

Team-Initiated Problem Solving (TIPS II)

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TIPS II Problem Solving Mantra

What to Do	Questions to Ask
Identify Problem with Precision	<ul style="list-style-type: none"> What is the problem? What? Who? When? Where? And Why?
Identify Goal for Change	<ul style="list-style-type: none"> How do we want the problem to change? What evidence do we need to show that we have achieved our goal?
Identify Solution and Create Implementation Plan with Contextual Fit	<ul style="list-style-type: none"> How are we going to solve the problem? How are we going to bring about desired change? Is the solution appropriate for the problem? Is solution likely to produce the desired change?
Implement Solution with High Integrity	<ul style="list-style-type: none"> How will we know the solution was implemented with fidelity? Did we implement solution with fidelity?
Monitor Impact of Solution and Compare Against Goal	<ul style="list-style-type: none"> Are we solving the problem? Is desired goal being achieved?
Make Summative Evaluation Decisions	<ul style="list-style-type: none"> Has the problem been solved? Has the desired goal been achieved? What should we do next?

TIPS II Team Readiness for Training Checklist

TIPS Readiness Feature	Status In progress; Complete	Tasks	By Who	By When
Team Members				
1. Team has representation needed for meeting their purpose				
2. Team includes an administrator with authority to make decisions and who is at meetings when decisions need to be made				
Team Access to Data				
3. Team has access to the data needed for problem solving and decision making before and during the meeting				
4. School staff use a consistent process and procedures for documenting and entering data				
5. Team member is fluent in generating basic and custom reports from data set(s) being used				

Continued in next column.

Team Commitment	Status	Tasks	By Who	By When
6. Team is committed to implementing TIPS Meeting Foundations				
7. Team and coach are committed to attending one full day or two half day team trainings to learn the skills for applying the TIPS Model for problem solving and decision making				
8. Team is committed to using the TIPS model through the school year and to attending an annual TIPS booster				
Coaching Commitment				
9. Team has access to a coach who knows the TIPS system and who is available before, during, and after meetings to support problem-solving and decision making				
10. Coach is committed to attend team training and provide coaching before, during and after the meetings				

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

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

Notes:

Date of Initial Meeting:				Date(s) of Review Meetings		
Brief Problem Description (e.g., student name, group identifier, brief item description)						
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> <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	
					<input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes:	

Notes:

[Paste new problem table(s) as needed]

Organizational/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?

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

1. Was today's meeting a good use of our time?
2. In general, did we do a good job of *tracking* whether we're completing the tasks we agreed on at previous meetings?
3. In general, have we done a good job of actually *completing* the tasks we agreed on at previous meetings?
4. In general, are the completed tasks having the *desired effects* on student behavior?

	Our Rating		
	Yes	So-So	No
1.			
2.			
3.			
4.			

TIPS Fidelity Checklist (TIPS-FC)

Directions: Use the TFC items below as a progress-monitoring tool for planning, implementing, and sustaining best practice meeting foundations and data based problem solving. The first 9 items on the left measure the status of meeting foundations, while items 10 through 18 on the left measure the thoroughness of the team's problem-solving processes, as exemplified by the TIPS model. Each item is scored on a 0 to 2 scale with 0 = not started; 1 = partial; and 2 = full implementation. A criterion for partial implementation is provided on this shortened version. 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. Please refer to your full TIPS Fidelity Checklist (TIPS-FC) for more detailed scoring. Once scored, sum the two areas as separate score areas (Meeting Foundations and Problem Solving) and then divide this by the total possible (18). TIPS has been implemented with fidelity when the team scores 85% on Problem Solving AND 85% on Problem Solving.

Meeting Foundations			Problem Solving		
Item	Criteria for Median Score of 1	Score	Item	Criteria for Median Score of 1	Score
1. Primary and backup individuals are assigned to defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.	1= Some primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.		10. Team uses TIPS Meeting Minutes form or equivalent*.	1= Team uses part of TIPS Meeting Minutes form or equivalent*.	
2. Meeting participants have the authority to develop and implement problem-solving solutions.	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, by who, why, how often).	1= At least one problem is defined but lack one or more precision elements.	
5. Team members attend meetings promptly and regularly.	1 = <u>Although</u> team members (with exception of administrator) attend meetings regularly, they are not always prompt and/or they leave early.		14. All documented active problems have documented solutions.	1 = Some documented active problems (s) have documented solutions.	
6. Public agenda format was used to define topics and guide meeting discussion <u>and</u> 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 (who, what, when) is documented/used for at least one documented solution.	1= Partial action plan is documented for at least one documented solution.	
7. Previous meeting minutes were present and available during meeting.	1= Previous meeting minutes were present but not reviewed at start of the meeting.		16. Problems that have solutions defined have a goal defined.	1= Some problems that have solutions defined have a goal defined.	
8. Next meeting was scheduled by the conclusion of the meeting.	1= Next meeting was referred to but not scheduled.		17. A fidelity of implementation measure is documented/used for each solution, along with a schedule for gathering those data.	1= Fidelity measure and schedule are defined and documented for some solutions.	
9. Meeting Minutes are distributed to all team members within 24 hours of the conclusion of the meeting.	1= Meeting minutes are distributed to all team members but not within 24-36 hours of the meeting.		18. A student social/academic outcome measure is documented for each problem, along with a schedule for gathering those data.	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) – Goal = 85%			Percentage (out of 18) – Goal = 85%		