C1 - Using Team Initiated Problem Solving as an On-going Evaluation & Intervention Adaptations in Schools

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Key Words: Applied Evaluation, Evaluation, Teams

Maximizing Your Session Participation

Consider 4 questions:
- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?

Where are you in the implementation process?

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let's make sure we're ready to implement (capacity infrastructure)

**Initial Implementation**
- Let's give it a try & evaluate (demonstration)

**Full Implementation**
- That worked, let's do it for real and implement all tiers across all schools (investment)
- Let's make it our way of doing business & sustain implementation (institutionalized use)

Leadership Team Action Planning Worksheets: Steps

**Self-Assessment**: Accomplishments & Priorities
- Leadership Team Action Planning Worksheet
- Session Assignments & Notes: High Priorities
- Team Member Note-Taking Worksheet
- Action Planning: Enhancements & Improvements
- Leadership Team Action Planning Worksheet

Please Provide Feedback

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5 Themes for Equitable Education

- Teach Effectively
- Implement SWPBIS
  - Focuses on efficiency, effectiveness and equity
- Data-based Problem Solving
- Explicit Bias Prevention
- Implicit Bias Prevention

- Implementing SWPBIS with fidelity depends on use of
  - Effective instruction
  - Data based decision making
  - Implicit and explicit Bias prevention


How do we keep track of it all? How do we know it is working?

- Equity in education requires BOTH effective behavior support and effective instruction
  - Behavior support and academic support have a symbiotic relationship
  - Effective behavior support improves academic outcomes
  - Effective instruction improves classroom social behavior
- Supports that emphasize “Prevention” are as important as “Immediate” response to problems (both academic and behavior)
- Attending to the “function” of behavior as well as the form leads to effective solutions
- A multi-tiered approach leads to efficient and effective adaptations to the ‘one size fits all mentality.’

Team Initiation Problem Solving (TIPS)

What is TIPS?
- An evidenced-based problem-solving model established within a standard set of meeting foundations
- 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
- Solve problems leading to implementation fidelity and positive student outcomes.

General features & implementation steps

- Team Process
- Practices
- Implementation Plan
- Evaluation Plan

Implementation Steps
- Define it
- Implement it
- Monitor it
- Document it
- Adapt & revise
TIPS Fidelity of Implementation Checklist

Relevant Time Costs

- Time spent responding to undesired behavior
- Meeting time costs
- Cost benefit when using precision statements for problem solving

Annual Team Meeting Costs for One Team

- One team of 5, meeting 45 minutes monthly
  - 37.5 hours of time per year
  - $1469.32 per year based on the average teacher salary ($38.39 per hour; Bureau of Labor Statistics, 2016)

Cost Benefit when using Precision statements for problem solving

<table>
<thead>
<tr>
<th>Setting and Participants</th>
<th>1 Elementary school with total enrollment of 550 students and 3 classes per grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Problem Statement</td>
<td>Fighting and physical aggression on playground</td>
</tr>
<tr>
<td>Precise Problem Statement</td>
<td>High rates of physical aggression, disrespect and inappropriate language on the playground during second and third grade recess. Many students are involved and it appears they are trying to get access to equipment/games</td>
</tr>
<tr>
<td>Implications</td>
<td>Teach 180 2nd and 3rd graders vs. 550 K-5th graders</td>
</tr>
<tr>
<td></td>
<td>Narrow instruction to routine for getting equipment/games</td>
</tr>
</tbody>
</table>

Planning and Implementation Time Primary vs. Precision Statement

Cost of a Discipline Referral

<table>
<thead>
<tr>
<th>1000 Referrals/yr</th>
<th>2000 Referrals/yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator Time</td>
<td>500 Hours</td>
</tr>
<tr>
<td>Teacher Time</td>
<td>250 Hours</td>
</tr>
<tr>
<td>Student Time</td>
<td>750 Hours</td>
</tr>
<tr>
<td>Totals</td>
<td>1500 Hours</td>
</tr>
</tbody>
</table>

Meeting Cost Calculator

Planning time

Implementation time: staff

Implementation time: students

Primary Statement

Precise Statement

Lost hours

$1469.32 per year
Main Ideas:
1. Invest in prevention first
2. Multiple tiers of support intensity
3. Function based solutions
4. Equitable Education

Tiered Fidelity Inventory
1.1-1.2, 2.1-2.2, 3.1-3.2
Team Composition & Team Process

Roles and Responsibilities
Administrators primary role is Administrator
• can be back ups to facilitator, data analyst, minute takers

A Quick Peek at a Team Using TIPS
• Tier I team
• Meeting Minutes handout (pages 5-7)
• Looking at a problem on Bus 512
  – Quick preview of those data
• Pay attention to the Meeting Foundations

Team Initiated Problem Solving (TIPS) Training Materials
www.pbis.org
Fourth and fifth graders on bus 512 have recent spike in physical aggression and inappropriate language incidents on bus ride after school since coming back from winter break. Bus driver believes it's because they are fighting over who sits in the back seats. Dec = ODRs 44  (11 school days (about 4 per day) Jan 4 - 15 (10 school days) = ODRs 36 (about 3.6 per day) different students all in 4th-5th grade

Team Initiated Problem Solving (TIPS) Training Materials

Benefits for Teams Using TIPS

- Focus on high priority challenges
- Get agreement
- Improve efficiency of meeting time
- Produce solutions
- See positive change in student behavior (social and academic)
- Improve ability to adapt

Implications

- Readiness
  - Data system that results in accurate and current data
    - Staff implementation fidelity
- Back Ups
  - Be ready
- Team member skills
  - Facilitator
  - Data analyst
  - Minute taker

Perceptions of Core Features of Problem Solving Before and After TIPS Training

Quick-Pair-Share
Develop a summary statement of these data

TIPS Meeting Video Example

Document 08: PBIS I Handouts Pgs. 5 - 7.
Do we really need a full day of team training?

<table>
<thead>
<tr>
<th>Untrained Teams</th>
<th>Trained Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Not precise problem statements</td>
<td>• Defined Problems with Precision</td>
</tr>
<tr>
<td>• Solutions were more systems oriented</td>
<td>• Solutions were more preventative, instructional &amp; reward oriented</td>
</tr>
<tr>
<td>• Twice as many solutions elements</td>
<td>• Half the number of solution elements</td>
</tr>
<tr>
<td>• Non-alignment of problem and solution</td>
<td>• Solutions align with precision statement</td>
</tr>
<tr>
<td>• Identified who would do what, but no timeline</td>
<td>• Identified timeline and fidelity measures</td>
</tr>
</tbody>
</table>

Descriptive results from randomized control trial study, 2017

Using Team Initiated Problem Solving (TIPS) in Preschool settings

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Prevention and Intervention Lead Specialist

Desert/Mountain Special Education Local Plan Area (D/M SELPA)

As of the 2017-18 school year our organization provided technical assistance (i.e. trains, coaches and, supports):
- 98 K-12 Schools implementing PBIS since 2009-2010 school year
- 40 Preschool sites since 2014-2015 school year

TIPS and Training
Systems, Data, and Practices

Training our Pilot Early childhood PBIS Program in the use of TIPS

• Toward the end of the year, the team was trained in the use of Team Initiated Problem Solving (TIPS)

Encouraging the use of TIPS for data-based decision making
The Evolution of Training
Preschool Teams in the use of TIPS

- Day 1 of training Meeting Minute Template introduced (without data portion) to document team decisions.
- Agenda and Organizational or Housekeeping Tasks used as a format for action planning around implementation tasks.

Day 1: Encouraging the use of TIPS Meeting Minutes to document decisions

- Agenda and Organizational or Housekeeping Tasks used as a format for action planning around implementation tasks.

The Evolution of Training
Preschool teams in the use of TIPS

- Days 5 and 6 and School-Wide Information Systems (SWIS) trainings set the foundations for data-collection, and data-based decision making.

Creating systems of practices for Responding to Challenging behavior and data collection

- FLOW CHART
- BEHAVIOR INCIDENT REPORT (BIR)

Preschool Practices for responding to challenging behavior

- Preschool Practices for responding to challenging behavior

The Evolution of Training
Preschool Teams in the use of TIPS

- Day 7: Team Initiated Problem Solving (TIPS)
- A half day of training EC PBIS Teams in the use of TIPS
TIPS Meeting minute Template:
Documenting Data-Based Decisions in preschool Settings

TIPS meeting minute template for Action Planning around the Tiered Fidelity Inventory (TFI)

- Agenda and Organizational or Housekeeping Tasks used as a format for action planning around Tiered Fidelity Inventory (TFI) features.

TIPS: intertwining systems, data and practices for Preschool settings

- Systems (Support Staff Behavior)
  - Teamwork
  - The meeting minute format

- Data (Support Decision Making)
  - Precise Problem Statement using data
  - TIPS Fidelity Checklist

- Practices (Support Child Behavior)
  - Solution Actions

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Thank you!

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