Team-Initiated Problem Solving (TIPS II)

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MBI Leadership Conference
June 17, 2014

APA Citation:
Todd, A. W., Newton, J. S., Algozzine, K., Horner, R. H., & Algozzine, B. (2013). The Team I initiated Problem Solving (TIPS II) Training Manual. Eugene, OR: University of Oregon, Educational and Community Supports. Online at www.uoecs.org

Today's Goals

- **Strengthen** effective "meeting foundations"
  - Build roles: facilitator, minute taker and data analyst
  - Electronic meeting minutes
- **Practice the TIPS problem solving model**
  - Define "problems" with precision
  - Define goal for resolving the problem
  - Build practical solutions to meet defined goal(s)
  - Define action plans to implement solutions & measure implementation integrity
  - Build action plan for evaluating the impact of implementation
  - Use data to make revision decisions

TIPS Workshop Agenda

1:00-4:00

Overview

Strengthening Meeting Foundations

TIPS Problem Solving Model

Role Related Activity

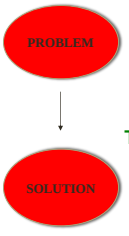
Next Steps

Why use TIPS?

- A clear model with steps for problem solving routine
- Access to the right information at the right time in the right format
- A formal/ predictable process that a group of people can use to build and implement solutions.

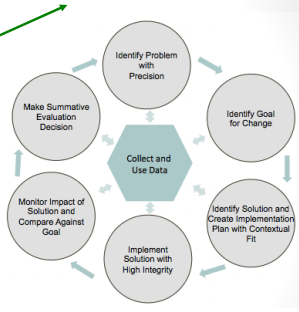
Improving Decision-Making

From

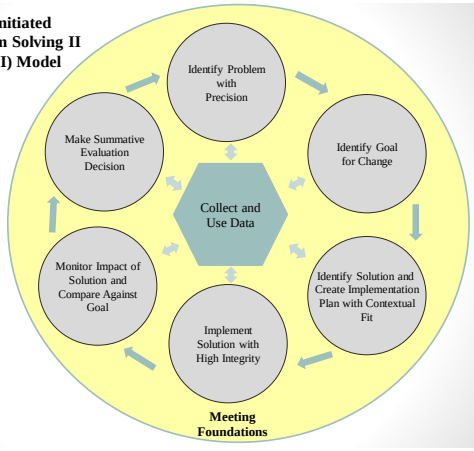


TO

PROBLEM SOLVING



Team-Initiated Problem Solving II (TIPS II) Model



Meeting Foundations

The Structure of meetings lays foundation for efficiency & effectiveness

Objectives:

- Have identified Primary and Backup people for roles
- Have team meetings scheduled for the year
- Have an established meeting minute form ready to use

Meeting Foundations Elements

- Purpose of the team/ purpose of the meeting is clear & functional
- Team agreements about meeting processes are defined
- Roles & responsibilities are defined
- Team member communication is efficient
  - Accessibility to email, phone, meeting minutes
- Annual calendar of meeting dates, times, location is determined
- Electronic meeting minutes are used

Four Keys to Effective Meetings

1. Organization
   - Team roles, predictable meeting process, meeting minute format
   - Separate agenda items into three types
     - Review status of previous problems
     - Administrative logistics
     - Problem Solving to determine if there are new problems
2. Data
   - Access to the right information at right time in right format
3. Skills
   - Problems defined with precision including a goal
   - Comprehensive solution plans that "fit"
   - Evaluation measures defined & monitored
   - For each data source, define
     - Implementation fidelity plan for each problem
     - Impact of solutions for each problem
   - For both fidelity and impact define
     - the data that will be gathered
     - how/when those data are gathered & reported
4. Adapt Solutions in response to data

Meeting Foundations Brief Self Assessment

In place

Partially in place

Not in place

1. Start on Time
2. End on time (or agree to extend and end at that time)
3. Have facilitator/ minute taker/ data analyst
   - Have Back Ups for each role
4. Start with previous meeting minutes
5. Have a public agenda format
6. Next meeting scheduled
7. Team members participate regularly & promptly
8. Decision making authority is present during meetings
9. Distribute meeting minutes within 24 hours of meeting

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

Facilitator Skills

- Ask questions
  - 75% of what a facilitator says should be in question form
- Implement group norms/agreements
- Keep people on track (back on track)
- Move through agenda in a timely fashion
  - Need access to a clock/watch

Data Analyst Responsibilities

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

Data Analyst Skills

- Likes data
- Fluency in navigating data set to generate custom reports
- Discriminates features/labels needed for creating custom reports
- Create a story from data summary
  - For potential problems
  - Status on previously defined problems
- Prior to meetings generate data summaries for potential student problems and for previously defined student problems

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
- Is active participant in meeting
- *After* meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours

Minute Taker Skills

- Uses computer
  - Word processer
  - Save files
  - Edit files
- Ability to listen to a discussion and paraphrase critical information in written form
- Fluent with meeting minute form

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

Team Member Skills

- Willingness to listen and consider all perspectives
- Use sense of humor
- Mutual respect

Who is Responsible?

Action	Person Responsible
Reserve Room	
Recruit items for Agenda	
Review data prior to the meeting	
Reserve projector and computer for meeting	
Keep discussion focused	
Record Topics and Decisions on agenda/minutes	
Ensure that problems are defined with precision	
Ensure that solutions have action plans	
Provide "drill down" data during discussion	
End on time	
Prepare minutes and send to all members	

Building Team Capacity

- Define meeting logistics
  - Roles & responsibilities
  - Meeting schedule, time, location for the academic school year
  - Team roster with contact information
  - Group agreements for operating team meetings
  - Access to equipment
    - Previous meeting minutes
    - Laptop
    - Projector
    - Internet & database access

Team Agreement Examples

The 3 R's

Respect
- active,
- equitable,
- attentive

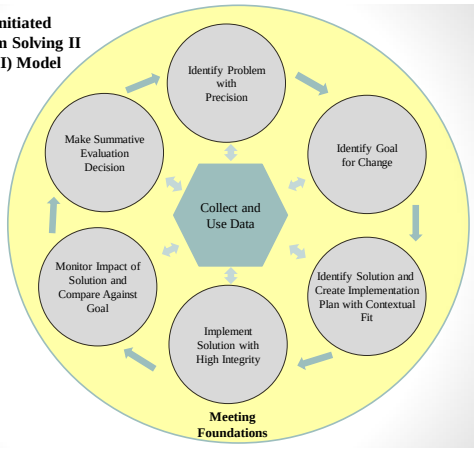
Responsibility
- completion of tasks
- timeliness
- positivity

Reality
- do-ability
- honesty

Be Respectful

- Inform facilitator of absence/tardy before meeting
- Avoid side talk
- Remind each other to stay focused
- Start and end on time
- Be an active participant

Team-Initiated Problem Solving II (TIPS II) Model



Organizing for an effective problem solving conversation

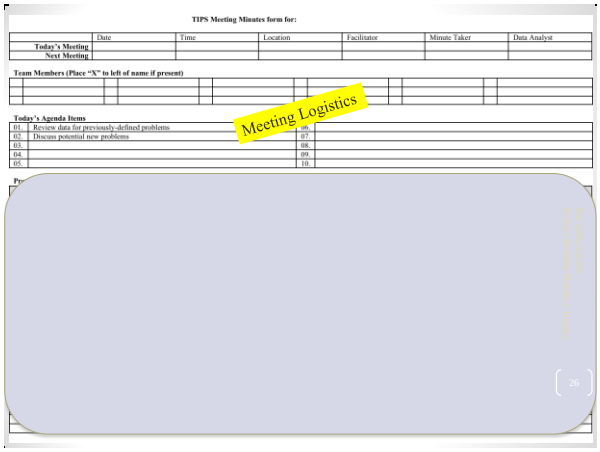
A key to collective problem solving is to provide a visual context that allows everyone to follow and contribute

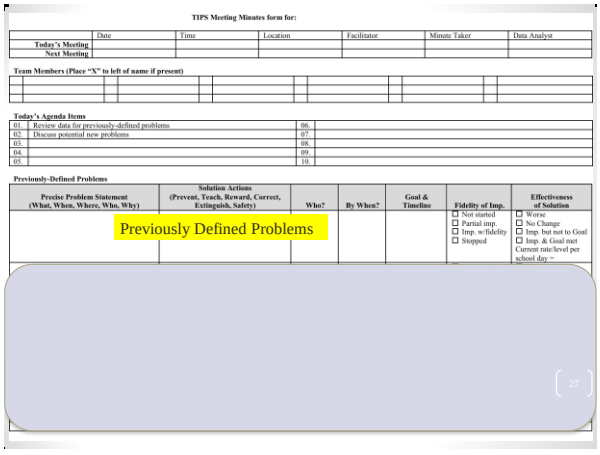
Out of Time

Solution

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


TIPS Meeting Minutes form for:
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
01. Review data for previously-defined problems
02. Discuss potential new problems
03.
04.
05.
06.
07.
08.
09.
10.
Meeting Logistics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01. Review data for previously-defined problems
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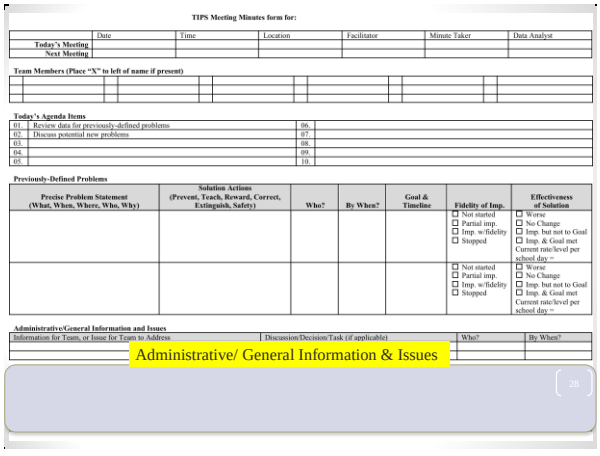
Previously-Defined Problems
Precise Problem Statement (What, When, Where, Who, Why)
Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)
Who?
By When?
Goal & Timeline
Fidelity of Imp.
Effectiveness of Solution
Not started
Partial imp.
Imp. w/fidelity
Stopped
Worse
No Change
Imp. but not to Goal
Imp. & Goal met
Previously Defined Problems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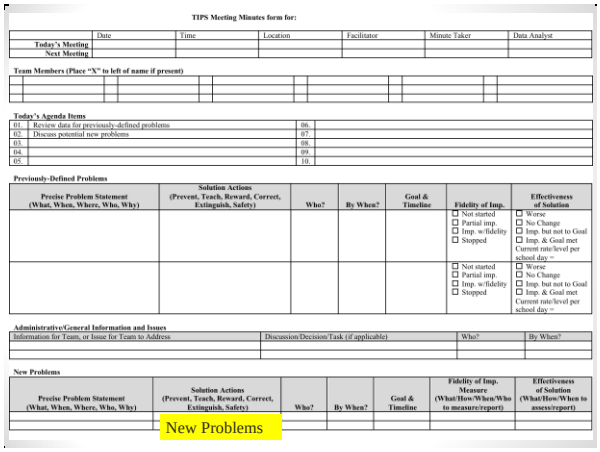
Administrative/General Information and Issues
Information for Team, or Issue for Team to Address
Discussion/Decision/Task (if applicable)
Who?
By When?
Administrative/ General Information & Issues



TIPS Meeting Minutes form for:

	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

01.	Review data for previously-defined problems	06.	
02.	Discuss potential new problems	07.	
03.		08.	
04.		09.	
05.		10.	

Previously-Defined Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
					☐ 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 =
					☐ 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 =

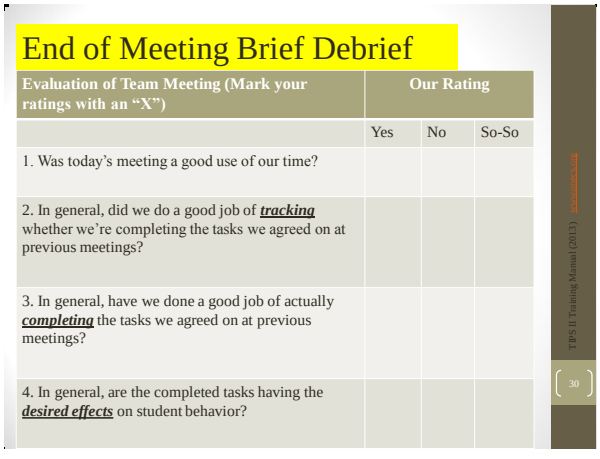
Administrative/General Information and Issues

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)

New Problems



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 ***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?			

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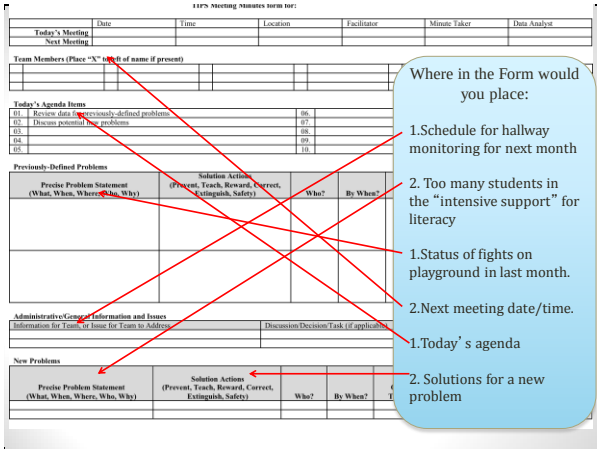

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Next Meeting						

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

Today's Agenda Items

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Previously-Defined Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (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

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?

Where in the Form would you place:

1.Schedule for hallway monitoring for next month

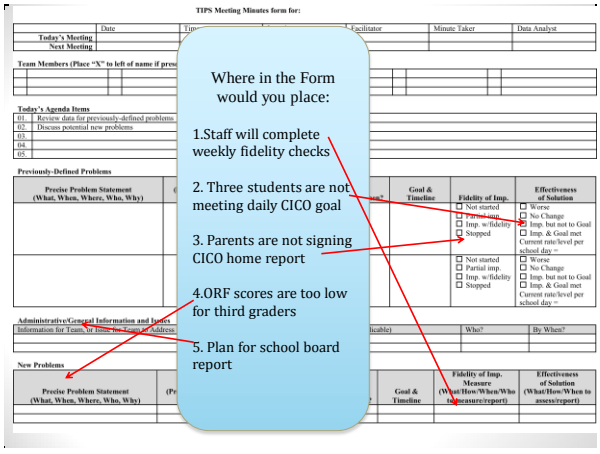
2. Too many students in the "intensive support" for literacy

1.Status of fights on playground in last month.

2.Next meeting date/time.

1.Today's agenda

2. Solutions for a new problem



At end of each meeting, conduct a BRIEF assessment of the meeting by asking 4 questions

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

Standard Meeting Agenda Items

- Review Agenda
- Data Analyst Report
- Problem Solving and Action Planning
- General/Administrative Items
- Reports to other teams/staff/ families/website

Meeting Foundations
Fist of 5 Check In

Objectives:
- Have identified Primary and Backup people for roles
- Have team meetings scheduled for the year
- Have an established meeting minute form ready to use

- **Fist of 5 Check In**
  - Using a fist of 5 (fist = low/no; 5= high/absolutely)
  - Rate your level of understanding of
    - Primary and backup roles
    - Topics needing documentation during meetings

Problem Solving

- Objectives
  - Use data to define a SW/primary Summary Statement
  - Use data to define a precise problem statement

Problems and Problem Solving

Purpose:
- MBI/MTSS Teams focus on student social (& academic behavior problems
- Two categories of problems
  - Potential Problem – A difference exists between expected/desired student behavior and current student behavior
  - Identified Problem – The difference is significant enough that team decides to address it now

Problem Solving
- Figuring out how to eliminate or reduce difference between expected/desired behavior and current behavior

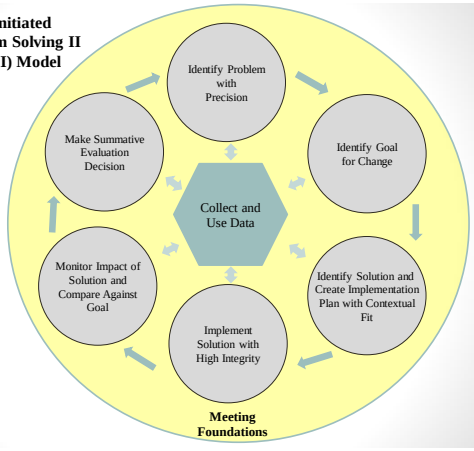
Big Ideas for Effective Problem Solving

- Teams use a predictable routine
  - Practicing effective meeting foundations
  - Interacting with their data
  - Scheduled reporting cycle(s)
- Problem Solving model is generalize-able across
  - Contexts/teams
    - School wide, grade level/groups, individual students
  - Content areas
    - Academic and social behavior
    - Fidelity of implementation
  - Data sets
- Problems are defined with precision before 'solving' them
  - Active use of data
- Fidelity of implementation and student outcomes are measured regularly to determine when goals are met

Effective Team Decision-making

- Team Meeting Foundations (roles, schedule, format)
- Define Primary Problems with Precision
- Define the Goal for Resolving the Problem
- Build Functional Solutions
- Transform Solutions into Action & Evaluation Plans
- Measure & Monitor Fidelity of Implementation & Impact on Student Behavior (repeatedly & regularly)
- Adapt & Revise Solutions in Response to Data Patterns, Trends, Peaks, Context & Research

Team-Initiated Problem Solving II (TIPS II) Model



To strengthen Meeting Foundations, develop a process (routine) & standard for defining problems with precision

- Requires team member discipline
  - Starting with data summary and previous meeting minutes
  - Basic & custom report generation in database during meetings
  - Team time for thoroughness
  - Team member responsibility practice the problem solving sequence
    - wait to talk about solutions until problem is defined with precision and a goal for resolving the problem
- Use visual reminders
  - TIPS Table Tents , Meeting Minute Form, Agenda on wall

Transforming Data into Useful Information

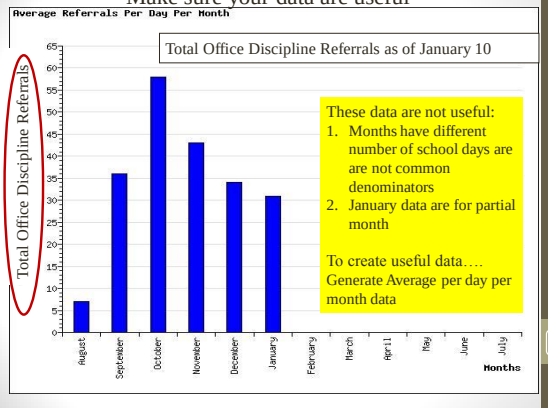
1. ***Develop a school wide/primary summary statement***
   - ***Examine the patterns (tell the story)***
     - Level, Trend
     - Peaks
     - Match data to current perceptions
   - ***Compare your data***
     - With national median
     - With last year
     - With what your staff/students/ families want
   - ***Use data for universal screening***
     - Use multiple data sources (today we will use SWIS data)
     - Use a continuum of supports model
     - For social behavior: Proportion of students with
       - 0-1 Office Discipline Referrals (ODRs), Tier I supports are working
       - 2-5 ODRs, good candidates for Tier II level of support(s)
       - 6+ ODRs, need a Tier III support plan

Transforming Data into Useful Information

2. Use data for Precision Problem Solving

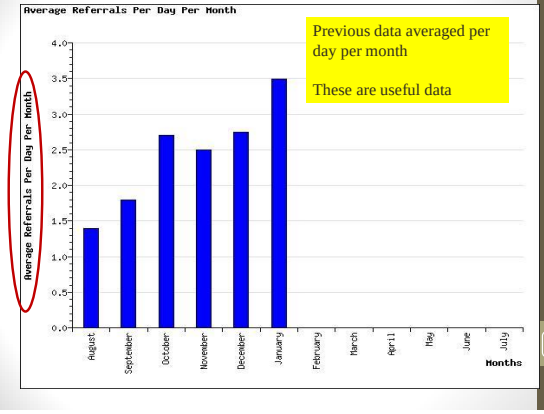
- Progress Monitoring Tool
  - Defined precision problem statement, action plans with solution tasks, people, & timelines assigned and an evaluation plan with goal, fidelity and outcome measures/reporting cycle
  - Compare data across time
  - Prevent previous problem patterns

Make sure your data are useful



These data are not useful:
1. Months have different number of school days are are not common denominators
2. January data are for partial month

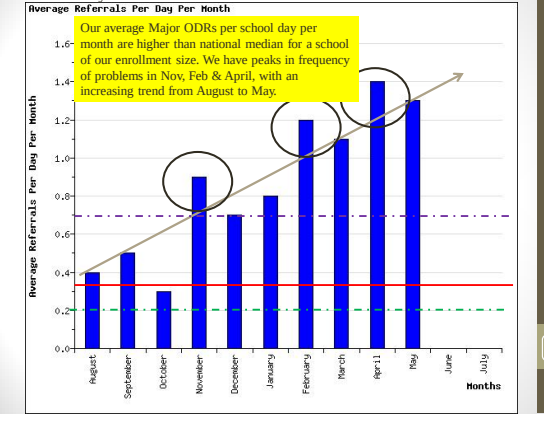
To create useful data….
Generate Average per day per month data



Previous data averaged per day per month

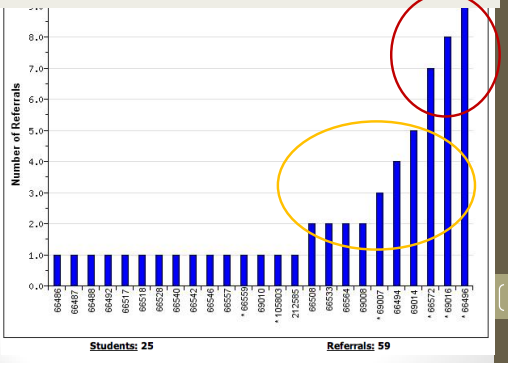
These are useful data

Elementary School with 150 Students

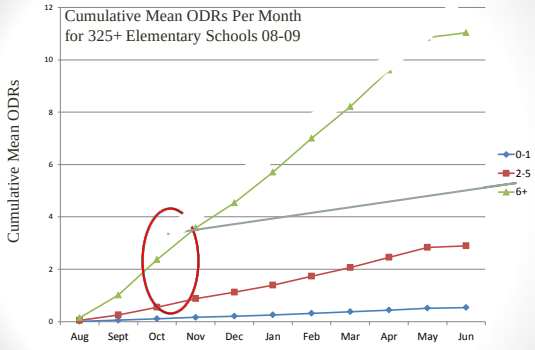


Our average Major ODRs per school day per month are higher than national median for a school of our enrollment size. We have peaks in frequency of problems in Nov, Feb & April, with an increasing trend from August to May.

Using the Referrals by Student report as a Universal Screening Tool



Jennifer Frank, Kent McIntosh, Seth May



SWIS

SWIS summary 2010-11 [Majors Only]
4,634 schools; 2,394,591 students; 1,802,178 ODRs

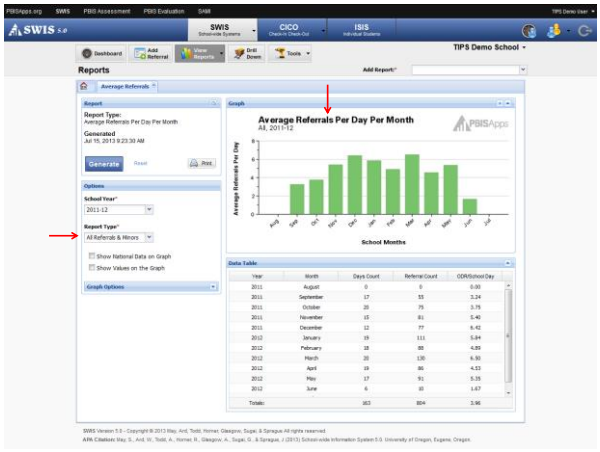
Grade Range	Number of Schools	Mean Enrollment per school	Mean (Sd) ODRs per 100 stud/ school day	Median ODRs per 100 per school day	25th Percentile ODR/100/ school day	75th Percentile ODR/100/ school day
K-6	2979	456	.32 (.41)	.21	.11	.39
6-9	889	626	.64 (.81)	.46	.25	.79
9-12	390	818	.86 (.89)	.62	.34	1.08
PreK-8	254	438	.50 (.49)	.32	.19	.65
PreK-12	50	455	1.1 (3.0)	.37	.18	.71

Transforming data into useful information

- Take Away Messages:
  - 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 8th week of the school year

The TIPS Model
Identify Potential Problems

- Begin at the general, all-inclusive level, with year-to-date data
  - Review SWIS Average Referrals Per Day Per Month, All Referrals & Minors
  - Develop a SW/primary summary statement
  - Develop a goal
    - Be at or below the national median for our school size and grade levels, as measured in our SWIS data



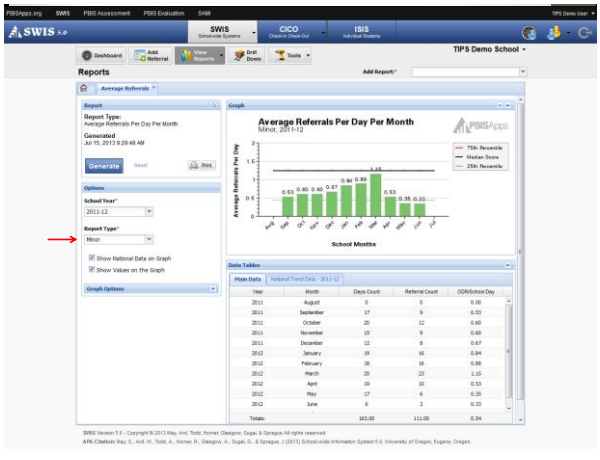
The TIPS Model

Identify Potential Problems

- Begin at general, all-inclusive level, with year-to-date data
  - Review SWIS Average Referrals Per Day Per Month (All Referrals & Minors)
  - Compare data against National Data rates & percentiles
    For example, if your school's rate is at the 75th percentile, only 25% of schools have higher rates than yours
  - Examine trend of the data
  - Develop a SW/primary summary statement

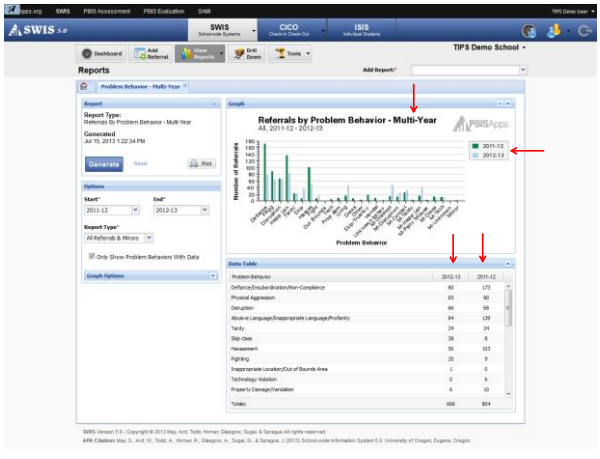
The TIPS Model
Identify Potential Problems

- Begin at general, all-inclusive level, with year-to-date data
  - Review SWIS Average Referrals Per Day Per Month (All Referrals & Minors)
  - Compare against National Data
  - Examine trend of the data
  - Review of Majors only & of Minors only is also possible



The TIPS Model
Identify Potential Problems

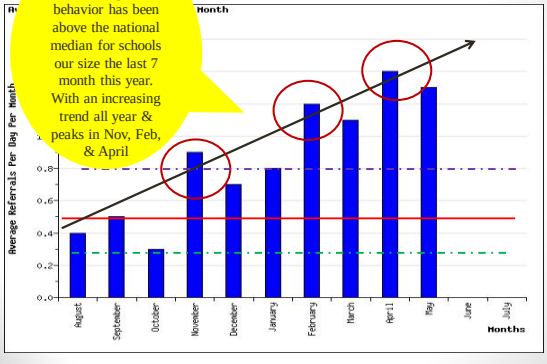
- Begin at general, all-inclusive level, with year-to-date data
  - Review SWIS Average Referrals Per Day Per Month (All Referrals & Minors)
  - Compare against National Data
    - Goal is to be at or below the national median
  - Examine trend of the data
  - Compare against previous year's data, if desired



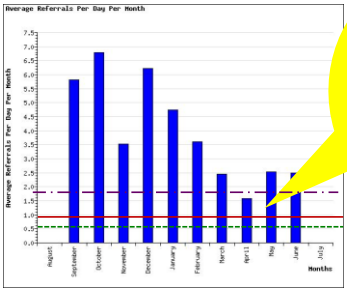
SW Summary Statement: Our rate of problem behavior has been above the national median for schools our size the last 7 month this year. With an increasing trend all year & peaks in Nov, Feb, & April

Compare with National Median
150 / 100 = 1.50 1.50 X .21 = **.32**

School with 150 Students



Elementary School 465 students (465/ 100 = 4.6 X .21= .97



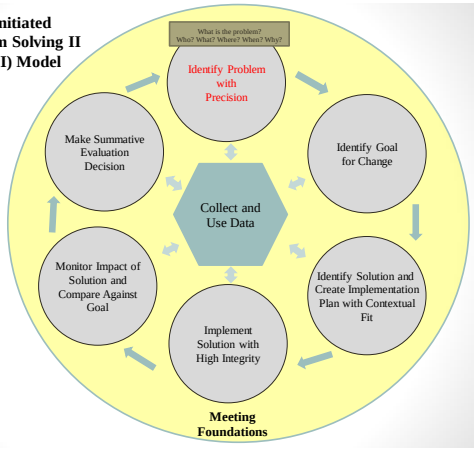
SW Summary Statement: Our rate of problem behavior has been above the national median for schools our size every month this year. There has been a decreasing trend since December

Developing a SW/Primary Summary Statement
Fist of 5 Check In

Objective:
- Use data to develop a SW/primary summary statement

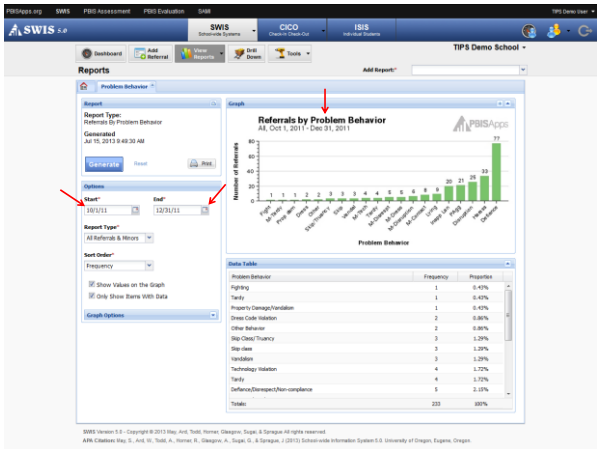
- **Fist of 5 Check In**
  - Using a fist of 5 (fist = low/no; 5= high/absolutely)
  - Rate your level of completion of confidence to
    - Use your data to develop a SW summary statement

Team-Initiated Problem Solving II (TIPS II) Model



The TIPS Model
Identify Potential Problems

- Begin at general, all-inclusive level, with year-to-date data
- Then, to identify current potential problems, use current data (e.g., last 3 months)
  - Define Current Problems – What (Referrals by Problem Behavior)

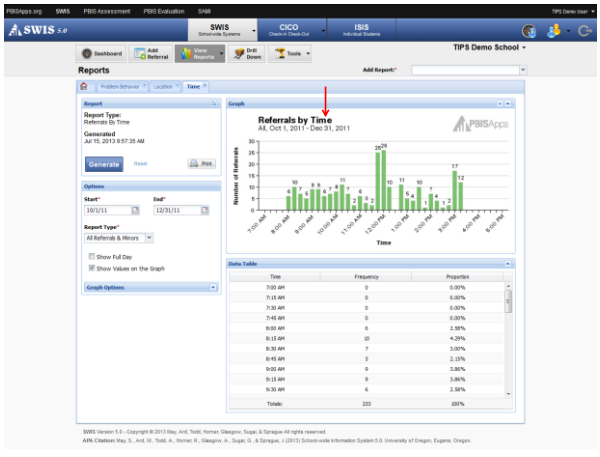


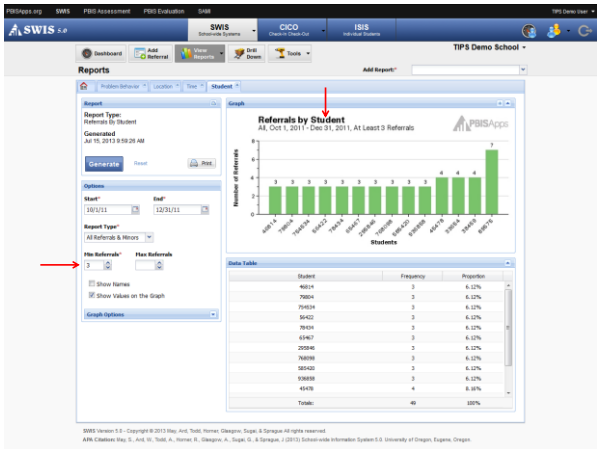
The TIPS Model
Identify Potential Problems

Achieving precision:

- Begin at general, all-inclusive level, with year-to-date data
- Define Current Problems – What
- Clarify Current Problems - Where, When, Who


SWIS 5.0
SWIS
CICO
ISIS
TIPS Demo School
Reports
Referrals by Location
All, Oct 1, 2011 - Dec 31, 2011
Number of Referrals
Location
Generate
Reset
Print
Data Table


SWIS 5.0
SWIS
CICO
ISIS
TIPS Demo School
Reports
Referrals by Time
All, Oct 1, 2011 - Dec 31, 2011
Number of Referrals
Time
Generate
Reset
Print
Data Table


SWIS 5.0
SWIS
CICO
ISIS
TIPS Demo School
Reports
Referrals by Student
All, Oct 1, 2011 - Dec 31, 2011, At Least 3 Referrals
Number of Referrals
Students
Generate
Reset
Print
Data Table

Primary Problem Statements

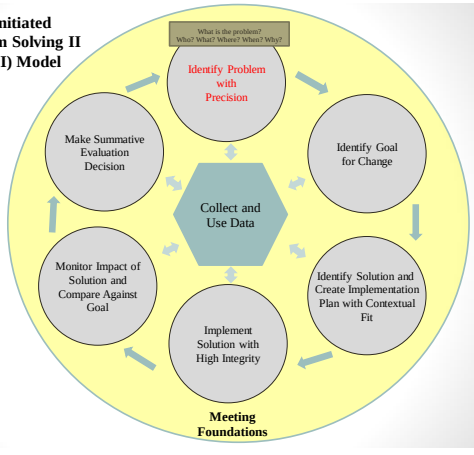
- Data examined so far allow for "primary" problem statements only, such as – Our school's…
  - Average referrals per day per month for All Referrals & Minors are above the 75th percentile for 5 of 6 months
  - Average referrals per day per month for Majors show an increasing trend
  - Referrals for Defiance totaled 77 instances of the last three months
  - Referrals in Classrooms have been too high for the last two months
  - Referrals for each month of this year are higher than for the corresponding month of the previous year

From Primary Problem Statement to Precise Problem Statement

"The greatest challenge to any thinker is stating the problem in a way that will allow a solution."

--Bertrand Russell

Team-Initiated Problem Solving II (TIPS II) Model



Defining Precision Statements

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

The TIPS Model

1. Identify Problem with Precision
   - What is the problem?
     - Who, What, Where, Why and When

Primary to Precision

- Primary:
  - Last year we had an increasing trend during first 3 months. (.5-2.2/day above national median)
- Precise:
  - .5-1.0 per day above national median for remainder of school year. Inappropriate language, disrespect, physical aggression, harassment, disruption, in class & common areas (hall, café, playground, commons), 9:45, 12:45-1:30, 11:30-12:15, lots of students, in grades 3-8

Newton, J. S., Todd, A. W., Algozzine, K., 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.

What are the data you are most likely to need to move from a Primary to a Precise statement?

- **What** problem behaviors are most common?
  - ODR per Problem Behavior
- **Where** are problem behaviors most likely?
  - ODR per Location
- **When** are problem behaviors most likely?
  - ODR per time of day
- **Who** is engaged in problem behavior?
  - ODR per student
- **Why** are problem behaviors sustaining?
  - Custom reports and graphs

Newton, J. S., Todd, A. W., Algozzine, K., 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.

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.

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**.

Newton, J. S., Todd, A. W., Algozzine, K., 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 or Primary Statement?

- James D. is hitting others in the cafeteria during lunch, and his hitting is maintained by peer attention.
- Boys are engaging in sexual harassment.
- Three 5th grade boys are name calling and touching girls inappropriately during recess in an apparent attempt to obtain attention.

Precise

Primary

Precise

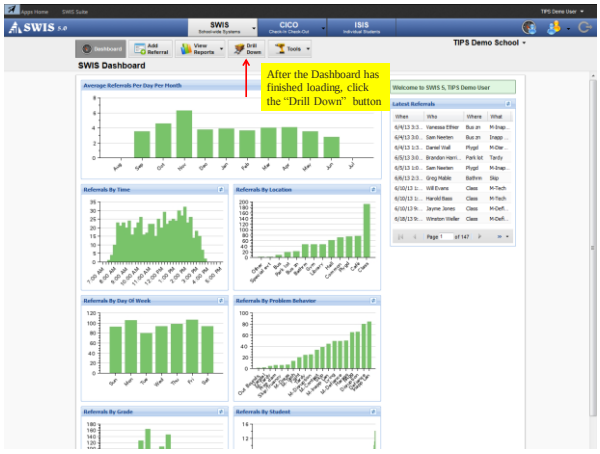
Newton, J. S., Todd, A. W., Algozzine, K., Horner, R. H., & Algozzine, B. Version 2 (2012). The Team Initiated Problem Solving (TIPS) Training Manual. Eugene, OR: University of Oregon, Educational and Community Supports. Unpublished training manual.

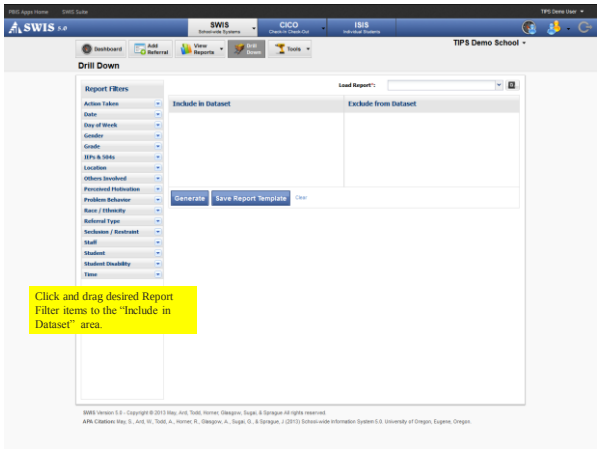
SWIS Big 4 for October 1, 2011 through December 31, 2011

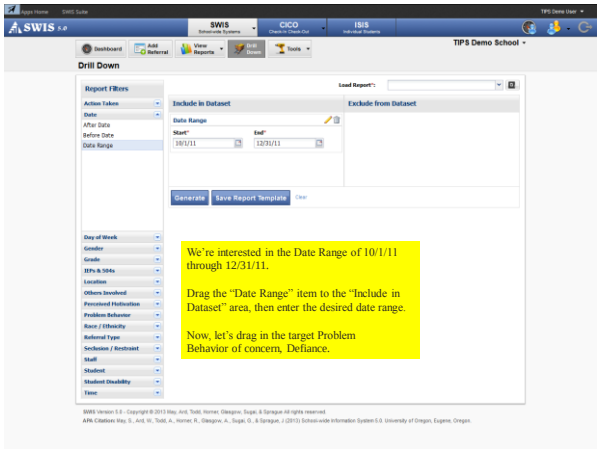
Before you can write a Precise Problem Statement, you need information about the relationship among the Big 4 variables. What logical inferences would you make about the relationship among these variables? For example, in what Location(s) do you think instances of Defiance may be happening most frequently?

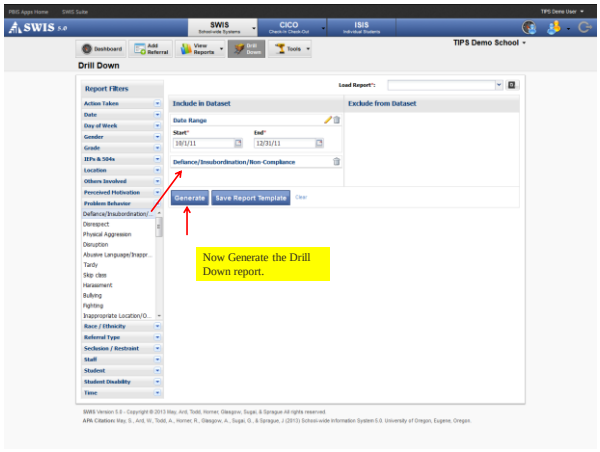
"Drilling Down"

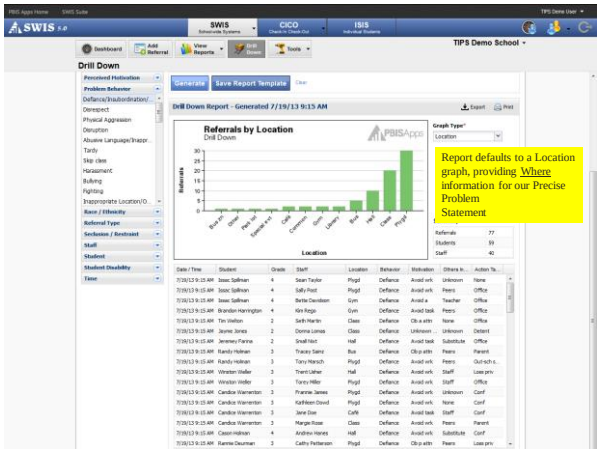
- You can drill down into SWIS to
  - Test your inferences about relationships
  - Explore related variables (e.g., Perceived Motivation, Grade, etc.)
  - Arrive at a Precise Problem Statement
- Let's practice doing this…

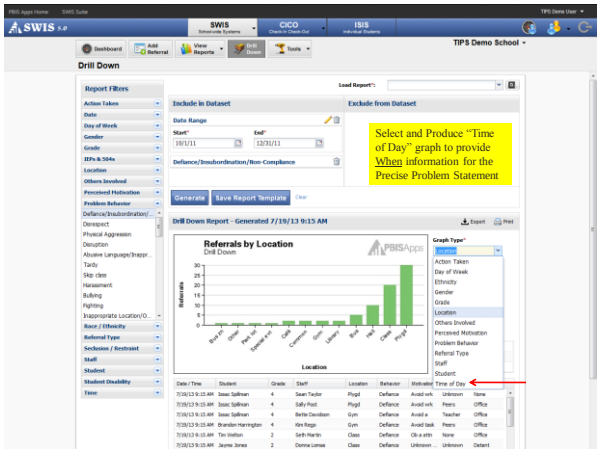

SWIS 5.0
SWIS
CICO
ISIS
TIPS Demo School
SWIS Dashboard
After the Dashboard has finished loading, click the "Drill Down" button

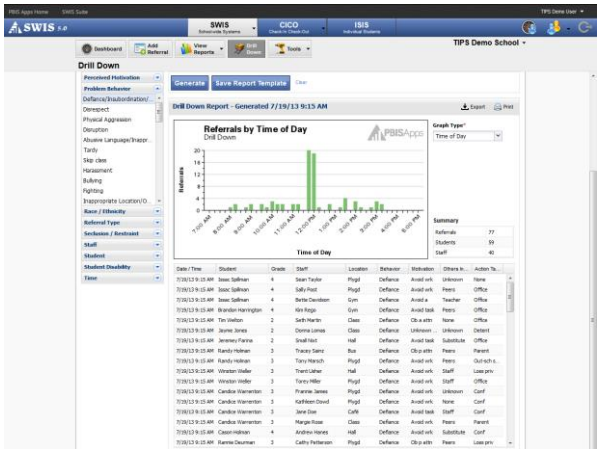

SWIS 5.0
TIPS Demo School
Drill Down
Report Filters
Include in Dataset
Exclude from Dataset
Generate
Save Report Template
Click and drag desired Report Filter items to the "Include in Dataset" area.

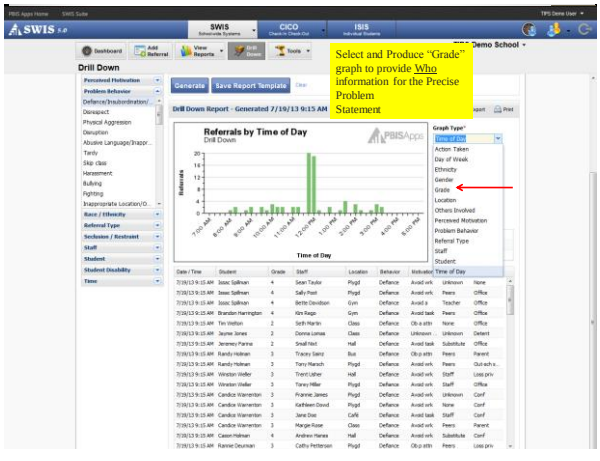

SWIS 5.0
TIPS Demo School
Drill Down
Report Filters
Include in Dataset
Exclude from Dataset
Date Range
Generate
Save Report Template
We're interested in the Date Range of 10/1/11 through 12/31/11.
Drag the "Date Range" item to the "Include in Dataset" area, then enter the desired date range.
Now, let's drag in the target Problem Behavior of concern, Defiance.

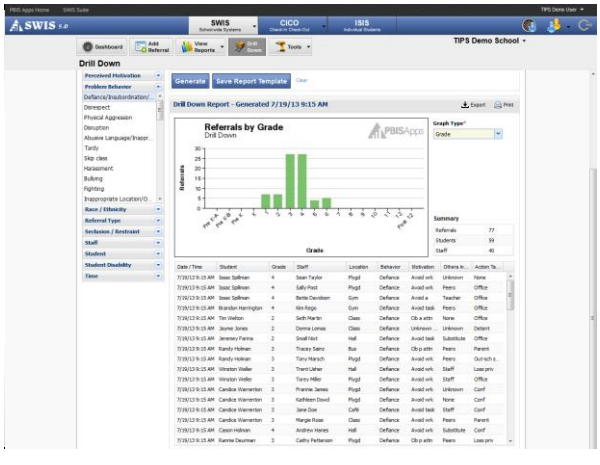

SWIS 5.0
SWIS
CICO
ISIS
TIPS Demo School
Drill Down
Report Filters
Include in Dataset
Exclude from Dataset
Generate
Save Report Template
Now Generate the Drill Down report.


SWIS 5.0
TIPS Demo School
Drill Down
Drill Down Report - Generated 7/19/13 9:15 AM
Referrals by Location
Drill Down
Location
Report defaults to a Location graph, providing Where information for our Precise Problem Statement


SWIS 5.0
TIPS Demo School
Drill Down
Report Filters
Include in Dataset
Exclude from Dataset
Drill Down Report - Generated 7/19/13 9:15 AM
Referrals by Location
Drill Down
Location
Select and Produce "Time of Day" graph to provide When information for the Precise Problem Statement

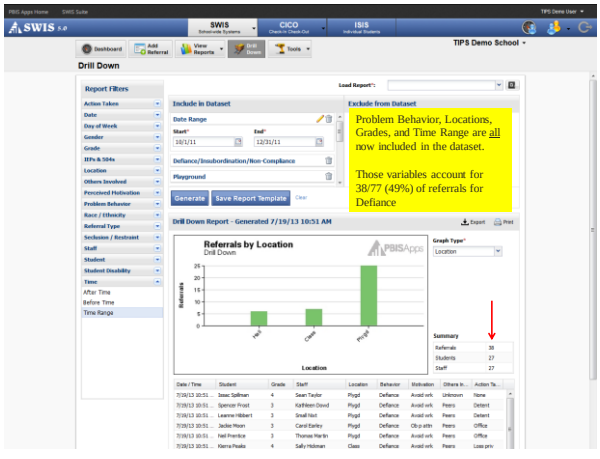

SWIS
CICO
ISIS
TIPS Demo School
Drill Down
Generate
Save Report Template
Drill Down Report - Generated 7/19/13 9:15 AM
Referrals by Time of Day
Drill Down
Time of Day
Summary

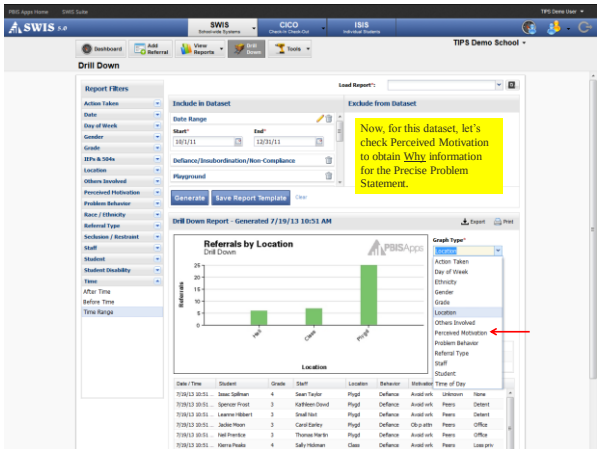

Select and Produce "Grade" graph to provide Who information for the Precise Problem Statement
Referrals by Time of Day
Drill Down
Time of Day
Action Taken
Day of Week
Ethnicity
Gender
Grade
Location
Others Involved
Perceived Motivation
Problem Behavior
Referral Type
Staff
Student
Time of Day

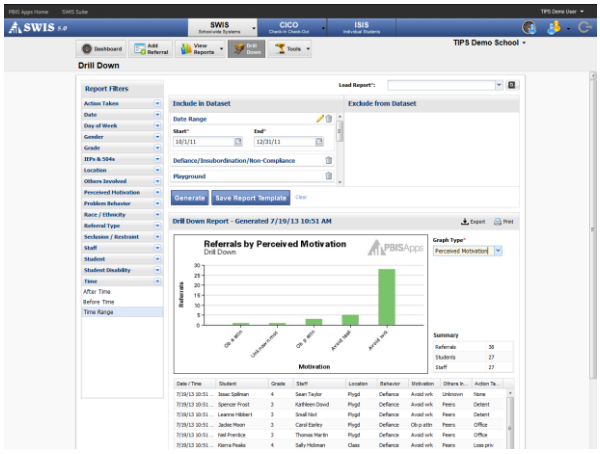

SWIS
CICO
ISIS
TIPS Demo School
Drill Down
Generate
Save Report Template
Drill Down Report - Generated 7/19/13 9:15 AM
Referrals by Grade
Drill Down
Grade
Summary

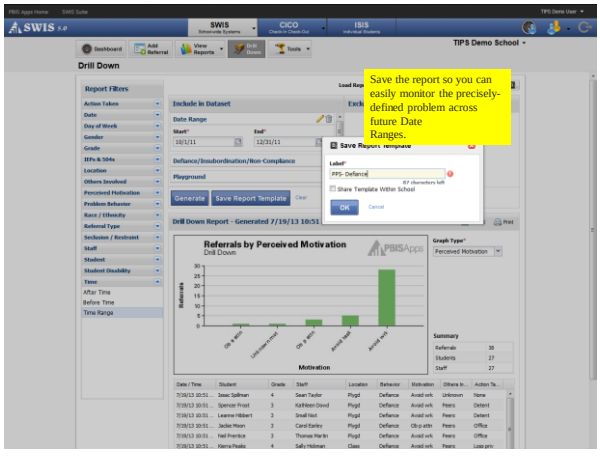
What We've Learned

- For 10/1/2011 – 12/31/2011 Time Range, the majority of the 77 referrals for Defiance…
  - involve 3rd & 4th graders
  - happen on Playground, Class, and Hall
  - occur between 11:45am and 12:00pm
- Let's load those Report Filter items and see the actual number/proportion of Defiance referrals they account for…









Precise Problem Statement for TIPS Demo School

- Many 3rd and 4th 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)
- because the students want to avoid the upcoming classroom instructional period (Why).

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 3rd and 4th 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).						

Team's Decision about Whether to Address a Precisely-Defined Problem

- A team's judgment about the significance of a problem & whether to address it now will likely be a function of the problem behavior's
  - Severity/intensity – How dangerous it is (e.g., aggression vs. inappropriate language)
  - Frequency – How often it is currently occurring
  - Trend – Whether its frequency is decreasing, staying the same, or increasing
- This may come into play when reviewing more than one potential problem

Identifying a problem with precision **Fist of 5 Check In**

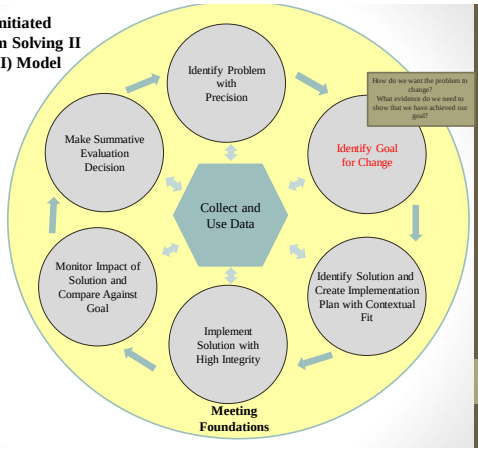
Objectives:

- Use data to define a SW/primary Summary Statement
- Use data to define a precise problem statement

- **Fist of 5 Check In**
  - Using a fist of 5 (fist = low/no; 5= high/absolutely)
  - Rate your level of completion of confidence to
    - Use your data to develop a precise problem statement

Meeting Video Clip 1

Team-Initiated Problem Solving II (TIPS II) Model



The TIPS Model

1. Identify Problem with Precision
2. 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?

Setting a Quantitative Goal

- 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

  (Rate is preferred option because number of school days per month varies)

- Setting a Goal of zero will likely be self-defeating; set a Goal that you believe is currently attainable

Timeline for Goal

- Identify date by which you expect (hope) to achieve Goal (e.g., "By date of our April team meeting")
- Reviewing status of problem against timeline ensures team will make decision about possible need to…
  - Improve implementation of current solution (more about this later)
  - Modify solution in some way
  - Change timeline for Goal
  - Revise Goal itself
  - Revise definition of the precisely-defined problem

Building Goals

Example A

How do we want the problem to change?

What evidence do we need to show that we have achieved 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 by the end of the school year Heidi rates Cafeteria as >4 for cleanliness two weeks in a row by May 1.

Building Goals

Example B

How do we want the problem to change?

What evidence do we need to show that we have achieved our goal?

Problem	Current Level	Goal
7th Grade students are tardy for 5th period classes after their lunch. Tardiness is rewarded by peer attention, and no consequences in class.	5 of 6 7th grade teachers indicate they have >3 students tardy on a regular basis for 5th period. Estimated 18, 7th grade students tardy for 5th period last week.	7th grade students will have no more one tardy during 5th period, per month as measured by SWIS, by the end of the school year. Teachers will report high fidelity of implementation (define later) on a weekly basis

Building Goals

Example C

How do we want the problem to change?

What evidence do we need to show that we have achieved our goal?

Problem	Current Level	Goal
Phil is engaging in physical/verbal aggression toward three younger students during non-structured times, and we believe this is maintained by social positives from his peer group, and responses from the 3 students.	Phil has received 4 ODRs this week for bullying, teasing, or aggression.	?? Phil will receive one or less ODRs per week for bullying, teasing, or aggression, as measured by SWIS, in two weeks.

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 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
- Reduce tardies in 9th grade — No Goal — Add what by when
- Reduce instances of 3rd & 4th grade disrespect on the playground to no more than .20 per day, monthly through year end — Goal

Maintaining a Goal

- Consider adding statement about maintenance to Goal:
  - "Our Goal is to reduce Defiance to a rate of no more than .20 instances per school day (i.e., no more than one instance every 5 school days), and
  - Maintain or improve on the Goal rate for each remaining month of the school year."

TIPS Demo
Goal for 3rd & 4th grade problem

- Current Rate
  - October = 10 (.50 per school day)
  - November = 11 (.73 per school day)
  - December = 17 (1.42 per school day)
- 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.

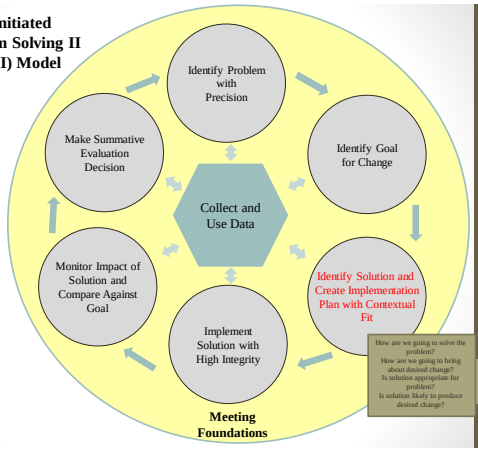
Recording the Goal & Current Level in meeting minutes

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 3rd and 4th 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).				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.		Current Level: Oct = 10 (.50/day) Nov = 11 (.73/day) Dec = 17 (1.42/day)

Goal Setting
Fist of 5 Check In

- Objectives
  - Use problem statement and current level to define a goal for solving the problem
    - Define what to change and the desired level for solving the problem
    - Define timeline for meeting the goal
- Fist of 5 Check In
  - Using a fist of 5 (fist = low/no; 5= high/absolutely)
  - Rate your level of confidence in defining what to change, desired level & timeline for meeting the goal

Team-Initiated Problem Solving II (TIPS II) Model



Identify Solution & Create Implementation Plan with Contextual Fit

Objectives

- Use solution option categories to brainstorm solution actions for your precise problem statement
- Define the scope of necessary solutions
  - SW, specific setting, grade/group/individual student
- Define an action plan for each solution action
  - Who does what by when

Identify Solution & Create Implementation Plan with Contextual Fit

- Questions to answer through solution planning process:
  - 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?

How are we going to solve the problem?

- Solve problems that have been defined with precision
- Use solution action elements to build solutions that are:
  - Comprehensive (prevent, teach, reward,….)
  - Effective (functional)
  - Efficient (doable)
  - A good fit (contextually appropriate)

How to Build a Solution Plan

- Use solution elements to guide discussion
- Brainstorm options for solution elements
- Select a set of actions (one plan) that
  - Require the least amount of effort that will produce desired changes
  - Strengthen what you already do well
  - Fit with the precision statement and priority
  - Are efficient & feasible
  - Are likely to have the desired impact

How are we going to solve the problem?

- Clarify the Scope of Solution Actions
  - What is the unit of improvement the team seeks to address?
    - School-wide, grade level, group of students, individual
    - Content area
    - Location

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?

Solution Action Elements	Possible Generic Solution Actions
Prevent *What can we do to prevent the problem?*	Adjust physical environment. Define & document expectations and routines. Assure consistent & clear communication with all staff.
Teach *What do we need to teach to solve the problem?*	Explicit instruction linked to school wide expectations. Teach what to do, how to do it and when to do it. Model respect .
Reward *What can we do to reward appropriate behavior?*	Strengthen existing school wide rewards. Include student preferences. Use function-based reinforcers
Extinguish *What can we do to prevent the problem behavior from being rewarded?*	Use 'signal' for asking person to 'stop'. Teach others to ignore (turn away/look down) problem behavior.
Correct *What will we do to provide corrective feedback?*	Intervene early by using a neutral, respectful tone of voice. Label inappropriate behavior followed by what to do Follow SW discipline procedures
Safety *Do we need additional safety precautions?*	Separate student from others if he/she is unable to demonstrate self-control. Make sure adult supervision is available.

How much is needed to bring about desired change?

- When deciding how *many solution elements to implement* consider:
  - Priority for change
    - Severity of the problem
    - Intensity of the problem
    - Frequency of the problem
    - Potential safety concerns
  - Impact of solution implementation
    - Confidence that solution implementation will make a difference
  - Feasibility/ Availability of resources
    - Professional development, support, time, tools
    - Existing skills and capacities of implementers
    - Is this doable? Is it the most efficient approach?

Is Solution Appropriate for the problem?

- Solution actions should fit the context
  - Consider your school's culture & expectations
  - Consider your school's improvement plan goals
  - Consider the school calendar
  - Consider impact of solution implementation on staff work load & classroom instruction schedules
    - Implementation time & effort need to be worth it by meeting the goal
  - Consider the function of the problem behavior

Is solution likely to produce desired change?

- Reference your goal
- To guide selection of solution elements use evidence based practices
  - Explicit Instruction
  - Contextual Fit
  - Data based decision making
  - Function based support
  - Consider other educators knowledge to guide decision selection
  - Consider past experiences to guide decision selection
- Make adjustments to your goal, if needed, due to your implementation plan decisions

When discussing how much effort to put toward meeting your goal, think about the impact and feasibility of each solution element

Solution Element	Impact	Feasibility
Prevent *What can we do to prevent the problem?*		
Teach *What do we need to teach to solve the problem?*		
Reward *What can we do to reward appropriate behavior?*		
Extinguish *What can we do to prevent the problem behavior from being rewarded?*		
Correct *What will we do to provide corrective feedback?*		
Safety *Do we need additional safety precautions?*		

Building Solution Plans: TIPS Demo School- **Example A**

Precise Problem: Many 3rd and 4th graders are engaging in Disrespect between 11:45am and 12:00pm, near the end of their 30-minute recess with most of these instances occurring on the Playground, in Class, or in the Hall because the students want to avoid the upcoming Classroom instructional period.

Goal: Reduce instances so that the reviewed data show 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.

Element	Solution Idea	Impact	Feasibility
Prevent	Remind students to use transition to classroom routine	MEDIUM	MEDUIM
Teach	Define transition to classroom routine & procedures Teach transition to classroom routine & procedures to staff and students	HIGH	MEDIUM
Reward	Provide specific positive feedback related to respect and use of transition to classroom routine Provide preferred desk activity at end of routine	HIGH	HIGH
Extinguish	Use Stop signal when disrespect is heard or observed	HIGH	MEDIUM
Correct	Use School Defined Process	HIGH	MEDIUM
Safety	No additional safety concerns	HIGH	HIGH

Building Solution Plans: TIPS Demo School- **Example C**

Precise Problem: Many 3rd and 4th graders are engaging in Disrespect between 11:45am and 12:00pm, near the end of their 30-minute recess with most of these instances occurring on the Playground, in Class, or in the Hall because the students want to avoid the upcoming Classroom instructional period.

Goal: Reduce instances so that the reviewed data show 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.

Element	Solution Idea	Impact	Feasibility
Prevent	Remind students to use respectful words and actions	HIGH	LOW
Teach	Re-Teach Respect as it relates to Classroom, Hallways, Playground	HIGH	MEDIUM
Reward	Use school wide rewards when students are respectful	HIGH	MEDIUM
Extinguish			
Correct	Use School Defined Process	HIGH	HIGH
Safety	No additional safety concerns		

Create and Document an Action Plan

- TIPS Action Planning involves three parts
  1. Defined Solution Action(s)
  2. A person responsible for completing each solution action
  3. A date by which the solution action will it be completed

Using meeting to document Implementation Plans

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 3rd and 4th 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).	PBIS 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*.	PBIS Team w/facilitator as lead AP	2/2/12 2/2/12	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		Current Level: Oct = 10 (.50/day) Nov = 11 (.73/day) Dec = 17 (1.42/day)

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

Support the Implementation Plan

- ✓ *Ask implementers what support is needed.*
- ✓ *Align support with the action plan*
  - ✓ *Provide professional development and technical assistance to support the implementation plan.*
- ✓ *Support should be sustained and substantial*
  - ✓ *Build support into regular planning times to avoid one shot workshops.*

Solution Implementation Planning Fist of 5 Check In

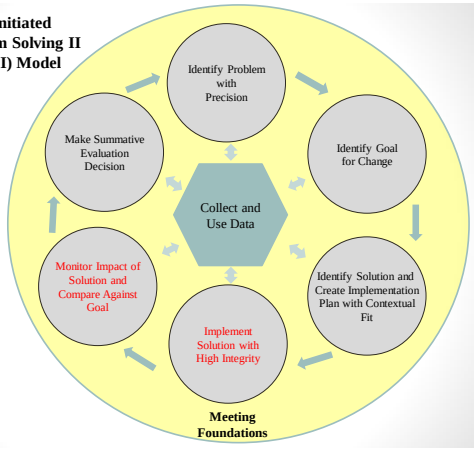
Objectives

- Use solution option categories to brainstorm solution actions for your precise problem statement
- Define the scope of necessary solutions
  - SW, specific setting, grade/group/individual student
- Define an action plan for each solution action
  - Who does what by when
- Fist of 5 Check In
  - Using a fist of 5 (fist = low/no; 5= high/absolutely)
  - Rate your level of confidence in defining a solution implementation plan

Build Evaluation Plan

- Evaluation Plan for progress monitoring has two parts
  - **Implementation Integrity**
  - **Impact of solution** (progress toward goal)

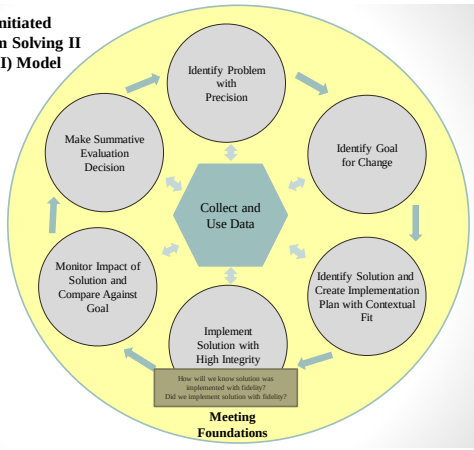
Team-Initiated Problem Solving II (TIPS II) Model



Implement Solution with High Integrity

- Objective
  - Be able to build an implementation integrity plan for new problems
    - Define a plan for measuring the integrity/ fidelity of implementation to determine the degree that solution actions were implemented as planned

Team-Initiated Problem Solving II (TIPS II) Model



Implement Solution Plans with High Integrity

- Before determining if solutions had an impact on student behavior, ensure a high level of implementation fidelity
  - How will we know solution was implemented with fidelity?
    - Define what, how and when to gather implementation fidelity data
    - Define when data will be reported
  - Did we implement solution with fidelity?
    - Use fidelity to determine the degree that solution actions were implemented as planned
    - Use fidelity data to revise solution actions, as needed

Fidelity of Implementation

- Measure 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 (bi-weekly) on scale of 1-5
- Make easy for staff to record data
  - Fidelity Check Board: X on number line
  - Fist of five
  - Fidelity check basket
  - Direct observation

Are we implementing the plan?

1 2 3 4 5

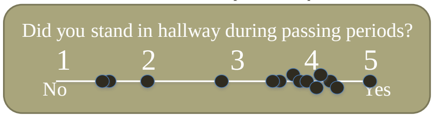
No

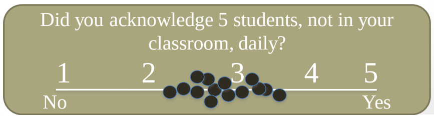
Yes

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





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

3rd & 4th graders will use a recess to classroom transition routine

Are students using the routine? 1 2 3 4 5
Yes
No

The data that are gathered are 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?

Implementing the Solution with High Integrity/ Fidelity

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 3rd and 4th 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).	PBIS 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*.	PBIS Team w/facilitator as lead AP	2/2/12 2/2/12	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	3rd & 4th grade teachers rate implementation fidelity on scale of 0-5 (low to high), on the fidelity check board, at the end of each month.	Current Level: Oct = 10 (.50/day) Nov = 11 (.73/day) Dec = 17 (1.42/day)

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to assess/report)
Many students are engaging in Harassment on the morning and afternoon buses to obtain adult or peer attention. Harassment: November = 10 December = 15 January = 18	The PBIS Team and administrators will provide bus drivers with training in procedures for managing bus behavior and bullying. The PBIS Team and administrators will provide bus drivers with training for crisis situations.	PBIS Team w/Principal as lead PBIS Team w/Principal as lead	4/1/2012 4/1/2012	Reduce instances of Harassment, so that the review of SWIS data for the most recently-completed calendar month, shows a rate of 10 instances per school day or less (i.e., no more than 1 instance every 10 school days) by the date of our June meeting.	PBIS Team will review training feedback. Bus drivers will rate implementation fidelity on scale of 0-5 (low to high), on a weekly basis on the fidelity check board at the bus garage. Weekly, Lucy will send fidelity questions and gather those data for our monthly review	

3rd & 4th graders will use a recess to classroom transition routine

Has the routine been taught?

1 (no) — 2 — 3 — 4 — 5 (yes)

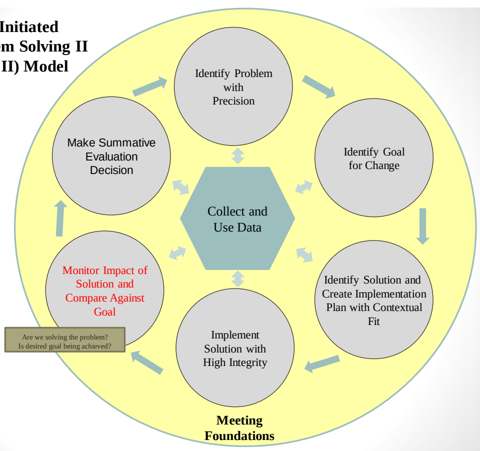
✗ ✗ ✗ ✗ ✗

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
Many 3rd and 4th 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).	PBIS 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*.	PBIS Team w/facilitator as lead Grade level teachers	Done 3/5/12	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	☐ Not started ☒ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current level = .42 per school day

Implementation Integrity
Fist of 5 Check In

- Objective
  - Be able to build an implementation integrity plan for new problems
    - Define a plan for measuring the integrity/ fidelity of implementation to determine the degree that solution actions were implemented as planned
- Fist of 5 Check In
  - Using a fist of 5 (fist = low/no; 5= high/absolutely)
  - Rate your level of confidence in defining a implementation integrity plan for your implementation plan

Team-Initiated Problem Solving II (TIPS II) Model



Monitor Impact of Solution and Compare Against Goal

- Objective
  - Define a plan for measuring the impact of solutions on student behavior against the goal for resolving the problem

Determining the Date Range of Reports for Monitoring Impact of Solution

Consider your meeting schedule and monitor impact of solution by most recently-completed calendar month

1. If you meet at the first of the month, define the Date Range for most recently-completed calendar month
2. If you meet at the end of the month, define the Date Range as the time period since last team meeting
3. Or to get a "perfect" measure of the impact of the solution, define Date Range as the time period since the solution was at least partially implemented

Note: For strategies 2 & 3, you'll have to determine the number of school days in the Date Range "by hand" to determine the rate of the precisely-defined problem.

Monitoring the Impact of Solution Against Goal

February 2, 2012

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
Many 3rd and 4th 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).	PBIS 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*.	PBIS Team w/facilitator as lead Grade level teachers	Done 3/5/12	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	☐ Not started ☐ Partial imp. ☒ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☒ Imp. but not to Goal ☐ Imp. & Goal met Current level : Jan= .42 per school day Oct=30/150/day) Nov=9/18.75/day) Dec=9/370/1.42/day)

March 1, 2012

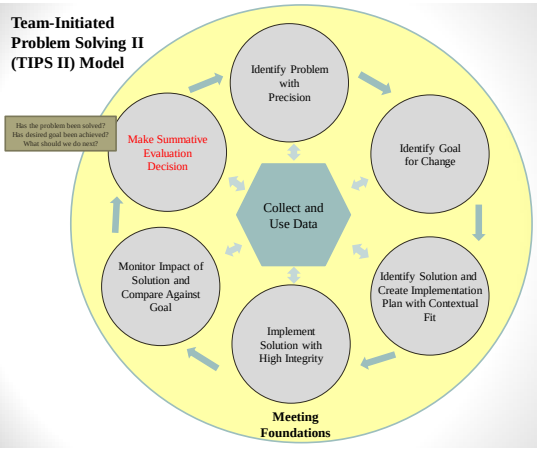
Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
Many 3rd and 4th graders (Who) are engaging in Defiance (What), between 11:45am and 12:00pm, near the 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).	PBIS 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*.	PBIS Team w/facilitator as lead Grade level teachers	Done Done	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	☐ Not started ☐ Partial imp. ☒ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☒ **Imp. & Goal met** Current level = .17 per school day

Monitor Impact of Solution and Compare Against Goal

Fist of 5 Check In

- Objective
  - Define a plan for measuring the impact of solutions on student behavior against the goal for resolving the problem
- Fist of 5 Check In
  - Using a fist of 5 (fist = low/no; 5= high/absolutely)
  - Rate your level of confidence in defining an evaluation plan that measures student progress toward the goal

Team-Initiated Problem Solving II (TIPS II) Model



Make Summative Evaluation Decision

- Objective
  - Be able to review implementation integrity data to determine if the solution was
    - Not started, Partially implemented, Implemented w/High Integrity, or Stopped
  - Be able to use data to determine the status of the problem
    - Worse, No Change, Improved but not to Goal, or Improved & Goal met

Make Summative Evaluation Decision

- Has the problem been solved?
- Has desired goal been achieved?
- What should we do next?

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

Documenting the Impact of Solution Against Goal

February 2, 2012

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
Many 3rd and 4th 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).	PBIS 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*.	PBIS Team w/facilitator as lead Grade level teachers	Done 3/5/12	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	☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current level : Jan= .42 per school day Oct=30/150/day=.20 Nov=8/38.75/day=.21 Dec=8/37/1.42/day)

March 1, 2012

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
Many 3rd and 4th 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).	PBIS 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*.	PBIS Team w/facilitator as lead Grade level teachers	Done Done	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	☐ Not started ☐ Partial imp. ☒ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☒ **Imp. & Goal met** Current level = .17 per school day

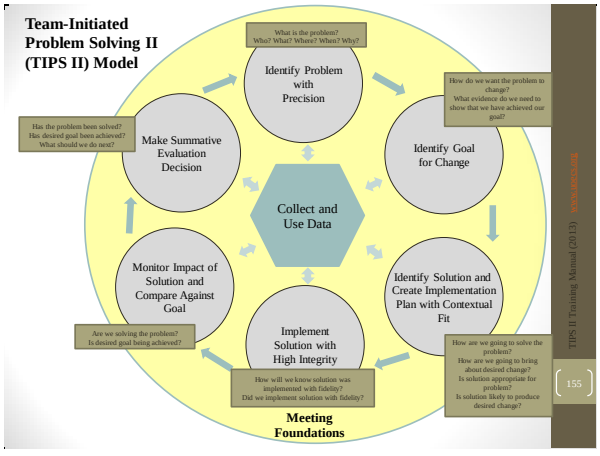
Has the problem been solved?

- What was current status of problem **before** implementation of solution?
  - What is percent reduction during a current time period (e.g., last 3 mos., last 90 days, etc.) before ANY of the solution tasks have been implemented
  - Pre or baseline scores
- Progress Monitoring during Solution phase:
  - Rate of problem at regular intervals (e.g., prior to each team meeting) after ALL of the solution tasks have been implemented
  - Post scores

Make Summative Evaluation Decision Fist of 5 Check In

Objectives:

- Be able to review implementation integrity data to determine if the solution was
  - Not started, Partially implemented, Implemented w/High Integrity, or Stopped
- Be able to use data to determine the status of the problem
  - Worse, No Change, Improved but not to Goal, or Improved & Goal met
- Fist of 5 Check In
  - Using a fist of 5 (fist = low/no; 5= high/absolutely)
  - Rate your level of confidence in making a summative evaluation decision after reviewing your data



Team Progress Monitoring of TIPS

- At beginning of the year, mid year and end of year, teams
  - Complete the TIPS Team Fidelity of Implementation Checklist
  - Create action plans for items that are not implemented or in progress.
  - Use meeting minute form to document plan & monitor progress
- At the end of each meeting
  - Teams complete a short evaluation of the meeting
  - Document responses on meeting minute form
  - Make adjustments as needed

TIPS Fidelity of Implementation Checklist

- 18 item checklist
- 3 point rating scale
- Single response per team
- Meeting Foundations, items 1-9
- Problem Solving, items 10-18
- Results for overall implementation and subscale scores for Meeting Foundations and Problem Solving
- Use checklist criteria for each item to rate current level of implementation

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 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*, *30*, 237-249. doi: 10.1177/0734282911423884

Newton, J. S., Algozzine, B., Algozzine, K., Horner, R. H., & Todd, A. W. (2011). Building local capacity for training and coaching data-based problem solving with positive behavior intervention and support teams. *Journal of Applied School Psychology, 27,* 228-245. doi/10.1080/15377903.2011.590104

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. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), *Handbook of positive behavior support* (pp. 551-580). New York, NY: Springer. doi/10.1007/978-0-387-09632-2_23

Newton, J. S., Horner, R. H., Algozzine, B., Todd, A. W., & Algozzine, K. M. (2012). A randomized wait-list controlled analysis of team-initiated problem solving. *Journal of School Psychology*, *50*, 421-441. doi.org/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*, 25-49. doi/10.1353/etc.2012.0001

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

TIPS Publications - 2

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