Brief Introduction to Team-Initiated Problem Solving (TIPS)

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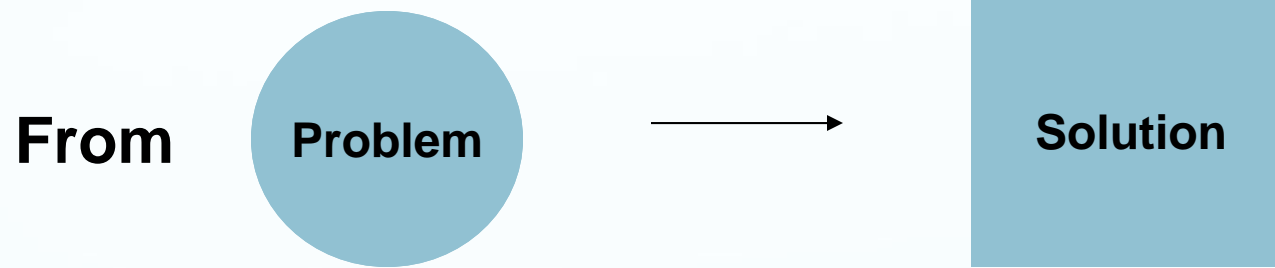
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Target Audience

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

Objectives

By the end of today, you will:
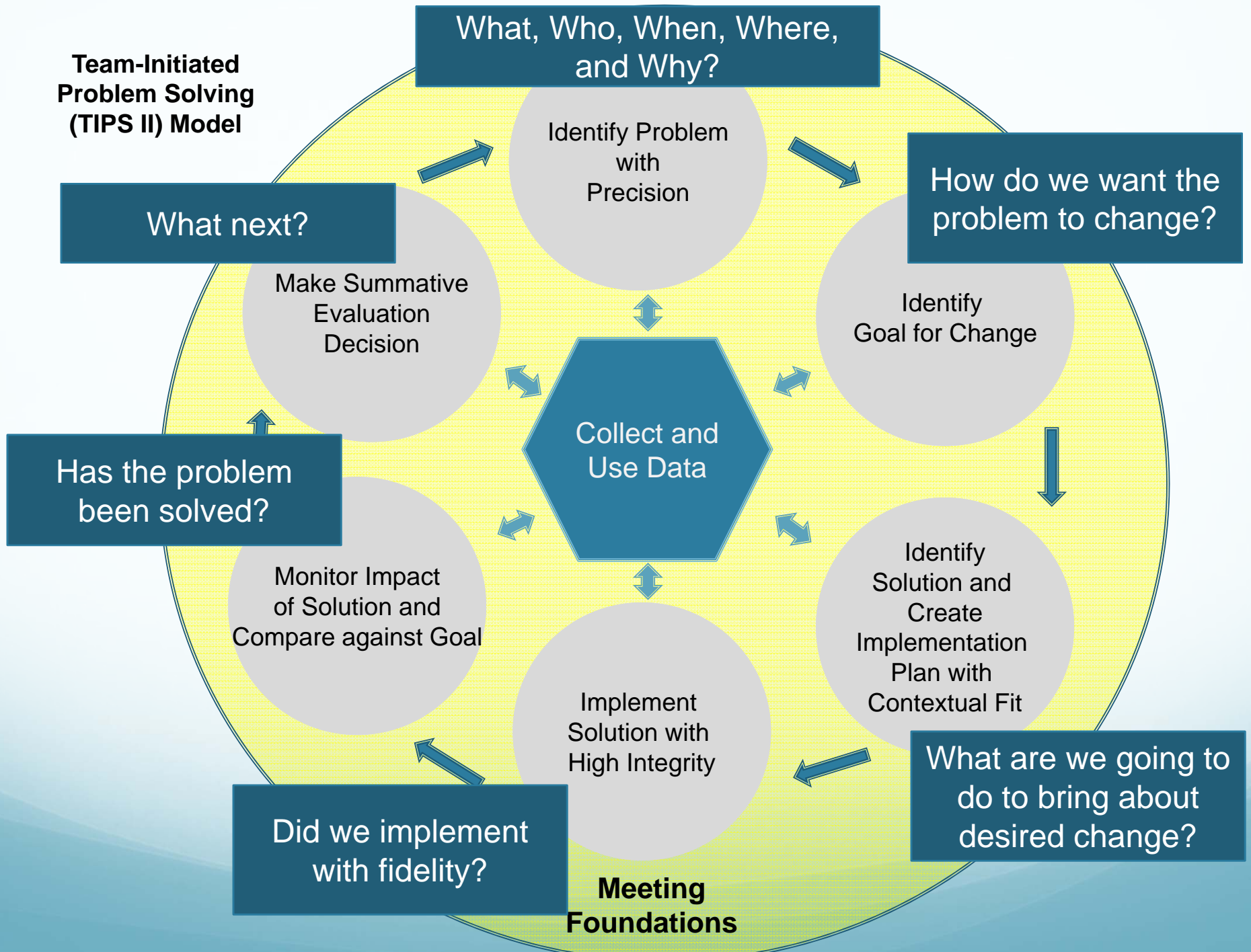
- Understand the TIPS problem solving model

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

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

- Define Implementation and Adaptation
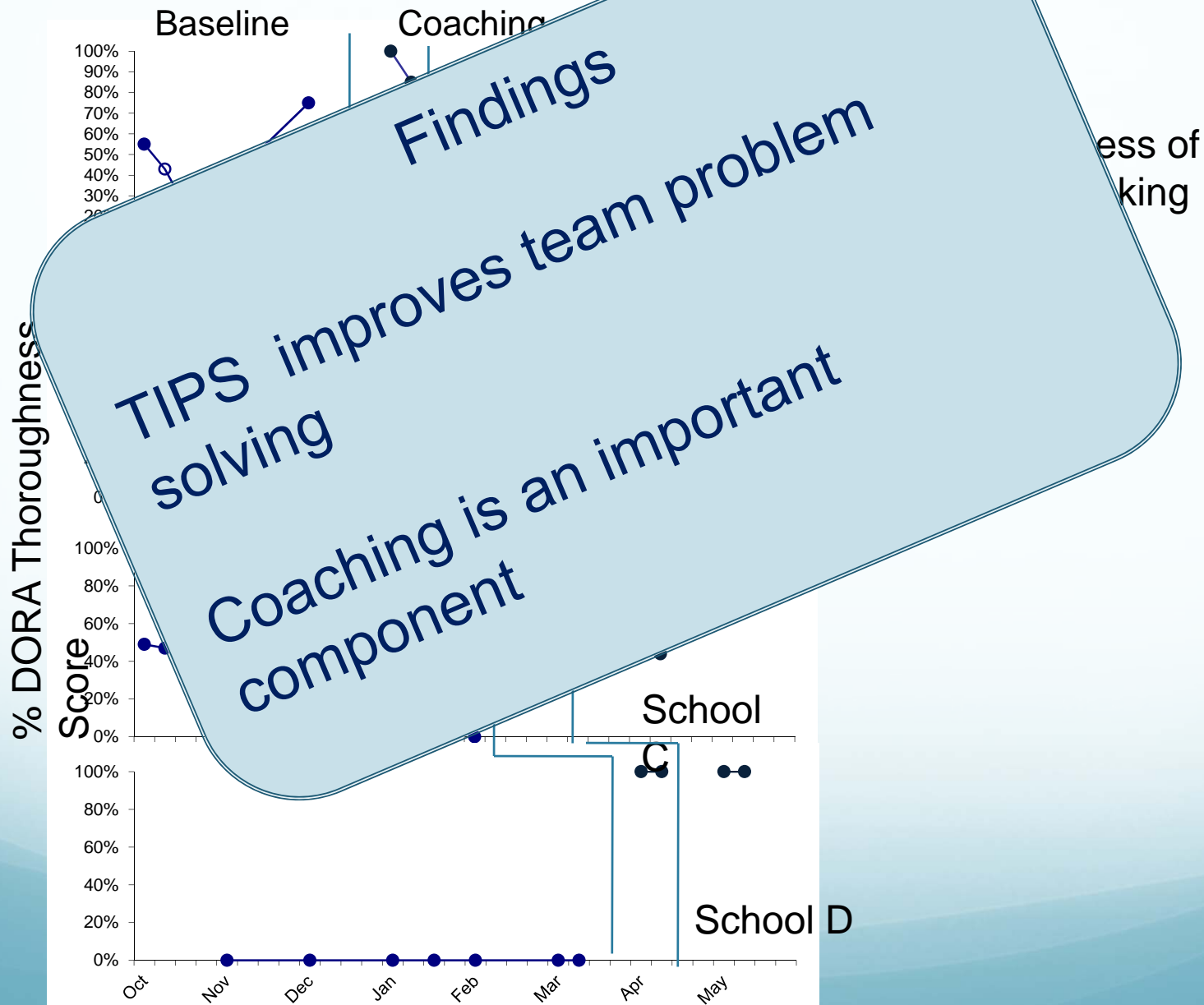
Effective Problem Solving

From Problem → Solution

A Quick Overview of TIPS

Team-Initiated Problem Solving (TIPS II) Model

What, Who, When, Where, and Why?

Identify Problem with Precision

How do we want the problem to change?

Identify Goal for Change

What next?

Make Summative Evaluation Decision

Collect and Use Data

Has the problem been solved?

Monitor Impact of Solution and Compare against Goal

Identify Solution and Create Implementation Plan with Contextual Fit

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

Implement Solution with High Integrity

Did we implement with fidelity?

Meeting Foundations

TIPS Study: Todd et al, 2009

Baseline   Coaching

Findings

TIPS improves team problem solving

Coaching is an important component

% DORA Thoroughness
Score

100%
90%
80%
70%
60%
50%
40%
30%

ess of
king

100%
80%
60%
40%
20%
0%

School C

100%
80%
60%
40%
20%
0%

School D

Oct Nov Dec Jan Feb Mar Apr May

Newton et al., 20

Effects of TIPS Training on T

Findings

Teams can improve quickly

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

Pre TIPS	Post TIPS/Exp

100
90
80
70
60
50
40
30
20
10
0
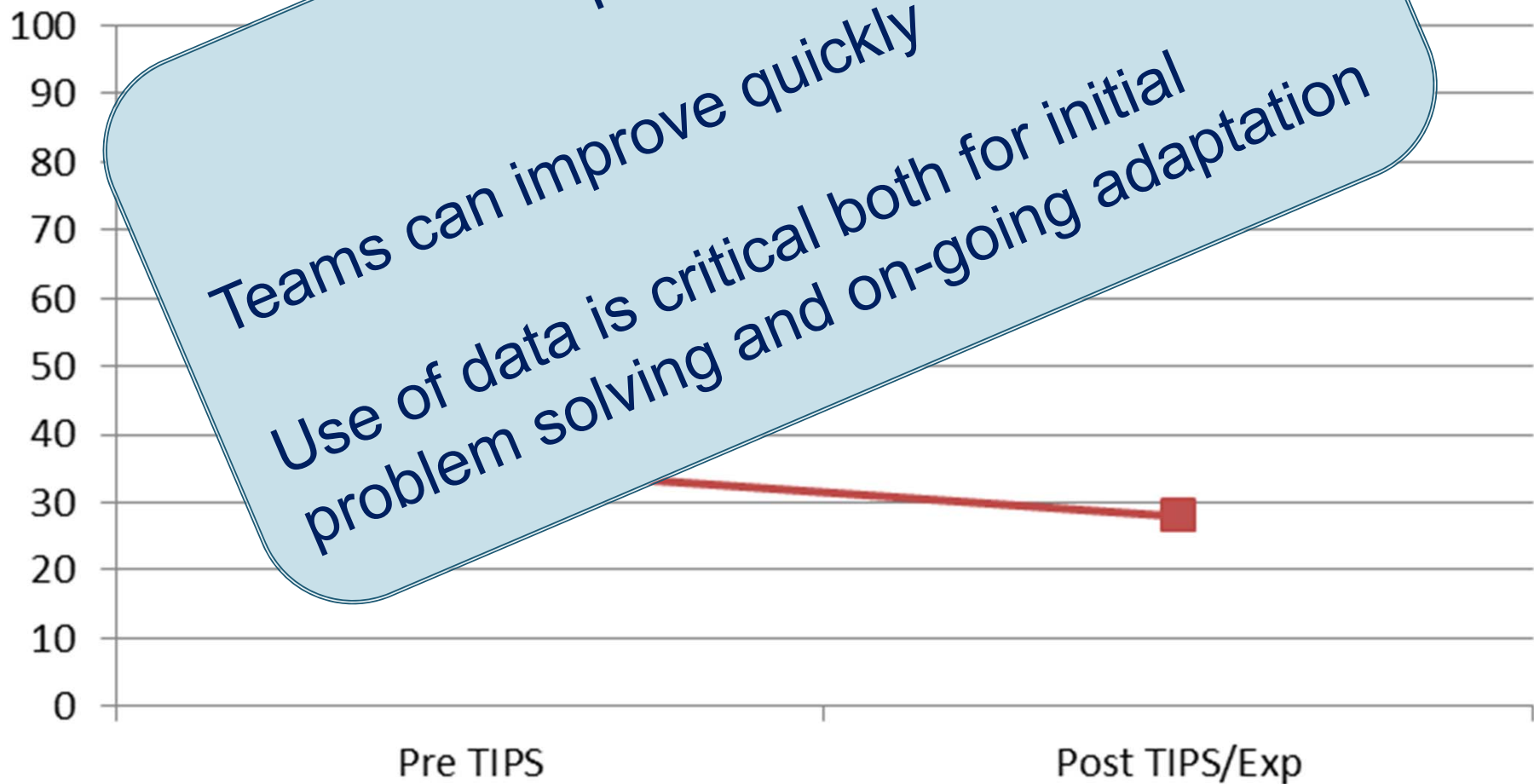
Results

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

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

TIPS increased the likelihood of improvement in **student outcomes** (both academic and behavior)
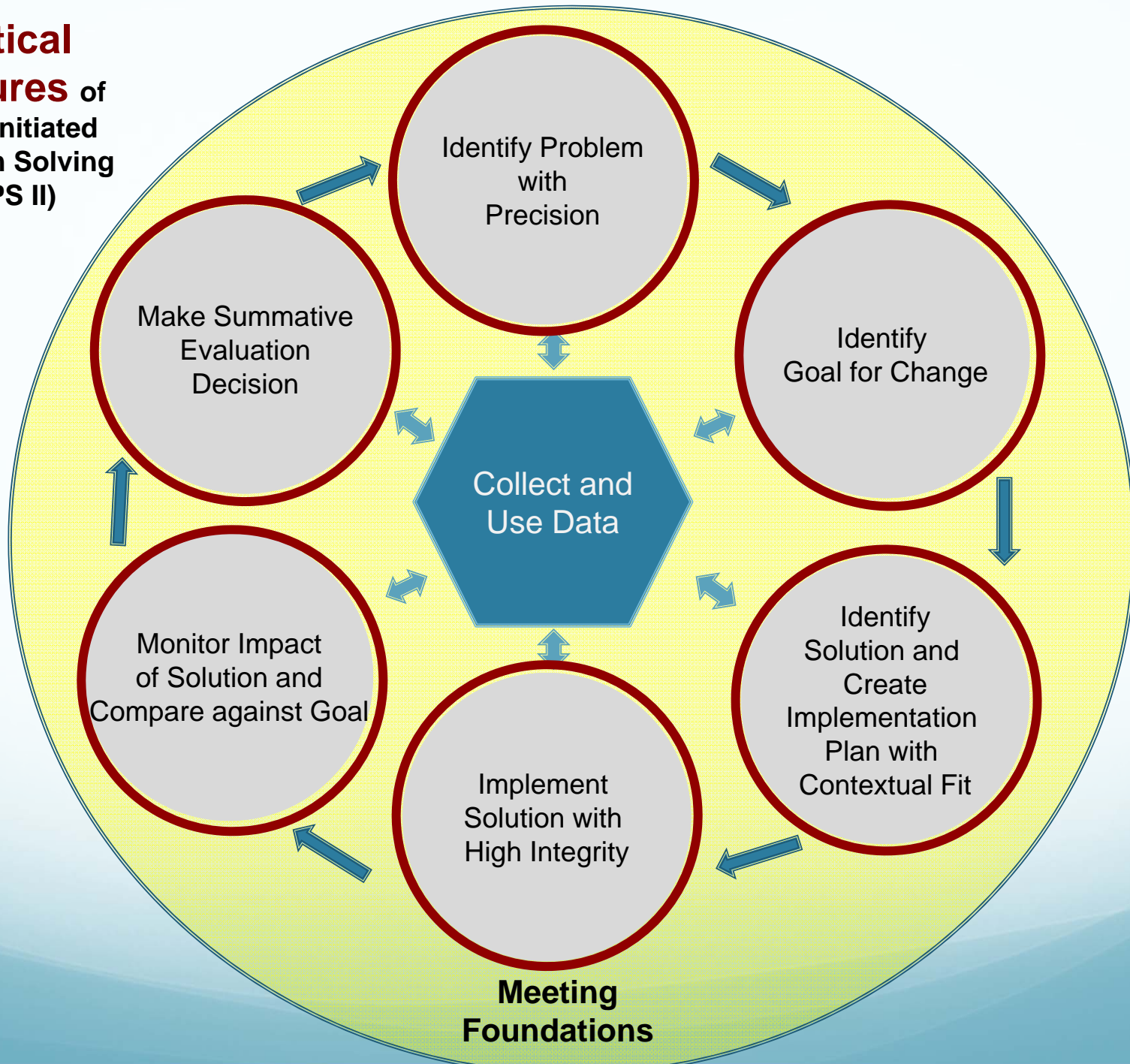
Critical Features of **Team-Initiated Problem Solving (TIPS II)**

Identify Problem with Precision

Identify Goal for Change

Make Summative Evaluation Decision

Collect and Use Data

Identify Solution and Create Implementation Plan with Contextual Fit

Monitor Impact of Solution and Compare against Goal

Implement Solution with High Integrity

Meeting Foundations

TIPS Fidelity of Implementation Checklist

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Purpose of Checklist

The TIPS Fidelity of Implementation Checklist is a progress-monitoring tool for a team and their coach to use as a guide for planning, implementing, and sustaining best practice meeting foundations and using data for problem solving and decision-making. The Checklist has 18 total items: the first 9 items are for measuring implementation of meeting foundations and items 10 through 18 are for measuring the thoroughness of the team's problem-solving processes, as exemplified by the TIPS model. The 9 problem-solving items for using data are considered to be the 'core' of TIPS implementation and they generate a "Core Implementation" sub-scale score. Each of the 18 items is defined with an accompanying data source and scoring criteria to use as a guide for scoring the level of item implementation (full (2), partial (1), not started (0)). Completing the TIPS Fidelity of Implementation Checklist provides the team and coach a forum for reviewing the functioning and health of the team and guides the team toward improvements in meeting foundations, problem solving and action planning as needed. The results provide two scores: an Overall Implementation Score and a Core Implementation Score.

Guidelines for Completing the Checklist

Plan about 20-30 minutes for the team and coach to sit down for a facilitated discussion, item by item using previous meeting minutes and team member/coach verbal self-assessment. The team agrees on the score of a 0, 1, or 2 for each item and records the score on the checklist. Each team completes the TIPS Fidelity of Implementation Checklist, with their coach, every three to four meetings.

Guidelines for Summarizing the Checklist Scores

To det...
to get ...
scores ...
Score, ...

The fo...
statem...

Todd, A. W., ...
Implementati...

TIPS Fidelity of Implementation Checklist

School: _____ Coach: _____ School Team: _____
_____

Item	Data Source	Scoring Criterion	Meeting Date		
Meeting Foundation Items (1-9)					
1. Primary and backup individuals are assigned to defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.	Meeting Minutes Documentation of Roles and Responsibilities	0= No primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst. 1= Some primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst. 2= Primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.			
2. Meeting participants have the authority to develop and implement problem-solving solutions.	Administrator confirmation or formal written policy	0= Meeting participants do not have the authority to develop and implement problem solving solutions. 1= Meeting participants have the authority to develop but not implement problem solving solutions. 2= Meeting participants have the authority to develop and implement problem solving solutions.			
3. Meeting started on time.	Direct Observation/ Meeting Minutes	0= Meeting started more than 10 minutes late. 1= Meeting started less than 10 minutes late. 2= Meeting started on time.			
4. Meeting ended on time, or members agreed to extend meeting time.	Direct Observation/ Meeting Minutes	0= Meeting ended more than 10 minutes over scheduled time. 1= Meeting ended 10 minutes over scheduled time. 2= Meeting ended on time or members agreed to extend meeting time.			
5. Team members attend meetings promptly and regularly.	Meeting Minutes, Team Roster, Direct Observation	0= Less than 75% of team members attend meetings promptly and regularly. 1= Although team members (with exception of administrator) attend meetings regularly, they are not always prompt and/or they leave early. 2= More than 75% of team members (with exception of administrator) attend meetings regularly, promptly and			

TIPS Fidelity of Implementation Checklist

Item	Data Source	Scoring Criterion	Meeting Date		
		remain present until the meeting has concluded.			
6. Public agenda format was used to define topics and guide meeting discussion and was available for all participants to refer to during the meeting.	Written agenda for current meeting (items on board, paper, or computer)	0= Public agenda format was not used to define topics and guide meeting discussion. 1= Public agenda format was not used to define topics and guide meeting discussion but agenda was available for participants to refer to during the meeting. 2= Public agenda was used to define topics and guide meeting discussion and was available for all participants to refer to during the meeting.			
7. Previous meeting minutes were present and reviewed at start of the meeting.	Direct Observation of Meeting Minutes	0= Previous meeting minutes were not present or reviewed at start of the meeting. 1= Previous meeting minutes were present but not reviewed at start of the meeting. 2= Previous meeting minutes were present and reviewed at start of the meeting.			
8. Next meeting was scheduled by the conclusion of the meeting.	Documentation on Meeting Minutes	0= Next meeting was not scheduled. 1= Next meeting was referred to but not scheduled. 2= Next meeting was scheduled.			
9. Meeting Minutes are distributed to all team members within 24 hours of the conclusion of the meeting.	Team Member Report	0= Meeting Minutes are not distributed to all team members. 1= Meeting minutes are distributed to all team members but not within 24 hours of the meeting. 2= Meeting minutes are distributed to all team members within 24 hours of the meeting.			
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*.			
11. Status of all previous solutions was reviewed.	Direct Observation of Solutions Reviewed	0= Previous solutions were not reviewed. 1= Status of some previous solutions was reviewed. 2= Status of all previous solutions was reviewed.			

TIPS Fidelity of Implementation Checklist

Item	Data Source	Scoring Criterion	Meeting Date		
12. Quantitative data were available and reviewed.	Direct Observation of Spreadsheets, Charts, and/or Graphs with counts, percents, rates, scores, grades, etc.	0= Quantitative data were not available or reviewed. 1= Quantitative data were available but not reviewed. 2= Quantitative data were reviewed.			
13. At least one problem is defined with precision (what, where, when, by whom, why).	Documentation of precision for at least one defined problem on Meeting Minutes	0= No problem is defined. 1= At least one problem is defined but lack one or more precision elements. 2 = At least one problem is defined with all precision elements.			
14. All documented active problems have documented solutions.	Documentation on Meeting Minutes	0= Documented active problem(s) do not have documented solutions or no active problems are documented. 1 = Some documented active problems (s) have documented solutions. 2 = All documented active problems have documented solutions.			
15. Full action plan (who, what, when) is documented for at least one documented solution.	Documentation on Meeting Minutes of a full action plan for at least one documented solution	0= No action plan is documented for at least one documented solution or no solution(s) are documented. 1= Partial action plan is documented for at least one documented solution. 2= Full action plan is documented for at least one documented solution.			
16. Problems that have solutions defined have a goal defined.	Documentation on Meeting Minutes	0= Problems that have solutions defined do not have a goal defined or no solutions are documented. 1= Some problems that have solutions defined have a goal defined. 2= Problems that have solutions defined have a goal defined.			
17. A fidelity of implementation measure is documented for each solution, along with a schedule for gathering those data.	Documentation on Meeting Minutes	0 = Fidelity measure and schedule are not defined and documented for solutions or no active problem(s)/solution(s)/goal(s) are documented. 1= Fidelity measure and schedule are defined and documented for			

Meeting Foundations

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

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

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

- **Electronic Meeting Minutes/Agenda**

Meeting Terms of Agreement

- Start/ Stop time

- Schedule of meetings

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

Roles and Responsibilities

Facilitator, Minute Taker, Data Analyst, Team Member

Roles on TIPS Teams

Facilitator

Minute Taker

Data Analyst
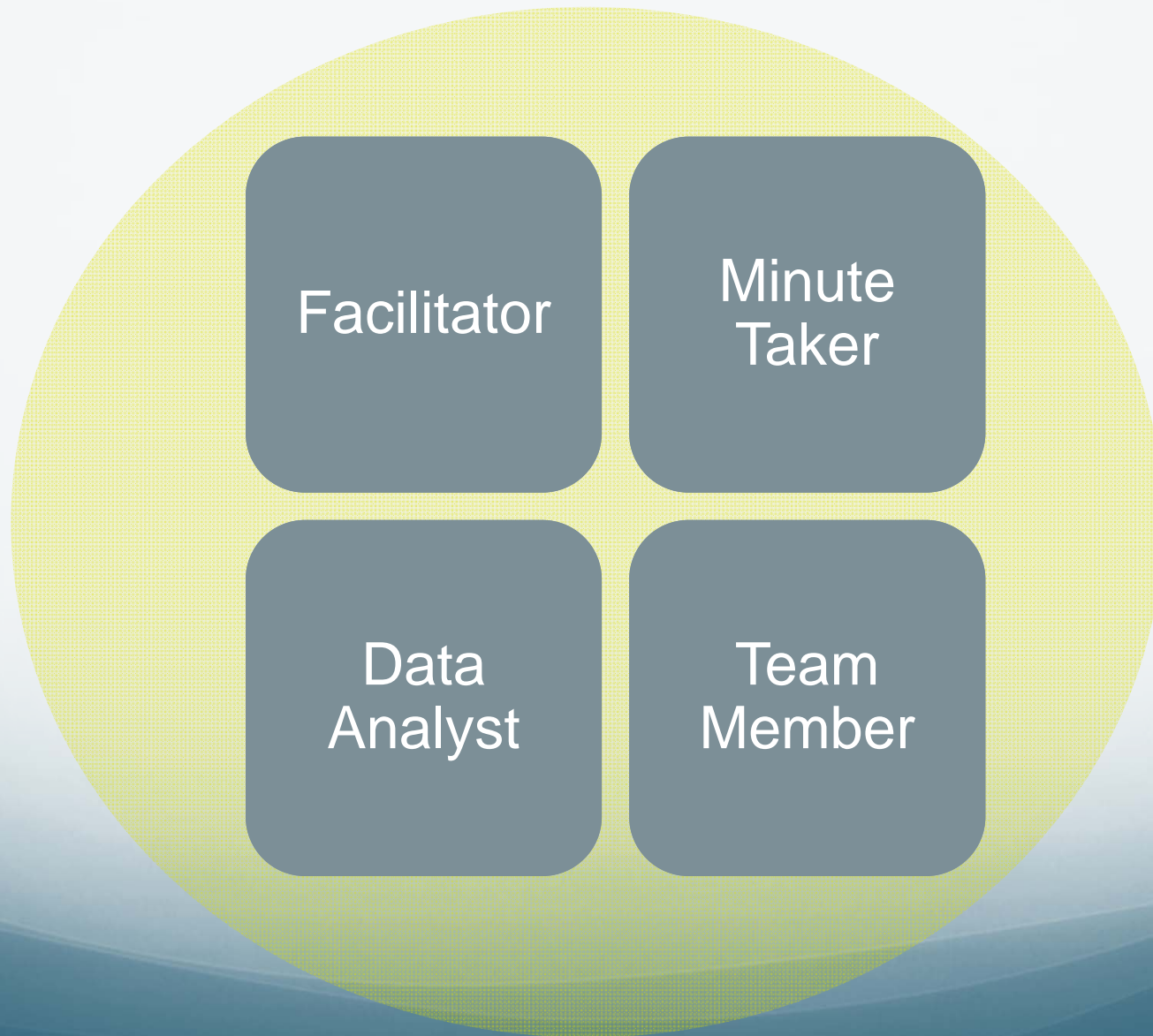
Team Member

Facilitator's Responsibilities and Skills Needed

Before Meeting:

- Ask for agenda items

- Provide items to Minute Taker

Facilitator

During Meeting:

- Starts meeting on time

- Manages "flow" of meeting

- Prompts team members (as necessary) with the TIPS problem-solving "mantra"

- Is an active participant in meeting

- Determines date, time, and location of next meeting

Facilitator should be able to:

- Ask questions

- Implement group norms or agreements

- Keep meeting on track (or navigate back on track when needed)

- Move through agenda in a timely fashion

Minute Taker's Responsibilities

Before Meeting:

- Collects agenda items from Facilitator

- Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst, as appropriate

- Is prepared to project TIPS Meeting Minute form via LCD during meeting

Minute Taker

During Meeting:

- Records decisions/notes on TIPS Meeting Minutes form

- Asks for clarification of tasks/decisions, as necessary

- Is active participant in meeting

After Meeting:

- Cleans up TIPS Meeting Minutes from meeting

- Disseminates Meeting Minutes to team within 36 hours

Data Analyst Responsibilities

Before Meeting:

- Review data and define *potential new problems* with precision (What, Who, Where, When, Why)

- Gather/organize data on previously-defined and/or potential new problems

  - Review data on *previously-defined problems* (i.e., frequency/rate for most recently-completed calendar month, direction of change in rate since last report, and relationship of change to goal)

- Prepares graphs for sharing at meeting

- Asks Facilitator to add potential new problems to agenda for meeting

Data Analyst

During Meeting:

- Leads discussion of potential new problems

- Responds to questions about data; produces additional data on request (e.g., additional Drill Down Reports)

- Is active participant in meeting

Team Member Responsibilities

Before Meeting:

- _Recommends_ agenda items to Facilitator

During Meeting:

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

Who is Responsible?

Facilitator

Minute Taker

Data Analyst

All Team

On Last Section of TIPS Meeting Minutes Forms

Facilitator Responsibilities	Data Analyst Responsibilities

1) *Before* meeting, provides agenda items to Minute Taker
2) Starts meeting on time
3) Determines date, time, and location of next meeting
4) Manages the "flow" of meeting by adhering to the agenda
5) Prompts team members (as necessary) with the TIPS problem-solving "mantra"
  a) Do we have a problem?
  b) What is the precise nature of the problem?
  c) Why does the problem exist, and what can we do about it?
  d) For problems with existing solution actions
    i) What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped?
    ii) What will we do to improve implementation of our solution actions?
    iii) Are implemented solution actions "working" (i.e., reducing the rate/frequency of the targeted problem to our Goal level)?
6) Is active participant in meeting
	1) *Before* meeting (items a-c to appear in written Data Analyst's Report)
	  a) Describes *potential new problems* with precision (What, Who, Where, When, Why)
	  b) Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined potential new problems
	  c) Provides update on *previously-defined problems* (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal)
	  d) Distributes Data Analyst's Report to team members
	  e) Asks Facilitator to add potential new problems to agenda for meeting
	2) *At* meeting
	  a) Leads discussion of potential new problems
	  b) Responds to team members' questions concerning content of the Data Analyst's Report; produces additional data on request (e.g., additional Custom Reports)
	3) Is active participant in meeting

Minute Taker Responsibilities	Team Member Responsibilities

1) *Before* meeting
  a) Collects agenda items from Facilitator
  b) Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's Report, as appropriate
  c) Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form via LCD
2) *At* meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes form, as necessary
3) Is active participant in meeting
4) *After* meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours
	1) *Before* meeting, recommends agenda items to Facilitator
	2) *At* meeting, responds to agenda items and
	  a) Analyzes/interprets data; determines whether a new problem exists
	  b) Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline
	  c) Discusses/selects solutions for new problems
	  d) For problems with existing solution actions
	    i) Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?
	    i) Suggests how implementation of solution actions could be improved
	    ii) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)?
	3) Is active participant in meeting

Meeting Foundations

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  - Facilitator
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- **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

Can one person serve multiple roles?

Are there other roles needed?

- Backup for each role

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

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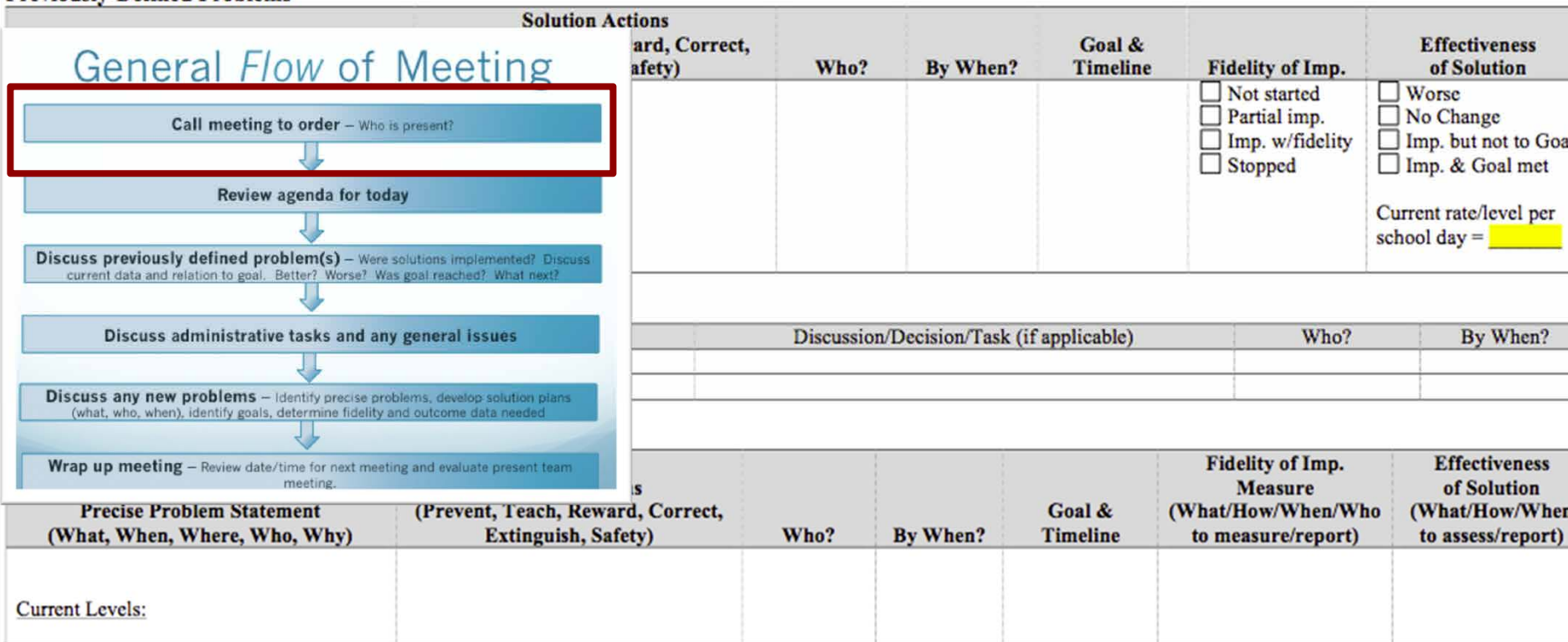
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Wrap up meeting – Review date/time for next meeting and evaluate present team meeting.

TIPS Meeting Minutes form for:

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

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

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

1.		6.		Agenda Items for Next Meeting
2.		7.		1.
3.		8.		2.
4.		9.		3.
5.		10.		4.

Previously-Defined Problems

General *Flow* of Meeting

- **Call meeting to order** – Who is present?
  ↓
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- **Wrap up meeting** – Review date/time for next meeting and evaluate present team meeting.

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

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

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

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⬇

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

	Correct,)	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)

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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

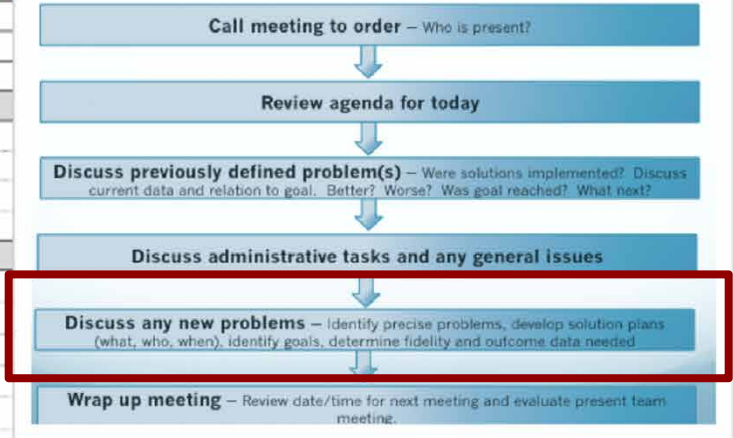| Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to assess/report)
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Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day = _____

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:

Facilitator Responsibilities

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

Data Analyst Responsibilities

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

Minute Taker Responsibilities

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

Team Member Responsibilities

[...]ds agenda items to Facilitator
[...]nda items and
[...]ta; determines whether a new problem exists
[...]are defined with precision (What, Who, Where, When,
[...]d by a Goal and Timeline
[...]ions for new problems
[...]ting solution actions
[...]mentation status (Not Started? Partially implemented? [...] fidelity? Stopped?
[...]ementation of solution actions could be improved
[...]s 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

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.

Where does an item go on the Meeting Minutes Form?

Demographics or Agenda

Previously - Defined Problem

Administrative Tasks

New Problem

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.
2.
3.
4.
5.

6.
7.
8.
9.
10.

Agenda Items for Next Meeting

1.
2.
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
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met

Current rate/level per school day =

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:

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

Demographics or Agenda

Previously - Defined Problem

Administrative Tasks

New Problem

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

TIPS Meeting Minutes form for:

Meetings and Roles	Date	Time	Location	Facilitator	Minute Taker	
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.
2.
3.
4.
5.

6.
7.
8.
9.
10.

Agenda Items for Next Meeting

1.
2.
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
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day =

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:

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

Demographics or Agenda

Previously - Defined Problem

Administrative Tasks

New Problem

Update on CICO implementation for previous problem solution.

TIPS Meeting Minutes form for:

Meetings and Roles	Date	Time	Location	Facilitator	Minute Taker
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.
2.
3.
4.
5.

6.
7.
8.
9.
10.

Agenda Items for Next Meeting
1.
2.
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
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met

Current rate/level per school day =

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:						

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

Demographics or Agenda

Previously - Defined Problem

Administrative Tasks

New Problem

Increasing gang recruitment for an agenda topic today

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.
2.
3.
4.
5.

6.
7.
8.
9.
10.

Agenda Items for Next Meeting

1.
2.
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
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day =

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:						

Demographics or Agenda

Previously - Defined Problem

Administrative Tasks

New Problem

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

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.   **Agenda Items for Next Meeting**
2. 7.   1.
3. 8.   2.
4. 9.   3.
5. 10. 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
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day =

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:						

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

Demographics or Agenda

Previously - Defined Problem

Administrative Tasks

New Problem

Staff will need to complete a monthly fidelity check

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.
2.
3.
4.
5.

6.
7.
8.
9.
10.

Agenda Items for Next Meeting

1.
2.
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
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met

Current level per school

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:						

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

Demographics or Agenda

Previously - Defined Problem

Administrative Tasks

New Problem

Three students are not meeting CICO goals.

TIPS Meeting Minutes form for:

Meetings and Roles	Date	Time	Location	Facilitator	Minute Taker
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

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
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day =

Administrative/General Information and Issues

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

TIPS II Training Manual, 2013. Meeting Minute Form
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Demographics or Agenda

Previously - Defined Problem

Administrative Tasks

New Problem

Plan for school board report

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. Agenda Items for Next Meeting
2. 7. 1.
3. 8. 2.
4. 9. 3.
5. 10. 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
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day =

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:						

TIPS II Training Manual, 2013. Meeting Minute Form
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Demographics or Agenda

Previously - Defined Problem

Administrative Tasks

New Problem

TIPS Meeting Minutes form for:

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

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

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

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

Agenda Items for Next Meeting

1.
2.
3.
4.

Previously-Defined Problems

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
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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:						

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

Demographics or Agenda

Previously - Defined Problem

Administrative Tasks

New Problem

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

Fidelity Check

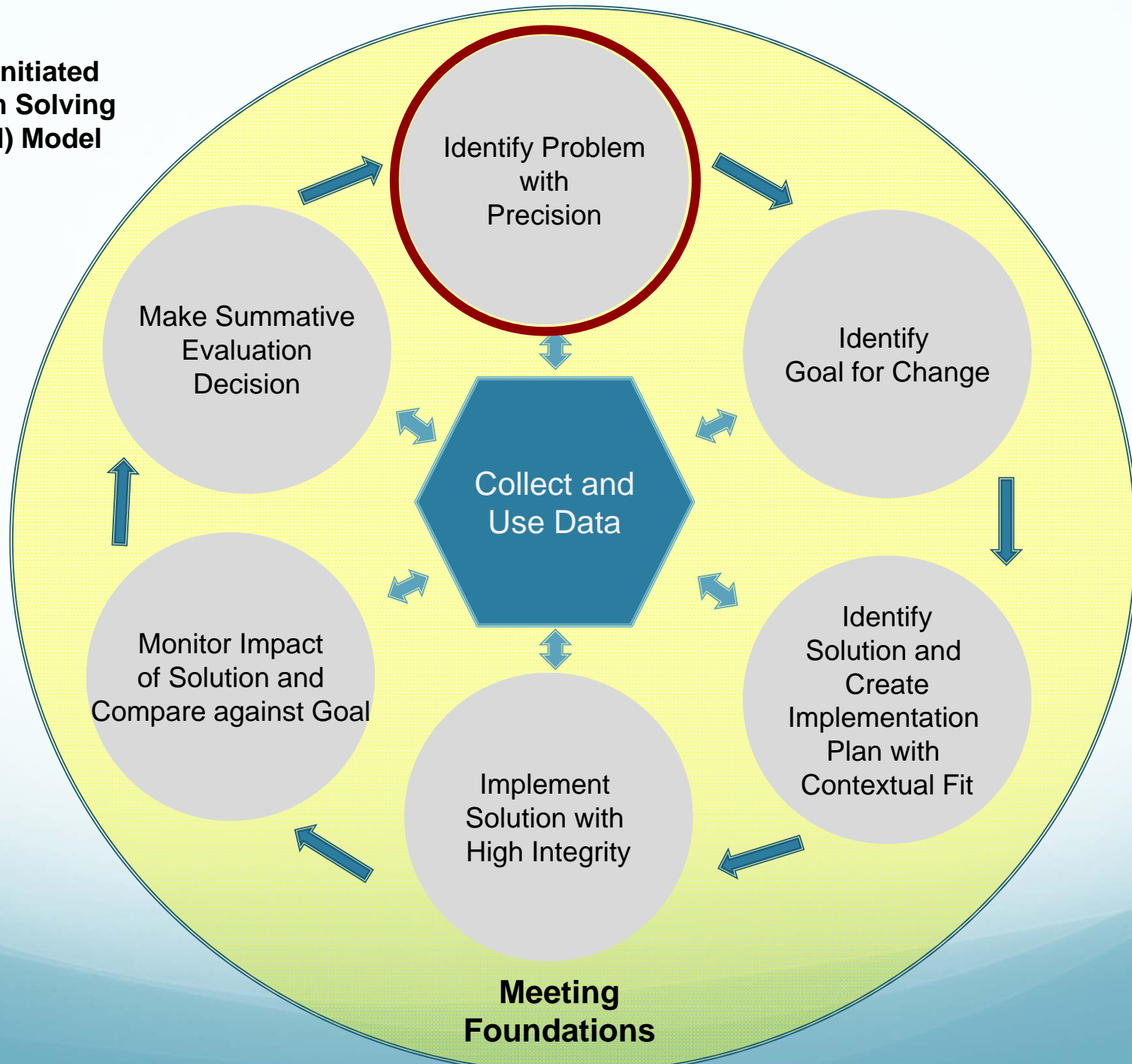| Problem-Solving (Core) Items (10-18)				
10. Team uses TIPS Meeting Minutes form or equivalent*.	Direct Observation of Meeting Minutes form	0= Team does not use TIPS Meeting Minutes form or equivalent*. 1= Team uses part of TIPS Meeting Minutes form or equivalent*. 2= Team uses TIPS Meeting Minutes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

Team meeting

- Determine
  - Facilitator, Data Analyst, Minute Taker, Administrator

- Define one problem (old or new) that was considered

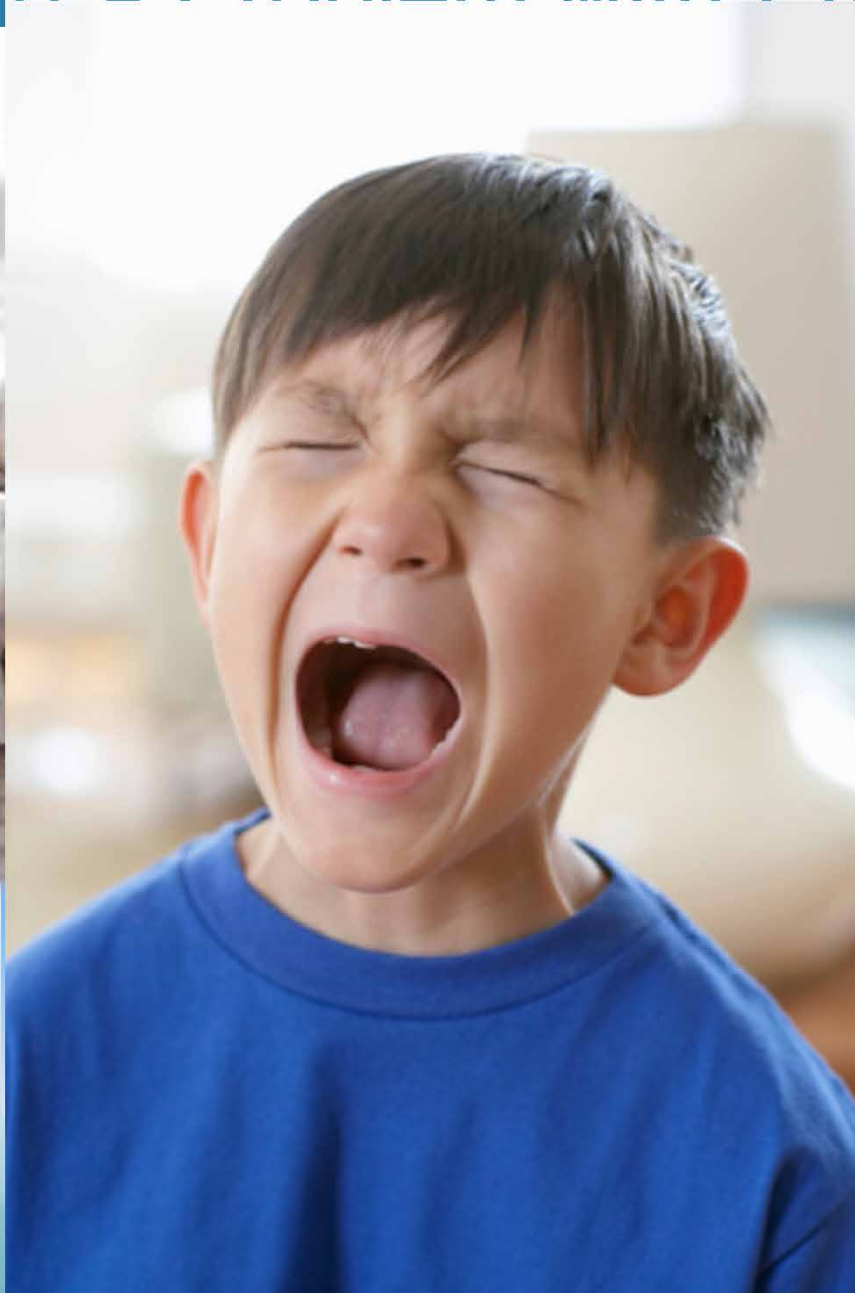- Were meeting minutes used correctly?
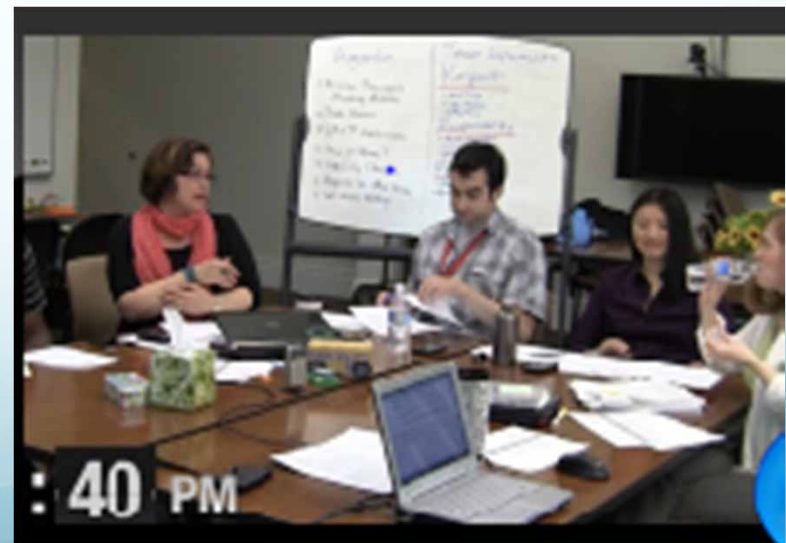
Identify Problem with Precision

What, Who, When, Where, and Why
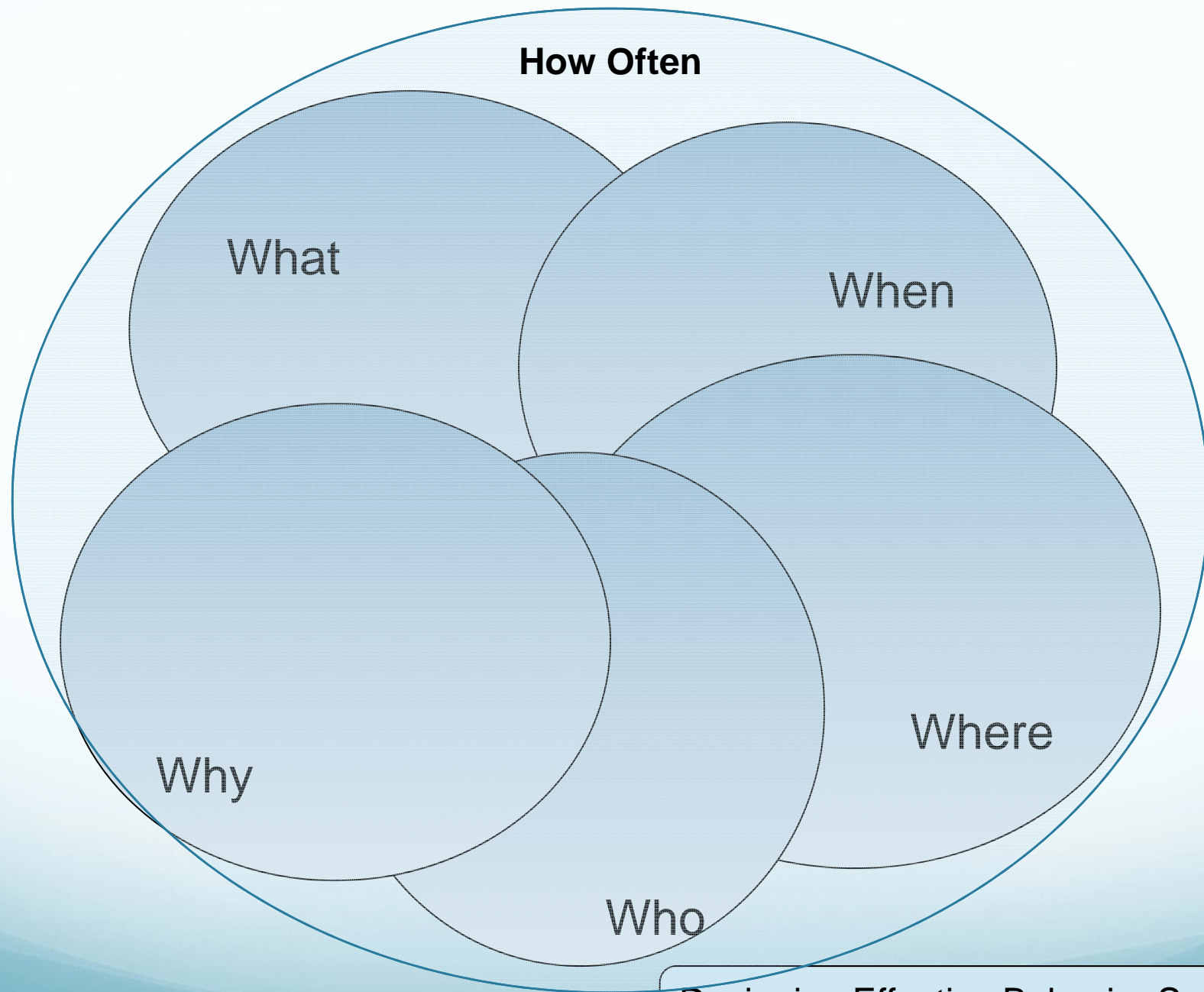
Team-Initiated Problem Solving (TIPS II) Model

Identify Problem with Precision

Identify Goal for Change

Identify Solution and Create Implementation Plan with Contextual Fit

Implement Solution with High Integrity

Monitor Impact of Solution and Compare against Goal

Make Summative Evaluation Decision

Collect and Use Data

Meeting Foundations

Defining a Problem with Precision

Defining a Problem with Precision

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

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

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

Start with *Primary* Problem Statements

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

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

Move to *Precise* Problem Statements

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

Precise or Primary Statement?

Primary

Precise

Primary versus Precision Statements

Primary Statements

- Too many referrals

- September has more suspensions than last year

- Gang behavior is increasing

- The cafeteria is out of control

- Student disrespect is out of control

Precision Statement

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

Examples: Primary to Precise

Gang-like behavior is increasing.

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

Behavior on the buses is awful!

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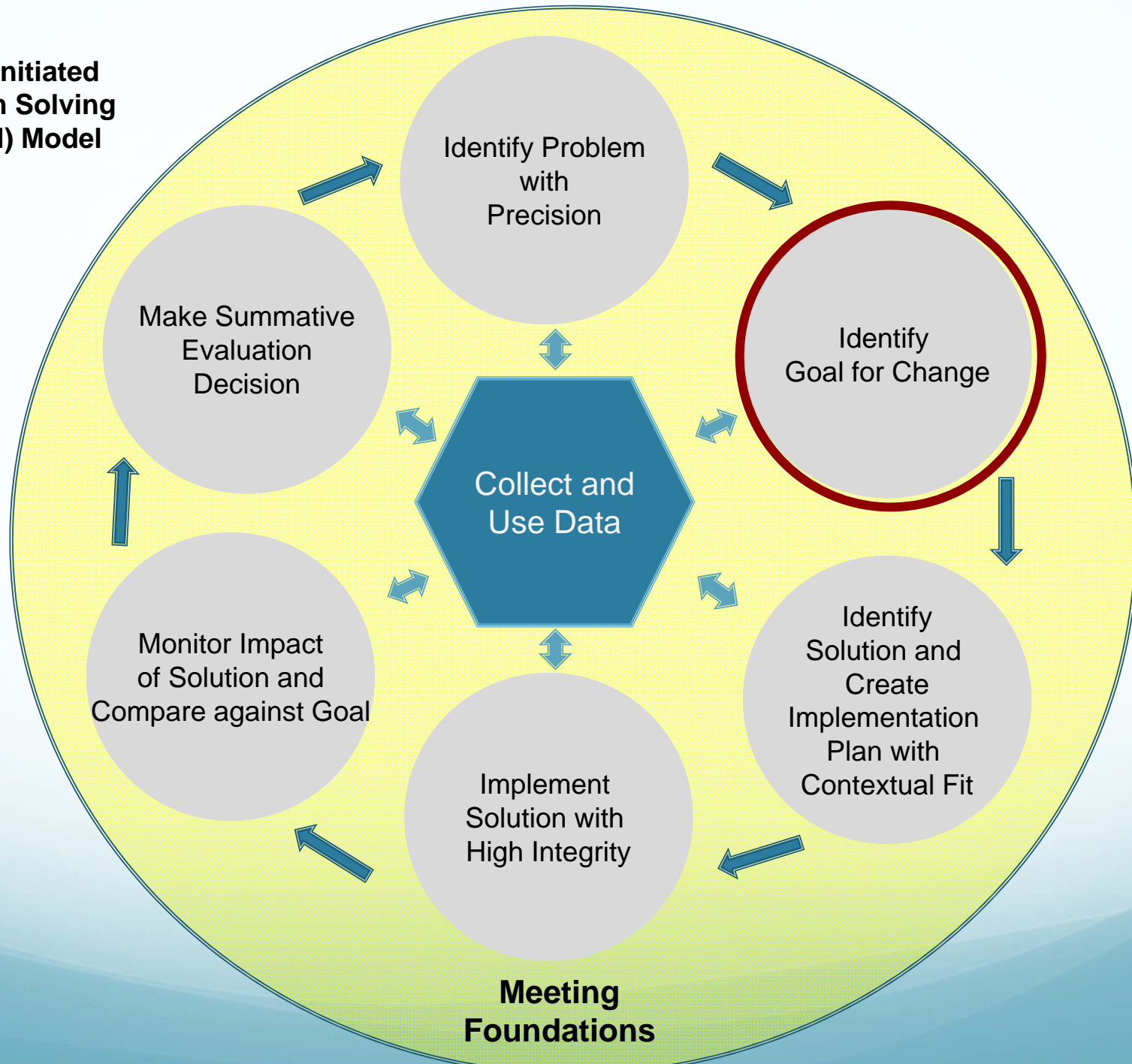
Your Turn

- Describe a "Primary" problem

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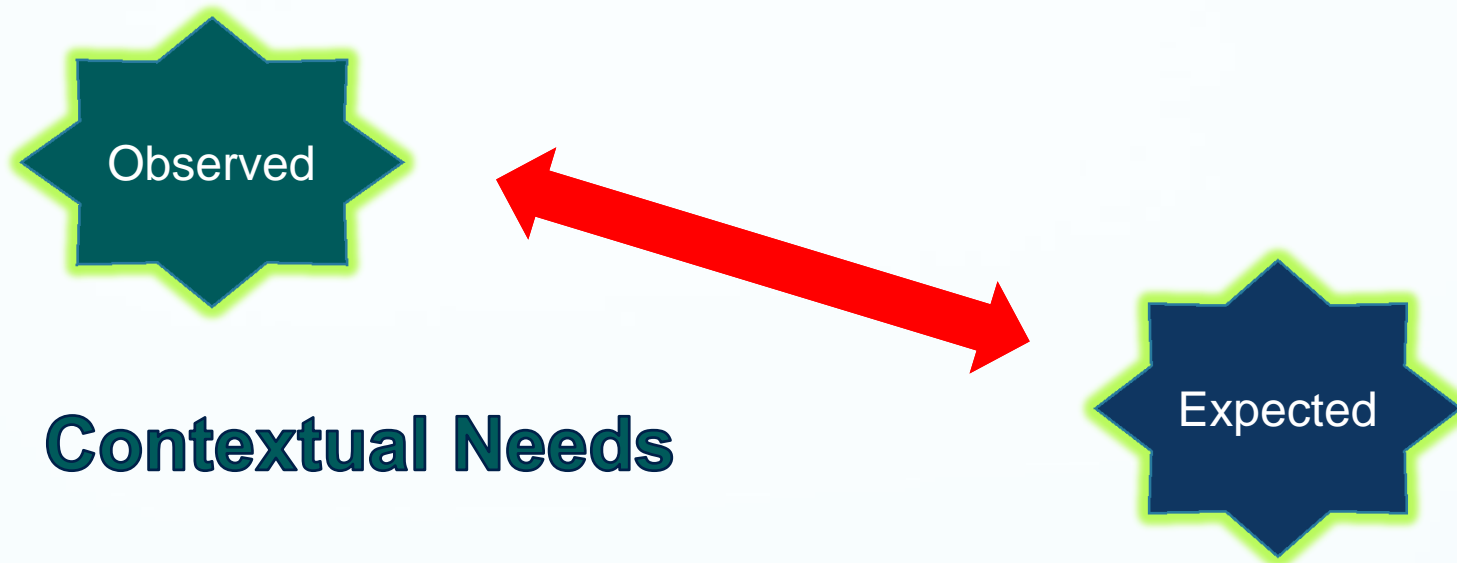 - Where   Why
  - When   How Often

Identify Goal for Change

What and When

Team-Initiated Problem Solving (TIPS II) Model

Identify Problem with Precision

Identify Goal for Change

Make Summative Evaluation Decision

Collect and Use Data

Identify Solution and Create Implementation Plan with Contextual Fit

Monitor Impact of Solution and Compare against Goal

Implement Solution with High Integrity

Meeting Foundations

What defines Expected?

Observed

Expected

Contextual Needs

SWIS National Medians

Benchmark Expectations

Social Expectations

Comparison to Similar Settings

Expected: 2 or fewer referrals for Aggression per month

Expected: 1 or fewer bus referrals per month

Expected: 1 or fewer referrals for defiance per week

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

What?

Goal

By when?

By our next meeting

By the end of the school year

By March

What?

Goal

By when?

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

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

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

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

Goal or No Goal?

Goal

No Goal

Goal or No Goal?

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

  Goal

- 2 times a day

  No Goal
  Add "What" and "by When"

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

  No Goal
  Add "by When"

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

  No Goal
  Add "by When"

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

  Goal – but realistic?

- Reduce tardies in 9th grade

  No Goal
  Add by how much and "by When"

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

  Goal

Practice Writing Goals for Change

Write a Goal for a New [Problem] (from Task ...)

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;

New Problems

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

What?

Goal

By when?

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

Maintenance

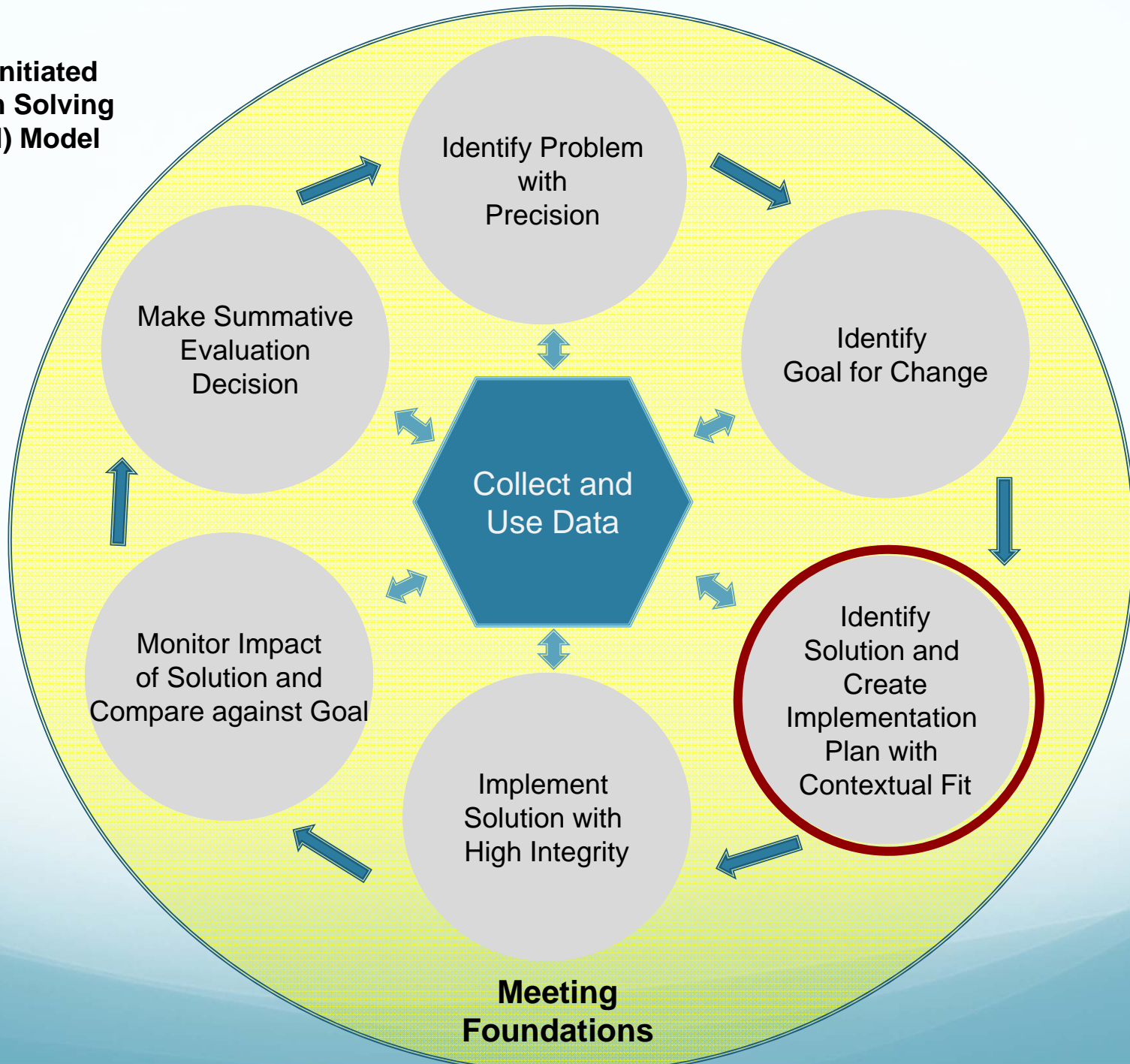| Precise Problem Statement (What, When, Where, Who, Why)	Soluti... (Prevent, Teach... Extingu...		By When?	Goal & Timeline	Fidelity of... Measure... (What/How/Wh... to measure/r...
Many students in 1st through 6th grades are displaying harassment behaviors in the classroom, playground, and on the bus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

Enlarged callout (Goal & Timeline):

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

Identify Solution and Create Implementation Plan with Contextual Fit

What and When

Team-Initiated Problem Solving (TIPS II) Model

Identify Problem with Precision

Identify Goal for Change

Identify Solution and Create Implementation Plan with Contextual Fit

Implement Solution with High Integrity

Monitor Impact of Solution and Compare against Goal

Make Summative Evaluation Decision

Collect and Use Data

Meeting Foundations

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

Build Effective Support Plans

- Match the solution to the function of the problem behavior

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

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

Solution Elements

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

Resources for Solution Development

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

Fidelity of Implementation

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

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

Are we implementing the plan?

Teacher Completed Fidelity Scales

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

Did you provide "high-five greetings" to all students entering your class on time in the morning this week?
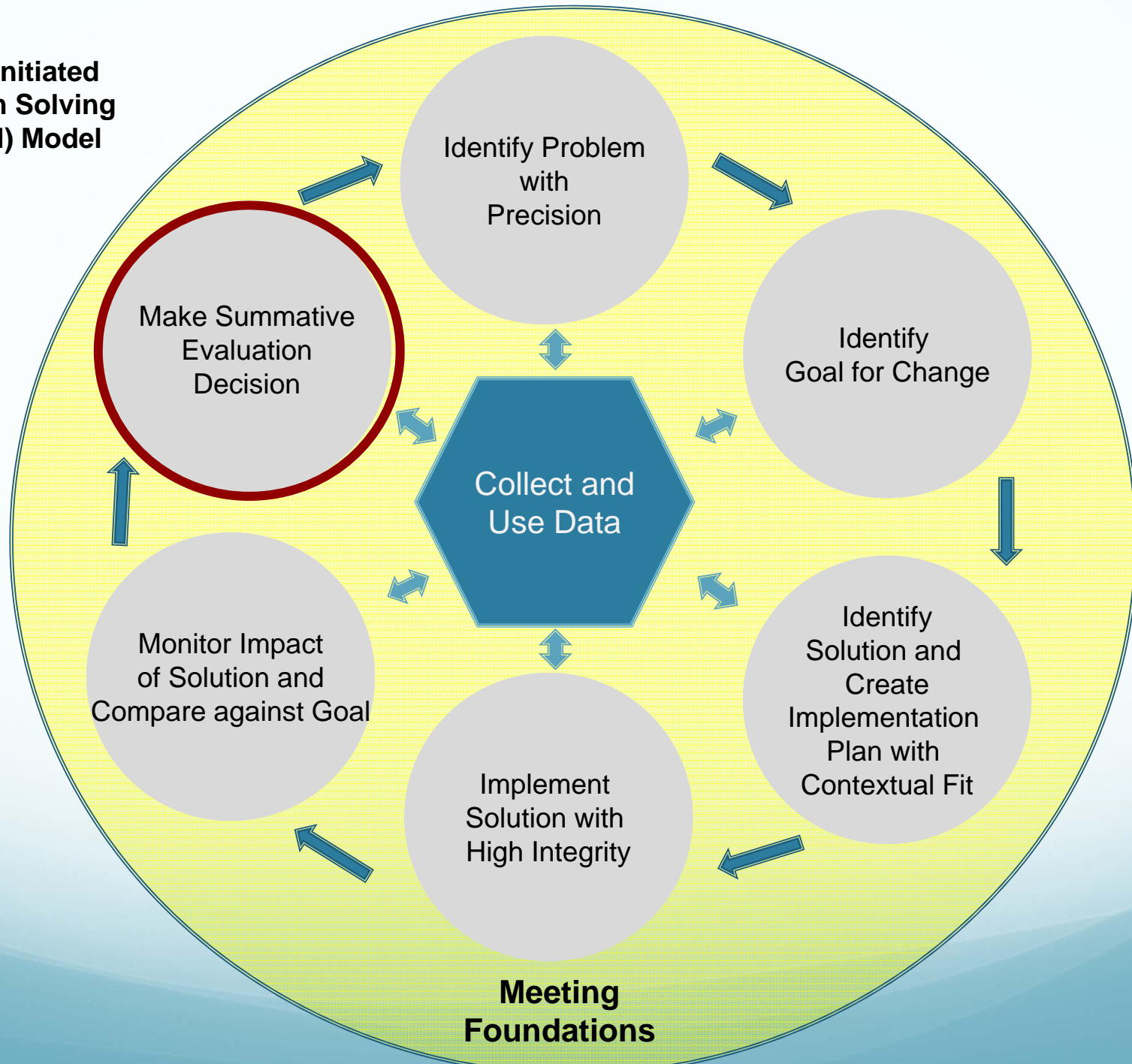
1   2   3   4   5

No   Yes

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

1   2   3   4   5

Make Summative Evaluation Decisions

What next?

Team-Initiated Problem Solving (TIPS II) Model

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

Do we need to discuss the feasibility of this solution?

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

What do we do next?

Should we recycle through the problem solving process?

Do we need to revise the goal?

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

Summary

- Effective meetings
  - Organization, roles, minutes

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

- Implement plan
  - Regularly assess fidelity and impact.

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