

## 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

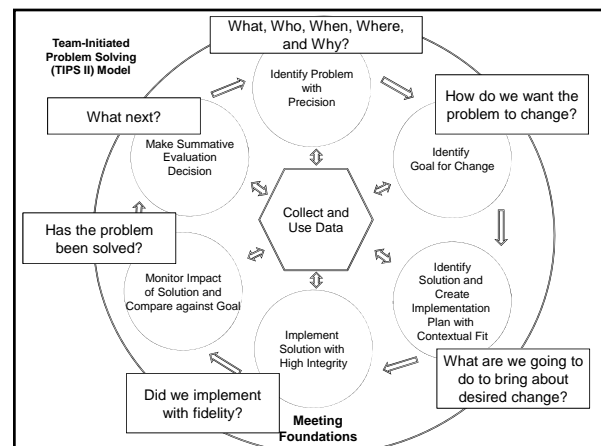
By the end of today, you will:

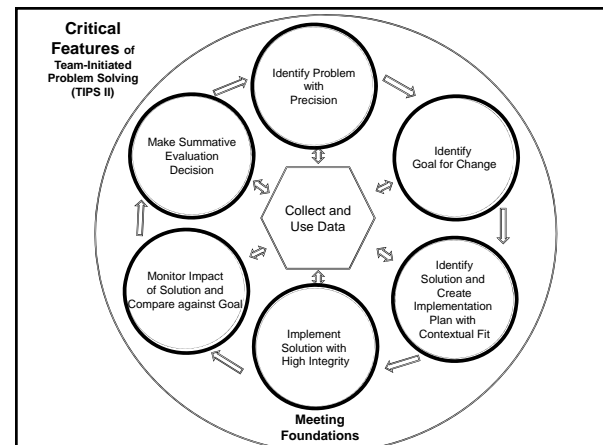
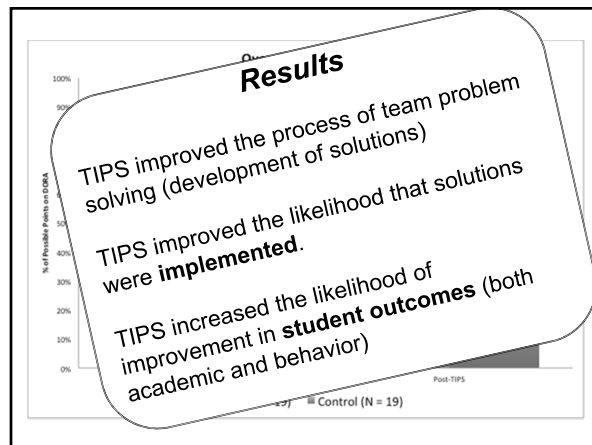
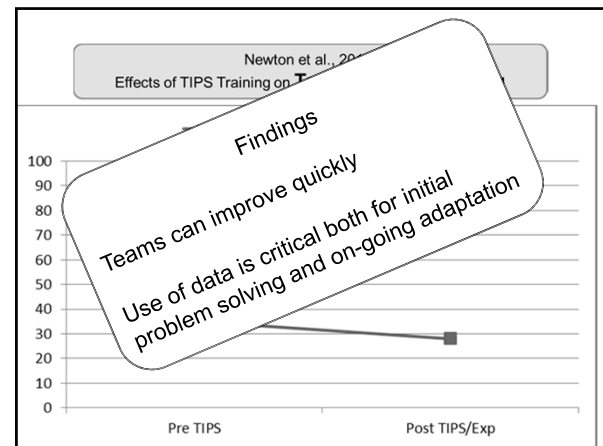
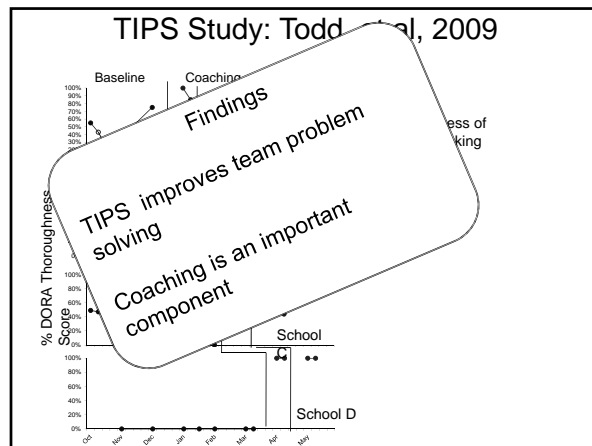
- Understand the TIPS problem solving model
- Define logic for Meeting Foundations
  - Roles
  - Meeting minutes form
- Define Problem Solving Approach
  - Define problem with precision
  - Build comprehensive solutions
  - Build action plan
- Define Implementation and Adaptation

## Effective Problem Solving



## A Quick Overview of TIPS





**TIPS Fidelity of Implementation Checklist**

**Part 1: Fidelity of Implementation Checklist**

The TIPS Fidelity of Implementation Checklist is a measure designed to assess the degree to which teams are using the TIPS process to solve a problem. The checklist is designed to be used by a facilitator or coach to observe and assess the team's use of the TIPS process. The checklist is divided into two sections: **Part 1: Fidelity of Implementation Checklist** and **Part 2: Fidelity of Implementation Checklist**. The checklist is designed to be used by a facilitator or coach to observe and assess the team's use of the TIPS process. The checklist is divided into two sections: **Part 1: Fidelity of Implementation Checklist** and **Part 2: Fidelity of Implementation Checklist**.

**Part 1: Fidelity of Implementation Checklist**

Item	Team Name	Facilitator/Coach Name	Meeting Date
1. The team has a clear understanding of the problem they are trying to solve.			
2. The team has a clear understanding of the goal they are trying to achieve.			
3. The team has a clear understanding of the solution they are trying to implement.			
4. The team has a clear understanding of the implementation plan they are trying to create.			
5. The team has a clear understanding of the impact they are trying to achieve.			
6. The team has a clear understanding of the data they are trying to collect and use.			
7. The team has a clear understanding of the evaluation they are trying to conduct.			
8. The team has a clear understanding of the decision they are trying to make.			
9. The team has a clear understanding of the solution they are trying to implement.			
10. The team has a clear understanding of the implementation plan they are trying to create.			

**Part 2: Fidelity of Implementation Checklist**

Item	Team Name	Facilitator/Coach Name	Meeting Date
1. The team has a clear understanding of the problem they are trying to solve.			
2. The team has a clear understanding of the goal they are trying to achieve.			
3. The team has a clear understanding of the solution they are trying to implement.			
4. The team has a clear understanding of the implementation plan they are trying to create.			
5. The team has a clear understanding of the impact they are trying to achieve.			
6. The team has a clear understanding of the data they are trying to collect and use.			
7. The team has a clear understanding of the evaluation they are trying to conduct.			
8. The team has a clear understanding of the decision they are trying to make.			
9. The team has a clear understanding of the solution they are trying to implement.			
10. The team has a clear understanding of the implementation plan they are trying to create.			

**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**

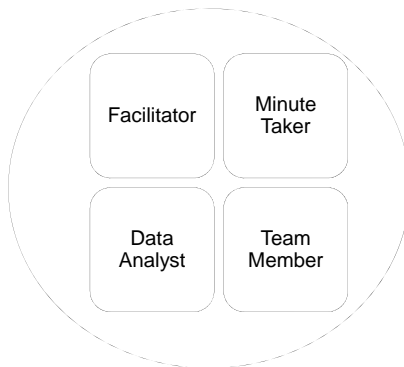
## Meeting Terms of Agreement

- 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'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	
<b>Before Meeting:</b>	
• <i>Recommends</i> agenda items to Facilitator	
<b>During Meeting:</b>	
• 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	



On Last Section of TIPS Meeting Minutes Forms	
Facilitator Responsibilities	Data Analyst Responsibilities
<ol style="list-style-type: none"> <li>1) <i>Before</i> meeting, provides agenda items to Minute Taker</li> <li>2) Starts meeting on time</li> <li>3) Determines date, time, and location of next meeting</li> <li>4) Manages the "flow" of meeting by adhering to the agenda</li> <li>5) Prompts team members (as necessary) with the TIPS problem-solving "mantra"               <ol style="list-style-type: none"> <li>a) Do we have a problem?</li> <li>b) What is the precise nature of the problem?</li> <li>c) Why does the problem exist, and what can we do about it?</li> <li>d) For problems with existing solution actions                   <ol 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) Are implemented solution actions "working" (i.e., reducing the rate/frequency of the targeted problem to our Goal level)?</li> </ol> </li> </ol> </li> <li>6) Is active participant in meeting</li> </ol>	<ol style="list-style-type: none"> <li>1) <i>Before</i> meeting (items a-e to appear in written Data Analyst's Report)               <ol style="list-style-type: none"> <li>a) Describes potential new problems with precision (What, Who, Where, When, Why)</li> <li>b) Provides data (e.g., SNTS Sig 5, Custom Reports) concerning the frequency/rate of previously-defined potential new problems</li> <li>c) Provides update on previously-defined problems (i.e., precise problem statement, goal &amp; timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal)</li> <li>d) Distributes Data Analyst's Report to team members</li> </ol> </li> <li>2) <i>During</i> meeting               <ol style="list-style-type: none"> <li>a) Leads discussion of potential new problems</li> <li>b) Responds to team members' questions concerning content of the Data Analyst's Report; produces additional data on request (e.g., additional Custom Reports)</li> </ol> </li> <li>3) Is active participant in meeting</li> </ol>
Minute Taker Responsibilities	Team Member Responsibilities
<ol style="list-style-type: none"> <li>1) <i>Before</i> meeting               <ol 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 print form via LCD</li> </ol> </li> <li>2) <i>At</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> </ol>	<ol style="list-style-type: none"> <li>1) <i>Before</i> meeting, recommends agenda items to Facilitator</li> <li>2) <i>At</i> meeting, responds to agenda items and               <ol 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                   <ol 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> <li>iii) 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> </ol> </li> </ol> </li> <li>3) Is active participant in meeting</li> </ol>

Meeting Foundations	
<ul style="list-style-type: none"> <li>• <b>Clear Purpose/ Authority</b> <ul style="list-style-type: none"> <li>• What is the purpose of our team?</li> <li>• What is the impact we are to have on students/ families/ School?</li> <li>• What authority do we have to implement solutions?</li> </ul> </li> <li>• <b>Agreement about process</b> <ul style="list-style-type: none"> <li>• Start time/stop time</li> <li>• Schedule</li> <li>• Respect and commitment</li> </ul> </li> <li>• <b>Roles and responsibilities</b> <ul style="list-style-type: none"> <li>• Facilitator</li> <li>• Minute Taker</li> <li>• Data Analyst</li> <li>• Member</li> </ul> </li> <li>• <b>Electronic Meeting Minutes/Agenda</b></li> </ul>	

Meeting Terms of Agreement	
<ul style="list-style-type: none"> <li>• Start/ Stop time</li> <li>• Schedule of meetings</li> <li>• Consideration for each other               <ul style="list-style-type: none"> <li>• E.g. "be respectful, be responsible"</li> <li>• Side conversations</li> <li>• Come prepared</li> <li>• No side tasks (technology)</li> </ul> </li> </ul>	

Define roles for effective meetings	
<ul style="list-style-type: none"> <li>• Core roles               <ul style="list-style-type: none"> <li>• Facilitator</li> <li>• Minute taker</li> <li>• Data analyst</li> <li>• Active team member</li> <li>• Administrator</li> </ul> </li> <li>• Backup for each role</li> </ul>	<p style="text-align: center;">Typically NOT the administrator</p> <p>Can one person serve multiple roles?</p> <p>Are there other roles needed?</p>

## Meeting Minutes

A framework for organizing and documenting efficient meetings

## 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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26

## Functions of Meeting Minutes

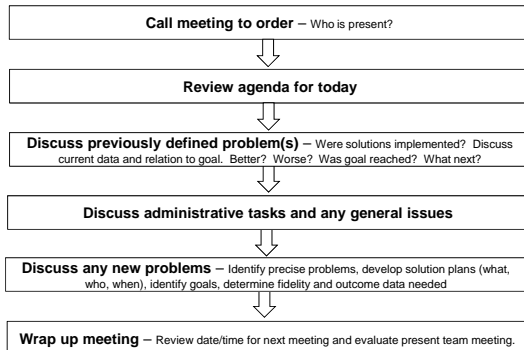
- **Before Meeting**
  - Define agenda
  - Clarify start/stop time
  - Guide data analyst (updates on old problems)
- **During Meeting**
  - Organize time allocation/ Prioritization
  - Ensure old problems are reviewed
  - Ensure that new problems are defined with precision
  - Ensure that solutions 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

Date:	Previous Meeting:	Topic	Who	By When
		Old Problems		
		Old Admin Tasks		
		New Admin Tasks		
		New Problem		

## General Flow of Meeting



TIPS Meeting Minutes form for:

Meeting and Dates	Date	Time	Location	Facilitator	Minute Taker	Data Analyst														
Today's Meeting																				
Next Meeting																				
Team Members (Place "X" to left of name if present)																				
<table border="1"> <thead> <tr> <th>Today's Agenda Items (Place "X" to left of item after completed)</th> <th>Agenda Items for Next Meeting</th> </tr> </thead> <tbody> <tr> <td>1. _____</td> <td>1. _____</td> </tr> <tr> <td>2. _____</td> <td>2. _____</td> </tr> <tr> <td>3. _____</td> <td>3. _____</td> </tr> <tr> <td>4. _____</td> <td>4. _____</td> </tr> <tr> <td>5. _____</td> <td></td> </tr> </tbody> </table>							Today's Agenda Items (Place "X" to left of item after completed)	Agenda Items for Next Meeting	1. _____	1. _____	2. _____	2. _____	3. _____	3. _____	4. _____	4. _____	5. _____			
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Previously-Defined Problems																				
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Current Level:																				

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**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.	

Previously-Defined 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.	Effectiveness of Solution
					<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 rate/level per school day = \_\_\_\_\_

**General Flow of Meeting**

```

graph TD
    A[Call meeting to order - (no consent)] --> B[Review agenda for today]
    B --> C[Discuss previously defined problems]
    C --> D[Discuss administrative tasks and any general issues]
    D --> E[Discuss any new problems]
    E --> F[Wrap up meeting]
    
```

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

	Yes	No
1. Was today's meeting a good use of our time?		
2. In general, did we do a good job of making whatever 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 none of our ratings are "Yes" or "No," what can we do to improve things?

**Facilitator Responsibilities**

- Before meeting, provides agenda items to Minute Taker
- Starts meeting on time
- Determines date, time, and location of next meeting
- Manages the "flow" of meeting by adhering to the agenda
- Prompts team members (as necessary) with the TIPS problem-solving "mantra"
- Do we have a problem?
  - What is the precise nature of the problem?
  - Why does the problem exist, and what can we do about it?
  - For problems with existing solution actions:
    - What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped?
    - What will we do to improve implementation of our solution actions?
    - Are implemented solution actions "working" (achieving the rate/frequency of the targeted problem to rate/frequency)?
- Is active participant in meeting

**Minute Taker Responsibilities**

- Before meeting
  - Collects agenda items from Facilitator
  - Prepares TIPS Meeting Minutes agenda form, Analyst's Report, as appropriate
  - Prints copies of the TIPS Meeting Minutes form prepared to project form via LCD
- At meeting, asks for clarification of task/discussion items, as necessary
- Is active participant in meeting
- After meeting, disseminates copy of completed TIPS team members within 24 hours

**Data Analyst Responsibilities**

- Before meeting (items a-c to appear in written Data Analyst's Report)
  - Describe potential new problems with precision (What, When, Where, Who)
  - Provide data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of previously-defined potential new problems
  - Provide update on previously-defined problems (i.e., previous 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)
  - Disseminate Data Analyst's Report to team members
  - Asks Facilitator to add potential new problems to agenda for meeting
- At meeting
  - Leads discussion of potential new problems
  - Answers team members' questions concerning content of the Data Analyst's report and data on request (e.g., additional Custom Reports) if any
- Is active participant in meeting

**General Flow of Meeting**

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**Where does an item go on the Meeting Minutes Form?**

Demographics or Agenda	Previously - Defined Problem	Administrative Tasks	New Problem
<p>1. Before meeting, provides agenda items to Minute Taker</p> <p>2. Starts meeting on time</p> <p>3. Determines date, time, and location of next meeting</p> <p>4. Manages the "flow" of meeting by adhering to the agenda</p> <p>5. Prompts team members (as necessary) with the TIPS problem-solving "mantra"</p> <p>6. Do we have a problem?</p> <p>7. What is the precise nature of the problem?</p> <p>8. Why does the problem exist, and what can we do about it?</p> <p>9. For problems with existing solution actions:</p> <p>10. What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped?</p> <p>11. What will we do to improve implementation of our solution actions?</p> <p>12. Are implemented solution actions "working" (achieving the rate/frequency of the targeted problem to rate/frequency)?</p> <p>13. Is active participant in meeting</p>	<p>1. Before meeting (items a-c to appear in written Data Analyst's Report)</p> <p>2. Describe potential new problems with precision (What, When, Where, Who)</p> <p>3. Provide data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of previously-defined potential new problems</p> <p>4. Provide update on previously-defined problems (i.e., previous problem statement, goal &amp; timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal)</p> <p>5. Disseminate Data Analyst's Report to team members</p> <p>6. Asks Facilitator to add potential new problems to agenda for meeting</p> <p>7. At meeting</p> <p>8. Leads discussion of potential new problems</p> <p>9. Answers team members' questions concerning content of the Data Analyst's report and data on request (e.g., additional Custom Reports) if any</p> <p>10. Is active participant in meeting</p>	<p>1. Before meeting, provides agenda items to Minute Taker</p> <p>2. Starts meeting on time</p> <p>3. Determines date, time, and location of next meeting</p> <p>4. Manages the "flow" of meeting by adhering to the agenda</p> <p>5. Prompts team members (as necessary) with the TIPS problem-solving "mantra"</p> <p>6. Do we have a problem?</p> <p>7. What is the precise nature of the problem?</p> <p>8. Why does the problem exist, and what can we do about it?</p> <p>9. For problems with existing solution actions:</p> <p>10. What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped?</p> <p>11. What will we do to improve implementation of our solution actions?</p> <p>12. Are implemented solution actions "working" (achieving the rate/frequency of the targeted problem to rate/frequency)?</p> <p>13. Is active participant in meeting</p>	<p>1. Before meeting, provides agenda items to Minute Taker</p> <p>2. Starts meeting on time</p> <p>3. Determines date, time, and location of next meeting</p> <p>4. Manages the "flow" of meeting by adhering to the agenda</p> <p>5. Prompts team members (as necessary) with the TIPS problem-solving "mantra"</p> <p>6. Do we have a problem?</p> <p>7. What is the precise nature of the problem?</p> <p>8. Why does the problem exist, and what can we do about it?</p> <p>9. For problems with existing solution actions:</p> <p>10. What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped?</p> <p>11. What will we do to improve implementation of our solution actions?</p> <p>12. Are implemented solution actions "working" (achieving the rate/frequency of the targeted problem to rate/frequency)?</p> <p>13. Is active participant in meeting</p>

PS 8 Training Manual, 2013. Meeting Minute Form  
www.uccss.org

PTPS Meeting Minutes form for:

Meeting and Date: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_ Facilitator: \_\_\_\_\_ Minutes Taker: \_\_\_\_\_

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

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
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Today's Agenda Items (Place "X" in left of item after completed):

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
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Previously-Defined Problems

Problem Statement (What, When, Where, Who, Why)	Solution Action (Prevent, Teach, Reward, Correct, Enlist/help, Safety)	What?	By Whom?	Goal & Timeline	Fidelity of Impl.	Effectiveness of Solution
					<input type="checkbox"/> Not started <input type="checkbox"/> Partial impl. <input type="checkbox"/> Impl. w/ fidelity <input type="checkbox"/> Impl. & Goal met <input type="checkbox"/> Stopped	<input type="checkbox"/> Not started <input type="checkbox"/> Not Change <input type="checkbox"/> Impl. but not to Goal <input type="checkbox"/> Impl. & Goal met <input type="checkbox"/> Stopped

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address: \_\_\_\_\_ What? By Whom? \_\_\_\_\_

New Problems

Problem Statement (What, When, Where, Who, Why)	Solution Action (Prevent, Teach, Reward, Correct, Enlist/help, Safety)	What?	By Whom?	Goal & Timeline	Fidelity of Impl.	Effectiveness of Solution
					<input type="checkbox"/> Not started <input type="checkbox"/> Partial impl. <input type="checkbox"/> Impl. w/ fidelity <input type="checkbox"/> Impl. & Goal met <input type="checkbox"/> Stopped	<input type="checkbox"/> Not started <input type="checkbox"/> Not Change <input type="checkbox"/> Impl. but not to Goal <input type="checkbox"/> Impl. & Goal met <input type="checkbox"/> Stopped

Current Levels

PTPS Training Manual, 2013. Meeting Minutes form  
www.ccsd.org

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.

PTPS Meeting Minutes form for:

Meeting and Date: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_ Facilitator: \_\_\_\_\_ Minutes Taker: \_\_\_\_\_

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

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
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Today's Agenda Items (Place "X" in left of item after completed):

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
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Previously-Defined Problems

Problem Statement (What, When, Where, Who, Why)	Solution Action (Prevent, Teach, Reward, Correct, Enlist/help, Safety)	What?	By Whom?	Goal & Timeline	Fidelity of Impl.	Effectiveness of Solution
					<input type="checkbox"/> Not started <input type="checkbox"/> Partial impl. <input type="checkbox"/> Impl. w/ fidelity <input type="checkbox"/> Impl. & Goal met <input type="checkbox"/> Stopped	<input type="checkbox"/> Not started <input type="checkbox"/> Not Change <input type="checkbox"/> Impl. but not to Goal <input type="checkbox"/> Impl. & Goal met <input type="checkbox"/> Stopped

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address: \_\_\_\_\_ What? By Whom? \_\_\_\_\_

New Problems

Problem Statement (What, When, Where, Who, Why)	Solution Action (Prevent, Teach, Reward, Correct, Enlist/help, Safety)	What?	By Whom?	Goal & Timeline	Fidelity of Impl.	Effectiveness of Solution
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Current Levels

PTPS Training Manual, 2013. Meeting Minutes form  
www.ccsd.org

Demographics or Agenda

Previously-Defined Problem

Administrative Tasks

New Problem

Update on CICO implementation for previous problem solution.

Increasing gang recruitment for an agenda topic today

PTPS Meeting Minutes form for:

Meeting and Date: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_ Facilitator: \_\_\_\_\_ Minutes Taker: \_\_\_\_\_

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

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
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Previously-Defined Problems

Problem Statement (What, When, Where, Who, Why)	Solution Action (Prevent, Teach, Reward, Correct, Enlist/help, Safety)	What?	By Whom?	Goal & Timeline	Fidelity of Impl.	Effectiveness of Solution
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Administrative/General Information and Issues

Information for Team, or Issue for Team to Address: \_\_\_\_\_ What? By Whom? \_\_\_\_\_

New Problems

Problem Statement (What, When, Where, Who, Why)	Solution Action (Prevent, Teach, Reward, Correct, Enlist/help, Safety)	What?	By Whom?	Goal & Timeline	Fidelity of Impl.	Effectiveness of Solution
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Current Levels

PTPS Training Manual, 2013. Meeting Minutes form  
www.ccsd.org

Demographics or Agenda

Previously-Defined Problem

Administrative Tasks

New Problem

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

Staff will need to complete a monthly fidelity check

TIPS Meeting Minutes form (see page 10)

Meeting and Date: Date: Time: Location: Facilitator: Minute Taker:

Team Members (List "C" in full of name of person):

Today's Agenda Items (List "C" in full of item after completed):

Previously Defined Problems:

Problem Statement (What, When, Where, Who, Why):

Solution Action (Present, Teach, Reward, Correct, Encourage, Refuse):

What? By Whom? Goal & Timeline: Fidelity of Implementation: Effectiveness of Solution:

Administrative/General Information and Issues:

Information for Team, or Item for Team to Address: Discussion/Decision/Task (if applicable): What? By Whom?

New Problems:

Problem Statement (What, When, Where, Who, Why):

Solution Action (Present, Teach, Reward, Correct, Encourage, Refuse):

What? By Whom? Goal & Timeline: Fidelity of Implementation: Effectiveness of Solution:

Current Levels:

PH 1 Training Manual, 2013, Meeting Minutes form (see page 10)

Demographics or Agenda: Previously-Defined Problem: Administrative Tasks: New Problem

Three students are not meeting CICO goals.

TIPS Meeting Minutes form (see page 10)

Meeting and Date: Date: Time: Location: Facilitator: Minute Taker:

Team Members (List "C" in full of name of person):

Today's Agenda Items (List "C" in full of item after completed):

Previously Defined Problems:

Problem Statement (What, When, Where, Who, Why):

Solution Action (Present, Teach, Reward, Correct, Encourage, Refuse):

What? By Whom? Goal & Timeline: Fidelity of Implementation: Effectiveness of Solution:

Administrative/General Information and Issues:

Information for Team, or Item for Team to Address: Discussion/Decision/Task (if applicable): What? By Whom?

New Problems:

Problem Statement (What, When, Where, Who, Why):

Solution Action (Present, Teach, Reward, Correct, Encourage, Refuse):

What? By Whom? Goal & Timeline: Fidelity of Implementation: Effectiveness of Solution:

Current Levels:

PH 1 Training Manual, 2013, Meeting Minutes form (see page 10)

Demographics or Agenda: Previously-Defined Problem: Administrative Tasks: New Problem

Plan for school board report

TIPS Meeting Minutes form (see page 10)

Meeting and Date: Date: Time: Location: Facilitator: Minute Taker:

Team Members (List "C" in full of name of person):

Today's Agenda Items (List "C" in full of item after completed):

Previously Defined Problems:

Problem Statement (What, When, Where, Who, Why):

Solution Action (Present, Teach, Reward, Correct, Encourage, Refuse):

What? By Whom? Goal & Timeline: Fidelity of Implementation: Effectiveness of Solution:

Administrative/General Information and Issues:

Information for Team, or Item for Team to Address: Discussion/Decision/Task (if applicable): What? By Whom?

New Problems:

Problem Statement (What, When, Where, Who, Why):

Solution Action (Present, Teach, Reward, Correct, Encourage, Refuse):

What? By Whom? Goal & Timeline: Fidelity of Implementation: Effectiveness of Solution:

Current Levels:

PH 1 Training Manual, 2013, Meeting Minutes form (see page 10)

Demographics or Agenda: Previously-Defined Problem: Administrative Tasks: New Problem

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

TIPS Meeting Minutes form (see page 10)

Meeting and Date: Date: Time: Location: Facilitator: Minute Taker:

Team Members (List "C" in full of name of person):

Today's Agenda Items (List "C" in full of item after completed):

Previously Defined Problems:

Problem Statement (What, When, Where, Who, Why):

Solution Action (Present, Teach, Reward, Correct, Encourage, Refuse):

What? By Whom? Goal & Timeline: Fidelity of Implementation: Effectiveness of Solution:

Administrative/General Information and Issues:

Information for Team, or Item for Team to Address: Discussion/Decision/Task (if applicable): What? By Whom?

New Problems:

Problem Statement (What, When, Where, Who, Why):

Solution Action (Present, Teach, Reward, Correct, Encourage, Refuse):

What? By Whom? Goal & Timeline: Fidelity of Implementation: Effectiveness of Solution:

Current Levels:

PH 1 Training Manual, 2013, Meeting Minutes form (see page 10)

Demographics or Agenda: Previously-Defined Problem: Administrative Tasks: 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

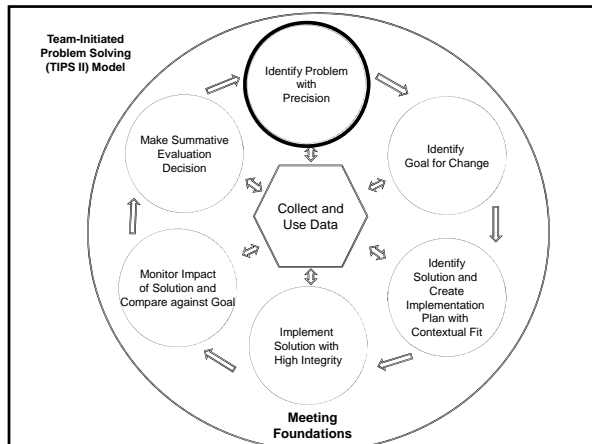
- Determine
  - Facilitator, Data Analyst, Minute Taker, Administrator
- Define one problem (old or new) that was considered
- Were meeting minutes used correctly?

4:40 PM

Identify Problem with Precision

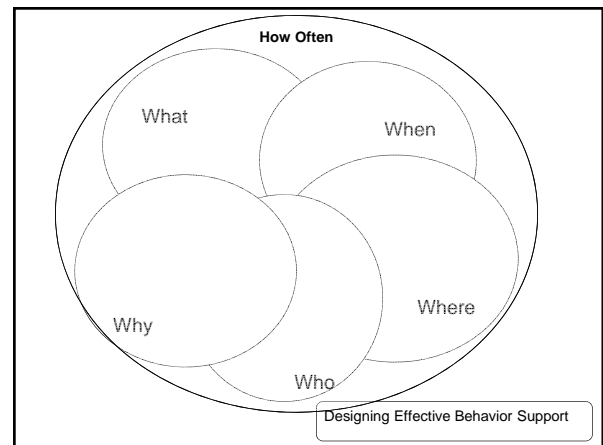
What, Who, When, Where, and Why





**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.



**Start with *Primary* Problem Statements**

Office discipline referrals for 3<sup>rd</sup> 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**.

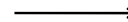
## Examples: Primary to Precise

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 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!



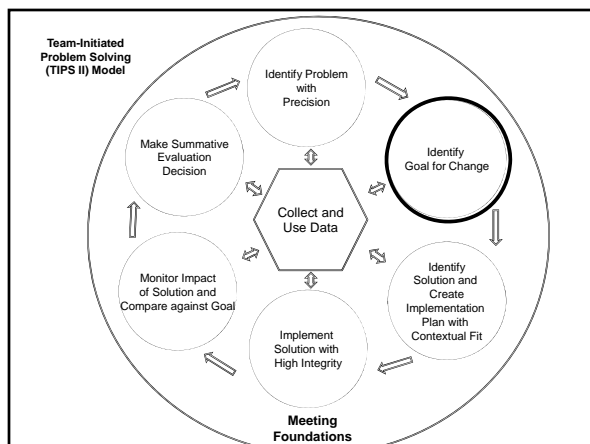
There were 45 referrals for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders using inappropriate language on the afternoon buses because these students wanted attention from their peers.

## Your Turn

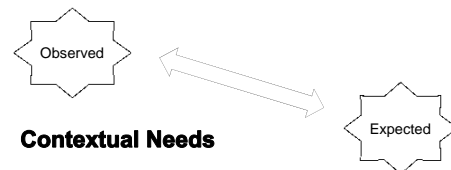
- Describe a "Primary" problem
- Now re-write it as a "Precise Problem Statement."
  - What Who
  - Where Why
  - When How Often

## Identify Goal for Change

What and When



## What defines Expected?

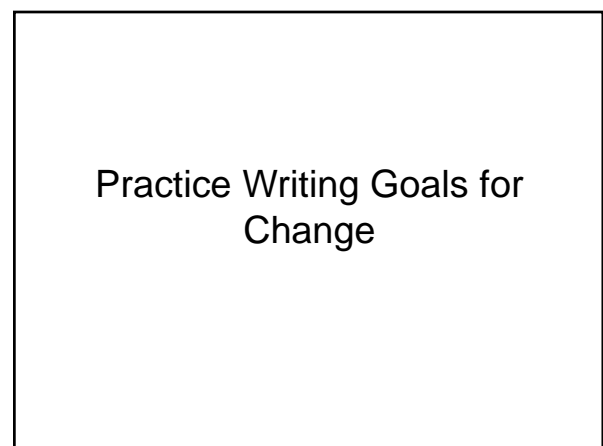
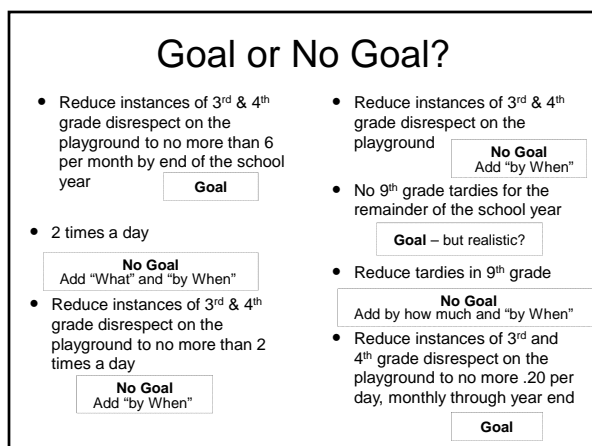
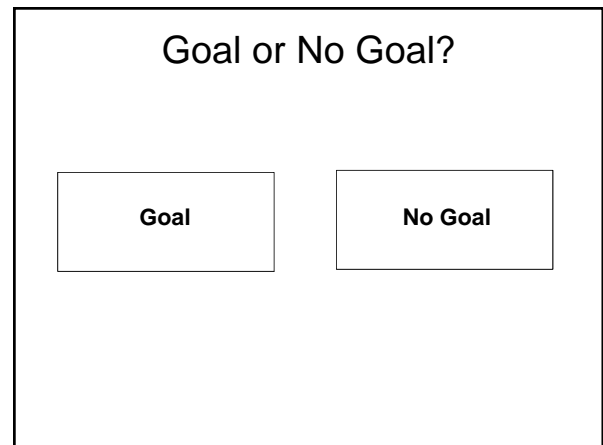
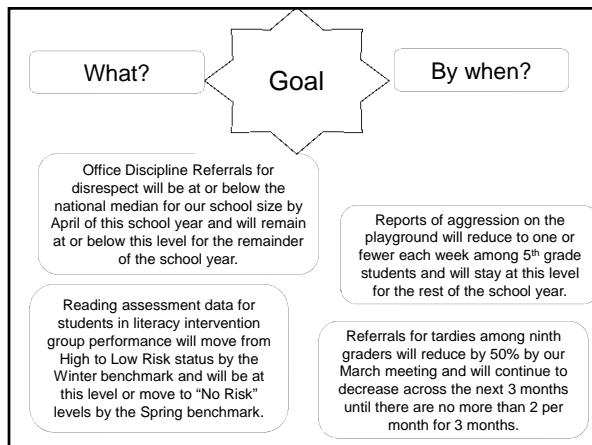
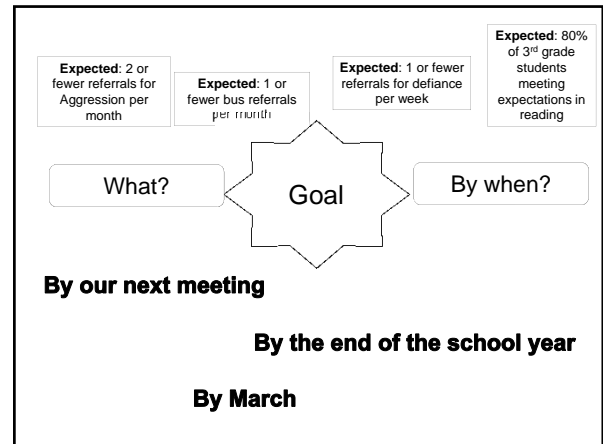
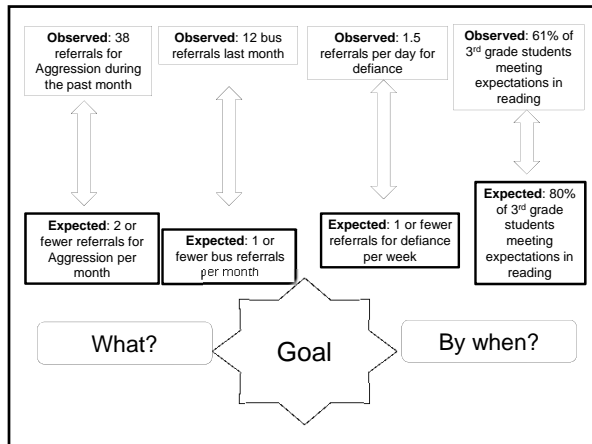


SWIS National Medians

Benchmark Expectations

Social Expectations

Comparison to Similar Settings



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

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

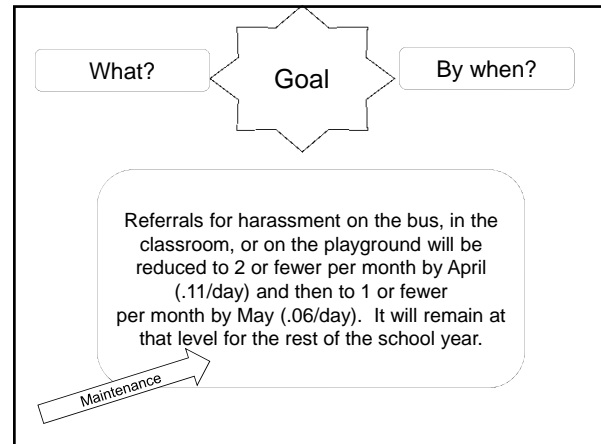
Many students in 1<sup>st</sup> through 6<sup>th</sup> grades (**Who**) are displaying harassment behaviors (**What**) in the classroom, playground, cafeteria, and on the bus (**Where**) during the morning (8:00-10:30), at lunch (1:45-1:00) and on the afternoon bus (2:45-3:45) (**When**) in order to 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;

**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)
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.						

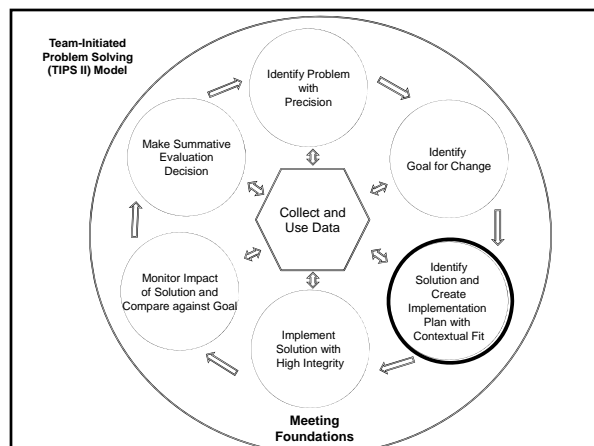
**Current Levels:**  
December 2011: 15/12 = 1.25/day  
January 2012: 18/19 = .95/day  
February 2012: 11/18 = .61/day



Goal & Timeline		Fidelity of Imp. Measure (What/How/When/Who to measure/report)	
Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	By When?	Goal & Timeline
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.			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 (.11/day)</u> and then to <u>one or fewer per month by May (.06/day)</u> and will remain at that level for the rest of the school year.
Current Levels: December 2011 – 15/12 = 1.25/day; January 2012 – 18/19 = .95/day February 2012 – 11/18 = .61/day			

## Identify Solution and Create Implementation Plan with Contextual Fit

What and When



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

<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

## Resources for Solution Development

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

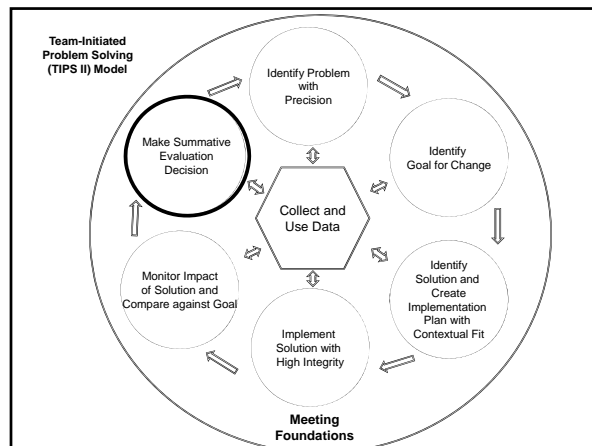
1 2 3 4 5  
No Yes

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?



**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.

## Contact Information

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