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E1 - Teaming with TIPS for Effective & Efficient Decision-Making

Lead Presenter(s): Diane LaMaster & Jessica Daily

Key Words: Applied Evaluation, Assessment, Training

Session Objectives

1. Review the TIPS Meeting Foundations & Problem Solving Process
2. Explore the Tiered Decision Guidelines to help teams address systems & student-level issues
3. Investigate the TIPS Meeting Minute form as a tool to support data-based decision making and action planning

Data-based Decision Making within the PBIS Framework

Critical Features of PBIS

Team-Based Decision Making

3-5 Expectations

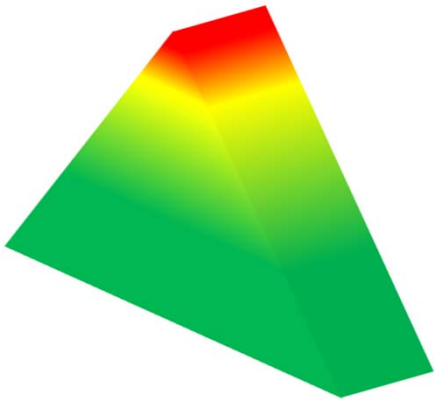
Teaching Expectations

Monitoring & Correcting Behavior

Continuum of Response Strategies

Data-based Decision Making

Family, School, & Community Partnerships



Why is Data-Based Decision Making Important?

"…the team's actions, specifically how often it shared data with all school staff, had the most significant impact on whether the school sustained its implementation."

(McIntosh, Kim, Mercer, Strickland-Cohen, & Horner, 2015)

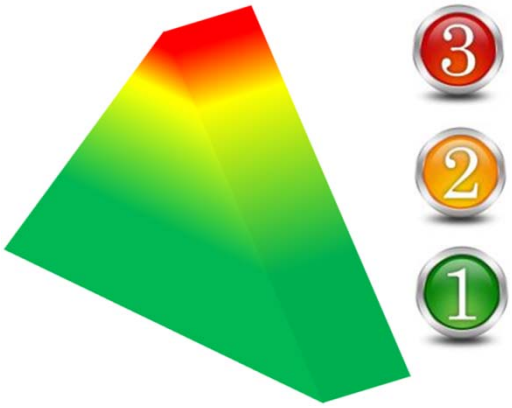
Team Meetings:

- Monthly meeting
- Quarterly/yearly fidelity checks

Staff/Community Communication:

- Monthly
- Annually

Continuum of Decision Making



As we increase the intensity of supports we will also need to intensify the frequency of our data collection, data analysis, and decision-making cycles.

The Team Initiated Problem Solving (TIPS) Model

Newton, J. S., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), *Handbook of Positive Behavior Support* (pp. 551-580). New York, NY: Springer. doi:10.1007/978-0-387-09632-2_23

TIPS: Team-Initiated Problem Solving

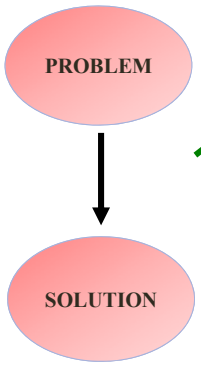
What is TIPS?
TIPS is a problem-solving model established within a standard set of meeting foundations. It's a series of steps anyone can use to move from identifying a problem to implementing a solution and measuring progress toward the goal.

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

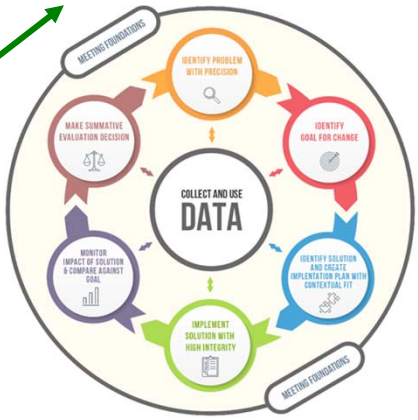
Improving Decision-Making

From



TO

PROBLEM SOLVING



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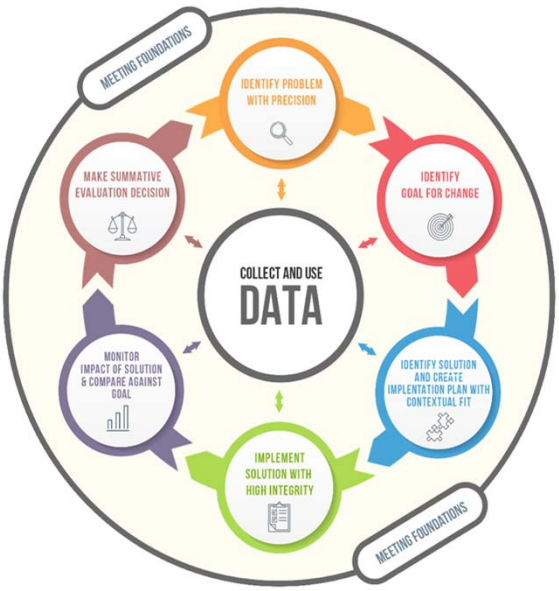
Team-Initiated Problem Solving II (TIPS II) Model



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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

TFI Connection

Action Planning Form

Item	Current Score	Action	Who	When
Tier I				
1.1 Team Composition	1.2 - 1.2 TIPS Meeting Foundations			
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 and Data-based Decision Making			
1.13 Data-Based Decision Making				
1.14 Fidelity Data				
1.15 Annual Evaluation				

Meeting Foundations

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)

Annual Team Meeting Costs for One Team

One team of 5, meeting 45 minutes monthly

- 37.5 hours of time per year

$1469.32

based on the average teacher salary of *$38.39 per hour;*
(Bureau of Labor Statistics, 2016)

Meeting Cost Calculator:
InstantAgenda.com

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

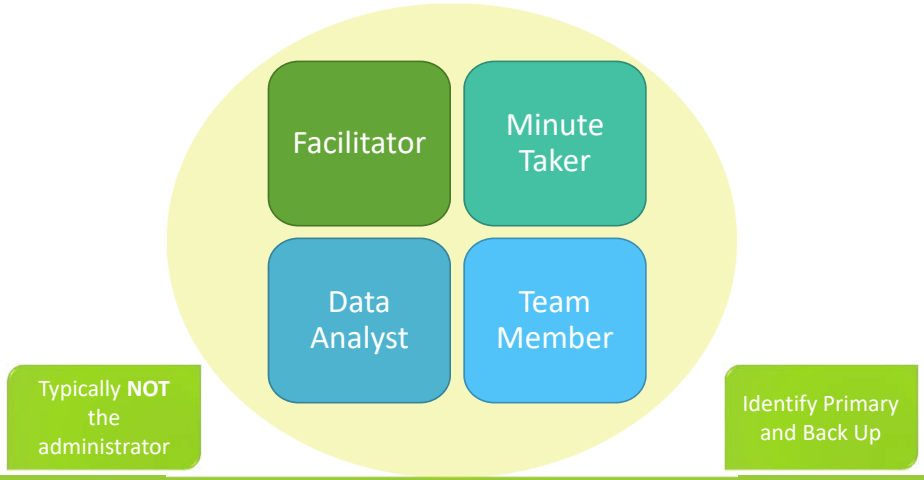
Accountability

- Fidelity of implementation
- Student outcomes
- Meeting evaluation

Using TIPS to Strengthen Your Team

Purpose	• Clarify & Define
Roles	• Primary & Backup
Schedule & Logistics	• When and where • Laptop, internet access, projector, white board
Agreements	• Group norms

Roles on TIPS Teams



Roles on TIPS Teams

Facilitator Responsibilities

1) *Before* meeting, provides agenda items to Minute Taker
2) Starts meeting on time
3) Determines date, time, and location of next meeting
4) Manages the "flow" of meeting by adhering to the agenda
5) Prompts team members (as necessary) with the TIPS problem-solving "mantra"
   a) Do we have a problem?
   b) What is the precise nature of the problem?
   c) Why does the problem exist, and what can we do about it?
   d) For problems with existing solution actions
      i) What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped?
      ii) What will we do to improve implementation of our solution actions?
      iii) Are implemented solution actions "working" (i.e., reducing the rate/frequency of the targeted problem to our Goal level)?
6) Is active participant in meeting

Data Analyst Responsibilities

1) *Before* meeting (items a-c to appear in written Data Analyst's Report)
   a) Describes *potential new problems* with precision (What, Who, Where, When, Why)
   b) Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined potential new problems
   c) Provides update on *previously-defined problems* (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal)
   d) Distributes Data Analyst's Report to team members
   e) Asks Facilitator to add potential new problems to agenda for meeting
2) *At* meeting
   a) Leads discussion of potential new problems
   b) Responds to team members' questions concerning content of the Data Analyst's Report; produces additional data on request (e.g., additional Custom Reports)
3) Is active participant in meeting

Minute Taker Responsibilities

1) *Before* meeting
   a) Collects agenda items from Facilitator
   b) Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's Report, as appropriate
   c) Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form via LCD
2) *At* meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes form, as necessary
3) Is active participant in meeting
4) *After* meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours

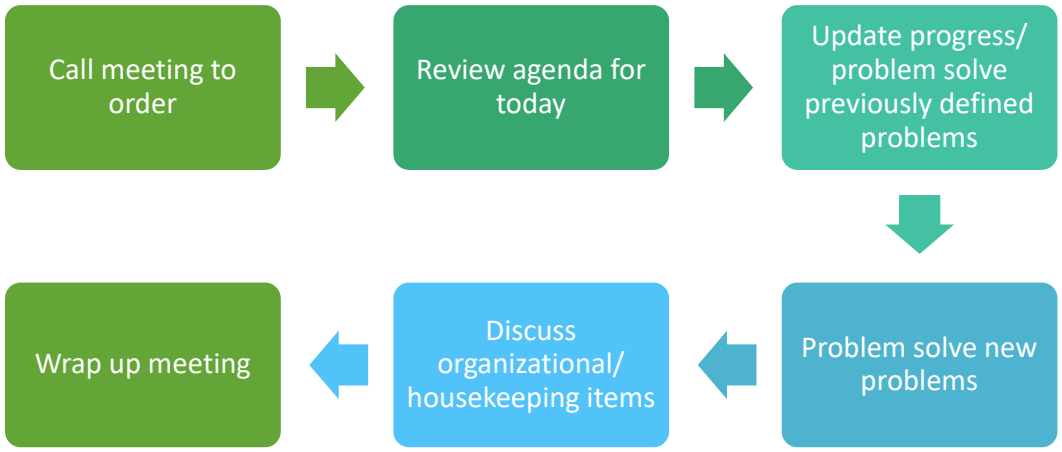
Team Member Responsibilities

1) *Before* meeting, recommends agenda items to Facilitator
2) *At* meeting, responds to agenda items and
   a) Analyzes/interprets data; determines whether a new problem exists
   b) Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline
   c) Discusses/selects solutions for new problems
   d) For problems with existing solution actions
      i) Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?
      i) Suggests how implementation of solution actions could be improved
      ii) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)?
3) Is active participant in meeting

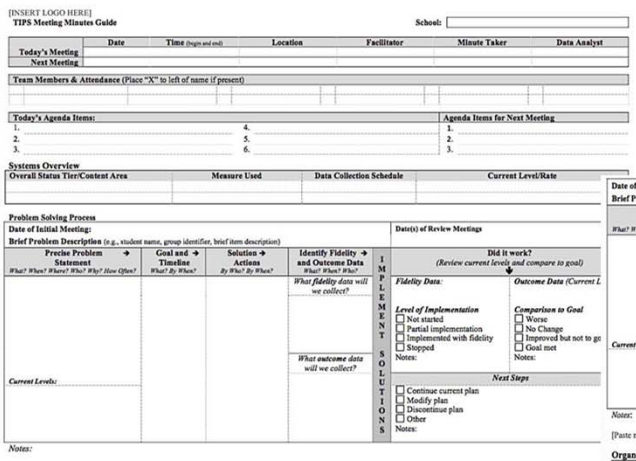
MEETING MINUTES

A FRAMEWORK FOR ORGANIZING AND DOCUMENTING EFFICIENT MEETINGS

General flow of meeting



Meeting Minutes Guide



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TIPS Meeting Minutes Guide

School:

	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)

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

Problem Solving Process

Date of Initial Meeting:

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

Date(s) of Review Meetings

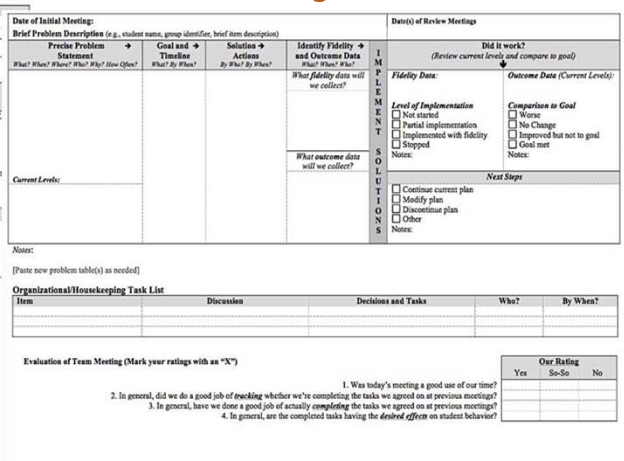
Precise Problem Statement → What? When? Where? Who? Why? How Often?	Goal and Timeline → What? By When?	Solution Actions → By Who? By When?	Identify Fidelity and Outcome Data → What? When? Who?	IMPLEMENT SOLUTIONS	Did it work? (Review current levels and compare to goal)
Current Levels:			What fidelity data will we collect? / What outcome data will we collect?		Fidelity Data: Level of Implementation ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes: / Outcome Data (Current L Comparison to Goal ☐ Worse ☐ No Change ☐ Improved but not to go ☐ Goal met Notes:

Next Steps
☐ Continue current plan
☐ Modify plan
☐ Discontinue plan
☐ Other
Notes:

Notes:

Page 1

Page 2



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Current Levels:			What fidelity data will we collect? / What outcome data will we collect?		Fidelity Data: Level of Implementation ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes: / Outcome Data (Current Levels): Comparison to Goal ☐ Worse ☐ No Change ☐ Improved but not to goal ☐ Goal met Notes:

Next Steps
☐ Continue current plan
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☐ 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")

	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?			

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TIPS Meeting Minutes Guide

District Logo

School:

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

Meeting Info

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

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

Agenda Items

Agenda Items for Next Meeting
1.
2.
3.

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			What fidelity data will we collect?		***Fidelity Data:***
			What outcome data will we collect?		***Outcome Data (Current Levels):***
Current Levels:					

Level of Implementation
- ☐ Not started
- ☐ Partial implementation
- ☐ Implemented with fidelity
- ☐ Stopped

Notes:

Comparison to Goal
- ☐ Worse
- ☐ No Change
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- ☐ Goal met

Notes:

Next Steps
- ☐ Continue current plan
- ☐ Modify plan
- ☐ Discontinue plan
- ☐ Other

Notes:

Problem Solving Process

Notes:

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Notes:

Notes:

[Paste new problem table(s) as needed]

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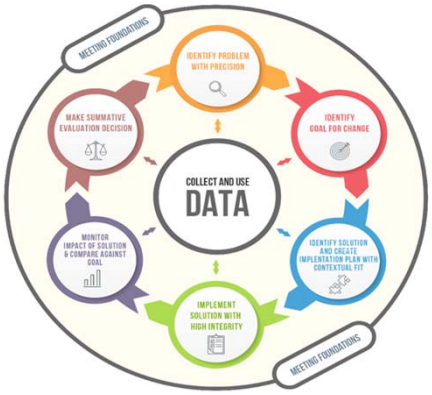
3. In general, have we done a good job of actually ***completing*** the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the ***desired effects*** on student behavior?			

How did we do?

Problem Solving Process



Essential Elements of Problem Solving

- ❑Team foundations (roles, schedule, agenda)
- ❑Define problems with precision
- ❑Define the goal before the solution
- ❑Build functional solutions
- ❑Transform solutions into action plans
- ❑Measure fidelity and impact (repeatedly)
- ❑Adapt solutions over time to fit new data

Moving to Precise Problem Statements

Start with the primary statement.

- Most problems are framed in a "primary" format, which creates shared concern but is not very useful for problem solving.

Use data to create a precise problem statement.

- Everyone can then work on the same problem with the same basic assumptions about the problem context.

Precise Problem Statements

Precise problem statements include information about the following questions:

- **What** is the problem behavior?
- **How often** is the problem happening?
- **Where** is the problem happening?
- **Who** is engaged in the behavior?
- **When** is the problem most likely to occur?
- **Why** is the problem sustaining?

Examples: Primary to Precise

Gang-like behavior is increasing.

Bullying (verbal and physical aggression) on the playground is increasing during "first recess" is being done mostly by four 4th grade boys, and seems to be maintained by social praise from the bystander peer group. This occurs at least 3 times a day

The buses are awful!

There were 45 referrals(across 15 days) for 3rd, 4th, and 5th graders using inappropriate language on the afternoon buses because these students wanted attention from their peers.

Write & Talk

Quick Write—2 minutes:

- What is a primary problem statement?
- What is a precise problem statement?
- Write an example of each

Share with a neighbor.

Same? Different? Why?

Perceived motivation matters!

Your best guess….

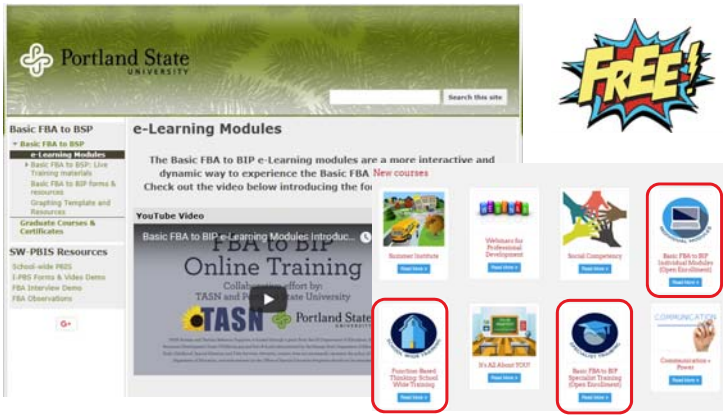
- Is student engaging in problem behavior to get….??
  Or to avoid/get away from ……??
  - Peers
  - Adults
  - Activities

Data are used to determine the most appropriate positive reinforcer/reward

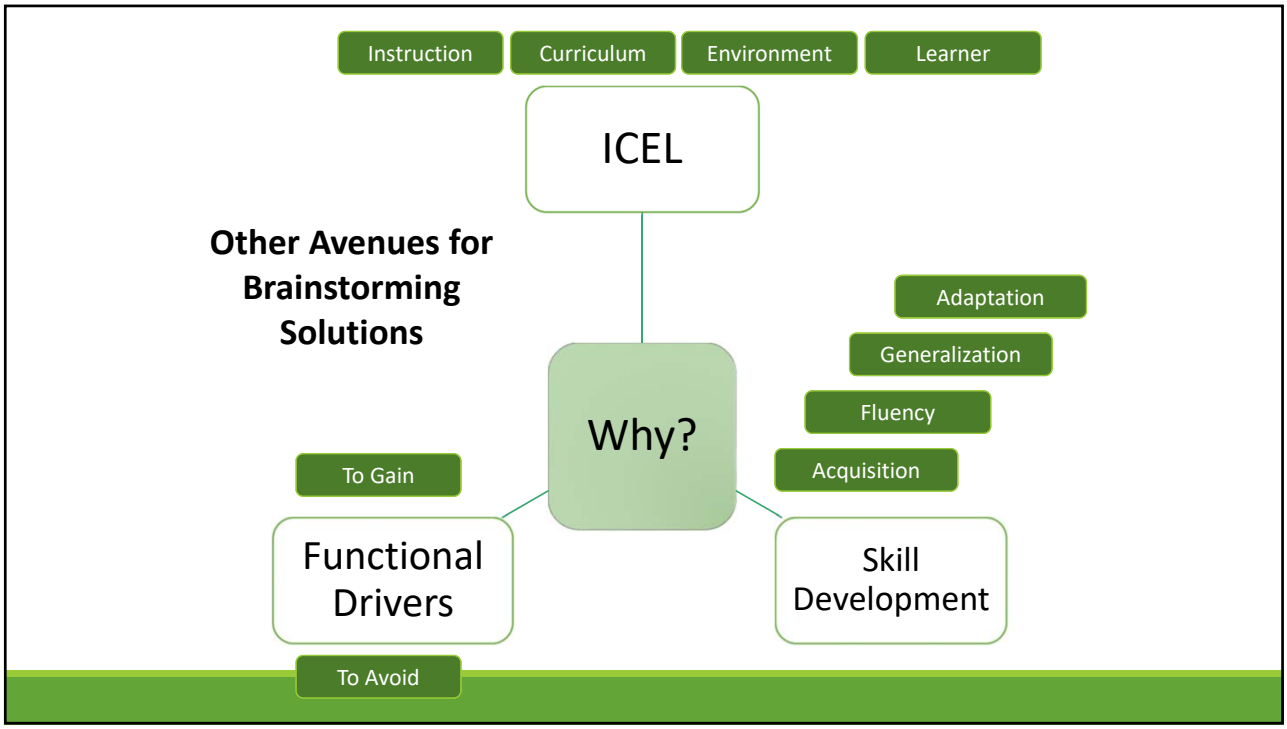
- a student talks out to get adult attention
  - teach student to raise hand and when he/she raises hand, give positive adult attention
- A student talks out to get sent out of class
  - teach student to ask for an alternative activity, teach the routine for leaving and coming back, and when he/she asks for alternative, let her go

Resources for Teaching Perceived Motivation

"Teach by Design" Article on www.pbisapps.org



Basic FBA to BSP eLearning Modules
https://sites.google.com/a/pdx.edu/basicfba/e-learning-modules



Defining Goals

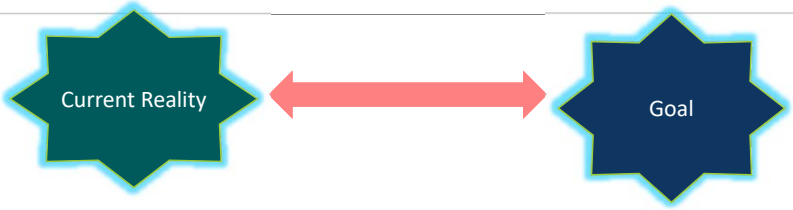
Define the problem with precision
- Context and function

Measure the problem (current level or amount)

Define the goal
- What would be "good enough" to move to another problem?

Use the goal to guide the solution
- How can we move from here (current reality) to there (desired outcomes)?

What Defines the Goal?



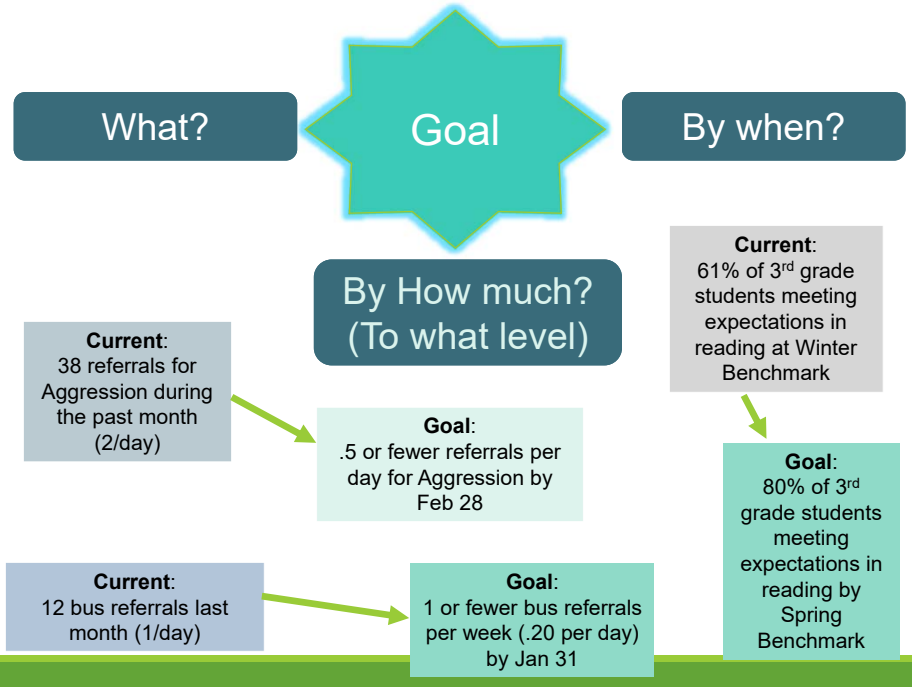
Contextual Needs

SWIS National Medians

Benchmark Expectations

Social Expectations

Comparison to Similar Settings



Choosing Solutions for Solving the Problem

Consider
- Safety
  - Severity, Intensity, Frequency
- Contextual Fit
  - Values, skills, resources, & Admin. Support

Brainstorm all ideas for solving the problem
- prevention,
- teaching,
- acknowledgment,
- correction & extinction,
- safety

Choose the least number of things to do that will support meeting the expected outcomes (meeting the goal)

Solution Implementation Plan Elements

Solution Action Elements	Solution Action Elements Defined
Prevent	Focus on prevention first. How could we reduce the situations that lead to these behaviors?
Teach	How do we ensure that students know what they SHOULD be doing when these situations arise?
Reward	How do we ensure that appropriate behavior is recognized?
Extinguish	How do we work to ensure that problem behavior is NOT being rewarded.
Correct	How will you correct errors?
Safety	Are additional safety precautions needed?

Solution Action Elements	Possible Generic Solution Actions
Prevent	Adjust physical environment. Define & document expectations and routines. Assure consistent & clear communication with all staff.
Teach	Explicit instruction linked to school wide expectations. Teach what to do, how to do it and when to do it. Model respect.
Reward	Strengthen existing school wide rewards. Include student preferences. Use function-based reinforcers
Extinguish	Use 'signal' for asking person to 'stop'. Teach others to ignore (turn away/look down) problem behavior.
Correct	Intervene early by using a neutral, respectful tone of voice. Label inappropriate behavior followed by what to do Follow SW discipline procedures
Safety	Separate student from others if he/she is unable to demonstrate self-control. Make sure adult supervision is available.

A Few Things to Consider with Solutions

MATCH SOLUTIONS TO PRECISION ELEMENTS

Is it feasible?

Is there "buy in" for this strategy?

Would you expect to see a change with this solution in place?

Do the solutions align with the precision statement

MULTIPLE SOLUTIONS MAY BE NEEDED

Staff-related

Student-related (by tier)

- Tier 1 (large group strategy)
- Tier 2 (small group strategy and/or communication to Tier 2/3 team)
- Tier 3 (individual strategy and/or communication to Tier 2/3 team or specialist)

Putting it into practice…

TIPS Meeting Video Example

Watch the video….see if you can identify the following….

- team roles
- meeting foundations & routines
- problem solving

Tools for Your Toolbox

Tiered Decision Guidelines

Tier I Coordination and Problem Solving Team Meeting Foundations

Tier I Team Purpose	Team Agreements
1. Develop and implement Tier I systems & interventions for academic and social success 2. Monitor fidelity of implementation of Tier I systems & supports 3. Monitor academic and social progress for all students 4. Screen, select, & refer students in need of Tier II & III supports	**Respect** • Before meeting, complete tasks, inform facilitator of absence/tardy, avoid side talk • During meeting, avoid side talk, stay focused • Start and end meeting on time **Relevance** • Question fidelity of implementation • Make data based decisions based on precision statements (what, where, when, who, why & how often) **Reality** • Think about feasibility, social acceptability, & contextual fit

Team Members					
	Facilitator	Minute Taker	Data Analyst	Administrator	Others
Primary					
Back Up					

Team Meeting Schedule			
When	Where	Start/End Time	Meeting Minute Location

	Question	Data Collection & Data Entry Schedule *What, Who & When*	Report Generation *What, Who & When*
Fidelity of Implementation	Are systems of support in place and being implemented as planned?		
Student Outcomes	How many months are problem levels at or below the national median or expected for each grade?		
	Is there a gradual increase or decrease in problem levels across a 4-month period of time?		
	Are there peaks in problem levels or dips in academic data that are 15-20% higher/lower?		
	Are Tier I interventions working for 80-85% of students? What percentage of students are receiving Tier II and Tier III supports?		
	Do any students need Tier II or Tier III supports?		

Tier I / Primary Level of Support

Social and Academic Performance & System Evaluation and Student Outcome Guidelines

Used for monitoring system implementation & effectiveness of school wide academic and social performance

Measure	Questions to Answer *per plan/goal*	Target (Goal)/Review Cycle Behavior Monthly review cycle	Academic Quarterly/benchmark review
Implementation Fidelity	Are systems of support in place and being implemented as planned?	*Aim for 70% implementation fidelity (e.g., TFI-I review quarterly, staff reporting 80% implementation fidelity/ review monthly, students/families/ community members' input/ review annually)*	*Aim for 80% implementation fidelity on R-TFI/quarterly, and staff reporting 80% implementation fidelity/review monthly*
Current Problem Levels	How many months are problem levels at or below the national median or expected for each grade?	*Aim for 8 of 10 months to be at or below the national median across a school year/review monthly*	*Aim for 8 of 10 months to be at or above the expected level for each grade level/review monthly*
Trends	Is there a gradual increase or decrease in problem levels across a 4-month period of time?	*Aim for consistent and/or decrease in problem levels across time and grade levels/ review monthly*	*Aim for consistent increase in growth toward benchmark/ review monthly*
	Are there peaks in problem levels or dips in academic data that are 15-20% higher/lower?	*Aim for consistent and/or decrease in problem levels across time and grade levels/review monthly*	*Aim for all grade levels being within the benchmark range across time/ review monthly*
Student Proportions	Are Tier I interventions working for 80-85% of students? What percentage of students are receiving Tier II and Tier III supports?	*Aim for 85% of students having no more than one major ODR across time and grade levels/review monthly*	*Aim for 80% emerging/on grade level, 15% strategic, and 5% intensive/ review monthly*
Groups and Individual Students	Do any students need Tier II or Tier III supports?	*Aim for no more than 15% students requiring Tier II supports and no more than 5% of student requiring Tier III supports/review monthly*	*Aim for no more than 15% students requiring Tier II supports and no more than 5% of student requiring Tier III support/review monthly*

Use information to create A Big Picture-Overall Status Statement (Primary Statement) regarding Behavior and Academic performance in relationship to national data and to trigger further queries of data.

Tier I New Problem	Tier I Progress Monitoring Guidelines
• Check levels of implementation fidelity • Look for increase/spike in errors/problem behaviors • Review of skills & expectations after extended absences • Use previous year's data trends for prevention planning	Fidelity of Implementation • TFI-Tier I to measure the systems procedures & processes • Fidelity checklist for participating staff Student Outcomes • If less than 85% of students are succeeding review implementation fidelity before adjusting the plan • Make sure the problem is defined with precision and solutions with contextual fit • Consider Tier II or III supports for students with 2+ referrals

TIPS Meeting Minute Form

[INSERT LOGO HERE]
TIPS Meeting Minutes Guide School:

	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)

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

Problem Solving Process

Date of Initial Meeting:

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? By When?	Solution Actions → By Who? By When?	Identify Fidelity and Outcome Data → What? When? Who?	IMPLEMENT SOLUTIONS	Did it work? (Review current levels and compare to goal)
Current Levels:			*What fidelity data will we collect?* *What outcome data will we collect?*		*Fidelity Data:* *Level of Implementation* ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes: *Outcome Data (Current L* *Comparison to Goal* ☐ Worse ☐ No Change ☐ Improved but not to go ☐ Goal met Notes: *Next Steps* ☐ Continue current plan ☐ Modify plan ☐ Discontinue plan ☐ Other Notes:

Notes:

Date of Initial Meeting:

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? By When?	Solution Actions → By Who? By When?	Identify Fidelity and Outcome Data → What? When? Who?	IMPLEMENT SOLUTIONS	Did it work? (Review current levels and compare to goal)
Current Levels:			*What fidelity data will we collect?* *What outcome data will we collect?*		*Fidelity Data:* *Level of Implementation* ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes: *Outcome Data (Current Levels):* *Comparison to Goal* ☐ Worse ☐ No Change ☐ Improved but not to goal ☐ Goal met Notes: *Next Steps* ☐ Continue current plan ☐ Modify plan ☐ Discontinue plan ☐ 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")

	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?			

TIPS-FC (Fidelity Checklist)

TIPS-Fidelity Checklist Enhanced (T-FCE)-Brief School _____

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.

Meeting Foundations Item	Criteria for Median Score of 1	Prompts & Score	Problem Solving 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. ☐ Fac.P BU ☐ MT.P BU ☐ 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 stated 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 ☐where ☐when ☐who ☐why	1= At least one problem is defined but lack one or more precision elements.	
5. Team members attend meetings promptly and regularly. ☐ 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. ☐ problem 1 ☐ problem 2 ☐ 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. ☐ who will do it ☐ 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. ☐ what ☐ by how much ☐ 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. ☐ doc ☐ gathered ☐ 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. ☐ 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. ☐ doc ☐ gathered ☐ reported	1= Measure and regular schedule for student behavior /performance are documented for some solutions.	
	Meeting Foundations Total Score			**Problem Solving Total Score**	
	Percentage (out of 18)			**Percentage** (out of 18)	

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

TIPS Coaching Checklist

TIPS Coaches Fidelity Checklist

School: _____ Team: _____ Coach: _____

Meeting Dates:

Meeting time: _____ 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			
Before the Meeting			
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 (SWIS) 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.			
During the Meeting			
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.			
After the Meeting			
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: _____

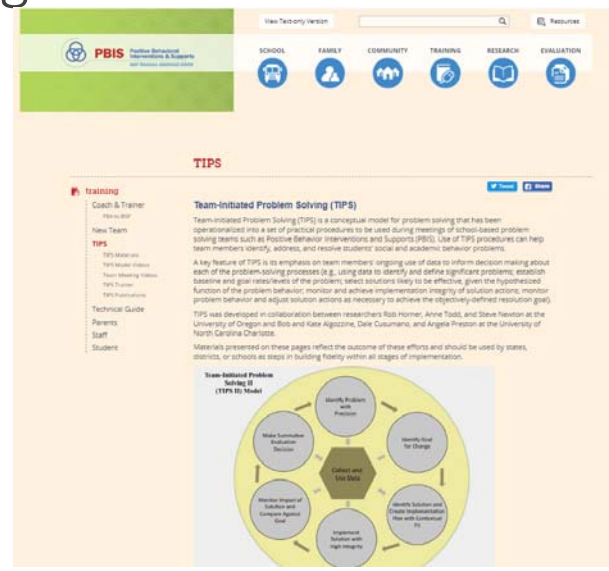
Data Sources (circle sources used)
Direct Observation, Review of Self-Assessment Data, Review of Meeting Minutes

Meeting Minute Location

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
General Notes & Feedback *Meeting Foundations* *Student Problem Solving* *Organizational Housekeeping*			
Prompting *What additional prompts are needed to increase the likelihood of skills being used?* *What is context where skill should occur?*			
Providing Performance Feedback *Place feedback in the context of the larger goal* *Provide sufficient feedback to get success*			
Facilitating Skill Fluency *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?*			
Guiding Adaptation Considerations *Help adapt to cultural variables* *Help adapt to organizational variables* *Help to adapt to other teams*			

Coaching Action Plan, 2013 TIPS Materials. University of Oregon & University of North Carolina at Charlotte. tipsTeds.blogspot.com 2

TIPS Training Materials



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