New York State Education Department
Office of Special Education

Educational Partnership

New York State Education Department
Office of Special Education
Educational Partnership

Building the Foundation of Effective Behavioral Systems

A Unified, Instructional, and Data-Driven Approach to Schoolwide Discipline

Developed by the Technical Assistance Partnership (TAP) for Behavior, University at Albany
Version: 3/2026

Blueprint for Improved Results for Students with Disabilities

Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities

Schools provide high-quality inclusive programs and activities.

Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

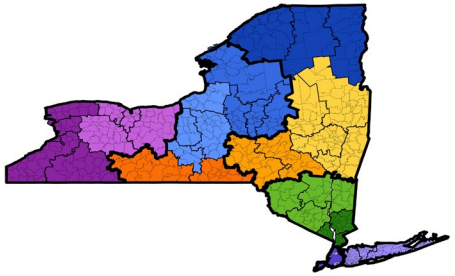
New York State Education Department
Office of Special Education
Educational Partnership

Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

New York State Education Department
Office of Special Education
Educational Partnership

Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families

- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of New York State (NYS) and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

Presenter Introductions

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

EXPECTATION	BEHAVIOR
BE RESPONSIBLE	✧ Take care of your personal needs ✧ Return on time and quietly ✧ Sign attendance sheets / complete eval. form ✧ Use electronic devices when necessary
BE RESPECTFUL	✧ Put cell phones to “off” or “vibrate” ✧ Listen to others attentively ✧ Honor confidentiality when applicable ✧ Stay on topic
BE ENGAGED	✧ Be an active participant ✧ Participate with an open mind ✧ Take notes ✧ Make plans to stay until training dismissal

Virtual Training Expectations

EXPECTATION	BEHAVIOR
BE RESPONSIBLE	✧ Take care of your personal needs ✧ Return on time and quietly ✧ Complete evaluation form ✧ Find a quiet place to participate
BE RESPECTFUL	✧ Use “mute” to prevent background noise ✧ Listen to others attentively ✧ Honor confidentiality when applicable ✧ Stay on topic
BE ENGAGED	✧ Be an active participant ✧ Participate with an open mind ✧ Take notes ✧ Make plans to stay until training dismissal

YOUR TURN: Identify Roles

- Team Facilitator
- Note Taker
- Spokesperson

Slide Marker Icons

Series Objectives

By the end of this series, participants will be able to:

- Explain core principles of behavior and how they inform effective schoolwide behavioral systems
- Design a unified, instructional discipline framework aligned with schoolwide expectations
- Utilize a process to successfully analyze behavioral data and identify precise problem statements
- Develop actionable, data-based plans that include clear outcomes, implementation steps, and progress-monitoring measures

Series Agenda/Roadmap

- Module 1: Understanding Behavior and Building Effective Behavioral Systems
- Module 2: Designing a Unified and Instructional Discipline Framework
- Module 3: Data-Based Decision-Making Using Team-Initiated Problem-Solving (TIPS)
- Module 4: Action Planning for Developing an Effective Behavioral System

Module 3

Data-Based Decision-Making Using Team Initiated Problem Solving (TIPS)

Module 3 Objectives

Participants will be able to:

- Define data and explain the importance of using multiple data sources for decision making purposes
- Explain TIPS meeting foundations and justify their importance for facilitating efficient and effective meetings
- Describe the TIPS process (identify the problem, identify the goal, identify solutions, implement solutions, monitor, and evaluate, and make decisions)
- Review behavioral data, drill-down, and apply the TIPS problem-solving and implementation decision processes

Module 3 Roadmap

- **Introduction to Data and Data Systems**
- **Using TIPS as a Data-Based Decision-Making Process**
  - Team
  - Data
  - Process

Module 3 Frequently Used Acronyms

- **BIP –** Behavior Intervention Plan
- **CICO –** Check-In/Check-Out
- **DBDM –** Data-Based Decision-Making
- **DBPA –** Drivers Best Practices Assessment
- **DCA –** District Capacity Assessment
- **DPR –** Daily Progress Report
- **DSFI –** District Systems Fidelity Inventory
- **ODR –** Office Discipline Referral
- **R-TFI –** Reading Tiered Fidelity Inventory
- **SWIS –** Schoolwide Information System
- **TFI –** Tiered Fidelity Inventory
- **TIPS –** Team Initiated Problem Solving
- **TIPS-FC –** Team Initiated Problem Solving Fidelity Checklist
- **TOR –** Terms of Reference

Module 3 Handouts

1. TIPS Strategy Guide
2. Terms of Reference
3. Drill Down Worksheet
4. TIPS Meeting Minute Form
5. Module 3 Action Plan

Section 1 of 2

Introduction to Data and Data Systems

What is Data?

Definition

- Data are the many sources of information we use to make decisions about how to allocate our resources

- Data come in many forms such as ODRs, attendance records, grades, surveys, verbal feedback, observations, fidelity tools, etc.

- Data must be documented and shared to be most effective in action planning

Why Use Data for Decision-Making?

Rationale

- Data allows us to look at a problem more objectively
- Without data, we are more likely to make ambiguous, or emotionally driven decisions
- Data helps identify strengths to build upon to increase successes
- Data can be used to identify and plan how to address problems, celebrate successes, and support accountability

Using Data for Decision-Making

- **Data helps us ask the right questions… it does not provide the answers**

- **Use data to:**
  - Identify problems
  - Refine problems
  - Define the questions that lead to solutions

"The effectiveness of the actions we take depends on the quality of questions we ask."
Eric Vogt, Juanita Brown, and David Isaacs, 2003

- **Data helps place the "problem" in the context rather than in the students**

Rationale for Creating Data Decision Making Systems

- Using data for decision-making is a powerful approach for improving both educational systems and student outcomes
- Strongly recommended by the United States Department of Education and Department of Justice
- Rigorous collection and analysis of data serve to understand the need, identify areas for improvement and determine appropriate action to ensure that efforts to reduce disproportionality are effective and provide guidance for adjustments
- Tiered systems of preventing problems offer an excellent framework for organizing, adapting and delivering effective behavioral interventions to all students, especially students with disabilities or high risk for failure

(McIntosh et al., 201; Stecker, Fuchs, & Fuchs, 2005; 2014; Sugai & Horner, 2020)

What Data Should We Be Using?

Types of Data	Examples
Student Outcome Data	• ODRs • Suspensions • School Climate Survey • Attendance • Academic Performance
Screening Data	• Academic/Behavioral Universal Screeners • Progress Monitoring Data
Implementation Fidelity Data	• TFI • R-TFI • TIPS-FC • Intervention Fidelity (e.g., CICO, SAIG) • DSFI • DBPA • DCA

Section 2 of 2

Using TIPS as a DBDM Process

Why use TIPS?

Teams trained in TIPS are more likely to:

- **Use data** to define problems with precision (vs. admire, vent)
- **Generate goals and solutions** that align with precision problem statement
- **Identify timelines** as well as **fidelity and outcome measures**
- Solve problems leading to implementation fidelity and positive student outcomes (**conversations directed to a purpose**)

(Educational Community Supports, University of Oregon, 2022)

What is TIPS?

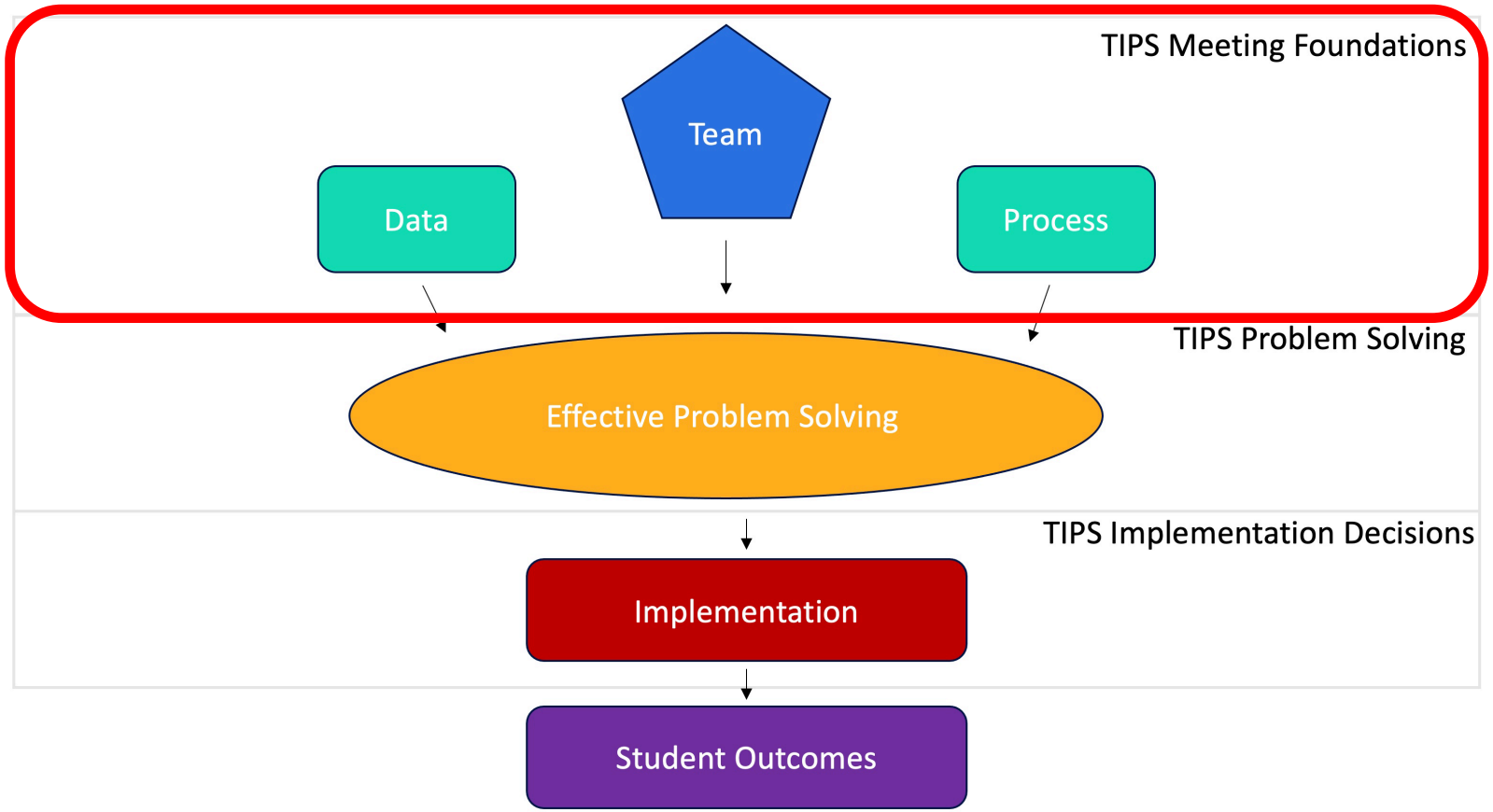
Handout

TIPS is an evidence-based decision-making process that involves:

- Identifying the Problem with Precision
- Identifying the Goal for Change
- Identifying the Solution and Implementation Plan
- Implementing the Solution
- Monitoring the Solution's Impact
- Deciding What to Do Next

Three Elements of TIPS

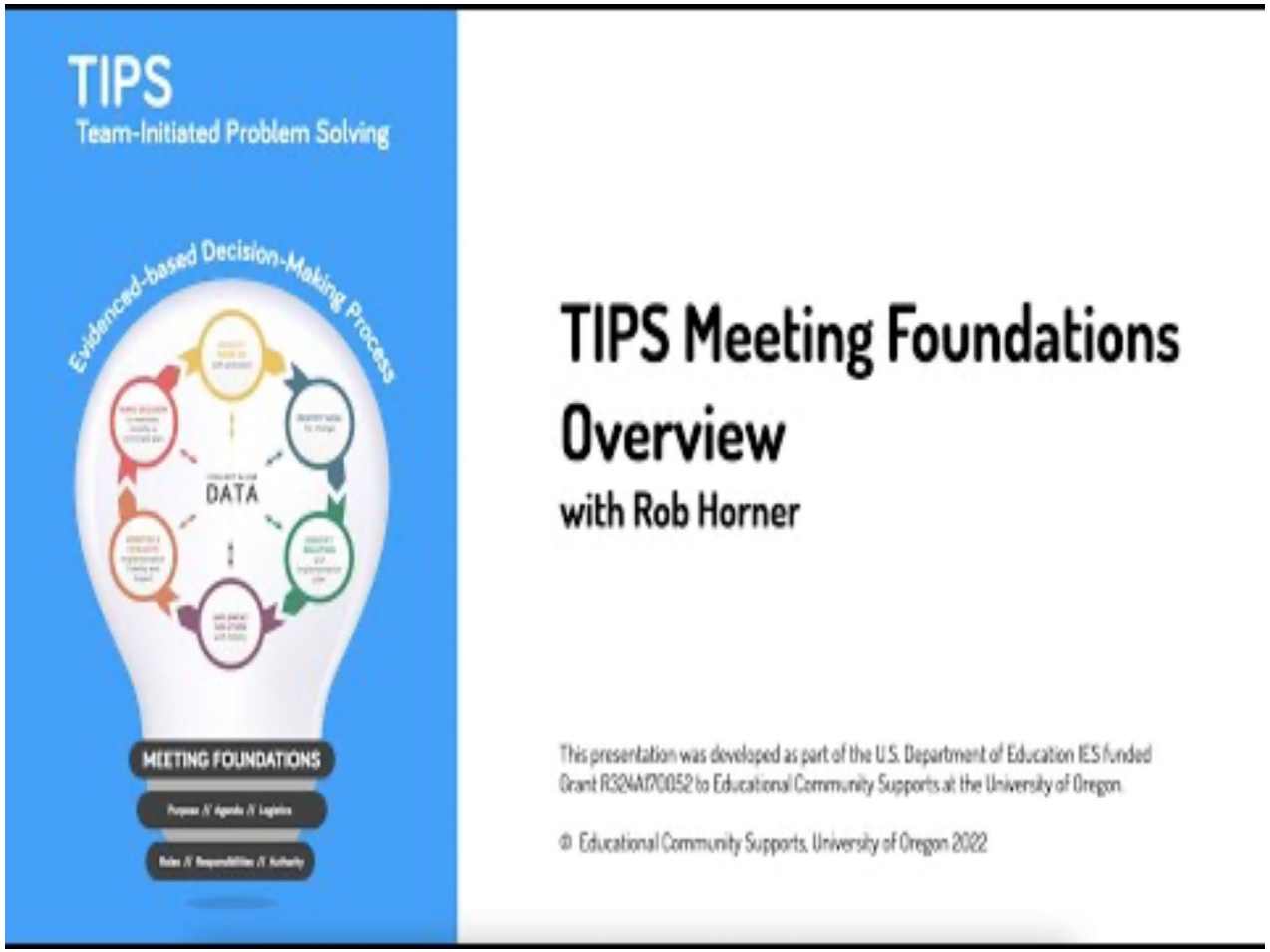
TIPS Meeting Foundations



(Educational Community Supports, University of Oregon, 2022)

Meeting Foundations

Allowing Teams to be More Effective and Efficient



(Educational Community Supports, University of Oregon, 2022)

Meeting Foundations – The Team

TIPS Meeting Foundations

The Team – Membership

TIPS is a *process* for DBDM that should be used by existing teams; however, it can be another opportunity to reflect on your team membership and ensure that you have appropriate individuals on the team

Best practice for team membership can be identified from the DSFI and the TFI:

- District Level Team – District Systems Fidelity Inventory Items 1.1 - 1.4
- Tier 1 Team - TFI Item 1.1
- Tier 2 Team - TFI Item 2.1
- Tier 3 Team - TFI Item 3.1

(Center on PBIS, 2023, 2025)

TIPS Meeting Foundations

The Team - Purpose

District-Level Team – aligning initiatives, supporting school implementation, and monitoring districtwide fidelity and outcomes

Tier 1 Team – implementing schoolwide systems, analyzing discipline data, monitoring school climate, and ensuring universal supports

Tier 2 Team – implementing Tier 2 systems, identifying students for targeted supports, and monitoring outcomes and fidelity of Tier 2 interventions

Tier 3 Team – implementing Tier 3 systems, identifying students for individualized supports, and monitoring outcomes and fidelity of Tier 3 interventions

Elements of TIPS Meeting Foundations

The structure of meetings lays the foundation for efficiency and effectiveness

- Purpose of the meeting is clear and functional
- Team agreements about meeting processes are defined
- Roles and responsibilities are defined (including decision-making authority)
  - Have identified Primary and Backup people for roles
- Team member communication is efficient and defined
  - Accessibility to email, phone, meeting minutes, who communicates to other teams, stakeholders
- Annual calendar of meeting dates, times, location is determined
- Consistent, established, shared meeting minutes form is used with fidelity

Problem Identification across the Tiers

Steps in the Process	District	Tier 1 (Universal)	Tier 2 (Targeted / Strategic)	Tier 3 (Intensive / Individualized)
Problem Identification	• Analyze aggregate data across schools to identify trends, patterns, or gaps in student behavior and supports. • Identify systemic issues such as inconsistent discipline practices, disparities in access to interventions, or variation in implementation fidelity. • Determine priority areas that align with district goals and initiatives (e.g., social-emotional learning, equity in discipline, mental health supports)	Determine if a sufficient % of students are meeting both academic and behavior expectations	Determine if students: - Are not responding to core (severity), or - Demonstrate sufficient Tier 1 need to warrant supplemental supports (intensity)	Determine if students: - Are not responding to Tier 1 or 2 (severity), or - Demonstrate sufficient Tier 1 need to warrant intensive individualized supports (intensity)
Problem Analysis	• Examine root causes of districtwide patterns, such as inconsistent implementation, lack of professional development, or insufficient Tier 2/Tier 3 supports. • Compare school-level data to identify high-need schools or populations. • Assess the capacity of schools to implement PBIS effectively, including staffing, training, and resources.	Investigate hypotheses about: - School climate/culture - Fidelity of Tier 1 academic & behavior practices - Interactions between instruction and classroom management	Investigate hypotheses about: - Access to effective core (fidelity & sufficiency of Tier 1) - Skill and performance deficits - Interactions between academic deficits and social-emotional competencies within Tier 1 context	Investigate hypotheses about: - Access to effective core (sufficiency and fidelity of Tier 1 - Sufficiency & fidelity of Tier 2 - Skill and performance deficits - Complex interactions between multiple academic and social-emotional behavioral competencies within Tier 1 context
Plan Development & Implementation	• Develop a coherent, districtwide PBIS plan that provides guidance, resources, and expectations for schools. • Prioritize supportive structures, including professional development, coaching, and resource distribution. • Roll out initiatives in phases if necessary, allowing schools to adopt with fidelity. • Ensure plans align with other district initiatives and state/federal regulations.	Align with school improvement plan and implement school-wide, grade-wide, and class-wide changes with fidelity	Plan options for strategic intervention options: - Standard protocol - Adapted standard protocol - Customized intervention	Plan options for intensive interventions: - Standard protocol - Adapted protocol - Customized intervention
Plan Evaluation (Monitor & Decide)	• Collect and analyze districtwide fidelity and outcome data, such as implementation scores, discipline trends, and climate surveys. • Compare school performance to identify high-performing vs. struggling schools and target additional support. • Adjust district strategies based on data (e.g., revise training, allocate resources differently, or modify policies).	Evaluate same Tier 1 data sources in problem identification to determine if the plan is working and next steps for continuous improvement of Tier 1	- Evaluate Tier 2 progress-monitoring data to evaluate effectiveness of Tier 2 interventions - Evaluate Tier 1 data for improvements in Tier 1 due to Tier 2 effectiveness for the students	- Evaluate Tier 3 progress-monitoring data to evaluate effectiveness of Tier 3 interventions - Evaluate Tier 1 data for improvements in Tier 1 due to Tier 3 effectiveness for the students

Meeting Foundations – The Data

For TIPS to work, teams must have easy access to the right data, in the right format, at the right time.

Type of Data	District Team	Tier 1 Team	Tier 2 Team	Tier 3 Team
Student Outcome Data	- Discipline data district trends - Discipline data by school building - School climate survey trends - School climate survey data by building	- School-building discipline data - School climate survey	- % of students receiving intervention - % of students responding to intervention - DPR data	- % of students receiving intervention - % of students responding to intervention - DPR data - Individual student discipline data
Screening Data	- Universal screening data district trends - Universal screening data by building	- School-building screening data	- Screening data for flagged students (universal screener or data decision rules) - Intervention progress monitoring data	- Screening data for flagged students (universal screener or data decision rules) - Individual behavior plan progress monitoring
Implementation Fidelity Data	- DSFI data - District action plan - TFI data district trends - TFI data by building	- TFI Tier 1 fidelity - TFI Tier 1 action plan - TIPS fidelity data - Self-Assessment Survey	- TFI Tier 2 fidelity - TFI Tier 2 action plan - TIPS fidelity - Intervention fidelity (CICO/ SAIG)	- TFI Tier 3 fidelity - TFI Tier 3 action plan - TIPS fidelity - Intervention fidelity (BIP implementation integrity, Wraparound fidelity)

TIPS Meeting Foundations

Ensuring the Data is Consistent

Supporting Qualities	Description	Examples
Clean	Data is entered accurately and uniformly across all staff and settings. All staff use shared definitions, forms, and procedures	• Staff agree on behavioral definitions • A single referral form is used schoolwide • Behavior categories and locations are selected from drop-down menu • Data is audited periodically for missing or inconsistent entries
Reliable	Data accurately reflects the incident and is free from bias, guesses, and/or duplication	• Data is entered as close to the time of the incident as possible • Data is not entered multiple times or using multiple behaviors • Referral forms include time and location
Standardized	Definitions, referral processes, and timelines are consistently applied	• School uses discipline matrix to define behaviors • Development and use of behavioral flowchart • Staff receive ongoing training and support on data procedures

TIPS Meeting Foundations

Ensuring the Data is Usable

Supporting Qualities	Description	Examples
Timely	Data is entered promptly and reviewed regularly	• ODRs are entered within 24 hours • Teams review data at least monthly
Organized/Actionable	Data is visually summarized and structured for quick interpretation and is specific enough to guide decisions and interventions	• The Big 7 core graphs and reports can be accessed by the team • Filters can be applied to disaggregate data by key demographic information

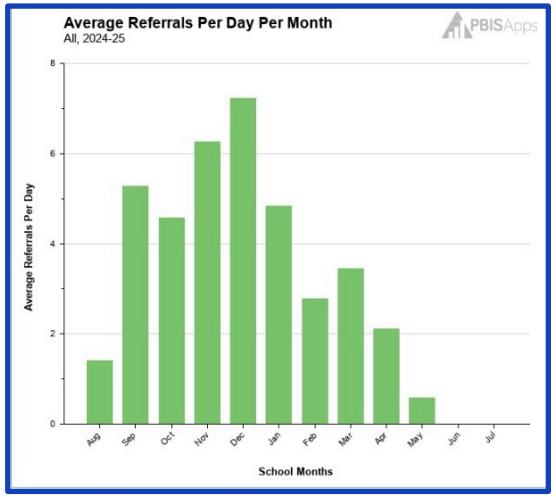
TIPS Meeting Foundations

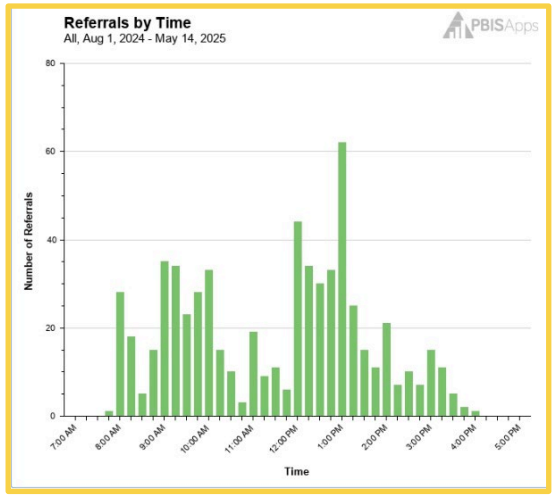
Ensuring the Data is Accessible

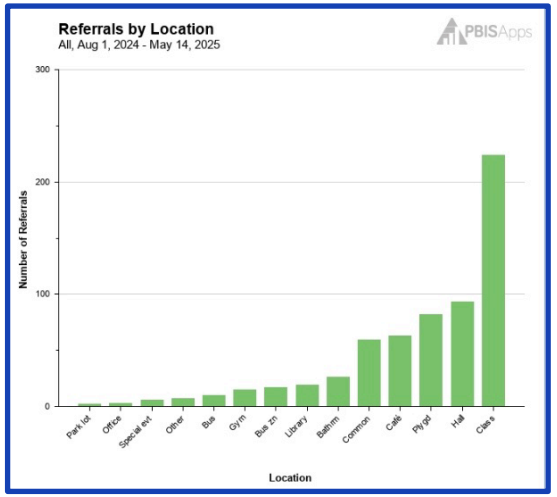
Supporting Qualities	Description	Examples
Accessible	Teams can independently access the data systems needed for decision-making	• All team members can access the data management system to access the school-wide reports
Role-Specific	Access levels are based on staff needs and responsibilities	• Teachers can access data specific to their students only • The Tier 1 team can access the school-wide data • The administrators can access both school-level and student level data

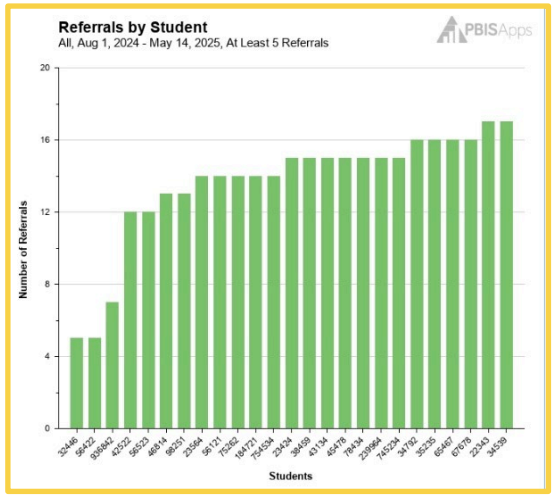
What Reports Do We Need to Access

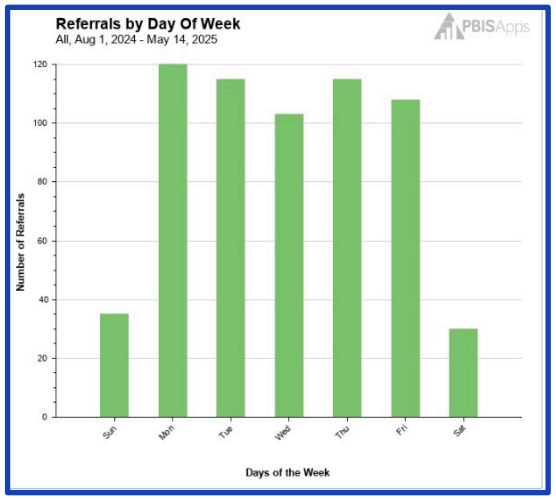
The Big 7

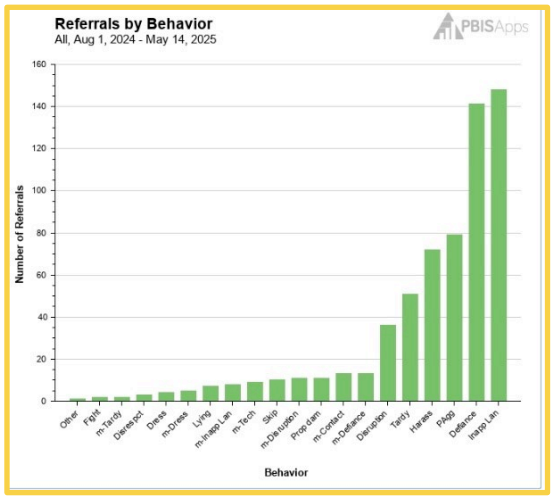


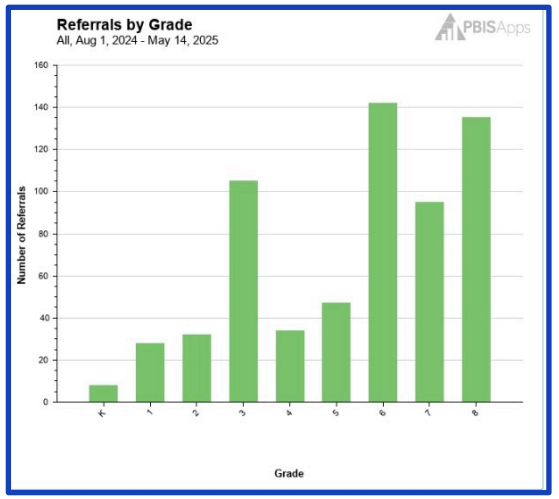












(Educational & Community Supports, PBISApps, 2024)

Meeting Foundations – The Process

TIPS Meeting Foundations

The Process

Having clear processes ensures that meetings are structured, efficient, and effective.

Elements of Meeting Foundations:

- A clear and functional purpose
- A consistent, shared, and structured agenda
- Defined roles and responsibilities
- Established team norms and communication protocols (TOR)
- An established problem-solving protocol
- Documentation and follow-up

TIPS Meeting Foundations: TOR

Terms of Reference (TOR)

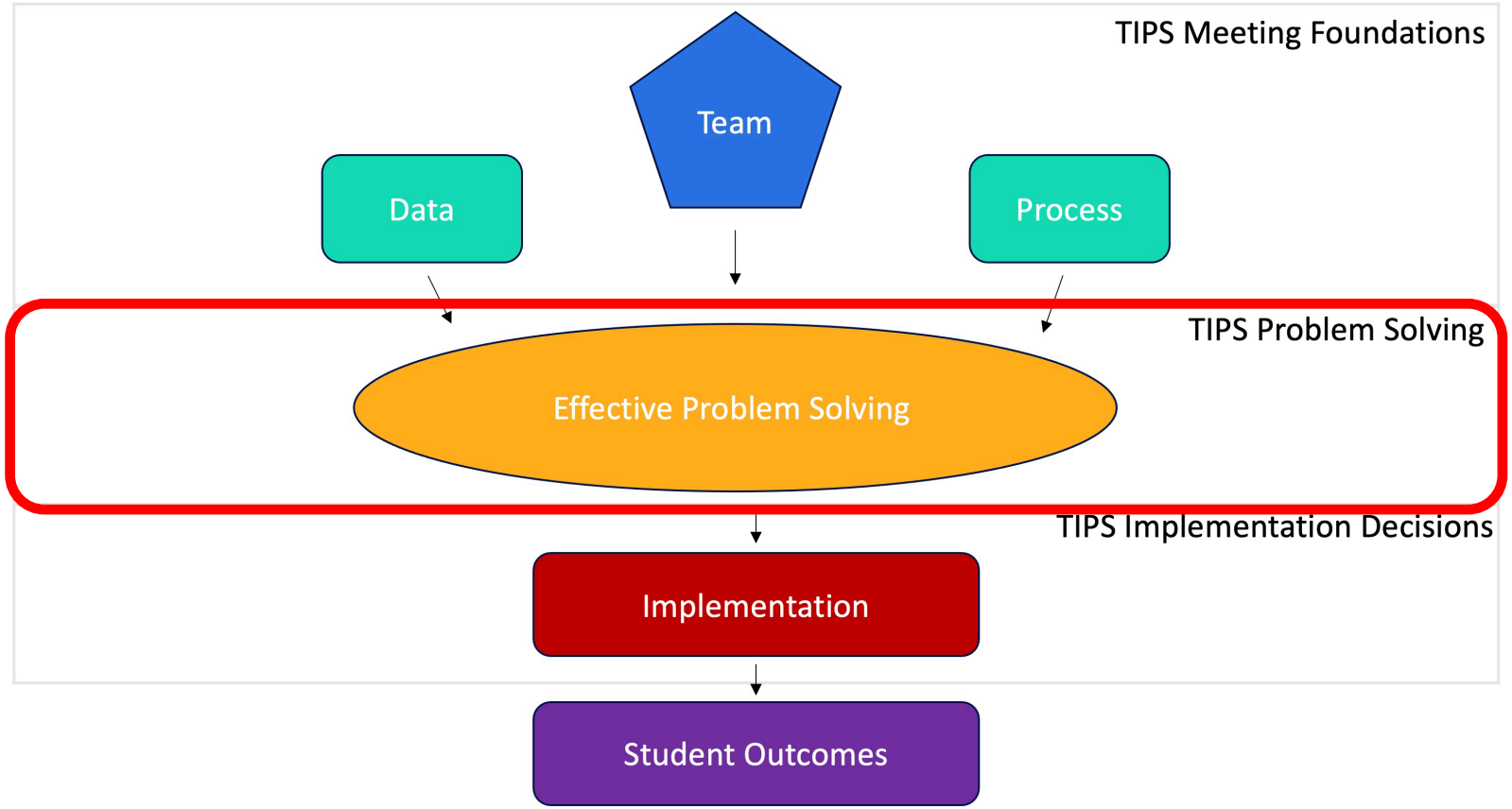
Name of Team		
	Team Member Name	**Position**

Component	**Guiding Questions**	**Team Decisions**
Purpose: Goals and Objectives	• What are the main purposes of this team? • What do you set out to achieve? • What message do you want to convey to staff about your work?	
Team Norms	• What are our ways of work and expectations of each other when working together?	
Meeting Roles and Responsibilities	• Who participates in these team meetings and in what ways? • What are the responsibilities of each role before, during, and after the meeting?	**Coach/Team Lead:** **Minute Taker:** **Timekeeper:** **Data Analyst:** **Other:**
Authority and Contextual Knowledge	• In your current position, what can you contribute to the decision-making process in terms of contextual knowledge and authority within team processes and decisions?	
Meeting Schedule	• What is the upcoming team meeting schedule (with dates and times)?	**Date** / **Time** **September** **October** **November** **December** **January** **February** **March** **April** **May** **June**
Communication Protocols	• Where are meeting minutes and supporting documents stored? • How do we share information with other teams/advanced tiers • If someone is unable to attend a meeting, what is the process for getting them caught up?	

Handout

Three Elements of TIPS

TIPS Problem Solving



(Educational Community Supports, University of Oregon, 2022)

Overview of the Problem-Solving Process

According to Research...

- **Typical Problem Solvers...**
  - Define problems loosely or vaguely
  - Don't validate assumption before building a plan
  - Develop generic plans
  - Don’t monitor fidelity of plan use
  - Don’t measure or evaluate impacts
  - Typically abandon interventions without considering fidelity and "start over"

- **Effective Problem Solvers...**
  - Define a problem in observable and measurable terms
  - Collect and use multiple sources of information to validate assumptions about the problem
  - Create highly detailed steps to implement the intervention with fidelity including assessment procedures, decision-rules, and action to support interventionist
  - Use student data and intervention fidelity to identify and implement next steps through continuous cycles of problem-solving

TIPS Problem-Solving Cycle: Step 1

Handout

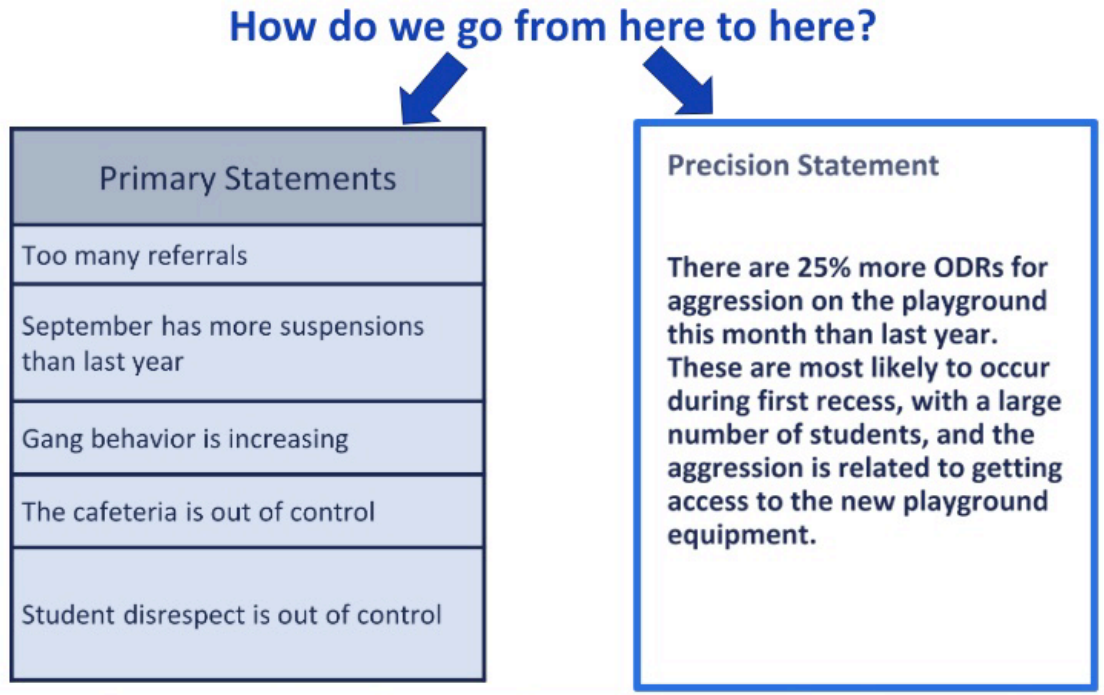
What to Do	Questions to Ask
Identify Problem with Precision	**What is the problem? Who? What? Where? When or How Often? Why?**
Identify Goal for Change	**How do we want the problem to change? What evidence do we need to show that we have achieved our goal?**
Identify Solution and Create Implementation 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?**
Implement Solution with High Integrity	**How will we know solution was implemented with fidelity? Did we implement solution with fidelity?**
Monitor Impact of Solution and Compare Against Goal	**Are we solving the problem? Is desired goal being achieved?**
Make Evaluation Decision	**Has the problem been solved? Has desired goal been achieved? What should we do next?**

TIPS Effective Problem Solving

Step 1 – Identify the Problem

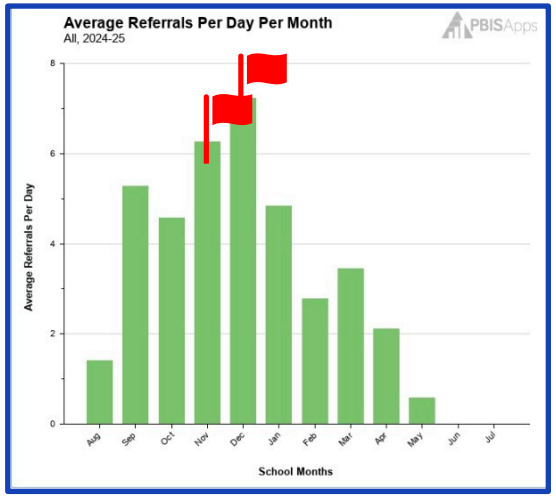
Before you can solve a problem, you need to know there is one and be able to define it clearly and objectively based on data

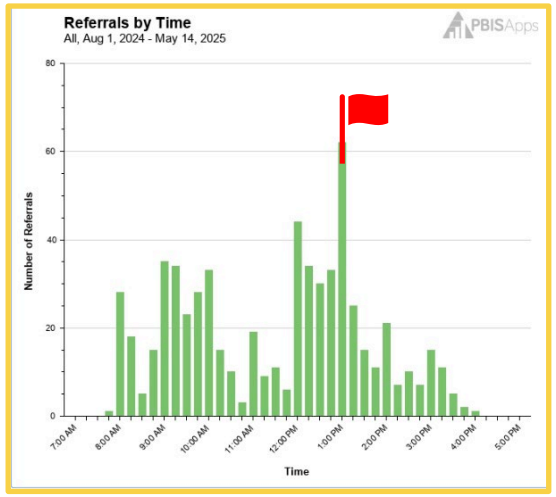
- Review the data from your data system and identify patterns and potential concerns (look for red flags)
- Identify a primary problem statement
- Drill down into the data and determine additional details that will support the development of a precise problem statement
- Develop a precise problem statement

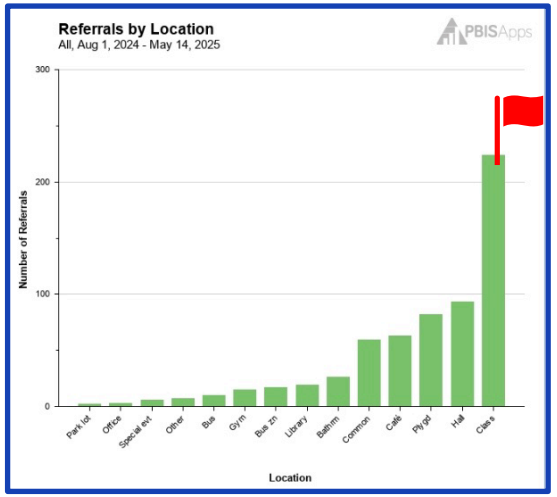


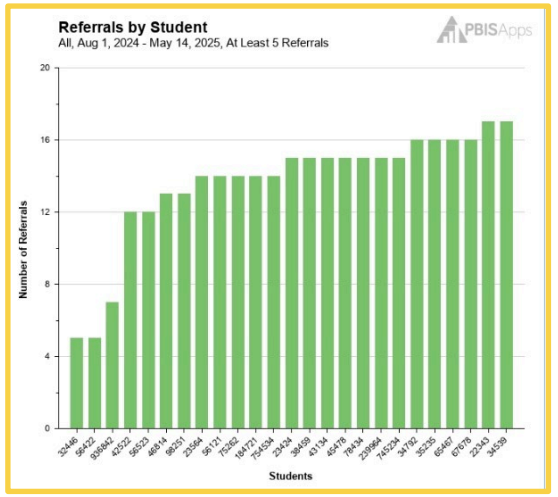
Using the Data to Identify Problems

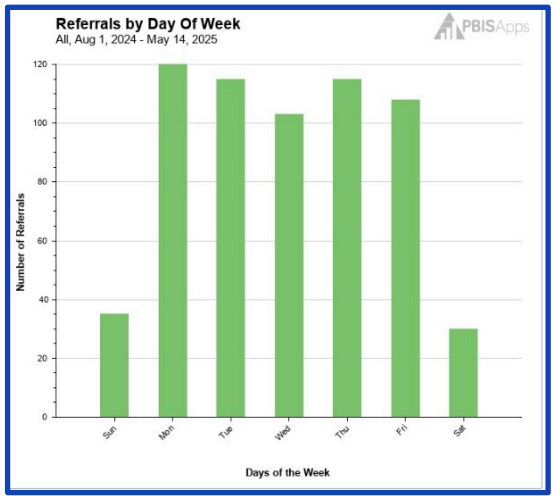
The Big 7

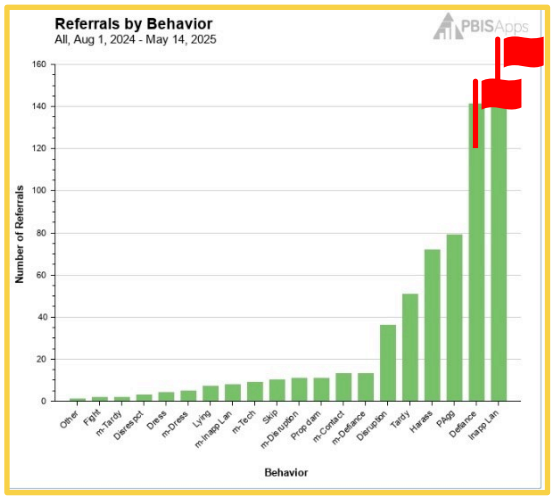


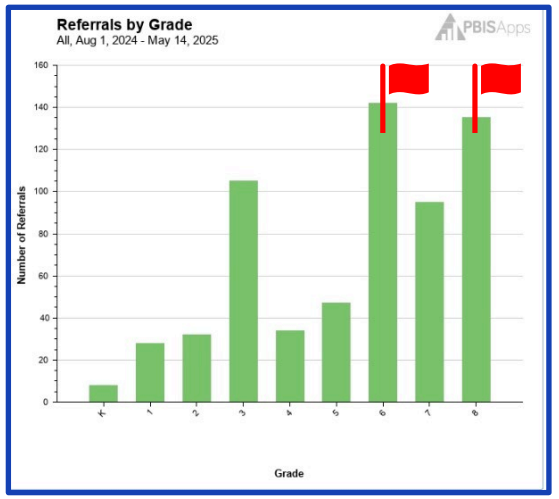










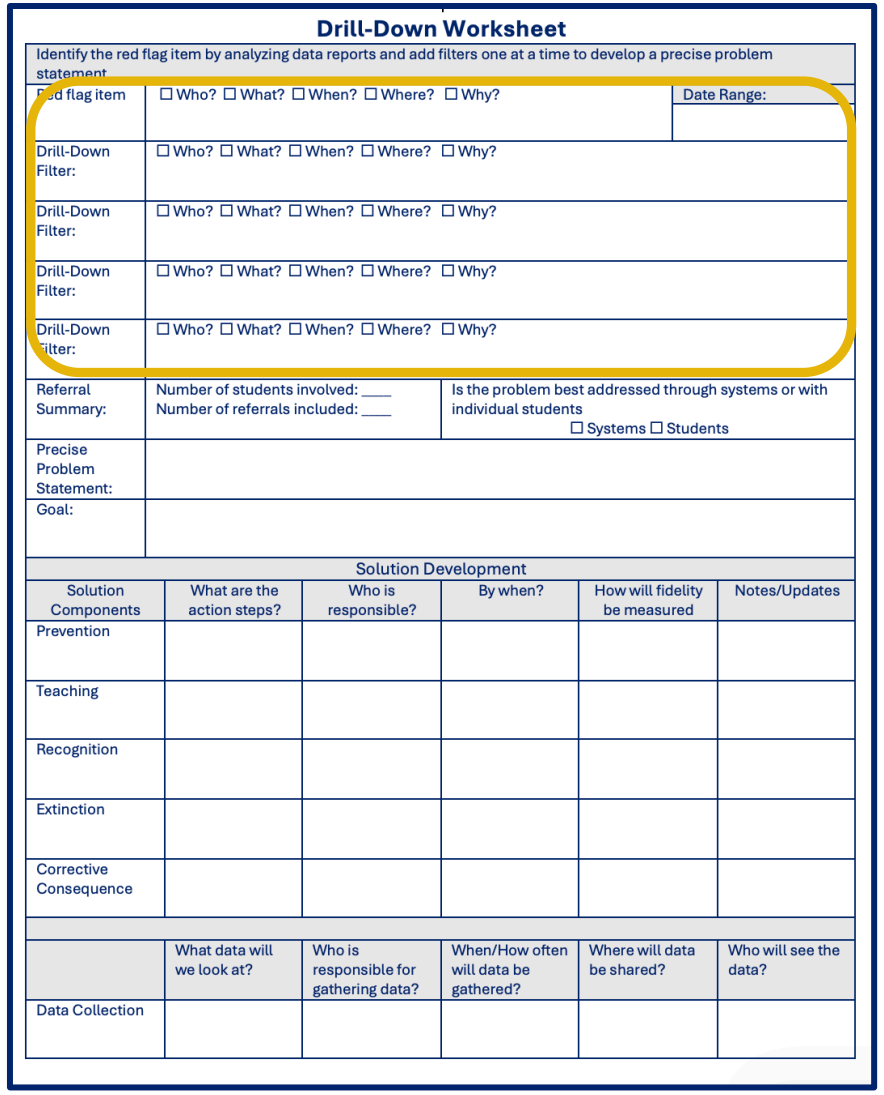


(Educational & Community Supports, PBISApps, 2024)

Creating Precise Problem Statements

Handout

- Define the problem by identifying what problem behaviors are involved in ODRs
- Clarify the problem by identifying
  - When ODRs are occurring (time of day)
  - Where ODRs are occurring (location)
  - Who is engaging in problem behaviors that result in ODRs
  - Why problem behaviors are continuing to occur (function)



Drill-Down Worksheet

Identify the red flag item by analyzing data reports and add filters one at a time to develop a precise problem statement

Red flag item	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	Date Range:
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Referral Summary:	Number of students involved: ___ Number of referrals included: ___	Is the problem best addressed through systems or with individual students ☐ Systems ☐ Students
Precise Problem Statement:		
Goal:		

Solution Development

Solution Components	What are the action steps?	Who is responsible?	By when?	How will fidelity be measured	Notes/Updates
Prevention					
Teaching					
Recognition					
Extinction					
Corrective Consequence					

	What data will we look at?	Who is responsible for gathering data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection					

(PBIS Apps, 2017)

Drilling Down to Develop a Precise Problem Statement Using SWIS

YOUR TURN

Creating Precise Problem Statements

- Access the SWIS demo site at https://swis-demo.pbisapps.org/
- Using the dashboard data identify a red flag item
- Use the drill down function to create a precise problem statement and fill out the corresponding boxes on the drill-down worksheet

Activity

Handout

Drill-Down Worksheet

Identify the red flag item by analyzing data reports and add filters one at a time to develop a precise statement		
Red flag item	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	Date Range
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Referral Summary:	Number of students involved: ____ Number of referrals included: ____	Is the problem best addressed through systems or with individual students ☐ Systems ☐ Students
Precise Problem Statement:		
Goal:		

Solution Development

Solution Components	What are the action steps?	Who is responsible?	By when?	How will fidelity be measured	Notes/Updates
Prevention					
Teaching					
Recognition					
Extinction					
Corrective Consequence					

	What data will we look at?	Who is responsible for gathering data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection					

(PBIS Apps, 2017)

TIPS Problem-Solving Cycle: Step 2

What to Do	Questions to Ask
Identify Problem with Precision	**What is the problem? Who? What? Where? When or How Often? Why?**
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?**
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?**
Implement Solution with High Integrity	**How will we know solution was implemented with fidelity? Did we implement solution with fidelity?**
Monitor Impact of Solution and Compare Against Goal	**Are we solving the problem? Is desired goal being achieved?**
Make Evaluation Decision	**Has the problem been solved? Has desired goal been achieved? What should we do next?**

TIPS Effective Problem-Solving

Step 2 - Identify a Goal for Change

To develop a goal, the precise problem statement needs to be translated into a **clear**, **actionable** goal.

SMART Goal Criteria:

- **S** – Specific: Clearly define the who, what, where, and when of your goal
- **M** – Measurable: Specify how you'll measure progress toward achieving your goal
- **A** – Achievable: Identify realistic strategies or actions you will implement
- **R** – Relevant: Ensure the goal is aligned directly with the problem identified in the data
- **T** – Time-bound: Establish a clear deadline for achieving the goal

- We aim to reduce incident referrals in the cafeteria by 20% (or from 22 IRs to 15 IRs) by Feb 28.
- We want to see a 15% reduction in the number of major ODRs for physical aggression by middle school boys over the next 4 weeks.

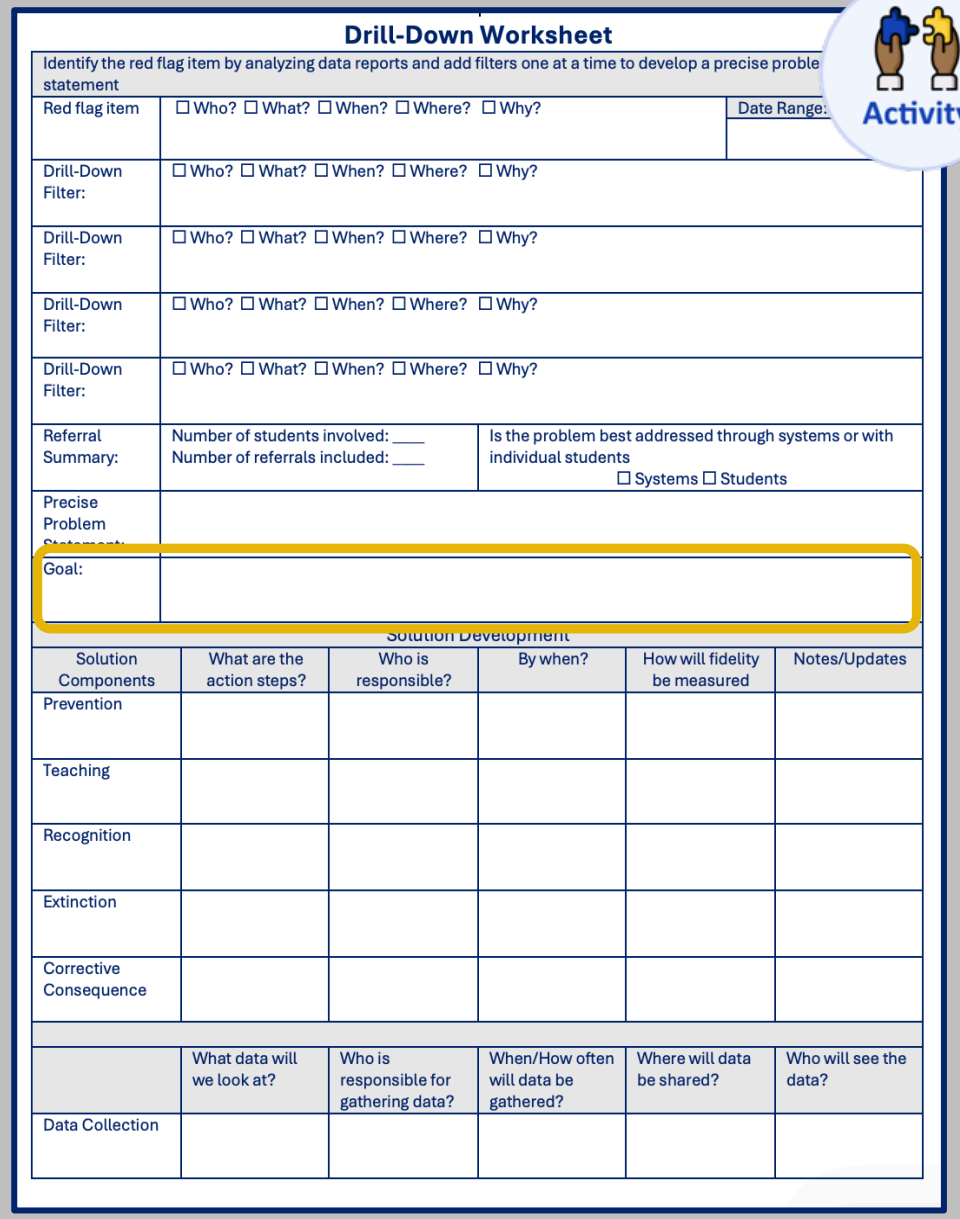
YOUR TURN

Develop a SMART Goal

Activity

Handout

Based on the precise problem statement you created, identify a desired outcome and create a SMART goal and document it on the drill-down worksheet



Drill-Down Worksheet

Identify the red flag item by analyzing data reports and add filters one at a time to develop a precise proble statement		
Red flag item	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	Date Range:
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Referral Summary:	Number of students involved: ____ Number of referrals included: ____	Is the problem best addressed through systems or with individual students ☐ Systems ☐ Students
Precise Problem Statement:		
Goal:		

Solution Development

Solution Components	What are the action steps?	Who is responsible?	By when?	How will fidelity be measured	Notes/Updates
Prevention					
Teaching					
Recognition					
Extinction					
Corrective Consequence					

	What data will we look at?	Who is responsible for gathering data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection					

(PBIS Apps, 2017)

TIPS Problem-Solving Cycle: Step 3

Handout

What to Do	Questions to Ask
Identify Problem with Precision	**What is the problem? Who? What? Where? When or How Often? Why?**
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?**
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?**
Implement Solution with High Integrity	**How will we know solution was implemented with fidelity? Did we implement solution with fidelity?**
Monitor Impact of Solution and Compare Against Goal	**Are we solving the problem? Is desired goal being achieved?**
Make Evaluation Decision	**Has the problem been solved? Has desired goal been achieved? What should we do next?**

TIPS Effective Problem-Solving

Step 3a - Identify Solutions

Based on the data, the team needs to determine what they are going to do to address the problem

Solutions should fall into the following categories:

- Prevention
- Teaching
- Reinforcement
- Extinction
- Corrective Consequences

Regardless of the solutions selected, the team needs to document **who** will implement the specific components, **by when**, and **how** to monitor its effectiveness

Developing Solution Actions

Handout

Solution Action Elements	Possible Generic Examples
Prevent: *What can we do to prevent the problem?*	•Modify the environment •Increase supervision/use proximity •Provide prompts/Pre-corrects •Modify the schedule/structure
Teach: *What expectations/behaviors do we need to teach or reteach?*	•Explicitly teach/re-teach school-wide expectations •Model and role play appropriate behaviors •Teach social skills
Reinforce: *What can we do to reinforce desired behaviors when they occur?*	•Acknowledge and praise appropriate behavior •Use tangible rewards or token systems •Provide behavior-specific praise
Extinguish: What can we do to withhold reinforcement when the problem behaviors occur?	•Remove attention or access to desired items •Use planned ignoring when appropriate •Ensure behavior does not lead to escape
Corrective Consequences: *What non-reinforcing consequences can we use when the problem behavior occurs?*	•Loss of privileges •Time owed, reteaching, overcorrection •Use restorative practices

TIPS Effective Problem-Solving

Step 3b – Develop a Plan

What will occur?

- The specific strategy, intervention, or action step to be implemented (the solution action)

Who will be responsible?

- The person or team assigned to carry out the action

When, where, and how often it will happen?

- The timeframe, location, and frequency of implementation (e.g., daily in math class, weekly during lunch, etc.)

How will it **be monitored**, **by whom**, **and when**?

- The data collection method (e.g., fidelity checklists, observation, logs)
- The individual responsible for monitoring
- The schedule for monitoring and reviewing implementation data

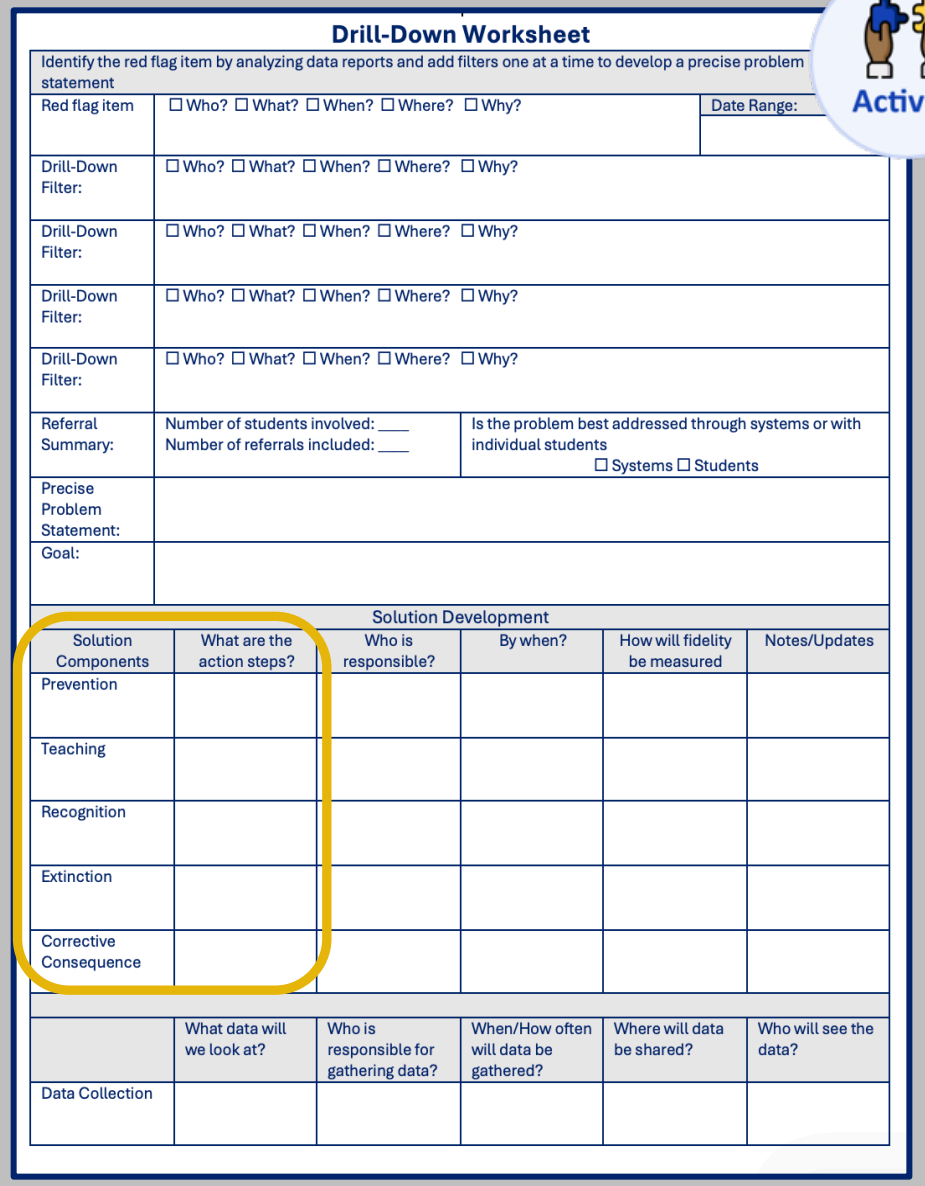
YOUR TURN

Develop Solution Actions

Activity

Handout

Based on the SMART goal that was developed, identify solution actions that directly aligned with the problem and goal and document them on the drill-down worksheet



Drill-Down Worksheet

Identify the red flag item by analyzing data reports and add filters one at a time to develop a precise problem statement

Red flag item	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	Date Range:
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Referral Summary:	Number of students involved: ___ Number of referrals included: ___	Is the problem best addressed through systems or with individual students ☐ Systems ☐ Students
Precise Problem Statement:		
Goal:		

Solution Development

Solution Components	What are the action steps?	Who is responsible?	By when?	How will fidelity be measured	Notes/Updates
Prevention					
Teaching					
Recognition					
Extinction					
Corrective Consequence					

	What data will we look at?	Who is responsible for gathering data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection					

(PBIS Apps, 2017)

TIPS Effective Problem Solving

Step 4 – Develop a Plan

What will occur?

- The specific strategy, intervention, or action step to be implemented (the solution action)

Who will be responsible?

- The person or team assigned to carry out the action

When, where, and how often it will happen?

- The time frame, location, and frequency of implementation (e.g., daily in math class, weekly during lunch, etc.)

How will it be monitored, by whom, and when?

- The data collection method (e.g., fidelity checklists, observation, logs)
- The individual responsible for monitoring
- The schedule for monitoring and reviewing implementation data

YOUR TURN

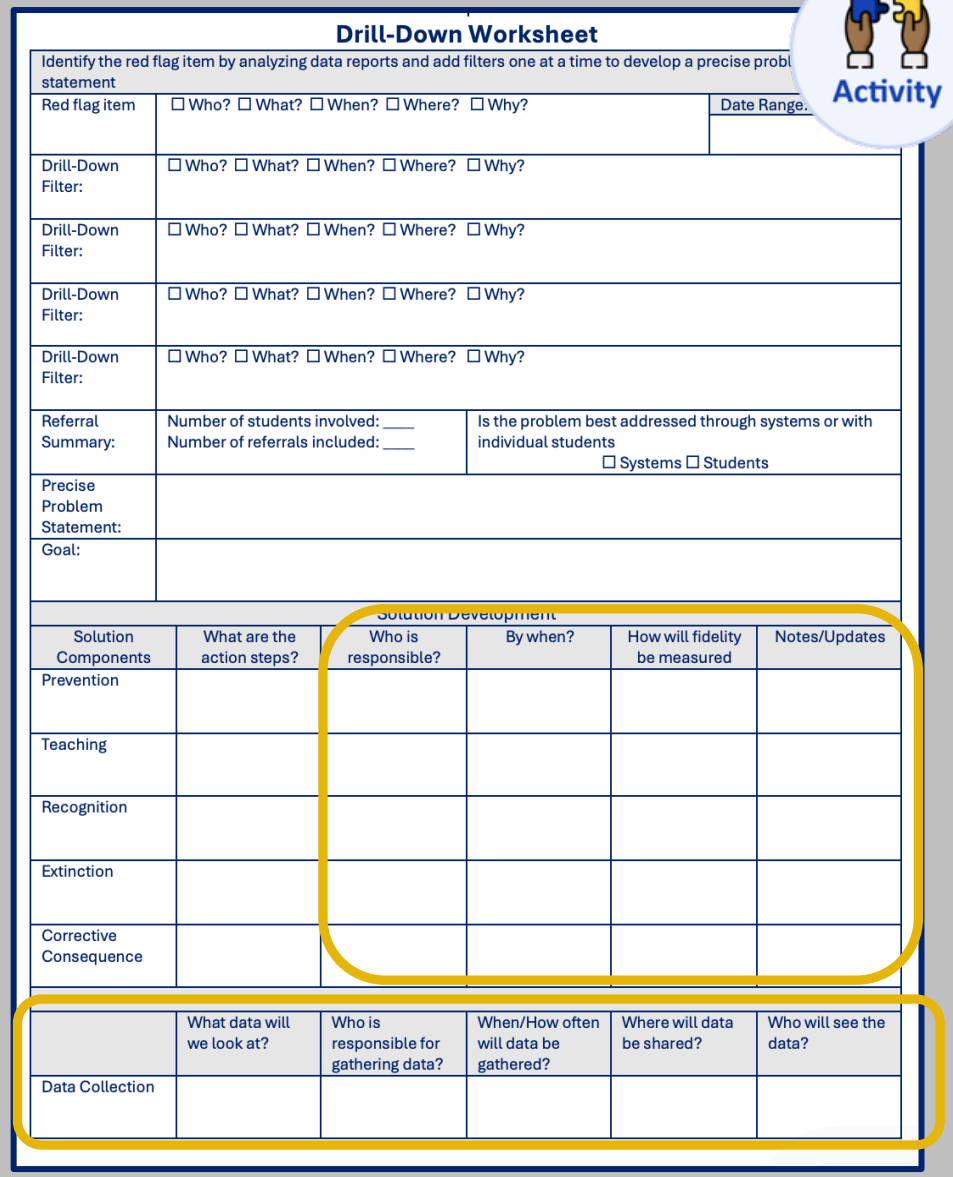
Develop a Plan

Activity

Handout

Based on the solution actions:

- **Develop a clear, actionable plan**
- **Identify methods for data collection**
- **Document the responses on the drill-down worksheet**



Drill-Down Worksheet

Identify the red flag item by analyzing data reports and add filters one at a time to develop a precise probl statement

Red flag item	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	Date Range:
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Referral Summary:	Number of students involved: ___ Number of referrals included: ___	Is the problem best addressed through systems or with individual students ☐ Systems ☐ Students
Precise Problem Statement:		
Goal:		

Solution Development

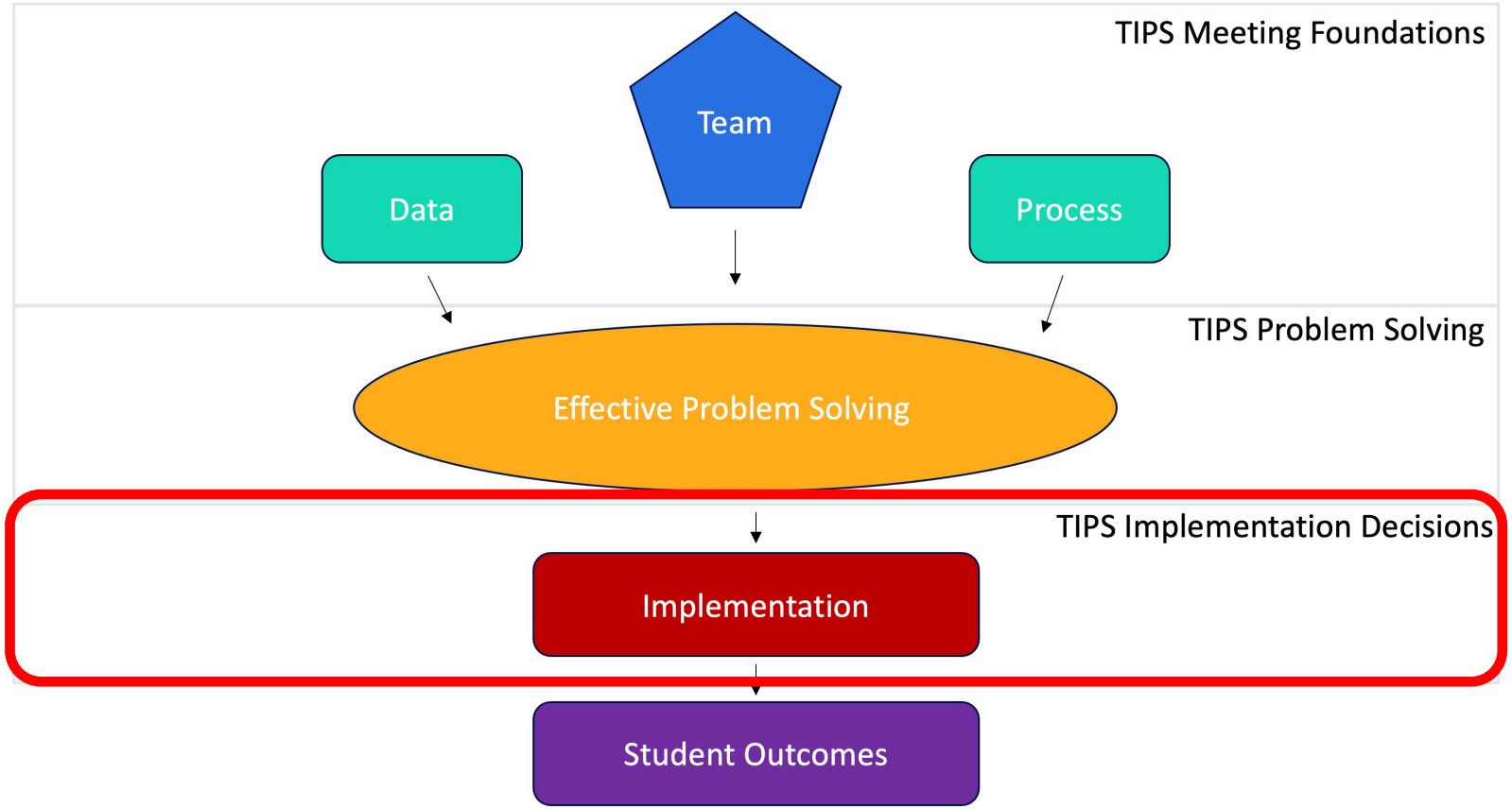
Solution Components	What are the action steps?	Who is responsible?	By when?	How will fidelity be measured	Notes/Updates
Prevention					
Teaching					
Recognition					
Extinction					
Corrective Consequence					

	What data will we look at?	Who is responsible for gathering data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection					

(PBIS Apps, 2017)

Three Elements of TIPS

TIPS Implementation Decisions



(Educational Community Supports, University of Oregon, 2022)

TIPS Problem-Solving Cycle: Step 4

Handout

What to Do	Questions to Ask
Identify Problem with Precision	**What is the problem? Who? What? Where? When or How Often? Why?**
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?**
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?**
Implement Solution with High Integrity	**How will we know solution was implemented with fidelity? Did we implement solution with fidelity?**
Monitor Impact of Solution and Compare Against Goal	**Are we solving the problem? Is desired goal being achieved?**
Make Evaluation Decision	**Has the problem been solved? Has desired goal been achieved? What should we do next?**

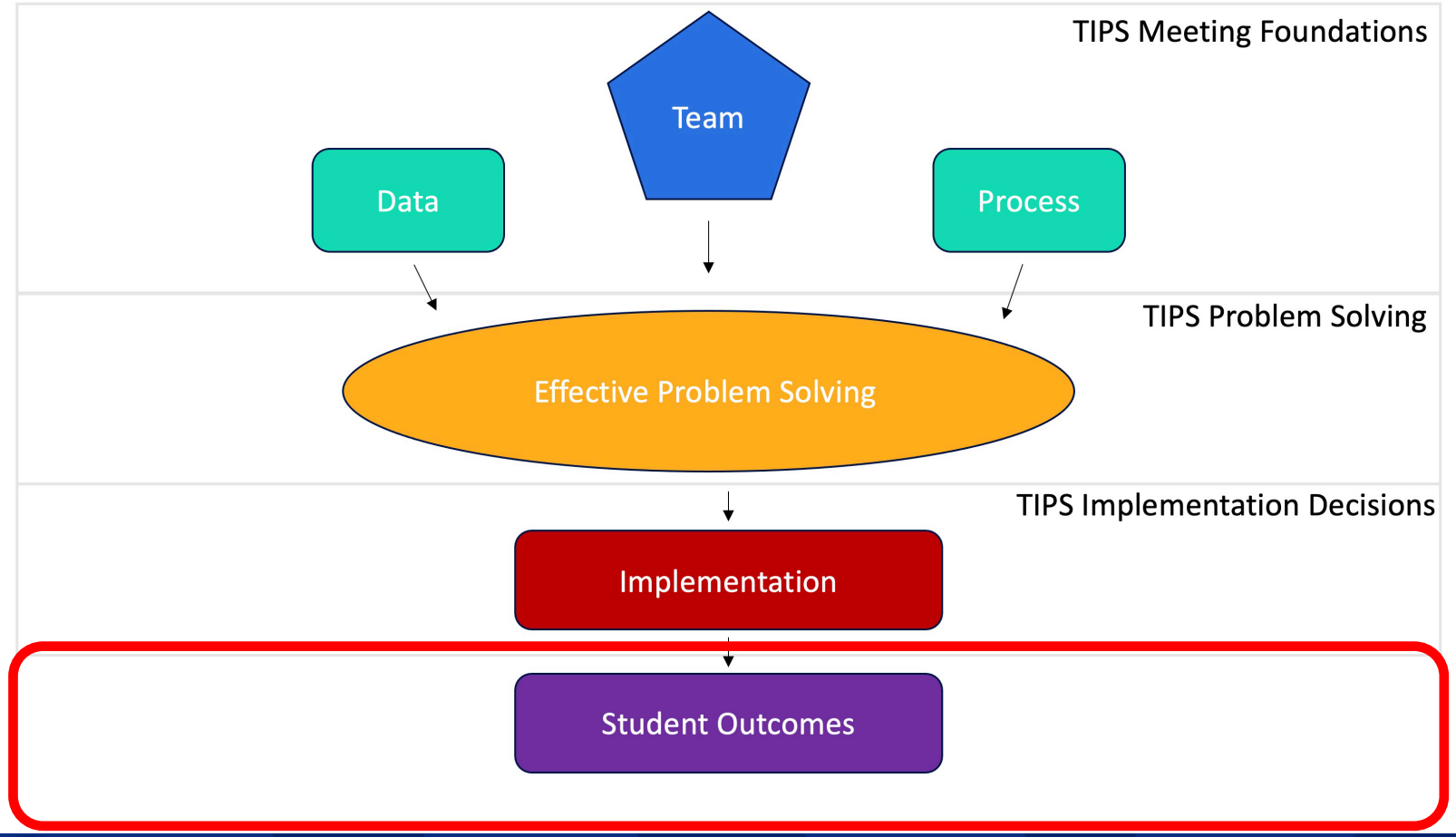
TIPS Implementation

Implementing Solution Actions-*"Did we do what we said we would do?"*

- Once the plan is developed…
  - **Start** to implement it
  - **Document** what you have completed and monitor the fidelity of implementation
- Measuring the fidelity of implementation will look different depending on the solution actions that the team selected, but generally fidelity assessments answer the question *"Did we do what we said we would do?"*

Following Implementation

Examining Student Outcomes



(Educational Community Supports, University of Oregon, 2022)

TIPS Problem-Solving Cycle: Steps 5-6

Handout

What to Do	Questions to Ask
Identify Problem with Precision	**What is the problem? Who? What? Where? When or How Often? Why?**
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?**
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?**
Implement Solution with High Integrity	**How will we know solution was implemented with fidelity? Did we implement solution with fidelity?**
Monitor Impact of Solution and Compare Against Goal	**Are we solving the problem? Is desired goal being achieved?**
Make Evaluation Decision	**Has the problem been solved? Has desired goal been achieved? What should we do next?**

Following Implementation

Monitoring the Solution's Impact - *"Did it work?"*

- Once the solutions have been implemented with fidelity…
  - Data should be reviewed to see if the solution impacted the problem
  - Determine if the goal was **met**, **showed progress**, **showed no progress**, or **gotten worse**

- Note: This step is directly connected to the goal that was developed in step 2 and answers the question, "*Did it work?*"

Following Implementation

Deciding What to Do Next

After reviewing the fidelity data and the outcome data, decisions need to be made as to how to proceed

Continue the plan

- Example: the solution is being implemented with fidelity, and it has demonstrated effectiveness, but the goal hasn't been met yet, so the team chose to continue the plan as is

Modify the plan

- Example: the solution is not as effective as anticipated and the feasibility of the solution has made it challenging to implement with fidelity, so the team chose to modify the plan

Terminate the plan

- Example: the plan was implemented with fidelity for eight weeks, but the team found no change in the outcome data, so they chose to terminate the plan

Let’s Talk Logistics: Embedding TIPS Within Your Team’s Process

How Do Teams Use TIPS?

- A Tier 1 team uses the TIPS process monthly to review their schoolwide (systems-level) behavioral data and make intervention decisions to address areas of concern

- A Tier 2 team uses TIPS to address a cluster of students (group-level) needing social skills training, defining the problem as "lack of positive peer interactions"
- They could set a goal for improved interactions, select a social skills group, train staff, track student social behaviors, and use the TIPS process to adjust the group if students are not responding

- A Tier 3 student-level team structures each student meeting using TIPS by reviewing specific student data
- Each step of the TIPS process helps this team install an intensive intervention (e.g., BIP, Wraparound plan) for a student
- Use the TIPS template to document the action plan, assigning specific tasks and deadlines to team members, and monitor the student's progress

TIPS Meeting Minute Guide

Handout

Enter school name	Date	Time		Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting	Enter date.	Start time.	End time.	Enter text.	Enter name.	Enter name.	Enter name.
Next Meeting	Enter date.	Start time.	End time.	Enter text.	Enter name.	Enter name.	Enter name.

Team Members and Attendance (Place X to left of name if present)							
☐	Enter name.	☐	Enter name.	☐	Enter name.	☐	Enter name.
☐	Enter name.	☐	Enter name.	☐	Enter name.	☐	Enter name.
☐	Enter name.	☐	Enter name.	☐	Enter name.	☐	Enter name.

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

Systems Overview			
Overall Status Tier/Content Area	**Measure Used**	**Data Collection Schedule**	**Current Level/Rate**
Enter Text	Enter text.	Enter text.	Enter text.
Enter text.	Enter text.	Enter text.	Enter text.

Decision Making Process: *Situation 1*						
Date of Initial Meeting	*Enter date.*				*Dates(s) of Review Meeting*	
Brief Description (e.g., situation strengths, provide group-identified critical contextual information):	*Click or tap here to enter text.*				*Enter date.* *Enter date.* *Enter date.* *Enter date.* *Enter date.* *Enter date.*	
Precise Statement *What? When? Where? Who? Why? How Often?*	*Goal and Timeline* *What? By When?*	*Solutions Actions* *By Who? By When?*	*Identify Fidelity and outcome Data* *What? When? Who?*	*Implementation Solution*	*Did it Work?* *(Review current levels and compare to goal)*	
Click or tap here to enter text.	*Click or tap here to enter text.*	*Click or tap here to enter text.*	***What Fidelity data will we collect?*** *(What? When? Who?)* *Click or tap here to enter text.*		***Fidelity Data:*** Click or tap here to enter text.	***Outcome Data (Current Levels):*** Click or tap here to enter text.

Aligning the Drill Down Worksheet and the TIPS Meeting Minute Form

Decision Making Process: Click or tap here to enter text.

Date of Initial Meeting	*Enter date.*		*Dates(s) of Review Meeting*		
Brief Description (e.g., situation strengths, provide group-identified critical contextual information):	*Click or tap here to enter text.*		*Enter date.*	*Enter date.*	*Enter date.*
			Enter date.	*Enter date.*	*Enter date.*

Precise Statement *What? When? Where? Who? Why? How Often?*	*Goal and Timeline* *What? By When?*	*Solutions Actions* *By Who? By When?*	*Identify Fidelity and outcome Data* *What? When? Who?*	*Implementation Solution*	*Did it Work?* *(Review current levels and compare to goal)*	
Click or tap here to enter text.	*Click or tap here to enter text.*	*Click or tap here to enter text.*	***What Fidelity data will we collect?*** *(What? When? Who?)* *Click or tap here to enter text.*		***Fidelity Data:*** Click or tap here to enter text.	***Outcome Data (Current Levels):*** Click or tap here to enter text.
Current Level: *Click or tap here to enter text.*			***What Outcome Data Will We Collect?*** *(What? When? Who?)* *Click or tap here to enter text.*		***Level of Implementation:*** *Choose an item.* ***Notes:*** Click or tap here to enter text.	***Comparison to Goal:*** *Choose an item.* ***Notes:*** Click or tap here to enter text.
					Next Steps: *Choose an item.* ***Notes:*** *Click or tap here to enter text.*	

Drill-Down Worksheet

Identify the red flag item by analyzing core data reports and a dd filters one at a time to develop a precise problem statement.

Red flag item:	☐ Who? ☐ What? ☐ When? ☐ Where?	Date Range:
Drill-Down Filter(s):	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter(s):	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter(s):	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Referral Summary:	Number of students involved: _____ Number of referrals included:	Is the problem best addressed through systems or with individual students: ☐ Systems ☐ Students
Precise Problem Statement:		
Goal:		

Solution Development

Solution Components	What are the action steps?	Who is Responsible?	By When?	How will fidelity be measured?	Notes/Updates
Prevention					
Teaching					
Recognition					
Extinction					
Corrective Consequence					

	What data will we look at?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection					

Suggestions for Improving TIPS Practice

What the Research Says

- Regular attendance and roles being assigned is critical, so members know what is expected
- Predictability of meetings is important; members must know when tasks are due and next meetings are scheduled
- Meeting agenda must be displayed and can be used to keep discussion on target
- Meeting Minutes must be projected, used to guide the meeting, prompt steps for problem solving, and record decisions
- Teams must be taught how data drives each step in problem solving
- Problems must be identified with precision before discussing solution
- Highlight the link between solutions implemented and positive student outcomes
- Emphasize attention to how differences in precision elements lead to different sets of solution options (contextual fit)
- Make teams aware that it is more effective to implement a few targeted and specific solutions rather than too many that overextend implementation and sustainability resources
- Teams must be taught about the concept of non-evaluative fidelity checks with effortless ways to gather and summarize fidelity
- Teams should use fidelity data as a component of evaluating outcomes of solution implementation
- Teams must be taught to review all problems until resolved/goal met

(Horner et al., 2015)

Final Thoughts

Social Validity

In general, users found that TIPS

- Helped them conduct efficient and effective meetings
- Improved implementation of interventions with fidelity
- Improved student outcomes
- Was worth the time and energy required to train a school team

(Horner et al., 2018)

Mock TIPS Meeting

What	• Almost all referrals were for noncompliance, disruption, and disrespect (151 referrals)
Why	• The perceived function was to obtain peer attention (84 referrals)
Who	• Most referrals were written for 6th and 7th grade students (66 referrals)
Where	• Most referrals were written in the cafeteria (54 referrals)
When	• Most incidents occurred between 10am and 12:30 pm (38 referrals)

Precise Problem Statement: 28 6th and 7th grade students received 38 referrals for noncompliance, disruption, and disrespect in the cafeteria between 10am and 12:30pm to obtain peer attention

Goal: From Oct 13–Nov 22, 2025 (6 weeks), reduce cafeteria ODRs for noncompliance, disruption, and disrespect among 6th–7th graders between 10:00–12:30 by ≥50% (from 38 to ≤19)

TIPS Meeting Example

(Center on PBIS, 2025)

ACTION PLANNING:

Data-Based Decision-Making Using TIPS

- **Identify action items needed for full implementation**
- **Add action items to the action plan in your workbook**

Action Item (Not In Place; Partially; Fully In Place ->)	NI	PI	FI
We have defined the sources of data we should be using.			
We have a process for documenting behavior in our data management system that is clear and reliable, including what is documented, how it is documented, and who documents it.			
All staff have been trained in the inputting of data into our system.			
Our team membership (district and/or school-level) is made up of the correct individuals whose role and responsibilities directly align to implementing these efforts.			
Our team has accessible, consistent, and usable data that aligns with the team's purpose (e.g., Big 7 reports for Tier 1 teams).			
Our team has documented meeting foundations including a purpose, structured agenda, defined roles and responsibilities, established team norms, established communication protocols, established problem solving process, and a process for documentation and follow-up.			
Our team has and follows an established problem-solving process which includes defining a problem with precision, developing SMART Goals, developing solution actions, and developing an implementation plan.			
Our team has processes and procedures established to assess implementation fidelity and progress monitor the solution's impact.			
Our team engages in continuous improvement cycles and follow-up conversations to determine what next steps to take.			

Module 3: Closure

Review Objectives

Questions and Answers

Evaluation Survey

Contact Information

Module 3: Review of Objectives

Participants will be able to:

- Define data and explain the importance of using multiple data sources for decision making purposes
- Explain TIPS meeting foundations and justify their importance for facilitating efficient and effective meetings
- Describe the TIPS process (identify the problem, identify the goal, identify solutions, implement solutions, monitor and evaluate, and make decisions)
- Review behavioral data, drill-down, and apply the TIPS problem-solving and implementation decision processes

What questions do you have regarding content in module 3?

Module 3: Evaluation Survey

Link here (if applicable)

Module 3: Contact Us

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership
for Behavior

UNIVERSITY AT ALBANY
State University of New York

Break

Please return at

Exit Ticket