

Brief Introduction to Team-Initiated Problem Solving (TIPS)

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Target Audience

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

Objectives

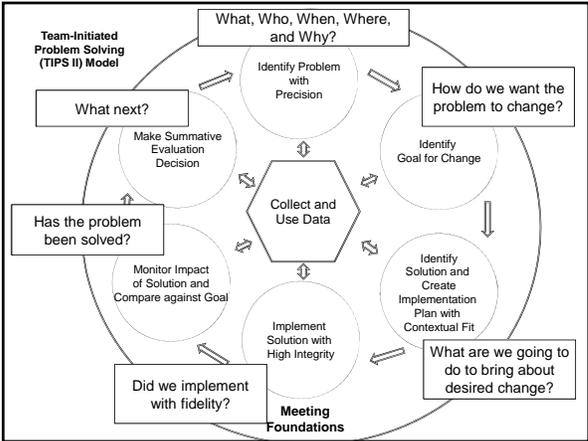
By the end of today, you will:

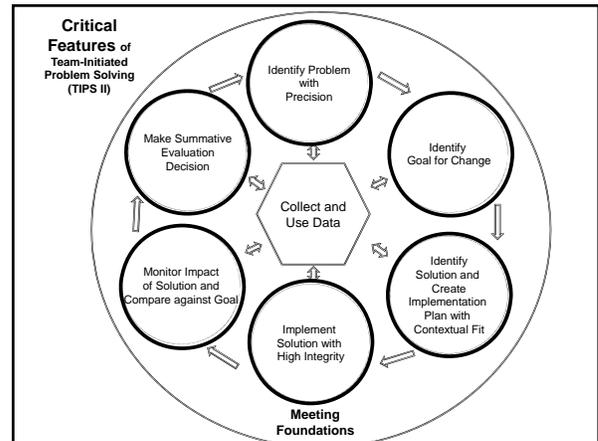
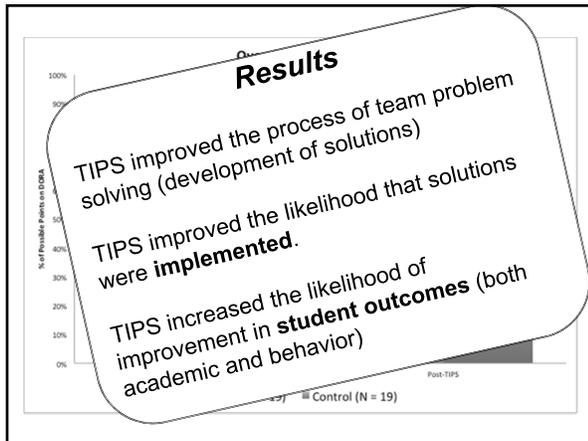
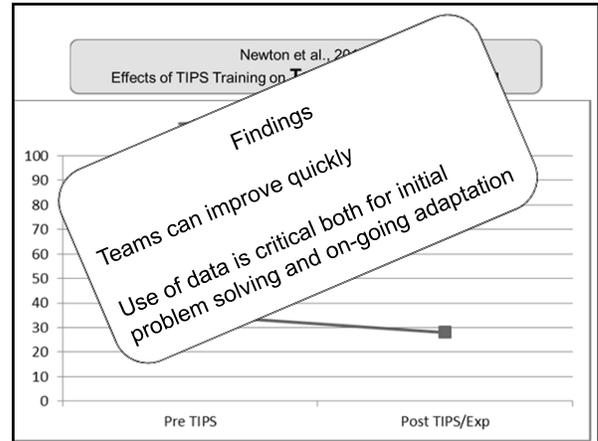
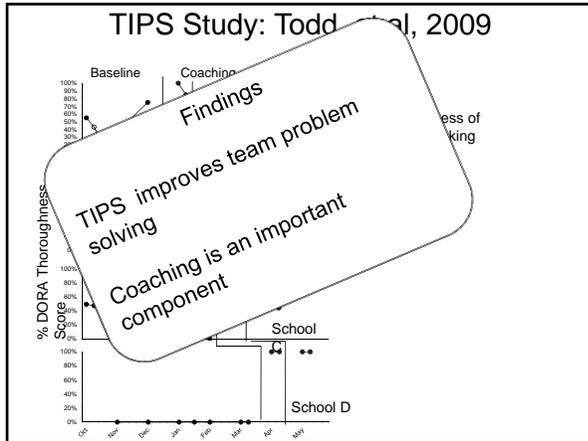
- Understand the TIPS problem solving model
- Define logic for Meeting Foundations
 - Roles
 - Meeting minutes form
- Define Problem Solving Approach
 - Define problem with precision
 - Build comprehensive solutions
 - Build action plan
- Define Implementation and Adaptation

Effective Problem Solving

From Problem → Solution

A Quick Overview of TIPS





TIPS Fidelity of Implementation Checklist

Purpose of Checklist: The TIPS Fidelity of Implementation Checklist is a program monitoring tool for a team and their coach to use as a guide for tracking implementation and ensuring that key components are being used as intended. The checklist is designed to be used by the team and their coach to track implementation of the TIPS process. The checklist is designed to be used by the team and their coach to track implementation of the TIPS process. The checklist is designed to be used by the team and their coach to track implementation of the TIPS process.

Item	Item Name	Frequency of Implementation Observed	Rating
1	Team and Coach Agree on Purpose and Goals		
2	Team and Coach Agree on Roles and Responsibilities		
3	Team and Coach Agree on Schedule and Timing		
4	Team and Coach Agree on Location and Environment		
5	Team and Coach Agree on Data Collection and Analysis		
6	Team and Coach Agree on Decision Making and Problem Solving		
7	Team and Coach Agree on Monitoring and Evaluation		
8	Team and Coach Agree on Communication and Reporting		
9	Team and Coach Agree on Flexibility and Adaptability		
10	Team and Coach Agree on Support and Resources		

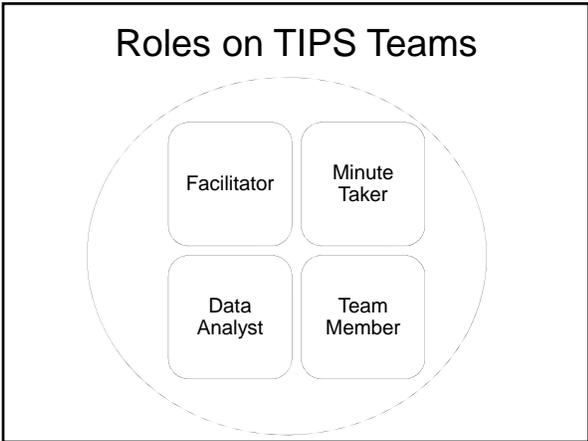
- ### Meeting Foundations
- **Clear Purpose/ Authority**
 - What is the purpose of our team?
 - What is the impact we are to have on students/ families/ School?
 - What authority do we have to implement solutions?
 - **Agreement about process**
 - Start time/stop time
 - Schedule
 - Respect and commitment
 - **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



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

<p>Before Meeting:</p> <ul style="list-style-type: none"> • Recommends agenda items to Facilitator
<p>During Meeting:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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"> 1) Before meeting, provides agenda items to Minute Taker 2) Starts meeting on time 3) Determines date, time, and location of next meeting 4) Manages the "flow" of meeting by adhering to the agenda 5) Prompts team members (as necessary) with the TIPS problem-solving "mantra" <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> i) What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped? ii) What will we do to improve implementation of our solution actions? iii) Are implemented solution actions "working" (i.e., reducing the rate/frequency of the targeted problem to our Goal level)? 6) Is active participant in meeting 	<ol style="list-style-type: none"> 1) Before meeting (items a-c to appear in written Data Analyst's Report) <ol style="list-style-type: none"> a) Describes potential new problems with precision (What, Who, Where, When, Why) b) Provides data (e.g., SNTS Sig 5, Customer Reports) concerning the frequency/rate of precisely-defined potential new problems c) Provides update on previously-defined problems (i.e., precise problem statement, goal & timeline, frequency/rate for most recent/expected calendar month, direction of change in rate since last report, relationship of change to goal) d) Distributes Data Analyst's Report to team members 2) During meeting <ol style="list-style-type: none"> a) Asks Facilitator to add potential new problems to agenda for meeting b) Leads discussion of potential new problems c) Responds to team members' questions concerning content of the Data Analyst's Report; produces additional data on request (e.g., additional Customer Reports) 3) Is active participant in meeting
Minute Taker Responsibilities	Team Member Responsibilities
<ol style="list-style-type: none"> 1) Before meeting <ol style="list-style-type: none"> a) Collects agenda items from Facilitator b) Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's Report, as appropriate c) Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form via LCD 2) At meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes Form, as necessary 3) Is active participant in meeting 4) After meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours 	<ol style="list-style-type: none"> 1) Before meeting, recommends agenda items to Facilitator 2) At meeting, responds to agenda items and <ol style="list-style-type: none"> a) Analyzes/interprets data; determines whether a new problem exists b) Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline c) Discusses/indicates solutions for new problems 3) For problems with existing solution actions <ol style="list-style-type: none"> i) Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?) ii) Suggests how implementation of solution actions could be improved 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?) 3) Is active participant in meeting

- ### Meeting Foundations
- **Clear Purpose/ Authority**
 - What is the purpose of our team?
 - What is the impact we are to have on students/ families/ School?
 - What authority do we have to implement solutions?
 - **Agreement about process**
 - Start time/stop time
 - Schedule
 - Respect and commitment
 - **Roles and responsibilities**
 - Facilitator
 - 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)

- ### 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?
- TIPS II Training Manual (2013) www.uoecs.org 24

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

TIPS II Training Manual (2013) www.uoecs.org 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

General Flow of Meeting

Call meeting to order – Who is present?

↓

Review agenda for today

↓

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

↓

Discuss administrative tasks and any general issues

↓

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

↓

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

TIPS Meeting Minutes form for:

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)						
Today's Agenda Items (Place 'X' to left of item after completed)						
1.		6.				Agenda Items for Next Meeting
2.		7.				1.
3.		8.				2.
4.		9.				3.
5.		10.				4.
Previously-Defined Problems						
General Flow of Meeting		Solution Actions				
Call meeting to order – Who is present?		Def. Correct, Why?	Who?	By When?	Goal & Timeline	Fidelity of Imp.
Review agenda for today						<input type="checkbox"/> Not started <input type="checkbox"/> Partial imp. <input type="checkbox"/> Imp. w/ fidelity <input type="checkbox"/> Solved
Discuss previously defined problem(s) – Were solutions implemented? Discuss current data and relation to goal. Better? Worse? Was goal reached? What next?						<input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Imp. but not to Goal <input type="checkbox"/> Imp. & Goal met
Discuss administrative tasks and any general issues		Discussion/Decision/Task (if applicable)		Who?	By When?	Current rate/level per school day = _____
Discuss any new problems – Identify precise problems, develop solution plans (what, who, when), identify goals, determine fidelity and outcome data needed						
Wrap up meeting – Review date/time for next meeting and evaluate present team meeting.						
Present Problem Statement (What, When, Where, Who, Why)		Prevent. Feas. Benefit, Current, Establsh. Safety?	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)
Current Level:						Effectiveness of Solution (What/How/When/Who to assess/report)

TIPS II Training Manual 2013. Meeting Minute Form www.uoecs.org

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)

1.	
2.	
3.	
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5.	

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

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Agenda Items for Next Meeting

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3.	
4.	

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

Administrative/General Information and Issues

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

New Problems

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

Current Levels:

PS II Training Manual, 2013. Meeting Minute Form
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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						

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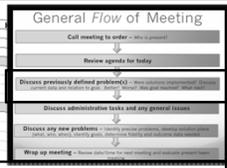
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Current Levels:

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TIPS Meeting Minutes form for:

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Administrative/General Information and Issues

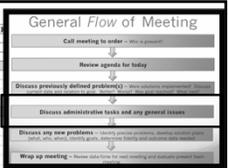
Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

New Problems

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

Current Levels:

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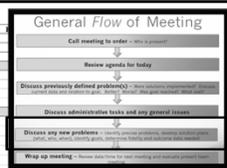
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Current Levels:

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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 meeting whether we're completing the tasks we agreed on at previous meetings?		
3. In general, how we do a good job of actually completing the tasks we agreed on at previous meetings?		
4. In general, are the completed tasks having the desired effect on student behavior?		

If none of our ratings are "No" 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 be solved)?
- 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 tasks/decisions/Minutes form, 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)
 - Discusses potential new problems with precision (What, When, Where, Who)
 - Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of previously-defined/potential new problems
 - 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)
 - Distributes 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 on request (e.g., additional Custom Reports)

Team Member Responsibilities

As agenda items to Facilitator

Indicates items and determines whether a new problem exists and defines with precision (What, When, Where, Who, By) a Goal and Timeline for new problems

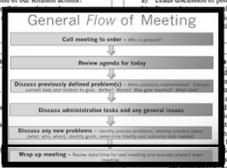
During solution actions

Indicates status (Not Started? Partially implemented? Implemented with fidelity? Stopped?)

Indicates if solution actions could be improved and to determine whether implemented solution actions achieving the rate/frequency of the targeted problem to be solved

Is active participant in 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

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

Team Members (Place "X" in all of same of present)

1					
2					
3					
4					
5					
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7					
8					
9					
10					

Today's Agenda Items (Place "X" in all of same after completed)

1					
2					
3					
4					
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10					

Agenda Items for Next Meeting

1					
2					
3					
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8					
9					
10					

Previously-Defined Problems

Problem Statement (What, When, Where, Who, Why)	Solution Action (Prevent, Teach, Reward, Correct, Extinguish, 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"/> None <input type="checkbox"/> Some <input type="checkbox"/> No 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 or Address

Discussion/Decision/Task (if applicable)

What? By Whom?

New Problems

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

9/3 Training Manual, 2013 Meeting Minute Form
www.ccsd.org

Planning for next PTA meeting.

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

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

Team Members (Place "X" in all of same of present)

1					
2					
3					
4					
5					
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7					
8					
9					
10					

Today's Agenda Items (Place "X" in all of same after completed)

1					
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Agenda Items for Next Meeting

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					<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"/> None <input type="checkbox"/> Some <input type="checkbox"/> No Change <input type="checkbox"/> Impl. but not to Goal <input type="checkbox"/> Impl. & Goal met <input type="checkbox"/> Stopped

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Discussion/Decision/Task (if applicable)

What? By Whom?

New Problems

Problem Statement (What, When, Where, Who, Why)	Solution Action (Prevent, Teach, Reward, Correct, Extinguish, 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"/> None <input type="checkbox"/> Some <input type="checkbox"/> No Change <input type="checkbox"/> Impl. but not to Goal <input type="checkbox"/> Impl. & Goal met <input type="checkbox"/> Stopped

Current Levels

9/3 Training Manual, 2013 Meeting Minute Form
www.ccsd.org

Update on CICO implementation for previous problem solution.

Increasing gang recruitment for an agenda topic today

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

Team Members (Place "X" in all of same of present)

1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Today's Agenda Items (Place "X" in all of same after completed)

1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Agenda Items for Next Meeting

1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Previously-Defined Problems

Problem Statement (What, When, Where, Who, Why)	Solution Action (Prevent, Teach, Reward, Correct, Extinguish, 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 or Address

Discussion/Decision/Task (if applicable)

What? By Whom?

New Problems

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

9/3 Training Manual, 2013 Meeting Minute Form
www.ccsd.org

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

Staff will need to complete a monthly fidelity check

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

Team Members (Place "X" in all of same of present)

1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Today's Agenda Items (Place "X" in all of same after completed)

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Current Levels

9/3 Training Manual, 2013 Meeting Minute Form
www.ccsd.org

TIPS Meeting Minutes form for: [Blank]

Meeting and Date: [Blank] Date: [Blank] Time: [Blank] Location: [Blank] Facilitator: [Blank] Minute Taker: [Blank]

Team Members (Place "X" in cell of name if present): [Blank]

Today's Agenda Items (Place "X" in cell of item after completed): [Blank]

Previously-Defined Problems

Problem Statement (What, When, Where, Who, Why?)	Relative Action (Present, Track, Renewal, Current, Extinguish, Satisfy)	What?	By Whom?	Goal & Timeline	Fidelity of Impl. (Not started, Partial impl., Impl. w/ fidelity, Impl. & Goal met, Stopped)	Effectiveness of Solution (Not started, Not started, Impl. but not to Goal, Impl. & Goal met, Current state/Goal per school day)
[Blank]	[Blank]	[Blank]	[Blank]	[Blank]	[Blank]	[Blank]

Administrative/General Information and Issues

Information for Team, or Item, or Issue Addressed: [Blank] Discussion/Decision/Task (if applicable): [Blank] What? [Blank] By Whom? [Blank]

New Problems

Problem Statement (What, When, Where, Who, Why?)	Relative Action (Present, Track, Renewal, Current, Extinguish, Satisfy)	What?	By Whom?	Goal & Timeline	Fidelity of Impl. (Not started, Partial impl., Impl. w/ fidelity, Impl. & Goal met, Stopped)	Effectiveness of Solution (Not started, Not started, Impl. but not to Goal, Impl. & Goal met, Current state/Goal per school day)
[Blank]	[Blank]	[Blank]	[Blank]	[Blank]	[Blank]	[Blank]

Current Levels: [Blank]

9/8 Training Manual, 2013 Meeting Minutes Form
www.iesd.org

Demographics or Agenda: [Blank]

Previously-Defined Problem: [Blank]

Administrative Tasks: [Blank]

New Problem: [Blank]

Three students are not meeting CICO goals.

Plan for school board report

TIPS Meeting Minutes form for: [Blank]

Meeting and Date: [Blank] Date: [Blank] Time: [Blank] Location: [Blank] Facilitator: [Blank] Minute Taker: [Blank]

Team Members (Place "X" in cell of name if present): [Blank]

Today's Agenda Items (Place "X" in cell of item after completed): [Blank]

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[Blank]	[Blank]	[Blank]	[Blank]	[Blank]	[Blank]	[Blank]

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[Blank]	[Blank]	[Blank]	[Blank]	[Blank]	[Blank]	[Blank]

Current Levels: [Blank]

9/8 Training Manual, 2013 Meeting Minutes Form
www.iesd.org

Demographics or Agenda: [Blank]

Previously-Defined Problem: [Blank]

Administrative Tasks: [Blank]

New Problem: [Blank]

TIPS Meeting Minutes form for: [Blank]

Meeting and Date: [Blank] Date: [Blank] Time: [Blank] Location: [Blank] Facilitator: [Blank] Minute Taker: [Blank]

Team Members (Place "X" in cell of name if present): [Blank]

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[Blank]	[Blank]	[Blank]	[Blank]	[Blank]	[Blank]	[Blank]

Administrative/General Information and Issues

Information for Team, or Item, or Issue Addressed: [Blank] Discussion/Decision/Task (if applicable): [Blank] What? [Blank] By Whom? [Blank]

New Problems

Problem Statement (What, When, Where, Who, Why?)	Relative Action (Present, Track, Renewal, Current, Extinguish, Satisfy)	What?	By Whom?	Goal & Timeline	Fidelity of Impl. (Not started, Partial impl., Impl. w/ fidelity, Impl. & Goal met, Stopped)	Effectiveness of Solution (Not started, Not started, Impl. but not to Goal, Impl. & Goal met, Current state/Goal per school day)
[Blank]	[Blank]	[Blank]	[Blank]	[Blank]	[Blank]	[Blank]

Current Levels: [Blank]

9/8 Training Manual, 2013 Meeting Minutes Form
www.iesd.org

Demographics or Agenda: [Blank]

Previously-Defined Problem: [Blank]

Administrative Tasks: [Blank]

New Problem: [Blank]

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

Fidelity Check

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

Team meeting

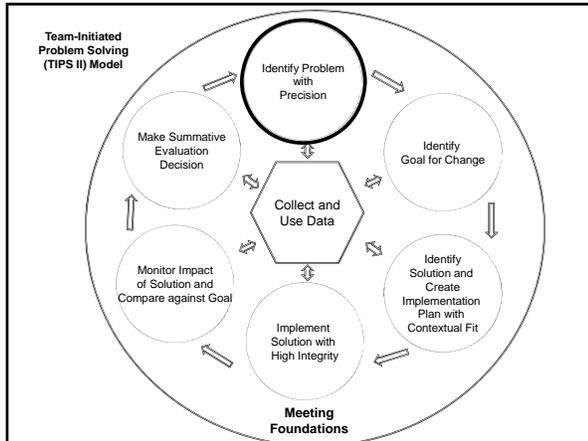
Video for Minute Takers

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



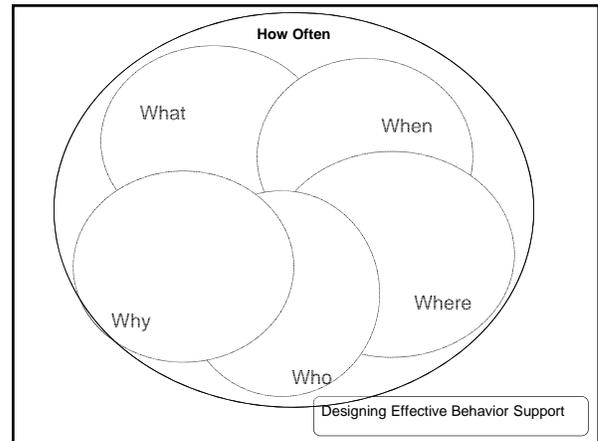
Identify Problem with Precision

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

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

Move to *Precise* Problem Statements

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

Precise or Primary Statement?

Primary

Precise

Primary versus Precision Statements

<ul style="list-style-type: none"> • Primary Statements <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Precision Statement <ul style="list-style-type: none"> • 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 4th grade boys, and seems to be maintained by social praise from the bystander peer group.

Behavior on the buses is awful! →

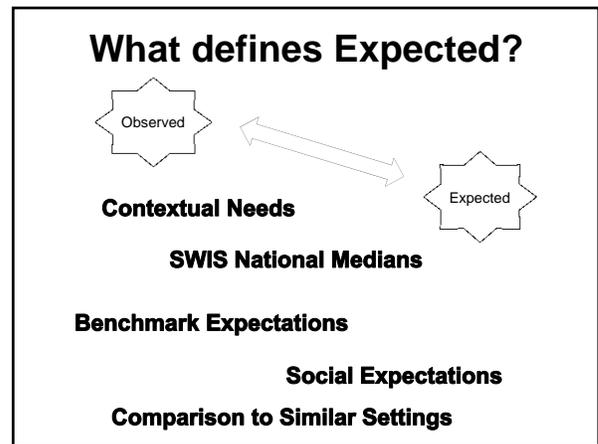
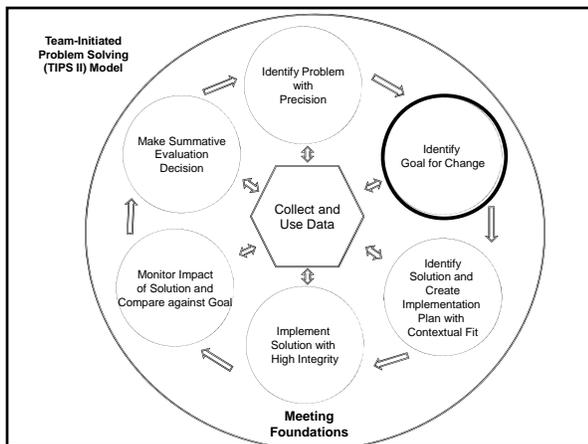
There were 45 referrals for 3rd, 4th, and 5th graders using inappropriate language on the afternoon buses because these students wanted attention from their peers.

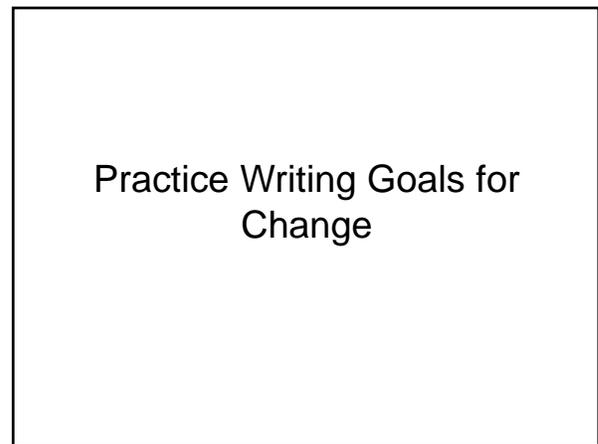
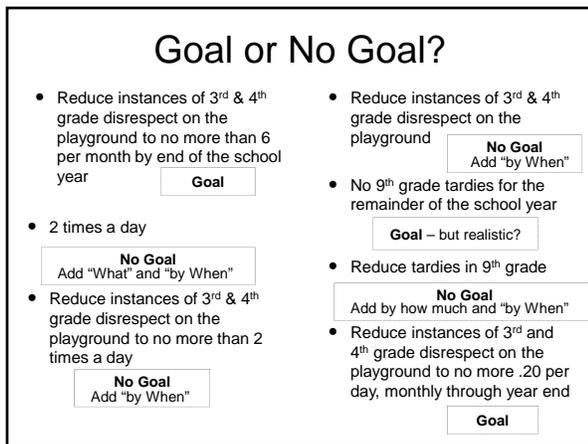
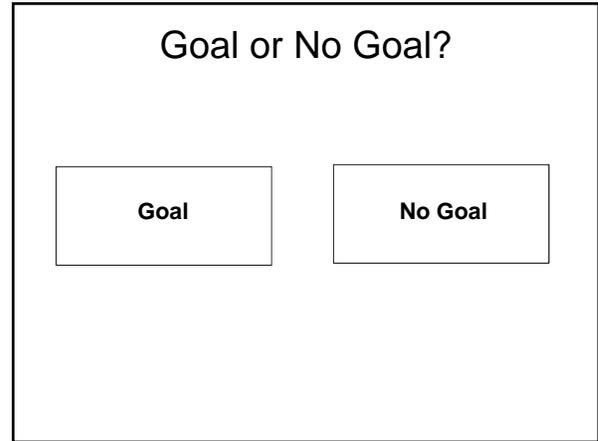
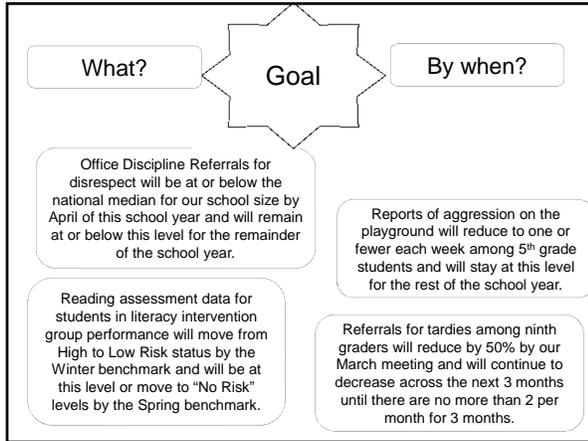
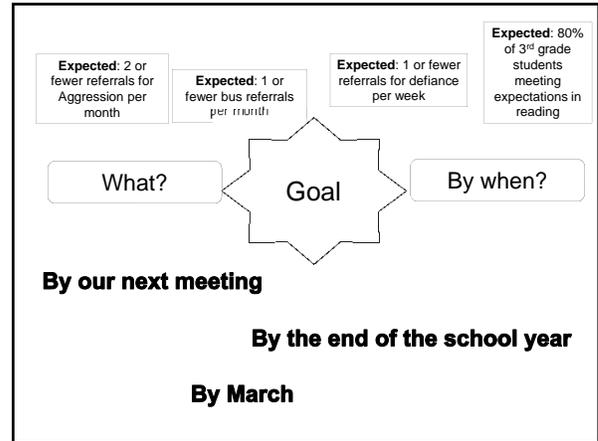
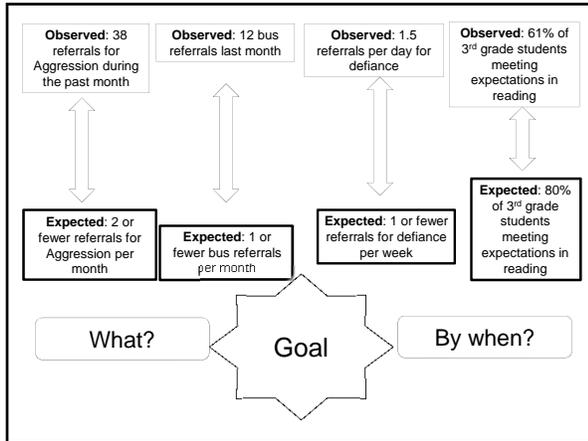
Your Turn

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

Identify Goal for Change

What and When





Write a Goal for a New Problem (from Task)

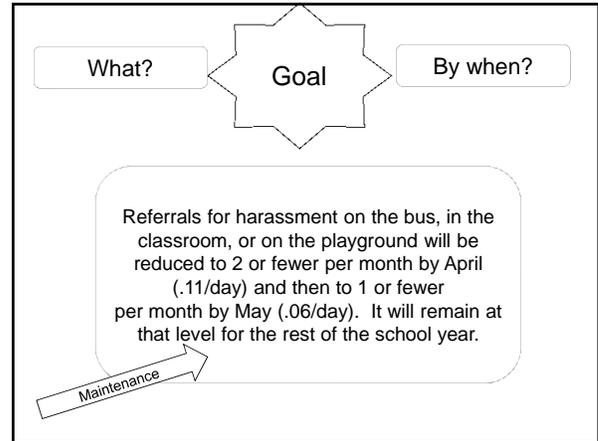
Second: Write a goal for this precise problem.

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

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

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

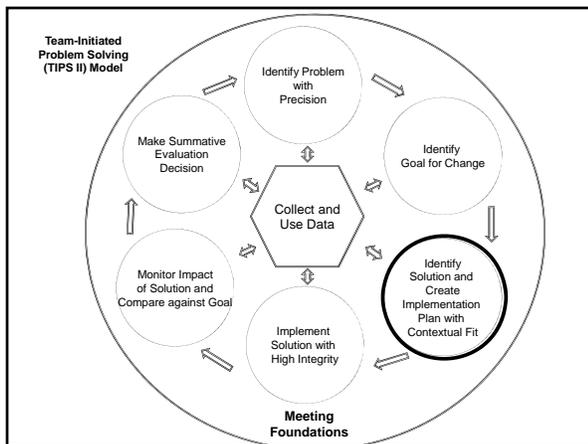
Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to assess/report)
Many students in 1 st through 6 th 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						



Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to assess/report)
Many students in 1 st through 6 th grades are displaying harassment behaviors in the classroom, playground, and on the bus during the morning (8:00-9:45), at lunch, and in the afternoon (2:45-3:30) in order to gain adult or peer attention or obtain an item. Current Levels: December 2011 – 15/12 = 1.25/day; January 2012 – 18/19 = .95/day February 2012 – 11/18 = .61/day				Goal & Timeline 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.		

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

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

Resources for Solution Development

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

Fidelity of Implementation

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

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

Are we implementing the plan?

Teacher Completed Fidelity Scales

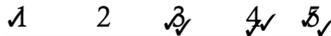
Establish a fidelity check routine that relates to Implementation

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

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

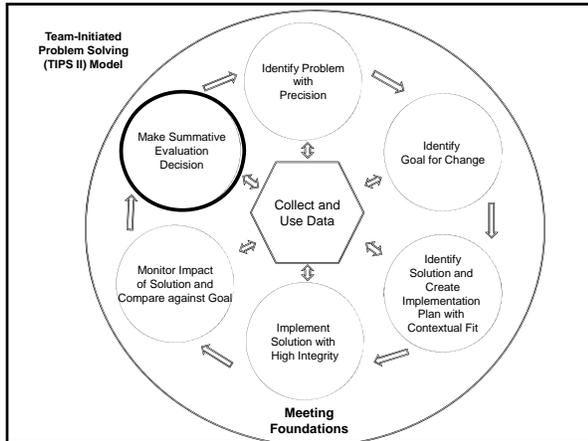


How many days during the week did you review with students the procedures for passing in the hall?



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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