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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 5 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, and/or Learnings for *this* Video | ***Layered Continuum of Supports***   * *Universal, targeted, intensive, supports, tiers, layers, continuum, triangle, RtI (Response to Intervention), PBIS (Positive Behavioral Interventions and Supports), prevention, strengths, needs, variables, intensity, frequency, duration.* |
| Video Segment **One**: Notes (pre-printed)  ***Topic: Relationship between RtI and PBIS***  **Time: 00:00 – 1:48** | * RtI and PBIS use the same visual graphic, to illustrate the same goal, which is describing a tiered approach to support and intervention; the formal representation is a triangle. * The triangle is made up of : * universal supports (green) everyone receives * targeted supports (yellow) some receive * intensive supports (red) a few receive * Multiple tiers are needed to ensure everyone’s success. | Video Segment **One**: Prompt(s) for Reflection and/or Application:  ***Topic: Relationship between RtI and PBIS***  **Time: 00:00 – 1:48** | **1. Practice/Evaluate**: Describe your familiarity with tiered supports for academics and for behavior. Include reference(s) to RtI and PBIS if relevant. |
| Video Segment **One**: Viewer Notes (personal) |  | Video Segment **One**: Viewer Response (personal) |  |
| Video Segment **Two**:  Notes (pre-printed)  ***Definition***  **Time: 1:49 – 4:26** | MTSS is about organizing by layers. The Layered Continuum of Supports is defined as:  *Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students).*   * Emphasis on meeting every student’s needs. * Prevention is for all students, acknowledging students’ strengths and providing supports to maximize those strengths. | Video Segment **Two**: Prompt(s) for Reflection and/or Application:  ***Definition***  **Time: 1:49 – 4:26** | **2. Practice/Evaluate**: How does this definition align with or challenge your thinking and/or experience(s)? |
| Video Segment **Two**: Viewer Notes (personal) |  | Video Segment **Two**: Viewer Response (personal) |  |
| Video Segment **Three**:  Notes (pre-printed)  ***Layered Supports***  **Time: 4:27 – 7:04** | * Students have varying needs; support students wherever they are. * Needs may be in academic or behavioral domains; acknowledge and investigate impacts between domains. * Acceleration & enrichment needs may exist. * Evolution of the triangle graphic: The 3D triangle on its side emphasizes layering. * The continuum is comprehensive and spans from remediation to acceleration. * Supports can occur simultaneously. * Supports are for every stakeholder. * *Needs* may be complex; they can be fluid, shift over time, and/or occur concurrently. * *Supports* can be concurrent with any student or group of students (any/all tiers any time). | Video Segment **Three**: Prompt(s) for Reflection and/or Application:  ***Layered Supports***  **Time: 4:27 – 7:04** | **1. Practice/Evaluate:** Consider the visual graphic representation of the layered continuum. Construct a list of supports you have in your system for the Universal, Targeted, and Intensive layers. Try to name at least 2-3 supports for each layer; include academic *and* behavioral supports.  **2. Reflection/Mastery:** After you have developed your list (from the previous prompt), name any “strengths” or “gap areas” that you recognize as baseline data to inform possible next steps. |
| Video Segment **Three**: Viewer Notes (personal) |  | Video Segment **Three**: Viewer Response (personal) |  |
| Video Segment **Four**:  Notes (pre-printed)  ***Examples of Layered Supports***  **Time: 7:05 – 9:38** | * Increase intensity for individual students through layering of supports. Examples include: Adding to core reading, offering different lessons, providing supplemental materials, and individualizing instruction to meet need. * Multiple, alterable variables to consider are: intensity, frequency, and duration for both academic and behavioral interventions. * The Problem Solving Process helps to create, implement, and evaluate supports. * Various dimensions impact intensity change. | Video Segment **Four**:  Prompt(s) for Reflection and/or Application:  ***Examples of Layered Supports***  **Time: 7:05 – 9:38** | **1. Practice/Evaluate**: What are some examples of intensifying supports for stakeholders within your systems? Provide at least three diverse examples (e.g., various domains, multiple stakeholder groups, etc.). |
| Video Segment **Four**: Viewer Notes (personal) |  | Video Segment **Four**: Viewer Response (personal) |  |
| Video Segment **Five**:  Notes (pre-printed)  ***Examples of Layered Supports***  **Time: 9:39 – 12:05** | * Provide layers of support according to need (beginning with all students’ data). * Supports are deployed depending on needs. * Supports are layered for adults, as well. * Apply the four-step problem solving process to identify the needs of every student and what layers of support are needed to benefit every student within the layered continuum. * MTSS helps focus attention on the daunting task of supporting every student. | Video Segment **Five**:  Prompt(s) for Reflection and/or Application:  ***Examples of Layered Supports***  **Time: 9:39 – 12:05** | **1. Practice/Evaluate**: Identify your system of determining, implementing, and evaluating student supports. What process is used, and what data are considered?  **2. Reflection/Mastery:** Discuss your layered continuum of supports with a partner or colleague. Collaborate to design specific steps you would take to enhance/improve areas of strength and/or need, which you identified through Segment Three (above). |
| Video Segment **Five**: Viewer Notes (personal) |  | Video Segment **Five**: Viewer Response (personal) |  |