TIPS Problem Solving Elements

Solution Action Elements	
Prevent	*What can we do to prevent the problem?*
Teach	*What do we need to teach to solve the problem?*
Acknowledge	*What can we do to recognize appropriate behavior?*
Extinction	*What can we do to prevent the problem behavior from being recognized?*
Correct	*What will we do to provide corrective feedback?*
Safety	*Do we need additional safety precautions?*

Prevention (Make the Problem Irrelevant)

Precision Element	Guiding Questions	Prevention Examples (modified from Bambara, 2004)
What (Problem Behavior)		**Obtain Attention:** 1) Increase the amount of interactions students have with adults: 5:1, small group instruction 2) Schedule Peer Attention: Increase use of turn and talk/partner work, create structured games during recess/lunch
Where (location)	What physical features can we change in the environment to clearly signal how to be successful (e.g., posters, color coded materials)? Where do we need to provide precorrection/ reminders?	
When (time and context)	What is it about what is happening during the time of day that is leading to problem behavior (Too much review during math, less engaging instruction, low levels of supervision) ?	**Escape Activities:** 1) Change the nature of instruction. Use more opportunities to respond, offer choices, provide gradual release 2) Provide transition warnings
Who (Size of group, grade level)	What is different about what is happening for these groups of students during the targeted time?	
Why	What in the environment is leading to the desire to seek out attention or to escape?	**General:** 1) Increase supervision 2) Provide Precorrection (e.g., reminders of expectations right before difficult times)

Teach (Make the Problem Inefficient)

Precision Element	Guiding Questions	Teach Examples (modified from Bambara, 2004)
What (Problem Behavior)		Obtain Attention: 1) Consider what kind of attention and from whom. 2) Teach students skills that can be used to elicit attention (e.g., showing off work, classroom presentations, joining a game) Obtain Item: 1. Teach students how to access item appropriately
Where (location)	Have we explicitly taught the expectations for the location where problem behavior is occurring to both students and staff? Do we need to reteach these expectations?	
When (time and context)	Is there a unique routine during the time frame that needs to be directly taught (e.g., transitioning during walk-to-learn time)	Escape Activities: 1) Teach break procedure with defined location and time constraints for students. 2) Teach routines for requesting help 3) Teach routines for making instructional choices
Who (Size of group, grade level)	Who needs to be included in the teaching/reteaching of the expectations, routines, and/or skills?	General: 1) Reteach Expectations 2) Teach incompatible behaviors (e.g., staying in seat is incompatible with wondering around the classroom)
Why	Do we need to teach a function based replacement behavior or incompatible behavior?	

Acknowledge (Make the Problem Inefficient & Ineffective)

Precision Element	Guiding Questions	Recognition Examples (modified from Bambara, 2004)
What (Problem Behavior)		**Obtain Attention:** 1) If the problem behavior is maintained by peer attention, utilize recognitions that result in rich peer attention (extra or special social time) 2) If the problem behavior is maintained by adult attention, utilize recognitions that result in rich adult attention (lunch with the teacher etc.)
Where (location)	Ensure adults have access to recognition system in location where problem is occurring. Consider creating a unique acknowledgment system for location (e.g., Golden Spatula) --This should align with what you taught--	
When (time and context)	Is there a unique routine during the time frame that you taught that needs additional acknowledgement.	**Escape Activities:** 1) If a break procedure has been adopted and taught, allow students to utilize the procedure and pair with acknowledgment system!
Who (Size of group, grade level)	Who needs to be included in the acknowledgements to address the problem behavior (e.g., sixth graders or all students)	**General:** 1) Use acknowledgement system often 2) Reduce the effectiveness of problem behavior
Why	Do we need to acknowledge a function based replacement behavior or incompatible behavior?	