Team Initiated Problem Solving

Placer County Office of Education
Created by: Anne Todd
University of Oregon

Goals

- Provide a context for Team Decision-making efforts.
  - Improving the effectiveness and efficiency of team meetings.
  - Improve “problem solving process”
  - Research support

- Meeting foundations
  - Clearly defined purpose and roles
  - What happens BEFORE, DURING, AFTER a meeting

- TIPS Problem Solving Action Plan Form
  - Electronic
  - Public
  - Prompts team process

- Problem Solving Process
  - Defining “problems” with precision
  - Using data for decision-making
People aren’t tired from solving problems – they’re are tired from solving the same problems over and over.
Old Model: SST/TAT

He is a handful. I was thinking he should be in my mentoring group. He would really benefit from some of that support.

I am in my happy place...

ISS? Wow, I hadn’t thought about that. What if we started an ADHD evaluation? That would help. He already gets support; he wouldn’t it? I was thinking about in-school detention.
Building Capacity and Sustainability

Data Based Decision Making

OUTCOMES

- Process for Data Decision Making and Reporting
- SWIS & PBIS Assessments
- Electronic Meeting Minutes Form
Problem Solving
Meeting Foundations

Structure of meetings lays foundation for efficiency & effectiveness
Foundations Elements

- Define roles
- Use electronic meeting minutes
Define Roles
Effective Meetings

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

- Backup for each role

Typically NOT the administrator
Defining Roles

Foundation Checklist

- What happens BEFORE a meeting
- What happens DURING a meeting
- What happens AFTER a meeting

Handout 18
## Responsibilities of PBIS Team Members

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Facilitator</th>
<th>Data Analyst</th>
<th>Minute Taker</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A: Before Team Meeting</strong></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>A1. Advises Backup team member in advance if unable to attend meeting, so that Backup team member is prepared to assume role</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>A2. Reviews SWIS data; identifies Potential New Problems (if any); asks Facilitator to add Potential New Problems to list of agenda items for upcoming meeting</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>A3. Asks team members for “New Business” agenda items; adds items to agenda list (including Potential New Problems identified by Data Analyst)</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4. Disseminates list of agenda items to Minute Taker and to other team members (or can disseminate list to team members other than Minute Taker at the start of the meeting)</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>A5. Uses list of agenda items from Facilitator to prepare electronic Meeting Minutes and Problem-Solving Action Plan form showing New Business Items and Potential New Problems</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>A6. Reserves room for meeting</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>A7. Brings TIPS notebook to meeting</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>A8. Is ready to make the following available at meeting, as appropriate:</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The SWIS ODRs per day per month and “Big 4” reports (used to identify/show potential new problems)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Custom or other reports (to confirm/disconfirm inferences regarding new problems; to show “pre-solution” data for identified problems that do not have currently implemented solutions; to show “post-solution” data for problems that do have currently implemented solutions)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data can be made available to team members via projection from LCD, laptop that can be passed from team member to team member; hard copies that can be passed from team member to team member; etc.
### B: During Team Meeting

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Facilitator</th>
<th>Data Analyst</th>
<th>Minute Taker</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. Starts meeting on time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2. Determines date, time, and location of next meeting (It is highly recommended that the schedule of team meetings be established in advance for the entire school year, rather than on a meeting-by-meeting basis)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3. Ensures roles for next meeting have been established (if roles have not been permanently assigned)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4. Coordinates “flow” of meeting, by initiating and managing discussion of:</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Old business, Meeting Minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- New business, Meeting Minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Old business, Problem-Solving Action Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- New business, Problem-Solving Action Plan (i.e., application of TIPS model to identifying and addressing new problems)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Evaluation of meeting (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B5. Prompts team (as necessary) with the TIPS problem-solving “mantra”:</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Do we have a problem? <em>(identify problems)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- What is the precise nature of the problem? <em>(define &amp; clarify problems with precision)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Why does the problem exist, and what can we do about it? <em>(develop &amp; refine hypotheses; discuss &amp; select solutions)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- *(For “old” problems) Is our plan being implemented and is it working? <em>(develop &amp; implement Action Plan; evaluate and revise Action Plan)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B6. Presents overview of findings from review of current data and initiates discussion of:</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>- Identification of new problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Status and effectiveness of currently implemented solutions, especially as compared against team’s goal, timeline, and decision rule for a targeted problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B7. Asks for clarification of tasks; completes Meeting Minutes and Problem-Solving Action Plan form</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>B8. Is active participant in meeting (applies to ALL team members)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>B9. Ends meeting on time</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### C: After Team Meeting

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Facilitator</th>
<th>Data Analyst</th>
<th>Minute Taker</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. Disseminates completed copy of <em>Meeting Minutes and Problem-Solving Action Plan</em> form to all team members within 24 hrs.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Before the Meeting…Who does each

- Room reserved  
  Facilitator
- “New” items solicited for agenda  
  Facilitator
- Agenda produced  
  Facilitator
- Data reviewed before the meeting; Suggest possible new issues  
  Data Analyst
- Lead team through discussion of effects of in-process solutions on “old” problems  
  Facilitator
- Meeting minutes distributed within 24 hours of meeting  
  Minute Taker
- Computer reserved; access to SWIS online database assured  
  Minute Taker
- LCD projector reserved & set up to project data (or team has some other strategy for ensuring team members can review data at meeting)  
  Minute Taker
- Team members have individual TIPS Notebooks to bring to meeting  
  All Team Members
At Close of and After Meeting…

- Meeting Minutes and Problem-Solving Action Plan completed

- Copy of Meeting Minutes & Problem-Solving Action Plan distributed to each member within 24 hrs.
Team Work Time (10 min)

Task 1: Select

- Facilitator
- Data Analyst
- Minute Taker
- Back up for each

Task 2: Complete Foundations Checklist
Problem Solving
Action Plan Form

Structure of meetings lays foundation for efficiency & effectiveness
Problem Solving Action Plan Form Using Meeting Minutes

- Documentation of
  - Logistics of meeting (date, time, location, roles)
  - Agenda items for today’s meeting (and next meeting)
  - Discussion items, decisions made, tasks and timelines assigned
  - Problem statements, solutions/decisions/tasks, people assigned to implement with timelines assigned, and an evaluation plan to determine the effect on student behavior

- Reviewing Meeting Minutes
  - An effective strategy for getting a snapshot of what happened at the previous meeting and what needs to be reviewed during the upcoming meeting
    - What was the issue/problem?, What were we going to do?, Who was going to do it and by When?, and How are we measuring progress toward the goal?

- Visual Tracking of Focus Topics During and After Meetings
  - Prevents side conversations
  - Prevents repetition
  - Encourages completion of tasks
Organizing for an effective problem solving conversation

A key to collective problem solving is to provide a visual context that allows everyone to follow and contribute.
### PBIS Team Meeting Minutes and Problem-Solving Action Plan Form

#### Today's Meeting:
- **Date, time, location:** [Insert]
- **Facilitator:** [Insert]
- **Minute Taker:** [Insert]
- **Data Analyst:** [Insert]

#### Next Meeting:
- **Date, time, location:** [Insert]
- **Facilitator:** [Insert]
- **Minute Taker:** [Insert]
- **Data Analyst:** [Insert]

#### Team Members (bold are present today):

<table>
<thead>
<tr>
<th>Today's Agenda Items</th>
<th>Next Meeting Agenda Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>1.</td>
</tr>
<tr>
<td>02.</td>
<td>2.</td>
</tr>
<tr>
<td>03.</td>
<td>3.</td>
</tr>
</tbody>
</table>

#### Information for Team, or Issue for Team to Address

- **Discussion/Decision/Task (if applicable):**
- **Who?** [Insert]
- **By When?** [Insert]

#### Administrative/General Information and Issues

- **Implementation and Evaluation**
- **Precise Problem Statement**, based on review of data (What, When, Where, Who, Why)
- **Solution Actions** (e.g., Prevent, Teach, Prompt, Reward, Correct, Extinction, Safety)
- **Who?** [Insert]
- **By When?** [Insert]
- **Goal, Timeline, Decision Rule, & Updates**

### Evaluation of Team Meeting (Mark your ratings with an “X”)

1. Was today’s meeting a good use of our time? [ ] Yes [ ] No
2. In general, did we do a good job of tracking whether we’re completing the tasks we agreed on at previous meetings? [ ] Yes [ ] No
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings? [ ] Yes [ ] No
4. In general, are the completed tasks having the desired effects on student behavior? [ ] Yes [ ] No

### Worksheet 15

**Problem-Solving Action Plan**

- **Who?** [Insert]
- **Information for Team, or Issue for Team to Address**

### Where in the Form would you place:

1. Planning for next PTA meeting?
2. Too many students in the “intensive support” for literacy meeting?
3. Schedule for hallway monitoring for next month?
4. There have been five fights on playground in last month.
5. Next meeting report on lunch room status.

**Next Meeting Agenda Items**

- **Facilitator:** [Insert]
- **Minute Taker:** [Insert]
- **Date, time, location:** [Insert]
“Well begun is half done.”

—Aristotle, quoting an old proverb
Important Structural Components

- Regular meetings & regular attendance & regular time
- The “right” people
- The right roles
  - Facilitator
  - Minute Taker
  - Data Analyst
  - Active Team Members
- Accomplishments – Products of successful meeting
  - Meeting Minutes (record of decisions & tasks concerning administrative/general issues)
  - Problem-Solving Action Plan (record of decisions & tasks concerning problems identified by team)
Team Work Time  (5min)

- Review Schedule for PBIS Team Meetings
- Use PBIS Action Plan (W8) If you are unable to complete this task today.
Using Data to Drive Decision Making

Problem Solving Process
Main Ideas

- Decisions are more likely to be effective and efficient when they are based on data.
- The quality of decision-making depends most on the first step (defining the problem to be solved)
  - Define problems with precision and clarity
- Use data to
  - Identify problems
  - Refine problems
  - Define the questions that lead to solutions
Problem Solving

Starting with a clearly defined problem is essential

Use data to:

- Identify a problem
- Define the problem with precision
- Guide development of an appropriate solution
- Assess fidelity of implementation of the solution
- Assess impact of the solution on student outcomes
Organizing SWIS Data Decision-making

1) Universal Screening Tool
   - Proportion of students with
     - 0-1 Office Discipline Referrals (ODRs)
     - 2-5 ODRs
     - 6+ ODRs

2) Progress Monitoring Tool

3) Compare data across time
   - Prevent previous problem patterns

4) Define Problems with precision that lead to solvable problems

Using the Referrals by Student report as a Universal Screening Tool
Using office discipline referrals as a metric for universal screening of student social behavior

Identifying problems/issues

- **What data to monitor**
  - ODR per day per month
  - Suspensions, Testing Scores, Attendance, Teacher report
  - Team Checklist/SET (are we doing what we planned to do?)

- **What question to answer**
  - Do we have a problem?

- **What questions to ask of Level, Trend, Peaks**
  - How do our data compare with last year?
  - How do our data compare with national/regional norms?
  - How do our data compare with our preferred/expected status?

- **If a problem is identified, then ask**
  - What are the data we need to make a good decision?
Precise Problem Statements
(What are the data we need for a decision?)

- Precise problem statements include information about the Big Five questions:
  - **What** is problem, and how often is it happening
  - **Where** is it happening
  - **Who** is engaged in the behavior
  - **When** the problem is most likely
  - **Why** the problem is sustaining
Primary versus Precision Statements

- **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 Statements**
  - There are more 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.
Precise or Primary Statement?

- Children are using inappropriate language with a high frequency in the presence of both adults and other children. This is creating a sense of disrespect and incivility in the school.

- ODRs during December are higher than in any other month.
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 5th grade boys are name calling and touching girls inappropriately during recess in an apparent attempt to obtain attention.
Precise or Primary Statement?

Minor disrespect and disruption are increasing over time, and are most likely during the last 15 minutes of our block periods when students are engaged in independent seat work. This pattern is most common in 7th and 8th grades, involves many students, and appears to be maintained by escape from work (but may also be maintained by peer attention… we are not sure).
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.

- Texting during school is becoming more negative

- A large number of students in each grade level (6, 7, 8) are using texting to spread rumors, and harass peers. Texting occurs both during the school day, and after school, and appears to be maintained by attention from others.
Examples: Primary to Precise

- Carly is having reading difficulties
  - Carly is reading 20 cwpm (goal is 60), skips or guesses at words she doesn’t know, mostly during language arts

- 50% of 2nd graders are not meeting math benchmarks
  - 2nd graders, who entered school after Oct 31, do not know whole numbers 75-100 and are not accurately adding two digit numbers because of lack of skills
Making Data into Information

- Look first at your patterns *(tell the story)*
  - Level, Trend
  - Peaks
  - Match data to current perceptions

- Compare your data
  - With national median
  - With last year
  - With what your faculty/students/families want
Questions to Ask of the Data
What is the trend?
What is typical?
What is possible?
What is needed?

Elementary School with 150 Students

Compare with National Median

Use Schoolwide Information System (SWIS) Data to Achieve Precision

<table>
<thead>
<tr>
<th>Question</th>
<th>SWIS Table/Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>What problem behaviors are occurring?</td>
<td>Referrals by problem behavior</td>
</tr>
<tr>
<td>When are problem behaviors occurring?</td>
<td>Referrals by time</td>
</tr>
<tr>
<td>Where are problem behaviors occurring?</td>
<td>Referrals by location</td>
</tr>
<tr>
<td>Who is engaging in problem behaviors?</td>
<td>Referrals by student</td>
</tr>
<tr>
<td>Why is the problem behavior continuing to occur?</td>
<td>Custom Report by Motivation</td>
</tr>
</tbody>
</table>
What
Referrals by Time

Number of Referrals

Time

When
Who
Why ?: The hardest question

- What is perceived as maintaining the problem behavior?
- Always assess motivation AFTER you have defined who, what, where?
- Look for the “primary” motivation if there are multiple options.
Why do Carl, Eric and Elliot keep engaging in disruption during morning work periods?
Why are third and fourth graders fighting on the playground?
The Problem-Solving “Mantra”

Do we have a problem?
- (identify)

What is the precise nature of our problem?
- (define, clarify, confirm/disconfirm inferences)

Why does the problem exist, & what can we do about it?
- (hypothesis & solution)

What are the actual elements of our plan?
- (Action Plan)

Is our plan being implemented, & is it working?
- (evaluate & revise plan)

What is the goal?
- (What will it look like when there is not a problem?)
Using Data to Build Solutions

- **Prevention**: How can we avoid the problem context?
  - Who, When, Where
  - Schedule change, curriculum change, etc

- **Teaching**: How can we define, teach, and monitor what we want?
  - Teach appropriate behavior
  - Use problem behavior as negative example

- **Recognition**: How can we build in systematic reward for desired behavior?

- **Extinction**: How can we prevent problem behavior from being rewarded?

- **Consequences**: What are efficient, consistent consequences for problem behavior?

- **Data Collection**: How will we collect and use data to evaluate (a) implementation fidelity, and (b) impact on student outcomes?
1. Focus on prevention first. How could we reduce the situations that lead to these behaviors?

2. How do we ensure that students know what they SHOULD be doing when these situations arise?

3. How do we ensure that appropriate behavior is recognized?

4. How do we work to ensure that problem behavior is NOT being rewarded.

5. Are corrective consequences needed?

6. How will we know (a) if we are doing what we plan, and (b) if what we plan is working to benefit students?
## Solution Development: For disruption in hall and cafeteria

<table>
<thead>
<tr>
<th>Prevention</th>
<th><em>Teach behavioral expectations in cafeteria</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td><em>Maintain current lunch schedule, but shift classes to balance numbers.</em></td>
</tr>
<tr>
<td>Reward</td>
<td>Establish “Friday Five”: Extra 5 min of lunch on Friday for five good days.</td>
</tr>
<tr>
<td>Extinction</td>
<td>Encourage all students to work for “Friday Five”… make reward for problem behavior less likely</td>
</tr>
<tr>
<td>Corrective Consequence</td>
<td>Active supervision, and continued early consequence (ODR)</td>
</tr>
<tr>
<td>Data Collection</td>
<td>Maintain ODR record and supervisor weekly report</td>
</tr>
</tbody>
</table>
Prevent “Trigger”  
Change lunch schedule so fewer students are eating between 11:30 AM & 12:00 PM?

Define & Teach  
Focus on 6th graders; define cafeteria expectations; develop and post expectation signage in cafeteria; demonstrate/teach expectations in class periods occurring just prior to lunch

Reward/Reinforce  
Set up “Friday 5” (extra 5 mins. of lunch time on Friday, if no ODRs occur in cafeteria during lunch time)

Withhold Reward/Extinction  
Ensure staff don’t argue back and forth with student if instance of disruption occurs (may be an inadvertent reward); remind students that paying attention to a disruptive student can mess up Friday 5

Corrective consequence  
Ensure active supervision during lunch (add one supervisor between 11:30 AM and 12:00 PM?); ensure quick corrective consequence, per our handbook

Other  
Determine whether Behavior Support Program has been initiated for Student #10; if it has, make sure it includes focus on disruption in cafeteria

Safety  
54
<table>
<thead>
<tr>
<th>Precise Problem Statement</th>
<th>Solution Actions</th>
<th>Who?</th>
<th>When?</th>
<th>Goal, Timeline, Rule &amp; Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many students from all grade levels are engaging in disruption, inappropriate language and harassment in cafeteria and hallway during lunch, and the behavior is maintained by peer attention</td>
<td><strong>Prevention</strong>: Teach behavioral expectations in cafeteria</td>
<td>Teachers will take class to cafeteria; Cafeteria staff will teach the expectations</td>
<td>Rotating schedule on November 15</td>
<td>Goal: Reduce cafeteria ODR’s by 50% per month (Currently 24 per month average)</td>
</tr>
<tr>
<td></td>
<td>Maintain current lunch schedule, but shift classes to balance numbers</td>
<td>Principal to adjust schedule and send to staff</td>
<td>Changes begin on Monday</td>
<td>Timeline: Review Data &amp; Update Monthly</td>
</tr>
<tr>
<td>A smaller number of students engage in skipping and noncompliance/defiance in classes, (mostly in rooms 13, 14 and 18), and these behaviors appear to be maintained by escape.</td>
<td><strong>Recognition</strong>: Establish “Friday Five”: Extra 5 min of lunch on Friday for five good days</td>
<td>School Counselor and Principal will create chart &amp; staff extra recess</td>
<td>Principal to give announcement on intercom on Monday</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Extinction</strong>: Encourage all students to work for “Friday Five”… make reward for problem behavior less likely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Corrective Consequence</strong>- Active supervision and continued early consequence (minor/major ODR’s)</td>
<td>Hall and Cafeteria Supervisors</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Data Collection</strong> – Maintain ODR record &amp; supervisor weekly report</td>
<td>SWIS data entry person &amp; Principal shares report with supervisors</td>
<td>Weekly</td>
<td></td>
</tr>
</tbody>
</table>
**Handout 19**

**Trevor Test Middle School - PBS Team Meeting Minutes and Problem-Solving Action Plan Form**

**Today’s Meeting**

<table>
<thead>
<tr>
<th>Date</th>
<th>Facilitator</th>
<th>Minute Taker</th>
<th>Data Analyst</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/04/2008</td>
<td>Aparicio</td>
<td>Fox</td>
<td>Wynn</td>
</tr>
</tbody>
</table>

**Next Meeting**

<table>
<thead>
<tr>
<th>Date, time, location</th>
<th>Facilitator</th>
<th>Minute Taker</th>
<th>Data Analyst</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/22/2008, 3:00pm, Computer lab</td>
<td>Aparicio</td>
<td>Fox</td>
<td>Wynn</td>
</tr>
</tbody>
</table>

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

- Aparicio
- Fox
- Wynn
- Ortiz
- Ellsbury
- Pierseal
- Fisk

**Today’s New Business Items**

1. School pledge
2. EBS Survey
3. Operation definitions for Majors & Minors
4. Review data
5. [Additional items]

**Potential New Problems (Data Analyst’s Overview)**

1. Disruption
2. Inappropriate Language
3. [Additional issues]

**Meeting Minutes: Administrative/General Information and Issues**

<table>
<thead>
<tr>
<th>Information for Team, or Issue for Team to Address</th>
<th>Discussion/Decision/Task (if applicable)</th>
<th>Who?</th>
<th>By When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Pledge</td>
<td>Ask teachers to have students recite the Trevor Test Pledge in their first class each day (i.e., “Trevor Test scholars are…”); Aparicio to remind teachers</td>
<td>04/05/2008</td>
<td></td>
</tr>
<tr>
<td>EBS Survey</td>
<td>All to complete the Survey at the close of the staff meeting on 04/17/2008</td>
<td>All</td>
<td>04/17/2008</td>
</tr>
<tr>
<td>Operational definitions of Majors &amp; Minors</td>
<td>Disseminate written operational definitions to all teachers</td>
<td>Wynn</td>
<td>04/05/2008</td>
</tr>
</tbody>
</table>

**Problem-Solving Action Plan**

<table>
<thead>
<tr>
<th>Precise Problem Statement, based on review of data (What, When, Where, Who, Why)</th>
<th>Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)</th>
<th>Implementation and Evaluation</th>
<th>Goal, Timeline, Decision Rule, &amp; Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many instances of disruption occurring in cafeteria between 11:30am and 12:00pm; large majority involving 6th graders, particularly Student #10</td>
<td>Determine whether change in lunch schedule is possible. Reach agreement on wording of cafeteria expectations; create and post signage in cafeteria. Demonstrate/teach/review expectations in 6th grade classrooms in period before lunch; continue for at least one month; remind students of “Friday 5” prior to lunch period; remind students not to pay attention to disruptive students. Determine whether we can add a cafeteria supervisor to be on duty between 11:30am and 12:00pm. Initiate Friday 5; ensure Friday 5 in effect for remainder of school year. Check on Behavior Support Program for Student #10.</td>
<td>Aparicio</td>
<td>04/15/2008</td>
</tr>
</tbody>
</table>