Brief Introduction to Team-Initiated Problem Solving (TIPS)

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Target Audience

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

Objectives

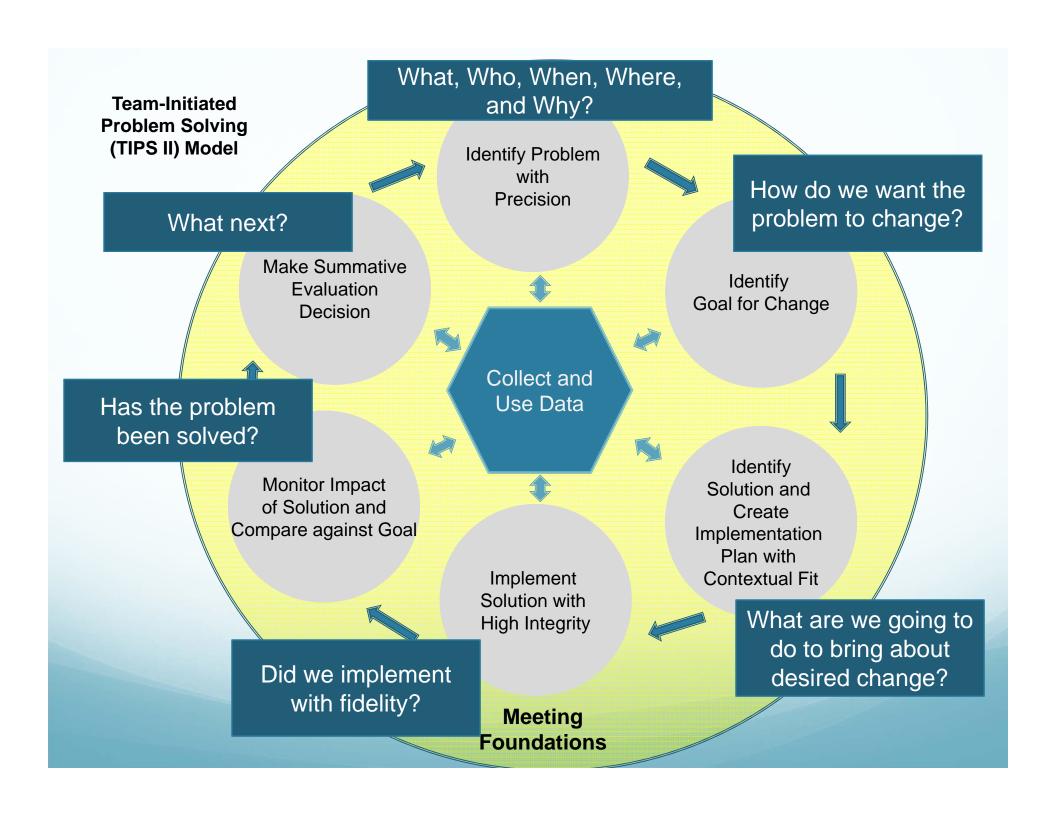
By the end of today, you will:

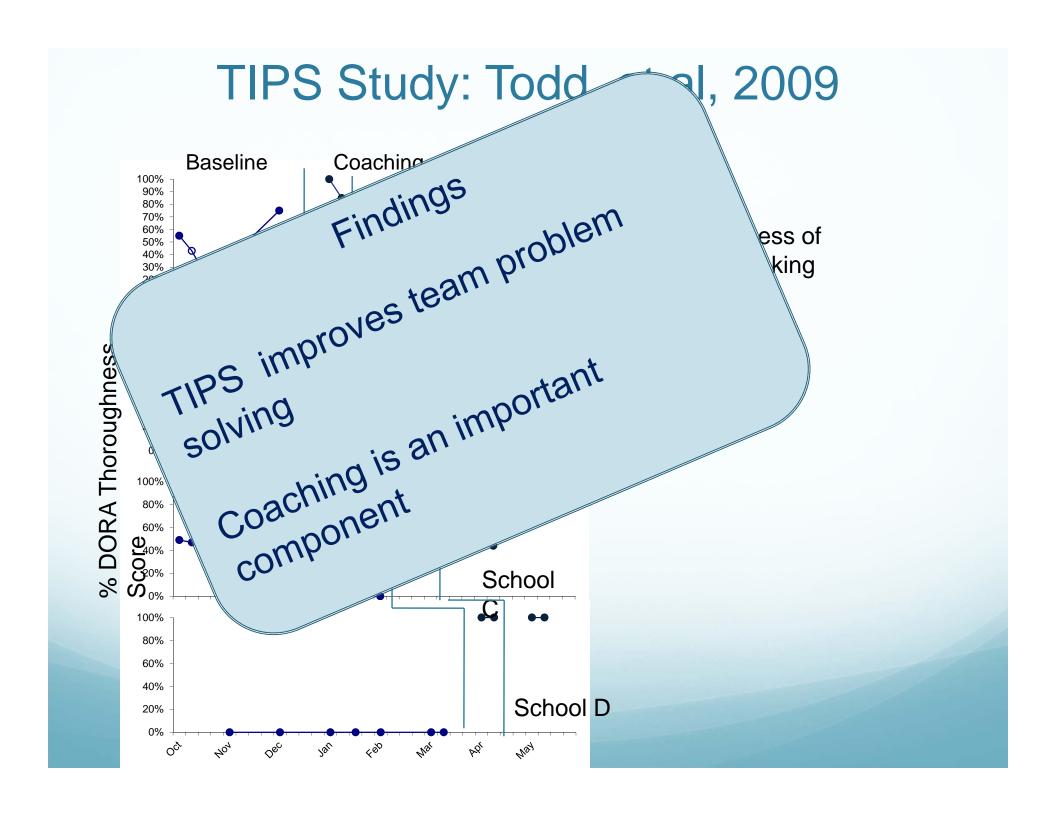
- Understand the TIPS problem solving model
- Define logic for Meeting Foundations
 - Roles
 - Meeting minutes form
- Define Problem Solving Approach
 - Define problem with precision
 - Build comprehensive solutions
 - Build action plan
- Define Implementation and Adaptation

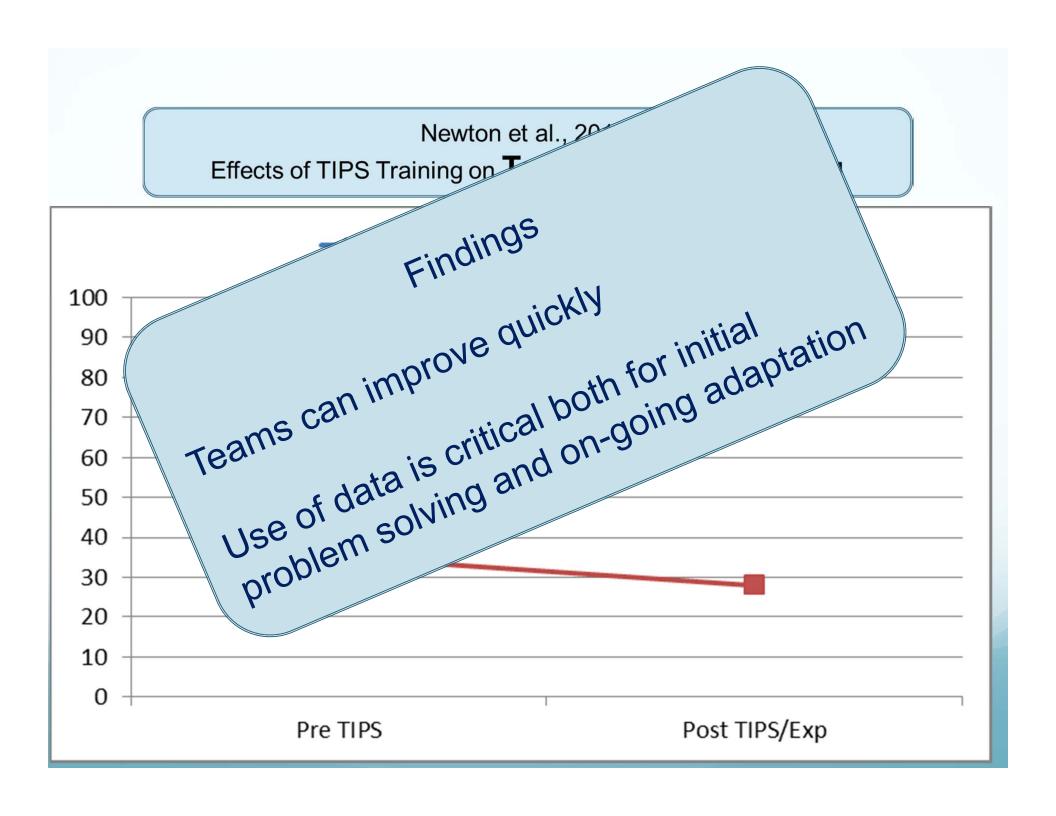
Effective Problem Solving

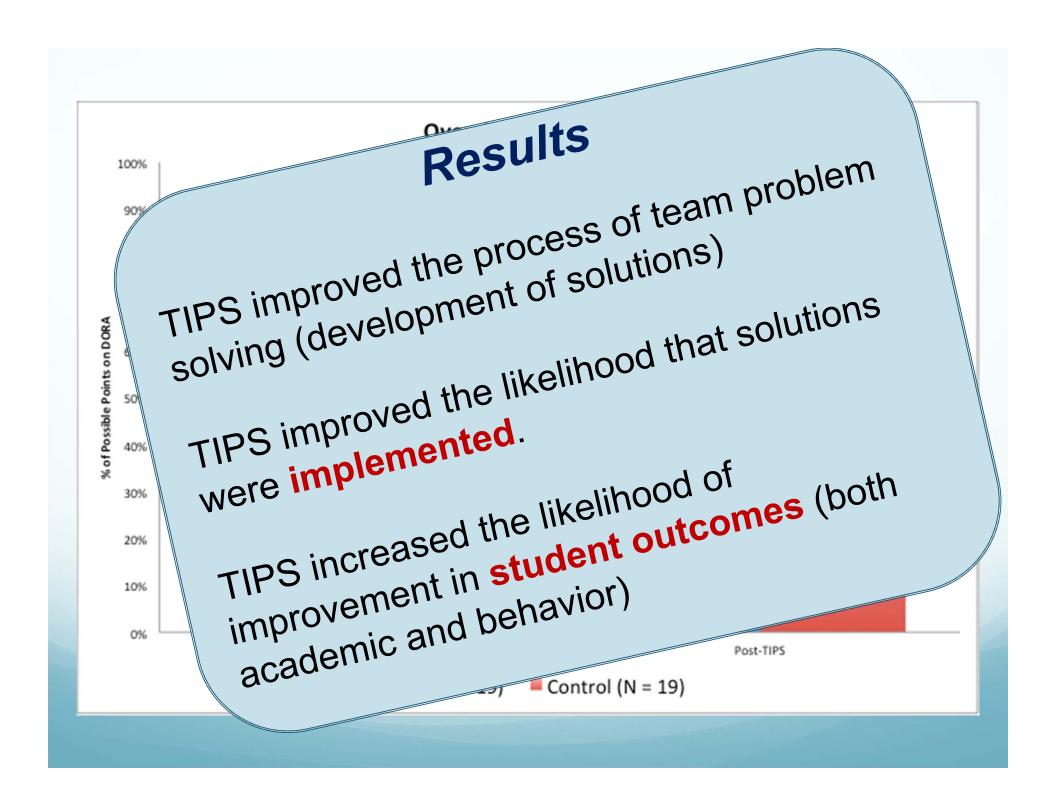


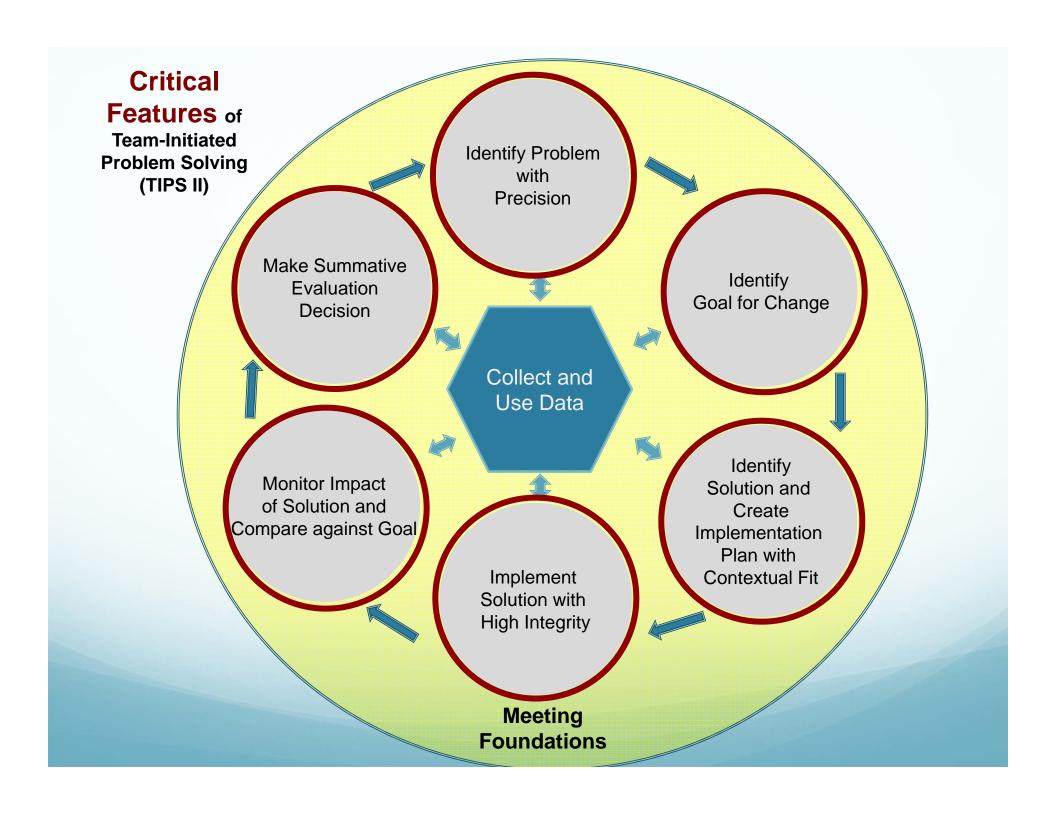
A Quick Overview of TIPS











TIPS Fidelity of Implementation Checklist

TIPS Fidelity of Implementation Checklist

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

scores Score,	School:		PS Fidelity of Implementation Checklist Coach: School Team:			
The fo				Meeting Date		
statem	Item	Data Source	Scoring Criterion			
			Meeting Foundation Items (1-9)		_	
dd, A. W., l	Primary and backup individuals are assigned to defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.	Meeting Minutes Documentation of Roles and T Responsibilities	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.			
	Meeting participants have the authority to develop and implement problem-solving solutions.	Administrator confirmation or formal written policy	O= Meeting participants do not have the authority to develop and implement problem solving solutions. I= 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.			
	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.			
	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.			
	Team members attend meetings promptly and regularly.	Meeting Minutes, Team Roster, Direct Observation	D= 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, normatly and			

			Meeting Date		
Item	Data Source	Scoring Criterion			
	T	remain present until the meeting has concluded.			
 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.			
Previous meeting minutes were present and reviewed at start of the meeting.	Direct Observation of Meeting Minutes	OP 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.			
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.			
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.			
		oblem-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*.			
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.			

		10 March 10	Meeting Da	te
Item	Data Source	Scoring Criterion		
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.		
 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.		
 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 thosedata.	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 = 1 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's Responsibilities and Skills Needed

Before Meeting:

- Ask for agenda items
- Provide items to Minute Taker

Facilitator

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

- 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

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

After Meeting:

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

- Records
 decisions/not
 es on TIPS
 Meeting
 Minutes form
- Asks for clarification of tasks/decisio ns, as necessary
- Is active participant in meeting

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

- 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

- 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	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 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) 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

- 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

Backup for each role

Typically NOT the administrator

Can one person serve multiple roles?

Are there other roles needed?

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)

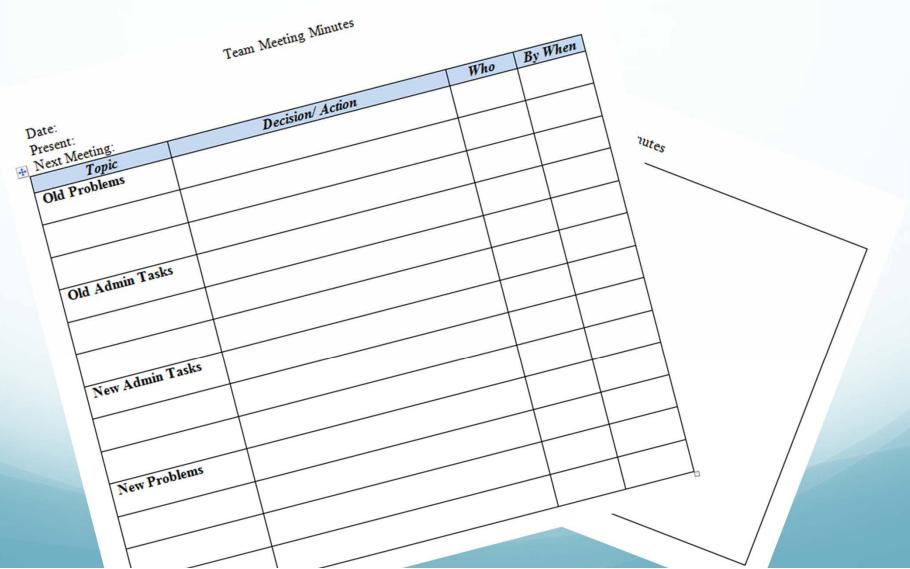
During Meeting

- 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 Innutes



General Flow of Meeting

Call meeting to order — Who is present?



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

Discuss administrative tasks and any general issues

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

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

TIPS Meeting Minutes form for: Meetings and Roles Date Time Location Facilitator Minute Taker Data Analyst Today's Meeting Next Meeting Team Members (Place "X" to left of name if present) Today's Agenda Items (Place "X" to left of item after completed): 1. 6. Agenda Items for Next Meeting 2. 7. 8. 2. 3. 9. 3. 4. 10. 4. 5. **Previously-Defined Problems** Solution Actions ard, Correct, Goal & Effectiveness General Flow of Meeting afety) Who? By When? Timeline Fidelity of Imp. of Solution Not started Worse ☐ Partial imp. ☐ Imp. w/fidelity ☐ No Change Call meeting to order - Who is present? Imp. but not to Goal Imp. & Goal met Stopped Review agenda for today Current rate/level per school day = 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 Discussion/Decision/Task (if applicable) Who? By When? Discuss any new problems – Identify precise problems, develop solution plans (what, who, when), identify goals, determine fidelity and outcome data needed Fidelity of Imp. Effectiveness Wrap up meeting - Review date/time for next meeting and evaluate present team Measure of Solution (Prevent, Teach, Reward, Correct, Goal & (What/How/When/Who Precise Problem Statement (What/How/When Who? By When? (What, When, Where, Who, Why) Extinguish, Safety) Timeline to measure/report) to assess/report) Current Levels:

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		TIPS Meeting M	dinutes form fo	or:				
Meetings and Roles Today's Meeting Next Meeting	Date	Time		Location	Fac	cilitator	Minute Taker	Data Analyst
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5.	10.			Wrap up meetin	 Ig – Review date/time for next meeting. 	ng and evaluate present team
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Current Levels:						

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Evaluation of Team Meeting (Mark your ratings with an "X") Our Rating Yes So-So No 1. Was today's meeting a good use of our time? 2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings? 3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings? 4. In general, are the completed tasks having the desired effects on student behavior? If some of our ratings are "So-So" or "No," what can we do to improve things? Facilitator Responsibilities Data Analyst Responsibilities Before meeting, provides agenda items to Minute Taker Before meeting (items a-c to appear in written Data Analyst's Report) Starts meeting on time a) Describes potential new problems with precision (What, Who, Where, When, 3) Determines date, time, and location of next meeting Why) Manages the "flow" of meeting by adhering to the agenda b) Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate Prompts team members (as necessary) with the TIPS problem-solving "mantra" of precisely-defined potential new problems a) Do we have a problem? Provides update on previously-defined problems (i.e., precise problem statement, What is the precise nature of the problem? goal & timeline, frequency/rate for most recently-completed calendar month, Why does the problem exist, and what can we do about it? direction of change in rate since last report, relationship of change to goal) d) For problems with existing solution actions d) Distributes Data Analyst's Report to team members i) What is the implementation status of our solution actions - Not Started? Asks Facilitator to add potential new problems to agenda for meeting Partially implemented? Implemented with fidelity? Stopped? At meeting a) Leads discussion of potential new problems ii) What will we do to improve implementation of our solution actions? iii) Are implemented solution actions "workir abers' questions concerning content of the Data Analyst's rate/frequency of the targeted problem to ional data on request (e.g., additional Custom Reports) General Flow of Meeting 6) Is active participant in meeting ting Call meeting to order - Who is present?

Minute Taker Responsib

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

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 Discuss administrative tasks and any general issues

Discuss any new problems - Identify precise problems, develop solution plans

Wrap up meeting - Review date/time for next meeting and eve

am Member Responsibilities

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are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)?

3) 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

Meetings and Roles	Date	Time	Location	Facilit	ator	Minute Taker	Data Analyst
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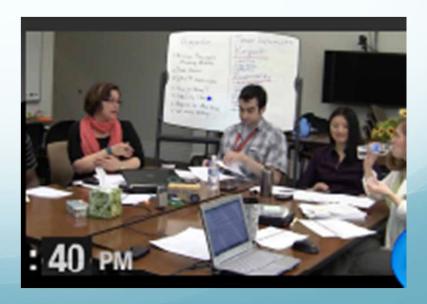
Fidelity Check

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

Team meeting

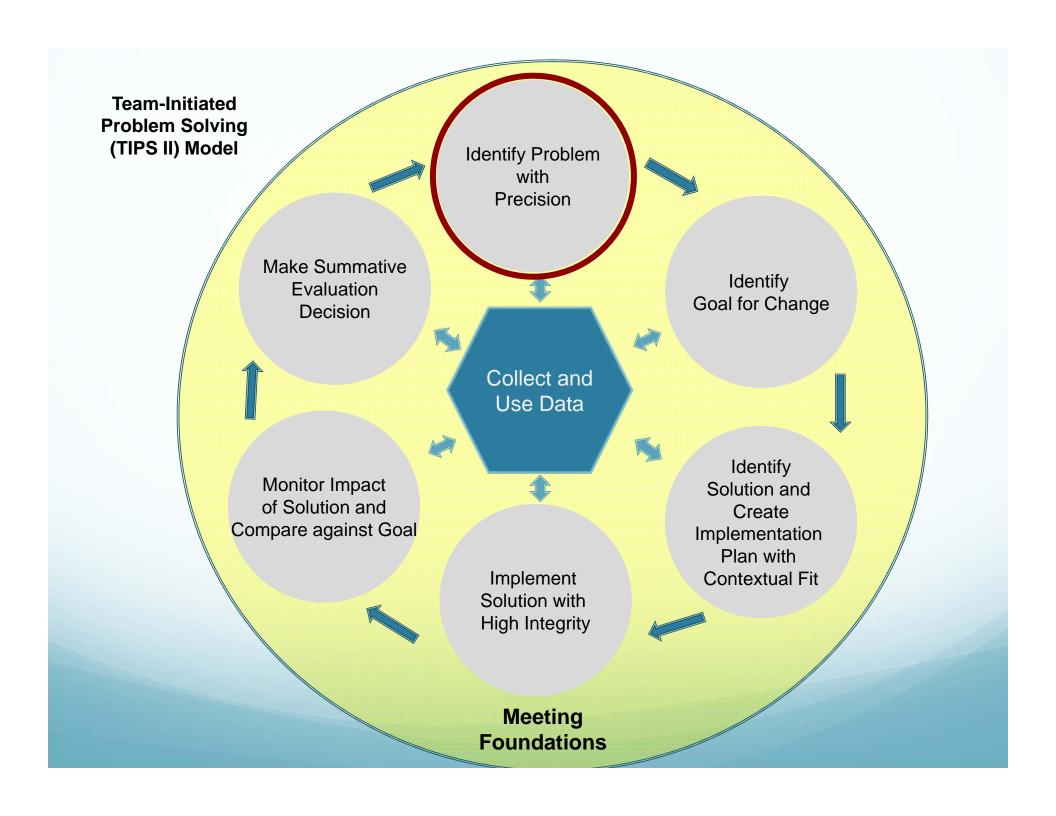
Video for Minute Takers

- 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



Defining a Problem with Precision

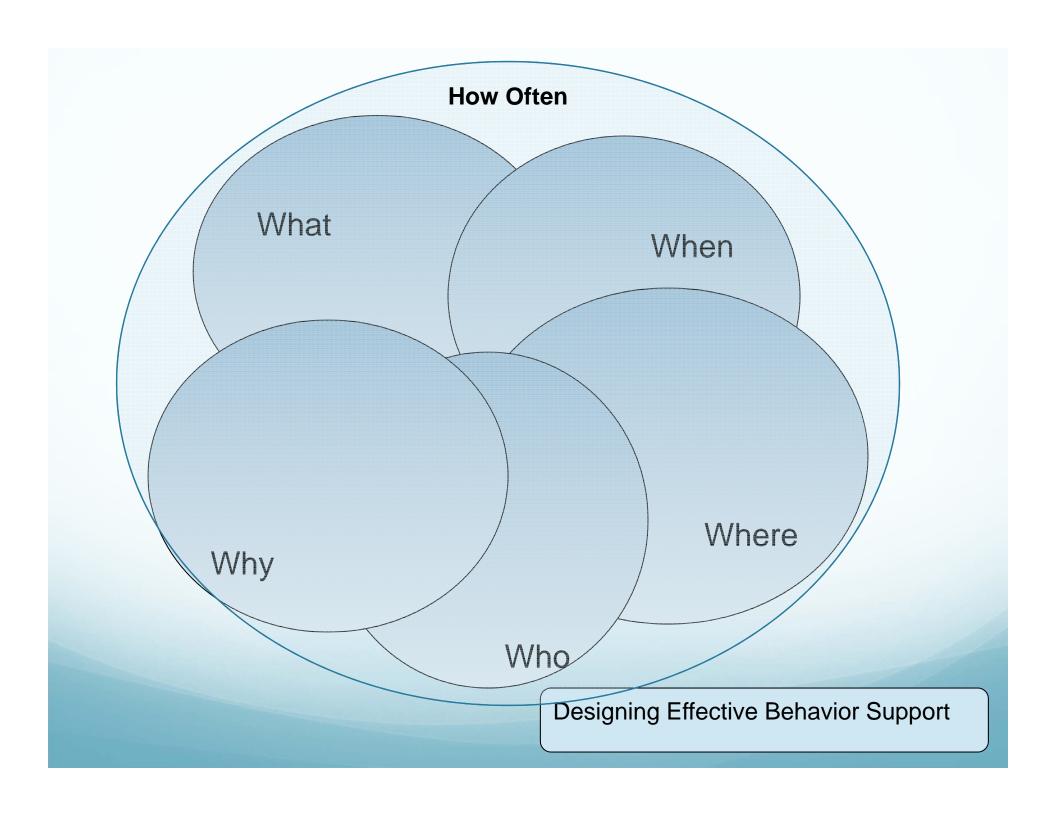
 A major error is to launch into problem solving BEFORE the problem has been defined with precision.

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.

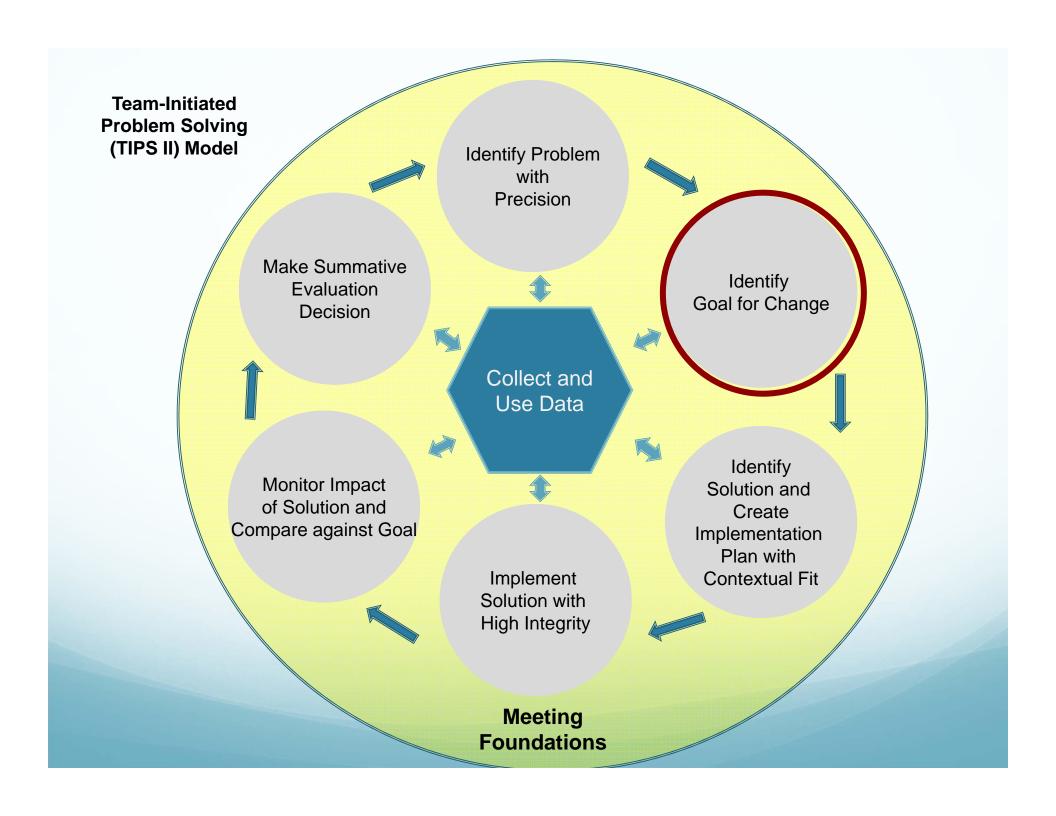
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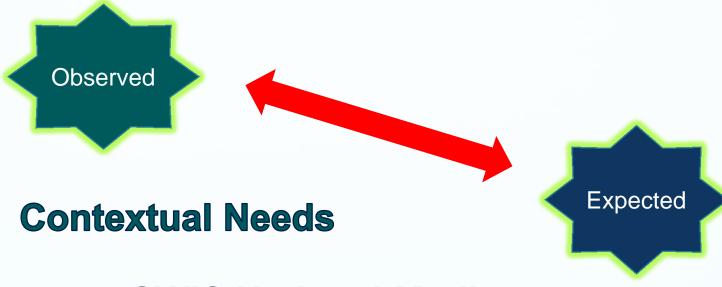
When How Often

Identify Goal for Change

What and When



What defines Expected?

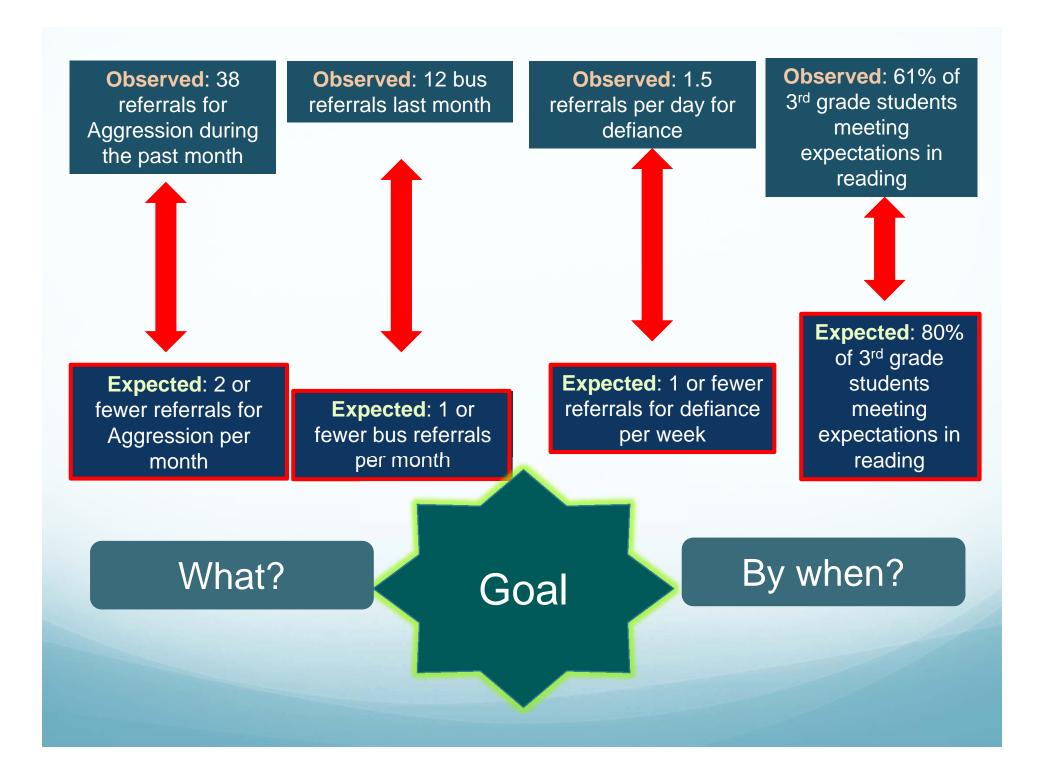


SWIS National Medians

Benchmark Expectations

Social Expectations

Comparison to Similar Settings



Expected: 80% of 3rd grade **Expected**: 1 or fewer Expected: 2 or students Expected: 1 or referrals for defiance fewer referrals for meeting Aggression per fewer bus referrals expectations in per week reading month per month By when? What? Goal 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.

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.

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.

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
- 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

Second: Write a goal for this precise problem.

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

Current Levels: December 2011 - 15/12 = 1.25/day;

January 2012 – 18/19 = .95/day; February 2012 – 11/18 = .61/day; First: Enter Problem
Statement in your
Meeting Minutes
form for 3/1/12

New Problems

ľ						Fidelity of Imp.	Effectiveness
	190 - S. A.Z. AM II	Solution Actions				Measure	of Solution
	Precise Problem Statement	(Prevent, Teach, Reward, Correct,			Goal &	(What/How/When/Who	(What/How/When to
	(What, When, Where, Who, Why)	Extinguish, Safety)	Who?	By When?	Timeline	to measure/report)	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						
	January 2012: 18/19 = .95/day						



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

What?

Goal & Timeline

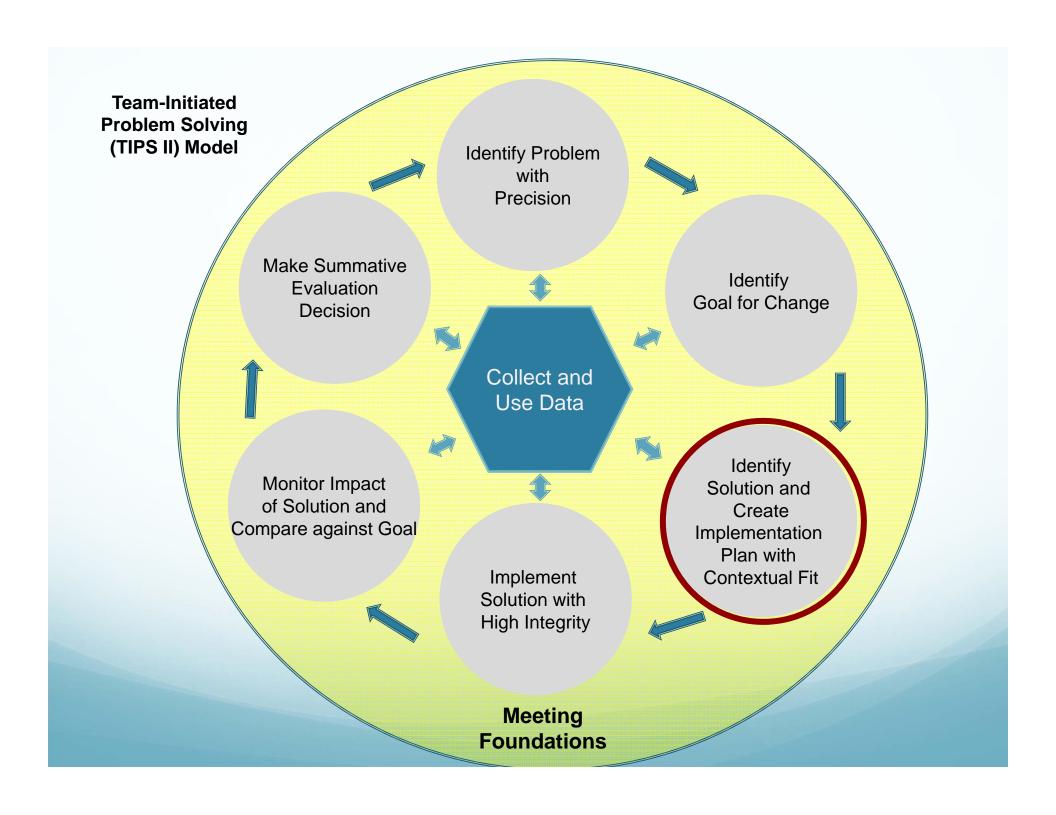
Precise Problem Statement (What, When, Where, Who, Why)	t Solution (Prevent, Teach Extingu
Many students in 1st through 6th grades are displaying harassment behaviors in the classroom, playground, and on the bus during the morning (8:00-9:45), at lunch, and in the afternoon (2:45-3:30) in order to gain adult or peer attention or obtain an item.	
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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

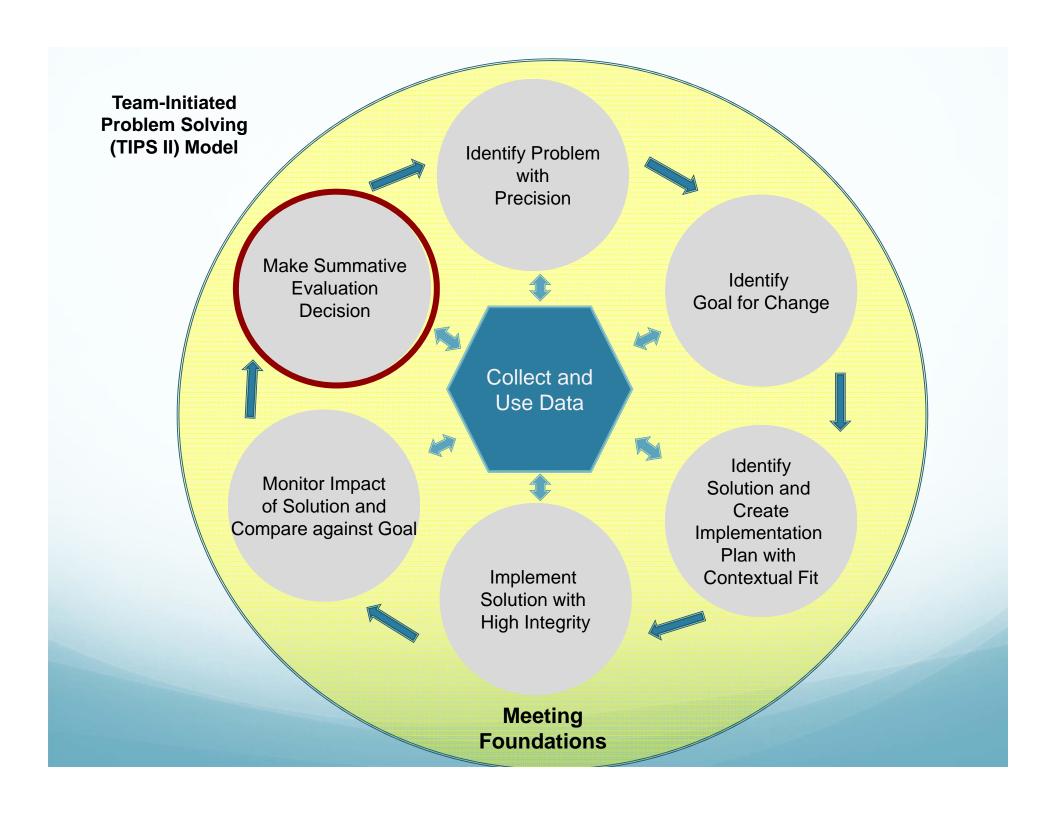
Did you provide "high-five greetings" to all students entering your class on time in the morning this week?



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.

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