Team Initiated Problem Solving (TIPS)
A Data-based Decision Making Model

"Without good data and assessment reports, we are simply throwing the spaghetti at the wall, seeing what sticks, then trying something else."

-Beth Baker and Char Ryan

"The greatest challenge to any thinker is stating the problem in a way that will allow a solution."

-Bertrand Russel

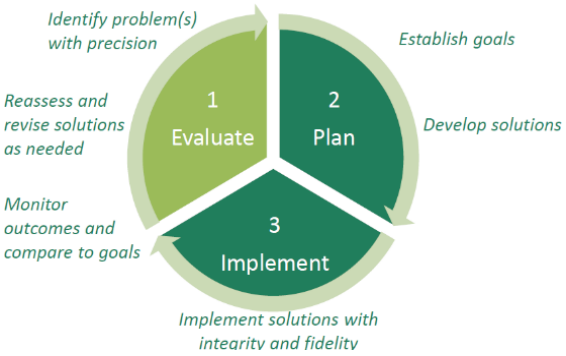
SWPBIS Tiered Fidelity Inventory

TFI 1.12 Discipline Data:
Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.

1.13 Data-based Decision Making:
Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision making.

Continuous Improvement Cycle

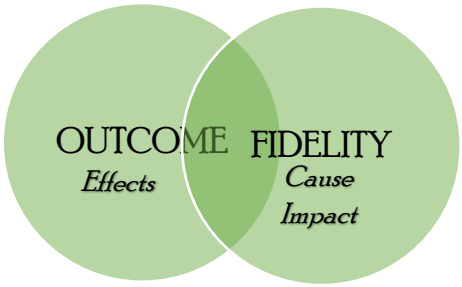
Using data for decision-making is key to using the collaborative learning cycle, which results in effective, efficient and effective action planning and implementation. Data (observations, facts or numbers), when collected and organized, become information and knowledge. Data alone are merely numbers or words and have no intrinsic meaning. Individuals or groups give meaning to data by organizing, analyzing, interpreting and using them. Problem solving teams define questions leading to solutions by identifying and refining problems. The problem is placed in the context, not the student.



A + B = C

Adult Behaviors equal student Change

Outcome
- We made impact!
- We got results!



Fidelity
- We worked the plan the way it was designed.

Integrity
- We gave it our best effort!

Which school are your?

Outcomes	Fidelity
Lucky: Positive outcomes, low understanding of how they were achieved. *Replication of success is unlikely*	**Sustaining**: Positive outcomes, high understanding of how they were achieved. *Replication of success likely*
Losing Ground: Undesired outcomes, low understanding of how they were achieved. *Replication of failure likely*	**Learning**: Undesired outcomes, high understanding of how they were achieved. *Replication of mistakes unlikely*

Literature Review

A 2010 review documented 160+ publications

Effective teams use data to document progress and outcomes, guide decisions, and inform stakeholders (Boudett, City, & Murnane, 2006; Burke, 2010; Deno, 2005; Hill 2010; Newton, Algozzine, Algozzine, Horner, & Todd, 2011; Newton, Horner, Algozzine, Todd, & Algozzine, 2009; Pidgeon & Gregory, 2004; Renfro & Grieshaber, 2009)

A critical predictor of sustained implementation of SWPBIS (Coffey & Horner, 2012; McIntosh et al., 2013)

Fidelity and student outcome data are essential (Fixsen, Blase, Metz, & Van Dyke, 2013)

Team-Initiated Problem Solving TIPS

Horner, R. H., Newton, J. S., Todd, A. W., Algozzine, B., Algozzine, K., Cusumano, D. L., & Preston, A. I. (2015).

TIPS is a framework to use during meetings focusing on data-based decision making to improve student outcomes. TIPS is applicable for varied data sources (e.g., DIBELS, AIMSweb, SWIS), content areas (e.g., academics, behavior) and levels of application (e.g., school, district, state).

TIPS Problem Solving 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 evaluative decisions

Meeting Foundations

Effective teams establish effective foundations for their meetings:

- Meeting schedule is created
- Members attend meetings
- Projected agenda is reviewed and followed
- Team roles are clearly defined and assigned to team members with specific responsibilities for before, during and after meetings
- Solutions identified by team can be approved for implementation during the meeting

Defined Team Roles

Facilitator
Data Analyst
Minute Taker
Team Member(s)

Meeting Minutes

Effective teams document critical features of their meetings:

- TIPS Meeting Minutes are used to document meetings through problem-solving steps, and record decision made during the meeting
- Previous problems are reviewed with data to indicate their level of implementation (fidelity) and current levels (outcome data) and documented on meeting minutes
- Data are projected and in right format to answer questions

Notes:

Date of Initial Meeting:

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

Date(s) of Review Meetings

Precise Problem Statement *What? When? Where? Who? Why? How Often?*	**Goal and Timeline** *What? By When?*	**Solution Actions** *By Who? By When?*	**Identify Fidelity and Outcome Data** *What? When? Who?*	IMPLEMENT SOLUTIONS	**Did it work?** *(Review current levels and compare to goal)*
			*What **fidelity** data will we collect?* *What? When? Who?*		***Fidelity Data**:* ***Level of Implementation*** ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes:
			*What **outcome** data will we collect?* *What? When? Who?*		***Outcome Data** (Current Levels):* ***Comparison to Goal*** ☐ Worse ☐ No Change ☐ Improved but not to goal ☐ Goal met Notes:
Current Levels:					***Next Steps*** ☐ Continue current plan ☐ Modify plan ☐ Discontinue plan ☐ Other Notes:

Notes:

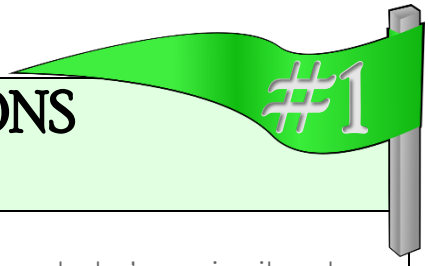
Organizational/Housekeeping Task List

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 ***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?			

TEAM MEETING FOUNDATIONS
"The Big Five"



1. Give the meeting a purpose.

Have you ever gone to a meeting and spent the first few minutes trying to figure out who's running it and what you're going to discuss? Teams using TIPS establish meeting foundations as their very first step. The meeting foundations are critical. They get agreement among team members about why they meet, when they meet, what decisions they'll make, and how their decisions are documented. Meetings should have a regular agenda format and every member should know their role. Ask your teams how they take minutes and where those minutes get saved so everyone can access the information later. Laying this groundwork will save your teams time and headaches down the road.

2. Name and Train a Data Analyst

TIPS researchers quickly learned the team meeting typically was the first time anyone in the group had seen the data they were about to discuss. Team members would work together to analyze the information collaboratively and come up with ideas for defining the problem to solve. While that process feels inclusive, it also takes time. Enter the data analyst. This is the team member responsible for reviewing data before the meeting, looking for potential problems to be discussed, getting the issues on the agenda, and bringing the data to the meeting so everyone can follow along. The data analyst keeps the meeting focused on generating solutions rather than admiring the problem.

3. Administrators Get to Wear Their Administrator Hat

With an administrator on your team, you have access to the person who makes decisions about budget, schedule, and personnel. So why give that person any other role in a meeting? Many of the teams assumed the administrator would also facilitate the meeting. "*When we told administrators, they weren't going to be the meeting facilitator, we watched their shoulders relax. We gave them permission to be leaders and to make decisions rather than run a meeting.*" However you select your meeting facilitator, let the administrator stay off the nomination list.

4. Backups, Backups, Backups

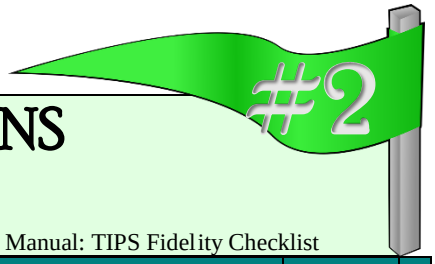
Just when you have the roles and process down, someone on your team inevitably leaves. Turnover in schools is real and getting a new person oriented to the process takes time. Do your teams have a system in place to keep the momentum going while bringing a new team member up to speed? Anne Todd says, "the key is to give every role a backup." Make sure there is at least one other person on the team who knows what another team member does.

5. Get Precise

A key component of TIPS is defining the problem with precision. A problem is never fully defined until you can describe not just the what of the issue, but also the where, when, who, and why. Teams use Core Reports to identify the school's current reality and to ask: Is there a problem? If you can't find a problem, that's not a bad thing; celebrate successes where you find them. If there is a red flag, it's time to get precise. Data drill downs look at the possible problem in context.

- What is the problem behavior?
- Where is the problem happening?
- When is the behavior most likely to occur?
- Who is engaged in the behavior?
- Why do students likely engage in the behavior?

TEAM MEETING FOUNDATIONS
Fidelity Checklist



Todd, A. W., Newton, J. S., Horner, R. H., Algozzine, K., & Algozzine, B. (2014). TIPS II Training Manual: TIPS Fidelity Checklist

measures implementation status of meeting foundations	Scoring Criteria	SCORE	
1. **Primary and backup individuals are assigned to defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.**	0= No primary and backup individuals are assigned to the 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. 2= Primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.		
2. **Meeting participants have the authority to develop and implement problem-solving solutions.**	0= Meeting participants do not have the authority to develop and implement problem solving solutions. 1= Meeting participants have the authority to develop but not implement problem solving solutions. 2= Meeting participants have the authority to develop and implement problem solving solutions.		
3. **Meeting started on time.**	0= Meeting started more than10 minutes late. 1= Meeting started less than 10 minutes late. 2= Meeting started on time.		
4. **Meeting ended on time, or members agreed to extend meeting time.**	0= Meeting ended more than 10 minutes over scheduled time. 1= Meeting ended 10 minutes over scheduled time. 2= Meeting ended on time or members agreed to extend meeting time.		
5. **Team members attend meetings promptly and regularly.**	0= Less than 75% of team members attend meetings promptly and regularly. 1= Although team members (with exception of administrator) attend meetings regularly, they are not always prompt and/or they leave early. 2= More than 75% of team members (with exception of administrator) attend meetings regularly, promptly and remain present until the meeting has concluded.		
6. **Public agenda format was used to define topics and guide meeting discussion and was available for all participants to refer to during the meeting.**	0 = Public agenda format was not used to define topics and guide meeting discussion. 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. 2= Public agenda was used to define topics and guide meeting discussion and was available for all participants to refer to during the meeting.		
7. **Previous meeting minutes were present and reviewed at start of the meeting.**	0= Previous meeting minutes were not present or reviewed at start of the meeting. 1= Previous meeting minutes were present but not reviewed at start of the meeting. 2= Previous meeting minutes were present and reviewed at start of the meeting.		
8. **Next meeting was scheduled by the conclusion of the meeting.**	0= Next meeting was not scheduled. 1= Next meeting was referred to but not scheduled. 2= Next meeting was scheduled.		
9. **Meeting Minutes are distributed to all team members within 24 hours of meeting conclusion**	0= Meeting Minutes are not distributed to all team members. 1= Meeting minutes are distributed to all team members but not within 24 hours of the meeting. 2= Meeting minutes are distributed to all team members within 24 hours of the meeting.		

FIDELITY & EFFECTIVENESS
Tier I Team Decisoin Guidelines

Team Meeting Foundations & Decision Guidelines (2017). Horner, Todd, Flannery, Nese, Chaparro, Conley, University of Oregon.

MTSS Monthly Review Cycle		Behavior	Academics
Implementation Fidelity	Are systems of support in place and being implemented as planned?	*Aim for 70% implementation fidelity (e.g., TFI-I review quarterly, staff reporting 80% implementation fidelity/ review monthly, students/families/ community members' input/ review annually)*	*Aim for 80% implementation fidelity on R-TFI/quarterly, and staff reporting 80% implementation fidelity/review monthly*
Current Problem Levels	How many months are problem levels at or below the national median or expected for each grade?	*Aim for 8 of 10 months to be at or below the national median across a school year/review monthly*	*Aim for 8 of 10 months to be at or above the expected level for each grade level/review monthly*
Trends	Is there a gradual increase or decrease in problem levels across a 4-month period?	*Aim for consistent and/or decrease in problem levels across time and grade levels/ review monthly*	*Aim for consistent increase in growth toward benchmark/ review monthly*
	Are there peaks in problem levels or dips in academic data that are 15-20% higher/lower?	*Aim for consistent and/or decrease in problem levels across time and grade levels/review monthly*	*Aim for all grade levels being within the benchmark range across time/ review monthly*
Student Proportions	Are Tier I interventions working for 80-85% of students? What percentage of students are receiving Tier II and Tier III supports?	*Aim for 85% of students having no more than one major ODR across time and grade levels/review monthly*	*Aim for 80% emerging/on grade level, 15% strategic, and 5% intensive/ review monthly*
Groups and Individual Students	Do any students need Tier II or Tier III supports?	*Aim for no more than 15% students requiring Tier II supports and no more than 5% of student requiring Tier III supports/review monthly*	*Aim for no more than 15% students requiring Tier II supports and no more than 5% of student requiring Tier III support/review monthly*

Tier I New Problem

- Check levels of implementation fidelity
- Look for increase/spike in errors/problem behaviors
- Review of skills & expectations after extended absences
- Use previous year's data trends for prevention planning

Tier I Progress Monitoring Guidelines

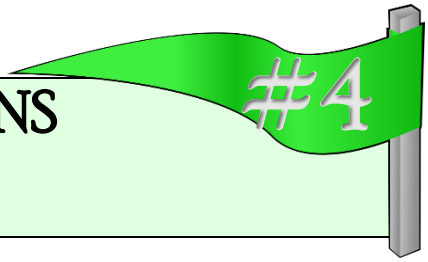
Fidelity of Implementation

- TFI-Tier I to measure the systems procedures & processes
- Fidelity checklist for participating staff

Student Outcomes

- If less than 85% of students are succeeding review implementation fidelity before adjusting the plan
- Make sure the problem is defined with precision and solutions with contextual fit
- Consider Tier II or III supports for students with 2+ referrals

TEAM MEETING FOUNDATIONS
Meeting Minutes



Data-Based Decision Making
Team Meeting Minutes

	Date:	Time:	Location:	Facilitator:	Minute Taker:	Data Analyst
Today's Meeting						
Next Meeting						

Team Members present:

Today's Agenda Items:		Agenda Items for Next Meeting
1. Previous Agenda Items	4.	1.
2.	5.	2.
3.	6.	3.

Tier I Systems Update

Implementation Fidelity	Student Outcomes					
Measure used: Tiered Fidelity Inventory (TFI) **Report used:** Use TFI subscale Report **Update Quarterly**	**Measure used:** Office Discipline Referrals **Reports used:** SWIS: Use Average Per Day Per Month Report, Referrals by Student Report **Update monthly**					
Percent of Implementation *Aim for 70% on TFI*	**Average per day per month** *Aim for at/or below national median*	**Trends across time** Red flag if trend is increasing	**Peaks in time** Red flag if month(s) stand out with higher frequency	**% of students with 0-1 major ODR** Aim for 80-85%	**% of students with 2-5 major ODRs** Aim for 10-15%	**% of students with 6+ major ODRs** Aim for 1=5%
Current Status	**Current Status**			**Current Status**	**Current Status**	**Current Status**

Problem Solving Process

Date of Initial Meeting:

Brief Problem Description:

Precise Problem Statement What? When? Where? Who? Why? How Often?	**Goal & Timeline** *What? By When?*	**Solution Actions** By Who? By When?	**Identify Fidelity & Outcome Data** *What? When? Who?*
Current Levels:			What **fidelity** data will we collect? What? When? Who? What **outcome** data will we collect? What? When? Who?

Implementation Solutions

Did it work?
Review current levels and compare to goal.

Next Steps
- ☐ Continue current plan
- ☐ Modify plan
- ☐ Discontinue plan
- ☐ Other

Notes:

Fidelity Data:

Level of Implementation
- ☐ Not started
- ☐ Partial implementation
- ☐ Implemented with fidelity
- ☐ Stopped

Notes:

Outcome Data (Current Levels):

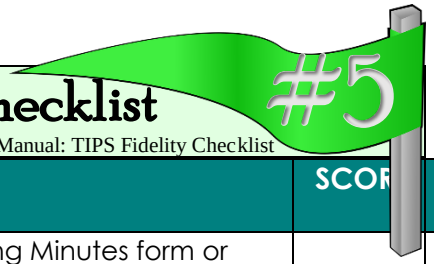
Comparison to Goal
- ☐ Worse
- ☐ No Change
- ☐ Improved but not to goal
- ☐ Goal met

Notes:

Evaluation of Team Meeting

	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 ***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?			

PROBLEM SOLVING Fidelity Checklist



Todd, A. W., Newton, J. S., Horner, R. H., Algozzine, K., & Algozzine, B. (2014). TIPS II Training Manual: TIPS Fidelity Checklist

measures the thoroughness of the team's problem-solving processes	Scoring Criteria	SCOR	
10. Team uses TIPS Meeting Minutes form or equivalent*.	0= Team does not use TIPS Meeting Minutes form or equivalent*. 1= Team uses part of TIPS Meeting Minutes form or equivalent*. 2= Team uses TIPS Meeting Minutes form or equivalent*.		
11. Status of all previous solutions was reviewed.	0= Previous solutions were not reviewed. 1= Status of some previous solutions was reviewed. 2= Status of all previous solutions was reviewed.		
12. Quantitative data were available and reviewed.	0= Quantitative data were not available or reviewed. 1= Quantitative data were available but not reviewed. 2= Quantitative data were reviewed.		
13. At least one problem is defined with precision (what, where, when, by whom, why).	0= No problem is defined. 1= At least one problem is defined but lack one or more precision elements. 2 = At least one problem is defined with all precision elements.		
14. All documented active problems have documented solutions.	0= Documented active problem(s) do not have documented solutions or no active problems are documented. 1 = Some documented active problems (s) have documented solutions. 2 = All documented active problems have documented solutions.		
15. Full action plan (who, what, when) is documented for at least one documented solution.	0= No action plan is documented for at least one documented solution or no solution(s) are documented. 1= Partial action plan is documented for at least one documented solution. 2= Full action plan is documented for at least one documented solution.		
16. Problems that have solutions defined have a goal defined.	0= Problems that have solutions defined do not have a goal defined or no solutions are documented. 1= Some problems that have solutions defined have a goal defined. 2= Problems that have solutions defined have a goal defined.		
17. A fidelity of implementation measure is documented for each solution, along with a schedule for gathering those data.	0 = Fidelity measure and schedule are not defined and documented for solutions or no active problem(s)/solution(s)/goal(s) are documented. 1= Fidelity measure and schedule are defined and documented for some solutions. 2= Fidelity measure and schedule are defined and documented for all solutions.		

18. A student social/academic outcome measure is documented for each problem, along with a schedule for gathering those data.	0 = Measure and regular schedule for student behavior/performance are not documented. 1= Measure and regular schedule for student behavior /performance are documented for some solutions. 2= Measure and regular schedule for student behavior/performance are documented for all solutions.		

Next Steps:

PROBLEM SOLVING MODEL
Precision Statements

#6

What to Do	Questions to Ask
Step 1: Identify Problem with Precision	What is the problem? Who? What? Where? When? Why?
Step 2: Identify Goal for Change	How do we want the problem to change? What evidence do we need to show that we have achieved our goal?
Step 3: Identify Solution and Create Implementation Plan with Contextual Fit	How are we going to solve the problem? How are we going to bring about desired change? Is solution appropriate for problem? Is solution likely to produce desired change?
Step 4: Implement Solution with High Integrity	How will we know solution was implemented with fidelity? Did we implement solution with fidelity?
Step 5: Monitor Impact of Solution and Compare Against Goal	Are we solving the problem? Is desired goal being achieved?
Step 6: Make Summative Evaluation Decision	Has the problem been solved? Has desired goal been achieved? What should we do next?

- ✓ From a Drill Down Data worksheet:
  - ▲ Answer the five questions.
  - ▲ Create a precision problem statement from your data answers.

Precision Components for Behavior Problem Statements

What? When? Where? Who? Why? How Often?

1. What problem behaviors are most common?

2. Where are problem behaviors most likely?

3. When are problem behaviors most likely?

4. Who is engaged in problem behavior?

5. Why are problem behaviors sustaining?

Precision Summary Statement:

PROBLEM SOLVING MODEL
SMART Goal

#7

What to Do	Questions to Ask
Step 1: Identify Problem with Precision	What is the problem? Who? What? Where? When? Why?
Step 2: Identify Goal for Change	How do we want the problem to change? What evidence do we need to show that we have achieved our goal?
Step 3: Identify Solution and Create Implementation Plan with Contextual Fit	How are we going to solve the problem? How are we going to bring about desired change? Is solution appropriate for problem? Is solution likely to produce desired change?
Step 4: Implement Solution with High Integrity	How will we know solution was implemented with fidelity? Did we implement solution with fidelity?
Step 5: Monitor Impact of Solution and Compare Against Goal	Are we solving the problem? Is desired goal being achieved?
Step 6: Make Summative Evaluation Decision	Has the problem been solved? Has desired goal been achieved? What should we do next?

- ✓ Create a SMART goal for your precsion problem statement.
  - Specific
  - Measurable
  - Achievement
  - Relevant
  - Timely

Goal: (What?)	
Timeline: (By When?)	

PROBLEM SOLVING MODEL
Solution Plan

#8

What to Do	Questions to Ask
Step 1: Identify Problem with Precision	What is the problem? Who? What? Where? When? Why?
Step 2: Identify Goal for Change	How do we want the problem to change? What evidence do we need to show that we have achieved our goal?
Step 3: Identify Solution and Create Implementation Plan with Contextual Fit	How are we going to solve the problem? How are we going to bring about desired change? Is solution appropriate for problem? Is solution likely to produce desired change?
Step 4: Implement Solution with High Integrity	How will we know solution was implemented with fidelity? Did we implement solution with fidelity?
Step 5: Monitor Impact of Solution and Compare Against Goal	Are we solving the problem? Is desired goal being achieved?
Step 6: Make Summative Evaluation Decision	Has the problem been solved? Has desired goal been achieved? What should we do next?

✓ From the goal, create a solution plan with behavioral elements.

PREVENT What can we do to prevent the problem?	Focus on prevention first. How could we reduce the situations that lead to these behaviors?	**Adjust physical environment* **Define and document expectations and routines* **Assure consistent and clear communication with all staff*
TEACH What can we do to teach to solve the problem?	How do we ensure that students know what they SHOULD be doing when these situations arise?	**Explicit instruction linked to school-wide expectations* **Teach what to do, how to do it and when to do it* *Model respect*
REINFORCE What can we do acknowledge appropriate behavior?	How do we ensure that appropriate behavior is acknowledged?	**Strengthen existing school-wide rewards* **Include student preferences* **Use function-based reinforcers*
CORRECTIVE CONSEQUENCE What will we do to provide corrective feedback?	How will you correct errors?	**Intervene early by using a neutral, respectful tone of voice* **Label inappropriate behavior followed by what to do* **Follow SW discipline procedures*

PROBLEM SOLVING MODEL
Impact & Feasability

#9

What to Do	Questions to Ask
Step 1: Identify Problem with Precision	What is the problem? Who? What? Where? When? Why?
Step 2: Identify Goal for Change	How do we want the problem to change? What evidence do we need to show that we have achieved our goal?
Step 3: Identify Solution and Create Implementation Plan with Contextual Fit	How are we going to solve the problem? How are we going to bring about desired change? Is solution appropriate for problem? Is solution likely to produce desired change?
Step 4: Implement Solution with High Integrity	How will we know solution was implemented with fidelity? Did we implement solution with fidelity?
Step 5: Monitor Impact of Solution and Compare Against Goal	Are we solving the problem? Is desired goal being achieved?
Step 6: Make Summative Evaluation Decision	Has the problem been solved? Has desired goal been achieved? What should we do next?

Before determining if solution had an impact on student behavior, ensure a high level of implementation fidelity:

- How will we know solution was implemented with fidelity?
  - Define what, how and when to gather implementation fidelity data
  - Define when data will be reported
- Did we implement solution with fidelity?
  - Use fidelity to determine the degree that solution actions were implemented as planned
  - Use fidelity data to revise solution actions, as needed

Measure the degree in which the intervention was implemented as defined/expected:

- Use percent/absolute value/ rate/scale as metric
- Strive for 80% fidelity of implementation as measured weekly (bi-weekly) on scale of 1-5

Make easy for staff to record data:

- Fidelity Check Board: X on number line
- Fist to five
- Fidelity check basket
- Direct observation

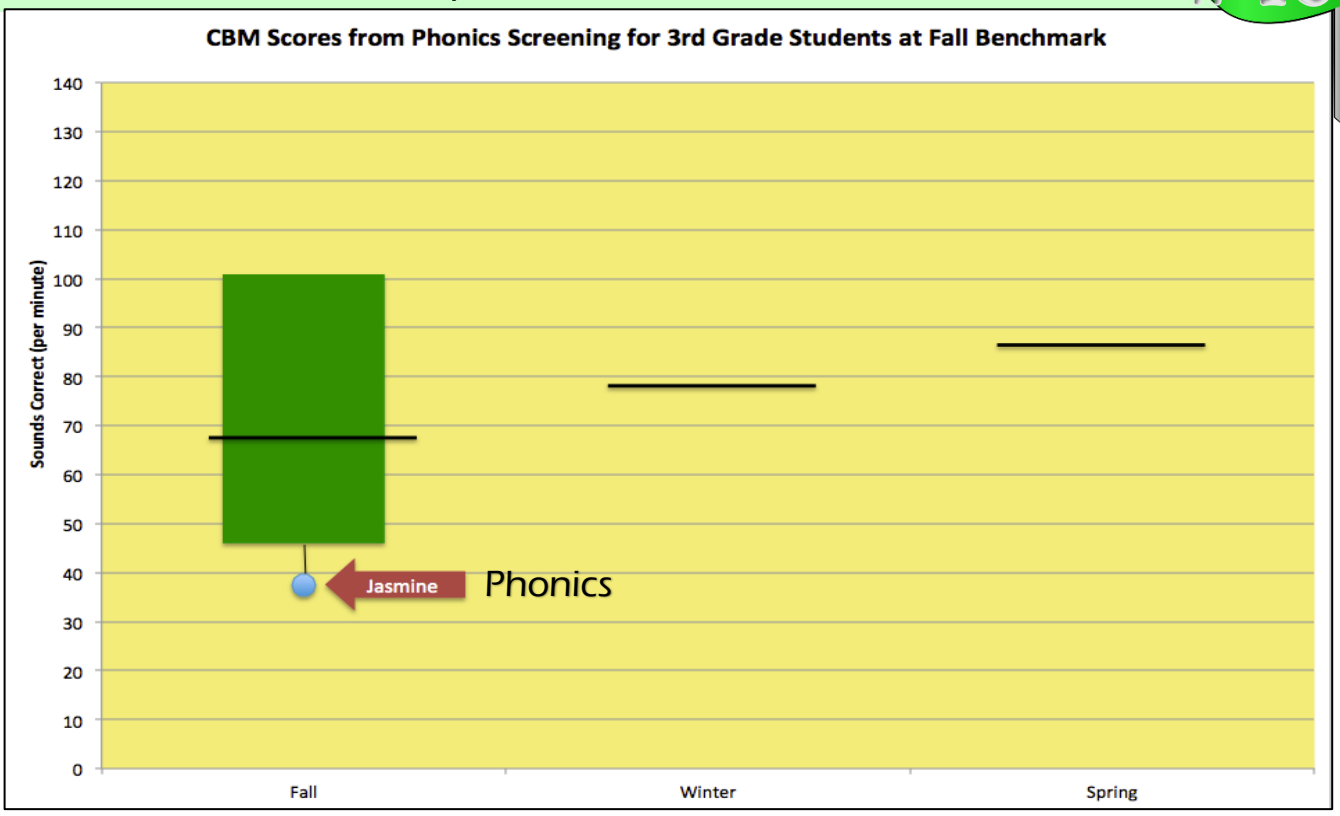
Are we implementing the plan?

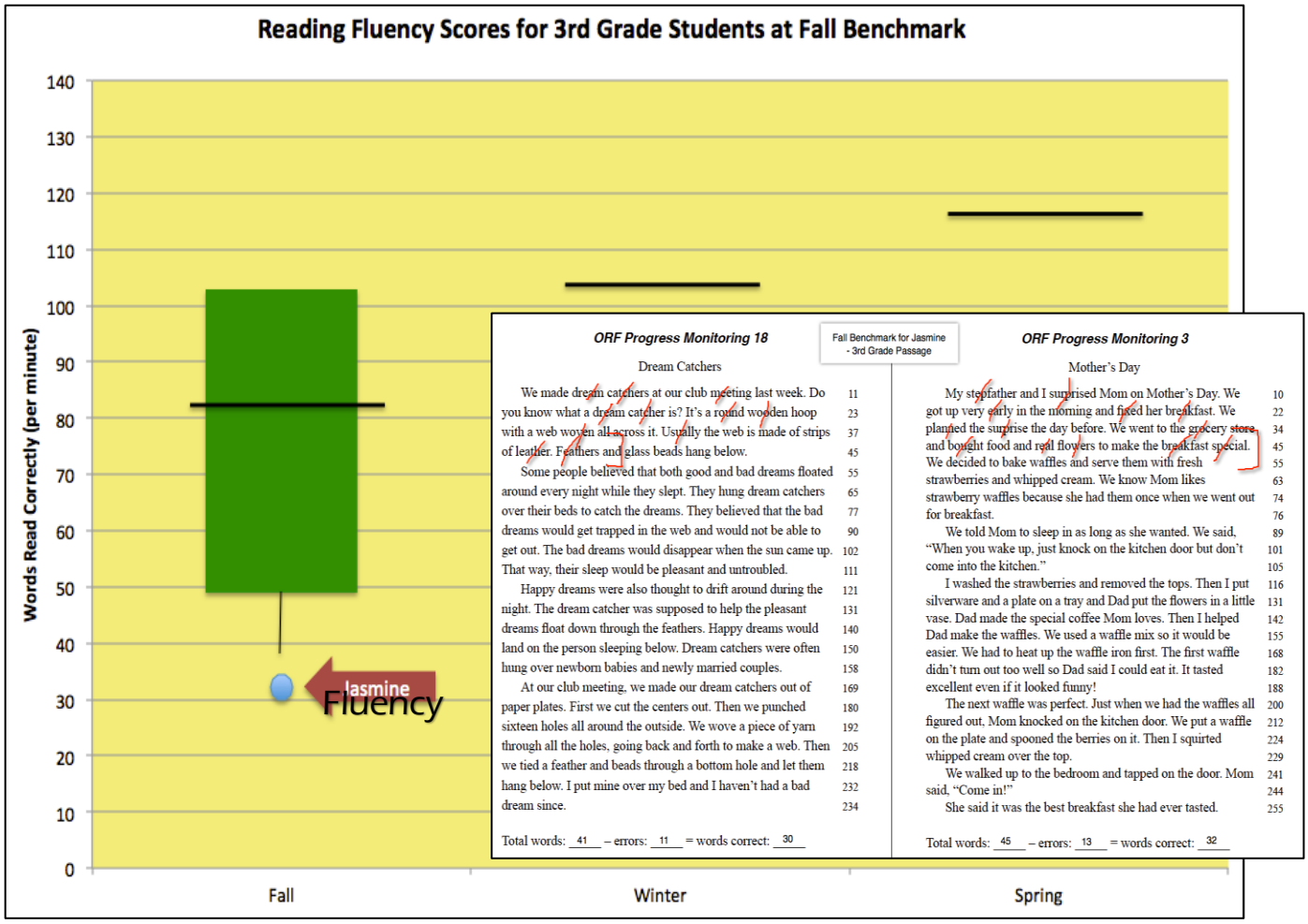
1 2 3 4 5

No Yes

Academic/Behavior Data Simulation

#10





ORF Progress Monitoring 18

Fall Benchmark for Jasmine - 3rd Grade Passage

Dream Catchers

We made dream catchers at our club meeting last week. Do you know what a dream catcher is? It's a round wooden hoop with a web woven all across it. Usually the web is made of strips of leather. Feathers and glass beads hang below. 45

Some people believed that both good and bad dreams floated around every night while they slept. They hung dream catchers over their beds to catch the dreams. They believed that the bad dreams would get trapped in the web and would not be able to get out. The bad dreams would disappear when the sun came up. That way, their sleep would be pleasant and untroubled. 111

Happy dreams were also thought to drift around during the night. The dream catcher was supposed to help the pleasant dreams float down through the feathers. Happy dreams would land on the person sleeping below. Dream catchers were often hung over newborn babies and newly married couples. 158

At our club meeting, we made our dream catchers out of paper plates. First we cut the centers out. Then we punched sixteen holes all around the outside. We wove a piece of yarn through all the holes, going back and forth to make a web. Then we tied a feather and beads through a bottom hole and let them hang below. I put mine over my bed and I haven't had a bad dream since. 234

Total words: 41 – errors: 11 = words correct: 30

ORF Progress Monitoring 3

Mother's Day

My stepfather and I surprised Mom on Mother's Day. We got up very early in the morning and fixed her breakfast. We planned the surprise the day before. We went to the grocery store and bought food and real flowers to make the breakfast special. We decided to bake waffles and serve them with fresh strawberries and whipped cream. We know Mom likes strawberry waffles because she had them once when we went out for breakfast. 76

We told Mom to sleep in as long as she wanted. We said, "When you wake up, just knock on the kitchen door but don't come into the kitchen." 105

I washed the strawberries and removed the tops. Then I put silverware and a plate on a tray and Dad put the flowers in a little vase. Dad made the special coffee Mom loves. Then I helped Dad make the waffles. We used a waffle mix so it would be easier. We had to heat up the waffle iron first. The first waffle didn't turn out too well so Dad said I could eat it. It tasted excellent even if it looked funny! 188

The next waffle was perfect. Just when we had the waffles all figured out, Mom knocked on the kitchen door. We put a waffle on the plate and spooned the berries on it. Then I squirted whipped cream over the top. 229

We walked up to the bedroom and tapped on the door. Mom said, "Come in!" 244

She said it was the best breakfast she had ever tasted. 255

Total words: 45 – errors: 13 = words correct: 32

Student Name: Paul (3rd Grade) **Teacher:** Ms. Everette

Disruptive Behaviors: Engaging in activities not related to the assigned task or class instruction such as pushing pencils off the desk, walking around the room that is not part of a transition or lesson, talking to other students, calling out without raising a hand, rummaging through the desk or a book that is not tied to assigned work.

Instructions: Place a check or tally mark in the box that corresponds to the correct day and time when you observe the behavior.

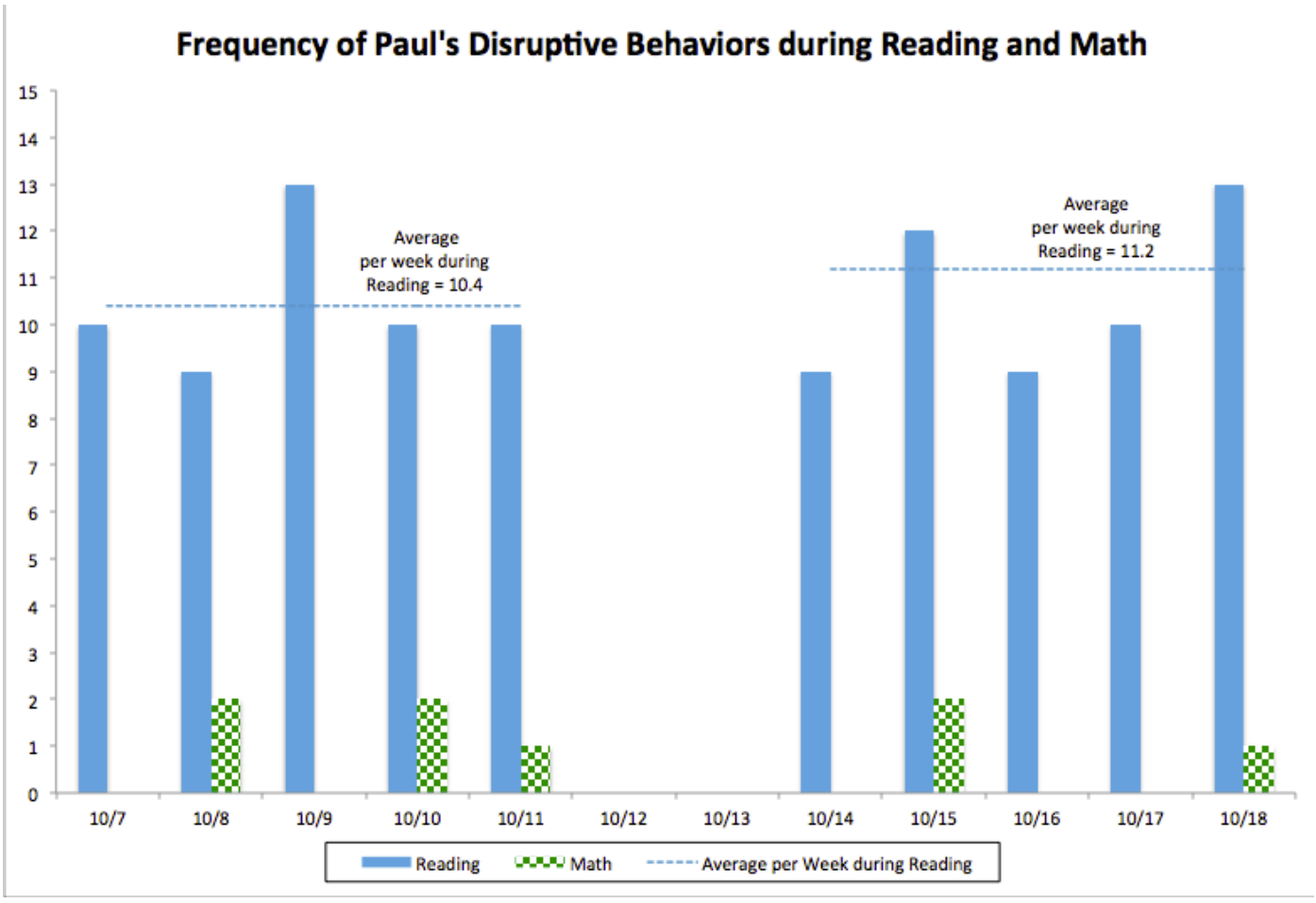
Academic Content Areas for Week of 10/7

Content / Time	Monday	Tuesday	Wednesday	Thursday	Friday	Average per day in area
Reading 9:15–10:45	✓✓✓✓✓ ✓✓✓✓✓ ✓✓	✓✓✓✓ ✓✓✓✓ ✓✓✓	✓✓✓✓ ✓✓✓✓ ✓✓✓	✓✓✓✓ ✓✓✓✓ ✓✓	✓✓✓✓ ✓✓✓✓ ✓	10.4
Math 1:00–2:15		✓✓		✓✓	✓	1

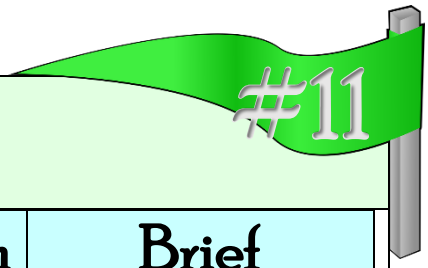
Academic Content Areas for Week of 10/14

Content / Time	Monday	Tuesday	Wednesday	Thursday	Friday	Average per day in area
Reading 9:15–10:45	✓✓✓✓✓ ✓✓✓✓✓ ✓	✓✓✓✓ ✓✓✓✓ ✓✓✓✓	✓✓✓✓ ✓✓✓✓ ✓✓	✓✓✓✓ ✓✓✓✓ ✓✓	✓✓✓✓ ✓✓✓✓ ✓✓✓✓	11.2
Math 1:00–2:15		✓✓			✓	0.6

Paul is doing great in math – can we stop collecting this during math?



CREATE YOUR OWN TIPS ADVENTURE



Scenario #	Type	Level of Data	Population	Brief description
1	Academic	Individual student	Middle or high	Middle or high school, individual student, work completion
2	Behavior	Individual student	Elementary	On-task engagement data
3	Behavior	Group	Middle School	Office discipline referrals
4	Other	Group	High School	Freshman enrollment in AP classes
5	Other	Whole School	Elementary	Attendance at Open House
6	Behavior	Individual student	Elementary or Middle	Data monitoring disruptive behaviors
7	Other	District	District	Consensus data regarding MTSS implementation
8	Academic	Individual	High School	Math/Science grades

Monitoring Program Fidelity
Tiered Fidelity Inventory(TFI)

#12

TFI Subscale	Item	Score	Possible Data Sources
Teams	1.1 Team Composition		School Organization Chart (Team Member Profile) Tier I Team Meeting Minutes
	1.2 Team Operating Procedures		Tier I Team Meeting Agenda and Minutes Tier I Team Meeting Role Descriptions (Team Member Profile) Tier I Action Plan

Precision Statement:	**Current Level:** TFI Team Subscale Score: **Goals and Timeline:** *What? By When?*	**Solution/Actions:** By who? By when?

Identify Fidelity & Outcome Data *What? When? Who?*		**Implementation Review** **Did it work?** *(Review current levels and compare to goal)*	
*What **fidelity** data will we collect?* *What? When? Who?*	*What **outcome** data will we collect?* *What?* *When?* *Who?*	***Fidelity Data**:* ***Level of Implementation*** ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes:	***Outcome Data*** *(Current Levels):* ***Comparison to Goal*** ☐ Worse ☐ No Change ☐ Improved but not to goal ☐ Goal met Notes:

Next Steps:
☐ Continue current plan
☐ Modify plan
☐ Discontinue plan
☐ Other
Notes:

TFI Subscale	Item	Score	Possible Data Sources
Implementation	1.3 Behavioral Expectations		TFI Walkthrough Tool Staff Handbook Student Handbook
	1.4 Teaching Expectations		TFI Walkthrough Tool/Informal Walkthroughs Professional Development Calendar (Staff Meetings etc.) Lesson Plans
	1.5 Problem Behavior Definitions		Staff Handbook Student Handbook School Policy Discipline Flowchart
	1.6 Discipline Policies		Discipline Policy Student Handbook Code of Conduct Informal Administrator Interview
	1.7 Professional Development		Professional Development Calendar (Staff Meetings etc.) Staff Handbook

Precision Statement:	**Current Level:** TFI Implementation Subscale Score: **Goals and Timeline:** *What? By When?*	**Solution/Actions:** By who? By when?

Identify Fidelity & Outcome Data *What? When? Who?*		**Implementation Review** **Did it work?** *(Review current levels and compare to goal)*	
*What **fidelity** data will we collect?* *What? When? Who?*	*What **outcome** data will we collect?* *What?* *When?* *Who?*	***Fidelity Data**:* ***Level of Implementation*** ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes:	***Outcome Data*** *(Current Levels):* ***Comparison to Goal*** ☐ Worse ☐ No Change ☐ Improved but not to goal ☐ Goal met Notes:

Next Steps:
☐ Continue current plan
☐ Modify plan
☐ Discontinue plan
☐ Other
Notes:

Subscale	Item	Score	Possible Data Sources
Implementation	1.8 Classroom Procedures		Staff Handbook Informal Walkthroughs Progress Monitoring Individual Classroom Data
	1.9 Feedback and Acknowledgment		TFI Walkthrough Tool
	1.10 Faculty Involvement		PBIS Self-Assessment Survey Informal Surveys Staff Meeting Minutes Team Meeting Minutes
	1.11 Student/Family/Community Involvement		Surveys Voting Results from Parents/Family Meetings Team Meeting Minutes

Precision Statement:	**Current Level:** TFI Implementation Subscale Score: **Goals and Timeline:** *Wy When?*	**Solution/Actions:** By who? By when?

Identify Fidelity & Outcome Data *What? When? Who?*		**Implementation Review** **Did it work?** *(Review current levels and compare to goal)*	
*What **fidelity** data will we collect?* *What? When? Who?*	*What **outcome** data will we collect?* *What? When? Who?*	***Fidelity Data**:* ***Level of Implementation*** ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes:	***Outcome Data*** *(Current Levels):* ***Comparison to Goal*** ☐ Worse ☐ No Change ☐ Improved but not to goal ☐ Goal met Notes:

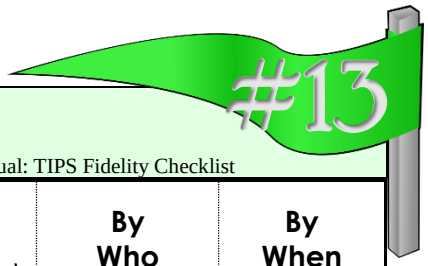
Next Steps:
☐ Continue current plan
☐ Modify plan
☐ Discontinue plan
☐ Other
Notes:

TFI Subscale	Item	Score	Possible Data Sources
Evaluation	1.12 Discipline Data		School Policy Team Meeting Minutes Student Outcome Data
	1.13 Data-based Decision Making		Data Decision Rules (Minor/Major) Staff Professional Development Calendar Staff Handbook Team Meeting Minutes
	1.14 Fidelity Data		School Policy Staff Handbook School Newsletters School Website
	1.15 Annual Evaluation		Staff, Student, Family Surveys Tier I Handbook Fidelity Tools School Policy/School Newsletters Student Outcomes/District Reports

Precision Statement:	**Current Level:** TFI Evaluation Subscale Score: **Goals and Timeline:** *What? By When*	**Solution/Actions:** By who? By when?

Identify Fidelity & Outcome Data *What? When? Who?*		**Implementation Review** **Did it work?** *(Review current levels and compare to goal)*	
*What **fidelity** data will we collect?* *What? When? Who?*	*What **outcome** data will we collect?* *What? When? Who?*	***Fidelity Data**:* ***Level of Implementation*** ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes:	***Outcome Data*** *(Current Levels):* ***Comparison to Goal*** ☐ Worse ☐ No Change ☐ Improved but not to goal ☐ Goal met Notes:

Next Steps:
☐ Continue current plan
☐ Modify plan
☐ Discontinue plan
☐ Other
Notes:



District Readiness Checklist

Todd, A. W., Newton, J. S., Horner, R. H., Algozzine, K., & Algozzine, B. (2014). TIPS II Training Manual: TIPS Fidelity Checklist

TIPS Readiness Feature	Status In progress; Complete	Actions To Do *(if not complete)*	By Who	By When
District Commitment				
1. My District views data-based decision-making as a common practice for implementing for school improvement and instructional planning, and supports our use of TIPS as a team based, data-informed, decision making process.				
2. My District has committed time, training support, and ongoing coaching to help us implement TIPS with fidelity, initially and in the long term.				
3. My District has dedicated a coach who knows or will learn the TIPS system and will be available before, during, and after meetings to support problem solving and decision-making. ***This person is:***				
4. My district team and our coach are committed to attending one full day of team training to learn the skills for applying the TIPS Model for problem solving and decision-making.				
5. My District coach is committed to attend a full day coaching training in addition to the team training listed in #8 and will provide coaching before, during and after team meetings.				
Commitment to work with SCHOOL Teams				
6. Our district will work with school teams that include a school administrator (principal or vice principal), general educator, special educator, and others as appropriate to help understand student data and make decisions.				
7. Our school teams will include an administrator with authority and availability to make decisions during meetings.				
8. Our school teams are committed to implementing TIPS **Team Meeting Foundations & Problem Solving**.				

TIPS Readiness Feature	Status In progress; Complete	Actions To Do *(if not complete)*	By Who	By When
Access to Data				
9. Teams have access to accurate & current data reports needed for problem solving and decision-making before and during the meeting and will bring that data to the training sessions.				
10. Teams have at least one member who is fluent in generating basic and drill-down reports from data set(s) being used before and during meetings. This person is:				