

Team-Initiated Problem Solving (TIPS): An Introduction and a Preview of Online Tools for Data Teams

▶ Dr. Erin Chaparro & Dr. Rhonda Nese
Educational and Community Supports
University of Oregon

Keywords: Professional development, Tier 2, Data-based decision making

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant #I22417002 to the University of Oregon. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

TIPS Team-Initiated Problem Solving (TIPS)

Enhancing Data-based Decision-Making in Schools


NCSEIS	YEAR:	2007
Homer, Robert	AWARDEE:	University of Oregon
Social and Behavioral Outcomes to Support Learning (Program Details)		
3/1/2007 to 2/28/2011	AWARD AMOUNT:	\$1,889,910

Team-Initiated Problem Solving for Improved Student Outcome

NCSEIS	YEAR:	2012
Homer, Robert	AWARDEE:	University of Oregon
Social and Behavioral Outcomes to Support Learning (Program Details)		
03/1/2012-02/28/2013	Todd A. W., Newton, J. S., Algozzine, K., Homer, R. H., & Algozzine, B. (2013). The Team Initiated Problem Solving (TIPS II) Training Manual. Educational and Community Supports, University of Oregon. www.oeu.edu	

TIPS EdTech: Developing Professional Development and Online Applications to Support Team-Initiated Problem Solving (TIPS) within Multi-Tiered Support Systems

NCSEIS	YEAR:	2017
Chaparro, Erin	AWARDEE:	University of Oregon
Technology for Special Education (Program Details)		
4 years (7/1/2017 to 6/30/2021)	AWARD AMOUNT:	\$1,399,960.00



Objectives

- Identify** Identify the TIPS meeting foundations
- Name** Name the two components of the TIPS framework
- Preview** Preview new TIPS online applications.

Team Initiation Problem Solving (TIPS)

What is TIPS?

- An evidenced-based problem-solving model established within a standard set of meeting foundations
- 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:

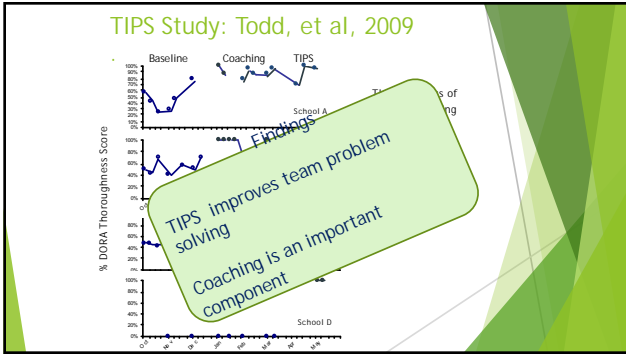
- Define problems with precision
- Define fewer things to do
- Solve problems leading to implementation fidelity and positive student outcomes.

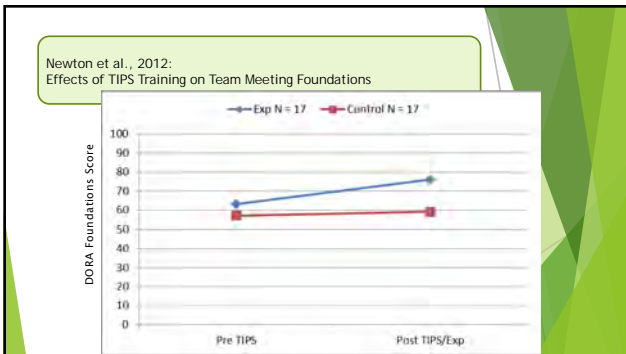
Today's Big Ideas

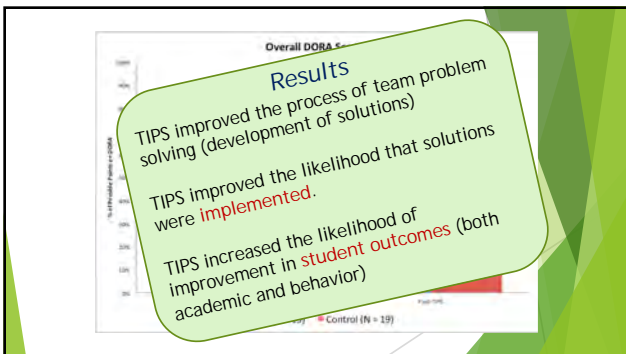
1 TIPS is evidence based	2 There are 2 key components of the TIPS Framework: Meeting Foundations	3 There are 2 key components of the TIPS Framework: Decision Making Process	4 Produces solutions and changes in student behavior
------------------------------------	---	---	--

Big Idea #1: TIPS is evidence based









Publications

Algozzine, B., Horner, R. H., Todd, A. W., Newton, J. S., Algozzine, K., & Cusumano, D. (2016). Measuring the process and outcomes of team problem solving. *Journal of Psychoeducational Assessment*, 34 (3) 211-229. doi 10.1177/0734282915592535

Horner, R., Newton, J.S., Todd, A., Algozzine, B., Algozzine, K., Cusumano, D., & Preston, A.I. (2018). A randomized wait-list controlled analysis of team problem solving. *Behavior Disorders* <https://doi.org/10.1177/0734282917745638>

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

Newton, J. S., Horner, R. H., Todd, A. W., Algozzine, B., & Algozzine, K. M. (2012). A pilot study of a problem-solving model for team decision making. *Education and Treatment of Children*, 35, 25-49. doi/10.1353/etc.2012.0001

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

Todd, A., Algozzine, B., Horner, R., Preston, A., Cusumano, D., Algozzine, K. (2019). A descriptive study of school-based problem solving. *Journal of Emotional*

TIPS Team-Initiated Problem Solving



Big Idea #2: There are 2 key components of the TIPS Framework

Meeting Foundations

An Evidence-Based Decision Making Process



Meeting Foundations Elements

- ▶ Purpose of the team-All teams need a clear purpose statement that is available for review during meetings
- ▶ Set an agenda and use electronic meeting minutes
- ▶ Logistics-Meetings start and end on time, minutes distributed promptly
- ▶ Roles-5 roles on the team that set for a period of time or series of meetings
- ▶ Responsibility-Roles have defined responsibilities
- ▶ Administrative authority to implement solutions

Meeting Foundations Characteristics of Effective Team Meetings


- **Predictable**
 - Start/end time, roles, purpose/goals, phases of meeting
 - Responsibilities linked to roles, projected meeting minutes/data
- **Consistent**
 - Use of meeting minutes, team agreements, use of meeting protocol & problem solving routine
- **Positive/Safe**
 - Team agreements, use of Meeting Foundations
- **Accountability**
 - Fidelity of implementation
 - Student outcomes
 - Meeting Evaluation

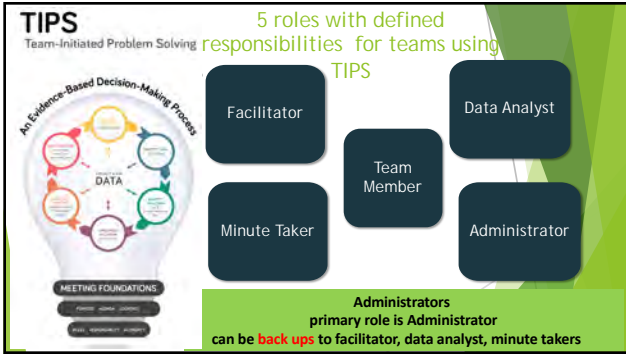
Why do we need Meeting Foundations?

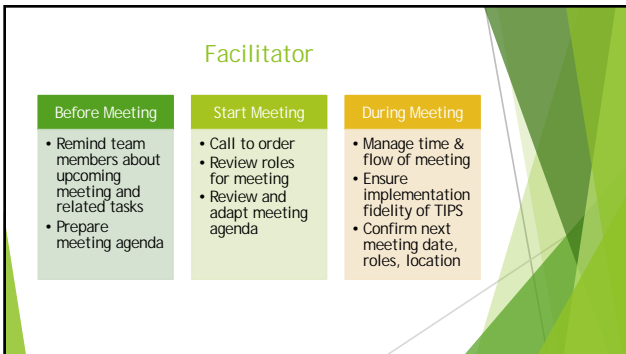
- ▶ Research shows that teams using the TIPS Meeting Foundations are more efficient and effective in their problem solving and decision making (Algozzine et al., 2016)
- ▶ Teams who establish and implement Meeting Foundations hold consistent and predictable meetings, encouraging team members to attend regularly and promptly
- ▶ Having a team purpose and goals facilitates effective decision making

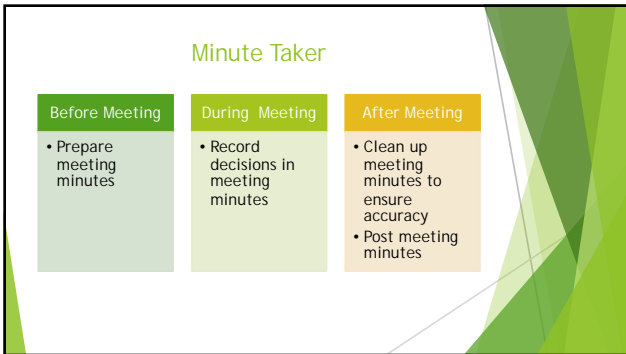
Annual Team Meeting Costs for One Team

- ▶ One team of 5, meeting 45 minutes monthly
 - ▶ 37.5 hours of time per year
 - ▶ \$1469.32 per year based on the average teacher salary (\$38.39 per hour; Bureau of Labor Statistics, 2016)
- ▶ [Meeting Cost Calculator](#)









Data Analyst

Before Meeting	During Meeting
<ul style="list-style-type: none"> • Prepare data summaries from previous meeting minutes • Review data for students of concern 	<ul style="list-style-type: none"> • Generate data summaries/reports as needed

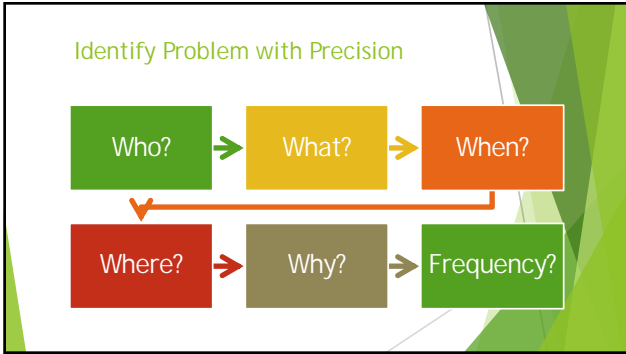
Who is Responsible?

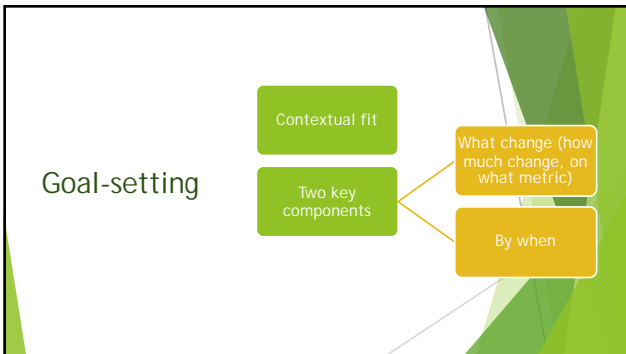
Action	Person Responsible
Reserve Room	<input type="text"/>
Recruit Items for Agenda	<input type="text"/>
Review data prior to the meeting	<input type="text"/>
Reserve projector and computer for meeting	<input type="text"/>
Keep discussion focused	<input type="text"/>
Record Topics and Decisions on agenda/minutes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

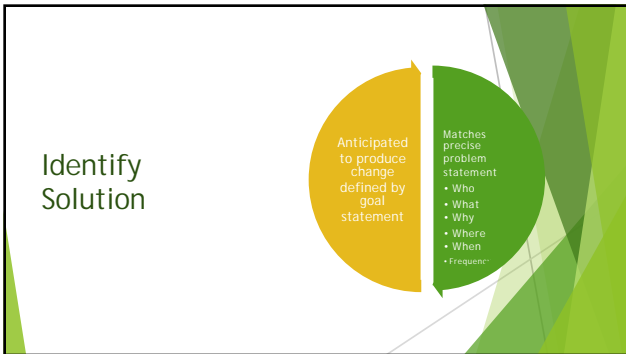
Big Idea #3: There are 2 key components of the TIPS Framework

Meeting Foundations
An Evidence-Based Decision Making Process

UNIVERSITY OF OREGON
College of Education







Make decision about what to do next

<p>Use impact evaluation</p>	<p>Summative decision</p>
<ul style="list-style-type: none"> • Improved • No change or worse • Met goal 	<ul style="list-style-type: none"> • Maintain plan • Modify plan • Terminate plan

Big Idea #4: Produces solutions and changes in student behavior

- ▶ 16 of 19 (84%) Tier 1 teams using TIPS documented a reduction in ODRs per 100 students compared with 10 of 19 (53%) wait list teams documenting a reduction in ODRs per 100 students at and the difference was statistically significant ($\chi^2 = 4.39, df = 1, p = .04$).
- ▶ 13 of 18 (72%) Tier 1 teams using TIPS documented a reduction in OSS per 100 students while only six of 18 (33%) WL teams documented a reduction in OSS per 100 students. The difference was statistically significant ($\chi^2 = 5.46, df = 1, p = .02$).

Horner, R. H., Newton, J.S., Todd, A. W., Algozzine, B., Algozzine, K., Cusumano, D. & Preston, A. (2018). "A Randomized Waitlist Controlled Analysis of Team-Initiated Problem Solving Professional Development and Use." Behavioral Disorders, 43(4), 444-456.

TIPS MApp and TIPS Online Training Assumptions


DEMONSTRATION

- Focused on Tier II Check In Check Out (CICO) Intervention
- Using CICO-SWIS data & goal lines
- Meeting Minute App is used
- Student is focus of problem solving

UNIVERSITY OF OREGON
College of Education

Demonstration

- ▶ Obaverse for TIPS Training: <https://tips.obaverse.net/>
- ▶ TIPS Mapp: <https://tipsmapp.pbisapps.org>



UNIVERSITY OF OREGON
Office of Education

Participate in TIPS EdTech Research

Looking for Tier 2 Teams to

- ▶ Receive access to free TIPS Online Training
- ▶ Receive access to TIPS MApp: meeting minutes online application
- ▶ Stream meeting for research team to observe team meeting
- ▶ Answer survey about usability and functionality of training

TIPS Effort: Developing Professional Development and Online Applications to Support Team-Initiated Problem Solving (TIPS) within Multi-Tiered Support Systems

NOISE	YEAR	2017
Chancellor, Ed	ADMINISTRATIVE	University of Oregon
Deans/Deputy Deans, Ed	PROFESSIONAL	University of Oregon
4 years (7/2017 to 6/2021)	AWARD AMOUNT:	\$1,100,000.00
Development and Innovation	AWARD NUMBER:	15204170002

Co-Principal Investigators: Rhonda C. Nease and Rob Horner

Eligibility criteria:

- Have an active Tier 2 team that meets at least twice a month
- Have a PBISapps/CICO-SWIS account
- Have a recent TFI -Tier 2 or be willing to collect it
- Have a SWIS/CICO facilitator willing to work with the Tier 2 team in the district

CONTACT:
Erin Chaparro
echaparr@uoregon.edu

Locate TIPS Resources Online

www.pbis.org/training/tips
www.pbisapps.org

Team Meeting Example Videos:
www.pbis.org/training/tips/team-meeting-videos







