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| Purpose of the MTSS video series is: | The Office of Learning Supports (OLS) created a series of videos to be used to build understanding about the Multi-Tiered System of Supports (MTSS) Framework, its Five Essential Components, and implementation science. | Adult Learning Principles and  Goals of Inquiry Questions  Donovan, M. et al (Eds.) 1999. *How People learn.* Washington, DC: National Academy Press. | * To present and be made aware of the information (Introduce/Illustrate) * To determine what is familiar and what is new information. (Practice/Evaluate) * To connect the familiar information to what the individual is currently working with/experiencing (Practice/Evaluate) * To make meaning of new information and how it may be applied to the individual’s current setting. (Reflection/Mastery) |
| Key Vocabulary Terms, Concepts, &/or Learnings for *this* Video | ***Multi-Tiered System of Supports***   * *MTSS, Essential Components, Layers and tiers (universal, targeted, intensive), Continuum, RtI, PBIS, Implementation Science, Problem Solving, Every, Triangle, “Umbrella”, Infrastructure, Prevention, Strengths, Needs, Supports, Alignment* |
| Video Segment **One**: Notes (pre-printed)  ***Topic: Definition***  ***Time:***  ***00:00 – 0:30*** | * Multi-Tiered System of Supports (MTSS) is defined as a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level. | Video Segment **One**: Prompt(s) for Reflection &/or Application:  ***Topic: Definition***  ***Time:***  ***00:00 – 0:30*** | **1. Practice/Evaluate**: What ideas from the MTSS definition are currently present in your learning environment?  **2. Practice/Evaluate**: If you have access to a learning partner, share your response to prompt 1 (above) with him/her. What new idea(s) came out of your dialogue with your colleague/peer? |
| Video Segment **One**: Notes (personal) |  | Video Segment **One**: Viewer Response (personal) |  |
| Video Segment **Two**: Notes (pre-printed)  ***Topic: Continuum***  ***Time:***  ***00:31 – 3:26*** | * A multi-colored triangle is the visual representation of several frameworks: RtI: Response to Intervention, PBIS: Positive Behavioral Interventions and Supports, and the integrated framework of a Multi-Tiered System of Supports (MTSS). * Colors in the triangle represent tiers or layers (universal = green, targeted = yellow, and intensive = red). * MTSS is a layered, dynamic continuum of supports for every stakeholder. * Supports can occur simultaneously. * The continuum is comprehensive and fluid, based on using the problem solving process to make accurate decisions regarding needs that can be complex and/or shift over time. | Video Segment **Two**: Prompt(s) for Reflection &/or Application:  ***Topic: Continuum***  ***Time:***  ***00:31 – 3:26*** | **1. Practice/Evaluate**: Individually, identify what ideas in this description are familiar to you. Provide examples from your own experiences to support your thinking.  **2. Reflection/Mastery:** Consider the visual representations shared in this video segment. In a separate document or on chart paper, compose a diagram that shows a layered, dynamic continuum of supports personalized to your setting. Remember that if the system is integrated, both academic and behavioral supports are visible. |
| Video Segment **Two**: Notes (personal) |  | Video Segment **Two**: Viewer Response (personal) |  |
| Video Segment **Three**: Notes (pre-printed)  ***Topic: Essential Components***  ***Time: 3:27 – 4:24*** | * MTSS integrates elements of RtI and PBIS into Five Essential Components, which are:   + Team-Driven Shared Leadership   + Data-Based Problem Solving and Decision-Making   + Family, School, and Community Partnering Layered Continuum of Supports   + Evidence-Based Practices | Video Segment **Three**: Prompt(s) for Reflection &/or Application:  ***Topic: Essential Components***  ***Time: 3:27 – 4:24*** | **1. Practice/Evaluate**: How might the integration of these Essential Components within an MTSS framework connect to your local implementation of key initiatives, legislated expectations, and/or defined priorities? |
| Video Segment **Three**: Notes (personal) |  | Video Segment **Three**: Viewer Response (personal) |  |
| Video Segment **Four**: Notes (pre-printed)  ***Topic: Elaboration of “what is MTSS”***  ***Time:***  ***4:24 – 6:26*** | * Effective MTSS is reflected in the creation of an *infrastructure*, built on academic and behavioral supports, that meets the needs of every student. * Academics and behavior are explicitly and inextricably linked within MTSS, with data informing strategic decision-making. * MTSS is the umbrella for how academic and behavioral supports are organized, with implementation science as the unifying mechanism for effective implementation. | Video Segment **Four**: Prompt(s) for Reflection &/or Application:  ***Topic: Elaboration of “what is MTSS”***  ***Time:***  ***4:24 – 6:26*** | **1. Practice/Evaluate**: How would you describe the current status of your “umbrella” or framework within your educational setting?  **2. Reflection/Mastery:** When you envision a successful, sustainable MTSS (within your current setting/situation), what changes need to be made to achieve your goal/vision? |
| Video Segment **Four**: Notes (personal) |  | Video Segment **Four**: Viewer Response (personal) |  |
| Video Segment **Five**: Notes (pre-printed)  ***Topic: Applications***  ***and Supports***  ***Time:***  ***6:26 – 8:36*** | * Application levels: MTSS is for the state, district, BOCES, school, and classroom with leadership at all levels supporting alignment. * *Myth busting:* MTSS is not a collection of interventions, but a way of organizing interventions and supports into a layered continuum for individual students and groups of students. * Supplemental supports for academics and behavior are provided in addition to general education learning opportunities. | Video Segment **Five**: Prompt(s) for Reflection &/or Application:  ***Topic: Applications***  ***and Supports***  ***Time:***  ***6:26 – 8:36*** | **1. Practice/Evaluate**: What myths about MTSS currently exist within your system?  **2. Reflection/Mastery:** How could you or your learning community contribute to an effective vertically-aligned system (from classroom to school to district to state) with assurances of ongoing feedback loops? |
| Video Segment **Five**: Viewer Notes (personal) |  | Video Segment **Five**: Viewer Response (personal) |  |
| Video Segment **Six**: Notes (pre-printed)  ***Topic: Prevention***  ***Time:***  ***8:37 – 10:52*** | * MTSS uses prevention logic, which focuses on supporting every student’s success. * Actions taken within preventative approaches honor students’ strengths. * When challenges arise, early intervention supports students’ development. * Prevention assists in reducing existing challenges or diminishing the likelihood that challenges will become more chronic. | Video Segment **Six**: Prompt(s) for Reflection &/or Application:  ***Topic: Prevention***  ***Time:***  ***8:37 – 10:52*** | **1. Practice/Evaluate**: How is your system designed to prevent every student (e.g., students with disabilities, students who are gifted, English learners, etc.) from experiencing learning challenges?  **2. Reflection/Mastery:** After you have viewed this final video segment, synthesize your thinking for this entire MTSS OVERVIEW video. If possible, discuss with a learning partner or team what could be done to help ensure organizational and systemic understanding and implementation of a well-designed, effective MTSS. |
| Video Segment **Six**: Viewer Notes (personal) |  | Video Segment **Six**: Viewer Response (personal) |  |