TEAM IMPLEMENTED PROBLEM SOLVING (TIPS)

ROB HORNER
UNIVERSITY OF OREGON
GOALS

- Define the competencies of teams that are effective at problem solving
- Define the Meeting Foundations of effective teams
- Establish the initial steps of effective Problem Solving
  - Identify problems with precision
  - Define goals
- Define the type and format of Data needed for effective problem solving
  - Primarily focused on social behavior

Outcomes

1. Self-assessment for effective team process
2. Initial mastery of meeting foundations
3. Initial mastery of problem identification
4. Plan for future improvement

Follow Up Sources: www.pbis.org/Training/Tips
California PBIS Coalition: Mike Lombardo; Rebecca Mendiola; Susan Barrett; Barbara Kelley
Effective solutions to school challenges are typically: (a) Local, (b) Efficient, (c) Collaborative (team), (d) Proven and (e) Based on what we already do well.

Teams become more efficient and effective at solving problem with:
- Organizational Foundations
- Problem Solving Process
- Data (timely, accurate, appropriately formatted)
YOUR TASK

- Use the TIPS Fidelity Checklist to assess current status of team operations
- Use the TIPS Data Element Checklist to assess data
- Build an Action plan:
  - What additional information and training is needed
  - What policy and procedure foundations are needed
  - What data sources are needed
### 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

<table>
<thead>
<tr>
<th>Item</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>1 = Some primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.</td>
<td></td>
</tr>
<tr>
<td>2. Meeting participants have the authority to develop and implement problem solving solutions.</td>
<td>1 = Meeting participants have the authority to develop but not implement problem solving solutions.</td>
<td></td>
</tr>
<tr>
<td>3. Meeting started on time.</td>
<td>1 = Meeting started less than 10 minutes late.</td>
<td></td>
</tr>
<tr>
<td>4. Meeting ended on time, or members agreed to extend meeting time.</td>
<td>1 = Meeting ended 10 minutes over scheduled time.</td>
<td></td>
</tr>
<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>
<td></td>
</tr>
<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>
<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>
<td></td>
</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>
<td></td>
</tr>
</tbody>
</table>

#### 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>
</tr>
<tr>
<td>11. Status of all previous solutions was reviewed.</td>
<td>1 = Status of some previous solutions was reviewed.</td>
<td></td>
</tr>
<tr>
<td>12. Quantitative data were available and reviewed.</td>
<td>1 = Quantitative data were available but not reviewed.</td>
<td></td>
</tr>
<tr>
<td>13. A least one problem was defined with precision (what, where, when, by, why).</td>
<td>1 = At least one problem is defined but lack one or more precision elements.</td>
<td></td>
</tr>
<tr>
<td>14. All documented active problems have documented solutions.</td>
<td>1 = Some documented active problems (a) have documented solutions.</td>
<td></td>
</tr>
<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>
<td></td>
</tr>
<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>
<td></td>
</tr>
<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>
</tr>
<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>

<table>
<thead>
<tr>
<th>Meeting Foundations Total Score</th>
<th>Percentage (out of 18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving Total Score</td>
<td>Percentage (out of 18)</td>
</tr>
</tbody>
</table>
Challenge: Data Overload
Challenge: The Black Hole of Administrivia
EFFECTIVE PROBLEM SOLVING CONVERSATIONS?

Out of Time
Team-Initiated Problem Solving (TIPS II) Model Team Training

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

www.pbis.org/Training/TIPS
EVIDENCE DOCUMENTING TIPS EFFECTIVENESS


Newton et al., 2012: Effects of TIPS Training on Team Meeting Foundations

![Diagram showing the effects of TIPS training on DORA Foundations Score.](image-url)

- **Pre TIPS Training**
  - TIPS: N = 17
  - Control: N = 17

- **Post-TIPS Training**
  - TIPS: N = 17
  - Control: N = 17
Newton et al., 2012: Effects of TIPS Training on Team Decision-making

Findings

TIPS improves team Meeting Foundations and Problem Solving

Coaching is an important component

DORA Thoroughness of Decision Making Score

Pre TIPS Training  Post-TIPS Training

Exp Control TIPS Control

N = 17   N = 17
# TIPS II Research

## TIPS Randomized Controlled Trial – Experimental Design

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>R N=19</strong></td>
<td>Observe Teams</td>
<td>TIPS Training</td>
<td>Coaching</td>
<td>Coaching</td>
<td>Observe Teams</td>
<td>Observe Teams</td>
<td>Observe Teams</td>
</tr>
<tr>
<td><strong>OR = 9 NC = 10</strong></td>
<td>$O_1$</td>
<td></td>
<td>$O_2$</td>
<td>$O_3$</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wait-List Group</th>
<th>Observe Teams</th>
<th>Observe Teams</th>
<th>Observe Teams</th>
<th>Observe Teams</th>
<th>TIPS Training</th>
<th>Coaching</th>
<th>Coaching</th>
<th>Observe Teams</th>
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</tr>
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<tbody>
<tr>
<td><strong>R N=19</strong></td>
<td></td>
<td></td>
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<td></td>
<td>Observe Teams</td>
<td>Observe Teams</td>
<td>Observe Teams</td>
<td>Observe Teams</td>
<td></td>
</tr>
<tr>
<td><strong>OR = 9 NC = 10</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$O_4$</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DORA: PROBLEM SOLVING SCORE

(T_{O2} = 3.03, DF = 36, P < .05, ES = .87)

DORA: PROPORTION OF TEAMS IMPLEMENTING SOLUTIONS WITH INTEGRITY
($X^2 = 6.21, P < .05, V = .34$)
**Results**

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

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

TIPS increased the likelihood of improvement in **student outcomes** (both academic and behavior)
BC ELEMENTARY SCHOOL EXAMPLE:
OFFICE DISCIPLINE REFERRALS

Kay Bingham Elementary School ODR/100/Day
2007-2008

[Chart showing ODR/100/Day for 2007-2008, comparing Majors and Minors]
WHAT DOES A REDUCTION OF 266 DISCIPLINE REFERRALS MEAN?
KAY BINGHAM ELEMENTARY

- **Savings in School Staff time**
  - (ODR = 15 min)
  - 3,990 minutes
  - 67 hours
  - 8,8-hour days

- **Savings in Student Instructional time**
  - (ODR = 30 min)
  - 7,980 minutes
  - 133 hours
  - 17,6-hour school days

Get the cost-benefit calculator at: www.pbismaryland.org!
What is TIPS?
TIPS is a problem-solving model established within a standard set of meeting foundations. It’s a series of steps anyone can use to move from identifying a problem to implementing a solution and measuring progress toward the goal.

Why Use TIPS
Teams using TIPS are more likely to use data to define problems with precision, define fewer things to do, and solve problems leading to implementation fidelity and positive student outcomes.

How to Use TIPS
Establish Readiness
Get team & coaching training
Adapt for any team, using any set of data
A FOCUS ON MEETING FOUNDATIONS

- The role of Meeting Foundation in the TIPS model

- Four Critical Elements of Meeting Foundations
  - Team Purpose and Authority
  - Team Meeting Process
  - Team Meeting Roles
  - Use of Electronic Minutes
Critical Features of Team-Initiated Problem Solving (TIPS II)

Meet Meeting Foundations

- Identify Problem with Precision
- Identify Goal for Change
- 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
- Collect and Use Data

Problem Solving
Meeting Foundations

Clear purpose, function and authority

Efficient Process
- Systems: Start, Stop, Schedule
- Responsibilities: Before/ During/ After
- Expectations: Respect, Diligence

Defined Roles
- Facilitator
- Minute Taker
- Data Analyst
- Active Member

Electronic Meeting Minutes
**Purpose:** Establish, monitor and improve a positive social culture for the school.

**Functions:**
- Select and teach schoolwide behavioral expectations
- Establish system to acknowledge positive behavior
- Establish system to respond instructively to problem behavior
- Monitor and adapt to culture and context.

**Authority:**
- Advise principal
- Monthly report to faculty
- Implement approved practices and systems
MEETING FOUNDATIONS

- Team Agreements/Expectations
- Team Process

One Example

Respect
- Before meeting, complete tasks, inform facilitator of absence/tardy,
- During meeting: stay engaged, with minimal side-talk.
- After meeting: Support team decisions.
- Start and end meeting on time.

Relevance
- Monitor fidelity of implementation
- Use “precise” problem statements
- Build comprehensive solutions

Reality
- Build solutions that are both effective and feasible
- Consider resources… inform district of our needs.
MEETING FOUNDATIONS

Roles and Responsibilities

• Core roles
  • Facilitator
  • Minute taker
  • Data analyst
  • Active team member
  • Administrator

• Backup for each role

Typically NOT the administrator

Can one person serve multiple roles?

Are there other roles needed?
ROLES ON TIPS TEAMS

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

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

### Data Analyst Responsibilities

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

### Minute Taker Responsibilities

1. **Before** meeting
   a. Collects agenda items from Facilitator
   b. Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst’s Report, as appropriate
   c. Prints copies of the TIPS Meeting Minutes Form for each team member, or is prepared to project form via LCD
2. **At meeting**, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes Form, as necessary
3. Is active participant in meeting
4. **After** meeting, disseminates copy of completed TIPS Meeting Minutes Form to all team members within 24 hours

### Team Member Responsibilities

1. **Before** meeting, recommends agenda items to Facilitator
2. **At meeting**, responds to agenda items and
   a. Analyzes/interprets data; determines whether a new problem exists
   b. Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline
   c. Discusses/selects solutions for new problems
   d. For problems with existing solution actions
      i. Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?)
      ii. Suggests how implementation of solution actions could be improved
   e. Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)?
3. Is active participant in meeting
Facilitator Responsibilities

Before Meeting:
• Ask for agenda items
• Provide items to Minute Taker

During Meeting:
• Starts meeting on time
• Manages “flow” of meeting
• Prompts team members (as necessary) with the TIPS problem-solving “mantra”
• Is an active participant in meeting
• Determines date, time, and location of next meeting

Facilitator should be able to:
• Ask questions
• Implement group norms or agreements
• Keep meeting on track (or navigate back on track when needed)
• Move through agenda in a timely fashion

After Meeting:
• Check with minute taker
• Review proposed agenda items for next meeting
ROLES ON TIPS TEAMS

Facilitator

Minute Taker

Data Analyst

Team Member
Minute Taker Responsibilities

Before Meeting:
• Collects agenda items from Facilitator
• Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst, as appropriate
• Is prepared to project TIPS Meeting Minute form via LCD during meeting

During Meeting:
• Records decisions/notes on TIPS Meeting Minutes form
• Asks for clarification of tasks/decisions, as necessary
• Is active participant in meeting

After Meeting:
• Cleans up TIPS Meeting Minutes from meeting
• Disseminates Meeting Minutes to team within 36 hours
Minute Taker should be able to:

- Use word processor (copy, paste, add rows, save files, etc.)
- Listen to discussion and paraphrase critical information in written form
- Be fluent with Meeting Minutes form
ANALYST RESPONSIBILITIES

Before Meeting:
- Summarize current data (Overall, how are we doing?)
- Review status on progress with Old problems (Are current efforts working?)
- Summarize data for potential new problems (New areas where we may have concerns)
- Prepares graphs for sharing at meeting (either electronic or paper copies)
- Asks Facilitator to add potential new problems to agenda for meeting

During Meeting:
- Leads discussion of potential new problems
- Responds to questions about data; produces additional data on request (e.g., additional Drill Down Reports)
- Is active participant in meeting

After Meeting:
* Define what data are needed for old problem review at next meeting
Data Analyst should be:

- Fluent with data
- Fluent with software
- Be able to interpret and summarize data/graphs about old and new problems:
  - Retrieve data about previously defined problems
  - Identify potential new problems
- Prior to meetings generate data summaries for potential student problems and for previously defined student problems
<table>
<thead>
<tr>
<th>Action</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Room</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Recruit items for Agenda</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Review data prior to the meeting</td>
<td>Data Analyst</td>
</tr>
<tr>
<td>Reserve &amp; set up projector and computer for meeting</td>
<td>Minute Taker</td>
</tr>
<tr>
<td>Keep discussion focused</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Record Topics and Decisions on agenda/minutes</td>
<td>Minute Taker</td>
</tr>
<tr>
<td>Ensure that problems are defined with precision</td>
<td>Facilitator, All</td>
</tr>
<tr>
<td>Ensure that solutions have action plans</td>
<td>Facilitator, All</td>
</tr>
<tr>
<td>Provide “drill down” data during discussion</td>
<td>Data Analyst</td>
</tr>
<tr>
<td>End on time</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Prepare minutes and send to all members</td>
<td>Minute Taker</td>
</tr>
</tbody>
</table>
### Tier I Team

#### Tier I Coordination and Problem Solving Team Meeting Foundations

<table>
<thead>
<tr>
<th>Tier I Team Purpose</th>
<th>Team Agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop and implement Tier I systems &amp; interventions for academic and social success</td>
<td>• Respect&lt;br&gt;  ○ Before meeting:&lt;br&gt;    o complete tasks, inform facilitator of absence/tardy, avoid side talk&lt;br&gt;  ○ Start and end meeting on time&lt;br&gt;  ○ During meeting:&lt;br&gt;    o avoid side talk, stay focused</td>
</tr>
<tr>
<td>• Monitor fidelity of implementation of Tier I systems &amp; supports</td>
<td>• Relevance&lt;br&gt;  • Question implementation fidelity&lt;br&gt;  • Make data based decisions to define precision statements&lt;br&gt;  ○ what, where, when, who, why &amp; how often</td>
</tr>
<tr>
<td>• Monitor academic and social progress for all students</td>
<td>• Reality&lt;br&gt;  • Think about feasibility, social acceptability, &amp; contextual fit</td>
</tr>
<tr>
<td>• Screen, select, &amp; refer students in need of Tier II &amp; III supports</td>
<td></td>
</tr>
</tbody>
</table>

### Team Members

<table>
<thead>
<tr>
<th>Facilitator</th>
<th>Minute Taker</th>
<th>Data Analyst</th>
<th>Administrator</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Anne</td>
<td>Erin</td>
<td>Katie</td>
<td>Rhonda</td>
</tr>
<tr>
<td>Back Up</td>
<td>Zoja</td>
<td>Katie</td>
<td>Cody</td>
<td>Troy</td>
</tr>
</tbody>
</table>

### Team Meeting Schedule

<table>
<thead>
<tr>
<th>When</th>
<th>Where</th>
<th>Start/End Time</th>
<th>Meeting Minute Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Mondays</td>
<td>Conference Room</td>
<td>3:00-4:00</td>
<td>Shared File</td>
</tr>
</tbody>
</table>

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- **Team Organization**
Flow of Team Meeting

- Call meeting to order – Who is present?

- Update progress/Problem Solve on previously defined Student Problems – Were solutions implemented? Discuss current data and relation to goal. Better? Worse? Was goal reached? What next?

- Update progress/Problem Solve on previously defined Student Problems – Were solutions implemented? Discuss current data and relation to goal. Better? Worse? Was goal reached? What next?

- Problem Solve New Student Problems – Identify precise problems, develop solution plans (what, who, when), identify goals, determine fidelity and outcome data needed

- Discuss Organizational-Housekeeping items

- Wrap up meeting – Review date/time for next meeting and complete meeting assessment
## Meeting Minutes Guide

### TEAM INITIATED PROBLEM SOLVING (TIPS) TRAINING MATERIALS

**Meeting Date:**

**Time:**

**Location:**

**Facilitator:**

**Minute Taker:**

**Data Analyzer:**

### Today's Meeting

**Time:**

**Date:**

**Location:**

**Facilitator:**

**Minute Taker:**

**Data Analyzer:**

### Team Members & Attendance (Place “X” to fill out if present)

<table>
<thead>
<tr>
<th>Name</th>
<th>Present/ Absent</th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

### Today's Agenda Items:

1. 
2. 
3. 
4. 
5. 

### Systems Overview

**Overall Status:**

- Task/Content Area
- Measure Used
- Data Collection Schedule
- Current Level/Rate

### Problem Solving Process

#### Date of Initial Meeting:

**Brief Problem Description:**

- Student Name:
- Problem Identified:
- Date:

<table>
<thead>
<tr>
<th>Problem Statement</th>
<th>Goal and</th>
<th>Action Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's the problem?</td>
<td>For whose benefit?</td>
<td>What will change?</td>
</tr>
<tr>
<td>What school impact?</td>
<td>for whom?</td>
<td>how?</td>
</tr>
<tr>
<td>What is the evidence?</td>
<td>how often?</td>
<td>how much?</td>
</tr>
<tr>
<td>What will be done?</td>
<td>when?</td>
<td>how long?</td>
</tr>
</tbody>
</table>

#### Process of Review Meetings

<table>
<thead>
<tr>
<th>Date of Initial Meeting</th>
<th>Brief Problem Description</th>
<th>Process of Review Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Process Problem Statement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goal and Action Strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solution Strategy</td>
</tr>
</tbody>
</table>

#### Review of Final Meeting:

<table>
<thead>
<tr>
<th>Process Fidelity and Outcomes Data</th>
<th>Final Fidelity and Outcomes Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Review current level and compare to goal)</td>
</tr>
</tbody>
</table>

### Notes:

- Additional comments or observations:

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**Page 1**

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**Page 2**

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**Page 7 Handout**
www.pbis.org/training/TIPS/TIPS Trainer/
Tiered Decision Guidelines
Identification of a problem
School pattern, classroom pattern, group pattern, student pattern

Develop Solutions
Prevention, teaching, reward, extinction, correction, evaluation

Implement and Adapt Solutions
Fidelity, effect, efficiency, alterations
Tier I
Problem Solving

- **Identify** current status

- **Problem Solving** starts by defining a problem with the precision
  
  **What** behaviors are a barrier and **how often** are they performed?
  **Where** they most and least likely
  **Who** is engaging in the behaviors
  **When** the problem behaviors are most and least likely
  **Why** do the behaviors keep occurring?
  **Disproportionality** patterns
  **Ability to drill down** for detailed data summary

- **Implementation and Adaptation**
• Right data, Right format, Right time

• Identify Problems with Precision before launching into solutions development

• Identification of Students needing support

• Identification of school-wide, class-wide, or context-wide Patterns
Defining a Problem with Precision

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

- Selecting solutions without precise problem statement
  - What we did last year
  - What my cousin did with her son
  - What I can buy (or download) as a package on the internet
  - What I can buy as a training from an expert
  
  These solutions
  - Often do not work
  - Usually are more expensive
  - Typically do not “fit” the context.

Implementing Behavior Support without taking the time to define why a problem behavior keeps happening is as likely to produce plans that make things worse as plans that make things better.
Defining a Problem with Precision
Defining a Problem with Precision

Primary

Indicates a difference between what is happening and what is desired.

Too much aggression in cafeteria

Precise

What, Who, Where, When, Why, and How Often

3-5 ODRs for aggression per day from 5-8 students who yell and hit in cafeteria after they are done with lunch. Appears related to getting peer attention
Defining a Problem with Precision

• Primary Statements
  • Too many referrals
  • September has more suspensions than last year
  • Gang behavior is increasing
  • The cafeteria is out of control
  • Student disrespect is out of control

• Precision Statement
  • There are twice as many ODRs for aggression on the playground than last year. These are most likely to occur during first recess, with a large number of students, and the aggression is related to getting access to the new playground equipment.
• Darin uses sexually explicit language 3-4 times a day in the classroom. This is creating a sense of disrespect and incivility in the school.

• Tantrums in the van are creating unsafe travel.
Defining a Problem with Precision

- James D. is hitting others in the cafeteria during lunch at least five times a week, 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. This is occurring at least 5 times a week.
Defining a Problem with Precision

- Define a **PRIMARY** problem

- Transform that description into **PRECISE** problem statement.
  - Who
  - What
  - Where
  - When
  - Why
  - How Often

Define a Precise Academic Problem
Effective Problem Solving

1. First identify if there is a problem
   *Difference between observed and expected behavior.*

2. Define the problem with precision
   *Who, What, Where, When, Why & (How often)*

3. Build solution that is practical, instructional and functional.
   *Based on behavioral function, comprehensive, and fits with team values, skills, resources and administrative support.*
Total Office Discipline Referrals as of January 10
Average Office Discipline Referrals per day per month as of January 10
Questions to Ask of the Data

What is happening?
What is typical?
What is possible?
What is needed?
## Problem Solving

### SWIS Summary 2016

**Majors Only**

5586 Schools, 2,500 Students

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Number of Schools</th>
<th>Mean Enrollment per School</th>
<th>Mean ODRs per 100 Students/School Day</th>
<th>Median ODRs per 100 Students/School Day</th>
<th>25th Percentile ODR/100 Students/School Day</th>
<th>75th Percentile ODR/100 Students/School Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>3580</td>
<td>468</td>
<td>.34 (1.60)</td>
<td>.20</td>
<td>.09</td>
<td>.39</td>
</tr>
<tr>
<td>6-9</td>
<td>1023</td>
<td>643</td>
<td>.48 (1.67)</td>
<td>.30</td>
<td>.15</td>
<td>.57</td>
</tr>
<tr>
<td>9-12</td>
<td>526</td>
<td>931</td>
<td>.48 (1.71)</td>
<td>.28</td>
<td>.16</td>
<td>.53</td>
</tr>
<tr>
<td>PreK-8</td>
<td>365</td>
<td>427</td>
<td>.55 (1.04)</td>
<td>.27</td>
<td>.12</td>
<td>.51</td>
</tr>
<tr>
<td>PreK-12</td>
<td>92</td>
<td>308</td>
<td>.88 (2.11)</td>
<td>.26</td>
<td>.15</td>
<td>.65</td>
</tr>
</tbody>
</table>

What is possible?
Do we have a problem?

- What is pattern
- What is typical
- What is possible
- What is needed
Average Referrals Per Day Per Month
All, 2014-15

School Months

Average Referrals Per Day

- 75th Percentile
- Median Score
- 25th Percentile
Elementary School  1500 Students  \( \frac{1500}{100} = 15 \times 0.22 = 3.3 \)
Describe the narrative for this school
Describe the narrative for this school.
Describe the narrative for this school
Describe the narrative for this school

Average Referrals Per Day Per Month

- **2008-09**
- **2009-10**
Describe the narrative for this school
Effective Problem Solving

1. First identify if there is a problem
   *Difference between observed and expected behavior.*

2. Define the problem with precision
   *Who, What, Where, When, Why & (How often)*

3. Build solution that is practical, instructional and functional.
   *Based on behavioral function, and fits with the values, skills, resources and administrative support.*
WHAT BEHAVIOR(S)

Questions:
1. Are most common behavior problems (a) Student-Student, or (b) Adult-Student related?
2. Are problem behaviors MAJOR or MINOR or BOTH?
Referrals by Problem Behavior
All, Sep 1, 2012 - Aug 21, 2013

Number of Referrals

Problem Behavior
- M. Disrespect
- M. Disruption
- M. Defiance
- Lying
- Other
- Vandal
- Disruption
- Unknown Behav
- Tech
- Inapp Lan
- Theft
- Harass
- Defiance
- Phys Agg

Phys Agg has the highest number of referrals.
Referrals by Location
All, Sep 1, 2012 - Aug 21, 2013

Location:
- Office
- Other
- Special evt
- Park lot
- Bus
- Gym
- Bus in
- Bathrm
- Library
- Common
- Hall
- Cafe
- Phy gd
- Class

Number of Referrals:
- 0
- 10
- 20
- 100
- 200
- 300

Chart shows referral distribution across different locations.
Questions:
1. What location(s) are associated with the most ODRs?
2. Sort by “structured” settings and “non-structured” settings (Classroom & Gym vs. Commons, Cafeteria, Hall, Playground)
Questions:
1. Are there many, a few, or one student associated with the problem?
2. Are there more students emerging?
WHEN?

Questions:
1. Are problem behaviors more likely at some times of the day?
2. What is happening during periods when problems are most likely?
Referrals by Perceived Motivation

Drill Down
Referrals By Ethnicity
All, 2014-15

Percentage (out of 100%)

Native  Asian  Black  Latino  Pacific  White  Unknown  Not Listed  Multi-racial

% of Total Referrals
% of Enrolled Students
Drill Down Capacity

**Classroom**

**Playground**

**Hallway**

**Commons Area**

**Referrals by Perceived Motivation**

- **Avoid**
  - Classroom

- **Peer Atten**
  - Playground
  - Hallway
  - Commons Area
Classroom

Unstructured Settings
Example

Hallway Noise Study
Doug Kartub, Susan Taylor-Greene, Rob March, Rob Horner
Middle School with 520 students (Grades 6,7,8)
Three lunch periods
Students required to walk by operating classrooms to get to and from cafeteria
Teachers complain that hallway noise is significantly disruptive.
PROBLEM SOLVING PROCESS

- **Team Assesses the Extent of the Problem**
  - Vote a faculty meeting confirmed need
- **Review existing practices**
  - Students were taught school-wide expectations
  - Teaching assistant in hall giving out detentions and office referrals for loud noise.
- **Review existing data**
  - ODR by location
  - Hallway ODR per student
- **Build a hypothesis**
  - Noise is occurring because
    - Students have just been in class for long time periods (low blood sugar)
    - Students are allowed to be loud in the hallway at beginning and end of each day
    - Peer-attention is the maintaining reinforcer

- **Define problem solving logic**
  - If a large number of students are getting in trouble it usually is the system not the kids.
  - Define, teach, monitor and reward BEFORE resorting to increased use of punishment.
USE DATA TO DEFINE PROBLEM WITH PRECISION

- Where
- When
- What (how often)
- Who
- Why
Referrals by Time
All, Oct 1, 2011 - Dec 31, 2011
Referrals by Perceived Motivation

Drill Down

Motivation

Referrals

- Avoid wrk
- DK
- Avoid P
- Ob itm
- Ob a attn
- Avoid task
- Ob p attn

Referes by Perceived Motivation

Drill Down

Motivation

Referrals

- Avoid wrk
- DK
- Avoid P
- Ob itm
- Ob a attn
- Avoid task
- Ob p attn
**Precise Problem Statement for Hallway Noise**

<table>
<thead>
<tr>
<th>Who?</th>
<th>Large number of students across grade levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>Disruptive (loud, rowdy) behavior (daily)</td>
</tr>
<tr>
<td>When?</td>
<td>After first cluster, on way to lunch</td>
</tr>
<tr>
<td>Where?</td>
<td>Hallway</td>
</tr>
<tr>
<td>Why?</td>
<td>(a) To gain peer attention, and</td>
</tr>
<tr>
<td></td>
<td>(b) Behavior is similar to what they do before and after school</td>
</tr>
</tbody>
</table>

*Teaching Assistant’s consequences are not proving effective.*
SOLUTION (KEEP IT SIMPLE!)

Reteach
- Five-minute review hallway expectations (using disruption as a non-example)

Prevent
- Remind the students to be quiet just before release to lunch
- Change the lighting to signal quiet

Reward
- Provide 5 minutes of extra social time during lunch for every 3 days of “quiet” behavior

Monitor
- Use a decibel reader to collect “noise” data and post publicly
<table>
<thead>
<tr>
<th>Solution Component</th>
<th>Action Step(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention</td>
<td>Make lunch hallways look different from hallways in morning and afternoon. Change lighting. Remind students to be quiet just before they are released for lunch.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Review school-wide expectations for hallway. Five-minute review of “quiet”</td>
</tr>
<tr>
<td>Recognition</td>
<td>Build reward for valued behavior. Three days of quiet in hallway results in an extra five minutes of social time (at lunch or at end of school).</td>
</tr>
<tr>
<td>Extinction</td>
<td>See above</td>
</tr>
<tr>
<td>Corrective</td>
<td>No change</td>
</tr>
<tr>
<td>Consequence</td>
<td></td>
</tr>
<tr>
<td>Data collection</td>
<td>Measure and implement. Use a decibel meter to measure noise level. Public posting of results.</td>
</tr>
</tbody>
</table>
# BUILD ACTION PLAN

<table>
<thead>
<tr>
<th>Actions</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Build “Quiet” Curriculum</td>
<td>Ben and Mary</td>
<td>Nov 12</td>
</tr>
<tr>
<td>2. Buy Decibel Meter</td>
<td>Rob</td>
<td>Nov 10</td>
</tr>
<tr>
<td>3. Teach Hallway Expectations/Reminders</td>
<td>Team</td>
<td>Dec 2-3</td>
</tr>
<tr>
<td>4. Collect and post data</td>
<td>Reiko</td>
<td>On-going</td>
</tr>
<tr>
<td>5. Schedule lunch times</td>
<td>Ms. Green</td>
<td>On-going</td>
</tr>
<tr>
<td>6. Graph and report data</td>
<td>Reiko</td>
<td>On-going</td>
</tr>
<tr>
<td>7. Report to Staff</td>
<td>Team</td>
<td>Staff Meeting</td>
</tr>
</tbody>
</table>

Sixth Grade Lunch Noise Levels

Baseline

Noise Reduction

Days

Median Decibel Level

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27

65 70 75 80 85
Seventh Grade Lunch Noise Levels

Baseline Noise Reduction

Days

Median Decibel Level

65 70 75 80 85
Eighth Grade Noise Level

Days

Median Decibel Level

65 70 75 80 85

BL
Noise Reduction
YOUR TURN

- Identify a “problem” in your school (or a school you know)
- Define the problem with precision
- What data do you have….What data do you need
- Consider solution elements
<table>
<thead>
<tr>
<th>Solution Component</th>
<th>Action Step(s)</th>
</tr>
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<tbody>
<tr>
<td>Prevention</td>
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<tr>
<td>Extinction</td>
<td></td>
</tr>
<tr>
<td>Corrective Consequence</td>
<td></td>
</tr>
<tr>
<td>Data collection</td>
<td></td>
</tr>
</tbody>
</table>
SUMMARY

- Invest in team problem solving
  - Team
  - Team Process
  - Data
- Meeting Foundations
- Defining Problems with Precision
- Providing the “right data” in the “right format” at the “right time”

Your Task
Use the TIPS Fidelity Checklist and the TIPS Data Element Assessment

Build an Action Plan
  What is the smallest change that will lead to largest benefit?
  Who will do what, when?
HARBOR HAVEN MIDDLE SCHOOL

- 565 students
- Grades 6, 7, 8
- Is there a problem?
- If so, what is it?

When

Who

How Often

Where

What

Who
Use the information from the SWIS Dashboard to drill down and analyze data.

Change the graph type to change the analysis.
Cafeteria and harassment are connected.

Change the graph type to change the analysis.
Cafeteria, harassment, and the time range 11:30-12:00 are connected.

Change the graph type to change the analysis.
Many students are engaging in harassment in the cafeteria during the 11:30-12:00 time range (6th grade lunch), and the behavior is maintained by peer attention.

**Cafeteria → Harassment → 11:30-12:00**

**Obtain Peer Attention**

**Precise Problem Statement & Solution Development**
Risk Ratio = Risk Index / Risk Index
Risk Ratio of 1.25 or larger is cause for concern
Referrals by Location

Drill Down

Location

Office
Other
Special ev't
Bus
Park lot
Bus 2H
Gym
Bathroom
Library
Hall
Common
Café
Plygel
Class

Referrals
Only in Classroom

Defiance

Physical Aggression

Only on Playground