Team-Initiated Problem Solving II (TIPS II)

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ctelleen@caiu.org
http://tinyurl.com/livebinder-TIPS2
Access Key- CAIU-TIPS

Modified from presentation of: Dale Cusumano, Ph.D., Angela Preston, M.Ed., & Jake Olsen, M.Ed. University of North Carolina at Charlotte

Team-Initiated Problem Solving II (TIPS II)

Bob Algozzine, Kate Algozzine, and Dale Cusumano
UNC at Charlotte
A QUICK OVERVIEW OF TIPS-II
Implement Solution with High Integrity

Identify Problem with Precision

Identify Goal for Change

Collect and Use Data

Identify Solution and Create Implementation Plan with Contextual Fit

Implement Solution with High Integrity

Monitor Impact of Solution and Compare against Goal

Make Summative Evaluation Decision

What next?

How do we want the problem to change?

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

Has the problem been solved?

Did we implement with fidelity?

Meeting Foundations

Team-Initiated Problem Solving (TIPS II) Model

What, Who, When, Where, and Why?
TIPS-II MODEL

Critical Elements

- Use of **electronic Meeting Minute** system
- Formal **roles** (Facilitator, Minute Taker, Time Keeper, Data Analyst)
- Specific **expectations** *(before, during, after meeting)*
- Access and **use** of data
- **Projected** meeting minutes and data
- Skills for precise problem solving actions that are guided by **prompts and cues** embedded in the materials
- Tool for **monitoring fidelity** of implementation of TIPS
READINESS
TIPS Readiness

- Team Commitment
- District Commitment
- Access to Data
District Commitment
• Long-term practice for decision making
• Committed resources (e.g., time for training, FTE for coaching, coaching, on-going training)
• Training
Team Commitment
• Representation for the purpose and power to implement solutions
• Committed to implementing TIPS
• Team and coach attendance at TIPS Team trainings
Access to Data

- **Access to accurate and current data**
- **One member who is fluent in generating basic and specific data reports**
### Team Initiated Problem Solving (TIPS) Readiness Checklist

**State/District/Team:** ________________________________  **Date Completed:** ________________

**Checklist Completed by:** ________________________________

<table>
<thead>
<tr>
<th>TIPS Readiness Feature</th>
<th>Status</th>
<th>Tasks</th>
<th>By Who</th>
<th>By When</th>
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<tbody>
<tr>
<td><strong>District Commitment</strong></td>
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<td>1. Districts view TIPS as a common practice for implementing data based decision-making (e.g., included in School Improvement Plans and district professional development planning).</td>
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<td>2. Districts have committed resources to implement TIPS with fidelity, initially and long term (e.g., allocation of time for school team training, for coaching and for on-going training).</td>
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<td>3. Districts have dedicated FTE for teams to have access to a coach who knows the TIPS system and is available before, during, and after meetings to support problem solving and decision-making.</td>
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<td>4. District coaches are committed to attend a full day coaching training in addition to the team training listed in #8 and provide coaching before, during and after team meetings.</td>
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<tr>
<td><strong>Team Commitment</strong></td>
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<td>5. Teams have representation needed for meeting their purpose.</td>
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<td>6. Teams include an administrator with authority and availability to make decisions during meetings.</td>
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<td>7. Teams are committed to implementing TIPS Meeting Foundations &amp; Problem Solving.</td>
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<td>8. Teams and coaches are committed to attending one full day (or two half days) team training to learn the skills for applying the TIPS Model for problem solving and decision-making.</td>
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<tr>
<td><strong>Access to Data</strong></td>
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<tr>
<td>9. Teams have access to accurate &amp; current data reports needed for problem solving and decision-making before and during the meeting.</td>
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<td>10. Teams have at least one member who is fluent in generating basic and drill-down reports from data set(s) being used before and during meetings.</td>
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**Notes:**

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MEETING FOUNDATIONS

PREDICTABILITY, PARTICIPATION, COMMUNICATION, AND ACCOUNTABILITY
Implement Solution with High Integrity

Identify Goal for Change

Make Summative Evaluation Decision

Identify Problem with Precision

Monitor Impact of Solution and Compare against Goal

Collect and Use Data

Identify Solution and Create Implementation Plan with Contextual Fit

Implement Solution with High Integrity

Team-Initiated Problem Solving II (TIPS II) Model

Meeting Foundations
ROLES ON TIPS TEAMS

- Facilitator
- Minute Taker
- Data Analyst
- Team Member
## TIPS Minute Taker Responsibilities Defined

**BEFORE Team Meeting**
- Advises Backup Minute Taker in advance if unable to attend meeting so that Backup Minute Taker is prepared to assume role.
- Prepares TIPS Meeting Minutes form for upcoming meeting (adding items, modifying dates, removing “X’s”, etc. on form so that new TIPS Meeting Minutes form is ready for the upcoming meeting).
- Uses list of agenda items from Facilitator to prepare electronic TIPS Meeting Minutes form showing New Business items and Potential New Problems.
- Projects TIPS Meeting Minutes during meeting (ensures a LCD projector or other projection system is available).

**DURING Team Meeting**
- Projects TIPS Meeting Minutes form during meeting.
- Summarizes relevant discussions on TIPS Meeting Minutes form.
- Adds content from discussion in appropriate areas on TIPS Meeting Minutes form.
- Asks for clarification of tasks, problems statements, timelines, etc. during meeting.
- Works written minutes on TIPS meeting Minutes form to add entries, and moves (as needed), merge cells, etc.
- In an active participant in meeting.

**AFTER Team Meeting**
- Disseminates completed copy of TIPS Meeting Minutes form to all team members within 24-36 hrs.

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## TIPS Data Analyst Responsibilities Defined

**BEFORE Team Meeting**
- Advises Backup Data Analyst in advance if unable to attend meeting so that Backup Data Analyst is prepared to assume role.
- Reviews SWIS data.
- Updates current data for previously-defined problems.
- Identifies Potential New Problems (if any).
- Advises Facilitator to add any potential New Problems to list of agenda items for upcoming meeting.
- Provides precision problem statement for potential New Problem to Minute Taker to add to Meeting Minutes form in New Problem section.

**DURING Team Meeting**
- Presents overview of findings from review of current data and initiates discussion of:
  - Status and effectiveness of currently implemented solutions, especially as compared against team’s goal, timeline, and decision rate for a targeted problem.
  - Identification of new problems (if present in data).

**AFTER Team Meeting**
- In an active participant in meeting.

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## TIPS Team Member Responsibilities Defined

**BEFORE Team Meeting**
- Recommends agenda items to Facilitator.

**DURING Team Meeting**
- Analyzes/interprets data, determines whether a new problem exists.
- For problems with existing solution actions (Previously-Defined Problems):
  - Determines implementation status (Not Started? Partially implemented? Implemented with success?)
  - Suggests how implementation of solution actions could be improved.
  - Analyzes/interprets data to determine whether implemented solution actions are working (e.g., reducing the rate of the frequency of the targeted problem to Goal level).

**For New Problems:**
- Ensures new problems are defined with precision (What, Who, Where, When, Why).
- Ensures that all new problems have an accompanying Goal with “What” and “By When” defined.

**DURING Team Meeting**
- Discusses/select solutions for new problems.
- Discusses/evaluates data for identifying if solutions are implemented as planned.
- Discusses/evaluates outcome data to use to examine if problem is solved (goal met).

In an active participant in meeting.
Building Your TIPS Team

Assign Roles
- Define roles with a back up person identified for the Facilitator, Minute Taker, and Data Analyst
- Complete Team Roster with contact information

Determine Meeting Schedule for School Year
- When (start and end time) and where
- Make sure you have access to internet and LCD
- Add to Team Roster page

Group Agreements for Operating Team Meetings
- Agree on group norms

Meeting Logistics - You Will Need:
- Use of laptop(s)
- Chart paper/white board or other way for posting agenda
- An LCD projector for projecting Meeting Minutes and data
- Internet access in meeting room
TIPS Demo Team Information

School: Demo Elementary

Team Facilitator ______ Anita ______ Administrator ________ Lucy ________

Minute Taker __________ Corner ______ Data Analyst ___ Juan ________

Front Office Contact _______ Lindy ________ Phone # ____________

Meeting Schedule (Time, Location, Dates) First Thursday of the month
Sept 1 Oct 6, Nov 3, Dec 1, Jan 5, Feb 2, March 1, April 5, May 3
Meeting minutes are located in

Purpose of Meeting:
To coordinate and monitor School wide Positive Behavior Support implementation and evaluation

PBIS Team Members

<table>
<thead>
<tr>
<th>Roles</th>
<th>Name</th>
<th>Email</th>
<th>other</th>
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<tbody>
<tr>
<td>Primary Facilitator</td>
<td>Anita</td>
<td>anita@demo</td>
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<tr>
<td>Back-up Facilitator</td>
<td>Juan</td>
<td>Juan@demo</td>
<td></td>
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<tr>
<td>Primary Minute Taker</td>
<td>Conner</td>
<td>conner@demo</td>
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<tr>
<td>Back-up Minute Taker</td>
<td>Desmond</td>
<td>desmond@demo</td>
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<tr>
<td>Primary Data Analyst</td>
<td>Juan</td>
<td>juan@demo</td>
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<tr>
<td>Back-up Data Analyst</td>
<td>Kathi</td>
<td>kathi@demo</td>
<td></td>
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<tr>
<td>Administrator</td>
<td>Lucy</td>
<td>lucy@demo</td>
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Team Agreements/Norms:

1. Respect: active, equitable, attentive
2. Responsibility: completion of tasks, timeliness, positivity
3. Reality: do-ability, honesty
MEETING MINUTES

A FRAMEWORK FOR ORGANIZING AND DOCUMENTING EFFICIENT MEETINGS
Call meeting to order – Who is present?

Review agenda for today

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

Discuss administrative tasks and any general issues

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

Wrap up meeting – Review date/time for next meeting and evaluate present team meeting.
**TIPS Meeting Minutes form for:**

<table>
<thead>
<tr>
<th>Meetings and Roles</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Facilitator</th>
<th>Minute Taker</th>
<th>Data Analyst</th>
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<tbody>
<tr>
<td>Today's Meeting</td>
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<td>Next Meeting</td>
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**Team Members (Place “X” to left of name if present):**

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

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<th>4.</th>
<th>6.</th>
<th>7.</th>
<th>8.</th>
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</thead>
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**Agenda Items for Next Meeting**

1.  
2.  
3.  
4.  

**Previously-Defined Problems**

**General Flow of Meeting**

1. Call meeting to order – Who is present?
2. Review agenda for today
3. Discuss previously defined problem(s) – Were solutions implemented? Discuss current data and relation to goal. Better? Worse? Was goal reached? What next?
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6. Wrap up meeting – Review date/time for next meeting and evaluate present team meeting.

**Solution Actions**

<table>
<thead>
<tr>
<th>Problem (Prevent, Teach, Reward, Correct, Extinguish, Safety)</th>
<th>Who?</th>
<th>By When?</th>
<th>Goal &amp; Timeline</th>
<th>Fidelity of Imp.</th>
<th>Effectiveness of Solution</th>
</tr>
</thead>
</table>

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<th>Fidelity of Imp.</th>
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<tr>
<td>Degree of Fidelity</td>
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**Discussion/Decision/Task (if applicable)**

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<thead>
<tr>
<th>Discussion/Decision/Task</th>
<th>Who?</th>
<th>By When?</th>
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**Precise Problem Statement**

<table>
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<tr>
<th>Current Levels:</th>
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IPS II Training Manual, 2013. Meeting Minute Form

www.uoecs.org
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### Team Members

Place “X” to left of name if present.

### Today’s Agenda Items

Place “X” to left of item after completed.

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

### Previously-Defined Problems

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

Current rate/level per school day = 

### Discussion/Decision/Task (if applicable)

<table>
<thead>
<tr>
<th>Who?</th>
<th>By When?</th>
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## Team Members (Place “X” to left of name if present)

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## Today’s Agenda Items (Place “X” to left of item after completed):

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## General Flow of Meeting

1. **Call meeting to order** – Who is present?
2. **Review agenda for today**
3. **Discuss previously defined problem(s)** – Were solutions implemented? Discuss current data and relation to goal. Better? Worse? Was goal reached? What next?
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6. **Wrap up meeting** – Review date/time for next meeting and evaluate present team meeting.

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## Administrative/General Information and Issues

<table>
<thead>
<tr>
<th>Information for Team, or Issue for Team to Address</th>
<th>Discussion/Decision/Task (if applicable)</th>
<th>Who?</th>
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## New Problems

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Current Levels:

[IPS II Training Manual, 2013. Meeting Minute Form](http://www.uoeecs.org)
### General Flow of Meeting

1. Call meeting to order – Who is present?
2. Review agenda for today
3. Discuss previously defined problem(s) – Were solutions implemented? Discuss current data and status of goal. Better? Worse? Was goal reached? What next?
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### Team Members (Place “X” to left of name if present):

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<tr>
<th>Name</th>
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### Today’s Agenda Items (Place “X” to left of item after completed):

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IPS II Training Manual, 2013. Meeting Minute Form
www.uoeecs.org
## TIPS Meeting Minutes Form

### Meetings and Roles
- **Today's Meeting**
- **Next Meeting**

### Team Members
(Place “X” to left of name if present)

### Today's Agenda Items
(Place “X” to left of item after completed):
1. 
2. 
3. 
4. 
5. 
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### 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?

### New Problems

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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Flow of Meeting

1. **Call meeting to order** – Who is present?
2. **Review agenda for today**
3. **Discuss previously defined problem(s)** – Were solutions implemented? Discuss current data and relation to goal. Better? Worse? Was goal reached? What next?
4. **Discuss administrative tasks and any general issues**
5. **Discuss any new problems** – Identify precise problems, develop solution plans (what, who, when), identify goals, determine fidelity and outcome data needed.
6. **Wrap up meeting** – Review date/time for next meeting and evaluate present team meeting.
Evaluation of Team Meeting (Mark your ratings with an “X”)

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?

TIPS Fidelity Checklist (TFC)

Directions: Use the TFC items below as a progress-monitoring tool for planning, implementing, and sustaining best practice meeting foundations and data-based problem solving. The first 9 items on the left measure the status of meeting foundations, while items 10 through 18 on the left measure the thoroughness of the team’s problem-solving processes, as exemplified by the TIPS model. Each item is scored on a 0 to 2 scale with 0 = not started; 1 = partial; and 2 = full implementation. A criterion for partial implementation is provided on this shortened version. If a team exceeds the criteria, they should score a “2” for the item. If they do not meet the criteria described as a “1” a score of 0 should be entered. Please refer to your full TIPS Fidelity Checklist (TFC) for more detailed scoring. Once scored, sum the two areas as separate scores (Meeting Foundations and Problem Solving) and then sum these for an overall TFC score. TIPS has been implemented with fidelity when the team scores 90% on Problem Solving AND 90% on Problem Solving.

<table>
<thead>
<tr>
<th>Meeting Foundations</th>
<th>Criteria for Median Score of 1</th>
<th>Score</th>
<th>Problem Solving</th>
<th>Criteria for Median Score of 1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Primary and backup individuals are assigned to defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.</td>
<td>Some primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.</td>
<td>1</td>
<td>10. Team uses TIPS Meeting Minutes form or equivalent*.</td>
<td>Team uses part of TIPS Meeting Minutes form or equivalent*.</td>
<td>1</td>
</tr>
<tr>
<td>2. Meeting participants have the authority to develop and implement problem-solving solutions.</td>
<td>Meeting participants have the authority to develop but not implement problem solving solutions.</td>
<td>1</td>
<td>11. Status of all previous solutions was reviewed.</td>
<td>Status of some previous solutions was reviewed.</td>
<td>1</td>
</tr>
<tr>
<td>3. Meeting started on time.</td>
<td>Meeting started less than 10 minutes late.</td>
<td>1</td>
<td>12. Quantitative data were available.</td>
<td>Quantitative data were available but not reviewed.</td>
<td>1</td>
</tr>
<tr>
<td>4. Meeting ended on time, or members agreed to extend meeting time.</td>
<td>Meeting ends on time, and members agree to extend meeting time.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Team members attend meetings promptly and regularly.</td>
<td>Although the exception of an occasional meeting receives an exception, the meeting is always productive.</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>6. Public agenda format was used to define topics and guide meeting discussion and was available for all participants to refer to during the meeting.</td>
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<td></td>
<td></td>
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<tr>
<td>7. Previous meeting minutes were present and available during meeting.</td>
<td>Previous meeting minutes were present and available during meeting.</td>
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<td></td>
<td></td>
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<td>8. Next meeting was scheduled by the conclusion of the meeting.</td>
<td>Next meeting is not scheduled.</td>
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<td>9. Meeting Minutes are distributed to all team members within 24 hours of the conclusion of the meeting.</td>
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Meeting Foundations Total Score
Percentage (out of 18)

Problem Solving Total Score
Percentage (out of 18)
IDENTIFY PROBLEM WITH PRECISION

WHAT, WHO, WHEN, WHERE, AND WHY
Implement Solution with High Integrity

Identify Goal for Change

Identify Problem with Precision

Collect and Use Data

Make Summative Evaluation Decision

Identify Solution and Create Implementation Plan with Contextual Fit

Monitor Impact of Solution and Compare against Goal

Implement Solution with High Integrity

Meeting Foundations
START WITH PRIMARY PROBLEM STATEMENTS

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

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

Move to Precise Problem Statements

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

- What
- When
- Why
- Where
- Who
Data Analyst’s Report  
School: TIPS Demo School  
Prepared for PBIS Team meeting to be held on: February 2, 2012

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 PBIS Team members prior to next team meeting.

1. Average Referrals Per Day Per Month – All Referrals & Minors
2. Average Referrals Per Day Per Month – Majors only
3. Average Referrals Per Day Per Month – Minors only

Section 2: Status Report on Previously-Defined Student Problems (problems for which a solution has been selected)

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

Precise Problem Statement:
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).

Goal and timeline:
At each of our monthly meetings, we review SWIS data for the most recently-completed calendar month. We determine the number of instances of Defiance, as defined in the Who, What, When, and Where elements of our Precise Problem Statement, for that month. Our Goal is to 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.

<table>
<thead>
<tr>
<th>Most recently-completed calendar month:</th>
<th>No. instances in that month (A):</th>
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<th>Rate (A divided by B):</th>
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<tr>
<td>January</td>
<td>8</td>
<td>19</td>
<td>8/19 = .42</td>
</tr>
</tbody>
</table>

Direction of change in rate since last report: ☒ Better  ☐ Same  ☐ Worse  ☒ Goal Met  ☐ Goal Not Met

Relationship of change to goal: ☒ Goal Not Met

Section 3: Report on Potential Student Problems

<table>
<thead>
<tr>
<th>Basic Report Data</th>
<th>Custom Report Data</th>
<th>Potential Student Problem (PSP)</th>
<th>Frequency (and rate) for PSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data reviewed: Referrals by Problem Behavior for January 2012</td>
<td>Harassment: November = 10</td>
<td>Many students on both the 8:00am to 9:00am morning bus and the</td>
<td>November = 6 (.40)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>December = 8 (.67)</td>
</tr>
</tbody>
</table>
IDENTIFY GOAL FOR CHANGE

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

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

Referral rates for aggression on the playground will reduce to one or fewer each week (0.20 per day) among 5th grade students and will stay at this level for the rest of the school year.

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

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

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

### New Problems

<table>
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<th></th>
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</tr>
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<tbody>
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<td>Many students in 1st through 6th grades are displaying harassment behaviors in the classroom, playground, and on the bus during the morning (8-9:45), at lunch, and in the afternoon (2:45-3:30) in order to gain adult or peer attention or obtain an item.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WHAT ARE WE GOING TO DO TO BRING ABOUT THE DESIRED CHANGE?
## SOLUTIONS

<table>
<thead>
<tr>
<th>Method</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent</td>
<td>How can we avoid the problem context?</td>
</tr>
<tr>
<td>Teach</td>
<td>How can we define, monitor, and teach what we want?</td>
</tr>
<tr>
<td>Prompt</td>
<td>How can we set up opportunities for the desired behavior?</td>
</tr>
<tr>
<td>Reinforce</td>
<td>How can we build in systematic reward for the desired behavior?</td>
</tr>
<tr>
<td>Extinguish or</td>
<td>How can we prevent the problem behavior from being rewarded?</td>
</tr>
<tr>
<td>Withhold Reward</td>
<td></td>
</tr>
<tr>
<td>Correction</td>
<td>What are effective and consistent consequences for problem behavior?</td>
</tr>
</tbody>
</table>
**Example for Precise Behavior Problem Statement**

6th and 7th graders are engaging in inappropriate language, harassment, disrespect and aggression in two classrooms at 9:45 and 12:45 to get peer and adult attention and to escape the work. October = 1.3/day; November = 1.7/day; December – 1.66/day

<table>
<thead>
<tr>
<th>Prevent</th>
<th>Re-review 6th and 7th graders classroom expectations/Respecting others, daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach</td>
<td>Focus on Respect, Re-teach stop-walk routine</td>
</tr>
<tr>
<td>Prompt</td>
<td>Provide specific feedback for using stop-walk routine</td>
</tr>
<tr>
<td>Reinforce</td>
<td>Set up “Daily Double”: Class period without problem behavior occurrence receives extra 2 mins, at end of period to talk.</td>
</tr>
<tr>
<td>Extinguish</td>
<td>Ensure staff use routine for responding to a report when student comes to talk.</td>
</tr>
<tr>
<td>Correct</td>
<td>Use School Defined Process</td>
</tr>
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Many students in 1st through 6th grades are displaying harassment behaviors in the classroom, playground, and on the bus during the morning (8:00-9:45), at lunch, and in the afternoon (2:45-3:30) in order to gain adult or peer attention or obtain an item.

Current Levels:
December 2011 – 15/12 = 1.25/day;
January 2012 – 18/19 = .95/day
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<tr>
<td>Referrals for harassment on the bus, in the classroom, or on the playground will be reduced to two or fewer per month by April (.11/day) and then to one or fewer per month by May (.06/day) and will remain at that level for the rest of the school year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>
CREATE YOUR ACTION PLAN

What are you going to do?
Who?
By When?
HOW WILL WE KNOW THAT WE DID WHAT WE SAID WE WOULD DO?

STEP 1 OF EVALUATION PLANNING OR FIDELITY OF IMPLEMENTATION
Team-Initiated Problem Solving (TIPS II) Model

1. Identify Problem with Precision
2. Collect and Use Data
3. Identify Goal for Change
4. Identify Solution and Create Implementation Plan with Contextual Fit
5. Monitor Impact of Solution and Compare against Goal
6. Make Summative Evaluation Decision

Implement Solution with High Integrity

Meeting Foundations
Every problem needs to be **monitored** and **evaluated**

- How to assess the **Fidelity of Implementation**
- How to assess the **Impact of Solutions**
FIDELITY OF IMPLEMENTATION

Are we implementing the plan?

Measures the degree to which the intervention or action was implemented as defined/expected

- Use percent/absolute value/rate/scale as metric
- For school-wide, strive for **80% fidelity** of implementation
- Measure **monthly**, weekly, or biweekly
- If **safety** issue – strive for **higher** level of implementation fidelity
- **Make it easy to gather**
- Start **simple**
Establish a fidelity check routine that relates to Implementation

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

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

1          2          3        4      5
No                                                            Yes

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

1         2        3        4      5
✓ ✓✓✓ ✓✓✓
HOW WILL WE KNOW IF THE SOLUTION WORKED?

STEP 2 OF EVALUATION PLANNING OR IDENTIFYING OUTCOME MEASURES
EVALUATION PLANNING

Every problem needs to be **monitored** and **evaluated**

- How to assess the **Fidelity of Implementation**
- How to assess the **Impact of Solutions**
Data Analyst’s Report  
School: TIPS Demo School  
Prepared for PBIS Team meeting to be held on: February 2, 2012

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Goal and timeline:
At each of our monthly meetings, we review SWIS data for the most recently-completed calendar month. We determine the number of instances of Defiance, as defined in the Who, What, When, and Where elements of our Precise Problem Statement, for that month. Our Goal is to 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.

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</table>

Direction of change in rate since last report: □ Better □ Same □ Worse □ Goal Met □ Goal Not Met

Relationship of change to goal: □ 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
--- | --- | --- | ---
Data reviewed: Referrals by Problem Behavior for January 2012 | Harassment: November = 10 | Many students on both the 8:00am to 9:00am morning bus and the | November = 6 (.40) December = 8 (.67)
Implement Solution with High Integrity

Identify Problem with Precision

Identify Goal for Change

Identify Solution and Create Implementation Plan with Contextual Fit

Implement Solution with High Integrity

Collect and Use Data

Make Summative Evaluation Decision

Monitor Impact of Solution and Compare against Goal

Meeting Foundations

Team-Initiated Problem Solving (TIPS II) Model
Many 3rd and 4th graders are engaging in defiance between 11:45 AM and 12:00 PM near the end of their 30-minute recess period with most of the instances occurring on the playground, in class, or in the hall because students want to avoid the upcoming classroom instructional period.

**Precise Problem Statement**
(What, When, Where, Who, Why)

**New Problems**

<table>
<thead>
<tr>
<th>Goal &amp; Timeline</th>
<th>Fidelity of Imp. Measure (What/How/When/Who to measure/report)</th>
<th>Effectiveness of Solution (What/How/When to assess/report)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>3rd &amp; 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.</td>
<td>SWIS data are entered weekly and reviewed at least monthly.</td>
</tr>
</tbody>
</table>

**Current Level:**
- Oct = 10 (.50/day)
- Nov = 11 (.73/day)
- Dec = 17 (1.42/day)
- Jan = 8 (.42/day)
DID WE DO WHAT WE SAID WE WOULD DO?

I provided explicit instruction in Transition from Recess procedures to my students.

8 out of the 10 3rd and 4th grade teachers (80%) had ratings of 4 or above.
DID WE DO WHAT WE SAID WE WOULD DO?

<table>
<thead>
<tr>
<th>Who?</th>
<th>By When?</th>
<th>Goal &amp; Timeline</th>
<th>Fidelity of Imp.</th>
<th>Effectiveness of Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS Team</td>
<td>2/2/12</td>
<td>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.</td>
<td>☒ Imp. w/fidelity</td>
<td>☐ Worse</td>
</tr>
<tr>
<td>AP</td>
<td>2/2/12</td>
<td></td>
<td>☐ Not started</td>
<td>☐ No Change</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐ Partial imp.</td>
<td>☐ Imp. but not to Goal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐ Stopped</td>
<td>☐ Imp. &amp; Goal met</td>
</tr>
</tbody>
</table>

**Categories:**
- Not Started
- Partial Implementation
- Implemented with Fidelity
- Stopped
**DID IT WORK? COMPARE CURRENT DATA AGAINST GOAL**

<table>
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<th>Fidelity of Imp.</th>
<th>Effectiveness of Solution</th>
</tr>
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<tr>
<td>Reduce instances to a rate of 0.20 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 day.</td>
<td>Not started</td>
<td>Worse</td>
</tr>
<tr>
<td></td>
<td>Partial imp.</td>
<td>No Change</td>
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<td></td>
<td>Imp. w/fidelity</td>
<td>Imp. but not to Goal</td>
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<tr>
<td></td>
<td>Stopped</td>
<td>Current rate/level per school day = 0.17/day</td>
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**Categories:**
- **Worse**
- **No Change**
- **Improved but not to Goal**
- **Improved & Goal Met**
MAKE SUMMATIVE EVALUATION DECISIONS

WHAT NEXT?
Implement Solution with High Integrity

Identify Problem with Precision

Identify Goal for Change

Identify Solution and Create Implementation Plan with Contextual Fit

Collect and Use Data

Monitor Impact of Solution and Compare against Goal

Make Summative Evaluation Decision

Meeting Foundations

Team-Initiated Problem Solving (TIPS II) Model
Do we need to modify the solution to have a stronger impact?

Do we need to discuss the feasibility of this solution?

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

What do we do next?

Should we recycle through the problem solving process?

Do we need to revise the goal?

Do we need to revise the precision statement for the problem?
**Evaluation of Team Meeting (Mark your ratings with an “X”)**

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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<tr>
<th>Our Rating</th>
<th>Yes</th>
<th>So-So</th>
<th>No</th>
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**TIPS Fidelity Checklist (TFC)**  
**Directions:** Use the TFC items below as a progress-monitoring tool for planning, implementing, and sustaining best practice meeting foundations and data based problem solving. The first 9 items on the left measure the status of meeting foundations, while items 10 through 18 on the left measure the thoroughness of the team’s problem-solving processes, as exemplified by the TIPS model. Each item is scored on a 0 to 2 scale with 0 = not started; 1 = partial; and 2 = full implementation. A criterion for partial implementation is provided on this shortened version. If a team exceeds the criteria, they should score a “2” for the item. If they do not meet the criteria described as a “1” a score of 0 should be entered. Please refer to your full TIPS Fidelity Checklist (TFC) for more detailed scoring. Once scored, sum the two areas as separate score areas (Meeting Foundations and Problem Solving) and then sum these for an overall TFC score. TIPS has been implemented with fidelity when the team scores 90% on Problem Solving AND 90% on Problem Solving.

### Meeting Foundations

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<tr>
<td>5. Team members attend meetings promptly and regularly.</td>
<td>1 = Although team members (with exception of administrator) attend meetings regularly, they are not always prompt and/or they leave early.</td>
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<td>6. Public agenda format was used to define topics and guide meeting discussion was available for all participants to refer to during the meeting.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>7. Previous meeting minutes were present and available during meeting.</td>
<td>1 = Previous meeting minutes were present but not reviewed at start of the meeting.</td>
<td></td>
</tr>
<tr>
<td>8. Next meeting was scheduled by the conclusion of the meeting.</td>
<td>1 = Next meeting was referred to but not scheduled.</td>
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</tr>
<tr>
<td>9. Meeting Minutes are distributed to all team members within 24 hours of the conclusion of the meeting.</td>
<td>1 = Meeting minutes are distributed to all team members but not within 24-36 hours of the meeting.</td>
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</table>

**Meeting Foundations Total Score**  
Percentage (out of 18)

### Problem Solving

<table>
<thead>
<tr>
<th>Item</th>
<th>Criteria for Median Score of 1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Team uses TIPS Meeting Minutes form or equivalent*.</td>
<td>1 = Team uses part of TIPS Meeting Minutes form or equivalent*.</td>
<td></td>
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<tr>
<td>11. Status of all previous solutions was reviewed.</td>
<td>1 = Status of some previous solutions was reviewed.</td>
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<tr>
<td>12. Quantitative data were available and reviewed.</td>
<td>1 = Quantitative data were available but not reviewed.</td>
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<tr>
<td>13. A least one problem was defined with precision (what, where, when, by who, why).</td>
<td>1 = At least one problem is defined but lack one or more precision elements.</td>
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<tr>
<td>14. All documented active problems have documented solutions.</td>
<td>1 = Some documented active problems (s) have documented solutions.</td>
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<tr>
<td>15. A full action plan (who, what, when) is documented for at least one documented solution.</td>
<td>1 = Partial action plan is documented for at least one documented solution.</td>
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<tr>
<td>16. Problems that have solutions defined have a goal defined.</td>
<td>1 = Some problems that have solutions defined have a goal defined.</td>
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<tr>
<td>17. A fidelity of implementation measure is documented for each solution, along with a schedule for gathering those data.</td>
<td>1 = Fidelity measure and schedule are defined and documented for some solutions.</td>
<td></td>
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<tr>
<td>18. A student social/academic outcome measure is documented for each problem, along with a schedule for gathering those data.</td>
<td>1 = Measure and regular schedule for student behavior/performance are documented for some solutions.</td>
<td></td>
</tr>
</tbody>
</table>

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