

National PBIS Leadership Forum

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| Hilton Chicago

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# 4E: TIPS for Training, Coaching, and Scaling Up Team-Initiated Problem Solving Across the Tiers

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- **Topic:** Data-Based Decision Making
- **Keywords:** TIPS, Training

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS

CENTER ON  
**PBIS** Positive Behavioral  
Interventions & Supports

## When Working In Your Team

### Consider 4 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?

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# Learning Objectives

1. *Understand the research foundations of the TIPS model*
2. *Become familiar with best practices and options for TIPS Team Training*
3. *Identify best practices in coaching for initial TIPS implementation*



## TIPS: Team-Initiated Problem Solving



### What is TIPS?

TIPS is a problem-solving model established within a standard set of meeting foundations. It's 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

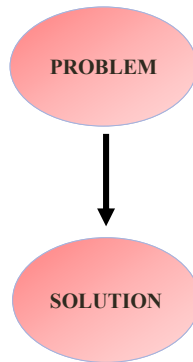
Teams using TIPS are more likely to use data to define problems with precision, define fewer things to do, and solve problems leading to implementation fidelity and positive student outcomes.

### How to Use TIPS

Get team & coaching training  
Adapt for any team, using any set of data

# Improving Decision-Making

From



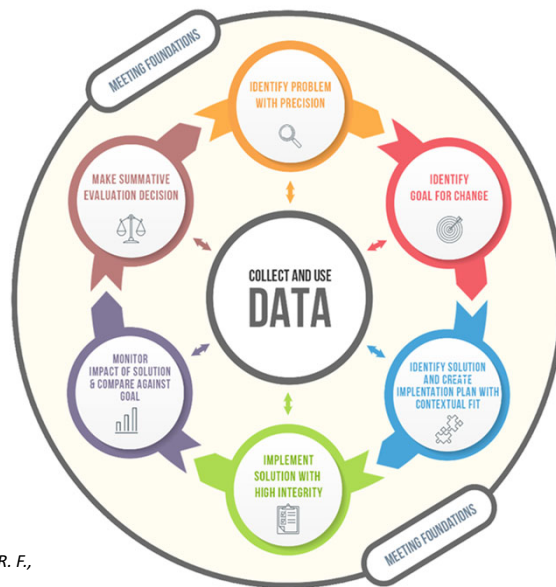
TO

## PROBLEM SOLVING



5

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



Newton, J. S., Horner, R. H., Algozzine, R. F.,  
Todd, A. W., & Algozzine, K. M. (2009)

## 3 Main Parts of TIPS



### Meeting Foundations

- Roles
- Responsibilities
- Team purpose
- Tiered decision guidelines

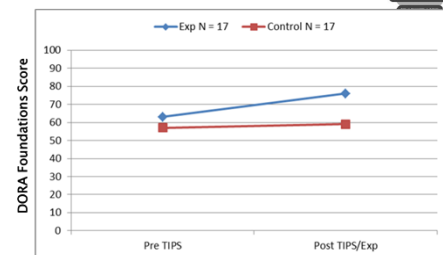
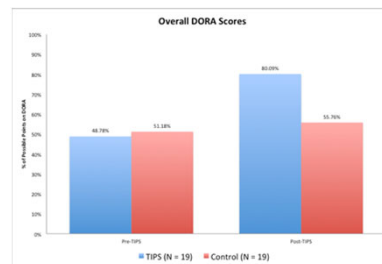
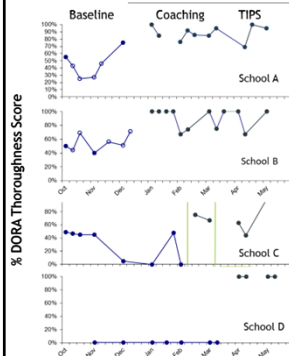
### Problem Solving

- Precise problem statement
- Implementation & action plan
- Evaluation plans

### Evaluative Decision Making

- Use evaluation plans
- Using data for progress monitoring toward goal
- Tiered decision guidelines
- Meeting minutes for accountability

## Evidence-Base for TIPS



### Key Findings:

- TIPS improves team problem solving (development of solutions)
- TIPS improved the likelihood that solutions were **implemented**
- Coaching is an important component
- TIPS increase the likelihood of improvement in **student outcomes** (both academic and behavior)

## TFI Connection

Action Planning Form

Item	Current Score	Action	Who	When
Tier I				
1.1 Team Composition	1.2 - 1.2 Teams Subscale			
1.2 Team Operating Procedures				
1.3 Behavioral Expectations				
1.4 Teaching Expectations				
1.5 Problem Behavior Definitions				
1.6 Discipline Policies				
1.7 Professional Development				
1.8 Classroom Procedures				
1.9 Feedback and Acknowledgement				
1.10 Faculty Involvement				
1.11 Student/ Family/ Community/ Involvement				
1.12 Discipline Data	1.12 - 1.15 Evaluation Subscale			
1.13 Data-Based Decision Making				
1.14 Fidelity Data				
1.15 Annual Evaluation				

TIPS Meeting Foundations

TIPS Problem-Solving Process



## Meeting Foundations

**TIPS**  
Team-Initiated Problem Solving



# Why do we need Meeting Foundations?

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



Algozzine et al., 2016: Team-Initiated Problem Solving (TIPS)

## Meeting Foundations: *Characteristics of Effective Team Meetings*

### Predictable

- Start/end on time, roles, purpose/goals, phases of meeting
- Responsibilities linked to roles, projected meeting minutes/data

### Consistent

- Use of meeting minutes, team agreement, use of meeting protocols & problem solving routine

### Positive/Safe

- Team agreements, use of meeting foundations

### Accountability

- Fidelity of implementation
- Student outcomes
- Meeting evaluation

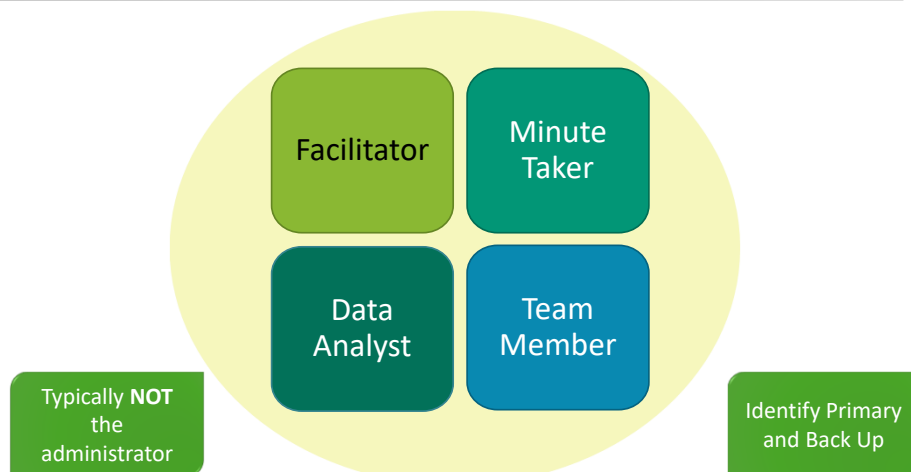


## Using TIPS to Strengthen Your Team



<b>Purpose</b>	<ul style="list-style-type: none"> <li>• Clarify &amp; Define</li> </ul>
<b>Roles</b>	<ul style="list-style-type: none"> <li>• Primary &amp; Backup</li> </ul>
<b>Schedule &amp; Logistics</b>	<ul style="list-style-type: none"> <li>• When and where</li> <li>• Laptop, internet access, projector, white board</li> </ul>
<b>Agreements</b>	<ul style="list-style-type: none"> <li>• Group norms</li> </ul>

## Roles on TIPS Teams



# TIPS Team Roles

TIPS  
Team-Initiated Problem Solving

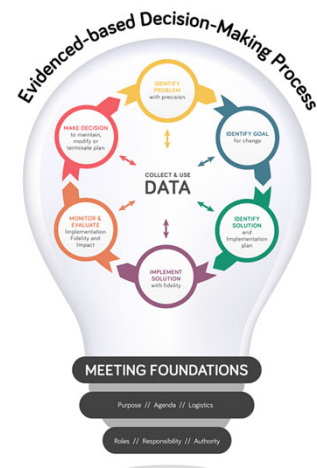


Facilitator Responsibilities	Data Analyst Responsibilities
<ol style="list-style-type: none"> <li><i>Before</i> meeting, provides agenda items to Minute Taker</li> <li>Starts meeting on time</li> <li>Determines date, time, and location of next meeting</li> <li>Manages the "flow" of meeting by adhering to the agenda</li> <li>Prompts team members (as necessary) with the TIPS problem-solving "mantra"               <ol style="list-style-type: none"> <li>Do we have a problem?</li> <li>What is the precise nature of the problem?</li> <li>Why does the problem exist, and what can we do about it?</li> </ol> </li> <li>For problems with existing solution actions               <ol style="list-style-type: none"> <li>What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped?</li> <li>What will we do to improve implementation of our solution actions?</li> <li>Are implemented solution actions "working" (i.e., reducing the rate/frequency of the targeted problem to our Goal level)?</li> </ol> </li> <li>Is active participant in meeting</li> </ol>	<ol style="list-style-type: none"> <li><i>Before</i> meeting (items a-c to appear in written Data Analyst's Report)               <ol style="list-style-type: none"> <li>Describes <i>potential new problems</i> with precision (What, Who, Where, When, Why)</li> <li>Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined potential new problems</li> <li>Provides update on <i>previously-defined problems</i> (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>Distributes Data Analyst's Report to team members</li> <li>Asks Facilitator to add potential new problems to agenda for meeting</li> </ol> </li> <li><i>At</i> meeting               <ol style="list-style-type: none"> <li>Leads discussion of potential new problems</li> <li>Responds to team members' questions concerning content of the Data Analyst's Report; produces additional data on request (e.g., additional Custom Reports)</li> </ol> </li> <li>Is active participant in meeting</li> </ol>
Minute Taker Responsibilities	Team Member Responsibilities
<ol style="list-style-type: none"> <li><i>Before</i> meeting               <ol style="list-style-type: none"> <li>Collects agenda items from Facilitator</li> <li>Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's Report, as appropriate</li> <li>Prints copies of the TIPS Meeting <i>Minutes form</i> for each team member, or is prepared to project form via LCD</li> </ol> </li> <li><i>At</i> meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes form, as necessary</li> <li>Is active participant in meeting</li> <li><i>After</i> meeting, disseminates copy of completed TIPS Meeting <i>Minutes form</i> to all team members within 24 hours</li> </ol>	<ol style="list-style-type: none"> <li><i>Before</i> meeting, recommends agenda items to Facilitator</li> <li><i>At</i> meeting, responds to agenda items and               <ol style="list-style-type: none"> <li>Analyzes/interprets data; determines whether a new problem exists</li> <li>Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline</li> <li>Discusses/selects solutions for new problems</li> <li>For problems with existing solution actions                   <ol style="list-style-type: none"> <li>Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?)</li> <li>Suggests how implementation of solution actions could be improved</li> <li>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>Is active participant in meeting</li> </ol>

# MEETING MINUTES

A FRAMEWORK FOR ORGANIZING AND DOCUMENTING EFFICIENT MEETINGS

TIPS  
Team-Initiated Problem Solving





# General flow of meeting



[INSERT LOGO HERE]  
TIPS Meeting Minutes Guide

School: \_\_\_\_\_

Today's Meeting	Date	Time (begin/end)	Location	Facilitator	Minute Taker	Data Analyst
Next Meeting						

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


Today's Agenda Items:	Agenda Items for Next Meeting
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

Systems Overview

Overall Status/Content Area	Measure Used	Data Collection Schedule	Current Level

Problem Solving Process

Brief Problem Description (e.g., student name, group identifier, brief item description)				Date(s) of Review Meetings
Precise Problem Statement What? When? Where? Who? Why? How Often?	Goal and Timeline What? When?	Solution → Actions By What? By When?	Identify Fidelity → and Outcome Data What? When? Who?	Did it work? (Review current levels and compare to goal)

Current Levels:

Fidelity Data:	Outcome Data (Current Levels):
Level of Implementation <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes: _____	Comparison to Goal <input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met Notes: _____

Notes: \_\_\_\_\_

Page 1

## Meeting Minutes Guide

Page 2

Date of Initial Meeting: \_\_\_\_\_

Date(s) of Review Meetings: \_\_\_\_\_

Precise Problem Statement What? When? Where? Who? Why? How Often?	Goal and Timeline What? When?	Solution → Actions By What? By When?	Identify Fidelity → and Outcome Data What? When? Who?	Did it work? (Review current levels and compare to goal)

Current Levels:

Fidelity Data:	Outcome Data (Current Levels):
Level of Implementation <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes: _____	Comparison to Goal <input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met Notes: _____

Notes: \_\_\_\_\_

[Paste new problem table(s) as needed]

Item	Discussion	Decisions and Tasks	Who?	By When?

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?			

[INSERT LOGO HERE] **TIPS Meeting Minutes Guide** **District Logo** School: \_\_\_\_\_

**Meeting Info**

Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting					
Next Meeting					

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

1.	2.	3.	4.	5.	6.
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**Agenda Items**

Today's Agenda Items: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Agenda Items for Next Meeting: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**Systems Overview**

Overall Status Tier/Content Area	Measure Used	Data Collection Schedule	Current Level/Rate
Systems Overview			

**Problem Solving Process**

Date of Initial Meeting: \_\_\_\_\_

Brief Problem Description (e.g., student name, group identifier, brief item description)

Precise Problem Statement <i>What? When? Where? Who? Why? How Often?</i>	Goal and Timeline <i>What? By When?</i>	Solution Actions <i>By Who? By When?</i>	Identify Fidelity and Outcome Data <i>What? When? Who?</i>	IMPLEMENTS SOLUTIONS	Date(s) of Review Meetings
<p>What fidelity data will we collect?</p> <p>What outcome data will we collect?</p>	<p>Did it work? (Review current levels and compare to goal)</p> <p>Fidelity Data:</p> <p>Level of Implementation</p> <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes: _____				
	<p>Outcome Data (Current Levels):</p> <p>Comparison to Goal</p> <input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met Notes: _____				
<p>Next Steps</p> <input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes: _____					

Current Levels: \_\_\_\_\_

Notes: \_\_\_\_\_

**TIPS**  
Team-Initiated Problem Solving

Evidence-Based Decision-Making Process

MEETING FOUNDATIONS

PROBLEM IDENTIFICATION

PROBLEM ANALYSIS

PROBLEM SOLVING

PROBLEM EVALUATION

PROBLEM PREVENTION

**TIPS**  
Team-Initiated Problem Solving

Evidence-Based Decision-Making Process

MEETING FOUNDATIONS

PROBLEM IDENTIFICATION

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PROBLEM PREVENTION

Date of Initial Meeting: \_\_\_\_\_

Brief Problem Description (e.g., student name, group identifier, brief item description)

Precise Problem Statement <i>What? When? Where? Who? Why? How Often?</i>	Goal and Timeline <i>What? By When?</i>	Solution Actions <i>By Who? By When?</i>	Identify Fidelity and Outcome Data <i>What? When? Who?</i>	IMPLEMENTS SOLUTIONS	Date(s) of Review Meetings
<p>What fidelity data will we collect?</p> <p>What outcome data will we collect?</p>	<p>Did it work? (Review current levels and compare to goal)</p> <p>Fidelity Data:</p> <p>Level of Implementation</p> <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes: _____				
	<p>Outcome Data (Current Levels):</p> <p>Comparison to Goal</p> <input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met Notes: _____				
<p>Next Steps</p> <input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes: _____					

Current Levels: \_\_\_\_\_

Notes: \_\_\_\_\_

[Paste new problem table(s) as needed]

**Organizational/Housekeeping Task List**

Item	Discussion	Decisions and Tasks	Who?	By When?

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

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?

	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>tracking</i> whether we're completing the tasks we agreed on at previous meetings?			
3. In general, have we done 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?			

**How did we do?**

# Putting it into practice...

## TIPS Team-Initiated Problem Solving



## TIPS Training & Coaching

### TEAM TRAINING

- 1 day of team training
  - Overview of TIPS
  - TIPS Process
  - Data Scenarios

### COACHES TRAINING

- 1 day of training
  - Overview of TIPS
  - Coaching considerations and tools
  - Practice



# Best Practices in Training & Coaching

CHANDA TELLEEN  
PATTAN

## TIPS Team-Initiated Problem Solving



## Pennsylvania's Systems of Support



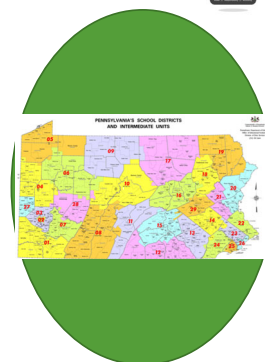
State Education  
Agency



Special Project of  
BSE







EDUCATION  
SERVICE AGENCIES




LOCAL  
EDUCATION AGENCIES




# PaTTAN Initiatives and Projects

 Training Calendar
 Videos
 Special Education Forms
 Fa




**PaTTAN**  
Pennsylvania Training and Technical Assistance Network


Multi-Tiered System of Support ▾
Graduation/Post Secondary Outc



**SAVE THE DATE**  
**2023 GOVERNOR'S**



## TIPS Trainer Requirements



Have a role at the state, regional, or program level to build capacity in PBIS/MTSS i.e., IU TAC, PBIS facilitator, PaTTAN consultant.

Have a role working with teams and coaches implementing TIPS.

Goal of delivering TIPS training to instruct teams and District/Program coaches on the basic skills required for initial TIPS implementation and scale up.

Can support teams in practicing TIPS meeting Foundations and use of the problem-solving protocol.

Can attend team meetings to provide feedback using the TIPS Fidelity Checklist.

## Recruitment

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- PBIS Facilitators
- Intermediate Unit Training and Consultation Consultants
- Pattan Consultants
- Moving forward—District Coaches



## TIPS ToT

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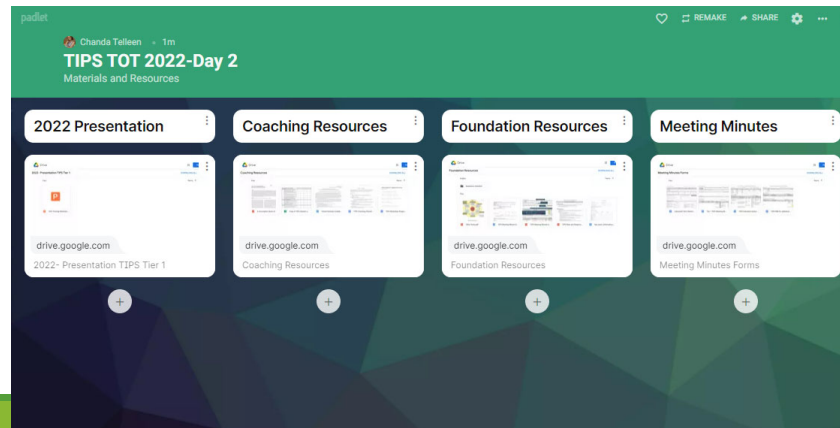
### Agenda:

- Day 1: TIPS-2 presentation (full day)
- Day 2: TOT activities (full day)
- Day 3: Follow-up--virtual (half day AM)



# Materials Access

Access padlet to download materials.



## Session Objectives

- ☐ Understand the role of coaching within the TIPS model.
- ☐ Using data sources to design coaching supports
- ☐ Explore various tools to support coaches and teams with TIPS implementation



## Expectations



Complete a TIPS team training within 3 months of completing TOT. (submit dates)

Attend 2 team meetings following TIPS team training to support implementation. (submit dates)

Provide written/verbal feedback regarding meeting minutes and use of data protocol. (submit short summary)

Completion of TIPS Fidelity Checklist. (submit checklist)

Utilize data from fidelity checklist, meeting minutes feedback, and/or meeting observations to develop additional learning opportunities for building level team and/or District/Program coaches.

Complete and submit TIPS Coaches Fidelity Checklist.

## Using the TIPS Process to Paint a Portrait of a Graduate

JASON BYARS

SCHOOL CLIMATE DIRECTOR

NORTHEAST GEORGIA REGIONAL EDUCATION SERVICE AGENCY

**TIPS**  
Team-Initiated Problem Solving





## Hall County School District – “Striving to be the most caring place on earth.”

- PK – 12 Public School District
- Located in Northeast Georgia
- 20 Elementary, 8 Middle, 7 High Schools, 1 College and Career Academy, and 1 Alternative Learning Center.
- 13 Magnet Schools and 21 Programs of Choice.
- Approximately 27,000 students
- Approximately 3,200 students identified as Gifted.
- Approximately 5,200 students identified as English Language Learners.
- 46% Hispanic, 45% White, 5% Black, 3% Multi, 1% Asian
- Approximately 2,200 certified and 1,300 classified staff members.



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## Portrait of a Graduate

“Beyond the 23 credit hours, what does it mean to walk past us on the graduation stage?”



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## Review of Their Journey

- Data review of graduation rates by school.
- Powerful, visual deep dive into personally identifying the students who did not graduate.
- Identifying the top 10 barriers to student graduation.
- Each school identified the 1 barrier they wanted to focus on trying to solve.
- Each school identified current resources at Tiers 1, 2, and 3 to help solve their barrier.
- “What do we do now?”



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## Team Initiated Problem Solving

Each school developed a team to create a precise problem statement around their identified barrier.



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# TIPS Agenda

It is essential to create a detailed TIPS Agenda to guide the work and document the outcomes.



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## Top 10 Barriers to Graduation

- Attendance
- Drug abuse
- Lack of family support
- Transiency
- Learning has little to no relevance
- Little or no connection to school
- Mental health
- Lack of resiliency or coping skills
- Academic struggles
- Behavior infractions



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## Which of these barriers do you have influence over?

Nothing kills problem solving faster than focusing on what we cannot control.



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## Team-Initiated Problem Solving (TIPS)

A framework used during meetings focused on data-based decision making to improve student outcomes.



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## TIPS Process

- Identify a problem with precision
- Identify goal for change
- Identify solution and create implementation plan with contextual fit
- Implement solution with high integrity
- Monitor impact of solution and compare against goal
- Make summative evaluation decisions



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## TIPS Step #1 (5 minutes)

- What is your identified graduation barrier?
- Identify your goal for change. Set a goal that defines levels at which the problem is no longer a problem. You may also have a gradual step for the upcoming school year that gets you closer to your goal.
  - E.G., 95% of all students will be at Tier I for behavior (0-1 office referrals) on December 31, 2022
  - E.G., 94% of all students will be failing < 2 classes on December 31, 2022



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## TIPS Step #2 (15 minutes)

- Identify your problem with precision, using data
  - Who? 5<sup>th</sup> grade boys
  - What? Student incivility
  - When? September (5.45 ODR/day), Wednesday (25%), 12:00-1:00 p.m. (24%)
  - Where? Classroom (67.5%)
- What are the current levels?
  - ODR by grade level
  - Externalizing Scores on SDQ
  - GSHS Results



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## TIPS Step #3 (5 minutes)

- Identify your goal and timeline
  - What? Reduce student incivility by 10%
  - When? By December 31, 2022



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## TIPS Step #4 (10 minutes)

- Identify your Solution Actions
  - What? Students with  $\geq 2$  referrals will receive Check-In / Check-Out
  - By Whom? Student self select their trusted adult
  - By When? October Catch, October 1, 2022



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## TIPS Step #5 (10 minutes)

- Identify Fidelity Data you will collect
  - What? IC Error Report
  - When? Bi-monthly
  - Who? IC Clerk
- Identify Outcome Data you will collect
  - What? IC Big 7 Report
  - When? Monthly
  - Who? IC Clerk & Assistant Principal



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## Putting It All Together (10 minutes)

- Precise Problem Statement
- Goal and Timeline
- Solution Actions
- Identify Fidelity and Outcome Data



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## Putting It All Together

### Precise Problem Statement

- 40.2% of students at JWB Elementary School scored at the elevated level on the internalizing scale of the Winter 2022 administration of the SDQ-IE. 3rd grade students had the highest score with 36.2% of this subgroup scoring at the elevated level.

### Goal and Timeline

- By the Spring 2023 administration of the SDQ-IE the percentage of overall students scoring at the elevated level will decrease by 5% and the percentage of 3rd grade students scoring at the elevated level will decrease by 10%.



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## Putting It All Together (continued)

### Solution Actions

- Beginning in August all students will participate in Inner Explorer each morning during Advisement and 3rd grade students scoring elevated in both scales will be given the opportunity to join a DSG with the CASI's twice per week at lunch.

### Identify Fidelity and Outcome Data

- Inner Explorer data reports will be reviewed weekly during team meetings. DSG attendance sheets will be reviewed weekly by the School Counselor. The Assistant Principal will compare the student progress from the fall to spring administration of the SDQ.



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## Next Steps

- Collect Data, as needed
- Complete the problem-solving process with your school team
- Implement with fidelity
- Monitor results
- Replicate the process, as needed



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# Tools for Your Toolbox

RESOURCES CAN BE FOUND:  
[HTTPS://BIT.LY/TIPSFORUM2022](https://bit.ly/tipsforum2022)

## TIPS Team-Initiated Problem Solving



## TIPS DISTRICT Readiness Checklist

### Team Initiated Problem Solving (TIPS) DISTRICT Readiness Checklist

District Team:		Date Completed:	
Checklist Completed by:		Position:	

TIPS Readiness Feature	Status In progress; Complete	Actions To Do (if not complete)	By Who	By When
<b>District Commitment</b>				
1. My District views data based decision-making as a common practice for implementing for school improvement and instructional planning, and supports our use of TIPS as a team based, data-informed, decision making process.				
2. My District has committed time, training support, and ongoing coaching to help us implement TIPS with fidelity, initially and in the long term.				
3. My District has dedicated a coach who knows or will learn the TIPS system and will be available before, during, and after meetings to support problem solving and decision-making. <i>This person is:</i>				
4. My district team and our coach are committed to attending one full day of team training to learn the skills for applying the TIPS Model for problem solving and decision-making.				
5. My District coach is committed to attend a full day coaching training in addition to the team training listed in #8 and will provide coaching before, during and after team meetings.				

Todd, A. W., Norvick, J. S., Algranier, K., Horne, R. H., Algranier, B., Cavanaugh, D. L., & Prentiss, A. I. (2015). The Team-Initiated Problem Solving (TIPS II) Training Manual. Eugene, OR: University of Oregon, Educational and Community Supports. Online at [www.uoregon.edu](http://www.uoregon.edu) and [www.TIPStools.blogspot.com](http://www.TIPStools.blogspot.com)

### TIPS Team-Initiated Problem Solving



TIPS Readiness Checklist (Todd, et al 2015) adapted by MGE (Fall 2017)

TIPS Readiness Feature	Status In progress; Complete	Actions To Do (if not complete)	By Who	By When
<b>Commitment to work with SCHOOL Teams</b>				
6. Our district will work with school teams that include a school administrator (principal or vice principal), general educator, special educator, and others as appropriate to help understand student data and make decisions.				
7. Our school teams will include an administrator with authority and availability to make decisions during meetings.				
8. Our school teams are committed to implementing TIPS				
<b>Team Meeting Foundations &amp; Problem Solving</b>				
<b>Access to Data</b>				
9. Teams have access to accurate & current data reports needed for problem solving and decision-making before and during the meeting and will bring that data to the training sessions.				
10. Teams have at least one member who is fluent in generating basic and drill-down reports from data set(s) being used before and during meetings. <i>This person is:</i>				

Notes:

Todd, A. W., Norvick, J. S., Algranier, K., Horne, R. H., Algranier, B., Cavanaugh, D. L., & Prentiss, A. I. (2015). The Team-Initiated Problem Solving (TIPS II) Training Manual. Eugene, OR: University of Oregon, Educational and Community Supports. Online at [www.uoregon.edu](http://www.uoregon.edu) and [www.TIPStools.blogspot.com](http://www.TIPStools.blogspot.com)

# TIPS SCHOOL Readiness Checklist

TIPS  
Team-Initiated Problem Solving



## Team Initiated Problem Solving (TIPS) SCHOOL Readiness Checklist

TIPS Readiness Checklist (Todd, et al 2015) adapted by MCE

TIPS Readiness Checklist (Todd, et al 2015) adapted by MCE

School Team:					Date Completed:		
Checklist Completed by:					Position:		
<b>TIPS Readiness Feature</b>	<b>Status</b> Not in place; In progress; Complete	<b>Actions To Do</b> (if not complete)	<b>By Who</b>	<b>By When</b>			
<b>District Commitment</b>							
1. My District views data based decision-making as a common practice for implementing for school improvement and instructional planning, and supports our use of TIPS as a team based, data-informed, decision making process.							
2. My District has committed time, training support, and ongoing coaching to help us implement TIPS with fidelity, initially and in the long term.							
3. My District has dedicated a coach who knows or will learn the TIPS system and will be available before, during, and after meetings to support problem solving and decision-making. <i>This person is:</i>							
4. My District coach is committed to attend a 2 day coaching training in addition to the team training listed in #8 and will provide coaching before, during and after team meetings.							
<b>SCHOOL Team Commitment</b>							
5. Our school tier II team includes a school administrator (principal or vice principal), general educator, special educator, and others as appropriate to help understand student data and make decisions.							

Todd, A. W., Newton, J. S., Algorzin, K., Horner, R. H., Algorzin, B., Cummings, D. L., & Preston, A. I. (2015). The Team-Initiated Problem Solving (TIPS II) Training Manual. Eugene, OR: University of Oregon, Educational and Community Supports. Online at [www.uoregon.edu](http://www.uoregon.edu) and [www.TIPStoolkit.blogspot.com](http://www.TIPStoolkit.blogspot.com)

<b>TIPS Readiness Feature</b>	<b>Status</b> Not in place; In progress; Complete	<b>Actions To Do</b> (if not complete)	<b>By Who</b>	<b>By When</b>
6. Our school tier II team includes an administrator with authority and availability to make decisions during meetings.				
7. Our school team is committed to implementing TIPS <b>Team Meeting Foundations &amp; Problem Solving</b> .				
8. My school team and our coach are committed to participating in the online training modules to learn the skills for applying the TIPS Model for problem solving and decision-making, and our coach will attend additional training for coaches.				
<b>Access to Data</b>				
9. Teams have access to accurate & current data reports needed for problem solving and decision-making before and during the meeting and will bring that data to the training sessions.				
10. Teams have at least one member who is fluent in generating basic and drill-down reports from data set(s) being used before and during meetings. <i>This person is:</i>				

Adapted by MCE, February 2017

Notes:

Todd, A. W., Newton, J. S., Algorzin, K., Horner, R. H., Algorzin, B., Cummings, D. L., & Preston, A. I. (2015). The Team-Initiated Problem Solving (TIPS II) Training Manual. Eugene, OR: University of Oregon, Educational and Community Supports. Online at [www.uoregon.edu](http://www.uoregon.edu) and [www.TIPStoolkit.blogspot.com](http://www.TIPStoolkit.blogspot.com)

# TIPS-FC (Fidelity Checklist)

TIPS  
Team-Initiated Problem Solving



## TIPS-Fidelity Checklist Enhanced (T-FC)-Brief

Each item is scored on a 0 to 2 scale with 0 = not started; 1 = partial; and 2 = full implementation. If a team exceeds the criteria, they should score a "2" for the item. If they do not meet the criteria described as a "1" a score of 0 should be entered. TIPS has been implemented with fidelity when the team scores 90% Overall AND 90% on Problem Solving.

School \_\_\_\_\_

Meeting Foundations			Problem Solving		
Item	Criteria for Median Score of 1	Prompts & Score	Item	Criteria for Median Score of 1	Prompts & Score
1. Primary and backup individuals are assigned to defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst. <input type="checkbox"/> Fac: P BU <input type="checkbox"/> MT: P BU <input type="checkbox"/> DA: P BU	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.	1= 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. <input type="checkbox"/> what <input type="checkbox"/> where <input type="checkbox"/> when <input type="checkbox"/> who <input type="checkbox"/> why	1= At least one problem is defined but lack one or more precision elements.	
5. Team members attend meetings promptly and regularly. <input type="checkbox"/> 75% of team members on time	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. <input type="checkbox"/> problem 1 <input type="checkbox"/> problem 2 <input type="checkbox"/> problem 3	1= Some documented active problems (s) 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 is documented for at least one documented solution. <input type="checkbox"/> who will do it <input type="checkbox"/> by when	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. <input type="checkbox"/> what <input type="checkbox"/> by how much <input type="checkbox"/> by when	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. A fidelity of implementation measure is documented for each solution, along with a schedule for gathering those data. <input type="checkbox"/> doc <input type="checkbox"/> gathered <input type="checkbox"/> reported	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. <input type="checkbox"/> received have access to meeting minutes within 24 hrs of meeting	1= Meeting minutes are distributed to all team members but not within 24-36 hours of the meeting		18. A student social/academic outcome measure is documented for each problem, along with a schedule for gathering those data. <input type="checkbox"/> doc <input type="checkbox"/> gathered <input type="checkbox"/> reported	1= Measure and regular schedule for student behavior performance are documented for some solutions.	
<b>Meeting Foundations Total Score</b>			<b>Problem Solving Total Score</b>		
<b>Percentage (out of 18)</b>			<b>Percentage (out of 18)</b>		

Team Initiated Problem Solving - Fidelity Checklist (TIPS-FC) 2017

# TIPS Meeting Minute Form Blank

[INSERT LOGO HERE]

TIPS Meeting Minutes Guide

School: \_\_\_\_\_

Today's Meeting	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst									
Next Meeting															
Team Members & Attendance (Place "X" to left of name if present)															
<table border="0"> <tr> <td>1. _____</td> <td>4. _____</td> <td>7. _____</td> </tr> <tr> <td>2. _____</td> <td>5. _____</td> <td>8. _____</td> </tr> <tr> <td>3. _____</td> <td>6. _____</td> <td>9. _____</td> </tr> </table>							1. _____	4. _____	7. _____	2. _____	5. _____	8. _____	3. _____	6. _____	9. _____
1. _____	4. _____	7. _____													
2. _____	5. _____	8. _____													
3. _____	6. _____	9. _____													
Today's Agenda Items:			Agenda Items for Next Meeting												

Systems Overview	Overall Status/Control Area	Measure Used	Data Collection Schedule	Current Level/Rate

Problem Solving Process				Date(s) of Review Meetings			
Brief Problem Description (e.g., student name, group identifier, brief item description)				Did it work? (Review current level and compare to goal)			
Pre-Problem Statement	Goal and Timeline	Solution Actions	Identify Fidelity and Outcome Data	Fidelity Data	Outcome Data (Current Level)		
What? When? Where? What? Why? How Often?	What? By When?	By What? By When?	What? When? Where? What? Why? How Often?	What fidelity data will we collect?	What outcome data will we collect?		
			<table border="0"> <tr> <td> <b>Level of Implementation</b>  <input type="checkbox"/> Not started  <input type="checkbox"/> Partial implementation  <input type="checkbox"/> Implemented with fidelity  <input type="checkbox"/> Stopped            Notes:         </td> <td> <b>Comparison to Goal</b>  <input type="checkbox"/> Worse  <input type="checkbox"/> No Change  <input type="checkbox"/> Improved but not to goal  <input type="checkbox"/> Goal met            Notes:         </td> </tr> </table>			<b>Level of Implementation</b> <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes:	<b>Comparison to Goal</b> <input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met Notes:
<b>Level of Implementation</b> <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes:	<b>Comparison to Goal</b> <input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met Notes:						
Current Levels:			Next Steps				
			<input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes:				

Notes:

Date of Initial Meeting:				Date(s) of Review Meetings			
Brief Problem Description (e.g., student name, group identifier, brief item description)				Did it work? (Review current level and compare to goal)			
Pre-Problem Statement	Goal and Timeline	Solution Actions	Identify Fidelity and Outcome Data	Fidelity Data	Outcome Data (Current Level)	Level of Implementation	Comparison to Goal
What? When? Where? What? Why? How Often?	What? By When?	By What? By When?	What? When? Where? What? Why? How Often?	What fidelity data will we collect?	What outcome data will we collect?	<input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes:	<input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met Notes:
Current Levels:				Next Steps			
				<input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes:			

Notes:

(Paste new problem table(s) as needed)

Organizational/Housekeeping Task List			
Item	Discussion	Decisions and Tasks	Who? By When?

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

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 effect on student behavior?

TIPS  
Team-Initiated Problem Solving



# TIPS Coaching Fidelity Checklist & Planning Tool

TIPS Coaches Fidelity Checklist

School: \_\_\_\_\_ Team: \_\_\_\_\_ Coach: \_\_\_\_\_

Meeting Date: \_\_\_\_\_ Meeting Location: \_\_\_\_\_

Facilitator: \_\_\_\_\_ Minute Taker: \_\_\_\_\_ Data Analyst: \_\_\_\_\_

Regular Team Members: \_\_\_\_\_

Annually: Prompt team to complete the TIPS Fidelity of Implementation Checklist 2-3 times/year

Date of meeting			
<b>Before the Meeting</b>			
1. Asked facilitator if s/he is prepared to assume facilitator responsibilities.			
2. Provided technical assistance to facilitator to prepare for the meeting, as needed.			
3. Reviewed previous meeting minutes and reminded facilitator to review previous meeting minutes, with team, at start of the meeting.			
4. Asked data analyst if s/he is prepared to assume data analyst responsibilities.			
5. Reminded assisted data analyst to prepare (SWTS) data summary for the meeting to review progress of existing problem(s) and any other potential problems that are noticed.			
6. Provided technical assistance to data analyst to prepare data summary, as needed.			
7. Reminded minute taker to prepare meeting minute form.			
8. Asked minute taker if s/he is prepared to assume minute taker responsibilities.			
9. Reminded minute taker to review previous meeting minutes from laptop projector with team at start of meeting.			
10. Provided technical assistance to minute taker to prepare meeting minute form, as needed.			
<b>During the Meeting</b>			
11. Attended the meeting until team becomes fluent with TIPS as a system. Using the TIPS-FC as an assessment/feedback guide.			
12. Provided the least amount of feedback and guidance required to ensure that team uses the TIPS model and doesn't get "off track"; refer team to Problem-Solving "Mantra" if necessary.			
<b>After the Meeting</b>			
13. Provided assistance to minute taker to clean up and clarify meeting minutes, as needed.			
14. Requested electronic copy of completed Meeting Minutes and Problem-Solving Action Plan form.			
15. Provided feedback to facilitator on quality of meeting; provided suggestions and technical assistance for improvement as needed.			

Coaching Planning Tool

The coaching planning tool is used to guide coaching actions for supporting teams to implement meeting foundations and problem solving with fidelity, in the absence of coaching.

Team: \_\_\_\_\_ Point Person: \_\_\_\_\_ Date of current meeting: \_\_\_\_\_ Date of next meeting: \_\_\_\_\_

Data Sources (circle sources used)

Direct Observation, Review of Self-Assessment Data, Review of Meeting Minutes

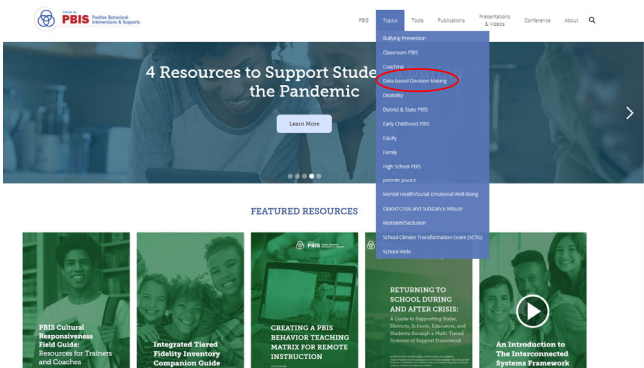
Coaching Actions Defined	My Coaching Actions BEFORE/AFTER NEXT meeting In Person or Remotely	My Coaching Actions DURING NEXT meeting Full, Partial, Passive	Notes: Skills/knowledge needed for implementation fidelity
<b>General Notes &amp; Feedback</b>			
<b>Meeting Foundations</b>			
<b>Student Problem Solving</b>			
<b>Organizational Housekeeping</b>			
<b>Prompting</b>			
What additional prompts are needed to increase the likelihood of skills being used?			
What is context where skill should occur?			
<b>Providing Performance Feedback</b>			
Place feedback in the context of the larger goal			
Provide sufficient feedback to get success			
<b>Facilitating Skill Fluency</b>			
What are fluency variables to make skill functional and applicable?			
What activities, practice and adaptations are needed?			
What level of support is needed during the meeting?			
<b>Guiding Adaptation Considerations</b>			
Help adapt to cultural variables			
Help adapt to organizational variables			
Help to adapt to other teams			

Coaching Action Plan, 2015. TIPS Materials, University of Oregon & University of North Carolina at Charlotte, tps@ohs.org

3

TIPS  
Team-Initiated Problem Solving





Center on PBIS Website: <https://pbis.org>

Under Topics > Data-Based Decision Making

### Team-based Decision Process

It's possible to analyze data on your own, looking for trends, and implementing solutions. However, when tackled alone, you get a singular view of the data without some of the nuance. A team-based approach incorporates multiple perspectives and generates complex solutions.

### Team-Initiated Problem Solving (TIPS)

TIPS is a research-validated framework to use during any team meeting focused on data-driven decision making. In the TIPS model, every team needs a facilitator, a facilitator, a data analyst, and at least one additional person available to be a backup to these roles if anyone is absent.

### IDENTIFY THE PROBLEM WITH PRECISION

Teams looking at data are likely to come across discrepancies between expected performance and actual performance. To identify precisely what problem the team needs to solve, it needs to include:

- What is the problem you're trying to solve? (Disruptions? Reading fluency?)
- Where is the problem happening?
- When is the problem likely to occur?
- Who contributes to the problem most often? A new student? A specific grade level?
- Why does the problem seem to keep happening?

### IDENTIFY A GOAL


With a problem defined with precision, teams describe how they'll know when a problem is resolved. What does success look like? When do you expect to see the problem resolved? Goals should be measurable so that teams will be able to say with clarity whether the problem persists.

### IDENTIFY SOLUTIONS AND CREATE A PLAN

Based on the data teams have available, they next answer the question: What are we going to do? Solutions should fit the context of the problem. Solutions should include ideas for:

- Prevention strategies
- Teaching approaches
- Opportunities to recognize desired behaviors
- Ways to stop unwanted behaviors
- Strategies to deliver consequences for unwanted behaviors

Whatever the solution teams identify, they need to document who will implement specific components, by when, and how to monitor its effectiveness over time.



**TIPS**  
Team-Initiated Problem Solving

**An Evidence-Based Decision-Making Process**

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A TIPS process centered on data.

# Wrap Up

## TIPS

### Team-Initiated Problem Solving





UNIVERSITY OF OREGON  
College of Education

## Participate in TIPS Research 2022-23 School Year

Looking for Tier 1 PBIS or  
Problem-Solving Teams to

- ▶ Receive access to free TIPS Training (online or F2F, depending on treatment condition assigned)
- ▶ Record monthly meetings for research team to observe team meetings
- ▶ Complete TIPS-FC (pre and post training)

### Eligibility criteria:

- Have an active Tier 1 or Problem-Solving team that meets at least once a month
- Have a coach who is willing to work with the Tier 1 team in the district

### Compensation:

- SWIS subscription fees covered (\$350 value)
- Team members get \$50 for survey completion (1 demographic survey, TIPS-FC participation)
- Coaches get \$100 for survey completion and coaching supports (minimum 2 meetings post-training)
- School gets up to \$600 for substitute costs

### CONTACT:

Jessica Daily  
jdaily@uoregon.edu

## Questions?



## Acknowledgements



### Research

- Rob Horner, UO
- Anne Todd, UO
- Bob Algozzine, UNC – Charlotte
- Kate Algozzine, UNC - Charlotte
- Steve Newton,
- Erin Chaparro, UO
- Rhonda Nese, UO

### Training & Coaching Content

- Anne Todd, UO
- Dale Cusamano, UNC – Charlotte
- Angela Preston, UNC - Charlotte

### Implementation

- State- and region-wide PBIS Coordinators
- Regional, district, building coaches
- Schools and PBIS teams

## Contact Information



Questions? Comments?

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# Please Complete this Session's Evaluation

**10/28/22**

**4E** – TIPS for Training, Coaching, & Scaling Up Team-Initiated Problem Solving Across the Tiers

## Four options, pick one!

### 1. Mobile App

Click "Take Survey" under the session description.

### 2. QR Code

Scan the code on this slide.



### 3. Online

Click on the link located next to the downloadable session materials posted online at:

[www.pbis.org/conference-and-presentations/pbis-leadership-forum](http://www.pbis.org/conference-and-presentations/pbis-leadership-forum)

### 4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

*Evaluations are **anonymous!** We send reminder emails to all participants.*

**National PBIS Leadership Forum**