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

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Chanda Telleen, EdD – PaTTAN
Jason Byars – GA NE RESA

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

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?
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 PROBLEM TO SOLUTION

PROBLEM SOLVING

Team-Initiated Problem Solving II (TIPS II) Model

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

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.

Meeting Foundations: Characteristics of Effective Team Meetings

<table>
<thead>
<tr>
<th>Predictable</th>
<th>Consistent</th>
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<tbody>
<tr>
<td>• Start/end on time, roles, purpose/goals, phases of meeting</td>
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<tr>
<td>• Responsibilities linked to roles, projected meeting minutes/data</td>
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<tr>
<td>• Use of meeting minutes, team agreement, use of meeting protocols &amp; problem solving routine</td>
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<tr>
<th>Positive/Safe</th>
<th>Accountability</th>
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<tr>
<td>• Team agreements, use of meeting foundations</td>
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<td>• Fidelity of implementation</td>
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<td>• Student outcomes</td>
<td></td>
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<td>• Meeting evaluation</td>
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</table>
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

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Roles on TIPS Teams

- **Facilitator**
- **Minute Taker**
- **Data Analyst**
- **Team Member**

Typically **NOT** the administrator

Identify Primary and Back Up
# TIPS Team Roles

<table>
<thead>
<tr>
<th>Facilitator Responsibilities</th>
<th>Data Analyst Responsibilities</th>
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<tbody>
<tr>
<td>1) Before meeting, provides agenda items to Minute Taker.</td>
<td>1) Before meeting, states key points for Facilitator.</td>
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<tr>
<td>2) Starts meeting on time.</td>
<td>2) Determines data, time, location of next meeting.</td>
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<tr>
<td>3) Determines data, time, location of next meeting.</td>
<td>4) Determines the &quot;flow&quot; of meeting by adhering to the agenda.</td>
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<tr>
<td>5) Presents team members (as necessary) with the TIPS problem-solving &quot;matrix&quot;.</td>
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</tr>
<tr>
<td>a) Does the team have a problem?</td>
<td>a) Why does the problem exist, and what can we do about it?</td>
</tr>
<tr>
<td>b) What is the precise nature of the problem?</td>
<td>b) For problems with existing solution actions</td>
</tr>
<tr>
<td>c) Why does the problem exist, and what can we do about it?</td>
<td>i) What is the implementation status of our solution actions - Not Started?</td>
</tr>
<tr>
<td>d) For problems with existing solution actions</td>
<td>Partially implemented? Implemented with fidelity? Stopped?</td>
</tr>
<tr>
<td>e) What will we do to improve implementation of our solution actions?</td>
<td>i) What will we do to improve implementation of our solution actions?</td>
</tr>
<tr>
<td>f) Are implemented solutions &quot;working&quot; (i.e., reducing the frequency/impact of the targeted problem to our Goal level)?</td>
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<tr>
<td>6) Is active participant in meeting.</td>
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<th>Minute Taker Responsibilities</th>
<th>Team Member Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>1) Before meeting, collects agenda items from Facilitator.</td>
<td>1) Before meeting, states key points for Facilitator.</td>
</tr>
<tr>
<td>2) Prepares TIPS Meeting Minutes agenda form, including content from Data Analysts Report, as appropriate.</td>
<td>2) Adjusts meeting to agenda items and;</td>
</tr>
<tr>
<td>3) Prepares agenda items for each team member, or is prepared to project form via LCD.</td>
<td>a) Analyzes/collects data, determines whether a new problem exists.</td>
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<tr>
<td>4) Attends meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes Item 1, as necessary.</td>
<td>b) Determines new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline.</td>
</tr>
<tr>
<td>5) Active participant in meeting.</td>
<td>c) Discuss/solve solutions for new problems.</td>
</tr>
<tr>
<td>6) Performs tasks/decisions on agenda items.</td>
<td>d) For problems with existing solutions actions.</td>
</tr>
<tr>
<td>7) Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?</td>
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</tr>
<tr>
<td>8) Suggests how implementation of solution actions could be improved.</td>
<td>i) Discuss/solve solutions for new problems.</td>
</tr>
<tr>
<td>a) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the data/frequency of the targeted problem to Goal level).</td>
<td>b) Discuss/solve solutions for new problems.</td>
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<td>c) Discuss/solve solutions for new problems.</td>
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**MEETING MINUTES**

*A FRAMEWORK FOR ORGANIZING AND DOCUMENTING EFFICIENT MEETINGS*
General flow of meeting

1. Call meeting to order
2. Update progress/problem solve previously defined problems
3. Review agenda for today
4. Problem solve new problems
5. Discuss organizational/housekeeping items
6. Wrap up meeting

Meeting Minutes Guide

Page 1

Page 2
### Organizational/Housekeeping Task List

<table>
<thead>
<tr>
<th>Item</th>
<th>Discusses</th>
<th>Decisions and Tasks</th>
<th>Who?</th>
<th>By When?</th>
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**Evaluation of Team Meeting (Mark your rating with an “X”)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1. Was today’s meeting a good use of our time?</td>
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<tr>
<td>2. In general, did we do a good job of making whether we're completing the tasks we agreed on at previous meetings?</td>
<td></td>
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<tr>
<td>3. In general, how did we do a good job of actually completing the tasks we agreed on at previous meetings?</td>
<td></td>
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<tr>
<td>4. In general, are the completed tasks having the desired effect on student behavior?</td>
<td></td>
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</tbody>
</table>

**Our Rating**

<table>
<thead>
<tr>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
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**How did we do?**
Putting it into practice...

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

Pennsylvania's Systems of Support

State Education Agency
Special Project of BSE
EDUCATION SERVICE AGENCIES
LOCAL EDUCATION AGENCIES
PaTTAN Initiatives and Projects

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

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

TIPS ToT

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
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.

Portrait of a Graduate

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

Team Initiated Problem Solving

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

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

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
Which of these barriers do you have influence over?

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

Team-Initiated Problem Solving (TIPS)

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

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
TIPS Step #2 (15 minutes)

• Identify your problem with precision, using data
  • Who? 5th 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

TIPS Step #3 (5 minutes)

• Identify your goal and timeline
  • What? Reduce student incivility by 10%
  • When? By December 31, 2022
TIPS Step #4 (10 minutes)

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

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
Putting It All Together (10 minutes)

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

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%.
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.

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
Tools for Your Toolbox

RESOURCES CAN BE FOUND:
HTTPS://BIT.LY/TIPSFORUM2022

TIPS DISTRICT Readiness Checklist

<table>
<thead>
<tr>
<th>TIPS Readiness Feature</th>
<th>District Name</th>
<th>Date Completed</th>
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<tbody>
<tr>
<td>Team Initiated Problem Solving (TIPS) District Readiness Checklist</td>
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Notes:

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Notes:
TIPS SCHOOL Readiness Checklist

TIPS-Fc (Fidelity Checklist)
TIPS Meeting Minute Form Blank

TIPS Coaching Fidelity Checklist & Planning Tool
Center on PBIS Website: https://pbis.org
Under Topics > Data-Based Decision Making

Wrap Up
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:
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Questions?
## Acknowledgements

<table>
<thead>
<tr>
<th>Research</th>
<th>Training &amp; Coaching Content</th>
<th>Implementation</th>
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</table>
| • Rob Horner, UO  
  • Anne Todd, UO  
  • Bob Algozzine, UNC – Charlotte  
  • Kate Algozzine, UNC - Charlotte  
  • Steve Newton,  
  • Erin Chaparro, UO  
  • Rhonda Nese, UO | • Anne Todd, UO  
  • Dale Cusamano, UNC – Charlotte  
  • Angela Preston, UNC - Charlotte | • 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!

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   Click “Take Survey” under the session description.

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   Scan the code on this slide.

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   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
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