

## Team-Initiated Problem Solving (TIPS) Brief Overview

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 &  
 Bob Algozzine, Kate Algozzine & Dale Cusumano at University of North Carolina at Charlotte  
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## Session Objectives

- Provide a brief overview of the TIPS II model
  - Current Research
  - TIPS Fidelity of Implementation Checklist
  - TIPS Team Training Readiness
- Provide examples of using the TIPS II model with SWIS & Literacy Data

**90,000 public schools in the United States**

**Each school has 1+ teams to address challenges and build solutions**

**Each team meets at least monthly**

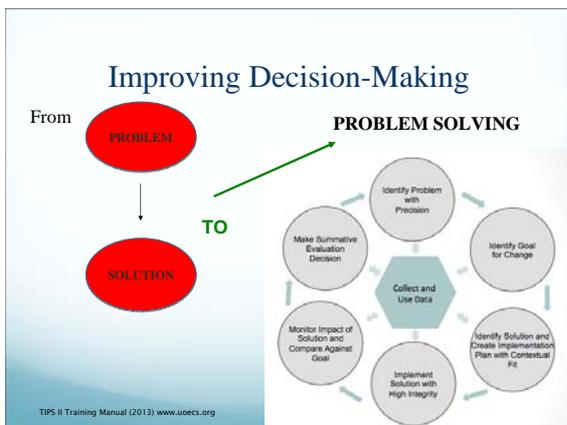
**On average there are 5 people on each team**

➔

**810,000 hours of meetings**

**4,050,000 hours of personnel time annually**

People aren't tired from solving problems – they are tired from solving the same problem over and over.

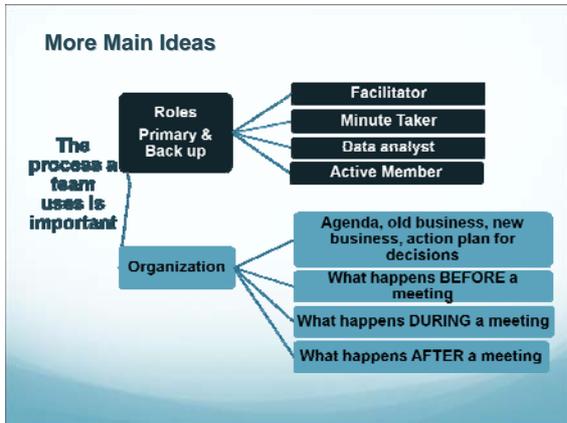
Decisions are more likely to be effective and efficient when they are based on data

Quality of decision-making depends most on the first step (defining the problem to be solved)

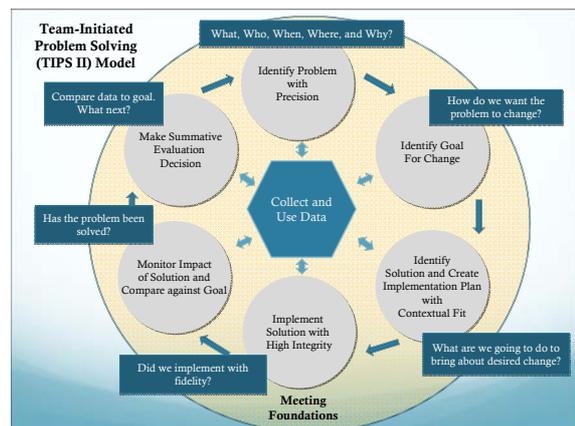
**Main Ideas**

Data help us ask the right question...they do not provide the answers: Use data to identify problems, refine the problems, and define the questions that lead to solutions

Data help place the "problem" in the context rather than in students

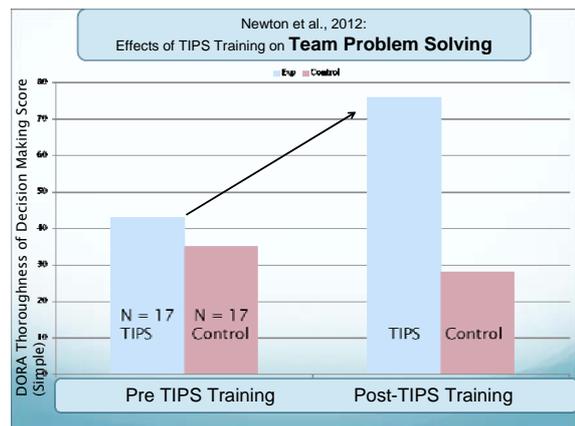
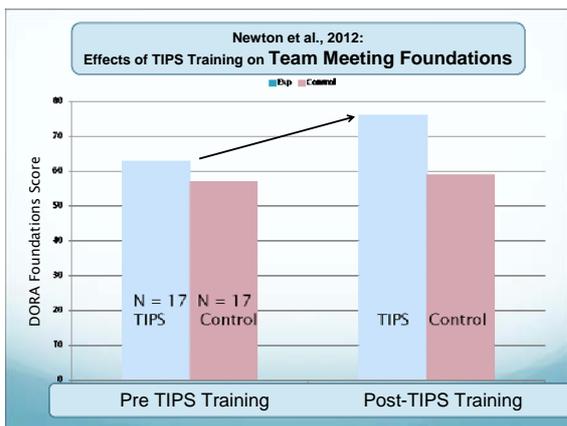
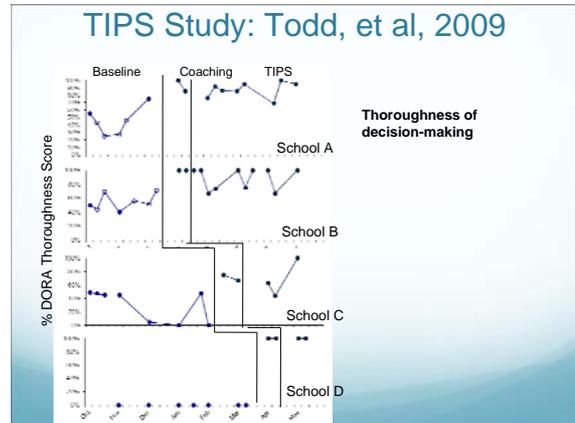
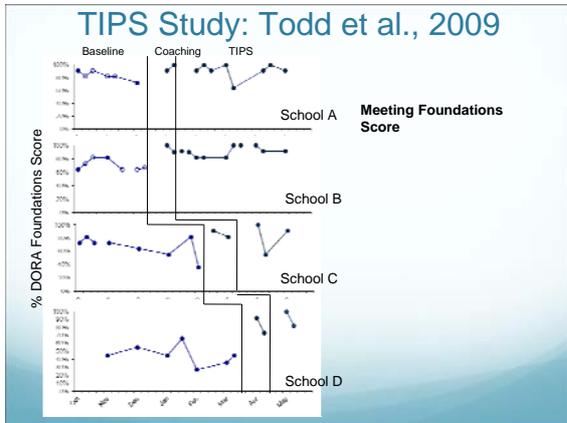


- ### What do we need?
- A clear model with steps for problem solving
  - Access to the right information at the right time in the right format
  - A formal process that a group of people can use to build and implement solutions.



- ### TIPS Journey
- in the beginning, meetings ended with a quick glance of the data .... data were used to admire the problem... or not used at all
- **TIPS I: 2008-2012**
    - IES funded grant for establishing the TIPS Model and Curriculum
    - Research results:
      - Using the TIPS model increases fidelity of implementation of meeting foundations & problem solving
        - Impact on team
      - Provided research-based problem solving for second generation of TIPS
      - Development of a research level observation tool for measuring TIPS fidelity of implementation
        - DORA: **D**ecision, **O**bservation, **R**ecording and **A**nalysis Instrument
  - **TIPS II: 2012-2016**
    - IES funded grant to determine if implementation of the TIPS model has an impact on student outcomes
    - Research includes:
      - Technical adequacy (validity and reliability) of the DORA Instrument
      - Randomized Control Trial Study
        - 41 elementary schools using SWIS (Or: 20, NC: 2)
        - Currently collecting baseline data
        - August 2013: Immediate Group
        - August 2014: Wait List Group

- ### TIPS Model
- **TIPS Training**
    - One full day team training with the whole team & coach
    - Two coached meetings
  - **Team Meeting**
    - Use of electronic meeting minute system
    - Formal roles
      - facilitator, minute taker, data analyst
    - Specific expectations
      - before meeting, during meeting, after meeting
    - Access and use of data DURING the meeting
    - Projected meeting minutes
  - **Research tool to measure effectiveness of TIPS Training**
    - DORA
      - Decision, Observation, Recording and Analysis
      - Measures Implementation of "Meeting Foundations" & "Thoroughness of Problem Solving"



### TIPS Research 2008-2016

TIPS Research Questions	TIPS I Results	TIPS II Plan
Is TIPS something school teams already use?	No Single Case RCT -1	
Is TIPS Training effective in the way teams work?	Yes Single Case RCT -1	
Are teams able to continue TIPS after training?	'yes' Case Study	???
Is there evidence that using TIPS actually benefits students?	'yes' Case Study	???

### TIPS Fidelity of Implementation Checklist (on PBIS Assessment next year)

Item	Data Source	Scoring Criterion	Meeting Date
<b>Meeting Foundations Items (1-9)</b>			
1. Primary and backup individuals are assigned to defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.	Meeting Minutes	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 <u>more than</u> 10 minutes late. 1= Meeting started <u>less than</u> 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 <u>more than</u> 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= <u>At least</u> 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 remain present until the meeting has concluded.	
6. Public agenda format was used to define topics and guide discussion.	Written agenda for current meeting	0= Public agenda format was not used to define topics and guide meeting discussion.	

TIPS Fidelity of Implementation Checklist			
Item	Data Source	Scoring Criterion	Meeting Date
meeting discussion and was available for all participants to refer to during the meeting.	(Items on board, paper, or computer)	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.	
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 problem for at least one defined problem	0= No problem is defined. 1= At least one problem is defined but lack one or more precision elements.	

TIPS Fidelity of Implementation Checklist			
Item	Data Source	Scoring Criterion	Meeting Date
14. All documented active problems have documented solutions.	Documentation on Meeting Minutes	2 = At least one problem is defined with all precision elements. 0= Documented active problem(s) do not have documented solutions or no active problems are documented. 1 = Some documented active problem(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(s) 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 some solutions. 2= Fidelity measure and schedule are defined and documented for all solutions.	
18. A student social/academic outcome measure is documented for each problem, along with a schedule for gathering those data.	Documentation on Meeting Minutes	0= Measure and regular schedule for student behavior/performance are not documented. 1= Measure and regular schedule for student behavior/performance are documented for some solutions. 2= Measure and regular schedule for student behavior/performance are documented for all solutions.	
<b>Total points</b>			
<b>Overall Implementation Score</b>			
<b>Core Implementation Score (10-18)</b>			



## Problem-Solving Meeting Foundations

Structure of meetings lays foundation for efficiency & effectiveness

## Meeting Foundations Elements

Four features of effective meetings

1. Predictability
2. Participation
3. Accountability
4. Communication

Define roles & responsibilities

- Facilitator, Minute Taker, Data Analyst

Use electronic meeting minutes format

## What makes a successful meeting?

Predictability

Participation

Accountability

Communication

**Predictability**

- Defined roles, responsibilities and expectations for the meeting
- Start & end on time, if meeting needs to be extended, get agreement from all members
- Agenda is used to guide meeting topics
- Data are reviewed in first 5 minutes of the meeting
- Next meeting is scheduled

**Participation**

- 75% of team members present & engaged in topic(s)
- Decision makers are present when needed

## What makes a successful meeting?

**Accountability**

- Facilitator, Minute Taker & Data Analyst come prepared for meeting & complete their responsibilities during the meeting
- System is used for monitoring progress of implemented solutions (review previous meeting minutes, goal setting)
- System is used for documenting decisions
- Efforts are making a difference in the lives of children/students.

**Communication**

- All regular team members (absent or present) get access to the meeting minutes within 24 hours of the meeting
- Team member support to practice team meeting norms/agreements

## Define Roles & Responsibilities for Effective Meetings

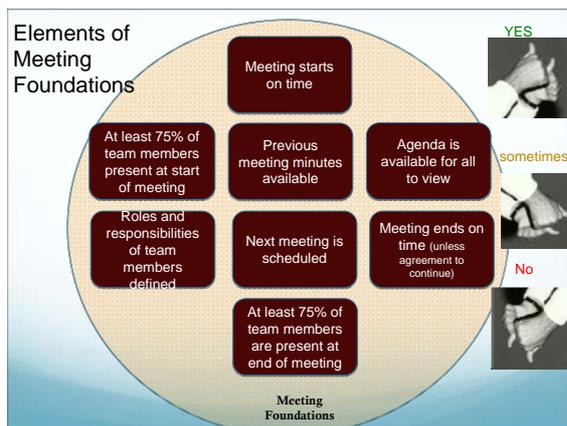
**Core roles**

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

Typically NOT the administrator

- Backup for each role

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## Facilitator Responsibilities

- Before** meeting, provides agenda items to Minute Taker
- During** meeting,
  - 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"
  - Is active participant in meeting
  - Ask questions
    - 75% of what a facilitator says should be in question form
  - Implement group norms/agreements
  - Keep people on track (back on track)

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## Minute Taker Responsibilities

- Before** meeting
  - Collects agenda items from Facilitator
  - Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's Report, as appropriate
  - Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form via LCD
- At** meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes form, as necessary
  - Uses computer & word processor
  - Save/edit files
  - Ability to listen to a discussion and paraphrase critical information in written form
  - Fluent with meeting minute form
  - Is active participant in meeting
- After** meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours

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## Data Analyst Responsibilities

- Before** meeting
  - Review data to describe *potential new problems* with precision
  - Provides data (e.g., Summary and Drill Down Reports) concerning the frequency/rate of precisely-defined 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
  - 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

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**Data Analyst's Report**  
School: \_\_\_\_\_  
Prepared for PHS Team meeting to be held on: \_\_\_\_\_

**Section 1: Status Report on Our School's SWIS Average Referrals Per Day & Relationship to National Data**

Instructions: From SWIS, select the Average Referrals Per Day Per Month report. Print the graph & table for the three items noted below, making sure to select the "Show National Data on Graph" option. Disseminate the printouts—along with Sections 2 and 3 of this report—to PHS Team members prior to next team meeting.

- Average Referrals Per Day Per Month - All Referrals & Minors
- Average Referrals Per Day Per Month - Majors only
- Average Referrals Per Day Per Month - Minors only

**Section 1: Status Report on SW Average Referrals per day per month**

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**Data Analyst's Report**  
School: \_\_\_\_\_  
Prepared for PHS Team meeting to be held on: \_\_\_\_\_

**Section 2: Status Report on Previously Defined Problems**

Instructions: From SWIS, select the Average Referrals Per Day Per Month report. Print the graph & table for the three items noted below, making sure to select the "Show National Data on Graph" option. Disseminate the printouts—along with Sections 1 and 3 of this report—to PHS Team members prior to next team meeting.

- Average Referrals Per Day Per Month - All Referrals & Minors
- Average Referrals Per Day Per Month - Majors only
- Average Referrals Per Day Per Month - Minors only

Previously-Defined Problem (Copy and paste below, as necessary, to accommodate additional current problems.)

**Precise Problem Statement:** \_\_\_\_\_

**Goal and direction:** \_\_\_\_\_

Most recently-completed calendar month:	No. instances in that month (A):	No. school days in that month (B):	Rate (A divided by B):

Direction of change in rate since last report:  Better  Same  Worse

Relationship of change to goal:  Goal Met  Goal Not Met

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**Data Analyst's Report**  
School: \_\_\_\_\_  
Prepared for PHS Team meeting to be held on: \_\_\_\_\_

**Section 3: Report on Potential Student Problems**

Instructions: From SWIS, select the Average Referrals Per Day Per Month report. Print the graph & table for the three items noted below, making sure to select the "Show National Data on Graph" option. Disseminate the printouts—along with Sections 1 and 2 of this report—to PHS Team members prior to next team meeting.

- Average Referrals Per Day Per Month - All Referrals & Minors
- Average Referrals Per Day Per Month - Majors only
- Average Referrals Per Day Per Month - Minors only

**Section 3: Report on Potential Student Problems**

Previously-Defined Problem (Copy and paste below, as necessary, to accommodate additional current problems.)

**Precise Problem Statement:** \_\_\_\_\_

**Goal and direction:** \_\_\_\_\_

Most recently-completed calendar month:	No. instances in that month (A):	No. school days in that month (B):	Rate (A divided by B):

Direction of change in rate since last report:  Better  Same  Worse

Relationship of change to goal:  Goal Met  Goal Not Met

**Section 3: Report on Potential Student Problems**

Basic Report Data	Custom Report Data	Potential Student Problem (PSP)	Frequency (and rate) for PSP

Alternative format for describing potential problem based on review of SWIS data (Copy and paste below, as necessary, to accommodate additional potential problems.)

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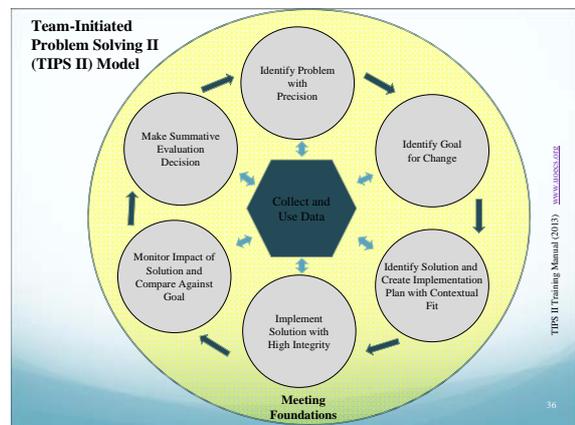
## Team Member Responsibilities

- **Before** meeting, recommends agenda items to Facilitator
- **At** meeting, responds to agenda items and
  - 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 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 working (i.e., reducing the rate/frequency of the targeted problem to Goal level?)
- Is active participant in meeting
  - Willingness to listen and consider all perspectives
  - Use sense of humor
  - Mutual respect

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One goal is to be able to walk into any meeting, *with no prior knowledge of team/context*, find & review minutes from previous meeting, & be ready to take minutes or facilitate 'today's' meeting... *within 5 minutes of reviewing the previous meeting minutes*

Do you have at least one team that you work with that you can do that?



## Organizing for an effective problem solving conversation

A key to collective problem solving is to provide a visual context that allows everyone to follow and contribute

Out of Time

Solution

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## Using Meeting Minutes

- Documentation
  1. Logistics of meeting
    - Time, place, location, team members present
    - Agenda items for meeting
  2. New problem statements, solutions/decisions/evaluation plan
  3. Previously defined problems/solutions/decisions/progress monitoring
  4. General administrative topics
    - topic, decisions made, tasks and timelines assigned
- Reviewing Meeting minutes
  - Snapshot of what happened at the previous meeting and what needs to be reviewed during the current meeting
- Visual tracking of focus topics
  - Prevents side conversations
  - Prevents repetition
  - Encourages completion of tasks

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TIPS Meeting Minutes form for:																		
Today's Meeting	Date	Time	Location	Facilitator	Minute Taker	Data Analyst												
Next Meeting																		
Team Members (Place "X" to left of name if present)																		
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TIPS Meeting Minutes form for:																								
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### End of Meeting Brief Debrief

Evaluation of Team Meeting (Mark your ratings with an "X")	Our Rating		
	Yes	No	So-So
1. Was today's meeting a good use of our time?			
2. In general, did we do a good job of <u>tracking</u> whether we're completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually <u>completing</u> the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the <u>desired effects</u> on student behavior?			

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TIPS Meeting Minutes form for:

Today's Meeting	Date	Time	Location	Facilitator
Next Meeting				
Team Members (Place "X" in cell of name if present)				
Today's Agenda Item (1) Review data for previously-defined problems (2) Review potential new problems (3) Discuss previously defined problems (4) Discuss potential new problems (5)				
Previously-Defined Problems				
Problem Statement (What, When, Where, Who, Why)	Solution Action (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	
Administrative/General Information and Issues				
Information for Team or Issue for Team to Address				
Discussion/Decision Task (if applicable)				
New Problems				
Problem Statement (What, When, Where, Who, Why)	Solution Action (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	

Where in the Form would you place:

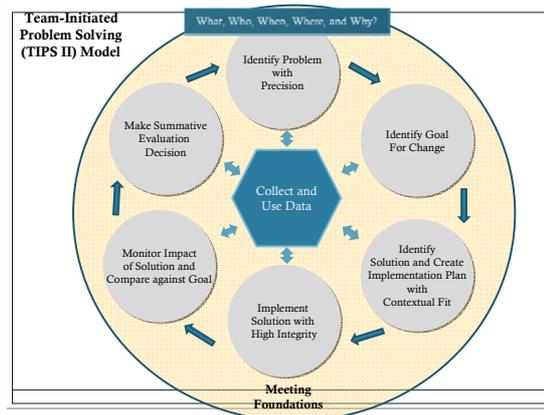
- Schedule for hallway monitoring for next month
- Too many students in the "intensive support" for literacy
- Status of fights on playground in last month.
- Next meeting date/time.
- Today's agenda
- Solutions for a new problem

TIPS Meeting Minutes form for:

Today's Meeting	Date	Time	Location	Facilitator
Next Meeting				
Team Members (Place "X" in cell of name if present)				
Today's Agenda Item (1) Review data for previously-defined problems (2) Review potential new problems (3) Discuss previously defined problems (4) Discuss potential new problems (5)				
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Problem Statement (What, When, Where, Who, Why)	Goal & Timeline	Fidelity of Imp. (1) Not started (2) Started (3) Imp. w/ fidelity (4) Shipped	Effectiveness of Solution (1) No Change (2) Imp. not met to Goal (3) Imp. & Goal met (Current one-level per school day)	
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Where in the Form would you place:

- Staff will complete weekly fidelity checks
- Three students are not meeting daily CICO goal
- Parents are not signing CICO home report
- ORF scores are too low for third graders
- Plan for school board report



Precision Statements are pivotal for Solving Identified Problems

Start with *Primary Problem Statements*

Look at the Big Picture, then use data to refine the Big Picture, moving to development of Precise Problem Statement(s)

Move to *Precise Problem Statements*

SWIS

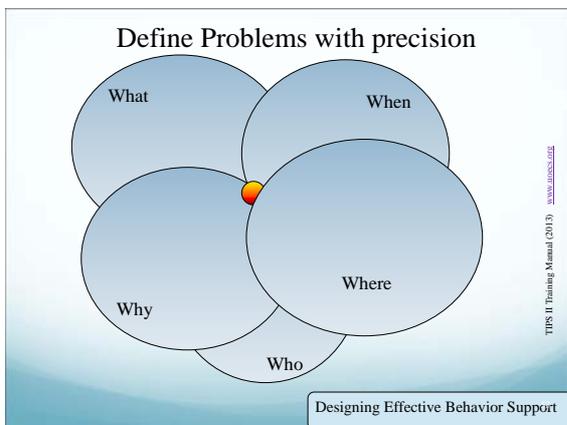
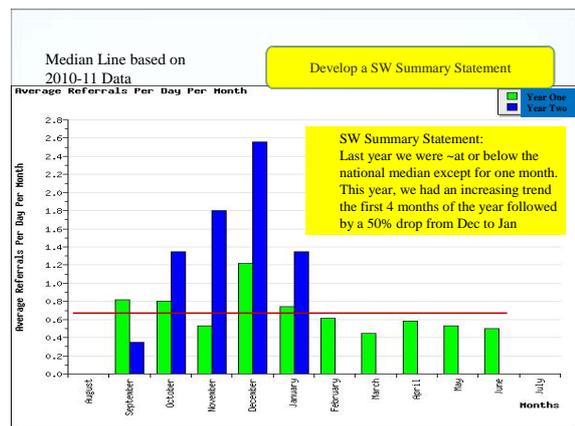
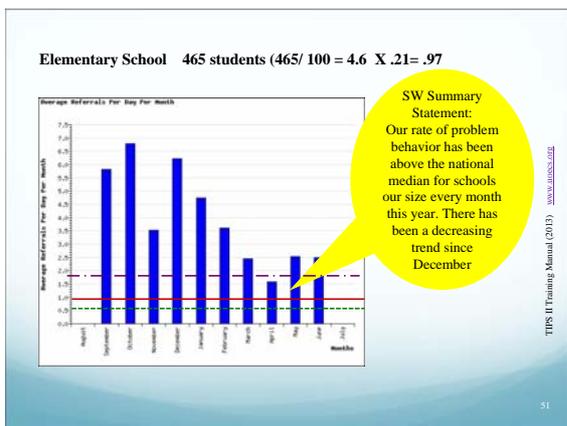
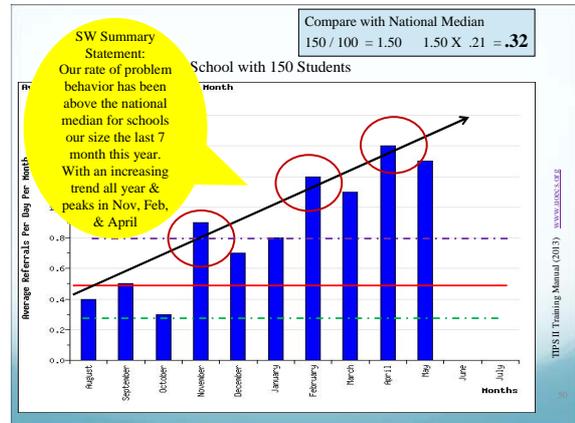
SWIS summary 2012-13 (Majors Only)  
5429 schools; 2,714,421 students; 1,924,594 ODRs

Grade Range	Number of Schools	Mean Enrollment per school	Mean ODRs per 100 stud/ school day	Median ODRs per 100 per stud/ school day	25 <sup>th</sup> Percentile ODR/100/ school day	75 <sup>th</sup> Percentile ODR/100/ school day
K-6	3321	451	.32 (.38)	<b>.21</b>	.10	.39
6-9	985	614	.58 (.76)	.40	.22	.69
9-12	503	805	.69 (.70)	.49	.27	.89
PreK-8	297	445	.49 (.56)	.32	.15	.60
PreK-12	74	338	.81 (1.30)	.44	.20	.80

### Transforming data into useful information

- Begin at general School Wide (SW) level, with year-to-date data
- Use data to
  - Review past levels, trends & peaks
  - Monitor progress by comparing current SW level with national median
  - Have individual support plans in place by the 8<sup>th</sup> week of the school year

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### Primary versus Precision Statements

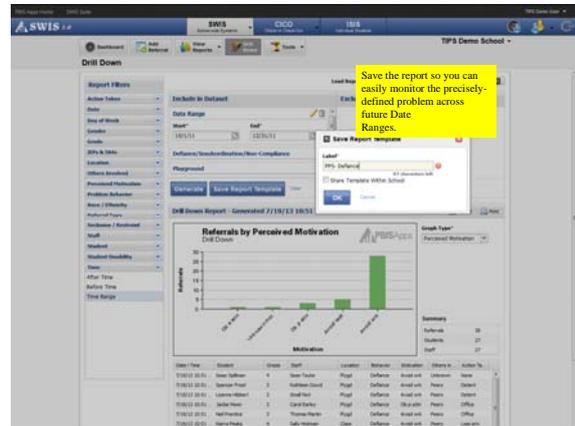
- **Primary Statements**
  - Too many referrals
  - September has more suspensions than last year
  - Gang behavior is increasing
  - The cafeteria is out of control
  - Student disrespect is out of control
- **Precision Statements**
  - **There are more ODRs for aggression on the playground than last 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.**

TIPS II Training Manual (2013) [www.tips.oregon.gov](http://www.tips.oregon.gov)

Newton, J. S., Todd, A. W., Algozzine, R., Horner, R. H., & Algozzine, B. (Version 2 (2012)). The Team Initiated Problem Solving (TIPS) Training Manual. Eugene, OR: University of Oregon, Educational and Community Supports. Unpublished training manual.







### Precise Problem Statement for TIPS Demo School

- Many 3<sup>rd</sup> and 4<sup>th</sup> graders (Who)
- are engaging in Defiance (What)
- between 11:45am and 12:00pm, near the end of their 30-minute recess period (When),
- with most of these instances occurring on the playground, in class, or in the hall (Where)

Precise Problem Statement (What, Who, Where, When, Why)	Behavior Action (Prevent, Track, Reward, Correct, Exclude, Refer)	What?	By Whom?	Goal & Timeline	Priority of Imp. Reasons (What/How/Why/Who/It measures/report)	Educational or Behavioral of Solution (What/How/Why/Who/It measures/report)
Many 3 <sup>rd</sup> and 4 <sup>th</sup> graders (Who) are engaging in Defiance (What), between 11:45am and 12:00pm, near the end of their 30-minute recess period (When), with most these instances occurring on the Playground, in Class, or in the Hall (Where), because the students want to avoid the upcoming Classroom Instructional period (Why).						

### Defining a Quantitative Goal

What:

- Set a Goal that is a reduction from current (baseline) status of precisely-defined problem
- Reduction in current monthly count (frequency) of problem behavior, or
- Reduction in current daily rate (count/number of school days) of problem behavior
- Setting a Goal of zero will likely be self-defeating; set a Goal that you believe is currently attainable

By When:

- Identify date by which you expect (hope) to achieve Goal (e.g., "By date of our April team meeting")

### Defining Goals

How do we want the problem to change?  
 What evidence do we need to show that we have achieved our goal?  
 When will we meet our goal?

Problem	Current Level	Goal
Many students are leaving garbage in cafeteria resulting in conflict and ODRs. The behavior is maintained because students are rushing to get to the common area for social time.	22 ODRs per month from Cafeteria  Heidi (supervisor) rates Cafeteria as "1" (low) on a 1-5 scale of Cleanliness	<5 ODRs per month from Cafeteria per month by Feb 15  Heidi rates Cafeteria as >4 for cleanliness two weeks in a row by Feb 15

### Goal or No Goal

- Reduce instances of 3<sup>rd</sup> & 4<sup>th</sup> grade disrespect on the playground to more than 6 per month by the end of the school year **Goal**
- 2 times a day **No Goal**
- Reduce instances of 3<sup>rd</sup> & 4<sup>th</sup> grade disrespect on the playground to no more than 2 times a day **No Goal**
- Reduce instances of 3<sup>rd</sup> & 4<sup>th</sup> grade disrespect on the playground to no more than 6 per month by the end of the school year **No Goal**
- No 9<sup>th</sup> grade tardies in remainder of the school year **Goal**
- Reduce tardies in 9<sup>th</sup> grade **No Goal**
- Reduce instances of 3<sup>rd</sup> & 4<sup>th</sup> grade disrespect on the playground to no more than .20 per day, monthly through year end **Goal**

### Recording the Goal & Current Level in meeting minutes

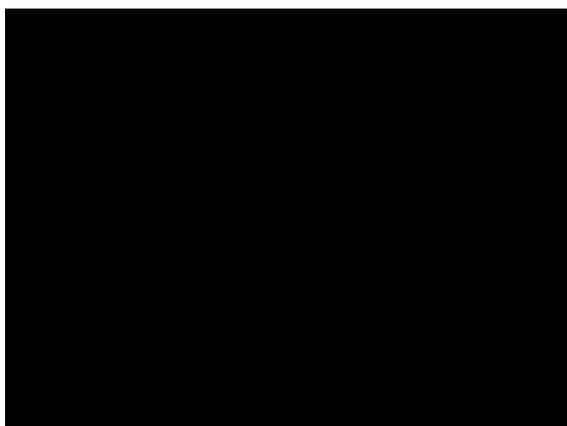
Problem Statement (What, When, Where, Who)	Solution Action (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What How Often Who to measure/track)	Efficacy of Solution (What How Often Who to measure/track)
Many 3 <sup>rd</sup> and 4 <sup>th</sup> graders (Who) are engaging in defiance (What), between 11:45am and 12:00pm, near the end of their 30-minute recess period (When), with most these incidents occurring on the Playground, in Class, or in the Hall (Where), because the students want to avoid the upcoming Classroom Instructional period (Why).				Reduce instances to a rate of 40 instances per school day or less (i.e., no more than 1 instance every 3 school days) by the date of our first meeting, and to maintain at that level or lower for each successive monthly review for the remainder of the school year.		Current Level: Oct = 11 (1.73/Day) Nov = 17 (1.42/Day)

TIPS II Training Manual (2013). [www.tipsinc.org](http://www.tipsinc.org)

### Solution Implementation Plan Elements

Solution Action Elements	Solution Action Elements Defined
Prevent	Focus on prevention first. How could we reduce the situations that lead to these behaviors?
Teach	How do we ensure that students know what they SHOULD be doing when these situations arise?
Reward	How do we ensure that appropriate behavior is recognized?
Extinguish	How do we work to ensure that problem behavior is NOT being rewarded.
Correct	How will you correct errors?
Safety	Are additional safety precautions needed?

TIPS II Training Manual (2013). [www.tipsinc.org](http://www.tipsinc.org)



### Using meeting to document Implementation Plans

Problem Statement (What, When, Where, Who)	Solution Action (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What How Often Who to measure/track)	Efficacy of Solution (What How Often Who to measure/track)
Many 3 <sup>rd</sup> and 4 <sup>th</sup> graders (Who) are engaging in Defiance (What), between 11:45am and 12:00pm, near the end of their 30-minute recess period (When), with most these incidents occurring on the Playground, in Class, or in the Hall (Where), because the students want to avoid the upcoming Classroom Instructional period (Why).	PBS Team will create Transition-from-Recess-to-Classroom Procedures linked to School Wide Rules. Administrators, teachers, and school staff will provide explicit instruction of Transition-from-Recess-to-Classroom Procedures.	PBS Team as lead AP	12-12 3-0-12	Reduce instances to a rate of 40 instances per school day or less (i.e., no more than 1 instance every 3 school days) by the date of our first meeting, and to maintain at that level or lower for each successive monthly review for the remainder of the school year.		Current Level: Oct = 11 (1.73/Day) Nov = 17 (1.42/Day)

For every solution action, define who will complete it with a specific date for completion

TIPS II Training Manual (2013). [www.tipsinc.org](http://www.tipsinc.org)

### Fidelity Check Routine

We do what we say we will do & we do it with 80% fidelity

Establish a fidelity check routine that relates to School Wide Implementation

A 1-5 scale is used for all questions, with up to three questions per week

At staff meeting, use fist of five while asking questions

In staff room, create number line poster with questions

Did you stand in hallway during passing periods?

No 1 2 3 4 5 Yes

Did you acknowledge 5 students, not in your classroom, daily?

No 1 2 3 4 5 Yes

TIPS II Training Manual (2013). [www.tipsinc.org](http://www.tipsinc.org)

### Fidelity of Implementation Check Board Example

We all agreed to learn 5 student names (not in our class) a week.

How did it go? 1 2 3 4 5

Not well Well

3<sup>rd</sup> & 4<sup>th</sup> graders will use a recess-to-classroom transition routine

Are students using the routine? 1 2 3 4 5

The data that are gathered and used for discussion & decision making 4's - 5's= congratulations/ implemented with fidelity 1's-3's = partial implementation 0 = not started-3's: ask why? what would it take to score a 4 or 5?

TIPS II Training Manual (2013). [www.tipsinc.org](http://www.tipsinc.org)

### 3<sup>rd</sup> & 4<sup>th</sup> graders will use a recess to classroom transition routine

Has the routine been taught?

1 no 2 x 3 x 4 x 5 yes

Proble Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Encourage, Refuse)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
Many 3 <sup>rd</sup> and 4 <sup>th</sup> graders (who are engaging in defiance (What), between 11:45am and 12:00pm, near the end of their 30-minute recess period (When), with most these instances occurring on the Playground, in Class, or in the Hall (Where), because the students want to avoid the upcoming Classroom instructional period (Why).	PBS Team will create Transition-From-Recess-to-Classroom Procedures linked to School Wide Rules. Teachers will provide explicit instruction of Transition-From-Recess-to-Classroom Procedures.	PBS Team w/ facilitator as lead Grade level teachers	Done 5/5/12	Reduce instances to a rate of 20 instances per school day or less (i.e., no more than 1 instance every 5 school days) by the date of our April meeting, and to maintain at that level or lower for each successive monthly review for the remainder of the school year.	<input type="checkbox"/> Not started <input type="checkbox"/> Partial imp. <input checked="" type="checkbox"/> Imp. w/ fidelity <input type="checkbox"/> Stopped	<input type="checkbox"/> None <input type="checkbox"/> No Change <input checked="" type="checkbox"/> Imp. but not to Goal <input type="checkbox"/> Goal met Current level = 42 per school day Oct = 101 (50/day) Nov = 117 (60/day) Dec = 121 (62/day)

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### Meeting Video Clip

TIPS II Training Manual (2013) WWW.IJOSPA.ORG

### Monitoring the Impact of Solution Against Goal

February 2, 2012

Proble Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Encourage, Refuse)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
Many 3 <sup>rd</sup> and 4 <sup>th</sup> graders (who are engaging in defiance (What), between 11:45am and 12:00pm, near the end of their 30-minute recess period (When), with most these instances occurring on the Playground, in Class, or in the Hall (Where), because the students want to avoid the upcoming Classroom instructional period (Why).	PBS Team will create Transition-From-Recess-to-Classroom Procedures linked to School Wide Rules. Teachers will provide explicit instruction of Transition-From-Recess-to-Classroom Procedures.	PBS Team w/ facilitator as lead Grade level teachers	Done 5/5/12	Reduce instances to a rate of 20 instances per school day or less (i.e., no more than 1 instance every 5 school days) by the date of our April meeting, and to maintain at that level or lower for each successive monthly review for the remainder of the school year.	<input type="checkbox"/> Not started <input type="checkbox"/> Partial imp. <input checked="" type="checkbox"/> Imp. w/ fidelity <input type="checkbox"/> Stopped	<input type="checkbox"/> None <input type="checkbox"/> No Change <input checked="" type="checkbox"/> Imp. but not to Goal <input type="checkbox"/> Goal met Current level = 42 per school day Oct = 101 (50/day) Nov = 117 (60/day) Dec = 121 (62/day)

March 1, 2012

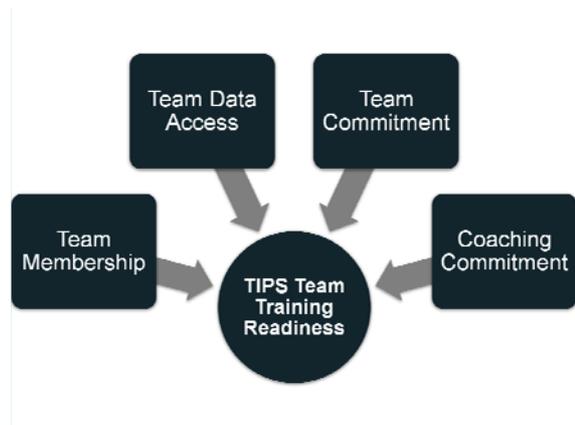
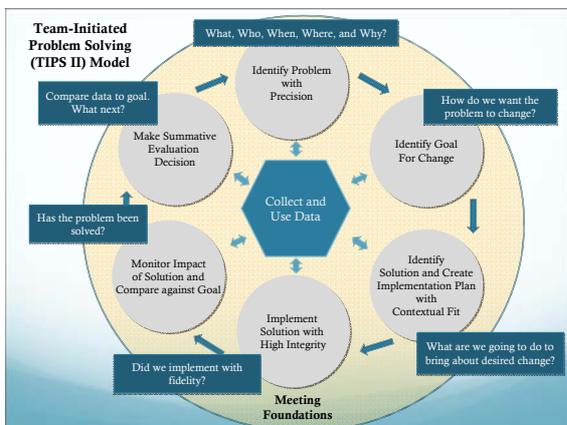
Proble Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Encourage, Refuse)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
Many 3 <sup>rd</sup> and 4 <sup>th</sup> graders (who are engaging in defiance (What), between 11:45am and 12:00pm, near the end of their 30-minute recess period (When), with most these instances occurring on the Playground, in Class, or in the Hall (Where), because the students want to avoid the upcoming Classroom instructional period (Why).	PBS Team will create Transition-From-Recess-to-Classroom Procedures linked to School Wide Rules. Teachers will provide explicit instruction of Transition-From-Recess-to-Classroom Procedures.	PBS Team w/ facilitator as lead Grade level teachers	Done 5/5/12	Reduce instances to a rate of 20 instances per school day or less (i.e., no more than 1 instance every 5 school days) by the date of our April meeting, and to maintain at that level or lower for each successive monthly review for the remainder of the school year.	<input type="checkbox"/> Not started <input type="checkbox"/> Partial imp. <input checked="" type="checkbox"/> Imp. w/ fidelity <input type="checkbox"/> Stopped	<input type="checkbox"/> None <input type="checkbox"/> No Change <input checked="" type="checkbox"/> Imp. but not to Goal <input type="checkbox"/> Goal met Current level = 37 per school day

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### Making a Decision

- Decisions should resolve relevant questions for..
  - Potential problems - Are we going to address this potential problem now?
  - Previously-Identified/Defined problems
    - Do we need to improve solution implementation? How?
    - Is the solution succeeding at resolving the problem?**
    - Do we need to modify solution in some way? How?
    - Have we met the Goal for the problem? How will we maintain it?**
    - Do we need to change timeline for Goal? To what?
    - Do we need to revise the Goal itself? To what?
    - Do we need to revise the definition of the precisely-defined problem? To what?
  - If decisions have associated tasks, the Minute Take will make sure to record
    - Who is to do what
    - By when

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## TIPS Team Training Readiness

10 readiness guidelines

**Team Membership**

1. Representation needed for meeting their purpose
2. Inclusion and presence of administrator with authority to make decisions

**Team Data Access**

3. Data available for problem solving & decision-making before and during the meeting
4. Consistent process & procedures for documenting & entering data exists
5. Team member is fluent in generating basic and custom reports from data set(s) being used

## TIPS Team Training Readiness

10 readiness guidelines

**Team Commitment**

6. Implementation of TIPS Meeting Foundations
7. Team & coach attendance at TIPS Team Training
  - \*\* one full day or two half day team trainings
8. Application of the TIPS model through the school year & annual TIPS boosters

**Coaching Commitment**

9. Team has access to a coach who knows the TIPS system & who is available before, during, & after meetings to support fidelity of implementation
10. Commitment to attend team training and provide coaching before, during and after the meetings

### TIPS Problem Solving Mantra

What to Do	Questions to Ask
Identify Problem with Precision	What is the problem? Who? What? Where? When? Why?
Identify Goal for Change	How do we want the problem to change? What evidence do we need to show that we have achieved our goal?
Identify Solution and Create Implementation Plan with Contextual Fit	How are we going to solve the problem? How are we going to bring about desired change? Is solution appropriate for problem? Is solution likely to produce desired change?
Implement Solution with High Integrity	How will we know solution was implemented with fidelity? Did we implement solution with fidelity?
Monitor Impact of Solution and Compare Against Goal	Are we solving the problem? Is desired goal being achieved?
Make Summative Evaluation Decision	Has the problem been solved? Has desired goal been achieved? What should we do next?

## TIPS is Generalizable to other Data Sets

- Academic data
- Attendance data
- CICO-SWIS
- ISIS-SWIS
- Fidelity of Implementation data
  - PBIS Assessment Surveys

## Elements of Precision across content areas

	Primary Statement	Precise Statement (The Big 5)
<b>Social</b>	Too much (hitting, spitting, etc.)	<ul style="list-style-type: none"> <li>○ Who</li> <li>○ What</li> <li>○ Where</li> <li>○ When</li> <li>○ Why</li> </ul>
<b>Academics</b>	Comprehension (or phonemic awareness or single digit addition, etc.)	<ul style="list-style-type: none"> <li>○ Skill Deficit</li> <li>○ Strategy Deficit</li> <li>○ Verbal Response</li> <li>○ Written Response</li> <li>○ Combination</li> </ul>
<b>Life Skills</b>	Routine (or skill)	<ul style="list-style-type: none"> <li>○ Discrimination Skills</li> <li>○ Motor Skills</li> <li>○ Motivation</li> <li>○ When to use the skill</li> <li>○ Combination</li> </ul>

## Is there a problem? Academic Reference Points

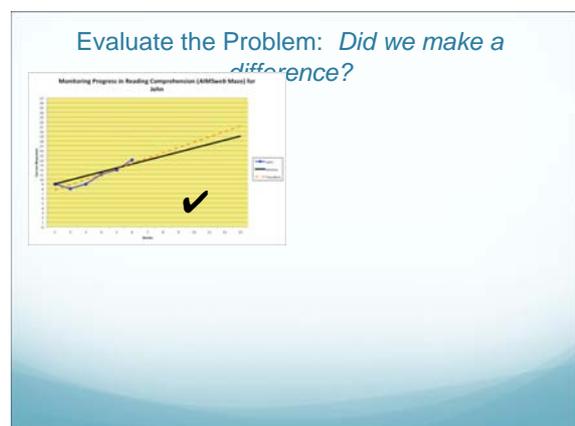
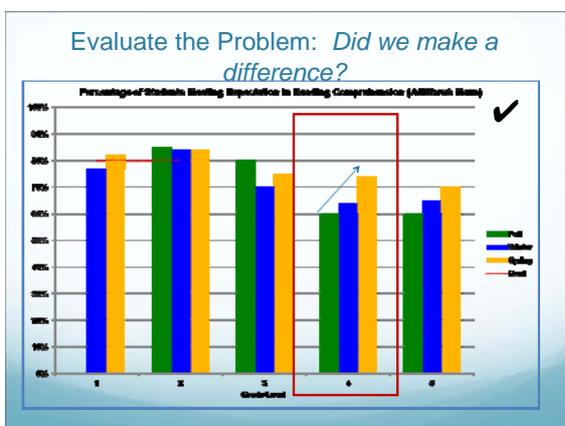
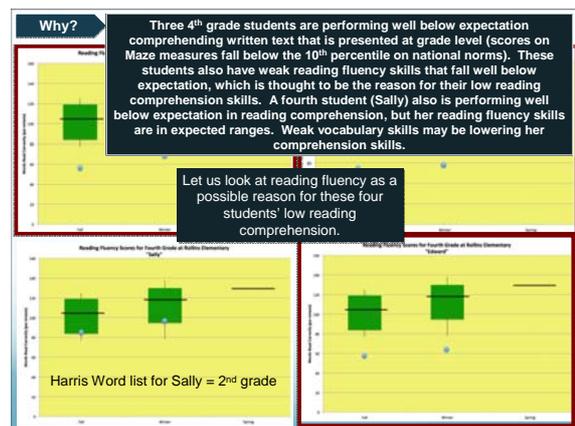
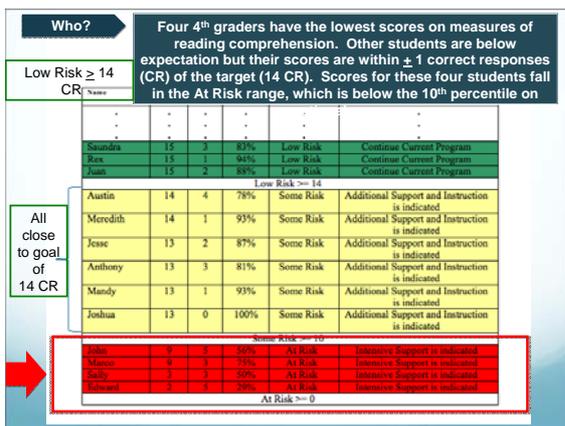
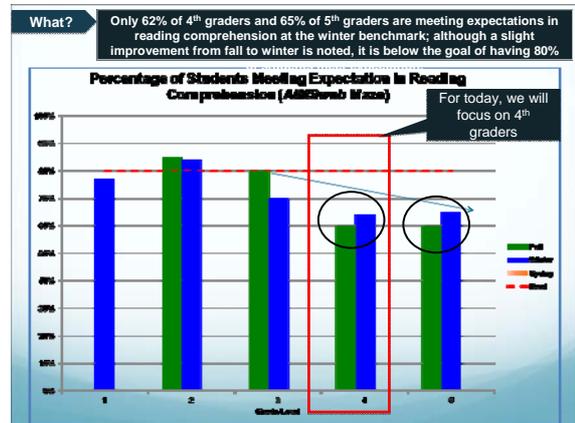
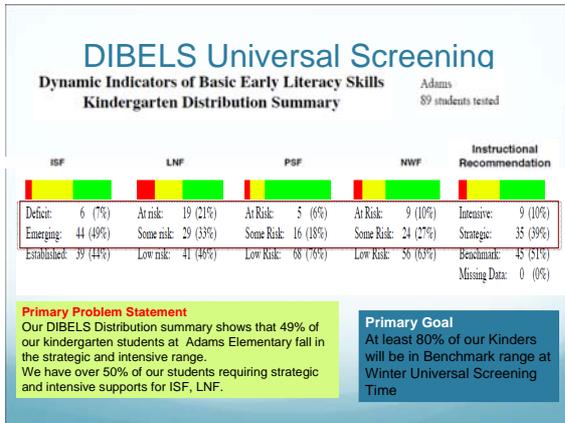
50<sup>th</sup> Percentile on national norms

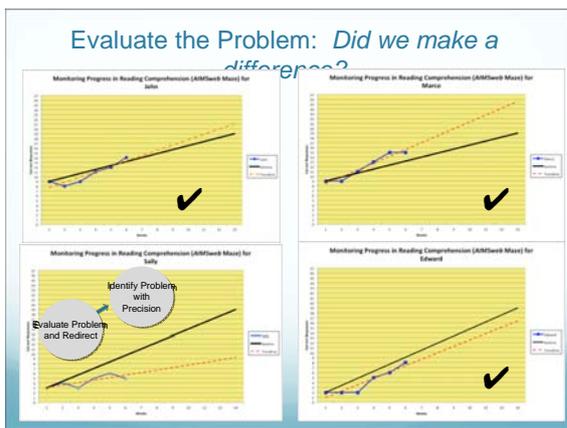
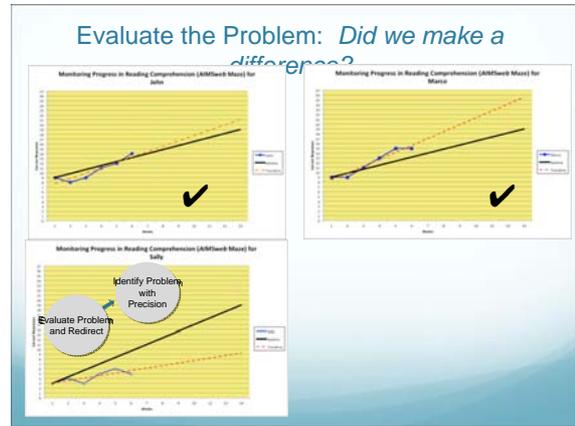
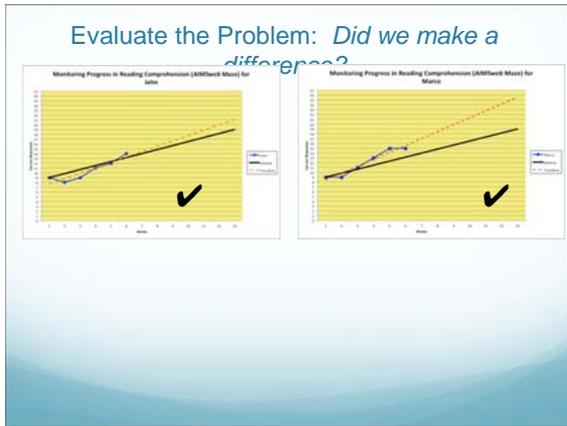
5% need the most

15% need more

80% meeting expectation

Low Risk indicator





Documenting a new problem, action plan and evaluation plan on the meeting minute form

Proble Problem Statement (What, When, Where, Who, Why)	Solution Action (Prevent, Teach, Prompt, Reward, Correction, Extension, Adaptation, Safety)	Who?	By When?	Goal with Timeline	Fidelity of Implementation (How to Measure)	Efficacy of long-term (How to Assess)
Three 4 <sup>th</sup> grade students (J, M, E) are performing below expectation in reading comprehension. For most of these students, their performance is being impacted by low reading fluency skills.	Provide instructional level materials for independent reading activities. Participation in a Repeated Readings intervention group. Participation in a Drill Sandwich vocabulary practice. Self-monitoring of known and unknown vocabulary words and accuracy rates.	Guid to 4 <sup>th</sup> grade teachers	5/3/13	Correct Responses to be at or above 80% J: 18 Correct responses (May 1) M: 18 Correct responses (May 1) E: 18 Correct responses (May 1)	Teachers to document intervention rates & give verbal reports regarding the implementation rates, weekly	Measure correct responses weekly Current level: J: 15 CR, M: 15 CR, E: 15 CR
For one student (S), weak vocabulary skills are keeping her from comprehending written text.	Self-monitoring of reading fluency skills with given text to reward.	S's teacher	5/8/13	10 Correct Responses by May 8	Teacher to document intervention rates & give verbal reports regarding the implementation rates, weekly	Current level: 2CR

### TIPS Publications - 1

Algozzine, B., Newton, J. S., Horner, R. H., Todd, A. W., & Algozzine, K. M. (2012). Development and technical characteristics of a team decision-making assessment tool: Decision Observation, Recording and Analysis (DORA). *Journal of Psychoeducational Assessment*, 10, 231-250. doi:10.1177/1063426911421884

Newton, J. S., Algozzine, B., Algozzine, K., Horner, R. H., & Todd, A. W. (2011). Building level concepts for meeting and coaching data-based problem solving with positive behavior intervention and support teams. *Journal of Applied School Psychology*, 27, 228-245. doi:10.1080/15379812.2011.60685

Newton, J. S., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sautter, G. Dunlap, G. Nagle, & E. Horner (Eds.), *Handbook of positive behavior support* (pp. 51-66). New York, NY: Springer. doi:10.1007/978-0-887-69652-2\_21

Newton, J. S., Horner, R. H., Algozzine, B., Todd, A. W., & Algozzine, K. M. (2012). A randomized wait-for control analysis of team-initiated problem solving. *Journal of School Psychology*, 50, 421-441. doi:10.1016/j.jsp.2012.04.002

Newton, J. S., Horner, R. H., Todd, A. W., Algozzine, B., & Algozzine, K. M. (2012). A pilot study of a problem-solving model for team decision making. *Education and Treatment of Children*, 35, 27-46. doi:10.1177/0165432711421884

Newton, J. S., Todd, A. W., Algozzine, B., Algozzine, K., Horner, R. H., & Christensen D. L. (in press). Supporting team decision making in inclusive schools. In J. McLeskey, N. L. Walden, P. Zigmond, & B. Algozzine (Eds.), *Handbook on research and practice for inclusive schools* (pp. 106-124). New York: Routledge.

### TIPS Publications - 2

Todd, A. W., Algozzine, B., Horner, R. H., & Algozzine, K. (2012). Data-based decision making. In C. Reynolds, K. Vannest, & E. Fletcher-Jensen (Eds.), *Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals* (6<sup>th</sup> ed.). Hoboken, NJ: John Wiley & Sons.

Todd, A. W., Horner, R. H., Berry, D., Sanders, C., Bugni, M., Carrier, A., Potts, N., Newton, J. S., Algozzine, B., & Algozzine, K. (2012). A case study of team-initiated problem solving addressing student behavior in one elementary school. *Journal of Special Education Leadership*, 25, 81-89.

Todd, A. W., Horner, R. H., Newton, J. S., Algozzine, R. F., Algozzine, K. M., & Frank, J. L. (2011). Effects of team-initiated problem solving on decision making by schoolwide behavior support teams. *Journal of Applied School Psychology*, 27, 42-59. doi:10.1080/15379812.2011.540510

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