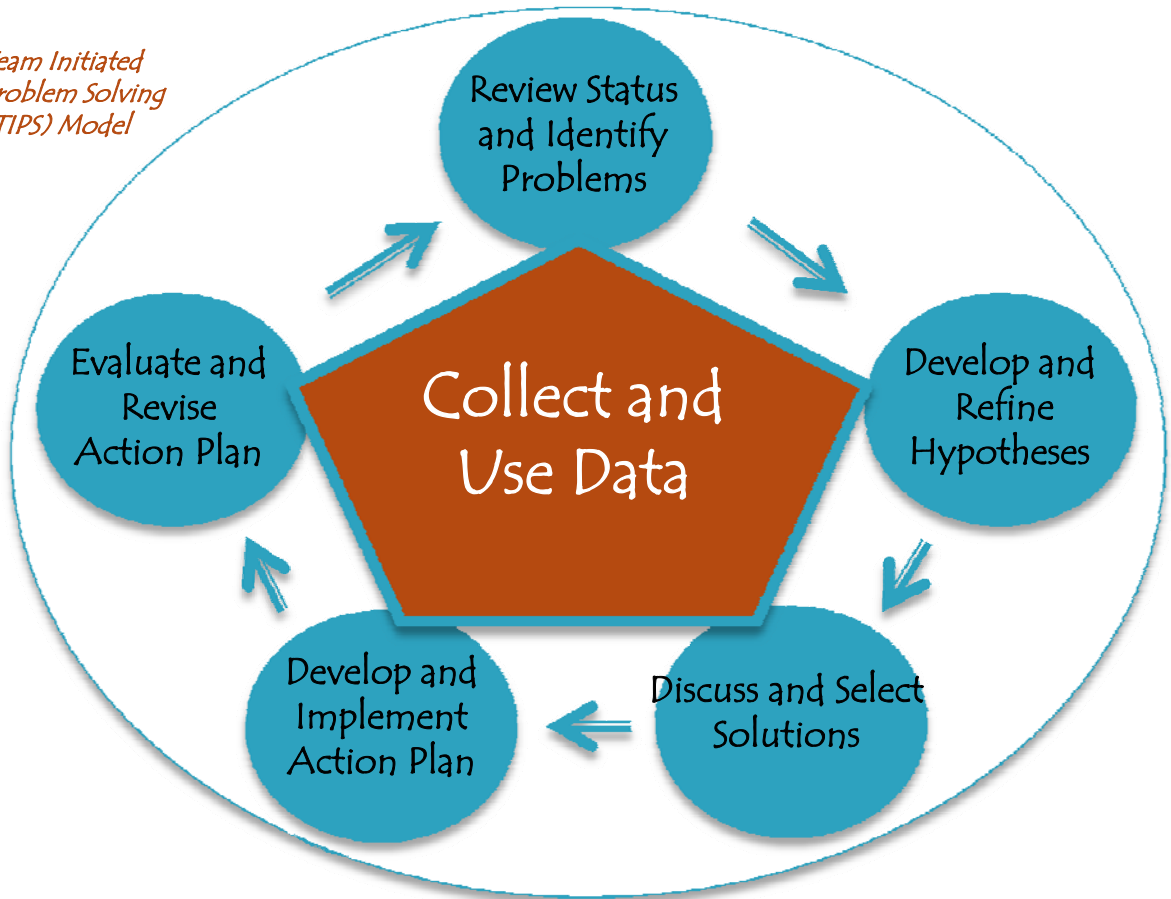


*Team Initiated
Problem Solving
(TIPS) Model*



Problem Solving
Foundations

Handbook



TIPS: Team Initiated Problem Solving

Newton, J.S., Todd, A.W., Algozzine, K, Horner, R.H. & Algozzine, B. (2009).
The Team Initiated Problem Solving (TIPS) Training Manual. Educational and Community Supports,
University of Oregon unpublished training manual.

PBIS School Team Members Roles & Responsibilities

▶ Meeting Facilitator:

Facilitates Each team meeting, bringing an agreed upon agenda. At meeting's end, checks for understanding, clarifies any tasks to be completed before next meeting, and notes next meeting date.

▶ Recorder:

- ▶ Brings a laptop (could use a template for minutes) to record only the decisions and actions. Distributes electronic copies of the minutes to team members.

▶ Data Analyst:

Provides a summary analysis of the data reports for team members to use for building responses at the meeting: The BIG 5 Reports (Average Referrals per day per month, Problem Behavior, Location, Time, Student Referrals) and Motivation Custom Report. (Becomes fluent in report features for data analysis).

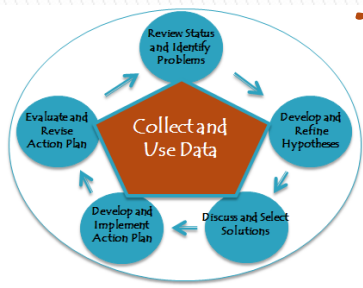
▶ Staff Sharing Coordinator(s)

Organizes the information (data summary and suggested responses to data) to share at monthly staff meeting. Schedules and rotates 2-3 team members to present to staff each month.

▶ Action Plan and Calendar Monitor(s):

Tracks the PBIS Team Year Action Plan at each meeting and all PBIS Calendar dates (meetings, trainings, re-teaching schedule, etc.)

TIPS Worksheet: ACTIVITY #1
















PBIS Team Member Responsibilities












- A. Before Team Meeting
- B. During Team Meeting
- C. After Team Meeting


Role:	Primary:	Backup
Facilitator		
Minute Taker		
Data Analyst		
Staff Sharing Coordinator		
Action Plan & Calendar Monitor		
Next role review date:		

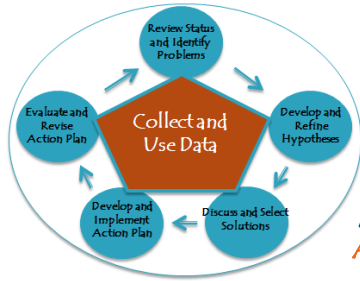
PBIS Team Member Responsibilities

A. Before Team Meeting	Facilitator	Data Analyst	Minute Taker
A1. Advises Backup team member in advance if unable to attend meeting, so that Backup team member is prepared to assume role			
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			
A3. Asks team members for "New Business" agenda items; adds items to agenda list (including Potential New Problems identified by Data Analyst)			
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)			
A5. Uses list of agenda items from Facilitator to prepare electronic <i>Meeting Minutes and Problem-Solving Action Plan</i> form showing New Business Items and Potential New Problems			
A6. Reserves room for meeting			
A7. Brings PBIS notebook to meeting			
A8. Is ready to make the following available at meeting, as appropriate: <ul style="list-style-type: none"> The SWIS ODRs per day per month and "Big 4" reports (used to identify/show potential new problems) 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) <p>Data can be made available to team members</p>			

PBIS Team Member Responsibilities

B. During Team Meeting	Facilitator	Data Analyst	Minute Taker
B1. Starts meeting on time			
B2. Determines date, time, and location of next meeting (It is <u>highly</u> recommended that the schedule of team meetings be established in advance for the entire school year, rather than on a meeting-by-meeting basis)			
B3. Ensures roles for next meeting have been established (if roles have not been permanently assigned)			
B4. Coordinates “flow” of meeting, by initiating and managing discussion of: <ul style="list-style-type: none"> • Old business, Meeting Minutes • New business, Meeting Minutes • Old business, Problem-Solving Action Plan • New business, Problem-Solving Action Plan (i.e., application of TIPS model to identifying and addressing new problems) • Evaluation of meeting (optional) 			
B5. Prompts team (as necessary) with the TIPS problem-solving “mantra”: <ul style="list-style-type: none"> • Do we have a problem? (<i>identify problems</i>) • What is the precise nature of the problem? (<i>define & clarify problems with precision</i>) • Why does the problem exist, and what can we do about it? (<i>develop & refine hypotheses; discuss & select solutions</i>) • (For “old” problems) Is our plan being implemented and is it working? (<i>develop & implement Action Plan; evaluate and revise Action Plan</i>) 			
B6. Presents overview of findings from review of current data and initiates discussion of: <ul style="list-style-type: none"> • Identification of new problems • Status and effectiveness of currently implemented solutions, especially as compared against team’s goal, timeline, and decision rule for a targeted problem 			
B7. Asks for clarification of tasks; completes <i>Meeting Minutes and Problem-Solving Action Plan</i> form			
B8. Is active participant in meeting (applies to ALL team members)			
B9. Ends meeting on time			

C. After Team Meeting			
C1. Disseminates completed copy of <i>Meeting Minutes and Problem-Solving Action Plan</i> form to all team members within 24 hrs.			



TIPS Worksheet: ACTIVITY #2

Meeting Foundations Checklist

Any tasks assigned get copied to the meeting minutes of the next meeting as a follow up item.

Checklist Item: The PBIS Team has....	Y	N	Tasks Required for Completion	Who/By When
1. a member assigned to serve the role of Facilitator				
2. a member assigned to serve the role of Minute Taker				
3. a member assigned to serve the role of Data Analyst				
4. a member assigned to serve as a backup in case the Facilitator, Minute Taker, or Data Analyst is absent				
5. a printed team roster that includes (a) the name of each team member; (b) each team member's role, as applicable; (c) each team member's email address; (d) team norms				
6. set its meeting schedule for the entire school year (date, meeting start time, meeting end time, location)				
7. ensured meetings will be held in a location that guarantees access to the Internet				
8. guaranteed access to a computer that allows Internet access (including access to SWIS database) for use at each meeting				
9. guaranteed access to a LCD projector for use at each meeting (or some <i>other</i> method that ensures team members can see SWIS and other relevant data at team meeting)				
10. <i>As applicable</i> , at least two team members who have the technical skills to...				
o connect the LCD to the computer				
o connect the computer to the SWIS database				
o produce the SWIS ODRs per day per month and the "Big 5" reports/graphs				
o produce SWIS "Custom Reports" on request				
o project the computer screen's image for all team members to see via the LCD within 5 minutes of the start of a meeting				
o access and open the current electronic version of the Meeting Minutes and Problem-Solving Action Plan form, and				

PBIS Team Meeting Minutes and Problem-Solving Action Plan Form

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

Team Members (bold are present today)

Today's Agenda Items	Next Meeting Agenda Items	Potential Problems Raised
01.	01.	01.
02.	02.	02.
03.	03.	03.

Administrative/General Information and Issues	Discussion/Decision/Task (if applicable)	Who?	By When?
Information for Team, or Issue for Team to Address			

Problem-Solving Action Plan

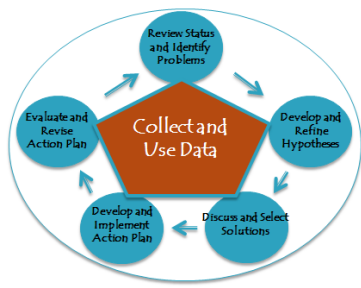
Precise Problem Statement, based on review of data	Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)	Who?	By When?	Implementation and Evaluation	Goal with Timeline, Fidelity & Outcome Measures, Updates

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 <i>fracturing</i> whether we're completing the tasks we agreed on at previous meetings?			
3. In general, how we do a good job of actually <i>completing</i> the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the <i>desired effects</i> on student behavior?			

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

TIPS Worksheet: ACTIVITY #3



TIPS 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)

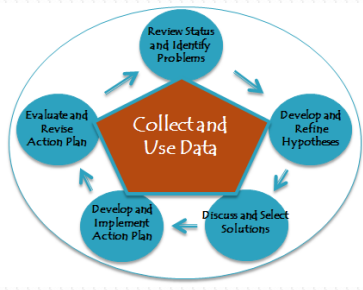
What are the actual elements of our plan?
(Action Plan)

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

What is the goal?
(how will it look if we say we don't have a problem?)

TIPS Worksheet: ACTIVITY #5

Precision Problem Statement Minors or Majors



Precision Elements:

Who: _____

What: _____

Where: _____

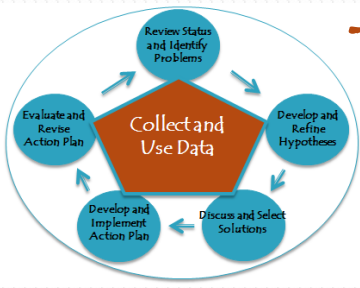
When: _____

Why: _____

What other information might we need?

Hypothesis:

TIPS Worksheet: ACTIVITY #6



Solutions Development – Generic Strategies

Prevent – Remove or alter “trigger” for problem behavior

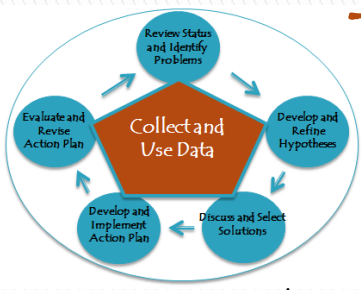
Define & Teach – Define behavioral expectations; provide demonstration/instruction in expected behavior (alternative to problem behavior)

Reward/reinforce – The expected/alternative behavior when it occurs; prompt for it, as necessary

Extinction– Withhold reward/reinforcement for the problem behavior, if possible

Correct– Use non-rewarding/non-reinforcing corrective consequences, when problem behavior occurs

Safety– Although not a “solution strategy,” Safety may need to be considered (i.e., procedures that may be required to decrease likelihood of injuries or property damage)



TIPS Worksheet: ACTIVITY #7

Simulation: Solution Development

1. Discuss solution options given the following precision problem statement:

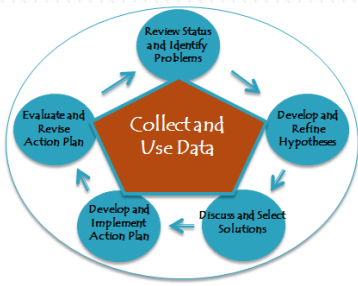
HYPOTHESIS:

2. Organize Solution Options:

<p>Prevent <i>Reduce probability of future or continued problem behavior</i> *How can we avoid the problem context? (who, when, where, schedule change)</p>	
<p>Teach <i>Increase probability of positive behavior change</i> •How can we define, teach and monitor what we want? •Teach appropriate behavior, use problem behavior as negative example</p>	
<p>Acknowledge <i>Provide positive feedback when expected behavior occurs</i> How can we build in systematic reward for desired behavior?</p>	
<p>Extinction <i>Reduce rewards for problem behavior</i> *How can we prevent problem behavior from being rewarded?</p>	
<p>Corrective Consequences <i>Specific feedback to increase probability of improved behavior after error</i> What are efficient, consistent consequences for problem behavior?</p>	
<p>Safety <i>Remove occurrence or possibility of injury or harm</i></p>	

TIPS Worksheet: ACTIVITY #8

Data Collection



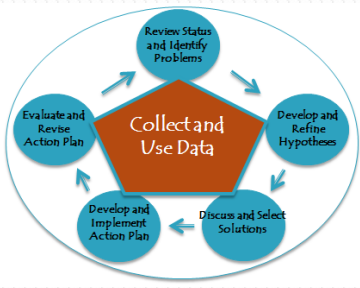
How will we collect and use data to evaluate:

- Implementation fidelity
- Impact on student outcomes

Evaluation Planning	How and With What?	When?	Who?
Measuring the Fidelity of Implementation			
Measuring Student Outcomes			

TIPS Worksheet: ACTIVITY #9

Simulations



"Mantra"

Do we have a problem?
What is the precise nature of our problem?
Why does the problem exist, & what can we do about it?
What are the actual elements of our plan?
Is our plan being implemented, & is it working?
What is the goal?

1. Primary Problem Statement

2. Precision Problem Statement

Who: _____

What: _____

Where: _____

When: _____

Why: _____

What other information might we need?

Hypothesis:

3. Solution Development

Solutions Development – Generic Strategies

Prevent – Remove or alter “trigger” for problem behavior

Define & Teach – Define behavioral expectations; provide demonstration/instruction in expected behavior (alternative to problem behavior)

Reward/reinforce – The expected/alternative behavior when it occurs; prompt for it, as necessary

Extinction– Withhold reward/reinforcement for the problem behavior, if possible

Correct– Use non-rewarding/non-reinforcing corrective consequences, when problem behavior occurs

Safety– Although not a “solution strategy,” Safety may need to be considered (i.e., procedures that may be required to decrease likelihood of injuries or property damage)

<p>Prevent <i>Reduce probability of future or continued problem behavior</i> *How can we avoid the problem context? (who, when, where, schedule change)</p>	
<p>Teach <i>Increase probability of positive behavior change</i> •How can we define, teach and monitor what we want? •Teach appropriate behavior, use problem behavior as negative example</p>	
<p>Acknowledge <i>Provide positive feedback when expected behavior occurs</i> How can we build in systematic reward for desired behavior?</p>	
<p>Extinction <i>Reduce rewards for problem behavior</i> *How can we prevent problem behavior from being rewarded?</p>	
<p>Corrective Consequences <i>Specific feedback to increase probability of improved behavior after error</i> What are efficient, consistent consequences for problem behavior?</p>	
<p>Safety <i>Remove occurrence or possibility of injury or harm</i></p>	