Session Objectives

1. Review the TIPS Meeting Foundations & Problem Solving Process
2. Explore the Tiered Decision Guidelines to help teams address systems & student-level issues
3. Investigate the TIPS Meeting Minute form as a tool to support data-based decision making and action planning
Data-based Decision Making within the PBIS Framework

Critical Features of PBIS
- Team-Based Decision Making
- 3-5 Expectations
- Teaching Expectations
- Monitoring & Correcting Behavior
- Continuum of Response Strategies
- Data-based Decision Making
- Family, School, & Community Partnerships
Why is Data-Based Decision Making Important?

“...the team’s actions, specifically how often it shared data with all school staff, had the most significant impact on whether the school sustained its implementation.”

(McIntosh, Kim, Mercer, Strickland-Cohen, & Horner, 2015)

Team Meetings:
• Monthly meeting
• Quarterly/yearly fidelity checks

Staff/Community Communication:
• Monthly
• Annually

Continuum of Decision Making

As we increase the intensity of supports we will also need to intensify the frequency of our data collection, data analysis, and decision-making cycles.
The Team Initiated Problem Solving (TIPS) Model


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
Get team & coaching training
Adapt for any team, using any set of data
Improving Decision-Making

From

PROBLEM

TO

SOLUTION

Team-Initiated Problem Solving II (TIPS II) Model

Citation here
3 Main Parts of TIPS

Meeting Foundations
- Roles
- Responsibilities
- Team purpose
- Tiered decision guidelines

Problem Solving
- Precise problem statement
- Implementation & action plan
- Evaluation plans

Evaluative Decision Making
- Use evaluation plans
- Using data for progress monitoring toward goal
- Tiered decision guidelines
- Meeting minutes for accountability

TFI Connection

Action Planning Form

<table>
<thead>
<tr>
<th>Item</th>
<th>Current Score</th>
<th>Action</th>
<th>Who</th>
<th>When</th>
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<tbody>
<tr>
<td>1.1 Team Composition</td>
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<td>1.2 Team Operating Procedures</td>
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<td>1.3 Behavioral Expectations</td>
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<td>1.4 Teaching Expectations</td>
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<td>1.5 Problem Behavior Definitions</td>
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<td>1.6 Discipline Policies</td>
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<td>1.7 Professional Development</td>
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<td>1.8 Classroom Procedures</td>
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<td>1.9 Feedback and Acknowledgement</td>
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<td>1.10 Faculty Involvement</td>
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<tr>
<td>1.11 Student Family Community Involvement</td>
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<tr>
<td>1.12 Discipline Data</td>
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<td>1.13 Data-Based Decision Making</td>
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<td>1.14 Fidelity Data</td>
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<td>1.15 Annual Evaluation</td>
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1.2 - 1.2 TIPS Meeting Foundations

1.12 - 1.15 Evaluation and Data-based Decision Making
Why do we need Meeting Foundations?

- Research shows that teams using the TIPS Meeting Foundations are more efficient and effective in their problem solving and decision making.
- Teams who establish and implement Meeting Foundations hold consistent and predictable meetings, encouraging team members to attend regularly and promptly.
- Having a team purpose and goals facilitates effective decision making.
Annual Team Meeting Costs for One Team

One team of 5, meeting 45 minutes monthly
- 37.5 hours of time per year

$1469.32

based on the average teacher salary of $38.39 per hour;
(Bureau of Labor Statistics, 2016)

Meeting Cost Calculator: InstantAgenda.com

Meeting Foundations:
Characteristics of Effective Team Meetings

**Predictable**
- Start/end on time, roles, purpose/goals, phases of meeting
- Responsibilities linked to roles, projected meeting minutes/data

**Consistent**
- Use of meeting minutes, team agreement, use of meeting protocols & problem solving routine

**Positive/Safe**
- Team agreements, use of meeting foundations

**Accountability**
- Fidelity of implementation
- Student outcomes
- Meeting evaluation
Using TIPS to Strengthen Your Team

- **Purpose**: Clarify & Define
- **Roles**: Primary & Backup
- **Schedule & Logistics**: When and where, Laptop, internet access, projector, white board
- **Agreements**: Group norms

Roles on TIPS Teams

- Facilitator
- Minute Taker
- Data Analyst
- Team Member

Typically **NOT** the administrator

Identify Primary and Back Up
### Roles on TIPS Teams

**Facilitator Responsibilities**
1. Balance meeting, provide agenda items to Minute Taker
2. Start meeting on time
3. Determine date, time, and location of next meeting
4. Manage the flow of meeting by adhering to the agenda
5. Prompt team members (as necessary) with the TIPS problem-solving "matrix"
   a. Do we have a problem?
   b. What is the precise cause of the problem?
   c. Why does the problem exist, and what can we do about it?
   d. For problems with existing solutions actions
      i. What is the implementation status of our solution actions - Not Started?
      Partially implemented? Implemented fully? Stopped?
      ii. What will we do to improve implementation of our solution actions?
   e. Are implemented solution actions working? (i.e., reducing the rate frequency of the targeted problem to goal level?)
6. Be active participant in meeting

**Data Analyst Responsibilities**
1. Review meeting (note how to appear in written Data Analyst's Report)
   a. Describe potential new problems with precision (Who, Where, When, Why)
   b. Provide data (e.g., SWIS, SWIS Data) concerning the frequency/rate of previously-defined potential new problems
   c. Provide updates on previously-defined problems (i.e., precise problem statement, goal & timeline, frequency/rate of most recently-completed solution action, duration of change in rate since last report, relationship of change to goal)
   d. Distribute Data Analyst's Report to team members
   e. Ask Facilitator to add potential new problems to agenda for meeting
2. Review meeting
   a. Lead discussion of potential new problems
   b. Respond to team members' questions concerning content of the Data Analyst's Report
   c. Produce additional data on request (e.g., additional Custom Reports)
   d. Be active participant in meeting

**Minute Taker Responsibilities**
1. Balance meeting, provide agenda items to Facilitator
2. Create Meeting Minutes agenda form, including content from Data Analyst's Report, as appropriate
3. Print copies of the TIPS Meeting Minutes Form for each team member, or is prepared to project form via LCD
4. Conduct meeting, asks for clarification/feedback to be recorded on TIPS Meeting Minutes Form, as necessary
5. Be active participant in meeting
6. After meeting, disseminate notes of completed TIPS Meeting Minutes Form to all team members within 24 hours

**Team Member Responsibilities**
1. Balance meeting, recommend agenda items to Facilitator
2. Review meeting, respond to agenda items and
   a. Will action be taken? If not, why?
   b. What is the status of the new problem action?
3. If problems with existing solution actions
   b. Discuss solutions for new problems
   c. Discuss/solicit solutions for new problems
4. For problems with existing solution actions
   b. Discuss solutions for new problems
   c. Discuss/solicit solutions for new problems
5. Be active participant in meeting

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**MEETING MINUTES**

*A FRAMEWORK FOR ORGANIZING AND DOCUMENTING EFFICIENT MEETINGS*
General flow of meeting

Call meeting to order

Review agenda for today

Update progress/problem solve previously defined problems

Wrap up meeting

Discuss organizational/housekeeping items

Problem solve new problems

Meeting Minutes Guide
Problem Solving Process

Essential Elements of Problem Solving

- Team foundations (roles, schedule, agenda)
- Define problems with precision
- Define the goal before the solution
- Build functional solutions
- Transform solutions into action plans
- Measure fidelity and impact (repeatedly)
- Adapt solutions over time to fit new data
Moving to Precise Problem Statements

Start with the primary statement.
◦ Most problems are framed in a “primary” format, which creates shared concern but is not very useful for problem solving.

Use data to create a precise problem statement.
◦ Everyone can then work on the same problem with the same basic assumptions about the problem context.

Precise Problem Statements

Precise problem statements include information about the following questions:
◦ What is the problem behavior?
◦ How often is the problem happening?
◦ Where is the problem happening?
◦ Who is engaged in the behavior?
◦ When is the problem most likely to occur?
◦ Why is the problem sustaining?
Examples: Primary to Precise

Gang-like behavior is increasing.

Bullying (verbal and physical aggression) on the playground is increasing during “first recess” is being done mostly by four 4th grade boys, and seems to be maintained by social praise from the bystander peer group. This occurs at least 3 times a day.

The buses are awful!

There were 45 referrals (across 15 days) for 3rd, 4th, and 5th graders using inappropriate language on the afternoon buses because these students wanted attention from their peers.

Write & Talk

Quick Write—2 minutes:
◦ What is a primary problem statement?
◦ What is a precise problem statement?
◦ Write an example of each

Share with a neighbor.
Same? Different? Why?
Perceived motivation matters!

Your best guess....
- Is student engaging in problem behavior to get...??
  - Or to avoid/get away from ......??
  - Peers
  - Adults
  - Activities

Data are used to determine the most appropriate positive reinforcer/reward
- a student talks out to get adult attention
  - teach student to raise hand and when he/she raises hand, give positive adult attention
- A student talks out to get sent out of class
  - teach student to ask for an alternative activity, teach the routine for leaving and coming back, and when he/she asks for alternative, let her go

Resources for Teaching Perceived Motivation

“Teach by Design” Article on
www.pbisapps.org

Basic FBA to BSP eLearning Modules
https://sites.google.com/a/pdx.edu/basicfba/e-learning-modules
Other Avenues for Brainstorming Solutions

Defining Goals

Define the problem with precision
  ◦ Context and function

Measure the problem (current level or amount)

Define the goal
  ◦ What would be “good enough” to move to another problem?

Use the goal to guide the solution
  ◦ How can we move from here (current reality) to there (desired outcomes)?
What Defines the Goal?

Current Reality

- Current: 38 referrals for Aggression during the past month (2/day)
- Current: 12 bus referrals last month (1/day)
- Current: 61% of 3rd grade students meeting expectations in reading at Winter Benchmark

Goal

- Goal: .5 or fewer referrals per day for Aggression by Feb 28
- Goal: 1 or fewer bus referrals per week (.20 per day) by Jan 31
- Goal: 80% of 3rd grade students meeting expectations in reading by Spring Benchmark

Contextual Needs

SWIS National Medians

Benchmark Expectations

Social Expectations

Comparison to Similar Settings
Choosing Solutions for Solving the Problem

Consider
- Safety
- Severity, Intensity, Frequency
- Contextual Fit
  - Values, skills, resources, & Admin. Support

Brainstorm all ideas for solving the problem
- prevention,
- teaching,
- acknowledgment,
- correction & extinction,
- safety

Choose the least number of things to do that will support meeting the expected outcomes (meeting the goal)

<table>
<thead>
<tr>
<th>Solution Action Elements</th>
<th>Solution Action Elements Defined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent</td>
<td>Focus on prevention first. How could we reduce the situations that lead to these behaviors?</td>
</tr>
<tr>
<td>Teach</td>
<td>How do we ensure that students know what they SHOULD be doing when these situations arise?</td>
</tr>
<tr>
<td>Reward</td>
<td>How do we ensure that appropriate behavior is recognized?</td>
</tr>
<tr>
<td>Extinguish</td>
<td>How do we work to ensure that problem behavior is NOT being rewarded.</td>
</tr>
<tr>
<td>Correct</td>
<td>How will you correct errors?</td>
</tr>
<tr>
<td>Safety</td>
<td>Are additional safety precautions needed?</td>
</tr>
<tr>
<td>Solution Action Elements</td>
<td>Possible Generic Solution Actions</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Prevent</strong></td>
<td>Adjust physical environment.</td>
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<tr>
<td></td>
<td>Define &amp; document expectations and routines.</td>
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<td></td>
<td>Assure consistent &amp; clear communication with all staff.</td>
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<td><strong>Teach</strong></td>
<td>Explicit instruction linked to school wide expectations.</td>
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<td></td>
<td>Teach what to do, how to do it and when to do it.</td>
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<td></td>
<td>Model respect.</td>
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<tr>
<td><strong>Reward</strong></td>
<td>Strengthen existing school wide rewards.</td>
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<td></td>
<td>Include student preferences.</td>
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<td></td>
<td>Use function-based reinforcers.</td>
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<tr>
<td><strong>Extinguish</strong></td>
<td>Use ‘signal’ for asking person to ‘stop’.</td>
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<tr>
<td></td>
<td>Teach others to ignore (turn away/look down) problem behavior.</td>
</tr>
<tr>
<td><strong>Correct</strong></td>
<td>Intervene early by using a neutral, respectful tone of voice.</td>
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<td></td>
<td>Label inappropriate behavior followed by what to do</td>
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<tr>
<td></td>
<td>Follow SW discipline procedures</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>Separate student from others if he/she is unable to demonstrate self-control.</td>
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<tr>
<td></td>
<td>Make sure adult supervision is available.</td>
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</tbody>
</table>

A Few Things to Consider with Solutions

**MATCH SOLUTIONS TO PRECISION ELEMENTS**
- Is it feasible?
- Is there “buy in” for this strategy?
- Would you expect to see a change with this solution in place?
- Do the solutions align with the precision statement?

**MULTIPLE SOLUTIONS MAY BE NEEDED**
- Staff-related
- Student-related (by tier)
  - Tier 1 (large group strategy)
  - Tier 2 (small group strategy and/or communication to Tier 2/3 team)
  - Tier 3 (individual strategy and/or communication to Tier 2/3 team or specialist)
Putting it into practice...

TIPS Meeting Video Example

Watch the video...see if you can identify the following:

• team roles
• meeting foundations & routines
• problem solving
Tools for Your Toolbox

Tiered Decision Guidelines

Tier 1: Coordination and Problem-Solving Meeting

- Team Purpose: Tier 1 Tier 1 Task Purpose
- Team Agreements:
  1. Develop and implement Tier 1 interventions for academic and social success
  2. Meet on a monthly basis to discuss progress and plan future interventions
  3. Monitor academic and social progress for at-risk students

Tier 2: Tier 2: Tier 2 Task Purpose
- Team Agreements:
  1. Develop and implement Tier 2 interventions for academic and social success
  2. Meet on a monthly basis to discuss progress and plan future interventions
  3. Monitor academic and social progress for at-risk students

Tier 3: Tier 3: Tier 3 Task Purpose
- Team Agreements:
  1. Develop and implement Tier 3 interventions for academic and social success
  2. Meet on a monthly basis to discuss progress and plan future interventions
  3. Monitor academic and social progress for at-risk students

Question: How many students are at risk for Tier 1?

Data Collection & Data Analysis:
- Grade point average
- Attendance
- Behavior

Planning of Implementation:
- How many students are at risk for Tier 1?
- How many students are at risk for Tier 2?
- How many students are at risk for Tier 3?

Tools for Your Toolbox

Tier 1: Primary Level of Support

- Social and Behavioral Performance & System Evaluation and Student Outcome Guidelines

<table>
<thead>
<tr>
<th>Measure</th>
<th>Question in Answer</th>
<th>Weekly Frequency</th>
<th>Monthly Frequency</th>
<th>Quarterly Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Question in Answer</td>
<td>Weekly Frequency</td>
<td>Monthly Frequency</td>
<td>Quarterly Frequency</td>
</tr>
<tr>
<td>Academic</td>
<td>Question in Answer</td>
<td>Weekly Frequency</td>
<td>Monthly Frequency</td>
<td>Quarterly Frequency</td>
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Use information in create a Tiered Decision Making Process (Primary Level) regarding academic and behavioral performance in relationship to student data and to higher learning outcomes.
TIPS Coaching Checklist

Before the Meeting
1. Review materials to ensure comprehensive preparation.
2. Provide key points to the coach before the meeting.
3. Set manageable goals for the meeting.
4. Be prepared to answer questions from the coach.
5. Be on time for the meeting.

Meeting Location
- Date: 9/19/2019
- Time: 24

TIPS Training Materials

TIPS Training Program

TIPS Training Materials

Coaching Planning Tool

Coaching Action Plan

Coaching Action Plan Template

Meeting Minutes

TIPS Coaching Checklist

TIPS Training Materials
Please Complete the Session Evaluation to Tell Us What You Thought of This Session

Three Ways to Complete Evaluation:

1) **Mobile App:** click on “session evaluation” under the session description.

2) **Online:** click on the link located next to the downloadable session materials posted at http://www.pbis.org/presentations/chicago-forum-19

3) **QR Code:** Scan the code here (or in your program book) and choose your session from the dropdown menu.