

# Hawai'i Multi-Tiered System of Supports (HMTSS)

Hawai'i MTSS is a continuum of proactive, integrated academic, behavior, social-emotional, and physical supports increasing in intensity from Tier 1 to Tier 3 to prevent student challenges in all domains and promote a positive school culture and climate.

## Common Language

- **Tier 1:** all students receive high-quality instruction using validated curricula for academic, behavioral, social, and physical health domains
- **Tier 2:** some students receive targeted, supplemental interventions
- **Tier 3:** a few students receive intensive, individualized interventions
- **Systematic universal screening:** teachers complete brief screeners for ALL students in fall, winter, and spring to identify who may need more than Tier 1
- **Data-informed decision making:** using data instead of teacher nominations for students who need supports
- **Progress monitoring:** brief, regular assessment to determine student advancement toward goals
- **Treatment integrity / implementation fidelity:** the degree to which the plan, program, or intervention is put in place correctly
- **Response to intervention (RtI):** academic tiered system of supports within HMTSS
- **Positive behavioral interventions and supports (PBIS):** behavior tiered system of supports within HMTSS

Tiers are not a place, but a system of supports

Tiers span all settings (e.g., inclusion, resource, self-contained)

A student can have needs in multiple tiers (e.g., Tier 2 math, Tier 3 reading, Tier 1 behavior)

Tier 3 is not special education; students with IEPs receive supports across tiers

100% of students are screened for academics and behavior in fall, winter, and spring



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## Tier 3 Supports

When students need more than Tier 2, they are provided Tier 3 supports. These are the most intensive interventions and are often individualized.



## Tier 2 Supports

When Tier 1 is implemented with fidelity, including high-quality instruction and low-intensity teacher-delivered strategies, and students need more, they are connected to Tier 2 supports. These are in addition to Tier 1 instruction, often are delivered in small group settings in class or through consultation, and may include more than one support.



## Tier 1

### Data-informed Decision Making

Screening data are used by the integrated school leadership team alongside other data collected regularly (e.g., attendance, discipline referrals, GPA) to determine who needs additional supports at the first sign of concern.

### Systematic Universal Screening

100% of students are screened in fall, winter, and spring in academic and behavior domains to detect early signs of concern.

### Foundational Beliefs

As a core implementation component, each school establishes what they believe based on values, priorities, & resources of their community.

### Low-Intensity Supports

Collaborative problem-solving process connects students to supports, which may be provided whole-class at Tier 1 (e.g., high rates of behavior-specific praise and opportunities to respond) and/or intensified as Tier 2 or Tier 3 supports.

## Meet Keoni

Keoni is in first grade and began to struggle with reading and math in November, leading to disruptive behavior as well. Winter academic and behavior screeners identified Keoni at moderate risk for reading and behavior challenges. His grade level team met to review these data with attendance and class test scores. They decided to continue Tier 1 math with precorrections (reminders of expected behavior before challenges occur) and increased opportunities to respond. With family permission Keoni started a Tier 2 reading group with integrated behavior self-monitoring. Weekly fidelity and progress monitoring showed steady improvement in behavior but minimal progress in reading and math after six weeks. Keoni then started a Tier 2 math support and Tier 3 reading group. After eight weeks his math improved enough to return to Tier 1 and his reading continues to be monitored.

