with students and families. The checklist is designed to help coaches monitor the fidelity of implementation of TIPS with students and families. The checklist is designed to help coaches monitor the fidelity of implementation of TIPS with students and families.

Item	Item Name	Item Description	Item Status
1	Identify Problem with Precision	Identify the problem with precision. Use the checklist to monitor the fidelity of implementation of TIPS with students and families. The checklist is designed to help coaches monitor the fidelity of implementation of TIPS with students and families.	
2	Identify Goal for Change	Identify the goal for change. Use the checklist to monitor the fidelity of implementation of TIPS with students and families. The checklist is designed to help coaches monitor the fidelity of implementation of TIPS with students and families.	
3	Identify Solution and Create Implementation Plan with Contextual Fit	Identify the solution and create an implementation plan with contextual fit. Use the checklist to monitor the fidelity of implementation of TIPS with students and families. The checklist is designed to help coaches monitor the fidelity of implementation of TIPS with students and families.	
4	Implement Solution with High Integrity	Implement the solution with high integrity. Use the checklist to monitor the fidelity of implementation of TIPS with students and families. The checklist is designed to help coaches monitor the fidelity of implementation of TIPS with students and families.	
5	Monitor Impact of Solution and Compare against Goal	Monitor the impact of the solution and compare it against the goal. Use the checklist to monitor the fidelity of implementation of TIPS with students and families. The checklist is designed to help coaches monitor the fidelity of implementation of TIPS with students and families.	
6	Make Summative Evaluation Decision	Make a summative evaluation decision. Use the checklist to monitor the fidelity of implementation of TIPS with students and families. The checklist is designed to help coaches monitor the fidelity of implementation of TIPS with students and families.	

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## 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**

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## 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)

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## Roles and Responsibilities

Facilitator, Minute Taker, Data Analyst, Team Member

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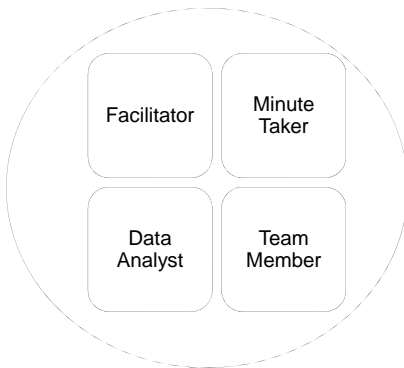
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## Roles on TIPS Teams




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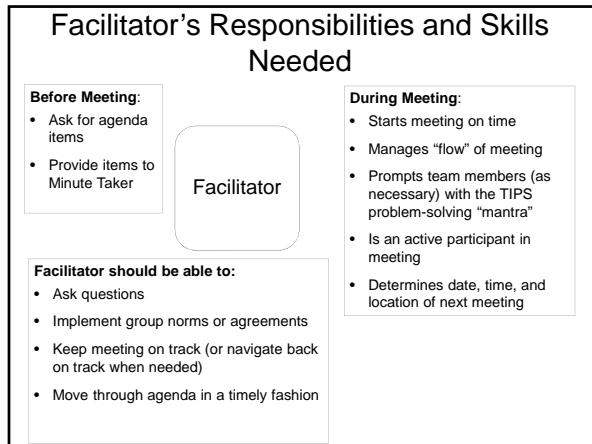
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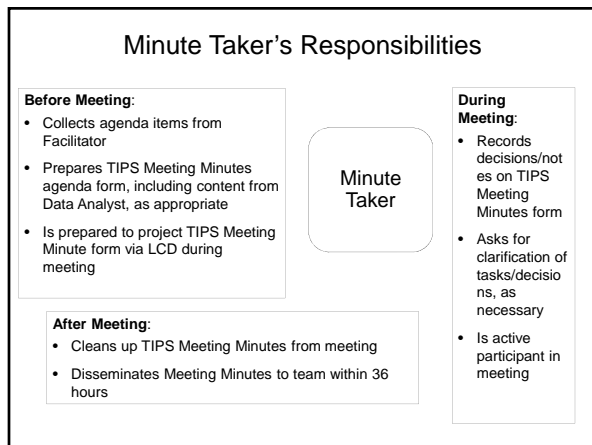
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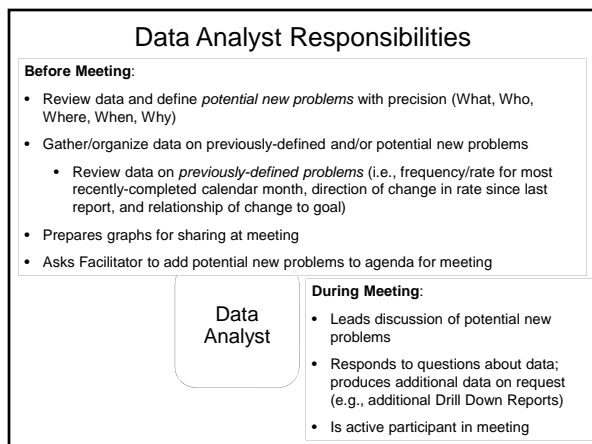
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Team Member Responsibilities	
Before Meeting:	
<ul style="list-style-type: none"><li>• <i>Recommends</i> agenda items to Facilitator</li></ul>	
During Meeting:	
<ul style="list-style-type: none"><li>• Analyzes/interprets data; determines whether a new problem exists</li><li>• Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline</li><li>• Discusses/selects solutions and evaluation data (fidelity and outcome) for new problems</li><li>• For problems with existing solution actions<ul style="list-style-type: none"><li>• Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?)</li><li>• Suggests how implementation of solution actions could be improved</li></ul></li><li>• Analyzes/interprets data to determine whether implemented solution actions are</li><li>• Is an active team member</li></ul>	

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Who is Responsible?	
<div>Facilitator</div>	<div>Minute Taker</div>
<div>Data Analyst</div>	<div>All Team</div>

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On Last Section of TIPS Meeting Minutes Forms	
<b>Facilitator Responsibilities</b> 1) <i>Before</i> 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 "matrix" 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 <ul style="list-style-type: none"><li>i) What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped?</li><li>ii) What will we do to improve implementation of our solution actions?</li><li>iii) Are implemented solution actions "working" (i.e., reducing the rate/frequency of the targeted problem to our Goal level)?</li></ul> <li>6) Is active participant in meeting</li>	<b>Data Analyst Responsibilities</b> 1) <i>Before</i> meeting (starts as we 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 previously-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) <i>During</i> meeting <ul style="list-style-type: none"><li>i) Leads discussion of potential new problems</li><li>ii) Responds to team members' questions concerning content of the Data Analyst's Report, provides additional data on request (e.g., additional Custom Reports)</li></ul> <li>3) Is active participant in meeting</li>
<b>Minute Taker Responsibilities</b> 1) <i>Before</i> meeting <ul style="list-style-type: none"><li>a) Collects agenda items from Facilitator</li><li>b) Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's Report, as appropriate</li><li>c) Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form via LCD</li></ul> <li>2) <i>After</i> meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes form, as necessary</li> <li>3) Is active participant in meeting</li> <li>4) <i>After</i> meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours</li>	<b>Team Member Responsibilities</b> 1) <i>Before</i> meeting, recommends agenda items to Facilitator 2) <i>During</i> meeting, responds to agenda items and <ul style="list-style-type: none"><li>a) Analyzes/interprets data, determines whether a new problem exists</li><li>b) Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline</li><li>c) Discusses/selects solutions for new problems</li><li>d) For problems with existing solution actions<ul style="list-style-type: none"><li>i) Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?)</li><li>ii) Suggests how implementation of solution actions could be improved</li></ul></li><li>e) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)?</li></ul> <li>3) Is active participant in meeting</li>

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## 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**

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## 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)

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## Define roles for effective meetings

- Core roles
    - Facilitator
    - Minute taker
    - Data analyst
    - Active team member
    - Administrator



Typically NOT the administrator
  - Backup for each role
- Can one person serve multiple roles?
- 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

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Solution

TIPS II Training Manual (2013) www.ueecs.org 26

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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.

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## Many Options for Minutes

# Many Options for 7 Minutes

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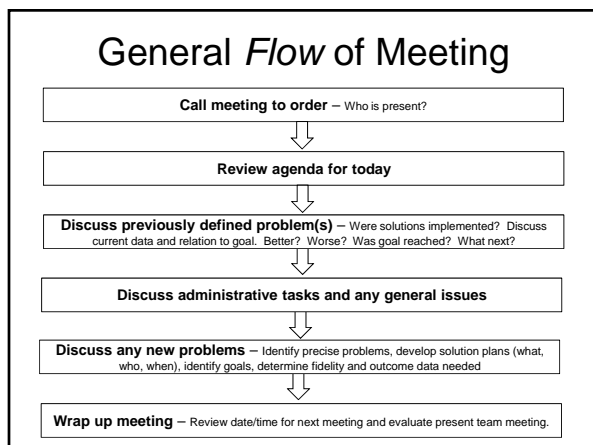
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## General *Flow* of Meeting



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**TIPS Meeting Minutes form for:**

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

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


**Today's Agenda Items (Place "X" in left of item after completion)**

1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

**Agenda Items for Next Meeting**

1.			
2.			
3.			
4.			

**Previously-Defined Problems**

Problem	Solution	Action	Agreed, Correct, WFO?	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
Call meeting to order (this is optional)							<input type="checkbox"/> Not started <input type="checkbox"/> Partial imp. <input type="checkbox"/> Imp. w/ fidelity <input type="checkbox"/> Imp. & Goal met <input type="checkbox"/> Stopped	<input type="checkbox"/> None <input type="checkbox"/> Worsen <input type="checkbox"/> No Change <input type="checkbox"/> Imp. but not to Goal <input type="checkbox"/> Imp. & Goal met
Review agenda for today								
Discuss previously defined problem(s) – <i>use agenda item for discussion</i>								Current status/level per school day = _____
Discuss administrative tasks and any general issues								
Discuss any new problem(s) – <i>identify precise problem, identify solution, assign person, assign when, assign how, assign what, assign where, assign why, assign responsibility, assign resources</i>								
Wrap up meeting – <i>thank participants, thank for meeting and ending on a positive note</i>								

**Discussion/Decision Task (if applicable)**


**Present/Future Situation (What, How, Where, When, Why)**

	(Present, Task, Resource, Correct, Extinguish, Safety)							

**Current Levels:**


IPS 8 Training Manual, 2013. Meeting Minute Form

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**TIPS Meeting Minutes form for:**

Meetings and Rules	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 complete):**


**Agenda Items for Next Meeting**


**Recently Defined Problems**

Problem Statement (What, When, Where, How, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Eliminate, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. <input type="checkbox"/> Not started <input type="checkbox"/> Partial imp. <input type="checkbox"/> Imp. w/ fidelity <input type="checkbox"/> Imp. but not to Goal <input type="checkbox"/> Stopped	Effectiveness of Solution <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Most <input type="checkbox"/> All

Current rate/per  
per school day = \_\_\_\_\_

TIPS Meeting Minutes Form for:				General Flow of Meeting			
Meetings and Rules	Date	Time	Location				
Today's Meeting				Call meeting to order - Who is present?			
Next Meeting				Review agenda for today			
Team Members (Place "X" to left of name if present)				Discuss pressing defined problems (What's new? What's changed? What's different? What's different to you?)			
				Discuss administrative tasks and any general issues			
Today's Agenda Items (Place "X" to left of item after completed):				Discuss any new problems (What's new? What's changed? What's different? What's different to you?)			
				Wrap up meeting - Review agenda for next meeting and adjourn			
<div style="display: flex; justify-content: space-between;"> <div>           1. _____            2. _____            3. _____            4. _____            5. _____            6. _____            7. _____            8. _____            9. _____            10. _____         </div> <div>           Solutes Action            (Protest, Teach, Reward, Correct,            Extinguish, Safety)         </div> <div>           What? By When?         </div> </div>				Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution	
Precede Problem Statement (What, When, Where, Who, Why)				<input type="checkbox"/> Not started <input type="checkbox"/> Partial Imp. <input type="checkbox"/> Imp. w/ fidelity <input type="checkbox"/> Stopped	<input type="checkbox"/> None <input type="checkbox"/> No Change <input type="checkbox"/> Imp. but not to Goal <input type="checkbox"/> Imp. & Goal met	Current no/level per school day = _____ _____	
Administrative/General Information and Issues							
Information for Teams, or Issues for Teams to Address				Discussion/Decisions/Task (if applicable)		Who? By When?	
New Problems							
Precede Problem Statement (What, When, Where, Who, Why)				Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to measure/report)
				What?	By When?		
Current Levels:							

### TIPS Meeting Minutes form for:

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. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

### General Flow of Meeting

Call meeting to order → *who is present?*

↓

Review agenda for today

↓

Discuss previously defined problem(s) → *what is the problem?*

↓

Discuss administrative tasks and any general issues

↓

Discuss any new problem(s) → *what is the problem? what are the causes? what are the solutions? what are the goals? what are the actions? what are the responsibilities?*

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Wrap up meeting → *Review dates/times for next meeting and adjourn*

Previously-Defined Problems	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
Precise Problem Statement (What, When, Where, Who, Why)					<input type="checkbox"/> Not started <input type="checkbox"/> Partial Imp. <input type="checkbox"/> Imp. w/fidelity <input type="checkbox"/> Imp. & Goal met <input type="checkbox"/> Shipped	<input type="checkbox"/> None <input type="checkbox"/> No Change <input type="checkbox"/> Imp. but not to Goal <input type="checkbox"/> Imp. & Goal met  Current rate/level per school day = _____

Administrative/General Information and Issues <small>(Information for Team, or Issues for Team to Address)</small>	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 measure/report)

Current Levels:

PPS & Training Manual, 2013. Meeting Minute Form  
www.upsccs.org

### TIPS Meeting Minutes form for:

Meetings and Rules	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.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

#### General Flow of Meeting

Call meeting to order – Who is present?

↓

Review agenda for today

↓

Discuss previously defined problem(s); discuss general problem(s) and then move to goals, agenda items and action items

↓

Discuss administrative tasks and any general issues

↓

Discuss any new problem(s) – (general problem(s) and then move to goals, agenda items and action items)

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Wrap up meeting – discuss when time for next meeting is coming up

#### Previously-Defined Problems

Previous Problem Statement (What, When, Where, Who, Why)	Solution Action (Prevent, Teach, Reward, Correct, Enforce/teach, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution

Current rate/level per school day = \_\_\_\_\_

#### Administrative/General Information and Issues

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

#### New Problems

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

Current Levels \_\_\_\_\_

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

	Our Rating		
	Yes	No	So-so
1. In general, did we have a good job of <i>meeting</i> where we're completing what we agreed on at previous meetings?			
2. In general, have we been a good job of <i>actually</i> completing the tasks we agreed on at previous meetings?			
3. In general, have we completed the tasks we've had the <i>defined</i> effect on mission behavior?			

If none of our ratings are "So-so" or "No," what can we do to improve things?

**Minister Task Response**

1. Before meeting, provide agenda items to Minister Task
2. Starts meeting on time
3. Determines date, time, and location of next meeting
4. Manage the "flow" of meeting by adhering to the agenda

**Facilitator Responsibilities**

1. Prompts team members (as necessary) with the TIPS problem-solving "mantra"
2. Why do we have a problem and what can we do about it?
3. What is the precise nature of the problem?
4. What are the solutions?

**Data Analyst Responsibilities**

1. Before meeting, inform everyone as to appear in written Data Analyst's Report
2. Describe previously *not* problem with precision (What, Why, Where, When, Who)
3. Provide data (e.g., SWIS Sig. 5, Cauten Reports) concerning the frequency/rate of previously defined potential new problems
4. Provide evidence on previously defined problem (i.e., precise problem statement, goal & timeline, frequency/rate of most recently completed calendar, duration of change in time since last meeting, frequency/rate of change in goal)

**Data Analyst Responsibilities**

1. Before meeting, inform everyone as to appear in written Data Analyst's Report
2. Describe previously *not* problem with precision (What, Why, Where, When, Who)
3. Provide data (e.g., SWIS Sig. 5, Cauten Reports) concerning the frequency/rate of previously defined potential new problems
4. Provide evidence on previously defined problem (i.e., precise problem statement, goal & timeline, frequency/rate of most recently completed calendar, duration of change in time since last meeting, frequency/rate of change in goal)

**General Flow of Meeting**

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graph TD
    A[Call meeting to order...  
Review agenda for today] --> B[Discuss previously defined problem...  
Discuss administrative tasks and any general issues...]
    B --> C[Wrap up any new questions...  
Discuss administrative tasks and any general issues...]
    C --> D[Discuss administrative tasks and any general issues...]
    
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**Minister Task Response**

1. Before meeting
2. Collect agenda items from Facilitator
3. Prepare TIPS Meeting Minutes from agenda
4. Analyze's Report, as appropriate

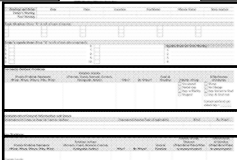
**Facilitator Responsibilities**

1. Print copies of the TIPS Meeting Minutes
2. Prepare to project from view LCD
3. Start meeting, ask for clarification of instructions
4. Minimize time, as necessary
5. Participate in meeting
6. After meeting, disseminate copy of completed TIPS team members within 24 hours

**Data Analyst Responsibilities**

1. Before meeting, inform everyone as to appear in written Data Analyst's Report
2. Describe previously *not* problem with precision (What, Why, Where, When, Who)
3. Provide data (e.g., SWIS Sig. 5, Cauten Reports) concerning the frequency/rate of previously defined potential new problems
4. Provide evidence on previously defined problem (i.e., precise problem statement, goal & timeline, frequency/rate of most recently completed calendar, duration of change in time since last meeting, frequency/rate of change in goal)

Where does an item go on the Meeting Minutes Form?

<b>Demographics or Agenda</b>	<b>Previously - Defined Problem</b>
	
<b>Administrative Tasks</b>	<b>New Problem</b>

Planning for next PTA meeting.

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

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Update on CICO implementation for previous problem solution.

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DTP's Meeting Minutes Item for					
(Meeting and Topic)	Date	Time	Location	Facilitator	Minutes Taker
Topic Number (Place "C" in left of name if none.)					
Topic's Agenda Items (Place "C" in left of item after completed)					
	A.				
	B.				
	C.				
	D.				
	E.				
	F.				
Previously Defined Problems					
Previous Problem Statement (What, When, Where, Why, What?)	Solution Action (Prevent, Teach, Reward, Correct, Empathize, Refuse)	Who?	By When?	Goal & Timeline	Effectiveness of Solution  <input type="checkbox"/> No Change <input type="checkbox"/> Only Not as Good <input type="checkbox"/> Only A Good Deal <input type="checkbox"/> Improved <input type="checkbox"/> Perfect <input type="checkbox"/> Stopped
					Current was best past school year _____
Administrative-General Information and Issues					
Information for Team, or Issue for Team to Address		Discussion/Decision Task (if applicable)		Who?	By When?
New Problems					
Previous Problem Statement (What, When, Where, Why, What?)	Solution Action (Prevent, Teach, Reward, Correct, Empathize, Refuse)	Who?	By When?	Goal & Timeline	Effectiveness of Solution  <input type="checkbox"/> No Change <input type="checkbox"/> Only Not as Good <input type="checkbox"/> Only A Good Deal <input type="checkbox"/> Improved <input type="checkbox"/> Perfect <input type="checkbox"/> Stopped
Current Goals					

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

2019 Meeting Minutes Form (Rev)					
Notings and Action Items	Date	Time	Location	Facilitator	Minutes
(Date Number) (Day) (Month) (Year) (Time of Meeting)					
(Date) Agenda Items (Place "X" in box if not yet completed)					
Agenda Items for Next Meeting	1	2	3	4	5
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90
91	92	93	94	95	96
97	98	99	100	101	102
103	104	105	106	107	108
109	110	111	112	113	114
115	116	117	118	119	120
121	122	123	124	125	126
127	128	129	130	131	132
133	134	135	136	137	138
139	140	141	142	143	144
145	146	147	148	149	150
151	152	153	154	155	156
157	158	159	160	161	162
163	164	165	166	167	168
169	170	171	172	173	174
175	176	177	178	179	180
181	182	183	184	185	186
187	188	189	190	191	192
193	194	195	196	197	198
199	200	201	202	203	204
205	206	207	208	209	210
211	212	213	214	215	216
217	218	219	220	221	222
223	224	225	226	227	228
229	230	231	232	233	234
235	236	237	238	239	240
241	242	243	244	245	246
247	248	249	250	251	252
253	254	255	256	257	258
259	260	261	262	263	264
265	266	267	268	269	270
271	272	273	274	275	276
277	278	279	280	281	282
283	284	285	286	287	288
289	290	291	292	293	294
295	296	297	298	299	300
301	302	303	304	305	306
307	308	309	310	311	312
313	314	315	316	317	318
319	320	321	322	323	324
325	326	327	328	329	330
331	332	333	334	335	336
337	338	339	340	341	342
343	344	345	346	347	348
349	350	351	352	353	354
355	356	357	358	359	360
361	362	363	364	365	366
367	368	369	370	371	372
373	374	375	376	377	378
379	380	381	382	383	384
385	386	387			

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Three students are not meeting CICO goals.

**CICO Meeting Minutes from last year**

Meetings and Notes	Date	Time	Location	Facilitator	Minutes
Next Meeting					

**Team Minutes (Place "C" in left of name if present)**



**Today's Agenda Items (Place "C" in left of item if completed)**



**Agenda Items for Next Meeting**



**Previously Defined Problems**

Problem Statement (Process, Teach, Behavior, Content, Environments, Skills, Style, etc.)	Who?	By When?	Goal & Timeline	Feasibility of Plan (Not agreed Partial step Step 1 only Step 2 only Step 3 only Step 4 only Step 5 only Step 6 only Step 7 only Step 8 only Step 9 only Step 10 only Step 11 only Step 12 only Step 13 only Step 14 only Step 15 only Step 16 only Step 17 only Step 18 only Step 19 only Step 20 only Step 21 only Step 22 only Step 23 only Step 24 only Step 25 only Step 26 only Step 27 only Step 28 only Step 29 only Step 30 only Step 31 only Step 32 only Step 33 only Step 34 only Step 35 only Step 36 only Step 37 only Step 38 only Step 39 only Step 40 only Step 41 only Step 42 only Step 43 only Step 44 only Step 45 only Step 46 only Step 47 only Step 48 only Step 49 only Step 50 only Step 51 only Step 52 only Step 53 only Step 54 only Step 55 only Step 56 only Step 57 only Step 58 only Step 59 only Step 60 only Step 61 only Step 62 only Step 63 only Step 64 only Step 65 only Step 66 only Step 67 only Step 68 only Step 69 only Step 70 only Step 71 only Step 72 only Step 73 only Step 74 only Step 75 only Step 76 only Step 77 only Step 78 only Step 79 only Step 80 only Step 81 only Step 82 only Step 83 only Step 84 only Step 85 only Step 86 only Step 87 only Step 88 only Step 89 only Step 90 only Step 91 only Step 92 only Step 93 only Step 94 only Step 95 only Step 96 only Step 97 only Step 98 only Step 99 only Step 100 only Step 101 only Step 102 only Step 103 only Step 104 only Step 105 only Step 106 only Step 107 only Step 108 only Step 109 only Step 110 only Step 111 only Step 112 only Step 113 only Step 114 only Step 115 only Step 116 only Step 117 only Step 118 only Step 119 only Step 120 only Step 121 only Step 122 only Step 123 only Step 124 only Step 125 only Step 126 only Step 127 only Step 128 only Step 129 only Step 130 only Step 131 only Step 132 only Step 133 only Step 134 only Step 135 only Step 136 only Step 137 only Step 138 only Step 139 only Step 140 only Step 141 only Step 142 only Step 143 only Step 144 only Step 145 only Step 146 only Step 147 only Step 148 only Step 149 only Step 150 only Step 151 only Step 152 only Step 153 only Step 154 only Step 155 only Step 156 only Step 157 only Step 158 only Step 159 only Step 160 only Step 161 only Step 162 only Step 163 only Step 164 only Step 165 only Step 166 only Step 167 only Step 168 only Step 169 only Step 170 only Step 171 only Step 172 only Step 173 only Step 174 only Step 175 only Step 176 only Step 177 only Step 178 only Step 179 only Step 180 only Step 181 only Step 182 only Step 183 only Step 184 only Step 185 only Step 186 only Step 187 only Step 188 only Step 189 only Step 190 only Step 191 only Step 192 only Step 193 only Step 194 only Step 195 only Step 196 only Step 197 only Step 198 only Step 199 only Step 200 only Step 201 only Step 202 only Step 203 only Step 204 only Step 205 only Step 206 only Step 207 only Step 208 only Step 209 only Step 210 only Step 211 only Step 212 only Step 213 only Step 214 only Step 215 only Step 216 only Step 217 only Step 218 only Step 219 only Step 220 only Step 221 only Step 222 only Step 223 only Step 224 only Step 225 only Step 226 only Step 227 only Step 228 only Step 229 only Step 230 only Step 231 only Step 232 only Step 233 only Step 234 only Step 235 only Step 236 only Step 237 only Step 238 only Step 239 only Step 240 only Step 241 only Step 242 only Step 243 only Step 244 only Step 245 only Step 246 only Step 247 only Step 248 only Step 249 only Step 250 only Step 251 only Step 252 only Step 253 only Step 254 only Step 255 only Step 256 only Step 257 only Step 258 only Step 259 only Step 260 only Step 261 only Step 262 only Step 263 only Step 264 only Step 265 only Step 266 only Step 267 only Step 268 only Step 269 only Step 270 only Step 271 only Step 272 only Step 273 only Step 274 only Step 275 only Step 276 only Step 277 only Step 278 only Step 279 only Step 280 only Step 281 only Step 282 only Step 283 only Step 284 only Step 285 only Step 286 only Step 287 only Step 288 only Step 289 only Step 290 only Step 291 only Step 292 only Step 293 only Step 294 only Step 295 only Step 296 only Step 297 only Step 298 only Step 299 only Step 300 only Step 301 only Step 302 only Step 303 only Step 304 only Step 305 only Step 306 only Step 307 only Step 308 only Step 309 only Step 310 only Step 311 only Step 312 only Step 313 only Step 314 only Step 315 only Step 316 only Step 317 only Step 318 only Step 319 only Step 320 only Step 321 only Step 322 only Step 323 only Step 324 only Step 325 only Step 326 only Step 327 only Step 328 only Step 329 only Step 330 only Step 331 only Step 332 only Step 333 only Step 334 only Step 335 only Step 336 only Step 337 only Step 338 only Step 339 only Step 340 only Step 341 only Step 342 only Step 343 only Step 344 only Step 345 only Step 346 only Step 347 only Step 348 only Step 349 only Step 350 only Step 351 only Step 352 only Step 353 only Step 354 only Step 355 only Step 356 only Step 357 only Step 358 only Step 359 only Step 360 only Step 361 only Step 362 only Step 363 only Step 364 only Step 365 only Step 366 only Step 367 only Step 368 only Step 369 only Step 370 only Step 371 only Step 372 only Step 373 only Step 374 only Step 375 only Step 376 only Step 377 only Step 378 only Step 379 only Step 380 only 
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VIPS Meeting Minutes form					
Startings and Rules	Date	Time	Location	Facilitator	Minute Taker
Next Meeting					
Team Members (Place "X" in left of names of absent)					
Facilitator's Agenda Items (Place "X" in left of item after completed)					
1.					Agenda Items for Next Meeting
2.					
3.					
4.					
Previously Defined Problems					
Previous Problem Statement (What, When, Where, Who, Why?)	Solution Action (Person, Task, Resource, Current, Encompassed, Satisfy)	What?	By When?	Goal & Timeline	Feasibility of Steps <input type="checkbox"/> Not agreed <input type="checkbox"/> Partial step <input type="checkbox"/> Step in Feasibility <input type="checkbox"/> Step in Goal and Feasibility Current on/next per scheduled date =
Observations/General Information and Issues Information on Goals or Items for Items in Problems					
Observations/General Info of applications				What?	By When?
New Problem					
Previous Problem Statement (What, When, Where, Who, Why?)	Solution Action (Person, Task, Resource, Current, Encompassed, Satisfy)	What?	By When?	Goal & Timeline	Feasibility of Steps Measure (Feasibility/When/How to measure/impact)
Current Levels					
PI's Training Manual, 2013, Meeting Minute form					

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## 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*.	

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## 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?




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## Identify Problem with Precision

What, Who, When, Where, and Why

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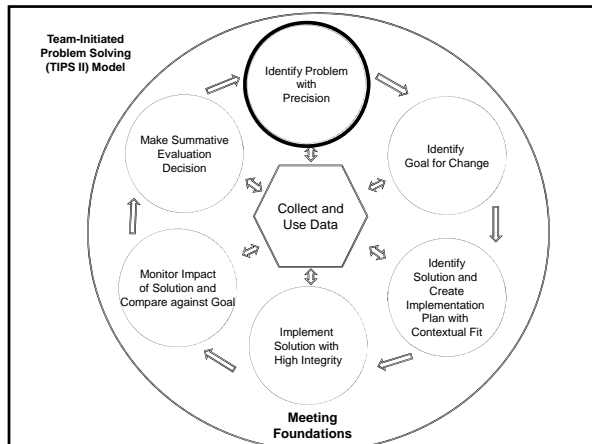
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**Defining a Problem with Precision**

- 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.

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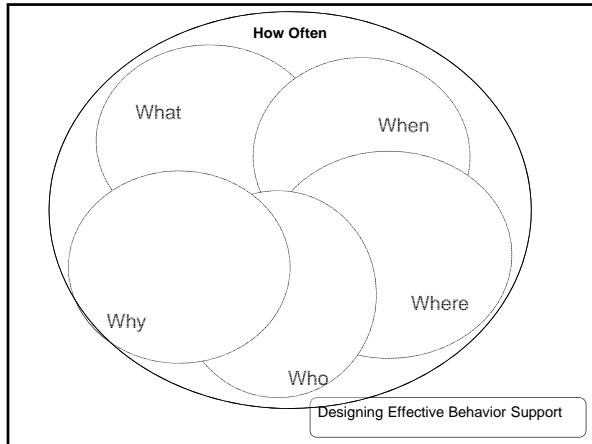
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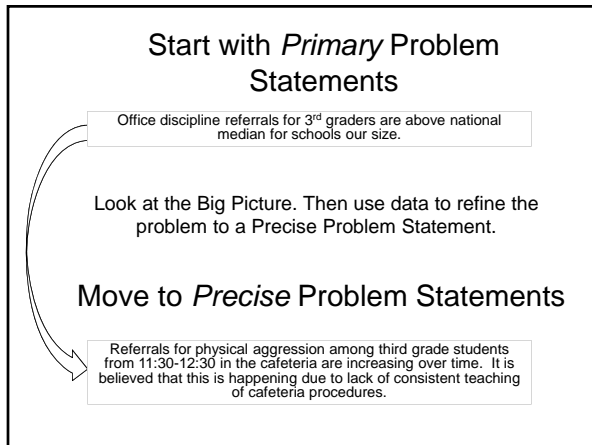
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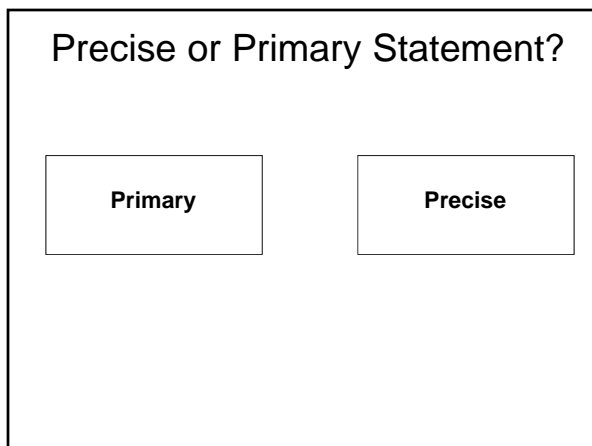
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## Primary versus Precision Statements

- **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**.

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## 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 4<sup>th</sup> 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 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders using inappropriate language on the afternoon buses because these students wanted attention from their peers.

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## Your Turn

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

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# Identify Goal for Change

What and When

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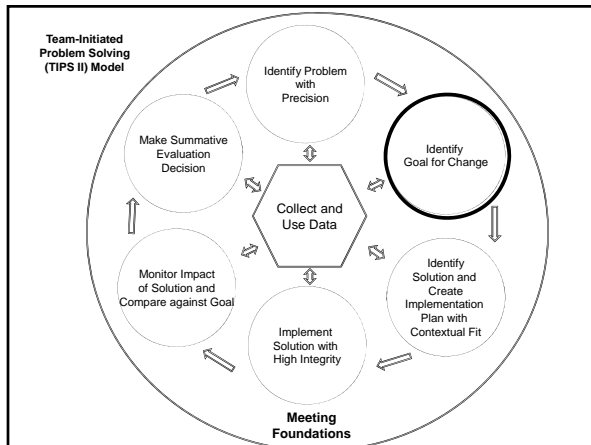
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## What defines Expected?

Observed

Expected

**Contextual Needs**

**SWIS National Medians**

**Benchmark Expectations**

**Social Expectations**

**Comparison to Similar Settings**

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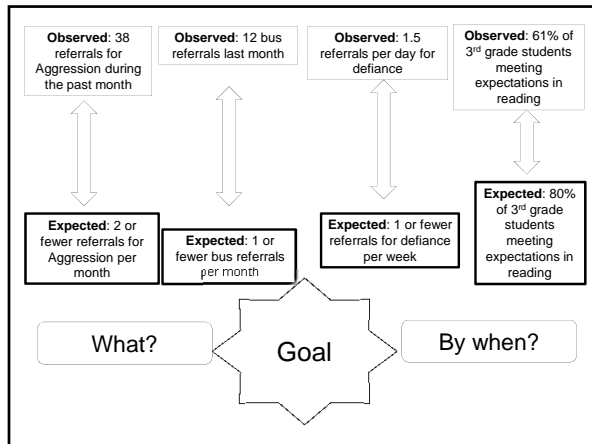
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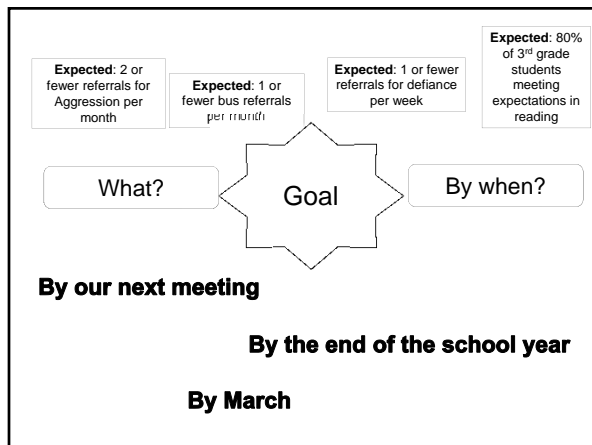
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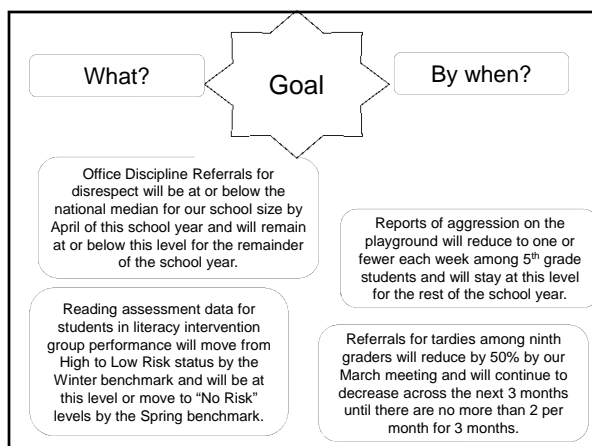
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### Goal or No Goal?

**Goal**

**No Goal**

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### Goal or No Goal?

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

No Goal  
Add "by When"

- Reduce instances of 3<sup>rd</sup> & 4<sup>th</sup> grade disrespect on the playground  

No Goal  
Add "by When"
- No 9<sup>th</sup> grade tardies for the remainder of the school year  

Goal – but realistic?
- Reduce tardies in 9<sup>th</sup> grade  

No Goal  
Add by how much and "by When"
- Reduce instances of 3<sup>rd</sup> and 4<sup>th</sup> grade disrespect on the playground to no more .20 per day, monthly through year end  

Goal

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### Practice Writing Goals for Change

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## Write a Goal for a New Problem (from Task)

Many students in 1<sup>st</sup> through 6<sup>th</sup> 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;

**Second:** Write a goal for this precise problem.

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

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 measure/report)
<p>Many students in 1<sup>st</sup> through 6<sup>th</sup> 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.</p> <p><b>Current Levels:</b> December 2011: 15/12 = 1.25/day January 2012: 18/19 = .95/day February 2012: 11/18 = .61/day</p>						

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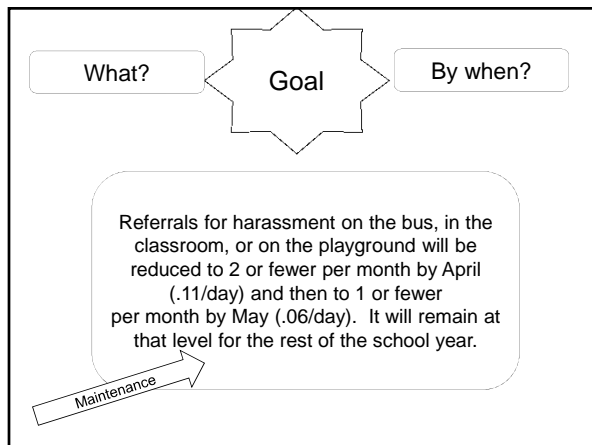
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Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to measure/report)
<p>Many students in 1<sup>st</sup> through 6<sup>th</sup> 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.</p> <p><b>Current Levels:</b> December 2011 – 15/12 = 1.25/day; January 2012 – 18/19 = .95/day February 2012 – 11/18 = .61/day</p>				<p>Referrals for harassment on the bus, in the classroom, or on the playground will be <u>reduced to two or fewer per month by April</u> (.11/day) and then to <u>one or fewer per month by May</u> (.06/day) and will remain at that level for the rest of the school year.</p>		

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## Identify Solution and Create Implementation Plan with Contextual Fit

What and When

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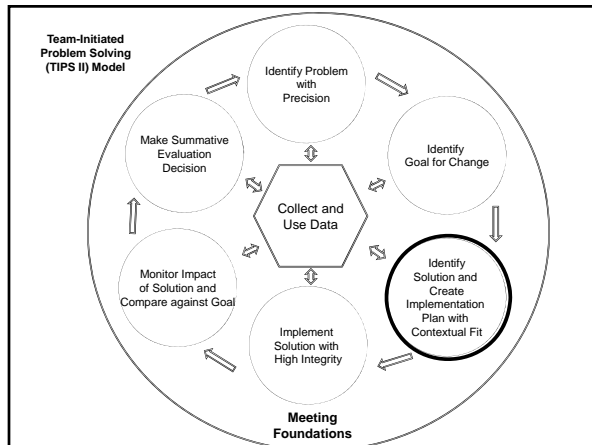
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What are we going to do to bring about the desired change?

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## 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"

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## Solution Elements

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

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## Resources for Solution Development

- Strickland-Cohen, Loman, Borgmeier & Horner, "Basic FBA to BSP"
  - Available at [www.pbis.org](http://www.pbis.org)

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## 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?

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## 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  
No

2

3

4

5  
Yes

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

1

2

3

4

5

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## Make Summative Evaluation Decisions

What next?

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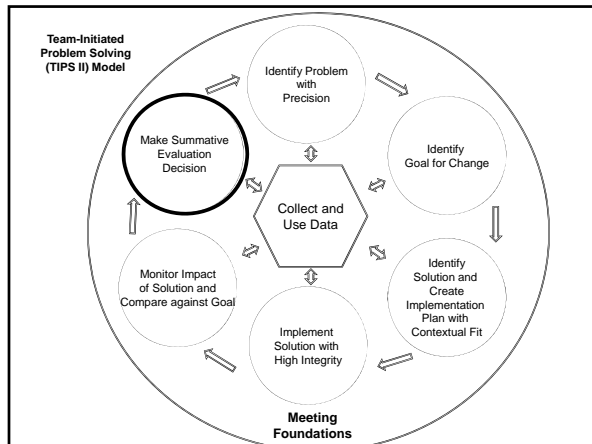
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Do we need to modify the solution to have a stronger impact?		Do we need to discuss the feasibility of this solution?	
If we met the goal, how do we maintain it?			
What do we do next?			
Should we recycle through the problem solving process?			
Do we need to revise the goal?			
Do we need to revise the precision statement for the problem?			

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**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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## Contact Information

### *University of Oregon*

**Rob Horner**  
robh@uoregon.edu

**Anne Todd**  
awt@uoregon.edu

### *University of North Carolina at Charlotte*

**Bob Algozzine**  
rfalgozz@uncc.edu

**Kate Algozzine**  
kmalgozz@uncc.edu

**Dale Cusumano**  
dcusuman@uncc.edu

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