



PBISApps Community

The Foundational Elements of Data-Based Decision Making

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Welcome!

What data do you look at regularly and find most helpful in work or life?



Topic: The foundational elements of DBDM

1. An introduction to the Team Initiated Problem-Solving (TIPS) model
2. Practice defining problems with precision
3. Data scenarios and discussion time

What is DBDM?



Right
People



Right
Info/
Format



Right
Time



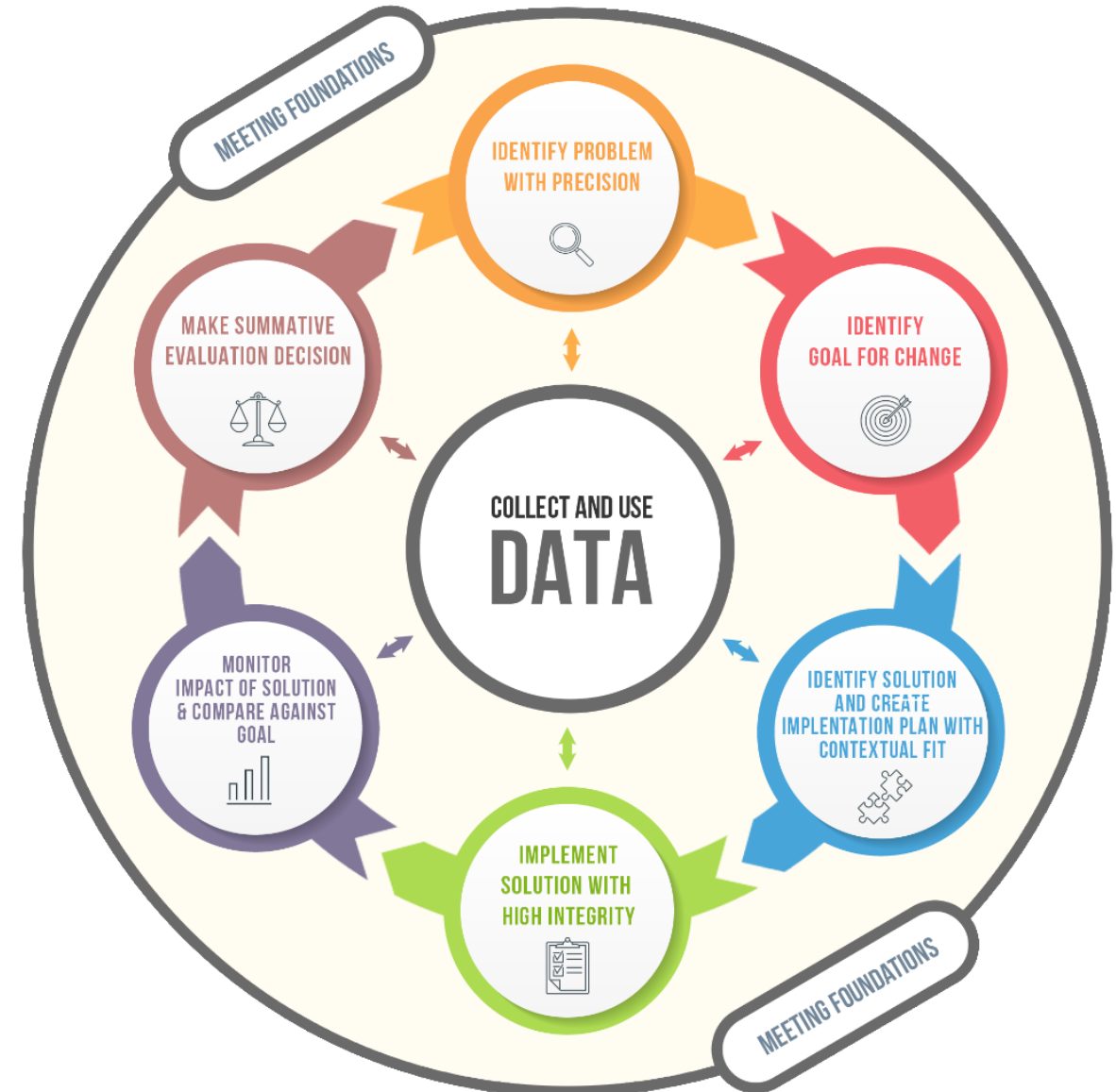
Good
Decisions

TIPS Model

Team-Initiated Problem Solving (TIPS) Model Sarah Falcon Ph.D.



<https://www.pbis.org/training/tips>



Start with the primary statement.

- Most problems are framed in a “primary” format, which creates shared concern but is not very useful for problem solving.

Use data to create a precise problem statement.

- Everyone can then work on the same problem with the same basic assumptions about the problem context.

Precise problem statements include information about the following questions:

- What is the problem behavior?
- How often is the problem happening?
- Where is the problem happening?
- Who is engaged in the behavior?
- When is the problem most likely to occur?
- Why is the problem sustaining?

Primary Statements

We have too many referrals.

**September has more
suspensions than last year.**

Gang behavior is increasing.

The cafeteria is out of control.

**Student disrespect occurs way
too often.**

Precise Statement

**There are more ODRs for
aggression on the playground
than last year. These are most
likely to occur during first
recess, with a large number of
students, and the aggression is
related to getting access to the
new playground equipment.**

Precision Statement Example

There are **more ODRs for aggression** on the **playground** than last year. These are most likely to occur during **first recess**, with **a large number of students**, and the aggression is related to **getting access to the new playground equipment**.

- **What?** more ODRs for aggression
- **Where?** on the playground
- **Who?** a large number of students
- **When?** first recess
- **Why?** getting access to the new playground equipment

Your turn (1-2): Primary or Precise?

Kids are using inappropriate language with a high frequency in the presence of both adults and other kids. This is creating a sense of disrespect and chaos at school.

Primary

ODRs during December are higher than in any other month.

Primary

Your turn (3-4): Primary or Precise?

Minor disrespect and disruption during the last 15 minutes of our 7th & 8th grade block periods are increasing. This pattern involves many students and appears to be maintained by peer attention.

Precise

Hazel is hitting others in the cafeteria during lunch for peer attention.

Precise

Your teammate is sharing school-wide discipline data at the staff meeting, and the buzz is that it's not accurate. Your teammate freezes and doesn't know how to respond. What do you do?

You're working with a team, and they aren't currently collecting discipline data for teacher managed behaviors, only for administrator managed. Would you encourage them to collect more data, or stick with what they're doing?

The school's discipline data is pretty accurate, but staff don't understand what to select for motivation. How do you begin that conversation with them about why it matters?



TIPS

Team-Initiated Problem Solving



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Stay the Course: Building Habits for Stronger Data Practices

While systems and practices make PBIS visible in your school, consistent, reliable data help you sustain those efforts over the long haul.



Wrap up with Intention



What is something you are walking away with from this session?

Contact info:
training@pbisapps.org

Bonus Time!



11:00-11:15 open for questions, problem solving, resource sharing, etc.

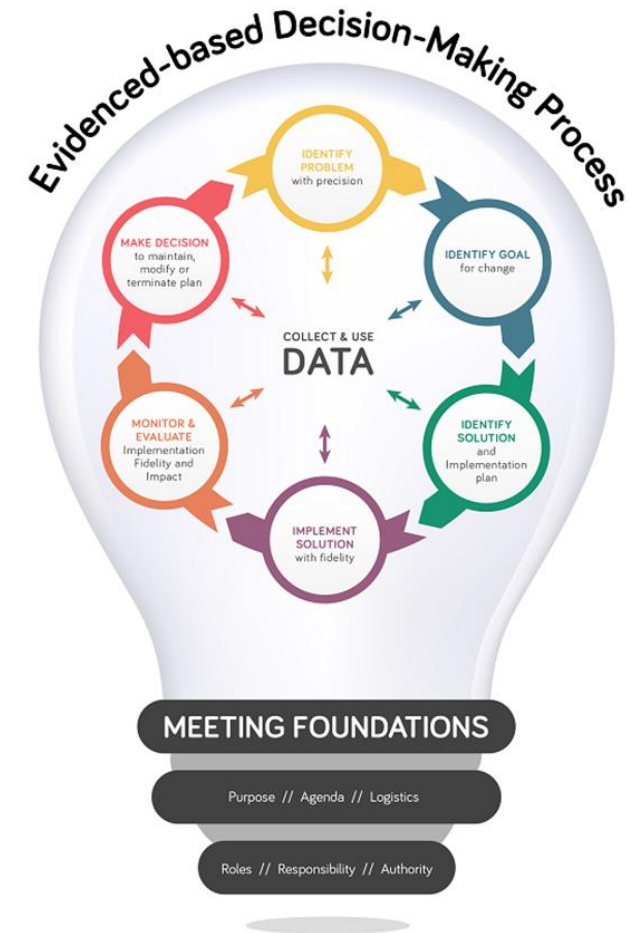
The Team Initiated Problem Solving (TIPS) Model

Sarah Falcon, PhD

Newton, J. S., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), *Handbook of Positive Behavior Support* (pp. 551-580). New York, NY: Springer. doi:10.1007/978-0-387-09632-2_23

TIPS

Team-Initiated Problem Solving



What do good meetings look like???

Annual Team Meeting Costs for One Team

- One team of 5, meeting 45 minutes monthly
 - 37.5 hours of time per year

\$1469.32

*based on the average teacher salary
of \$38.39 per hour;
(Bureau of Labor Statistics, 2016)*



Meeting Cost Calculator:
InstantAgenda.com

TIPS: Team-Initiated Problem Solving

What is TIPS?

TIPS is a decision-making model established within a standard set of meeting foundations. It's a series of steps anyone can use to move from identifying a concern to implementing a solution and measuring progress toward the goal.

Why Use TIPS

Teams using TIPS are more likely to use data to define situations with precision, engage in data-informed tasks, and solve situations which lead to implementation fidelity and positive student outcomes.

How to Use TIPS

Get team & coaching training
Adapt for any team, using any set of data

3 Big Ideas of TIPS

Meeting Foundations

- Roles
- Responsibilities
- Team purpose
- Tiered decision guidelines

Decision-making

- Precise statement
- Implementation plan
- Evaluation plan

Monitoring & Evaluation

- Use implementation data
- Use data for progress monitoring toward goal
- Tiered decision guidelines
- Meeting minutes for accountability

Meeting Foundations:

Characteristics of Effective Team Meetings

Predictable

- Start/end on time, roles, purpose/goals, phases of meeting
- Responsibilities linked to roles, projected meeting minutes/data

Consistent

- Use of meeting minutes, team agreement, use of meeting protocols & problem solving routine

Positive/Safe

- Team agreements, use of meeting foundations

Accountability

- Fidelity of implementation
- Student outcomes
- Meeting evaluation

Using TIPS to Strengthen Your Team

Purpose

- Clarify & Define- your why

Roles

- Primary & Backup

Schedule & Logistics

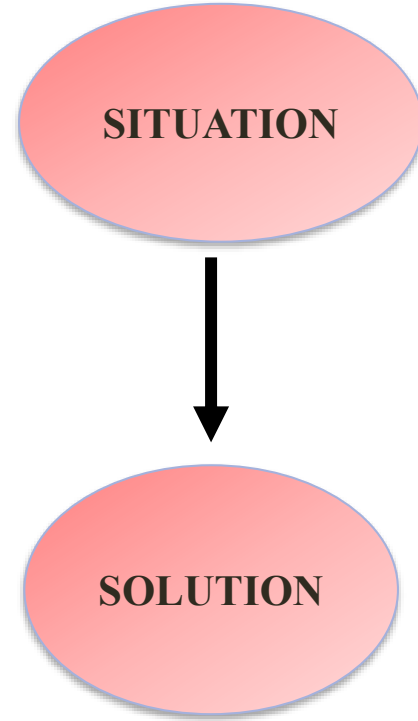
- When and where
- Laptop, projector, agenda (send ahead), regular process

Agreements

- Group norms

Improving Decision-Making

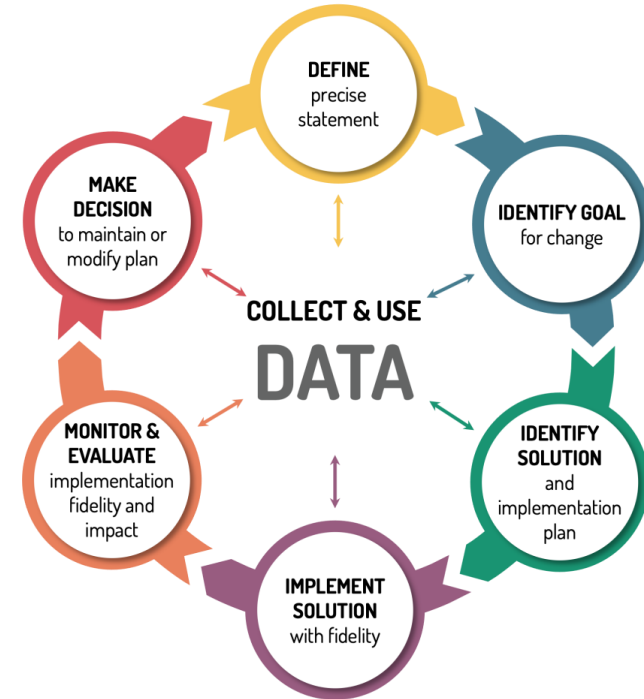
FROM



TO

DECISION-MAKING

Evidence-Based Decision Making



MEETING FOUNDATIONS

PURPOSE • AGENDA • LOGISTICS
ROLES • RESPONSIBILITY • AUTHORITY

Examples: Primary to Precise

- Gang-like behavior is increasing.



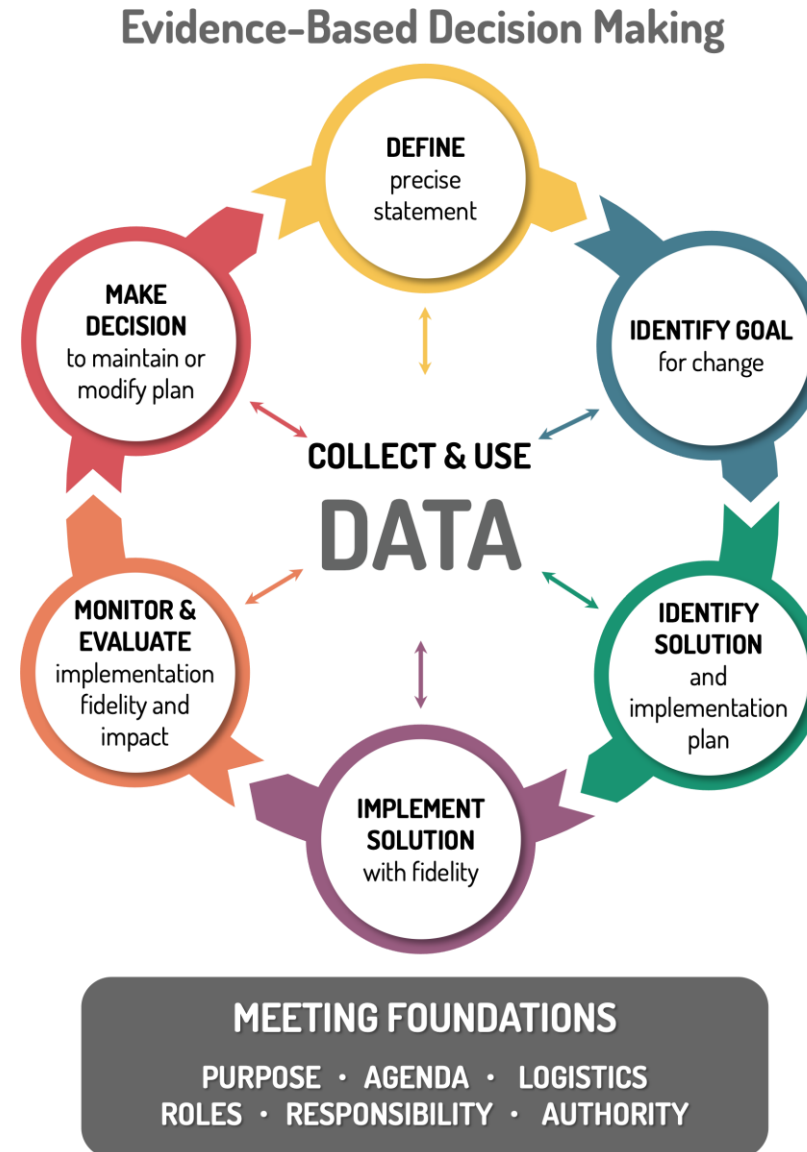
Bullying (verbal and physical aggression) on the playground is increasing during "first recess". It is being done mostly by four 4th grade boys, and seems to be maintained by social praise from the bystander peer group. This occurs at least 3 times a day

The buses are awful!



There were 45 referrals(across 15 days) for 3rd, 4th, and 5th graders using inappropriate language on the afternoon buses because these students wanted attention from their peers.

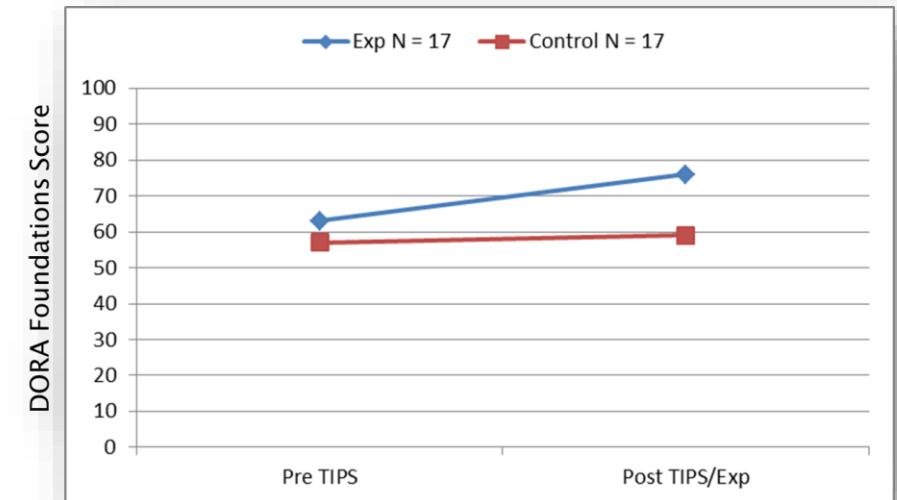
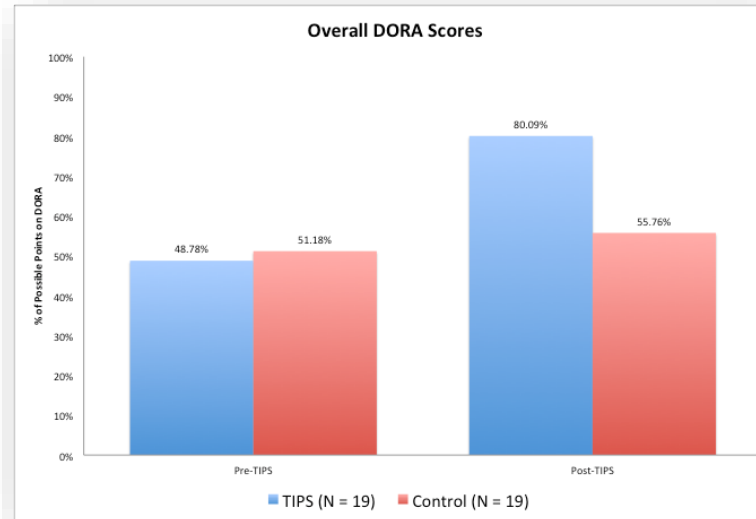
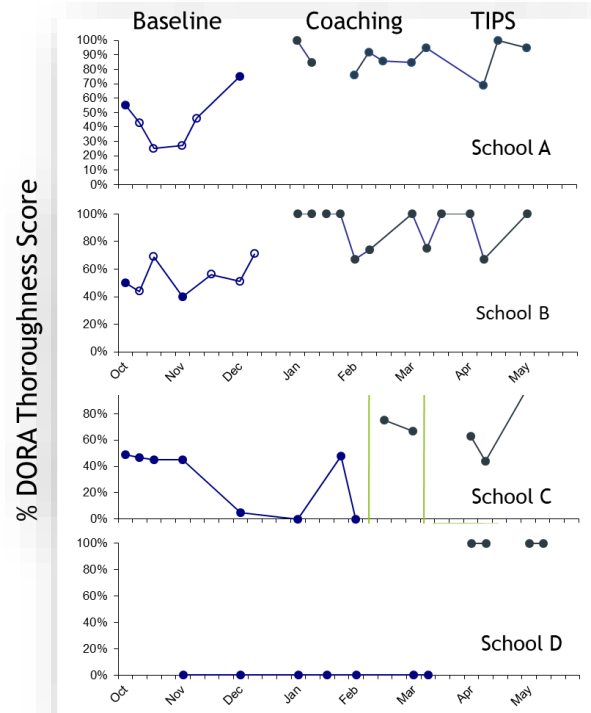
Team-Initiated Problem Solving (TIPS) Model



*Newton, J. S., Horner, R. H., Algozzine, R. F.,
Todd, A. W., & Algozzine, K. M. (2009)*



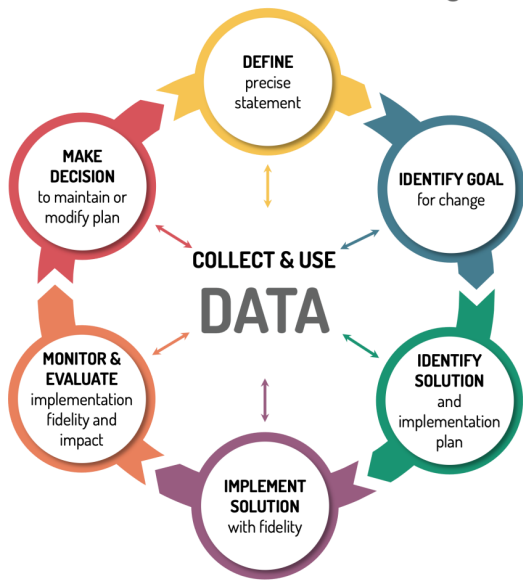
Evidence-Base for TIPS



Key Findings:

- TIPS improves team decision-making (development of solutions)
- TIPS improves the likelihood that solutions are **implemented**
- Coaching is an important component
- TIPS increases the likelihood of **student outcome** improvement (both academic and behavior;
- Newton et al., 2012; Algozzine et al., 2016; Horner et al., 2018;

Evidence-Based Decision Making



MEETING FOUNDATIONS

PURPOSE • AGENDA • LOGISTICS
ROLES • RESPONSIBILITY • AUTHORITY

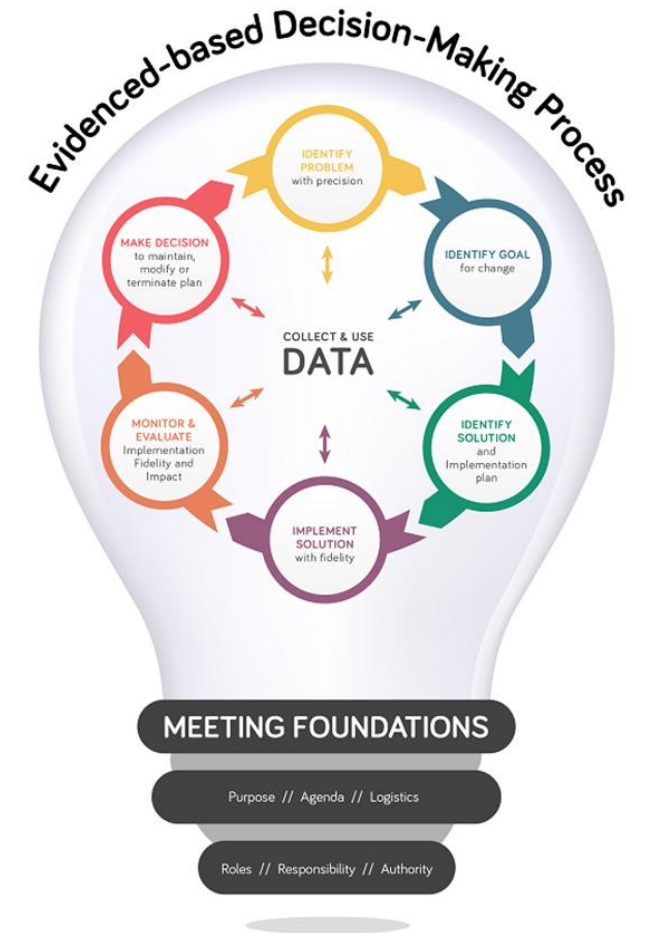
ool Example

URBAN K-8 SCHOOL

MCINTOSH ET AL., 2018

TIPS

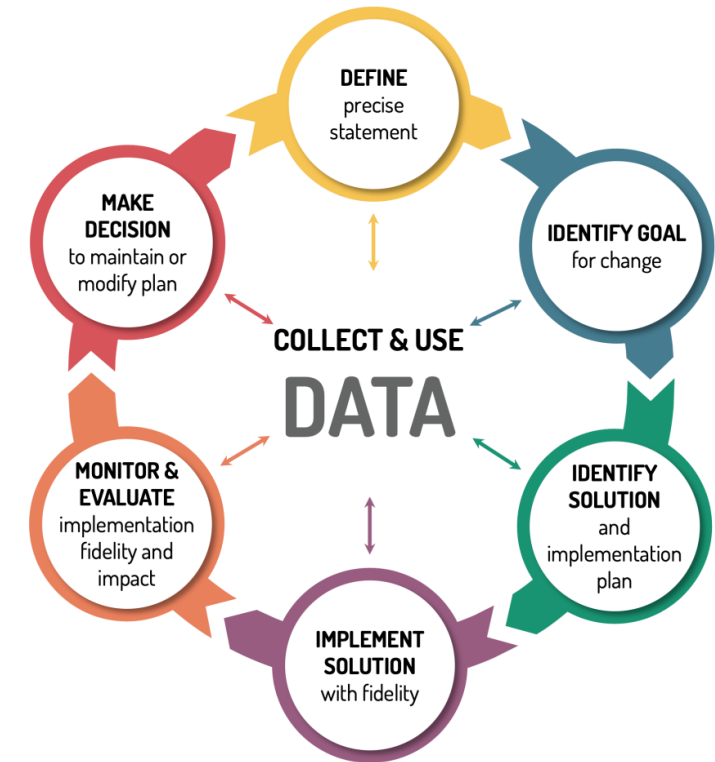
Team-Initiated Problem Solving



The Problem-solving Process Applied to Whole Schools

- Situation Identification
- Situation Analysis (Precise Statement)
- Intervention Development/Implementation
- Intervention Evaluation & Follow-up

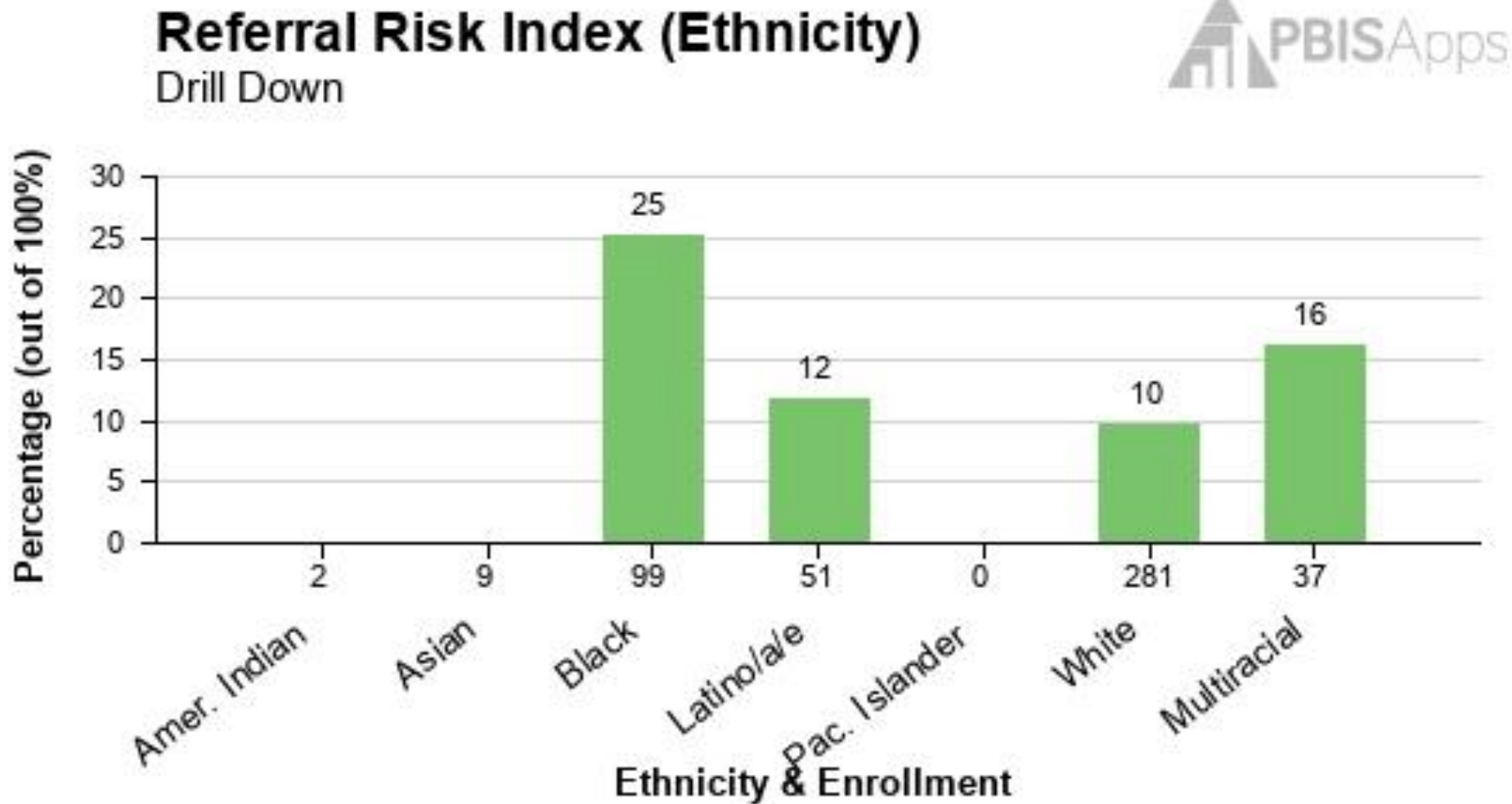
Evidence-Based Decision Making



MEETING FOUNDATIONS

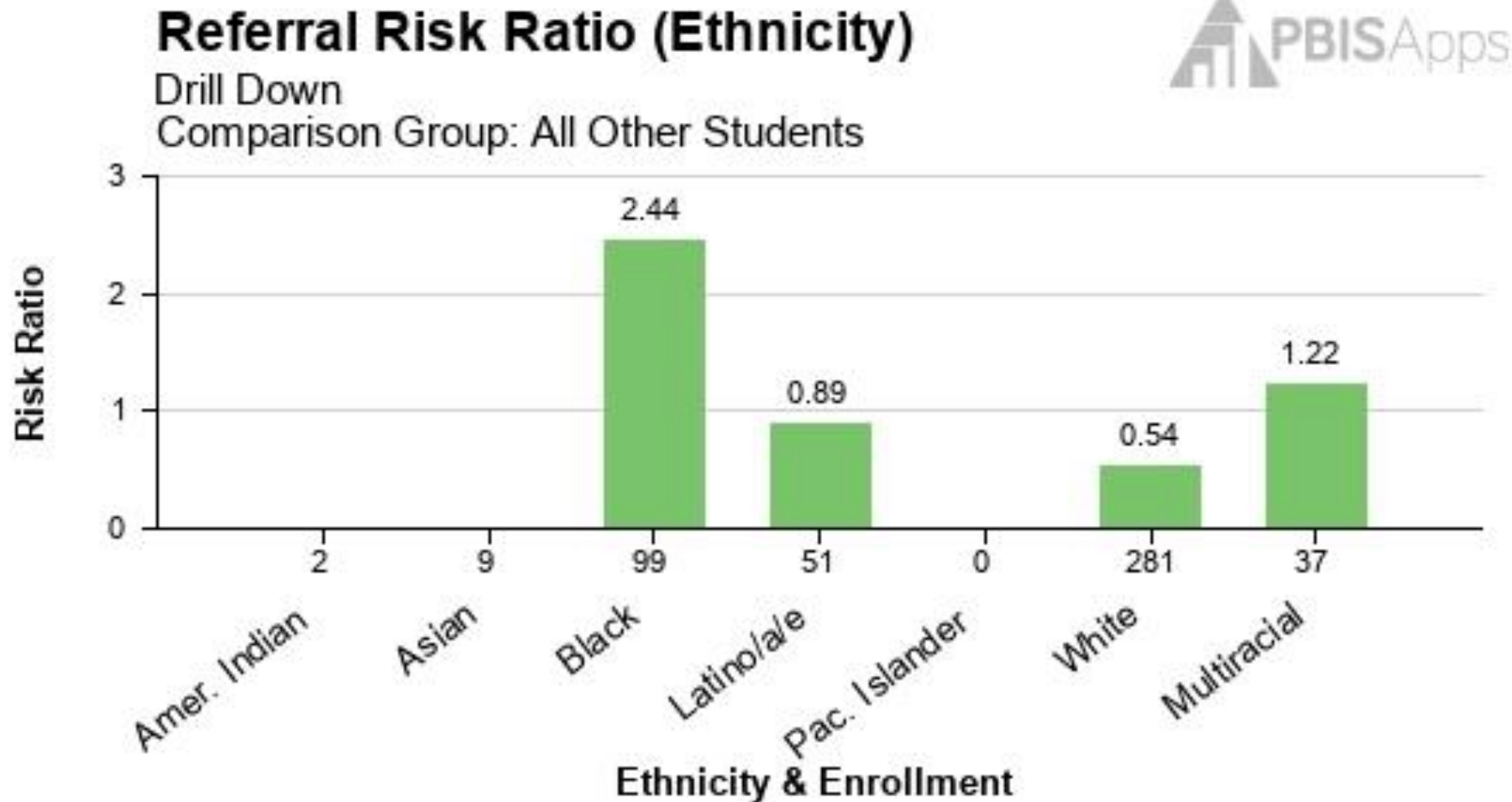
PURPOSE • AGENDA • LOGISTICS
ROLES • RESPONSIBILITY • AUTHORITY

Step 1: Situation Identification



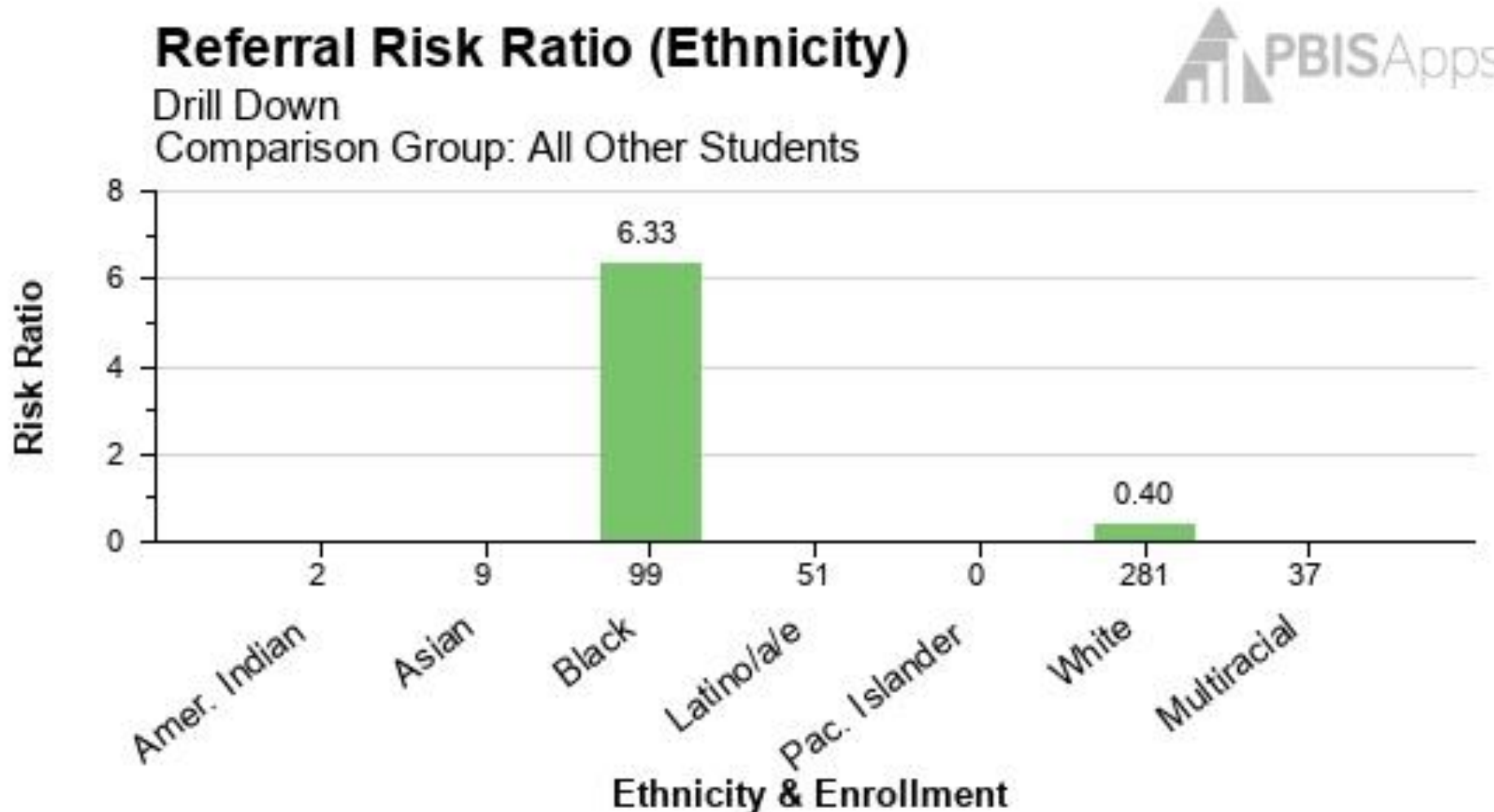
■ BI

Step 1: Situation Identification



■ BI

Step 1: Situation Analysis- Define Precise Statement



- Physical Aggression on Playground = 6.3

Step 1: Situation Analysis- Define Precise Statement

- **We have a situation (general/primary):** Black students are 2.5x more likely to receive office referrals
- **Precise Statement:** Black 6-7th grade students (**who**) are more likely to be referred for physical aggression (**what**) on the playground (**where**) at recess (**when**) this happens 1x per day (**how often**)...why?

- Monitor ODRs and Black-White RRs
 - Goal: To reduce ODR disproportionality on the playground for physical aggression by half and overall disproportionality by the end of the year
 - Current Risk Ratio was: 6.3 (physical aggression on the playground), 2.44 (overall)

Step 3-4: Identify Solution/Implementation Plan & Implement

- ODRs and observations indicated differences in perceived basketball rules
 - NBA rules versus Pick-up/street game rules are different!
- Team clarified rules for staff and students!
 - Aka “code-sharing” is important
- Additional teaching, practice, and acknowledgement
- Lessons and follow-up observations

Step 5-6: Monitor & Evaluation, Make Decisions

Black-Other Risk Ratios

- Overall
 - Baseline Year: **2.44**
 - Intervention Year (Sept to Dec): **2.0**
- Physical Aggression on Playground
 - Baseline Year: **6.3**
 - Intervention Year (Sept to Dec): can't calculate (1 ODR)
 - Continue implementation but adjust lessons for new school year and what was learned



1. DEFINE

2. TEACH &
PRACTICE

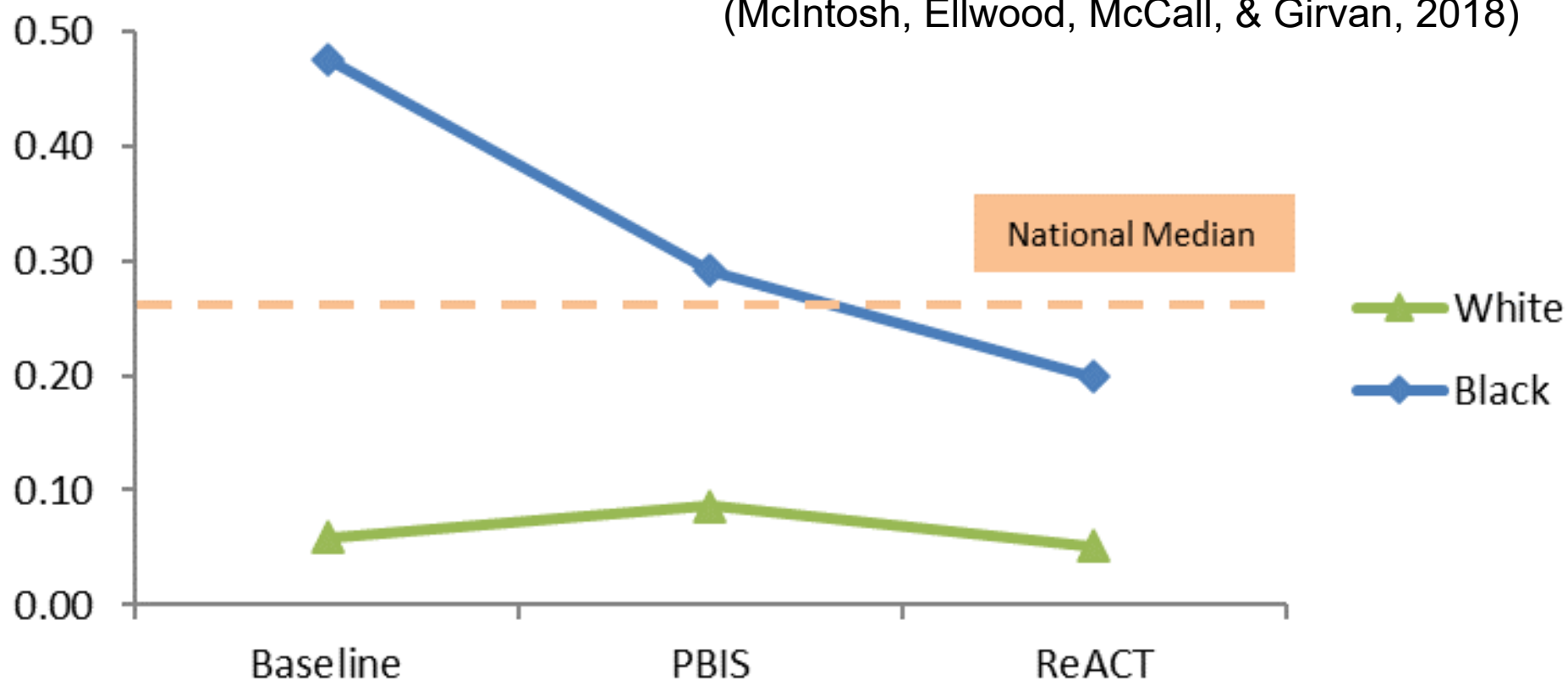
3. ACKNOWLEDGE

4. RESPOND
INSTRUCTIONALLY

5. USE DATA

Office Discipline Referrals Per Day Per 100 Students

(McIntosh, Ellwood, McCall, & Girvan, 2018)



TIPS Study Recruitment

Team Initiated Problem-Solving

ESSA Tier 1 Evidence-Based Practice

Elementary Schools Implementing PBIS: Not Trained in TIPS? Join the TIPS Research Study to Strengthen Your Data Teams!



Be a part of TIPS!

TIPS
Team-Initiated Problem Solving

Contact us if your district/school is interested in being a part of the study

<https://blogs.uoregon.edu/tips/>



Erin Chaparro, PhD PI

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Associate Research Professor
College of Education

What is TIPS?

TIPS (Team Initiated Problem-Solving) is a scientifically validated process that guides school teams in data-driven decision making. Teams that use TIPS are more effective in identifying situations precisely, implementing efficient solutions, and producing positive change in student outcomes.

The TIPS grant will evaluate the impact of TIPS on team functioning and decision-making as well as student academic and behavior outcomes.

Benefits for Schools

- Structured process for team meetings
- Training and skill development
- Precise problem identification
- Improved solution development
- Time optimization
- Enhanced efficiency in decision making
- Improved student outcomes
- Systemic impact at student, school and district level

Common Team Meeting Challenges

- ✗ Limited participation due to lack of skills
- ✗ Competing demands and burdened staff
- ✗ Difficulty making unbiased decisions
- ✗ Inefficient meeting structures
- ✗ Lack of process for problem-solving
- ✗ Inconsistent implementation of solutions

How TIPS Addresses These Challenges

- ✓ Provides structured process for team meetings
- ✓ Delivers training and skill development
- ✓ Enables precise problem identification
- ✓ Improves solution development
- ✓ Optimizes time usage in meetings
- ✓ Enhances efficiency in decision making

The TIPS Process



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