



**PBIS Tier 1  
Team Initiated  
Problem Solving (TIPS)  
Training**

# Welcome!

LIST SCHOOLS





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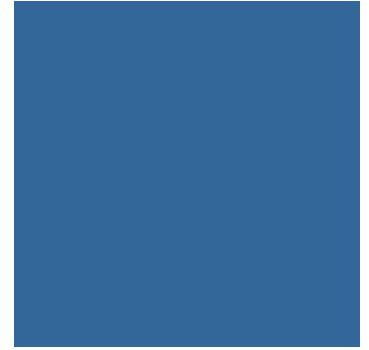
# Acknowledgements

- Anne Todd, Steve Newton & Rob Horner, University of Oregon
- Kate Algozzine & Bob Algozzine, University of North Carolina at Charlotte
- Todd, A.W., Newton, J.S., Algozzine, K., Horner, R.H. & Algozzine, B. (2013). The Team Initiated Problem Solving (TIPS II) Training Manual, Eugene, OR. University of Oregon, Educational and Community Supports. Online at [www.ueecs.org](http://www.ueecs.org)

# Working Agreements



# Materials for Today



- PBIS Action Plan
- Handouts
- Website: <http://sites.placercoe.k12.ca.us/PBIS/>



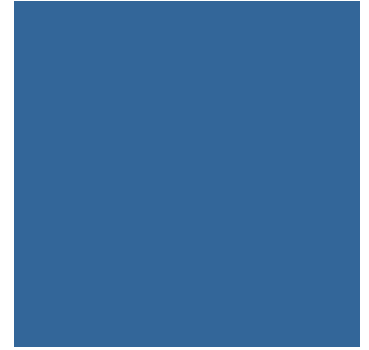
# Introductions & Team Reports

## Teams:

1. Refer to Year 1 checklist (Handout 1)
2. Review items listed & discuss as a team
3. Share out your progress to the larger group

## Today's Outcomes:

- Strengthen effective meeting foundations
- Practice the TIPS problem solving model
- Implement TIPS in your team meeting

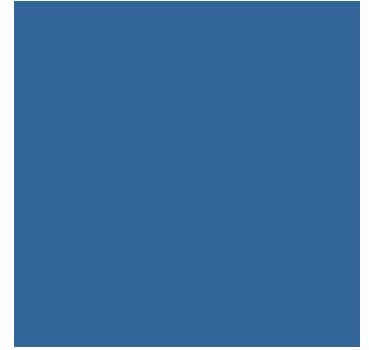






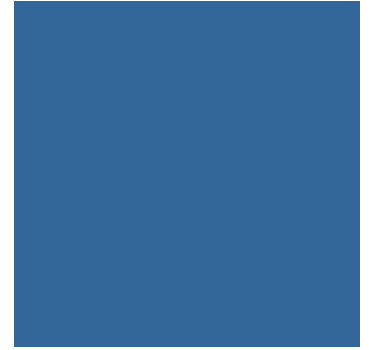
**People aren't tired from solving problems – they are tired from solving the same problem over and over.**

# Why use TIPS?



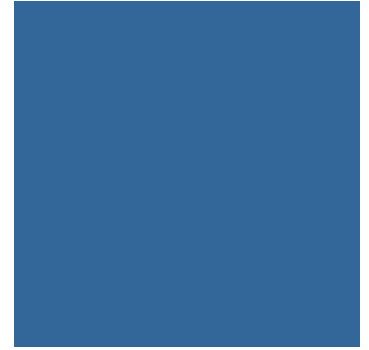
- A clear model with steps for problem solving routine
- Access to the right information at the right time in the right format
- A formal/ predictable process that a group of people can use to build and implement solutions

# Why was TIPS developed?



- School teams were not implementing effective team meetings
- School teams were not efficiently using SWIS data to develop solutions and solve problems

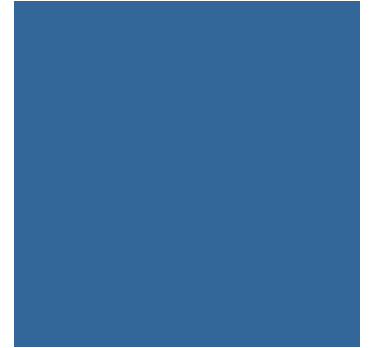
# TIPS Research 2008-2016

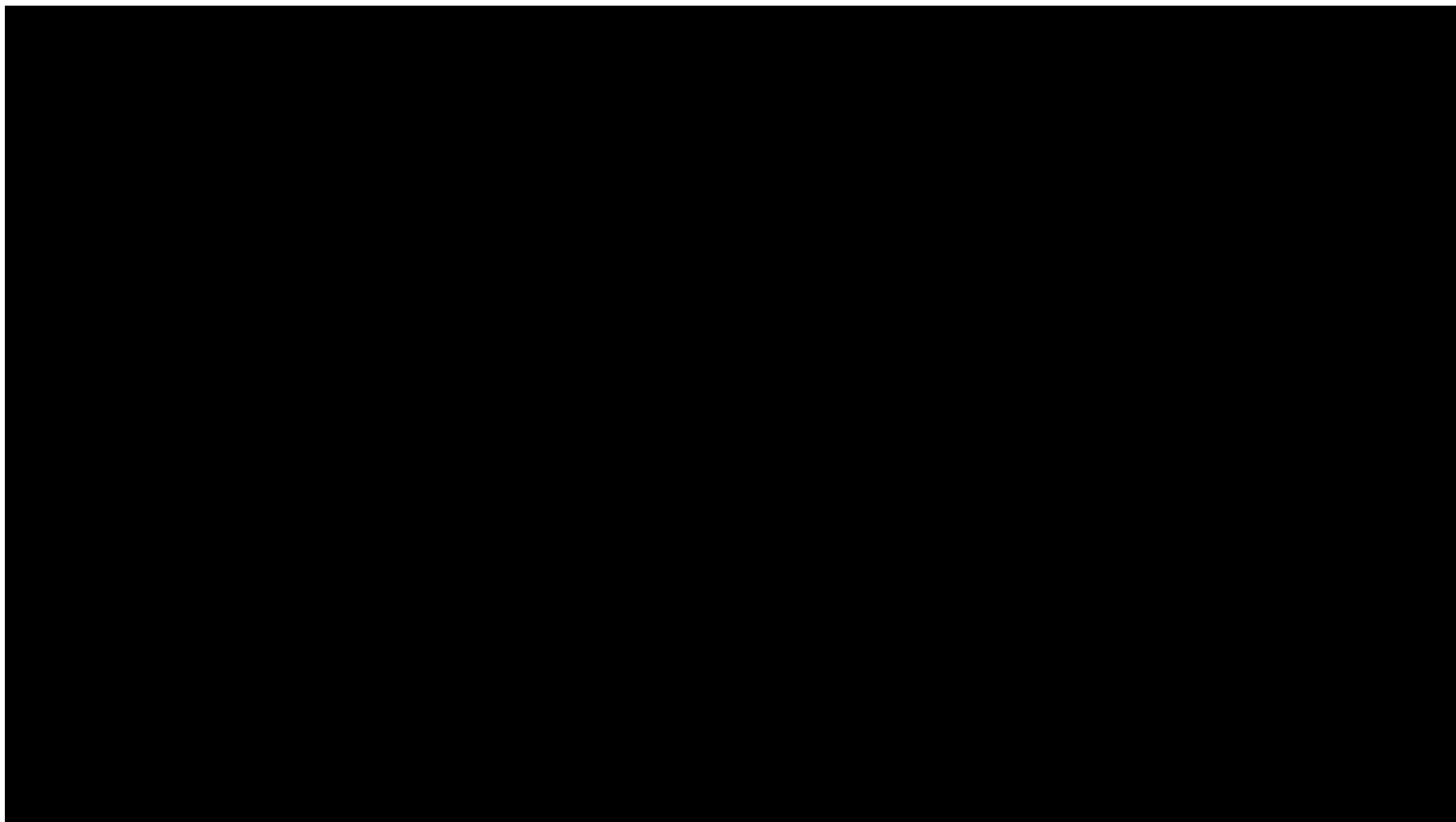


- TIPS Training is effective in teaching teams to run effective and efficient meetings
- Teams are able to continue TIPS after the training with district coaching
- Initial research shows that teams using TIPS are having more positive student outcomes: fewer office discipline referrals, suspensions & expulsions

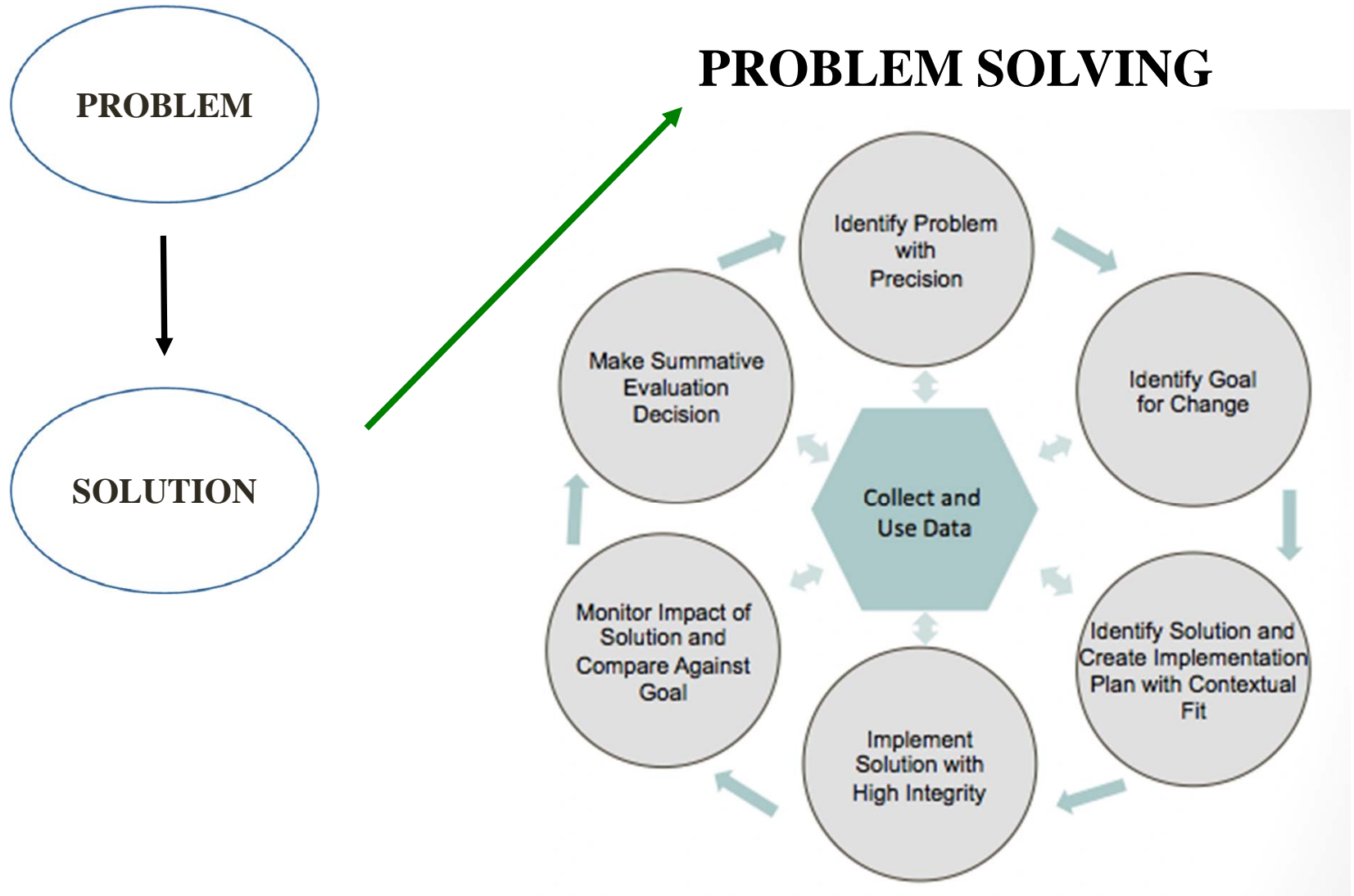
## Research To Date:

- Todd, A., Horner, R., Newton, J.S. Algozzine, B., & Algozzine, K. (2011). Effects of Team-Initiated Problem Solving on Practices of School-wide Behavior Support Teams. *Journal of Applied School Psychology*
- Todd, A. W., Newton, J. S., Algozzine, K., Horner, R. H., & Algozzine, B. (2013). *The Team Initiated Problem Solving (TIPS II) Training Manual*. Eugene, OR: University of Oregon, Educational and Community Supports.





# Improving Decision-Making



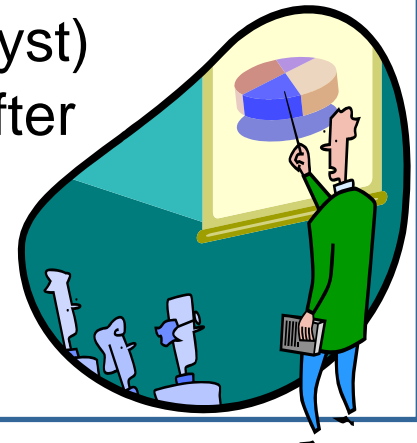
# TIPS Implementation

## TIPS Training

- Today: One full day team training with the team coach
- Later: Two coached meetings

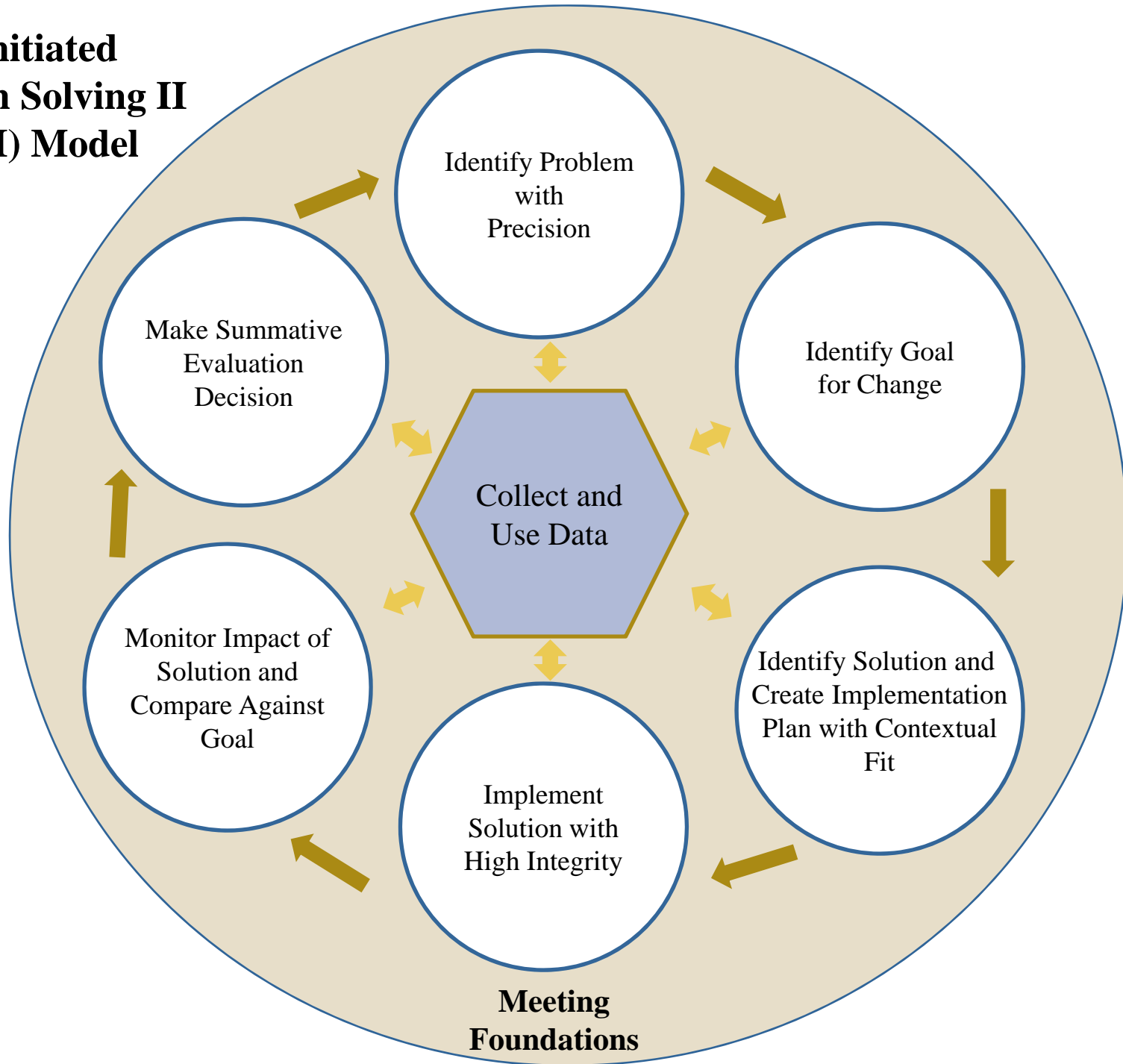
## Team Meeting

- Use of electronic meeting minute form
- Formal roles (facilitator, recorder, data analyst)
- Specific expectations (before, during and after meeting)
- Access and use of data
- Projected meeting minutes





# Team-Initiated Problem Solving II (TIPS II) Model



# **Meeting Foundations**

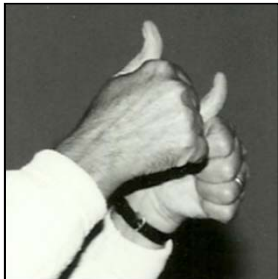
## Structuring Effective Meetings



# Meeting Foundations

## Brief Self Assessment

**In place**



**Partially in place**



**Not in place**



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

# Meeting Foundations

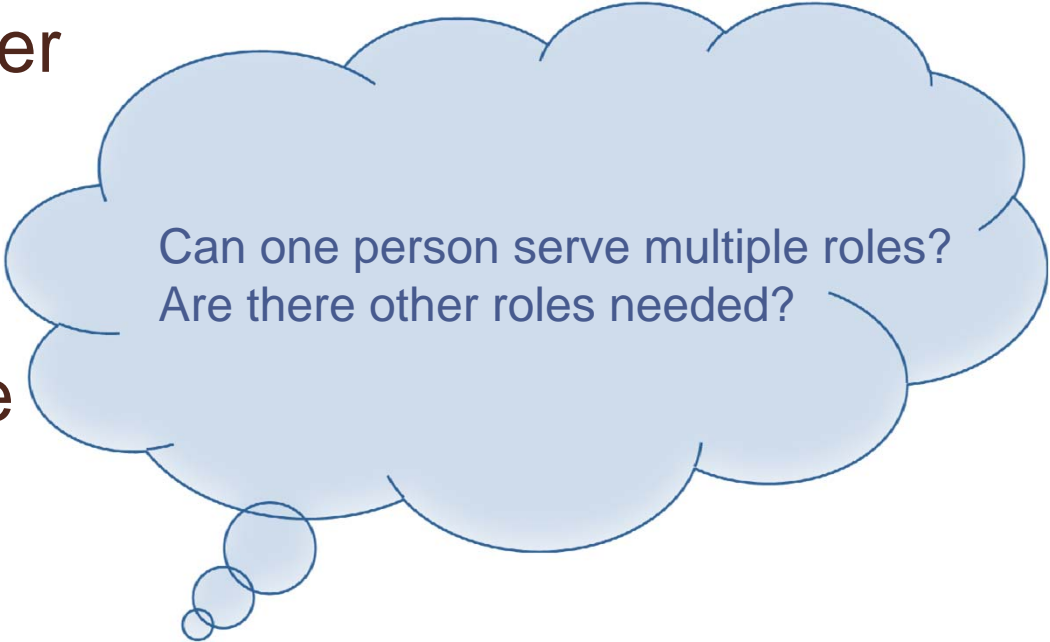
- Objectives:
  - Identify primary and backup people for roles
  - Schedule team meetings for the year
  - Use TIPS Meeting Minute Form

# Define roles for effective meetings

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

Typically NOT the administrator

- Backup for each role



Can one person serve multiple roles?  
Are there other roles needed?

# Activity: Pair & Share

- Form groups of four with those around you
- Count off 1,2,3,4
- You will read a numbered section from the Team Member Responsibility handout sheet (Handout 17)
- You will report out to the rest of your group the responsibilities and traits of the role you were reading about



Number Assigned to You:	Read and Report on the role of the:
1	Facilitator
2	Data Analyst
3	Minute Taker
4	Team Member

# Meeting Responsibilities & Colleagues...

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

# Building Team Capacity

Define meeting logistics

- Team roster with contact information
- Group agreements for operating team meetings
- Access to equipment
  - Previous meeting minutes
  - Laptop & Projector
  - Internet access



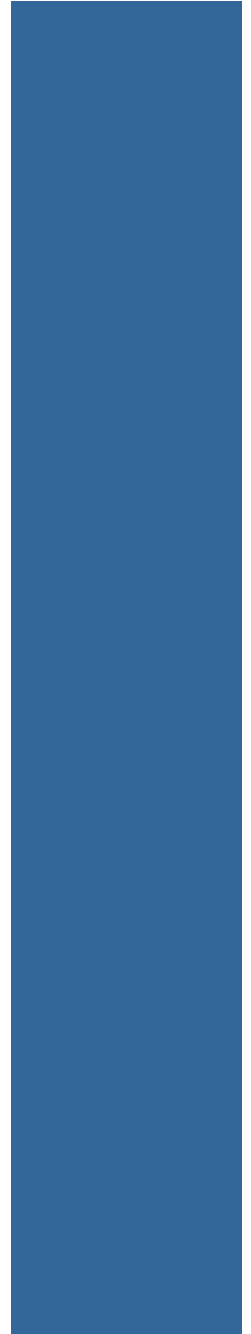


# Team Work Time

Guiding question	Team task	Use
Who will be your: <ul style="list-style-type: none"><li>• Facilitator</li><li>• Data Analyst</li><li>• Minute Taker</li><li>• Team members</li><li>• Back-ups for each</li></ul>	Assign roles to team members	Worksheet 4
When will the PBIS team be meeting?	Schedule PBIS team meetings for the school year. Teams should meet monthly for 45-60 minutes.	

# Meeting Foundations

## TIPS Meeting Minute Form



# Organizing for an effective problem solving conversation

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

Out  
of  
Time

Solution

# The Process: TIPS Meeting Minute Form

Documentation

Review of meeting minutes

Visual tracking of focus topics

- Prevents side conversations
- Prevents repetition
- Encourages completion of tasks

# General *Flow* of Meeting

**Call meeting to order** – Who is present?

**Review agenda for today**

**Review Current Status** – Compare overall levels to goal/norms

**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 Minute Form: Worksheet 15

TIPS Meeting Minutes form for:

	Date	Time	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

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


*(On reverse side)*

Today's Agenda Items

Evaluation of Team Meeting (Mark your ratings with an "X")

Our Rating		
Yes	So-So	No

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?

If some of our ratings are "So-So" or "No," what can we do to improve things?

--	--	--	--

New Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Are we doing what we said we would do? (Yes, Partial, No)	Is it working? (Yes, Partial, No)

TIPS Meeting Minutes form for:

	Date	Time	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

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


Today's Agenda Items

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

Previously-Defined Problems

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

Administrative/General Information and Issues

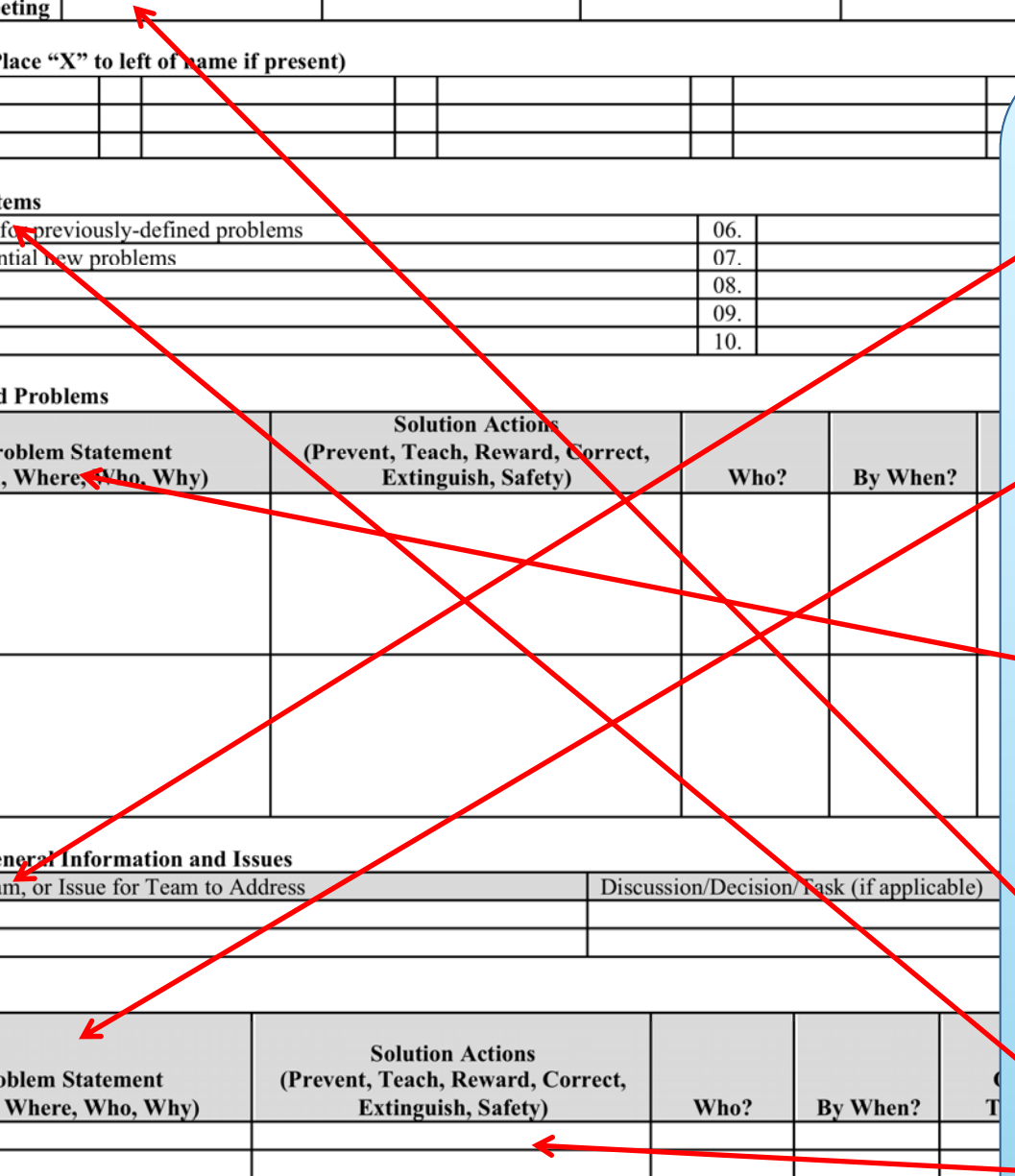
Information for Team, or Issue for Team to Address	Discussion/Decision/ Task (if applicable)

New Problems

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

**Where in the form would you place:**

- 1) Schedule for hallway monitoring for next month
- 2) Too many students in the "intensive support" for literacy
- 3) Status of fights on playground in last month
- 4) Next meeting date/time
- 5) Today's agenda
- 6) Solutions for a new problem



# Team Work Time

Guiding question	Team task	Use
How is your team organized?	<p>Complete the top 2 sections of the meeting form:</p> <ul style="list-style-type: none"><li>• Meeting date</li><li>• Team members</li><li>• Roles</li><li>• Agenda items</li></ul>	Worksheet 15



# Problem Solving

## Overview



# Problem Solving Objectives

Use **DATA** to define...

a **PRIMARY**  
summary  
statement

a **PRECISE**  
problem  
statement

# Effective Problem Solving Features

## Teams

- Use a predictable routine

## Model

- Used across data sets

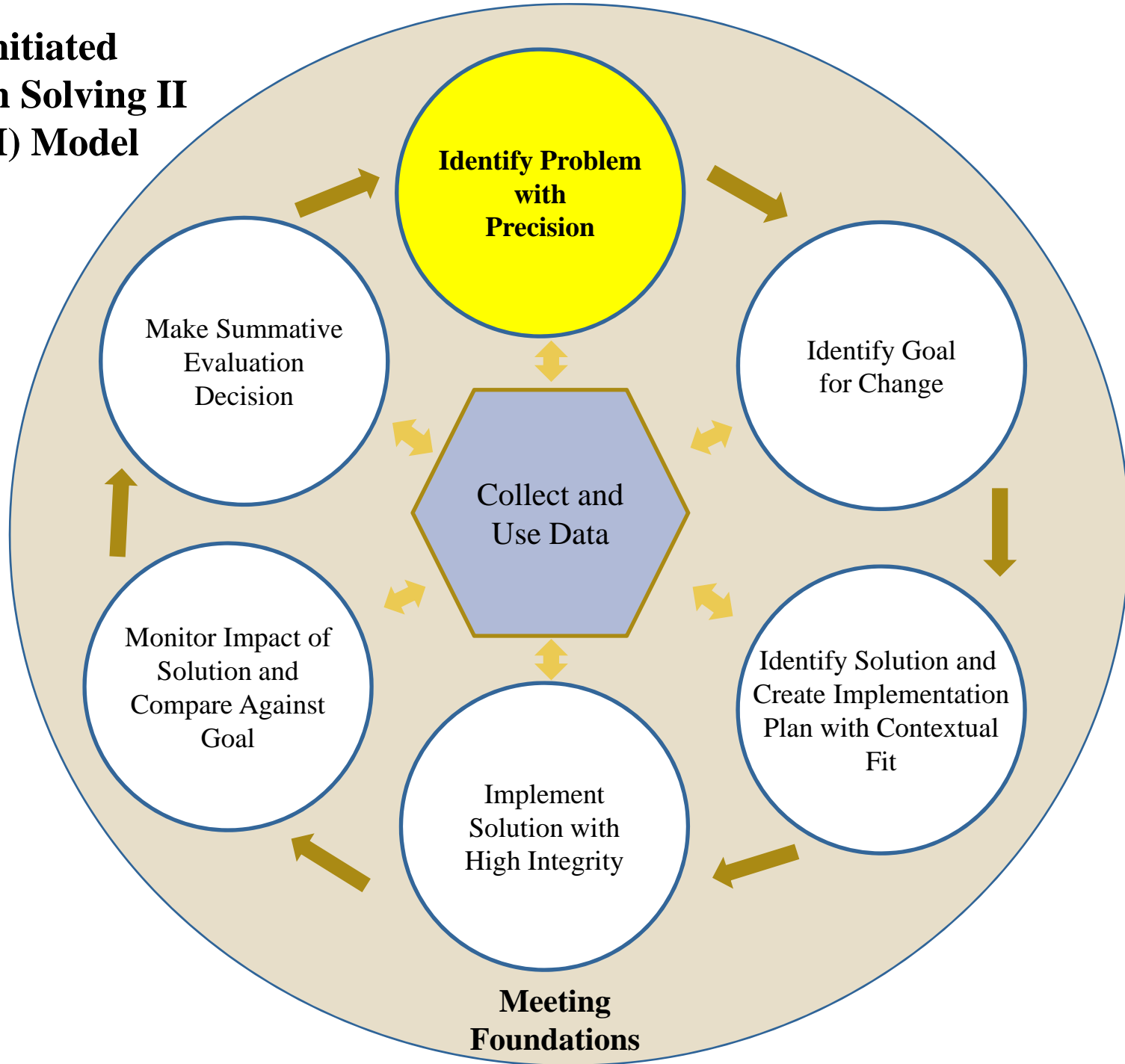
## Process

- Problems defined with precision before 'solving' them

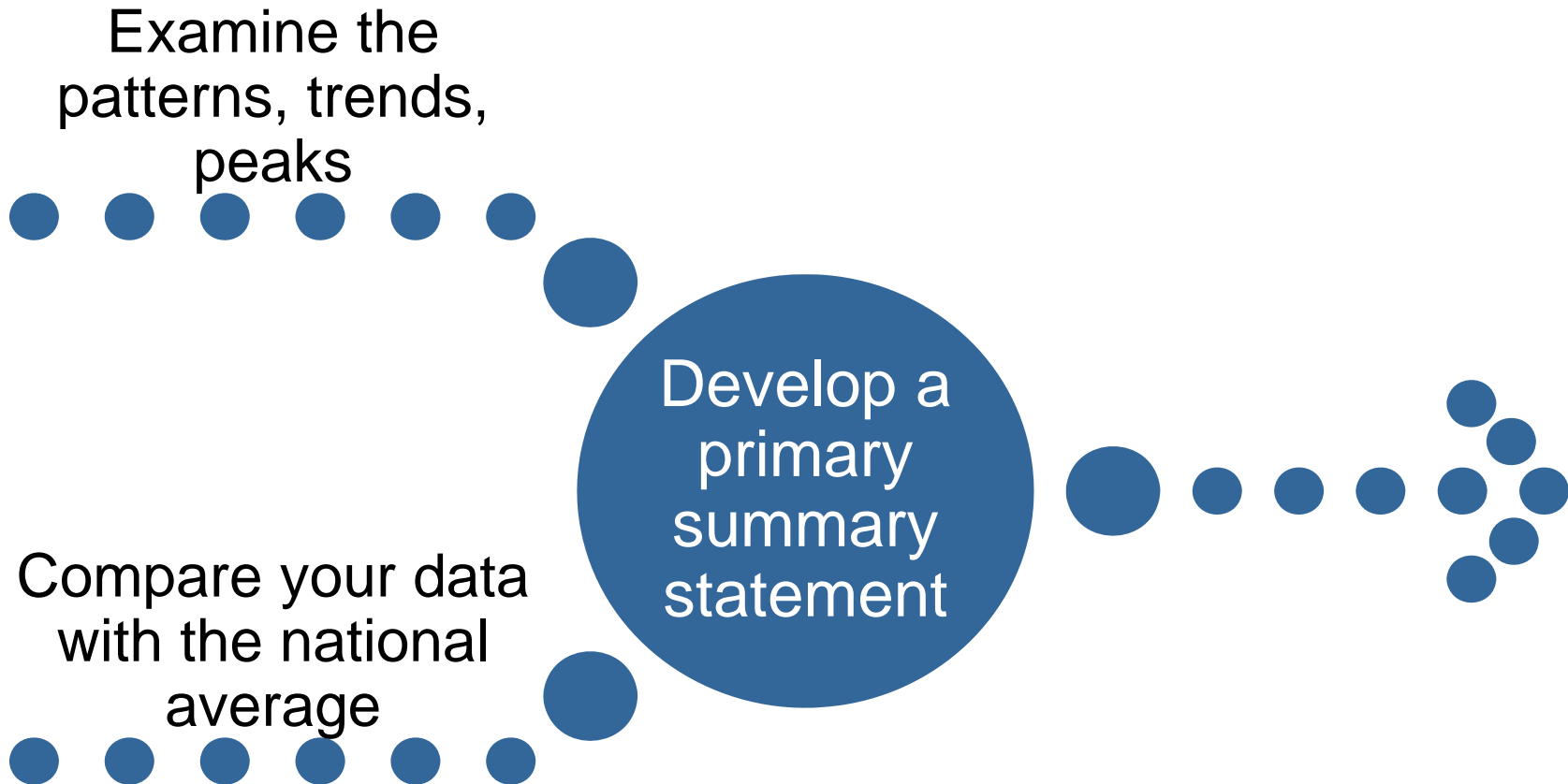
## Measured regularly

- Fidelity of implementation
- Student outcomes

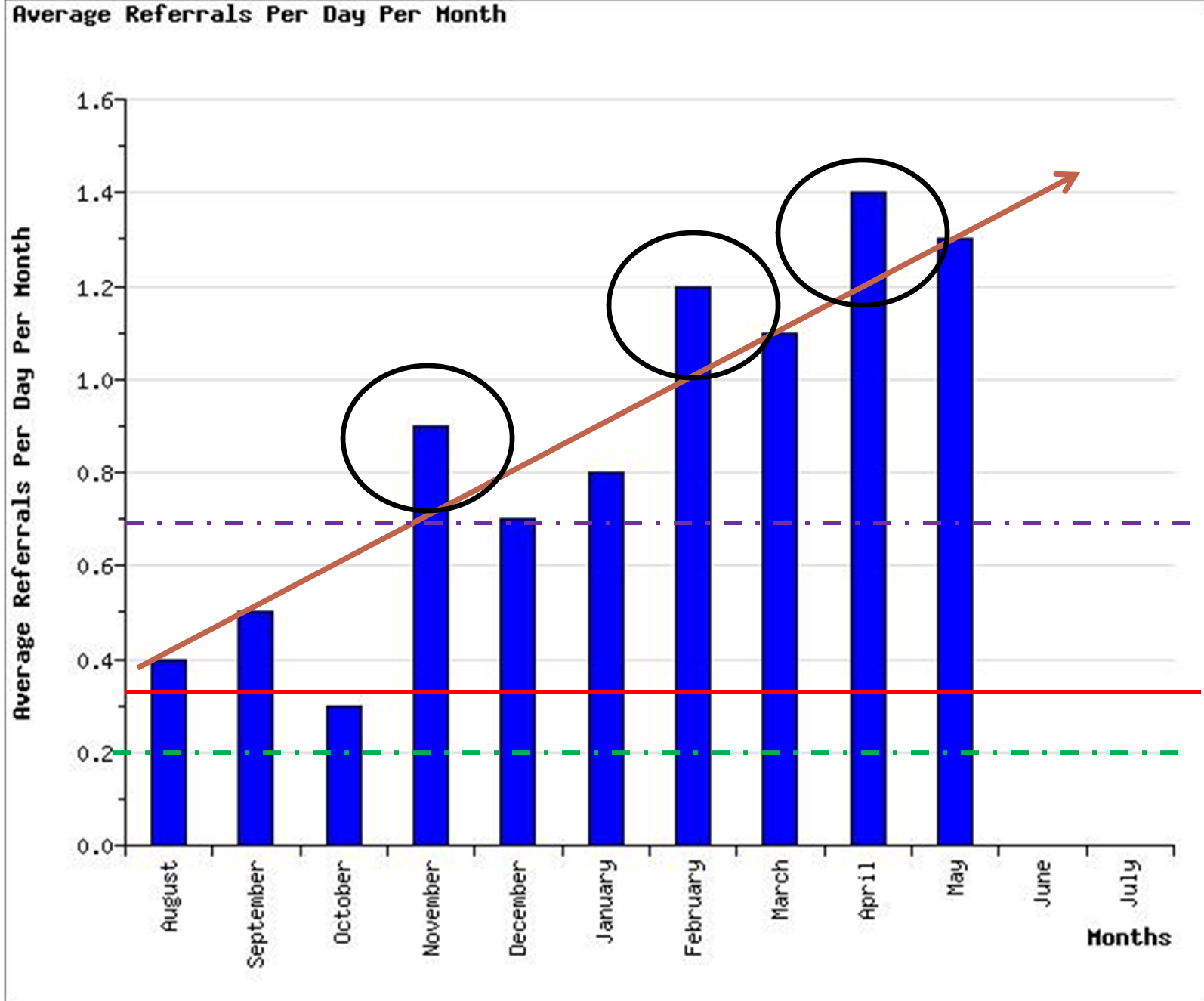
# Team-Initiated Problem Solving II (TIPS II) Model



# Transforming Data into Useful Information

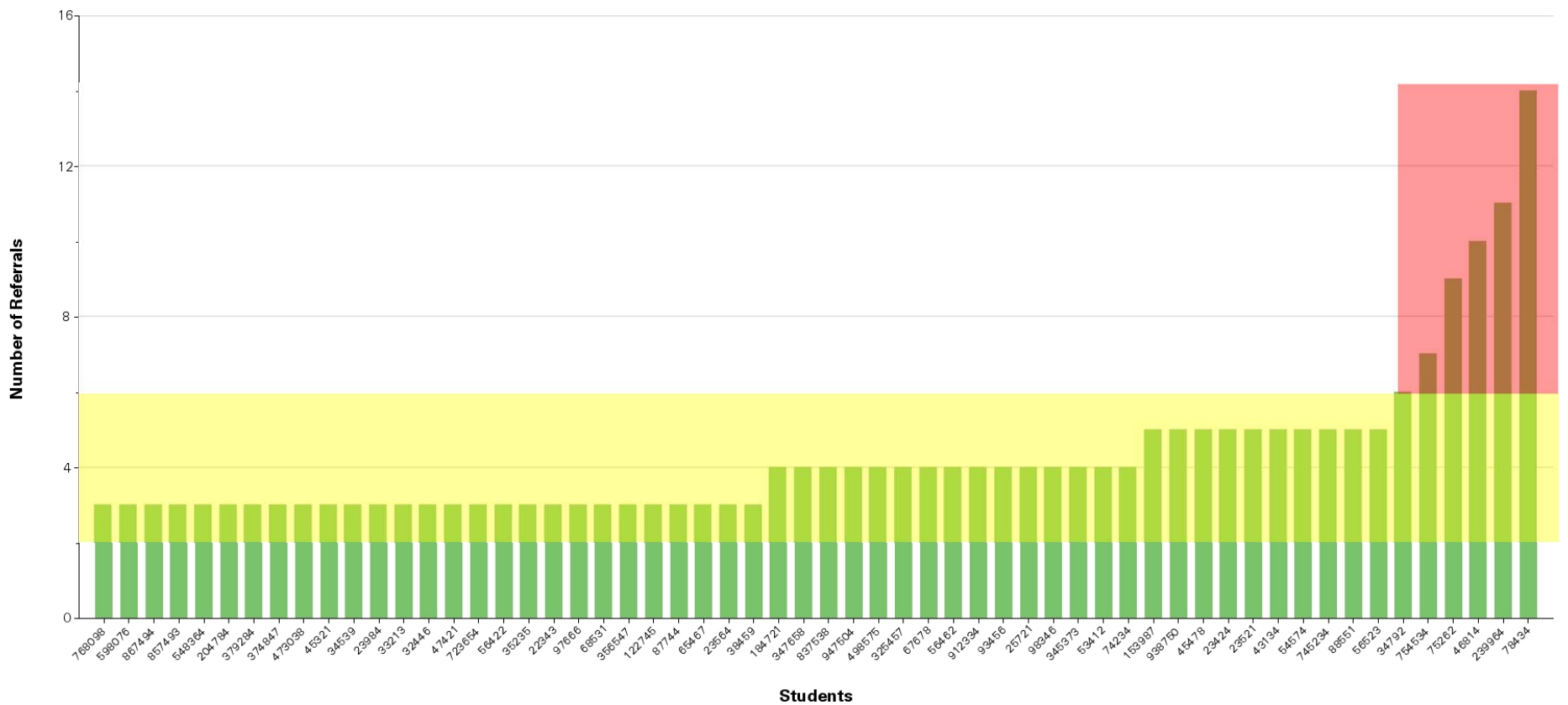


# Elementary School with 150 Students

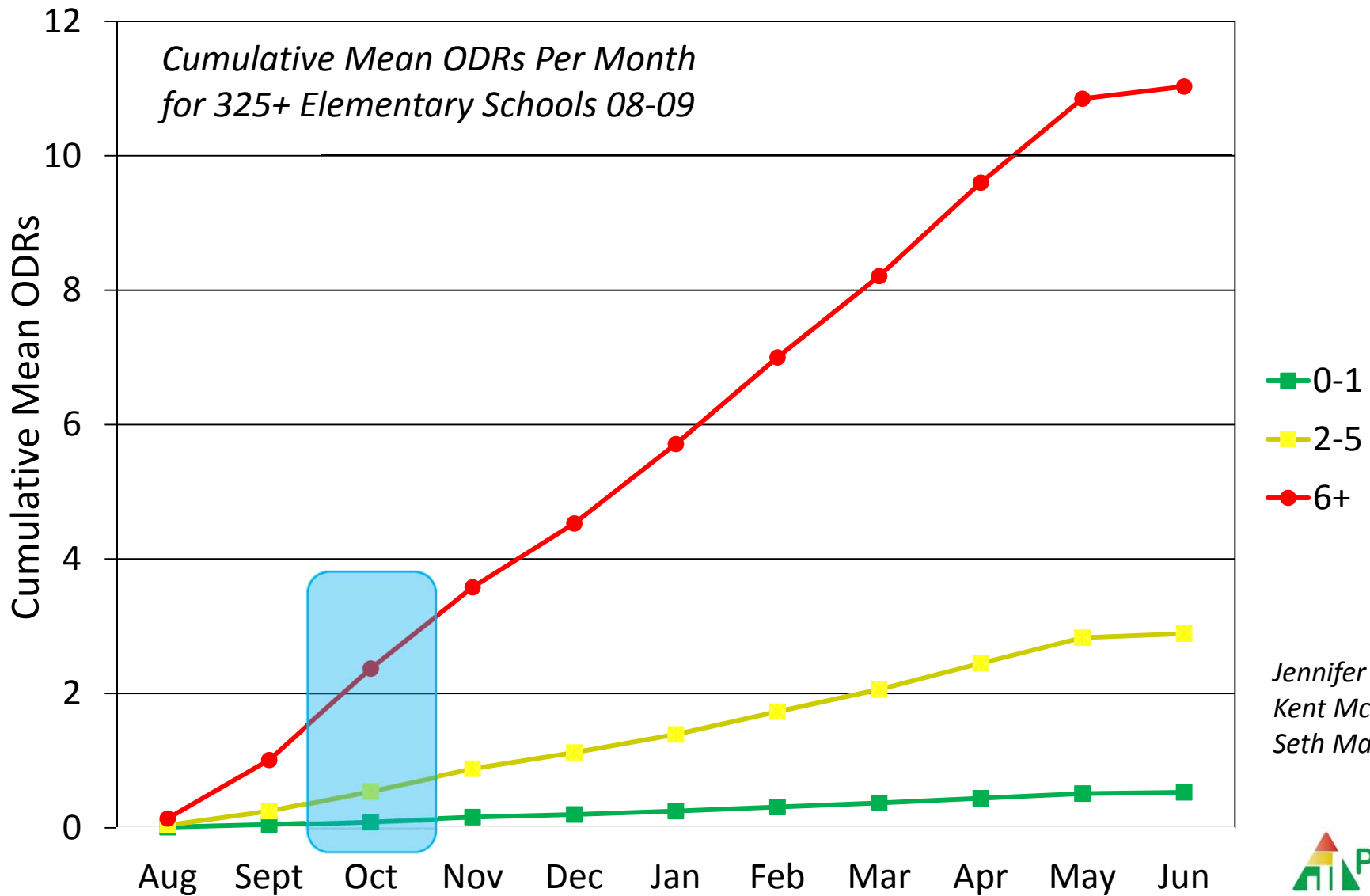


# Using the Referrals by Student as a Universal Screening Tool

**Referrals by Student**  
All, Aug 1, 2013 - Jul 31, 2014, At Least 3 Referrals



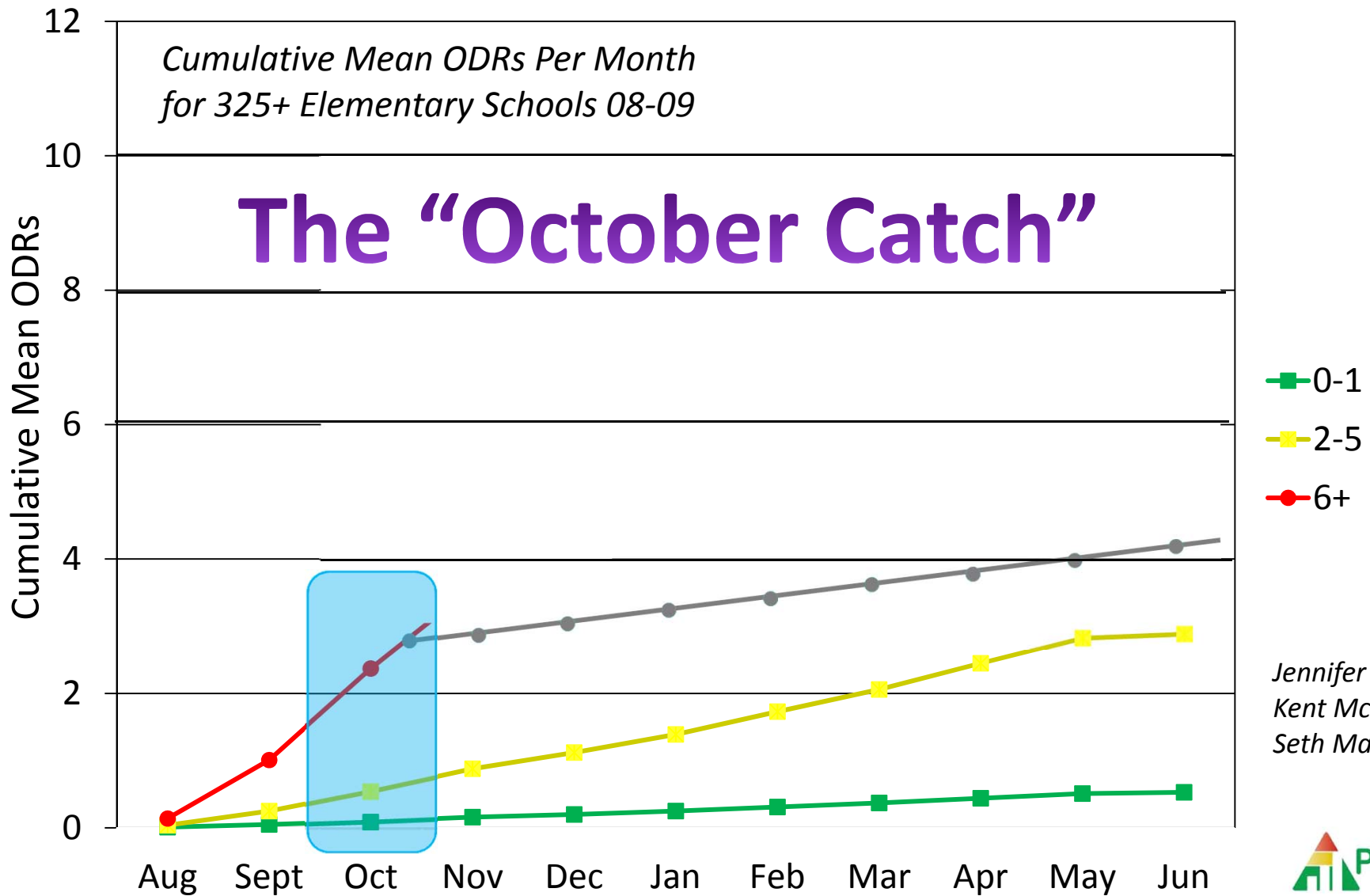
# Research Study on Early Intervention



Jennifer Frank,  
Kent McIntosh,  
Seth May



# Research Study on Early Intervention

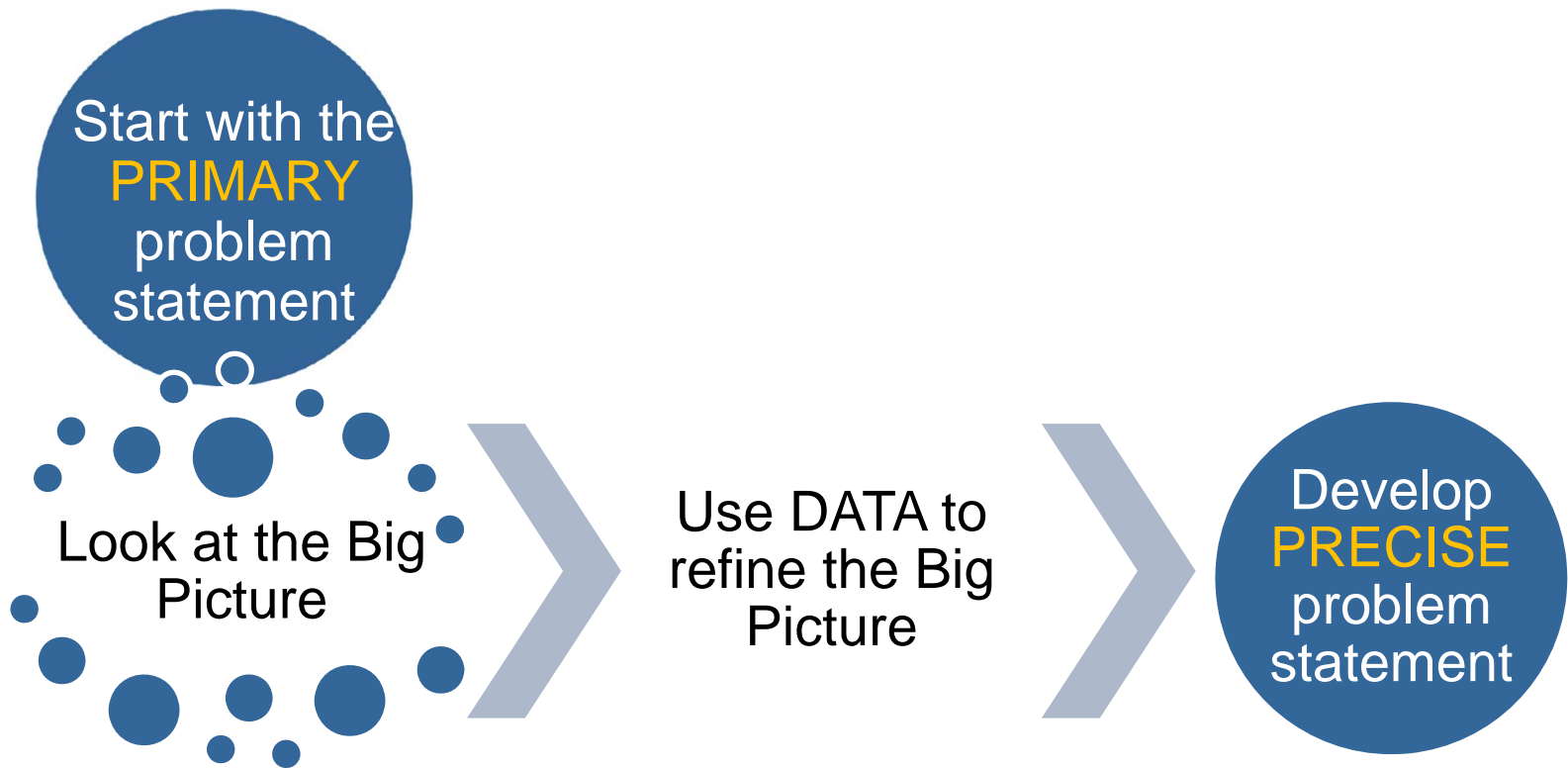


# Problem Solving

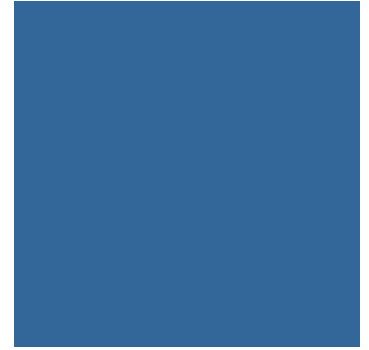
From Primary Problem Statement  
to Precise Problem Statement



# Defining Precision Problem Statements:



# Primary to Precision



## Primary:

- “Last year we had an increasing trend during first 3 months. (.5-2.2/day above national median)”

## Precise:

- “Inappropriate language and disrespect in the class at 11:30-12:15, involves many students in grades 3-8. The perceived motivation is attention from peers.”

# Data you are most likely to need to move from a Primary to a Precise statement:

**WHAT** problem behaviors are most common?

- ODR per problem behavior

**WHERE** are problem behaviors most likely to occur?

- ODR per location

**WHEN** are problem behaviors most likely to occur?

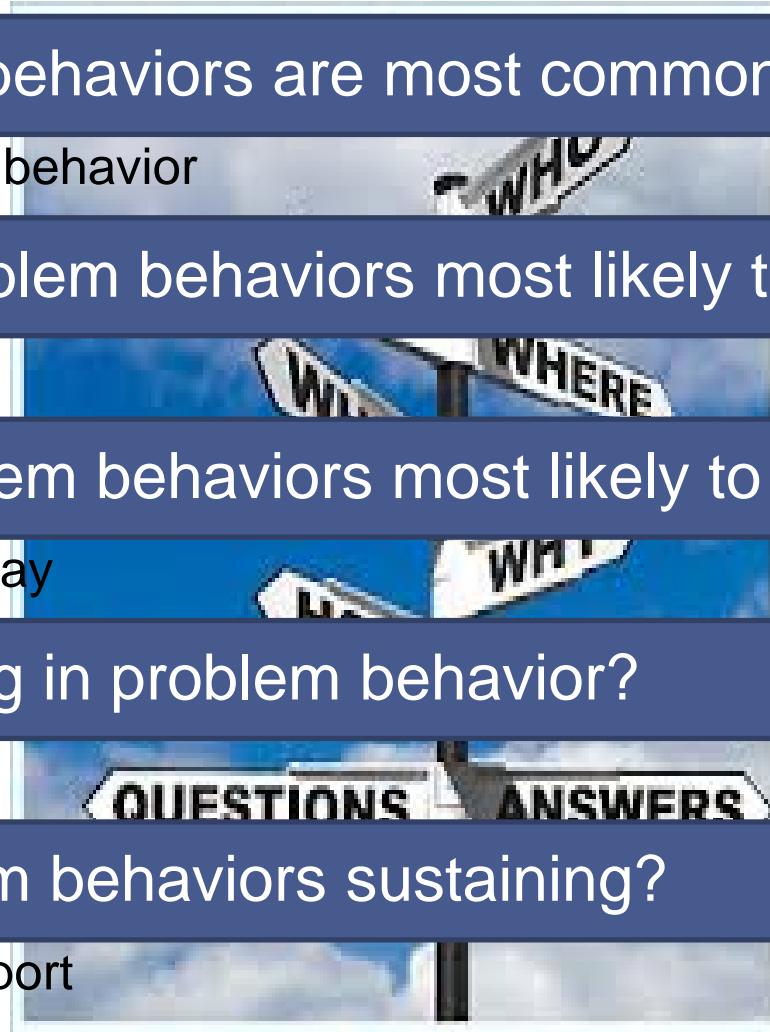
- ODR per time of day

**WHO** is engaging in problem behavior?

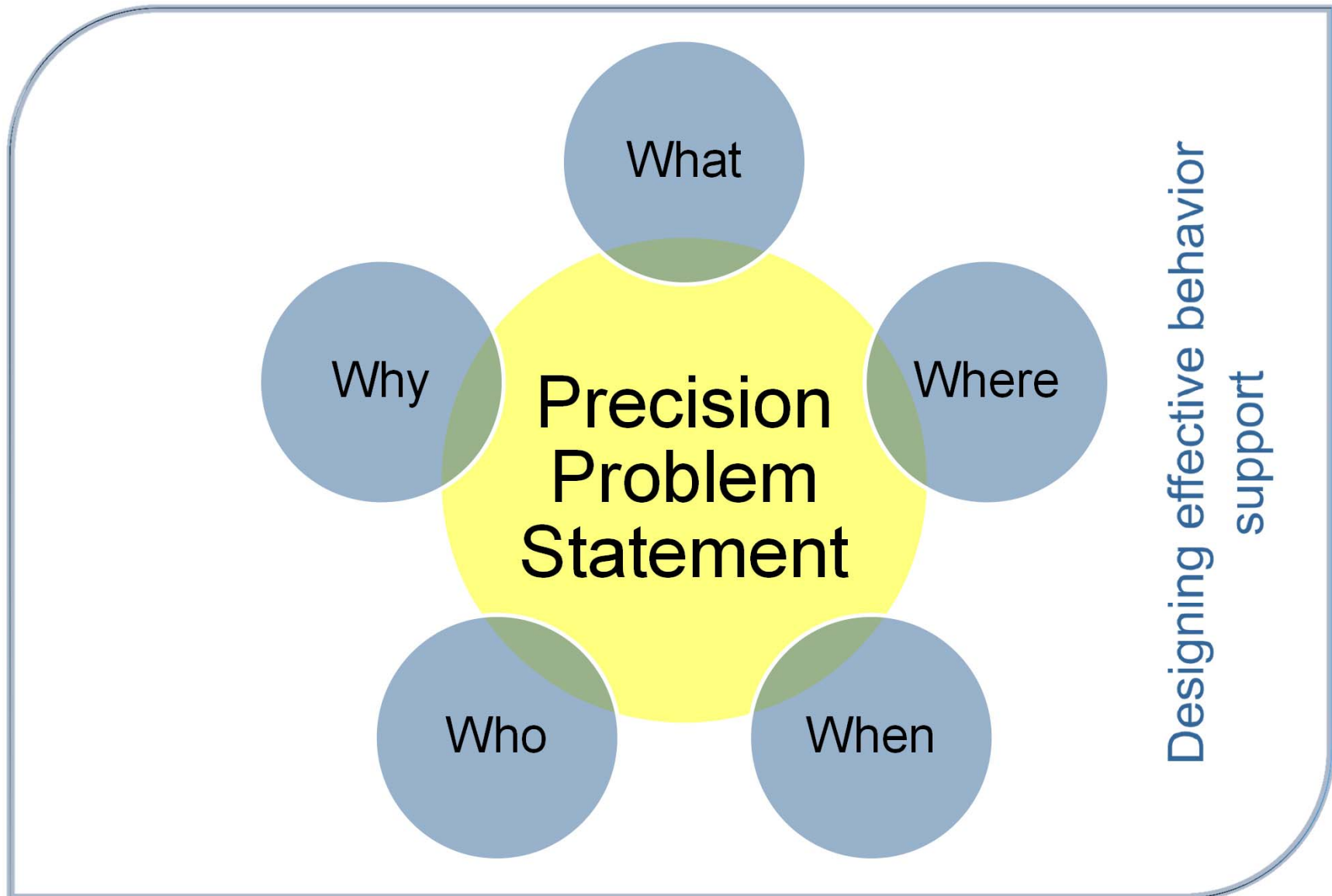
- ODR per student

**WHY** are problem behaviors sustaining?

- Use Drill Down report



# Define problems with precision



# Primary versus Precision Statements

Primary Statements	Precision Statement
“Too many referrals.”	<p>“There are <b>more ODRs for aggression</b> on the <b>playground</b> than last year. These are most likely to occur during <b>first recess</b>, with a <b>large number of students</b>, and the aggression is <b>related to getting access to the new playground equipment.</b>”</p>
“September has more suspensions than last year.”	
“Gang behavior is increasing.”	
“The cafeteria is out of control!”	
“Student disrespect is off the hook!”	

<b>What</b>	<b>Where</b>	<b>When</b>	<b>Who</b>	<b>Why</b>
-------------	--------------	-------------	------------	------------

# Examples: Primary to Precise

Primary Statement	Precision Statement
<p>“Gang-like behavior is increasing.”</p>	<p>“<b>Bullying</b> on the <b>playground</b> is increasing <b>during first recess</b>, is being done mostly by <b>four 4th grade boys</b>, and seems to be maintained by <b>attention from the bystander peer group</b>.”</p>

<b>What</b>	<b>Where</b>	<b>When</b>	<b>Who</b>	<b>Why</b>
-------------	--------------	-------------	------------	------------



# Examples: Primary to Precise

Primary Statement	Precision Statement
<p>“Texting during school is becoming more negative.”</p>	<p>“A large number of students in each grade level (6, 7, 8) are using <b>texting to spread rumors and harass peers</b>. Texting occurs in <b>unstructured times, both during the school day and after school</b>, and appears to be maintained by <b>attention from others</b>.”</p>

<b>What</b>	<b>Where</b>	<b>When</b>	<b>Who</b>	<b>Why</b>
-------------	--------------	-------------	------------	------------

# Examples: Primary to Precise

Primary Statement	Precision Statement
<p>“Carly is having reading difficulties.”</p>	<p>“<b>Carly</b> is reading 20 wpm (goal is 60), skips or guesses at words she doesn’t know, <b>mostly during language arts.</b></p> <p><b>Carly can not decode and struggles to read words containing ‘R’ controlled vowels.”</b></p>

<b>What</b>	<b>Where</b>	<b>When</b>	<b>Who</b>	<b>Why</b>
-------------	--------------	-------------	------------	------------

# Examples: Primary to Precise

Primary Statement	Precision Statement
<p data-bbox="354 906 814 1036">“The cafeteria is out of control!”</p>	<p data-bbox="1066 678 1919 1263">“There are many referrals for <b>disrespect</b> in the <b>cafeteria</b>. This is happening from <b>12:15-12:45 every day</b> and involves <b>many students from 7th and 8th grade</b>. The behavior is maintained by <b>peer and adult attention</b>.”</p>

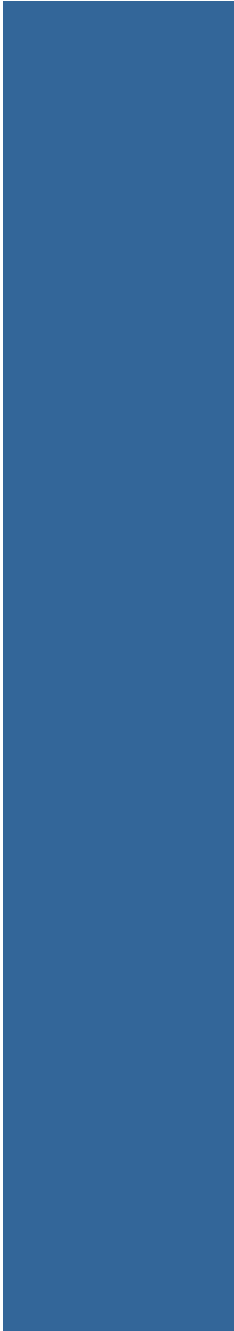
<b>What</b>	<b>Where</b>	<b>When</b>	<b>Who</b>	<b>Why</b>
-------------	--------------	-------------	------------	------------

# Precise or Primary Statement?

“James D. is hitting others in the cafeteria during lunch, and his hitting is maintained by peer attention.”

“Boys are engaging in sexual harassment.”

“Three 5<sup>th</sup> grade boys are calling and touching girls inappropriately during recess in an apparent attempt to obtain attention.”



# **Problem Solving**

Using SWIS to Develop a  
Summary Statement

# SWIS Demo Account & Activity

- Log into:

[www.pbisapps.org](http://www.pbisapps.org)



# TIPS Activity Worksheet 17:

## PBIS Team TIPS Activity Worksheet

Date: \_\_\_\_\_ Name: \_\_\_\_\_ School Team: \_\_\_\_\_

### Problem Solving Activity 1

Use the SWIS Demo Average Referrals per Month graph to generate a Summary Statement:

### Problem Solving Activity 2

Drill down using your Summary Statement:

Precision elements

What \_\_\_\_\_

Where \_\_\_\_\_

When \_\_\_\_\_

Who \_\_\_\_\_

Why \_\_\_\_\_

Precision Problem Statement:

# Precise Problem Statement for TIPS Demo School

## PBIS Team TIPS Activity Worksheet

Date: \_\_\_\_\_ Name: \_\_\_\_\_ School Team: \_\_\_\_\_

### Problem Solving Activity 1

Use the SWIS Demo Average Referrals per Month graph to generate a Summary Statement:

### Problem Solving Activity 2

Drill down using your Summary Statement:

Precision elements

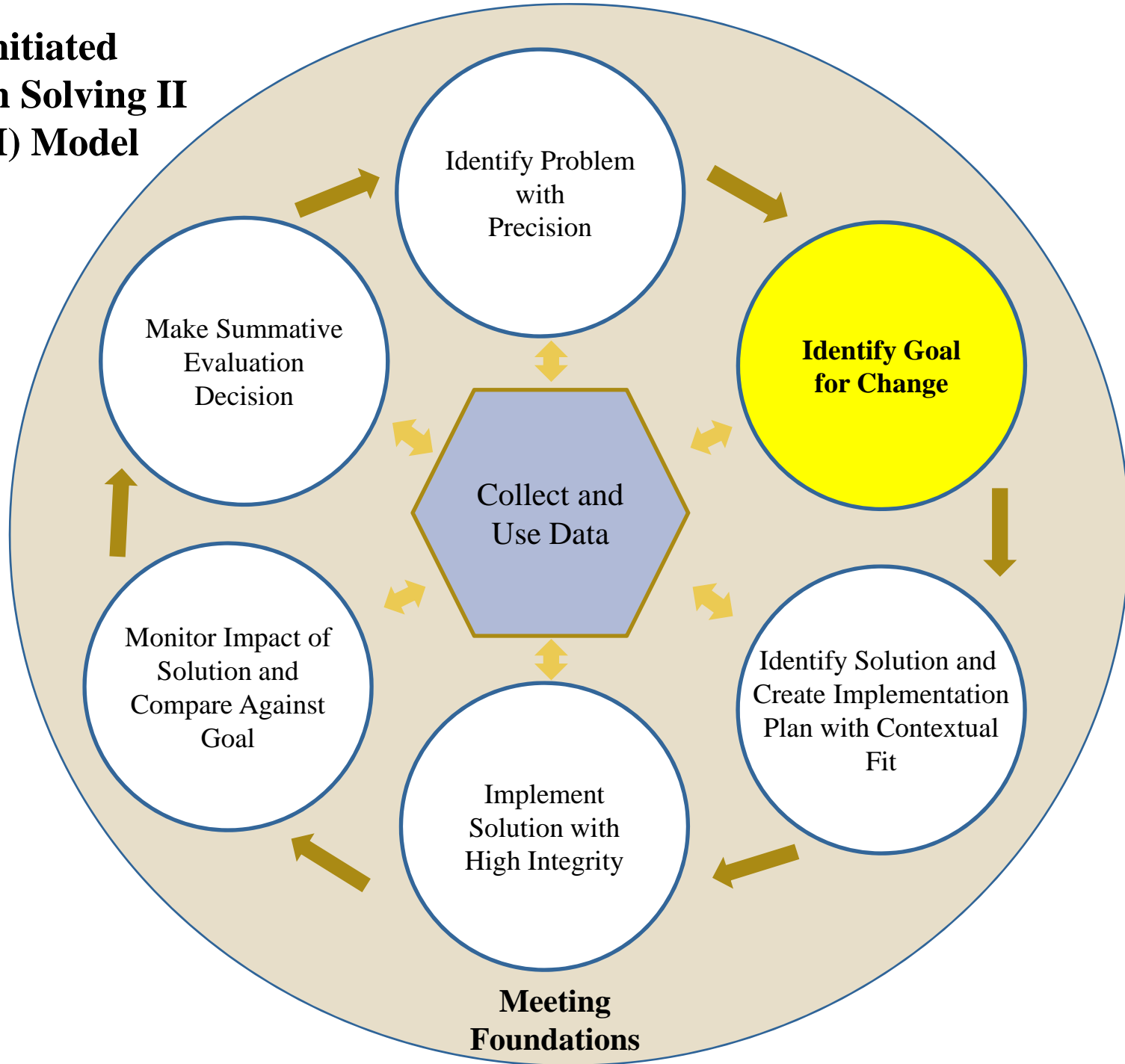
What \_\_\_\_\_  
Where \_\_\_\_\_  
When \_\_\_\_\_  
Who \_\_\_\_\_  
Why \_\_\_\_\_

**Enter the Precise Problem Statement into the form**

Precision Problem Statement:



# Team-Initiated Problem Solving II (TIPS II) Model



# Goal for a Problem...

## SMART Goals

**S**pecific

**M**easurable

**A**chievable

**R**elevant

**T**imely

- Fidelity of implementation at 80% or higher
- Reduction or increase in student academic and/or social behavior

# Goal Setting for TIPS Demo School

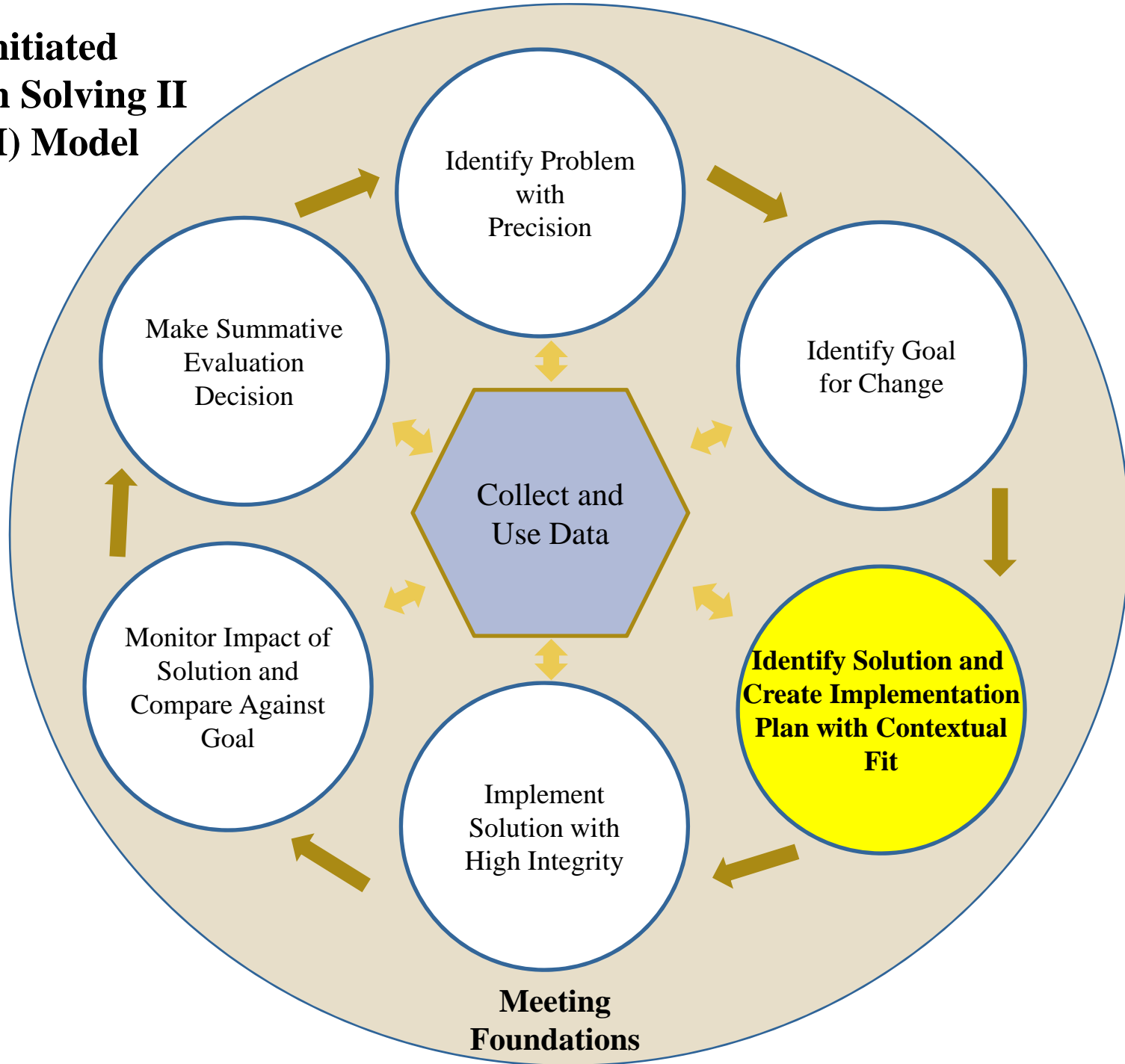
Create a Goal Statement and  
enter it here

## Problem Solving Activity 3

Write your precise problem statement, the current level and set a goal:

Precise Problem	Current Level	Goal

# Team-Initiated Problem Solving II (TIPS II) Model



# Develop a plan for solving the problem

## Solution Action Elements

Prevent

*What can we do to prevent the problem?*

Teach

*What do we need to teach to solve the problem?*

Reward

*What can we do to reward appropriate behavior?*

Extinguish

*What can we do to prevent the problem behavior from being rewarded?*

Correct

*What will we do to provide corrective feedback?*

Safety

*Do we need additional safety precautions?*

# Team Discussion: Problem Solving

## Problem Solving Activity 4: Plan a Solution

Precise Problem:

**Goal:** What are some ideas for solving this problem? Enter here

**Prevent:** Reduce probability of future or continued problem behavior.

**Teach:** Increase probability of positive behavior change.

**Reward/Reinforce:** Provide positive feedback when expected behavior occurs.

**Correct:** Specific feedback to increase probability of improved behavior after error.

**Extinction:** Reduce reward for problem behavior.

**Safety:** Remove occurrence or possibility of injury or harm.

**Share out:** What were some ideas to solve that problem?

# Using meeting to document Implementation Plans

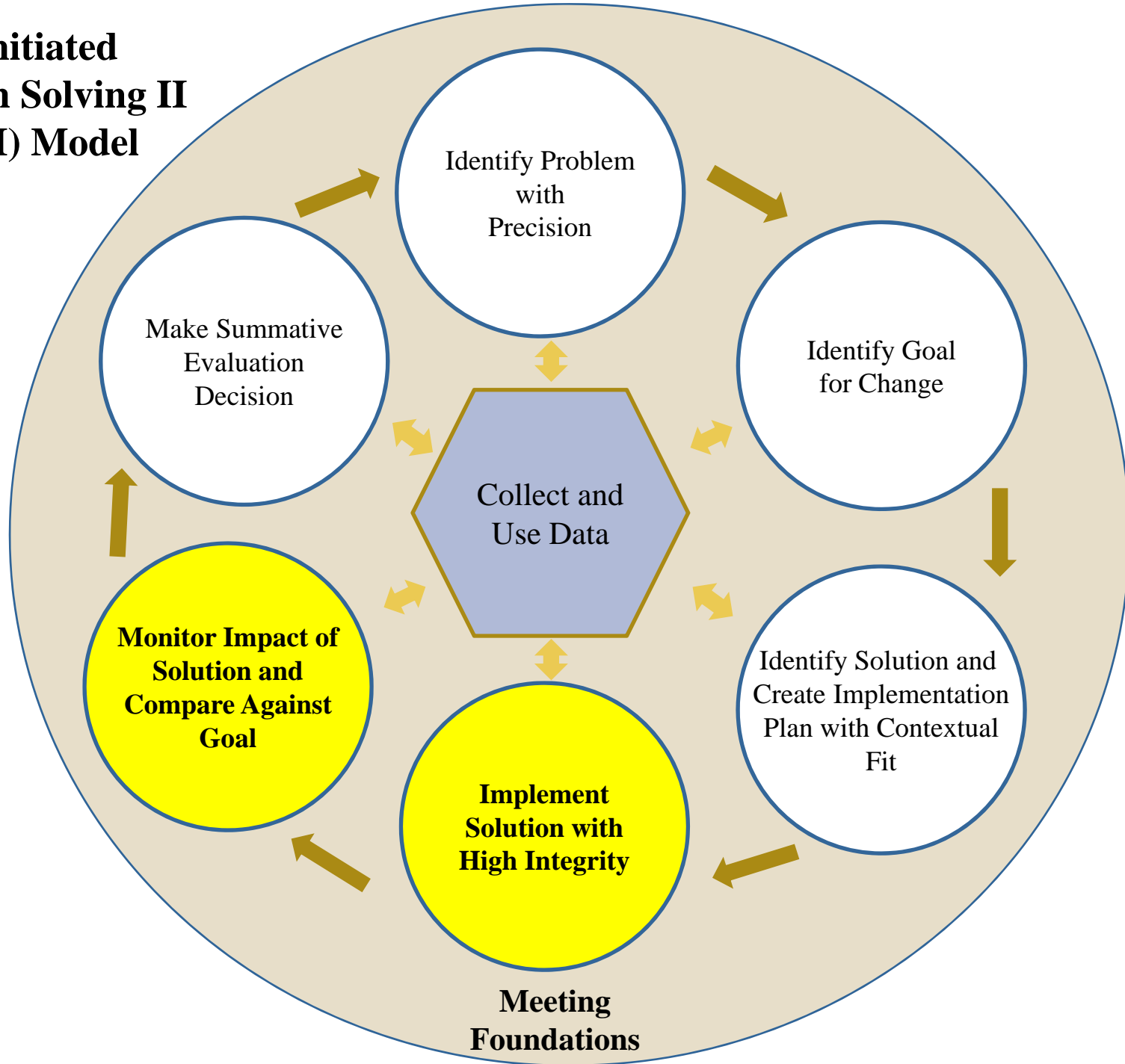
## Problem Solving Activity 5: Plan for Implementation and Evaluation: Use your TIPS Agenda Meeting Minutes

New Problems

Identify Problem	Implementation				Evaluation	
Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Prompt, Reward, Correction, Extinction, Adaptations, Safety)	Who?	By When?	Goal with Timeline	Did we do what we said we would do? (Yes/Partial/No)	Is it working? (Yes/Partial/No)

**For every Solution Action, define who will complete it with a specific date for completion**

# Team-Initiated Problem Solving II (TIPS II) Model





# Fidelity of Implementation

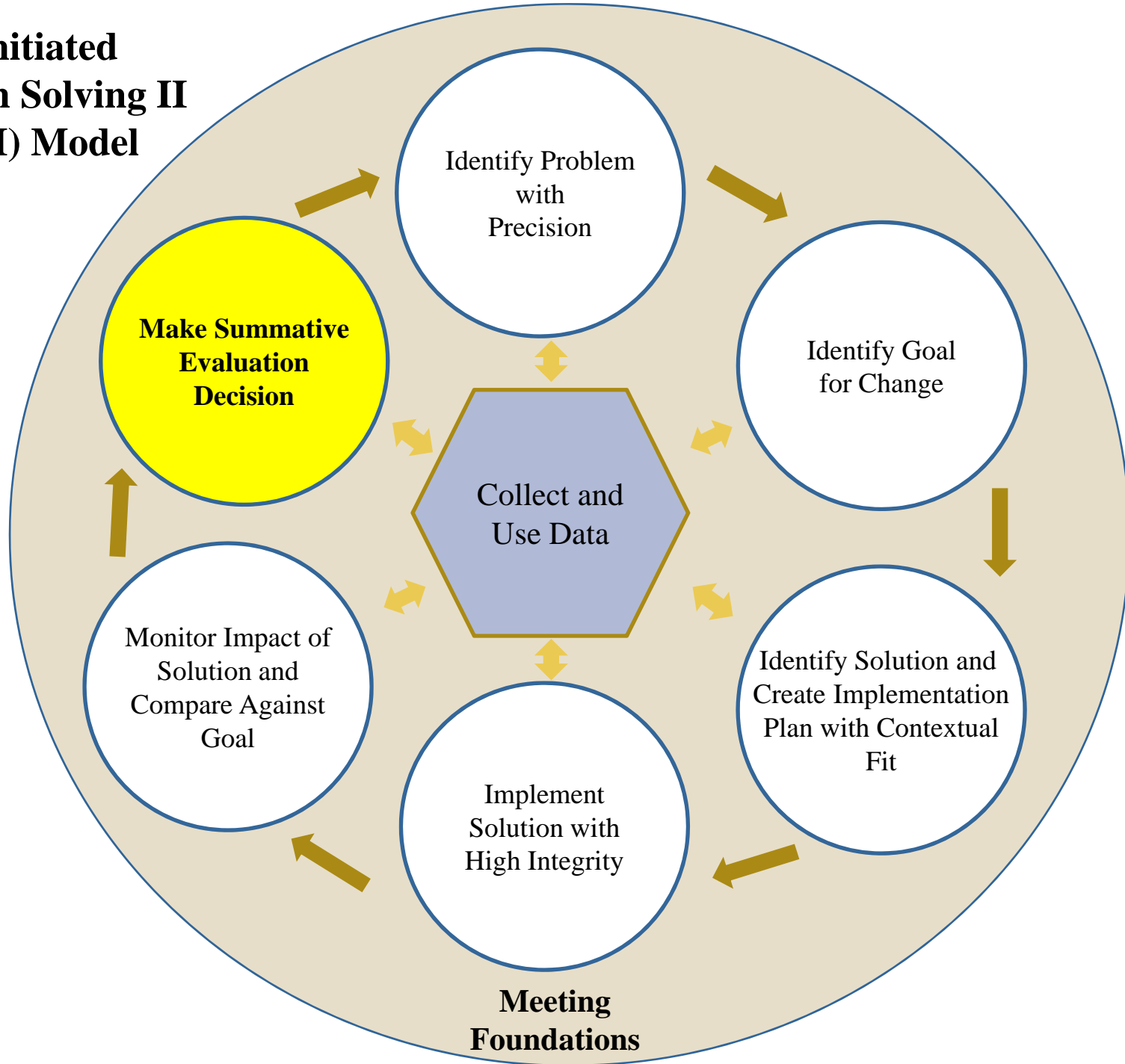
## Problem Solving Activity 5: Plan for Implementation and Evaluation: Use your TIPS Agenda Meeting Minutes

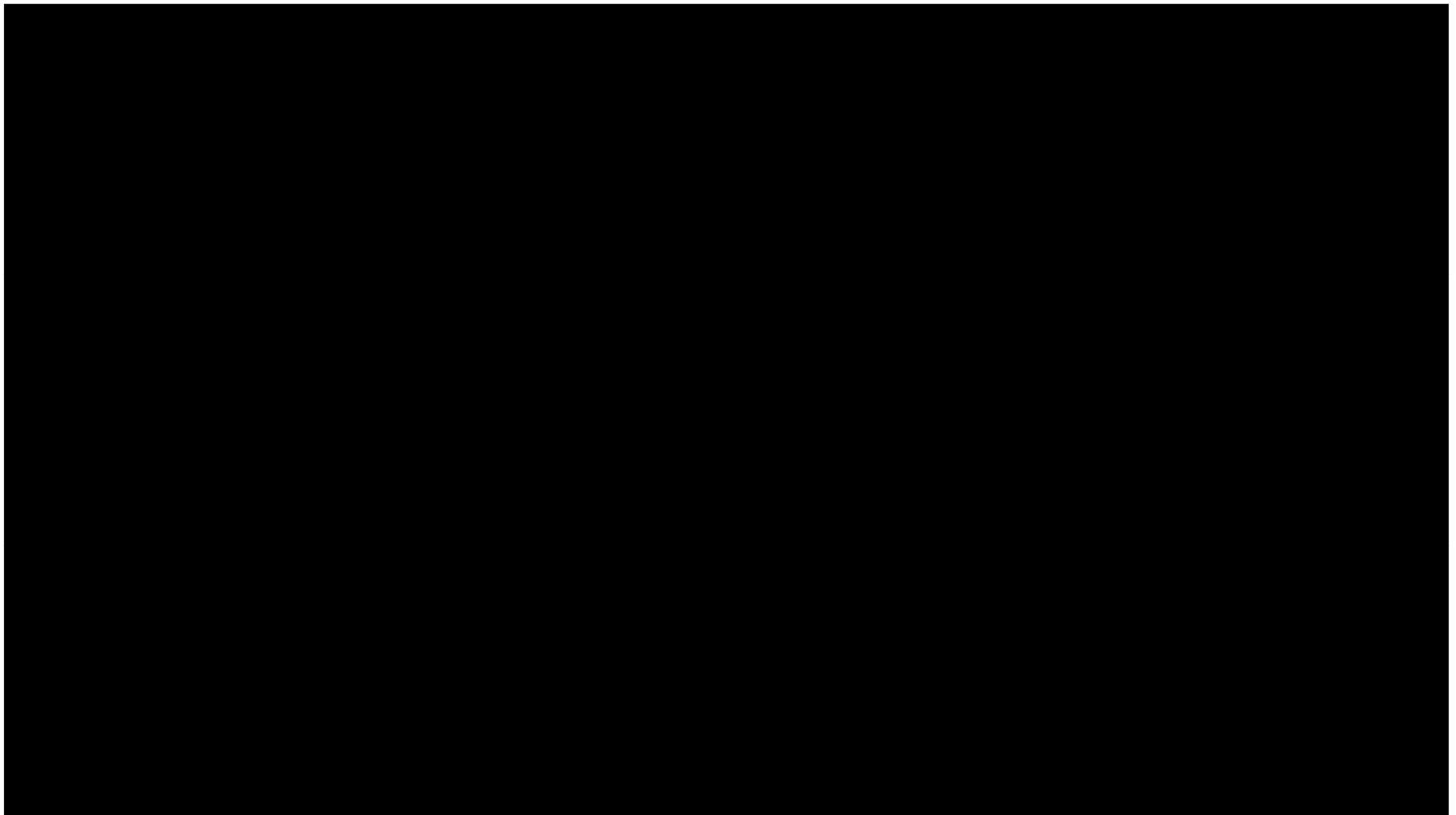
New Problems

Identify Problem	Implementation				Evaluation	
Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Prompt, Reward, Correction, Extinction, Adaptations, Safety)	Who?	By When?	Goal with Timeline	Did we do what we said we would do? (Yes/Partial/No)	Is it working? (Yes/Partial/No)

**After implementing the solution, evaluation is the next step.**

# Team-Initiated Problem Solving II (TIPS II) Model





# Team TIPS Meeting



- 1) Log Into your SWIS Account
- 2) Use the Meeting Minute Agenda Form
  - a) Identify a Precise Problem Statement
  - b) Identify the Goal, Solutions, Implementation Plan & measuring fidelity
  - c) Administrative Items
- 3) Reference the Meeting Flow Chart & Table Tent
- 4) Be prepared to share out your meeting accomplishments

## Next Steps

- Schedule/Confirm future meeting dates
- Use the TIPS Meeting format and agenda at your next meeting
- Review before meeting tasks
- Check in with your coach for assistance

# Questions, Comments & Evaluation

