

## C1 - Using Team Initiated Problem Solving as an On-going Evaluation & Intervention Adaptations in Schools

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Key Words: Applied Evaluation, Evaluation, Teams

## Maximizing Your Session Participation

Consider 4 questions:

- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?

## Where are you in the implementation process?

### Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

### Installation

- Let's make sure we're ready to implement (capacity infrastructure)

### Initial Implementation

- Let's give it a try & evaluate (demonstration)

### Full Implementation

- That worked, let's do it for real and implement all tiers across all schools (investment)
- Let's make it our way of doing business & sustain implementation (institutionalized use)

## Leadership Team Action Planning Worksheets: Steps

**Self-Assessment:** *Accomplishments & Priorities*

Leadership Team Action Planning Worksheet

**Session Assignments & Notes:** *High Priorities*

Team Member Note-Taking Worksheet

**Action Planning:** *Enhancements & Improvements*

Leadership Team Action Planning Worksheet

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Your feedback is important to us! Please take a few moments at the end of the session to complete an evaluation form for this session. Forms are available:

- ☒ Excellent  
☐ Very good  
☐ Good  
☐ Average  
☐ Poor

- In our **mobile application** by clicking the link in the session description.
- **Online** underneath the posted presentations at [www.pbis.org/presentations/chicago\\_forum\\_18](http://www.pbis.org/presentations/chicago_forum_18)

## Please Complete the Session Evaluation to Tell Us What You Thought of This Session



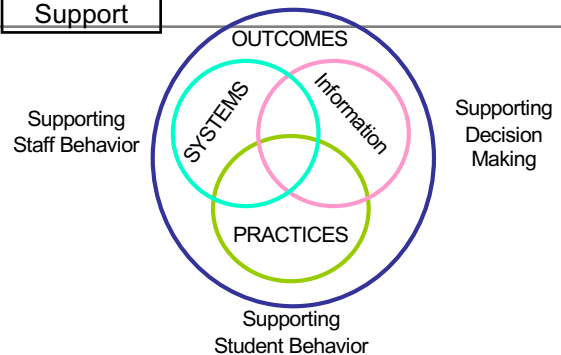
## 5 Themes for Equitable Education

- Teach Effectively
  - Implement SWPBIS
    - Focuses on efficiency, effectiveness and equity
  - Data-based Problem Solving
  - Explicit Bias Prevention
  - Implicit Bias Prevention
- 
- Implementing SWPBIS with fidelity depends on use of
    - Effective instruction
    - Data based decision making
    - Implicit and explicit Bias prevention

McIntosh, et.al (2018). [A 5-Point Intervention Approach for Enhancing Equity in School Discipline.](#)

## SW-Positive Behavior Support

Social Competence, Academic Achievement, and Safety



## How do we keep track of it all? How do we know it is working?

- Equity in education requires BOTH effective behavior support and effective instruction
  - Behavior support and academic support have a symbiotic relationship
  - Effective behavior support improves academic outcomes
  - Effective instruction improves classroom social behavior
- Supports that emphasize "Prevention" are as important as "Immediate" response to problems (both academic and behavior)
- Attending to the "function" of behavior as well as the form leads to effective solutions
- A multi-tiered approach leads to efficient and effective adaptations to the 'one size fits all mentality.'

## Team Initiation Problem Solving (TIPS)

### What is TIPS?

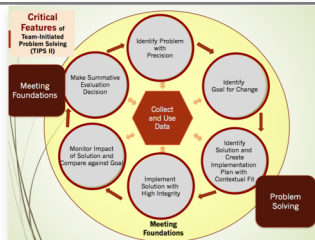
- An evidenced-based problem-solving model established within a standard set of meeting foundations
- A series of steps anyone can use to move from identifying a problem to implementing a solution and measuring progress toward the goal

### 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.

## General features & implementation steps



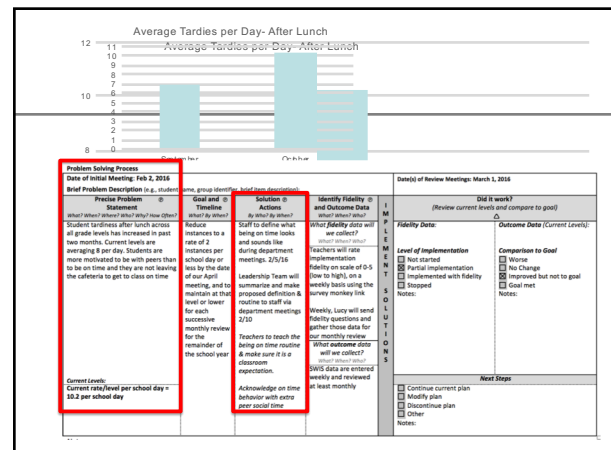
TIPS citation

### General Features

- Team Process
- Practices
- Implementation Plan
- Evaluation Plan

### Implementation Steps

- Define it
- Implement it
- Monitor it
- Document it
- Adapt & revise



## TIPS Fidelity of Implementation Checklist

**TIPS Fidelity Checklist (TFC)**  
 Directions: Use the TFC items below as a progress-monitoring tool for planning, implementing, and sustaining best practice meeting foundations and data-based problem solving. The TFC items on the left measure the status of meeting foundations, while items 11 through 18 on the left measure the thoroughness of the team's problem-solving processes, as exemplified by the TIPS model. Each item is scored on a 0 to 2 scale with 0 = not started, 1 = partial, and 2 = full implementation. A criterion for partial implementation is provided on this document. If a team exceeds the criteria, they should score a "2" for the item. If they do not meet the criteria described as a "2" a score of 0 should be entered. Please refer to your full TIPS Fidelity Checklist (TFC) for more detailed scoring. Once scored, sum the two areas as separate score areas (Meeting Foundations and Problem Solving) and then sum those for an overall TFC score. TIPS has been implemented with fidelity when the team scores 90% on Problem Solving AND 90% on Problem Solving.

Meeting Foundations			Problem Solving		
Item	Criteria for Median Score of 1	Score	Item	Criteria for Median Score of 1	Score
1. Primary and backup individuals are assigned to defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.	1 = Some primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.		10. Team uses TIPS Meeting Minutes form or equivalent.	1 = Team uses part of TIPS Meeting Minutes form or equivalent.	
2. Meeting participants have the authority to develop and implement problem-solving solutions.	0 = Meeting participants have the authority to develop but not implement problem-solving solutions.		11. Status of all previous solutions was reviewed.	1 = Status of some previous solutions was reviewed.	
3. Meeting started on time.	1 = Meeting started less than 10 minutes late.		12. Quantitative data were available and reviewed.	1 = Quantitative data were available but not reviewed.	
4. Meeting ended on time, or members agreed to extend meeting time.	1 = Meeting ended 10 minutes over scheduled time.		13. A least one problem was defined with precision (what, when, where, by who, why).	1 = At least one problem is defined but lack one or more previous elements.	
5. Team members attend meetings promptly and regularly.	1 = Although team members (with exception of administrator) attend meetings regularly, they are not always prompt and/or they leave early.		14. All documented active problems have documented solutions.	1 = Some documented active problems (a) have documented solutions.	
6. Public agenda format was used to define topics and guide meeting discussion and was available for all participants to refer to during the meeting.	1 = Public agenda format was not used to define topics and guide meeting discussion but agenda was available for participants to refer to during the meeting.		15. A full action plan (what, when, where) is documented for at least one documented solution.	1 = Partial action plan is documented for at least one documented solution.	
7. Previous meeting minutes were present and available during meeting.	1 = Previous meeting minutes were present but not reviewed at start of the meeting.		16. Problems that have solutions defined have a goal defined.	1 = Some problems that have solutions defined have a goal defined.	
8. Next meeting was scheduled by the conclusion of the meeting.	1 = Next meeting was referred to but not scheduled.		17. Fidelity measure and schedule are defined and documented for some solutions.	1 = Fidelity measure and schedule are defined and documented for some solutions.	
9. Meeting Minutes are distributed to all team members within 24 hours of the conclusion of the meeting.	1 = Meeting minutes are distributed to all team members but not within 24-36 hours of the meeting.		18. A student-level academic outcome measure is documented for each problem, along with a schedule for gathering these data.	1 = Measure and regular schedule for student-level performance are documented for some solutions.	
Meeting Foundations Total Score			Problem Solving Total Score		
Percentage (out of 18)			Percentage (out of 18)		

## Relevant Time Costs

- Time spent responding to undesired behavior
- Meeting time costs
- Cost benefit when using precision statements for problem solving

## Time Cost of a Discipline Referral

(Averaged to 45 minutes per incident)

	1000 Referrals/yr	2000 Referrals/yr
Administrator Time	500 Hours	1000 Hours
Teacher Time	250 Hours	500 Hours
Student Time	750 Hours	1500 Hours
Totals	1500 Hours LOST!	3000 Hours LOST!



## 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](#)



## Cost Benefit when using Precision statements for problem solving

Setting and Participants: 1 Elementary school with total enrollment of 550 students and 3 classes per grade

- Primary Problem Statement
  - Fighting and physical aggression on playground

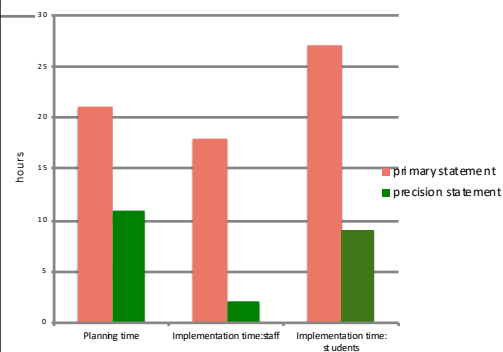
### Precise Problem Statement

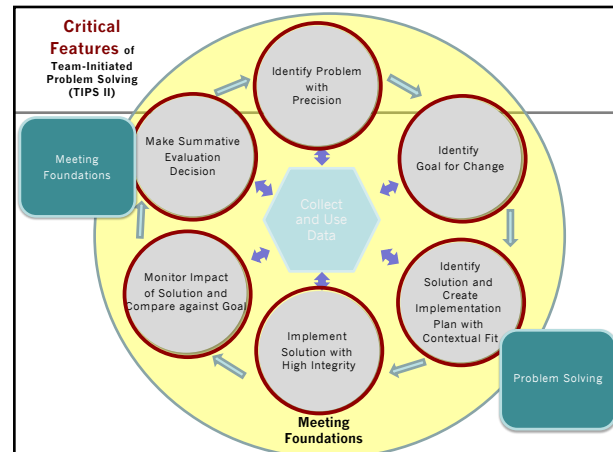
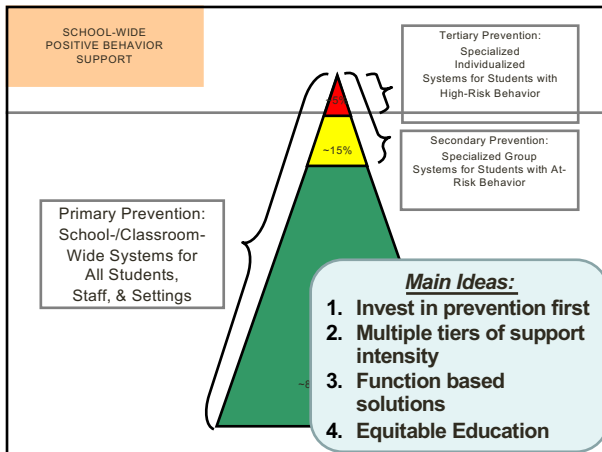
- High rates of physical aggression, disrespect and inappropriate language on the playground during second and third grade recess. Many students are involved and it appears they are trying to get access to equipment/games

### Implications

- Teach 180 2<sup>nd</sup> and 3<sup>rd</sup> graders vs. 550 K-5<sup>th</sup> graders
- Narrow instruction to routine for getting equipment/games

## Planning and Implementation Time Primary vs. Precision Statement





### Tiered Fidelity Inventory 1.1-1.2, 2.1-2.2, 3.1-3.2 Team Composition & Team Process

**Tier I: Universal SWPBS Features**

*NOTE: This section may be completed individually or with other team as part of the full Tiered Fidelity Inventory*

Feature	Possible Data Sources	Scoring Criteria
<b>1.1 Team Composition:</b> Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, for student representation.	<b>Subordinate Teams</b> • School organizational chart • Tier I team meeting minutes	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of those members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
<b>1.2 Team Operating Procedures:</b> Tier I team meets at least monthly and has (a) regular meeting formal agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier I team meeting agenda and minutes • Tier I meeting roles descriptions • Tier I action plan	0 = Tier I team does not use regular meeting formal agenda, minutes, defined roles, or a current action plan 1 = Tier I team has at least 2 but not all 4 features 2 = Tier I team meets at least monthly and uses regular meeting formal agenda, minutes, defined roles, AND has a current action plan

Scoring Criteria: 0=Not implemented, 1=Partially implemented, 2=Fully implemented

### Roles and Responsibilities

Facilitator Responsibilities	Data Analyst Responsibilities
<ol style="list-style-type: none"> <li>1) <b>Before meeting:</b> provides agenda items to Minute Taker</li> <li>2) Starts meeting on time</li> <li>3) Determines date, time, and location of next meeting</li> <li>4) Manages the "flow" of meeting by adhering to the agenda</li> <li>5) Prepares team members (as necessary) with the TIPS problem-solving "mantra"               <ol style="list-style-type: none"> <li>a) Do we have a problem?</li> <li>b) What is the precise nature of the problem?</li> <li>c) Why does the problem exist, and what can we do about it?</li> <li>d) For problems with existing solution actions                   <ol style="list-style-type: none"> <li>i) What is the implementation status of our solution actions - Not there?</li> <li>ii) Are implemented solution actions "working" (i.e., reducing the rate/frequency of the targeted problem to our Goal level)?</li> </ol> </li> </ol> </li> <li>6) Is active participant in meeting</li> </ol>	<ol style="list-style-type: none"> <li>1) <b>Before meeting:</b> (Items a-c to appear in written Data Analyst's Report)               <ol style="list-style-type: none"> <li>a) Describes potential new problems with precision (What, Who, Where, When, Why)</li> <li>b) Provides data (e.g., SWPBS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined potential new problems</li> <li>c) Provides updates on previously-defined problems (i.e., precise problem statement, goal &amp; timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal)</li> <li>d) Distribute Data Analyst's Report to team members</li> </ol> </li> <li>2) <b>At meeting:</b> <ol style="list-style-type: none"> <li>a) Lead discussion of potential new problems</li> <li>b) Responds to team members' questions concerning content of the Data Analyst's Report; produce additional data on request (e.g., additional Custom Reports)</li> </ol> </li> <li>3) Is active participant in meeting</li> </ol>
Minute Taker Responsibilities	Team Member Responsibilities
<ol style="list-style-type: none"> <li>1) <b>Before meeting:</b> <ol style="list-style-type: none"> <li>a) Collects agenda items from Facilitator</li> <li>b) Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's Report, as appropriate</li> <li>c) Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form via LCD</li> </ol> </li> <li>2) <b>At meeting:</b> asks for clarification of task/decisions to be recorded on TIPS Meeting Minutes form, as necessary</li> <li>3) Is active participant in meeting</li> <li>4) <b>After meeting:</b> disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours</li> </ol>	<ol style="list-style-type: none"> <li>1) <b>Before meeting:</b> responds to agenda items and               <ol style="list-style-type: none"> <li>a) Analyzes/interprets data, determines whether a new problem exists</li> <li>b) Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline</li> <li>c) Discusses/validates solutions for new problems</li> <li>d) For problems with existing solution actions                   <ol style="list-style-type: none"> <li>i) Reports on implementation status (Not there? Partially implemented? Implemented with fidelity? Stopped?)</li> <li>ii) Suggests how implementation of solution actions could be improved</li> <li>iii) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level?)</li> </ol> </li> </ol> </li> <li>2) Is active participant in meeting</li> </ol>

**Administrators primary role is Administrator**

• can be back ups to facilitator, data analyst, minute takers

### Tier I Coordination and Problem Solving Team Meeting Foundations

Tier I Team Purpose		Team Agreements			
<ul style="list-style-type: none"> <li>Develop and implement Tier I systems &amp; interventions for academic and social success</li> <li>Monitor fidelity of implementation of Tier I systems &amp; supports</li> <li>Monitor academic and social progress for all students</li> <li>Screen, select, &amp; refer students in need of Tier I &amp; II supports</li> </ul>	<b>Support:</b> <ul style="list-style-type: none"> <li>Before meeting:               <ul style="list-style-type: none"> <li>o complete tasks, inform facilitator of absences/illness, send out task</li> </ul> </li> <li>Start and end meeting on time</li> <li>During meeting:               <ul style="list-style-type: none"> <li>o avoid side talk, stay focused</li> </ul> </li> </ul> <b>Reference:</b> <ul style="list-style-type: none"> <li>o Question implementation fidelity</li> </ul> <b>Reality:</b> <ul style="list-style-type: none"> <li>o Make data based decisions to define precision statements</li> <li>o what, where, when, who, why &amp; how often</li> <li>o Think about feasibility, social acceptability, &amp; commitment to</li> </ul>				
Team Members					
	Facilitator	Minute Taker	Data Analyst	Administrator	Others
Primary	None	None	None	None	None
Backup	None	None	None	None	None
Team Meeting Information					
When	Where	Identified Time	Meeting Minute Location		
1st Wednesday	Conference Room	8:00-8:30	Shared File		
Question		Data Collection & Data Entry	Report Generation		
Fidelity of Implementation	1) Are systems of support in place and being implemented as planned?	None	None		
Student Outcomes	2) How many students are problem levels or in need of additional support as expected for each grade?	None	None		
	3) Have there been a gradual increase or decrease in problem levels across a 4-week period of time?	None	None		
	4) Are there peaks in problem levels or dips in academic data that are 15-20% higher/lower?	None	None		
	5) Have Tier I interventions reduced to 10-15% of students? What percentage of students are meeting Goal II and Tier II support?	None	None		
	6) Do any students need Tier II or Tier III support?	None	None		

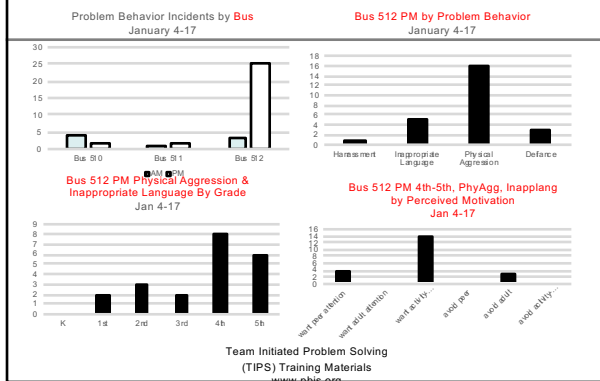
## A Quick Peek at a Team Using TIPS

- Tier I team
- Meeting Minutes handout (pages 5-7)
- Looking at a problem on Bus 512
  - Quick preview of those data
- Pay attention to the Meeting Foundations

Team Initiated Problem Solving (TIPS) Training Materials  
www.pbis.org

## Quick- Pair- Share

Develop a summary statement of these data



Document 08; PBIS / Handouts Pgs. 5 - 7.

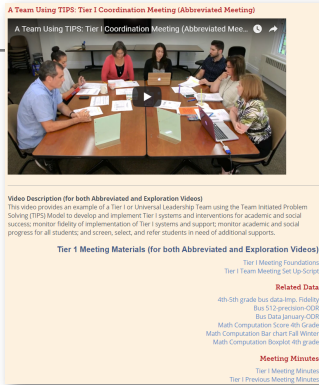
Bus 1 Coordination & Problem Solving Team Meeting Minutes

Document 08; PBIS / Handouts Pgs. 5 - 7.

Fourth and fifth graders on bus 512 have recent spike in physical aggression and inappropriate language incidents on bus ride after school since coming back from winter break. Bus driver believes it's because they are fighting over who sits in the back seats. Dec = ODRs 44 (11 school days (about 4 per day) Jan 4-15 (10 school days) = ODRs 36 (about 3.6 per day) different students all in 4th-5th grade

Team Initiated Problem Solving (TIPS) Training Materials

## TIPS Meeting Video Example



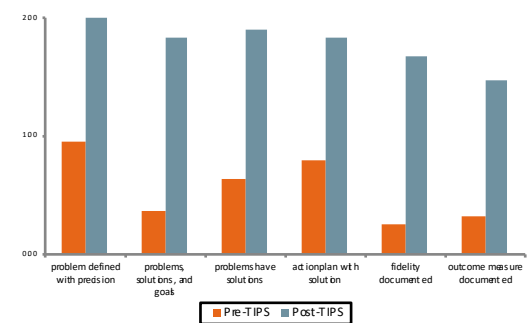
## Implications

- Readiness
  - Data system that results in accurate and current data
    - Staff implementation fidelity
- Back Ups
  - Be ready
- Team member skills
  - Facilitator
  - Data analyst
  - Minute taker

## Benefits for Teams Using TIPS

- Focus on high priority challenges
- Get agreement
- Improve efficiency of meeting time
- Produce solutions
- See positive change in student behavior (social and academic)
- Improve ability to adapt

## Perceptions of Core Features of Problem Solving Before and After TIPS Training



## Do we really need a full day of team training?



### Untrained Teams

- Not precise problem statements
- Solutions were more systems oriented
- Twice as many solutions elements
- Non-alignment of problem and solution
- Identified who would do what, but no timeline

### Trained Teams

- Defined Problems with Precision
- Solutions were more preventative, instructional & reward oriented
- Half the number of solution elements
- Solutions align with precision statement
- Identified timeline and fidelity measures

Descriptive results from randomized control trial study, 2017

## Using Team Initiated Problem Solving (TIPS) in Preschool settings

Kristee Laiva, LCSW  
Prevention and Intervention Lead Specialist



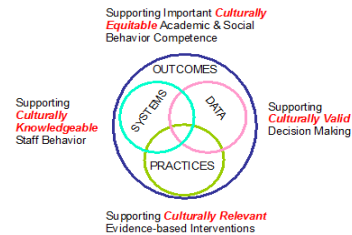
## Desert/Mountain Special Education Local Plan Area (D/M SELPA)



As of the 2017-18 school year our organization provided technical assistance (i.e. trains, coaches and, supports):

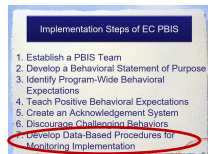
- 98 K-12 Schools implementing PBIS since 2009-2010 school year
- 40 Preschool sites since 2014-2015 school year

## TIPS and Training Systems, Data, and Practices



## Training our Pilot Early childhood PBIS Program in the use of TIPS

- Toward the end of the year, the team was trained in the use of Team Initiated Problem Solving (TIPS)



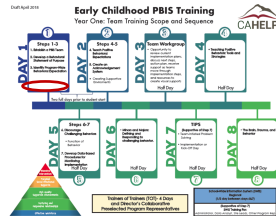
## Encouraging the use of TIPS for data-based decision making

Previously Defined Problem	Behavioral Statement (What, When, Where, Who, How)	Behavioral Statement (What, When, Where, Who, How)	What?	When?	Where?	Who?	How?	When?	Where?	Who?	How?
Problem: Student behavior	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)
Problem: Student behavior	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)	Student behavior (What, When, Where, Who, How)

TIPS 10 Training Manual (2015)

## The Evolution of Training Preschool Teams in the use of TIPS

- Day 1 of training *Meeting Minute Template* introduced (without data portion) to document team decisions.
- Agenda and Organizational or Housekeeping Tasks* used as a format for action planning around implementation tasks.



## Day 1: Encouraging the use of TIPS Meeting Minutes to document decisions

TIPS Meeting Minutes Guide Tier 1

Meeting Foundations

Date	Time (approx. 10 min)	Location	Facilitator	Minute Taker	One Analyst
Today's Meeting	12/1/17	Room 5	Kristine	Stephanie	Jessica

Team Members & Absences (place X in left of name if present)

Member	Present	Absent
Kristine		
Stephanie		

Today's Agenda Items:

Item	Discussion	Decisions and Tasks	Who?	By When?
1. Finalize team composition and member roles				
2. Finalize our Behavioral Statement of Purpose				
3. Finalize our 10 program-wide behavioral expectations				

Organizational/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?

End of Meeting (Check your ratings with us "S")

1. The facilitator's meeting a good use of our time? (Yes/No)

2. In general, did this go as planned? (Satisfying/Not Satisfying) (Yes/No)

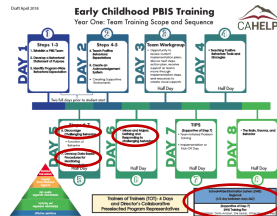
3. In general, how do you feel about the meeting? (Satisfying/Not Satisfying) (Yes/No)

4. In general, are the completed tasks for today the desired effect? (Satisfying/Not Satisfying) (Yes/No)

5. In general, are the completed tasks for today the desired effect? (Satisfying/Not Satisfying) (Yes/No)

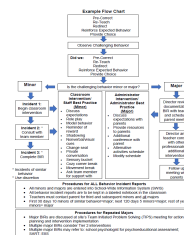
## The Evolution of Training Preschool teams in the use of TIPS

- Days 5 and 6 and School-Wide Information Systems (SWIS) trainings set the foundations for data-collection, and data-based decision making.



## Creating systems of practices for Responding to Challenging behavior and data collection

### FLOW CHART



### BEHAVIOR INCIDENT REPORT (BIR)

Behavior Incident Report (BIR)

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Classroom: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Behavior: \_\_\_\_\_

Function: \_\_\_\_\_

Plan: \_\_\_\_\_

Implementation: \_\_\_\_\_

Evaluation: \_\_\_\_\_

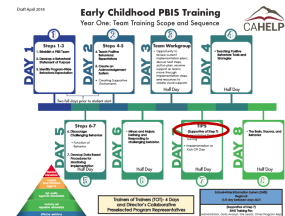
## Preschool Practices for responding to challenging behavior

- Prevent:** How can we avoid the problem context?
- Pre-Correct:** How can we correct/remind the student of the expected behavior before the behavior occurs?
- Teach (and Re-teach):** How can we define, teach, and monitor what we want?
- Model:** How can we demonstrate while explaining what we expect?
- Prompt:** How can we remind students to make the right choices using verbal, visual, or physical cues?
- Redirect:** How can we help focus on the desired behavior by helping the student forget about the undesired behavior?
- Reinforce/Reward:** How can we build in systematic reward for desired behavior?
- Correction:** How can we remind students of expected behaviors?
- Provide choice:** How can we prevent a power struggle by providing choices? (ex: leader or follower, pencil or crayon)
- Adaptation:** What can we change to increase expected behaviors?

## The Evolution of Training Preschool Teams in the use of TIPS

### Day 7: Team Initiated Problem Solving (TIPS)

- A half day of training EC PBIS Teams in the use of TIPS





## TIPS Meeting minute Template: Documenting Data-Based Decisions in preschool Settings

[illegible]

## TIPS meeting minute template for Action Planning around the Tiered Fidelity Inventory (TFI)

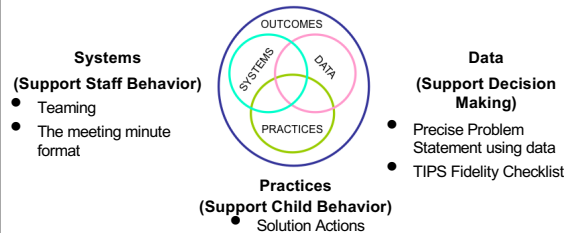
- *Agenda and Organizational or Housekeeping Tasks* used as a format for action planning around Tiered Fidelity Inventory (TFI) features.

Today's Agenda Items:		Agenda Items for Next Meeting		
1. Celebrations	2. TFI Action Planning and SMART Goals	3. Review TFI Action Plan		

Task	Description	Deviations and Notes	Who?	By When?
TFI 1 Teaching Opportunities	Need to create lesson plans for each back-to-back class.	Create and upload to Google Drive the lesson plans, show, think, share, discuss and upload to Google drive	Ms. Jorjane	August 15, 2018
	Need to create a weekly and yearly schedule for lesson plans	Create and upload to Google drive bathroom, auditor and small group lesson plans.	Ms. Kristine	August 15, 2018
	Create a weekly and yearly schedule for lesson plans		Ms. Kristine	August 24, 2018
Parent Conferences	Assign schedule	Assign schedule within each classroom	Each classroom teacher	August 24, 2018

TIPS: intertwining systems,  
data and practices for  
Preschool settings



## TIPS Fidelity Check List

[illegible]

TTPS II (September 2013), Meeting Minutes Form  
Tidd, A. N., Norton, J. S., Alcocer, K., Hoyer, K. H., Alcocer, B., & Casanova, D. L. (2013). The Texas Initiated Problem Solving (TTPS II). Eugene, OR: University of Oregon, Educational and Community Support

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