

Strategies to Support Implementation of Team Initiated Problem Solving

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Pennsylvania Training and Technical Assistance Network (PaTTAN)

**Northeast
PBIS Network
Leadership Forum**
MAY 17-18, 2023



bit.ly/NEPBISTIPS



Access Conference Program and Session Materials at NEPBIS.org

bit.ly/NEPBISTIPS



A screenshot of the NEPBIS website. The top navigation bar includes the NEPBIS logo and menu items: DISTRICT, TIER 1 SCHOOL-WIDE, ADVANCED TIERS, CLASSROOM PBIS, COACHES, TRAINERS, NORTHEAST ADVISORY GROUP, and CONTACT US. A yellow arrow points to a yellow-bordered box containing the text "NEPBIS LEADERSHIP FORUM". Below the navigation is a large banner image of a harbor with a tall ship. The banner text reads: "NEPBIS Forum", "May 18th and 19th 2023", "Mystic Marriott Hotel & Spa, Mystic, CT", and "WE LOOKING FORWARD TO SEEING YOU IN MYSTIC, CT!". A small box at the bottom of the banner says "REGISTRATION IS NOW OPEN! Click Here for more info".



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*



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Connection of the Presentation Topic to TFI 3.0 Item(s):

Subscale: Team

1.1 Team Composition:

Tier 1 leadership team includes the following roles: 1-2 Tier 1 system coordinators (i.e., coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff), students, family members who do not work for the school district, members from marginalized groups, relevant community partners (e.g., mental health providers), and individuals who actively provide expertise the following areas: coaching, equity, data systems, etc.

1.2 Team Operating Procedures:

Tier 1 leadership team has (a) regular meeting format/agenda that prompts the regular review of Tier 1 practices, systems, and data, (b) minutes available to all staff for review, (c) established and regularly used team norms, (d) defined meeting roles (e.g., timekeeper, facilitator, recorder), (e) regular (e.g., quarterly) two-way data sharing and communication with advanced tiers teams to inform decision making, (f) a current action plan, (g) procedure for evaluating fidelity of team operating procedures (e.g.; Team Initiated Problem Solving [TIPS] Fidelity Checklist) at least twice annually, and (h) a formal process to monitor the impact of team norms and procedures on ensuring all team members are able to participate as equal partners.



Connection of the Presentation Topic to TFI 3.0 Item(s):

Subscale: Data

1.17 Decision making with Behavior Data:

Tier 1 leadership team has access to behavior data (e.g., discipline referrals, removal from assigned instructional environment, suspensions, expulsions) that includes (a) all information relevant for decision making (e.g., behavior, date/time, location, student), (b) perceived function, and (c) disciplinary actions organized by the behavior type, frequency of events over time (per day per month), location, time of day, consequence, and by individual student, and uses discipline data at least monthly to develop and regularly re-evaluate a profile of overall strengths and needs that informs the development and delivery of equitable Tier 1 foundational and classroom practices (Items 1.3-1.10).

1.8 Using School and Community Data to inform Tier 1:

Tier 1 leadership team has regular access to and uses a variety of additional schoolwide (e.g., school climate surveys, attendance, nurse or counselor visit logs, universal screening) and community data sources (e.g., community resource profiles, basic needs [e.g., food and housing], health care access, community events), to develop and regularly re-evaluate a profile of overall strengths and needs that informs the development and delivery of equitable Tier 1 foundational and classroom practices (Items 1.4-1.10).





TIPS: Team-Initiated Problem Solving

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.

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.

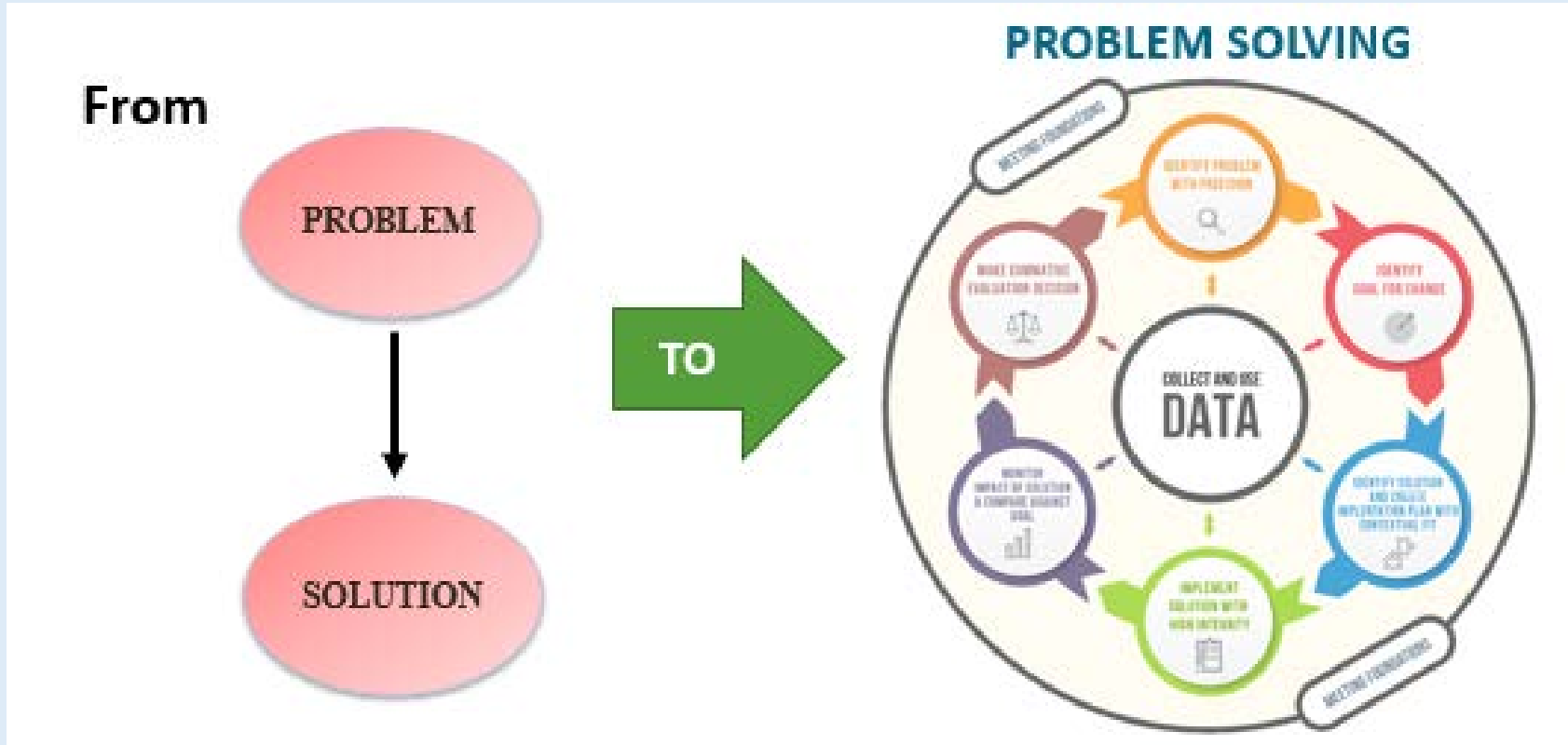
How to Use TIPS

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



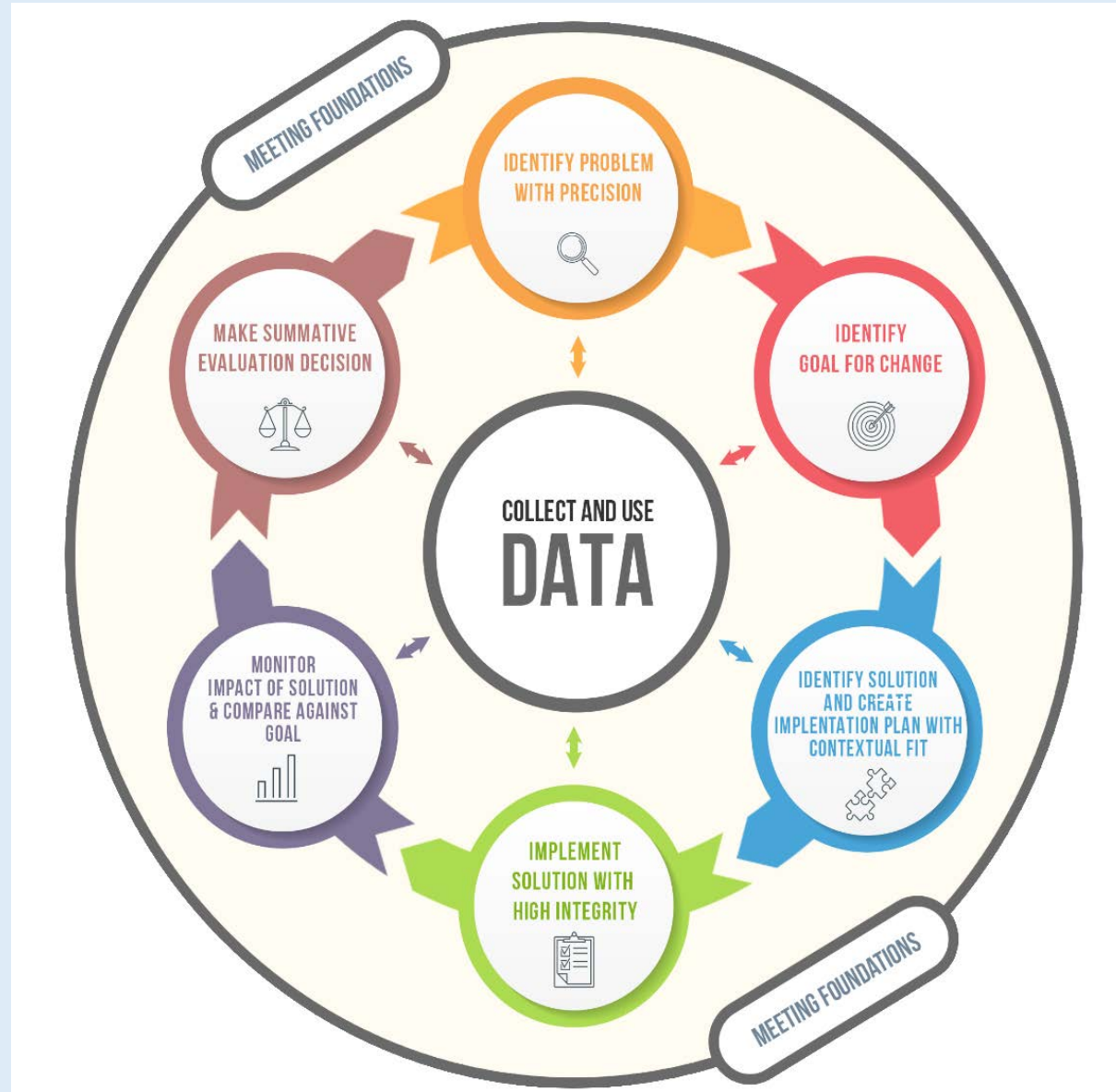


Improving Decision-Making





Team-Initiated Problem Solving II (TIPS II) Model





3 Core Features of TIPS

Meeting Foundations

- Roles
- Responsibilities
- Team purpose
- Tiered decision guidelines

Problem Solving

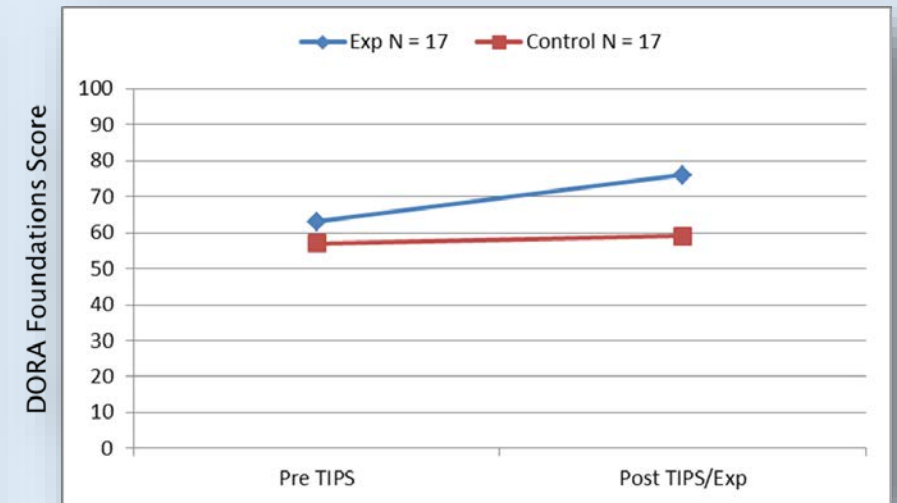
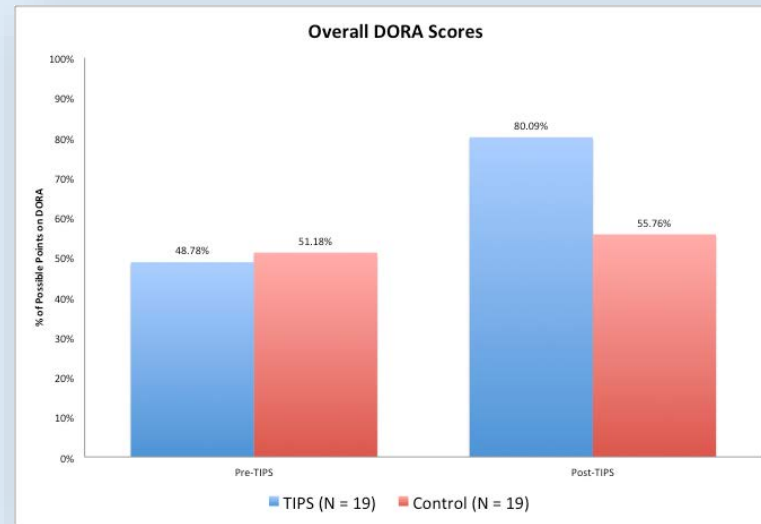
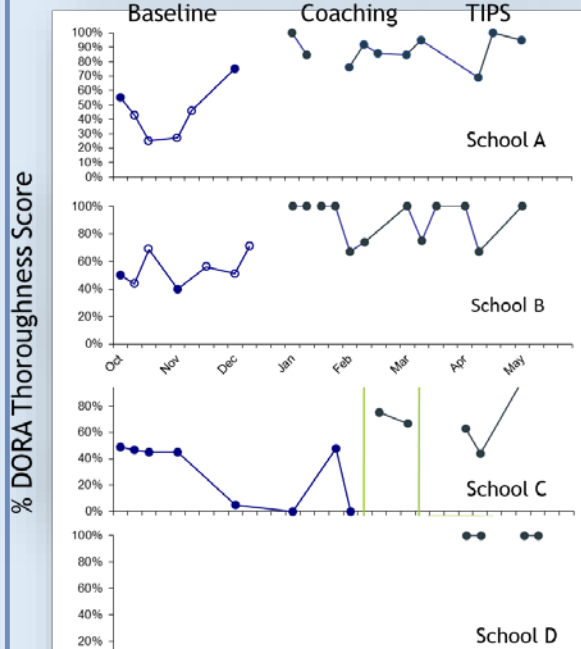
- Precise problem statement
- Implementation & action plan
- Evaluation plans

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)



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

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

Facilitator

Minute
Taker

Data
Analyst

Team
Member

Identify Primary
and Back Up

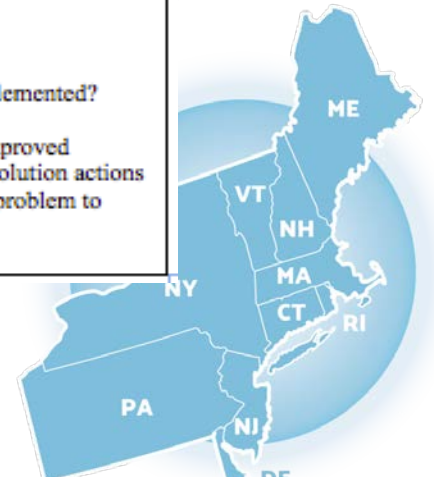
Typically **NOT**
the
administrator





TIPS Team Roles

Facilitator Responsibilities	Data Analyst Responsibilities
<ol style="list-style-type: none"> 1) <i>Before</i> 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” <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1) <i>Before</i> meeting (items a-c to appear in written Data Analyst’s Report) <ol style="list-style-type: none"> a) Describes <i>potential new problems</i> 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 <i>previously-defined problems</i> (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) <i>At</i> meeting <ol style="list-style-type: none"> 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	Team Member Responsibilities
<ol style="list-style-type: none"> 1) <i>Before</i> meeting <ol style="list-style-type: none"> 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) <i>At</i> meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes form, as necessary 3) Is active participant in meeting 4) <i>After</i> meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours 	<ol style="list-style-type: none"> 1) <i>Before</i> meeting, recommends agenda items to Facilitator 2) <i>At</i> meeting, responds to agenda items and <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> i) Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?) ii) Suggests how implementation of solution actions could be improved iii) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)? 3) Is active participant in meeting



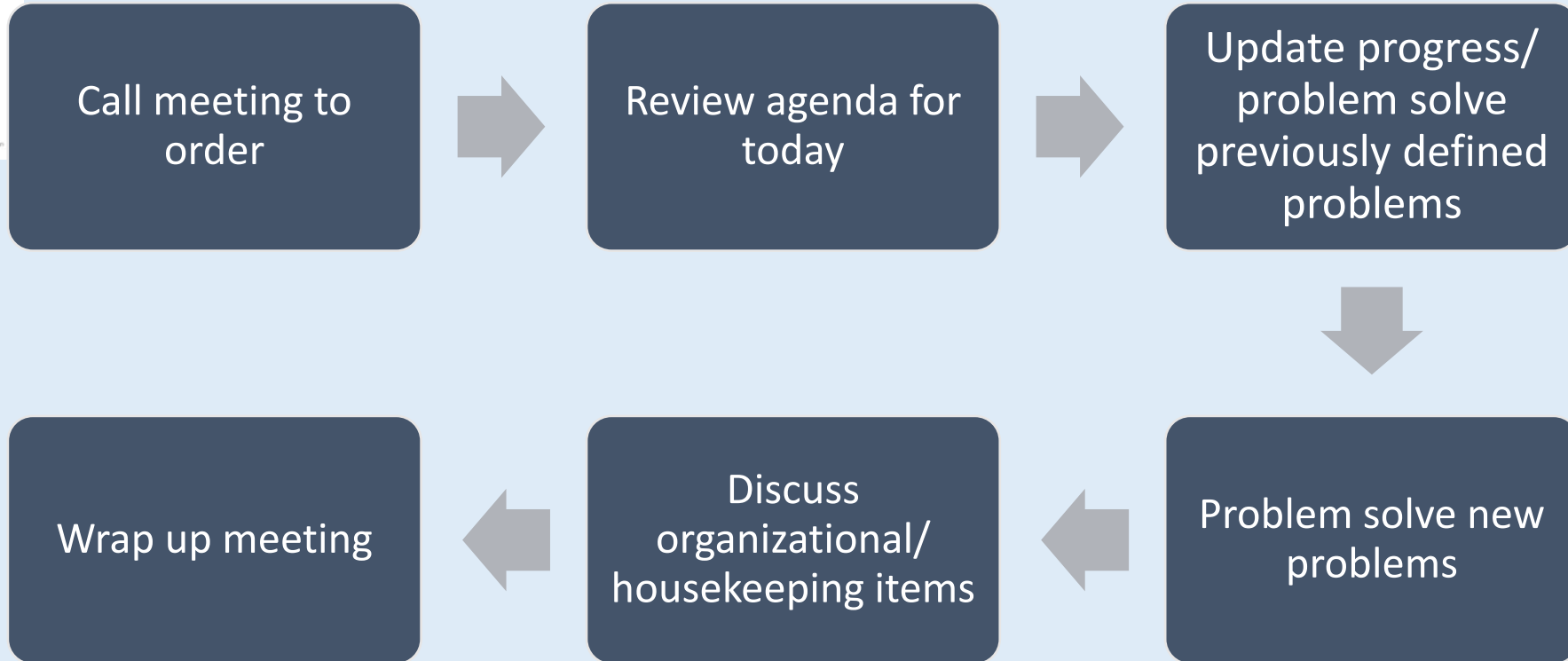
MEETING MINUTES

A Framework for Organizing and Documenting
Efficient Meetings





General Meeting Flow





Meeting Minutes Template

[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)

--	--	--	--	--	--	--

Today's Agenda Items:

-
-
-
-
-
-

Agenda Items for Next Meeting

-
-
-

Systems Overview

Overall Status Tier/Content Area	Measure Used	Data Collection Schedule

Problem Solving Process

Date of Initial Meeting: _____

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

Precise Problem Statement	Goal and Timeline	Solution Actions	Identify Fidelity and Outcome Data	IMPLEMENTATION	Date(s) of Review
<i>What? When? Where? Who? Why? How Often?</i>	<i>What? By When?</i>	<i>By Who? By When?</i>	<i>What? When? Who?</i>		<i>(R)</i>
				Fidelity Data: What fidelity data will we collect? Level of Implementation <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes:	
				Outcome Data: What outcome data will we collect? <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: _____

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

Precise Problem Statement	Goal and Timeline	Solution Actions	Identify Fidelity and Outcome Data	IMPLEMENTATION	Date(s) of Review Meetings
<i>What? When? Where? Who? Why? How Often?</i>	<i>What? By When?</i>	<i>By Who? By When?</i>	<i>What? When? Who?</i>		<i>(R)</i>
				Fidelity Data: What fidelity data will we collect? Level of Implementation <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes:	
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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? Yes No

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: _____

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

Agenda Items

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

Systems Overview

Problem Solving Process

Date of Initial Meeting:				Date(s) of Review Meetings	
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>	I M P L E M E N T S O L U T I O N S	Did it work? <i>(Review current levels and compare to goal)</i>
			<i>What fidelity data will we collect?</i>		Fidelity Data: <i>Level of Implementation</i> <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes:
Current Levels:			<i>What outcome data will we collect?</i>		Next Steps <input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes:

Problem Solving Process

Notes:



TIPS

Team-Initiated Problem Solving



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Date of Initial Meeting:				Date(s) of Review Meetings		
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>	I M P L E M E N T S O L U T I O N S	Did it work? <i>(Review current levels and compare to goal)</i>	
			<i>What fidelity data will we collect?</i>		Fidelity Data:	Outcome Data (Current Levels):
			<i>What outcome data will we collect?</i>		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:
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]

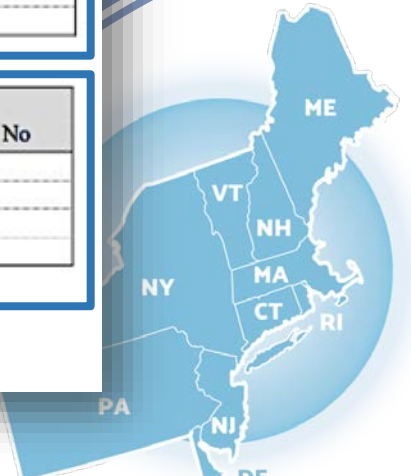
Organizational/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?

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

	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?



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 and contextually-relevant** solutions
- Transform solutions into action plans
- Measure fidelity and impact (repeatedly)
- Adapt solutions over time to fit new data



Putting it into
practice...





TIPS Tier 1 Meeting Video Example



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

- team roles
- meeting foundations & routines
- problem solving



Best Practices in Training & Coaching



TIPS
Team-Initiated Problem Solving



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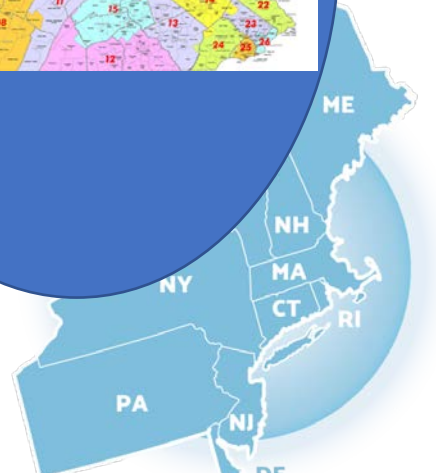
Pennsylvania's Systems of Support



Department of Education

PaTTAN
Pennsylvania Training and Technical Assistance Network

PAIU
PENNSYLVANIA ASSOCIATION
OF INTERMEDIATE UNITS





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



SAVE THE DATE
2023 GOVERNOR'S

A photograph of a young girl with blonde hair, wearing safety goggles and a white lab coat, smiling as she works with a test tube in a laboratory setting. The background is dark blue with a grid pattern.

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
Team-Initiated Problem Solving



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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 ToT

Attend 2 team meetings following TIPS team training

Provide written/verbal feedback

Completion of TIPS Fidelity Checklist

Utilize data to develop additional learning opportunities

Complete and submit TIPS Coaches Fidelity Checklist.



Intermediate Unit

TIPS TIER ONE TRAINING

The screenshot shows a website navigation menu with a dark background. The top row contains links for Home, Calendar and Events, Schoolwide PBIS, Program wide PBIS, Resources, Coaches Corner, and PW Facilitators, followed by a search bar. The bottom row contains links for Facilitators Meetings, SWPBIS Curriculum (highlighted in blue), and FAQ. Below the menu is a blue header bar with the text "SWPBIS Curriculum". The main content area features four white boxes with blue text: "Universal Tier 1" (top left), "Advanced Tiers" (top right), "Universal Screening" (bottom left), and "Coaches Curriculum" (bottom right). In the center of the page is a circular image showing a stack of books and the word "TEACH" spelled out with white letter tiles on a wooden surface.



Intermediate Unit

TIPS TIER ONE TRAINING

1. Facilitator
2. Minute Taker
3. Data Analyst
4. Active Team Member(s)
5. Other roles?

Name	Role	Back up Person	Email
Chanda	Facilitator	Tina	
Allison	Data Analyst	Susan	
Kelly	Minute Taker	Karen	
Chris	Administrator	Stephen	
Julie	Team Member		
Brynne	Team Member		



Intermediate Unit

TIPS TIER ONE TRAINING

School: _____ Date: _____

TIPS II Meeting Minutes Guide (Sept 2015 version) 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)

Today's Agenda Items:

1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

Agenda Items for Next Meeting

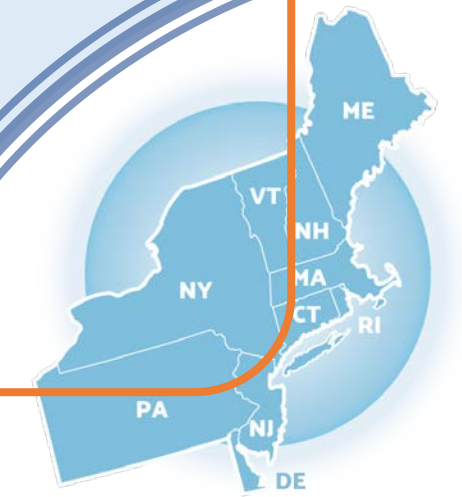
1. _____
2. _____
3. _____

Systems Overview

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

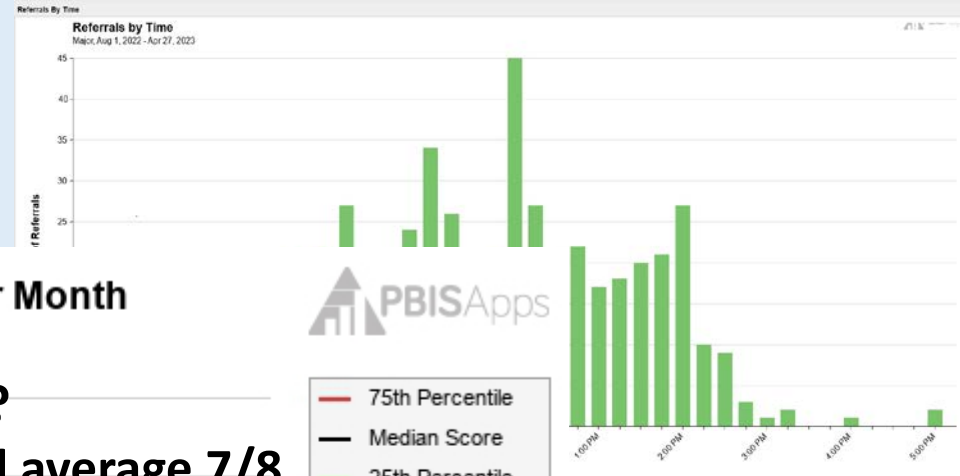
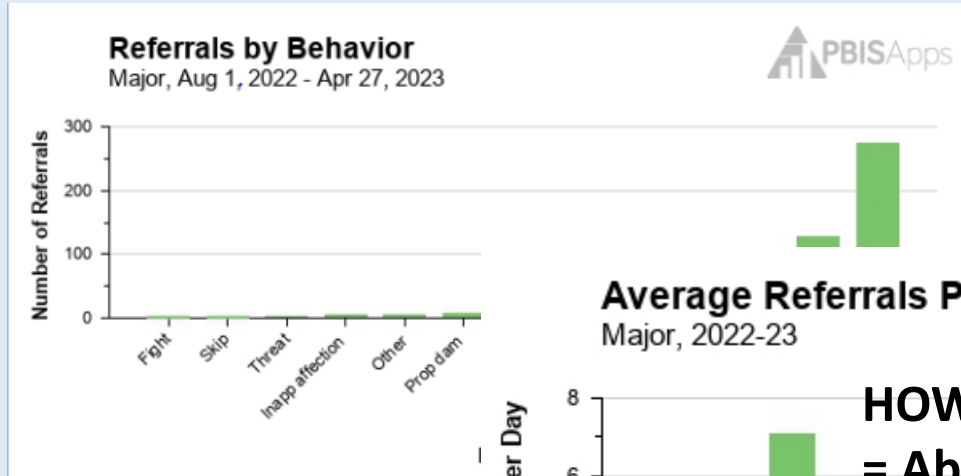
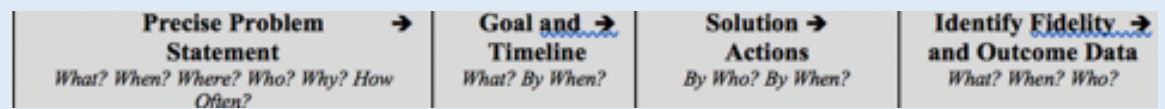
Problem Solving Process

Date of Initial Meeting:				Date(s) of Review Meetings	
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>	Did it work? <i>(Review current levels and compare to goal)</i>	
			<i>What fidelity data will we collect?</i> <i>What? When? Who?</i>	Fidelity Data:	Outcome Data (Current Levels):
			<i>What outcome data will we collect?</i> <i>What? When? Who?</i>	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: _____
Current Levels:			Next Steps		
Notes: _____					
<input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes: _____					

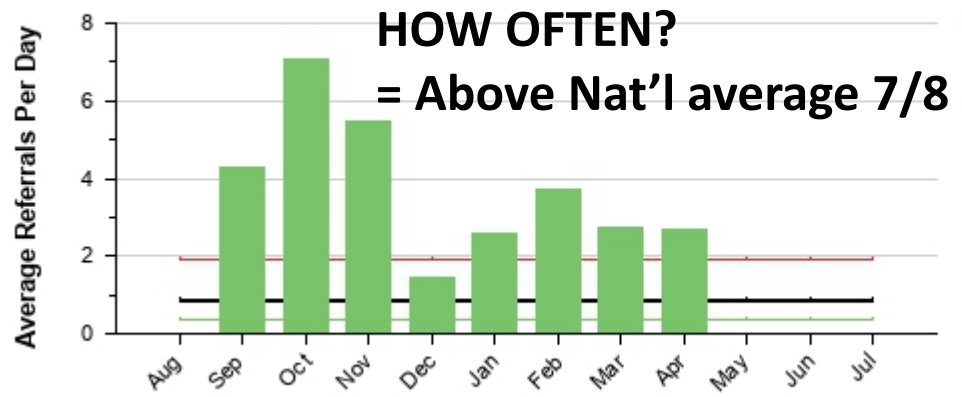


Intermediate Unit

Building a precise problem statement



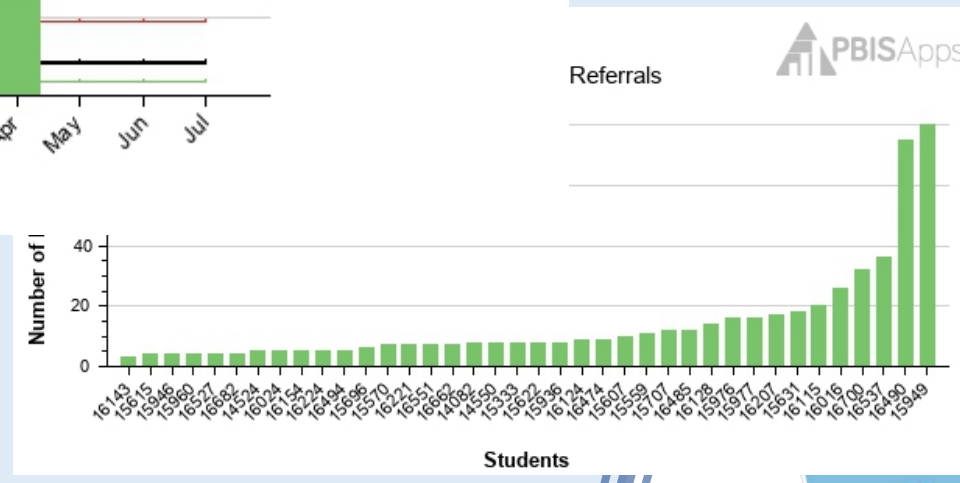
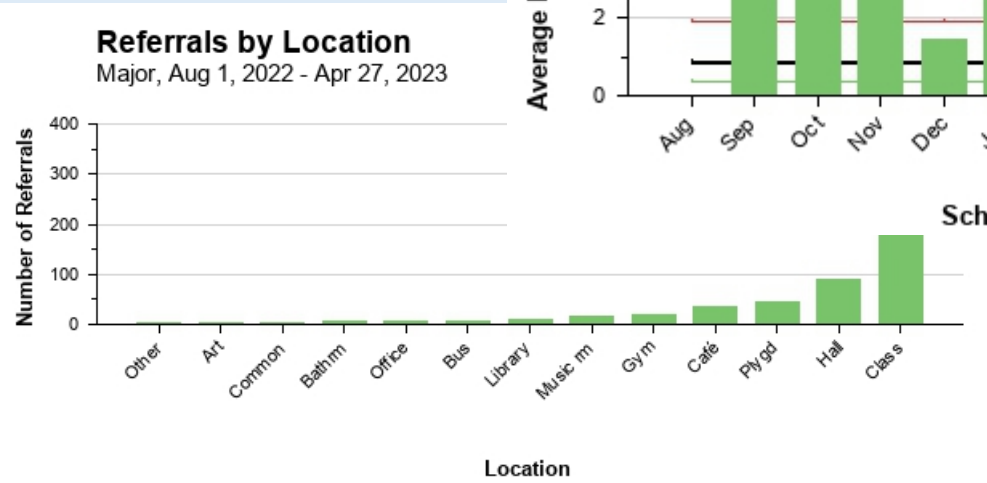
Average Referrals Per Day Per Month
Major, 2022-23



— 75th Percentile
— Median Score
— 25th Percentile

& 12:00pm

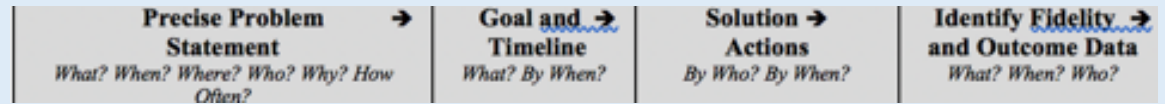
WHAT? = Physical



WHERE? = Classroom

WHO? = 2 Students 31% Referrals





Goal and Timeline

WHAT? = Reduce Physical Aggression from 2 referrals per day per month to 1.5 referrals per day per month for two students in Mrs. Moyer's classroom

BY WHEN? = 1 Month

Solution Actions

BY WHO? = Mrs. Telleen provide additional support between 11:00 – 12:00 in Classroom in Language Arts

BY WHEN? = Starting Monday for the next 4 weeks

Fidelity & Outcome Data

Fidelity = What % of days did Mrs. Telleen provide additional support between 11:00 – 12:00 in Classroom in Language Arts.

WHEN/WHO = Classroom teacher monitor presence weekly



Intermediate Unit Summer: Renew, Reboot and Revise

- Posters/[Matrix](#) – Total needed?
- Modify Action Plan – Data Submitted to IU, Year End Data, SAS, SSS, TFI, Annual Evaluation
- [TIPS](#)
- Team Meeting Schedule (Monthly) – roles assigned, agenda, minutes
 - Stakeholder engagement ([Family](#) – Students, Building Rep)
- Data Team Meetings (Monthly) – [Sharing Data Faculty](#) (Quarterly)- MTSS Data Sharing
- Define your teaching schedule for year – review lessons whole faculty
- Classroom Procedures – expectations, routines, acknowledgements, consequences
- Acknowledgement System (90% staff & 50% students) – How to Reinforce, frequency, 4:1, Behavior Specific Praise
 - [Examples](#)
- Discipline Flowchart, definitions, and ODR clarification- Act 26 (defined, documented and trained and shared with families) – proactive approach
- Surveys – students, families, and community annually
- SAEBRS
- Website



Intermediate Unit

ANNUAL CHECKS FOR FIDELITY - TFI

DISTRICT SYSTEMS FIDELITY INVENTORY PBIS Meeting Minutes and Problem-Solving Action Plan Form					
Today's Meeting		Recorder: School Counselor Elem		Data Analyst: School Counselor M	
Date: 12/22/22					
Next Meeting: January 20, 2023 (2pm)					
Team Members (Place "X" Beside Name if Present)					
Pupil Services Director	X	MS Counselor	X	HR Director	
Elementary Counselor		MS Psychologist		HS Principal	X
Parent Rep		IU Rep		Elem. Principal	
				Elem Counselor	X
				District Coach	
				Special Ed. Director	X
				HS Counselor	X
Agenda items	Time	Decide/inform/discuss	Next meeting items		
01. Upcoming School Events or Exciting Events Recent Month			Training CnC & RENEW		
02. Climate Surveys Summary - 4 strengths & 1 area focus			Climate Surveys Summary - 4 strengths & 1 area focus		
03. Using Bloomz for students to earn points & Removing points Elementary Feedback (Bonnie, follow up)			Change calendar invites, check in with team members to see if they will continue attending or need replaced. (DSFI - District PBIS Team)		
04. Backup Recorder, MS Administration Rep, Facilitator					
05. Implementer Forum Update - Take Aways					
06. Restorative Practice TOT			Identify 1-2 more individuals to be trainers		
07. Random Acts of Kindness & Do Something					
08. Middle School Admin Rep will be Laura Fragassi					
09. PaPBS Network District and Building Coaching Event 1/20/23					
10. January attendance event			https://wheelofnames.com/ https://drive.google.com/file/d/131T4rkD7uPa5zXN5JPYz10XgHVu/dn0CV/view?usp=sharing		

1.2 Operating Procedures

1.1 Composition

1.11 Student/Family



Intermediate Unit

TIPS TIER TWO TRAINING

2.5 Options for Tier 2

Interventions: Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

Feature

2.9 Professional Development:

A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2 intervention that is in place.

2.6 Tier 2 Critical Features: Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).

2.7 Practices Matched to Student Need: A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).

2.8 Access to Tier 1 Supports: Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports.

Feature

2.12 Fidelity Data: Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice.

2.13 Annual Evaluation: At least annually, Tier 2 team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementers; and evaluations are shared with staff and district leadership.

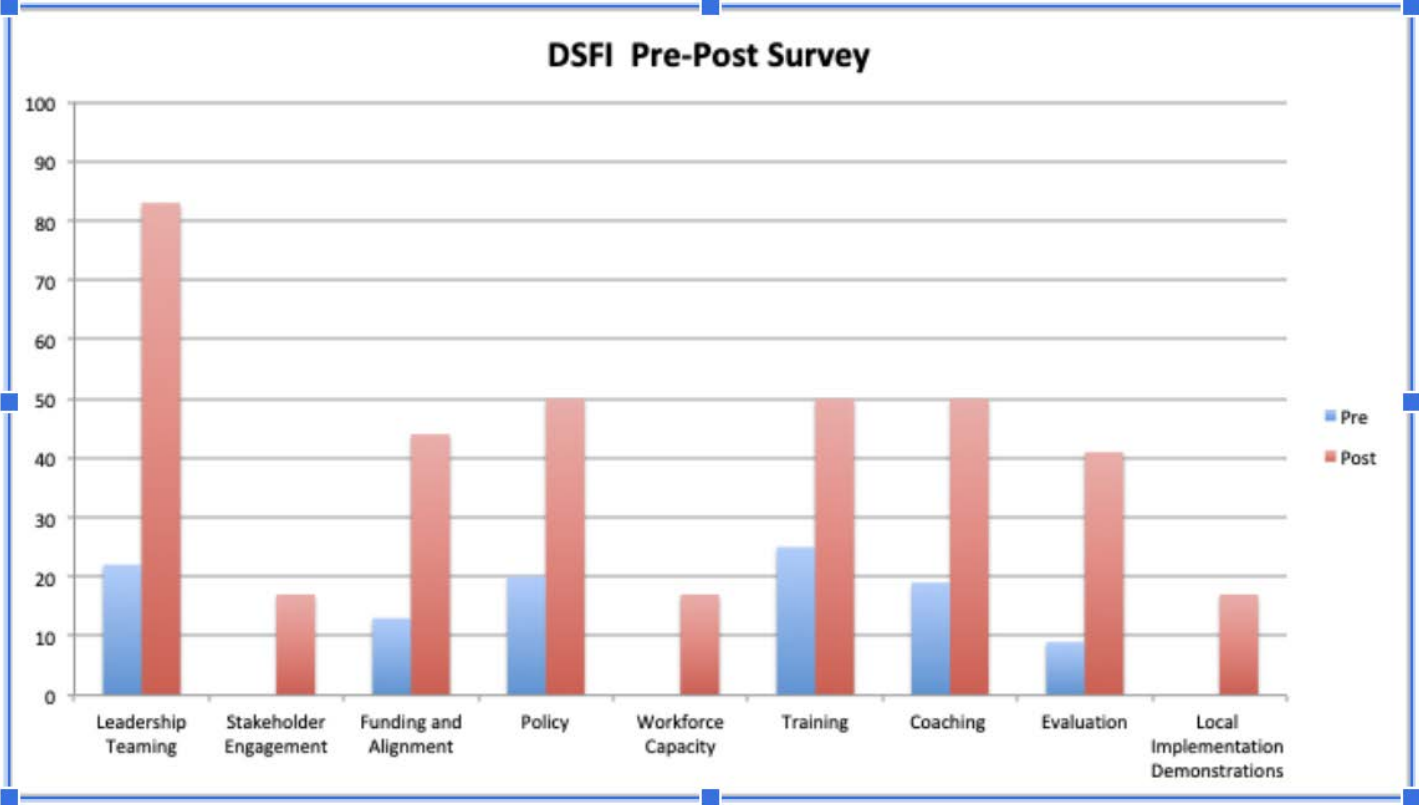
2.10 Level of Use: Team follows written process to track proportion of students participating in Tier 2 supports, and access is proportionate.

2.11 Student Performance Data: Tier 2 team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.



District System Fidelity Inventory Pre/Post

DISTRICT IMPLEMENTATION OF PBIS



District System Fidelity Inventory Pre/Post

DISTRICT IMPLEMENTATION OF PBIS

DISTRICT SYSTEMS FIDELITY INVENTORY PBIS Meeting Minutes and Problem-Solving Action Plan Form			
Today's Meeting			
Date: 12/22/22	Facilitator: District Coach	Recorder: School Counselor Elem	Data Analyst: School Counselor M
Next Meeting: January 20, 2023 (2pm)			
Team Members (Place "X" Beside Name if Present)			
Pupil Services Director X	MS Counselor X	HR Director	Elem Counselor X
Elementary Counselor	MS Psychologist	HS Principal X	District Coach
Parent Rep	IU Rep	Elem. Principal	Special Ed. Director X
HS Counselor X			
Agenda items	Time	Decide/inform/discuss	Next meeting items
01. Upcoming School Events or Exciting Events Recent Month			Training CnC & RENEW
02. Climate Surveys Summary - 4 strengths & 1 area focus			Climate Surveys Summary - 4 strengths & 1 area focus
03. Using Bloomz for students to earn points & Removing points Elementary Feedback (Bonnie, follow up)		Change calendar invites, check in with team members to see if they will continue attending or need replaced. (DSFI - District PBIS Team)	
04. Backup Recorder, MS Administration Rep, Facilitator			
05. Implementer Forum Update - Take Aways			
06. Restorative Practice TOT			Identify 1-2 more individuals to be trainers
07. Random Acts of Kindness & Do Something			
08. Middle School Admin Rep will be Laura Fragassi			
09. PaPBS Network District and Building Coaching Event 1/20/23			
10. January attendance event			https://wheelofnames.com/ https://drive.google.com/file/d/13IT4rkD7uPa5zXNSJPYzI0XgHVu dn0CV/view?usp=sharing

Meeting Minutes: Administrative/General Information and Issues			
Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By when?
01.	MS - PBIS Rewards Elem 1, Elem 2, - Tickets HS 2 - 100's chart Elem 3, HS 1 - Bloomz		
02.	Restorative TOT	ESL Teachers	
03.	Updated T1 and T2 list	Director Pupil Services	
04.	Tier 2 Bullying Prevention unit online?	Elementary School Counselor	2/24/23

Problem-Solving Action Plan		Implementation and Evaluation		
Precise Problem Statement, based on review of data (What, When, Where, Who, Why)	Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Extinction, Consequences, Safety)	Who?	By When?	Goal, Timeline, Decision Rule

Evaluation of Team Meeting (Mark your ratings with an "X")			
	Yes	Our Rating So-So	No
1. Was today's meeting a good use of our time?	x		
2. In general, did we do a good job of <i>tracking</i> whether we're completing the tasks we agreed to at previous meetings?		x	
3. In general, have we done a good job of actually <i>completing</i> the tasks we agreed on at previous meetings?		x	
4. In general, are the completed tasks having the <i>desired effects</i> on student behavior?		x	

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



DISTRICT AND SCHOOL IMPLEMENTATION OF TIPS PROTOCOL: OVERVIEW OF TEAMING



Local Intermediate Units (IU's) trained school district leadership.

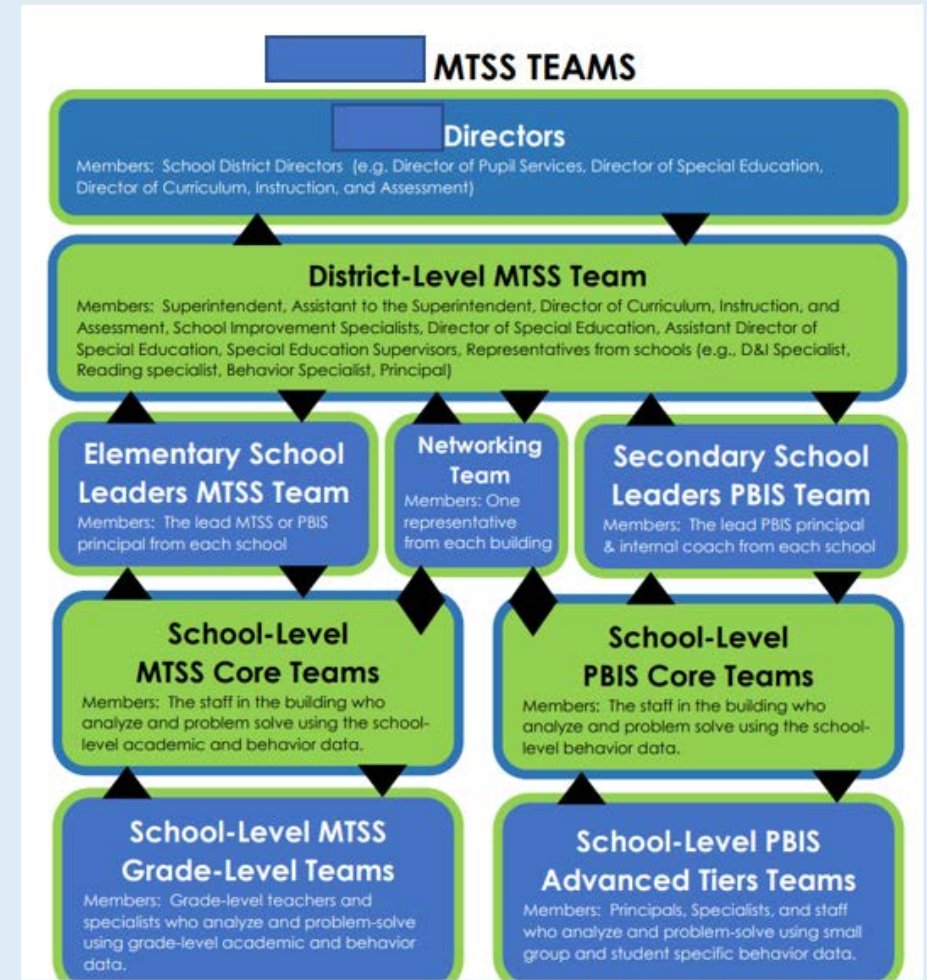


District leadership trained school leaders (administrators, specialists, coaches, etc.). TIPS protocol implemented across district-level meetings.



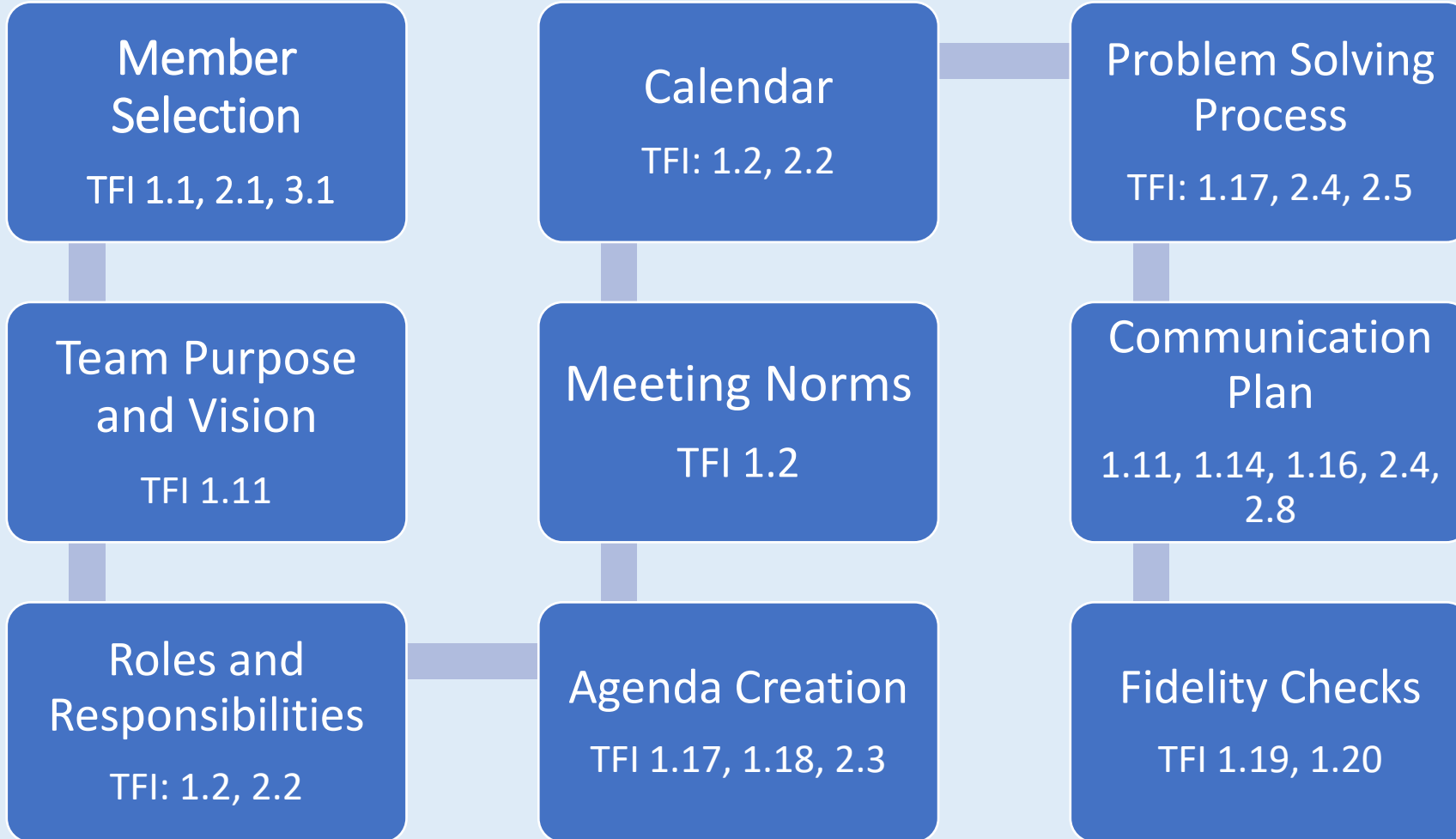
School leadership trained school staff, and TIPS protocol implemented across school-wide meetings (MTSS, PBIS, Leadership, Grade level, Department/ Curriculum Meetings)

[Padlet](#)



Roadmap:

DISTRICT AND SCHOOL IMPLEMENTATION OF TIPS PROTOCOL



For each of these sections, school leadership trained committee leadership and provided resources for implementation.



MEMBER SELECTION

PURPOSE: Membership for MTSS/PBIS teams should incorporate shared ownership across ALL stakeholders.

CORRESPONDING TFI: 1.1, 2.1, 3.1

- Building coaches can support implementation of TIPS across **most** school committees and teams.
- Coaches can leverage the “Working Smarter Matrix,” to help evaluate teaming and membership. *
- Team membership and attendance correlates to Danielson’s Domain 4: Professional Responsibilities and can be included and referenced in staff handbooks.

Think: With multiple school teams across a building, how can consistently implementing the same meeting framework help build capacity and efficiency?

Tier 3:

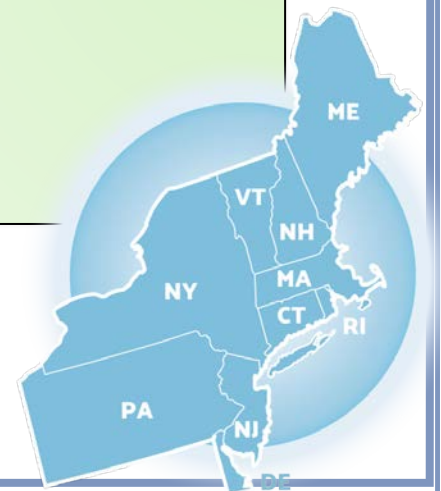
- Adv.Tiers
- SAP

Tier 2:

- Advanced Tiers
- Small Group Interventions

Tier 1

- PBIS
- Grade Level
- Core Leadership
- STEM

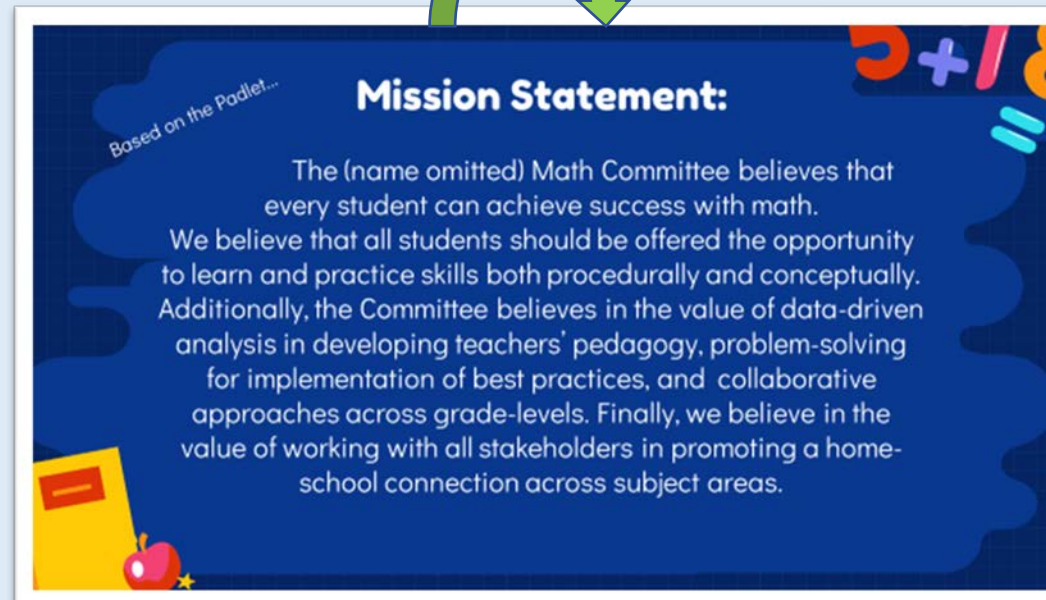
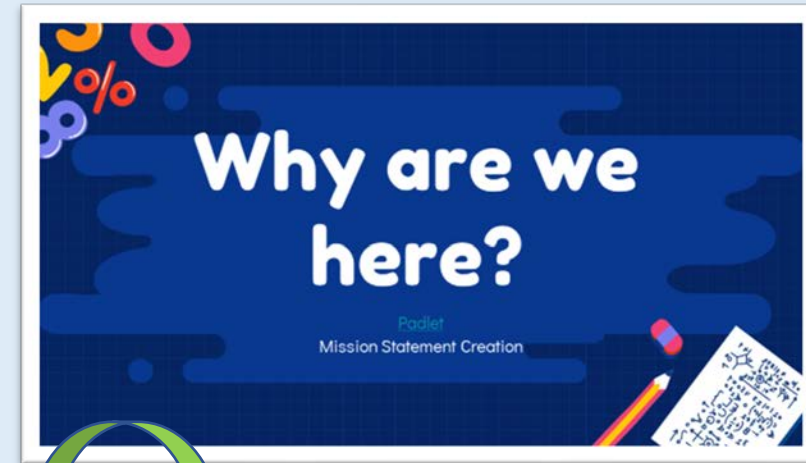


VISION AND MISSION CREATION:

PURPOSE: *Effective teams share a common vision that grounds the meeting in purpose.*

CORRESPONDING TFI: 1.11

- Building coaches can help facilitate the vision and mission statements, and ensure schoolwide collaboration
- Allow members to highlight key words and submit key values for their work on the committee.
- Leverage technology tools to do this ahead of time, such as Padlet.
- Share mission and vision statements in a communal meeting or “digital” space



ROLES AND RESPONSIBILITIES:

PURPOSE: *Shared ownership is a critical component of the MTSS/PBIS Framework. Understanding roles and meeting responsibilities helps to ensure collaboration and inclusion of stakeholders.*

CORRESPONDING TFI: 1.2, 2.2, 3.2

- Building coaches help to explain and model meeting roles and responsibilities at all possible meeting opportunities.
- Depending on the committee and staff capacity, provide options for staff to self-select their roles.
- Consider an outline in advance to allow staff ownership, and ensure roles are being utilized and shared

<u>Date:</u>	<u>Data to Analyze:</u>	<u>Facilitator:</u>	<u>Minute Taker:</u>	<u>Time Keeper:</u>	<u>Agenda Notes:</u>
September 18th	ODRs, Drill Down as Needed	Staff Name	Staff Name	Staff Name	
October 17th	All ODRs, Problem Statement Specific: *Drill Down Playground	Staff Name	Staff Name	Staff Name	
November 16th	All ODRs, Problem Statement Specific: Playground AND Defiance	Staff Name	Staff Name	Staff Name	
December 15th					
January 15th					

Using a tool like Google or Microsoft-you can “tag” staff in the spreadsheet to alert and remind them of their meeting responsibilities.

Think: How can clearly defined meeting roles support shared ownership across a school building?



CALENDAR:

PURPOSE: *Team participation and attendance is critical (and linked to the TFI) for successful meeting protocols. Planning in advance helps staff commit to committees.*

CORRESPONDING TFI: 1.2, 2.2, 2.4

- Establish meeting dates and times in advance.
- Depending on the committee, pre-establish the data the team will review.
- For PBIS, fill in any specific data you know in advance that you want to drill down (i.e. ODRs on the playground)

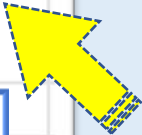
Meeting Schedule & Agenda Items				
Date:	Data to Analyze:	Facilitator:	Notetaker:	Agenda Items:
September 9th	EOY Reading and Math			
October 14th	BOY Reading			
December 9th	SRSS/SWIS			
January 13th	Math			
February 10th	Reading			

For grade-level or core/ leadership meetings, pre-establish the data of focus



Date:	Data to Analyze:
September 18th	ODRs, Drill Down as Needed
October 17th	All ODRs, Problem Statement Specific: *Drill Down Playground
November 16th	All ODRs, Problem Statement Specific: Playground AND Defiance
December 15th	
January 15th	
February 20th	
March 15th	
April 17th	
May 8th	

For PBIS meetings, log the drill-down reports after you create a precision problem-statement to help with organization

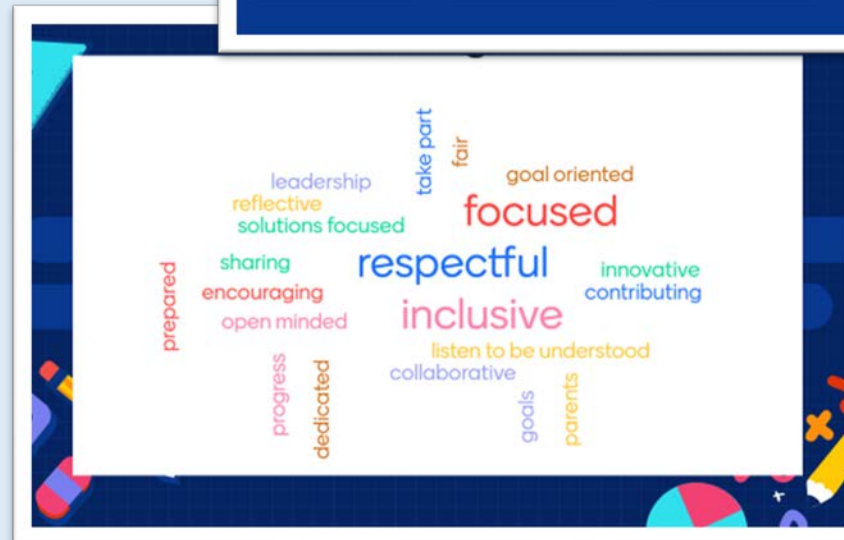
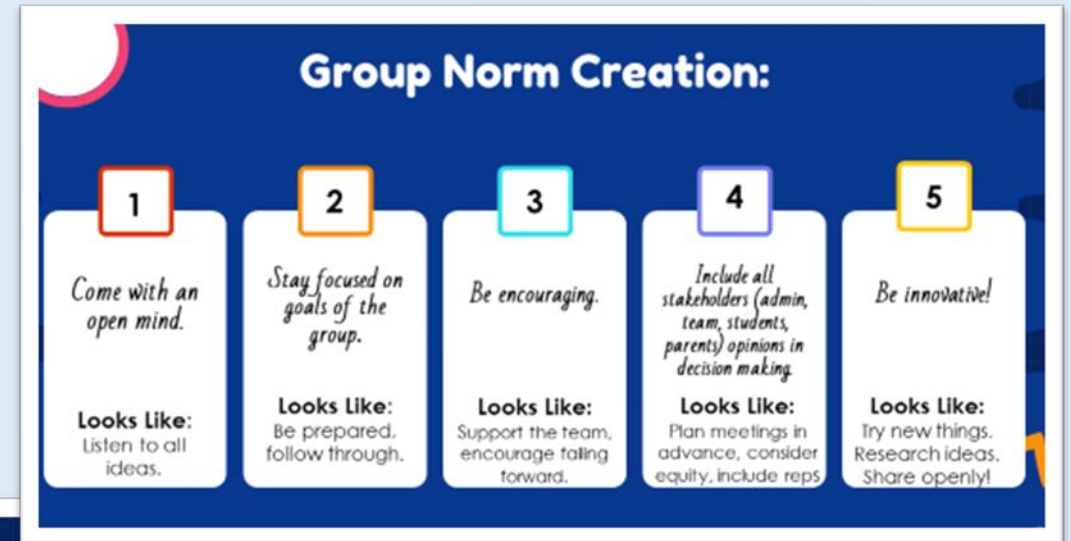


MEETING NORMS:

PURPOSE: *Effective teams share common values that help maintain a sense of trust and cohesion, even upon disagreement.*

TFI: 1.2, 2.2, 3.2

- Consider all members' roles, responsibilities and vantage points.
- Seek feedback for operating norms, and leverage technology (such as a Mentimeter) in finding common values.
- Create and agree upon a set of norms (think PBIS, keep them positive and short) and refer to them at the beginning of meetings.



AGENDA CREATION:

PURPOSE: *Effective team meetings share a clear agenda to stay on task.*

CORRESPONDING TFI: 1.2, 2.2, 2.4, 3.2,

- Ask for agenda items from team members.
- Update form with correct problem statement, membership, etc.
- Share or store agenda with building coaches/leadership

School:

	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting	September 18 th	8:00 AM	Conf Room	Staff Name	Staff Name	Staff Name
Next Meeting	October 17 th	8:00 AM	Conf Room	Staff Name	Staff Name	Staff Name

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

Staff Name	Staff Name	Staff Name

Today's Agenda Items:

- PBIS Lesson Review: Grade level check in
- Remind teams of Google Link for RFA
- Grade level check in-new staff have access to SWIS?
- Grade level check BCBA
-
-

Systems Overview

Overall Status	Tier/Content Area	Measure Used
	Behavior	SWIS

Problem Solving Process

Date of Initial Meeting: September 18th 2022

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

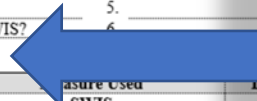
Precise Problem Statement <i>What? When? Where? Who? Why? How Often?</i>	Goal and Timeline <i>What? By When?</i>	Solution Actions <i>By Who? By When?</i>	Identify Fidelity and Outcome Data <i>What? When? Who?</i>	IMPLEMENTATION	Did it work? <i>(Review current levels and compare to goal)</i>
Between August 27 th and September 18 th , 2022, there were 18 major ODRs for physical aggression on the playground. 5 were in 1 st grade recess, 3 were in 2 nd grade recess, 3 were in 3 rd grade recess, 4 were in 4 th grade recess, 3 were in 5 th grade recess, and included a total of 16 students.	Between 9/18 and 10/15/22, there will be no more than 5 major ODRs occurring on the playground.	Homeroom teachers will reteach playground lesson and indicate time on lesson plan. Grade level teachers will map out zones of supervision on playground and submit to office by 9/31/2022. Grade level teachers/all	What fidelity data will we collect? <i>What? When? Who?</i> Lesson plans, supervision maps, ticket polls What outcome data will we collect? <i>What? When? Who?</i> SWIS	IMPLEMENTATION	<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:

Outcome Data (Current Levels):

Comparison to Goal

 Worse
 No Change
 Improved but not to goal
 Goal met
 Notes:

The minute taker then uses housekeeping announcements to add to the template, as well as the notes from the meeting.



Consider using a spreadsheet to allow members or administration to add "housekeeping" notes without sending emails.

keeper:	Agenda Notes:
	1) Remind teams where RFA C
	2) Anyone not have SWIS access?
	3) Remind new staff to schedule 1:1 with BCBA
	4) Check in: How did lessons go?

Think: Why would it be important to ensure coaches and building leadership have access to meeting agendas?



PROBLEM SOLVING PROCESS:

PURPOSE:

CORRESPONDING TFI: 1.7, 1.17, 1.18, 2.6, 2.13, 2.14, 3.13, 3.19

- Determine the best template/structure for team-based problem solving.
- Consider how to efficiently gain every team member's voice and ideas.
- Provide follow up professional development on the usage of tools such as ICEL RIOT Matrix, Fishbone Root Cause, 5 Whys, or a Data-Dialogue Template

Think: How can your building coaches/leadership support and monitor teams in effectively using a problem-solving process?

Root Cause Analysis 5 WHYS

PROBLEM

Type a precise problem statement here.

Problem-Solving using the ICEL/RIOT Matrix

Domain	Variables	Review	Interview	Observe	Test
room/School The classroom/school environment is where instruction takes place. How is the environment impacting learning? Consider: • what may distract or inhibit student	• Physical arrangement of the classroom or other problem location • Furniture/equipment • Rules • Management Plans • Routines • Expectations • Peer context • Peer and family influence • Task pressure	• School/classroom rules • Physical layouts of school, classrooms, property, and buses as appropriate • Daily schedule-amount of time allocated to instruction in areas of concern • Out of classroom time for other instruction/supports	Stakeholders about: • Classroom routines, rules, behavior management plans, situational expectations (e.g. classroom vs. hallway, PE, recess) and how rules were developed • Make-up of peers • Reorganization of room's layout (e.g. desk location selection, changes) • Limited distractions area School-based personnel: • School wide discipline	• The physical layout/arrangement of learning spaces • Lighting/sound sources, temperature, noise levels • Environmental/other student distractions • Posting of rules, clocks, and/or daily schedule • Signal for transitions • Social expectations • Established routines	Classroom mapping Systematic Observation Teacher Working Conditions Survey Student Surveys "Things to Look For" and "Ask About"

What does our data say? (Analyze data inserted here)

SWIS Drill-Down Worksheet

Red flag item is identified by analyzing Core Reports (most common), Additional Reports, Student Dashboard, or SWIS Dashboard (less common/less preferred). **Reminder:** Add filters one at a time.

Red flag item: Who? What? When? Where? Why? Date Range: _____

Drill-Down Filter(s): Who? What? When? Where? Why?

Drill-Down Filter(s): Who?

Drill-Down Filter(s): Who?

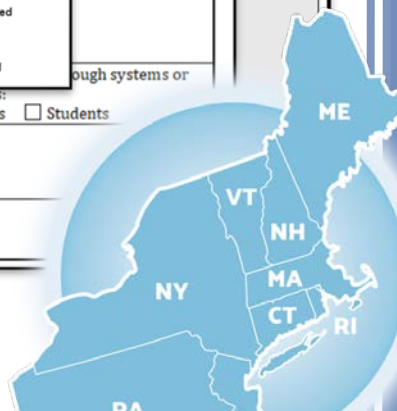
Drill-Down Filter(s): Who?

Referral Summary: Number of referrals included: _____ with individual students: Systems Students

Precise Problem Statement: _____

Goal: _____

S = Student Based
A = Adult Based
I = In our control

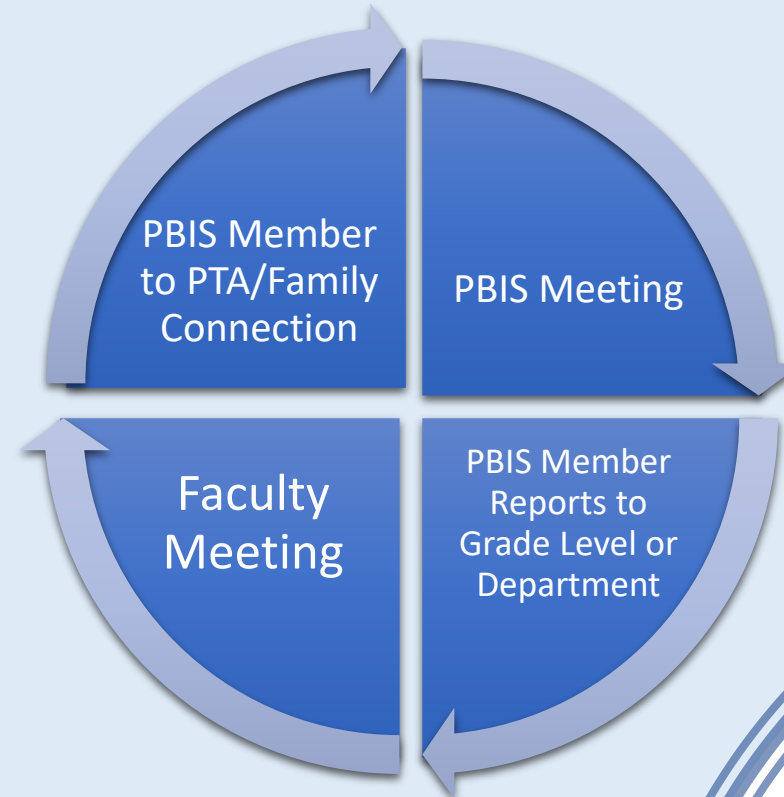


PLAN FOR COMMUNICATION:

PURPOSE: For TIPS protocol to be effective, a communication stream must be in place and systematic in explaining solution steps to all staff.

CORRESPONDING TFI: 1.12, 1.14, 3.11

- PBIS Team meets and creates solution steps.
- PBIS Team members report back to their designated grade level (s) or departments with proposed solution steps and seek feedback/etc.
- Feedback is taken and then final solution steps are finalized at the faculty meeting to ensure all staff are familiar in the steps.



Think: How can teams streamline communication across all stakeholders in your building in an easy, appropriate manner?



FIDELITY CHECKS:

PURPOSE:

TFI: 1.19,1.20, 3.13, 3.14

- Train staff on fidelity checks and components- heavily focus on fidelity as a *positive* and not a “caught you” moment.
- Determine fidelity measures to include on TIPS protocol, which would vary depending on problem statement and solution steps.
- Follow the communication protocol and be sure to discuss fidelity of implementation at each meeting, utilizing the fidelity sections on the TIPS form.
- Utilize the TIPS fidelity checklist apx. every 3-4 meetings to evaluate fidelity of meetings and adjust as needed!

C. Behavior

The following should be visible:

- 3 - 5 Positively stated school rules in classroom
 - > Additional rules not posted
- Building or classroom matrix
- Teachers are utilizing school-wide acknowledgement system

The following should be observed:

- Expectations are ref
- Evidence that teache

Date(s) of
October 1

Identify Fidelity → and Outcome Data
What? When? Who?

What fidelity data will we collect?
What? When? Who?

Lesson plans, supervision maps, ticket polls

What outcome data

I M P L E M E N T S

Fidelity D

Level of Implementation

- Not started
- Partial implementation
- Implemented with fidelity
- Stopped

Comparison to Goal

- Worse
- No Change
- Improved but not to goal
- Goal met

Notes:

Component being observed	Score	Notes
Are school-wide expectations posted in a noticeable place?	Yes No	
How many tickets were handed out during observation?		
Was there evidence that reinforcement system is being used (tickets on desks)	Yes No	
Transitions are efficient and orderly/students seem clear on procedures	Yes No	

<u>Fidelity</u>	<u>Fidelity Review</u>		<u>Next Steps</u>
<u>What fidelity data to be collected?</u>	<u>Level of Implementation</u>	<u>Outcome Data</u>	Continue Current Plan
Intervention google form, E	Not Started	Worse	Modify
<u>What outcome data will be collected?</u>	Partial Implementation	No Change	Discontinue
Acadience PMs, 95% Gr L	Implemented	Improved	Other:
		Goal Met	

Session Evaluation

Your feedback is critical to future planning of this event.

PLEASE take a moment to share your valuable insight!

THANK YOU!



<https://bit.ly/NEPBISForum2023>

