

# What is Tier 2 in the Pyramid Model?

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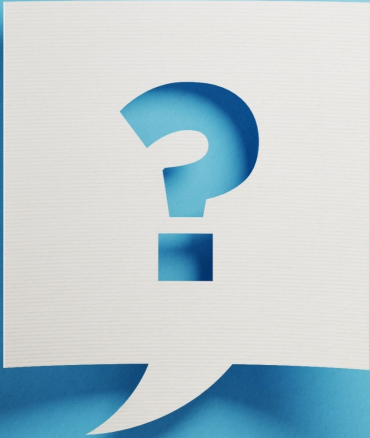
**Lise Fox**, University of South Florida  
**Anna Winneker**, University of South Florida

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National Center for  
**Pyramid Model  
INNOVATIONS**  
[ChallengingBehavior.org](http://ChallengingBehavior.org)

## Questions?

Use the Q&A panel to submit your questions.



## Presenters



Lise Fox, PhD



Anna Winneker, PhD

NCPMI, University of South Florida



## Social-Emotional Learning

- Self-regulation, expressing and understanding emotions, problem solving, and developing social relationships
- All day, every day
  - Large group
  - Small group
  - Play



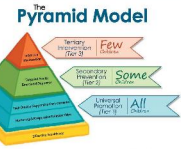
# What is Tier 2 in the Pyramid Model?



## Tier 2 and the Pyramid Model

The Pyramid Model is a framework of evidence-based practices for promoting young children's social and emotional development. The Pyramid Model builds upon a shared public health approach by identifying the needs of a population (practices for all children) and to develop social, emotional, and behavioral skills targeted interventions for children who require additional support beyond universal practices and individual level, intensive interventions for children with persistent challenging behaviors that have not responded to universal and targeted practices. As a Multi-Tiered System of Supports (MTSS), the Pyramid Model guides early childhood practitioners of programs or organizations to explore using these practices to prevent challenging behaviors in children and promote their social, emotional, and behavioral growth.

In the Pyramid Model, universal supports, or Tier 1, is provided to all children through practices focused on establishing nurturing and supportive relationships and creating environments that promote positive, responsive, and socio-emotional learning. At Tier 2, functional socio-emotional learning is provided to all children as part of the high-quality early childhood program. Tier 3, the prevention level of the MTSS, includes targeted coaching and interventions to support to address the social, emotional, and behavioral skill development needs of children who require additional support or those who need more targeted individual practices. The provision of Tier 2 is what is a strong foundation of universal practices. When universal practices are not fully implemented, it can lead to the over-identification of children who appear to need Tier 2 support. In the Pyramid Model, Tier 2 interventions is provided to children who have significant socio-emotional or behavioral challenges and require



comprehensive, individualized support plan. Success with Tier 3 intervention is also dependent on the provision of strong Tier 1 and 2 supports.

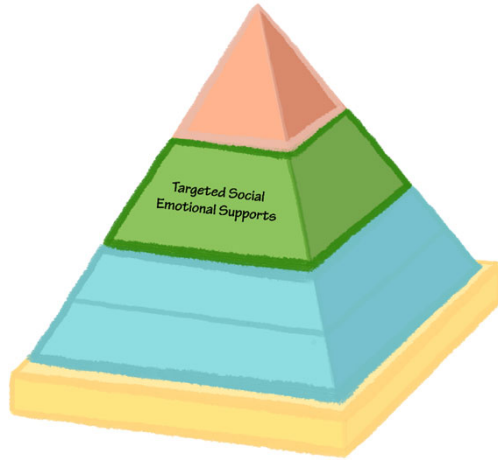
In the MTSS, the term "intensive" refers to specific, individualized supports and interventions provided to children who need additional supports beyond what is provided in the classroom. The term "targeted" refers to content-wise interventions, strategies, and systems designed to address the development and well-being of all children.

This document provides Pyramid Model implementation and maintenance with guidance on developing and implementing Tier 2 within the Pyramid Model. This guidance includes information on leading the development of Tier 2 interventions, processes for identifying children who would benefit from Tier 2 practices, evidence-based strategies and interventions to use at Tier 2, considerations for program monitoring, and the importance of professional development and coaching to support the use of effective Tier 2 practices.

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- A. Tier 2 team
- B. Child identification process
- C. Evidence-based interventions
- D. Progress monitoring
- E. Professional development



## A. Teaming at Tier 2

- Team Membership
  - Existing program-wide/school-wide team
  - **Early Childhood representation**
  - Smaller Tier 2 team
  - Member(s) with a background in behavior and effective behavior support planning
- Knowledge of **developmentally appropriate** Tier 2 strategies
- Establish processes
  - Child Identification
  - Family involvement
- Identify professional development and coaching needs
- Collecting and using data



## B. Child Identification Process

- Multiple sources of data
  - Behavior Incident Reports (EC-SWIS)
  - Universal/Developmental Screeners (e.g., ASQ-SE, DECA, SSBD)
  - Teacher/family concerns (social-emotional or academic)
  - Progress monitoring data
  - Child's environmental factors/trauma
- Behavior Flowchart
- Decision rules for Tier 2
- Promotes early identification of children at-risk



## Reviewing Data for Tier 2

### Dina

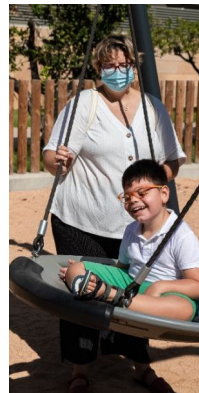
- Has one or two BIRs a week for physical aggression during centers
- Multiple communication with family regarding aggression
- Elevated on ASQ-SE
- Teacher is concerned about aggression

### Javier

- No BIRs
- Elevated on ASQ-SE
- Teacher concerns:
  - Does not play with others
- Family concerns
  - Does not play with other children at playground or playgroups



## C. Evidence-Based Interventions



## Identifying Skills to Target



What skills does the child have now?



What skills does the child need?

What are the family goals?

What is developmentally and culturally appropriate?



How will you help the child move from where they are now to where you want them to go?



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## Evidence-Based Interventions

1. Intensifying universal practices and curriculum
  - Higher frequency or increased dosages
  - Extensions or modifications of Tier 1
  - Meaningful reinforcers
2. Behavior support plans when function is known (TTYC)
3. Manualized Interventions
4. Embedded instruction
  - Interventions occur in the classroom
  - Opportunities for learning and practice throughout the day



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## 1. Intensifying Universal Curriculum

- How providers and caregivers deliver more intentional and intensive practices can vary.
- There is **no requirement** that practices designed to provide more support are delivered only in a **small group** configuration.
- For all children receiving tiered instructional supports, it is important to recognize that higher-tiered instruction is in **addition** to instruction at lower tiers.
- A child receiving instruction/intervention at Tier 2, would **still have access to and participate in quality Tier 1 instruction.**

Division for Early Childhood of the Council for Exceptional Children. (2021). *Multitiered system of support framework in early childhood: Description and implications*. <https://files.eric.ed.gov/fulltext/ED631347.pdf>



## Universal Social, Emotional, Behavior Skills



Expectations and Rules



Friendship skills



Emotional literacy



Self-regulation and anger management

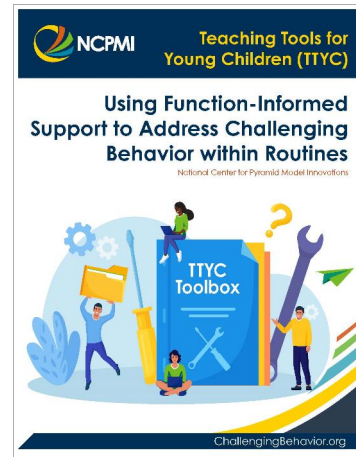


Problem solving



## 2. Behavior Support when Function is Known

1. Teaching Tools Flow Chart
2. Tools for Partnering with Families
3. Data Tools to Inform Planning and to Monitor Progress
4. The Routine Guide
5. Child Routine Plan



## 3. Manualized Interventions

- BEST in CLASS (Conroy et al., 2018; Sutherland et al., 2018) – behavior, engagement
- First Step Next (Walker et al., 2015) – follow directions, rules, wait for turn
- Incredible Years Small Group Dinosaur Child Program (Webster-Stratton, 2005; 2016) – social-emotional skills
- Stay-Play-Talk (Ledford & Pustejovsky, 2023) – peer interaction
- Banking Time (Williford et al., 2015) – relationship

### Banking Time: Strengthening Your Relationship With Individual Children

Strong, safe, nurturing, and responsive teacher-child relationships are essential to young children's thriving. Children may show you through their behavior that their response indicates connection, or you might identify a child you want to strengthen your relationship with.

**Banking Time** is a strategy that focuses on improving relationships between individual child and their teacher. Teachers spend time each day to support positive relationships with children.

#### How do you use it?

- ▶ **Identify a child with whom to use Banking Time.**
  - The child might be someone you want to build a stronger relationship with.
  - It might be a child whose relationship from school is difficult or lacking.
  - A child with behavior that challenges you to be during their class or during a routine time with a social, emotional, and cognitive goal.
- ▶ **Meet with the child for play-based one-on-one relationship-building time 2-3 times a week for 10-15 minutes.**
  - Child chooses a topic to play in the banking relationship on a topic outside the curriculum.
  - Be a listener, share emotions and support.
  - Let the child play and lead activities that they will engage in with you.
  - Stay with the child through transitions for the child to transition to play.
  - Engage in the activity with the child.

#### Banking Time strategies to try:

**Follow the child's lead in play.**

- ▶ **Let the child pick what and how you play together.**

*100 push-downs for building the train. After another 100 push-downs for building the train and 100 up for 100 push-downs, we went to our daily push-downs for building the train.*

- ▶ **Observe the child and their play before you jump in and play with them. Show your interest in what the child is doing by working with limited talking.**

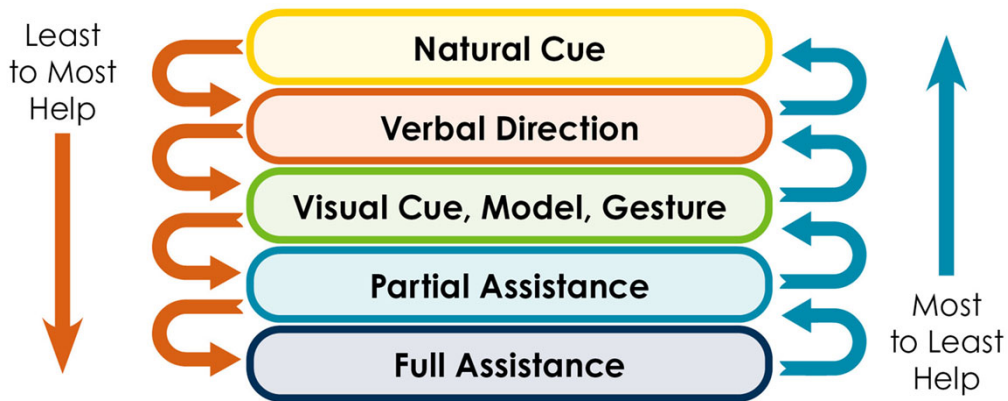


## 4. Embedded Instruction

- 1** •Identify the social-emotional skill that will be taught
- 2** •Provide systematic instruction on the skill throughout the day
- 3** •Monitor the child's progress (data collection)



## Most-to-Least: Providing Extra Help (Prompts) to Respond



### Routine-by-Skill Matrix: Example

Target Skills (instructional strategy)	Amy	Zane	Tyler
		<b>Identify emotion (least to most)</b> <b>Peer interaction (timer and positive descriptive feedback)</b>	<b>Greet peers (most to least)</b> <b>Choose a friend (most to least)</b>
Arrival/ Table time	Checks in with feeling chart	Says hello to peers	Invites peer to play
Circle time	Identifies emotions in self	Greets peer during Good Morning song	
Center play	Stays with peer for 5 mins	Chooses a friend to play with	Invites peer to play
Snack		Chooses a friend to sit next to	
Outside	Stays with peer for 5 mins	Chooses a friend to play with	Invites peer to play

### Interventions for Dina

- The team met with the teacher to **gather more information**. The teacher identified that Dina needs **additional practice on self-regulation and handling disappointment**. The teacher has taught the **entire class** self-regulation strategies; however, Dina will benefit from more **instruction, practice opportunities, and feedback** to learn to use the strategies when she is disappointed.
- **Intensifying instruction** on self-regulation is the tier 2 intervention for Dina

## Teach and Practice Taking a Deep Breath

### Take a Deep Breath

Smell the flower



Blow the pinwheel



## The Turtle Technique

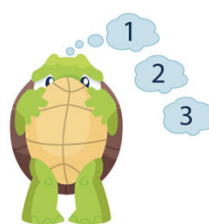
**Step 1:** Recognize your feelings.



**Step 2:** Stop your body.



**Step 3:** Tuck inside your shell and take three deep breaths.



**Step 4:** Come out when you are calm and think of a solution.



## Individualized for Dina



## Intervention for Javier

The team meets with the teacher to **gather more information**. Considering both the teacher's and family's concerns along with his score on the screener, the team decided to use the evidence-based intervention called **Stay, Play, Talk**.

## Stay-Play-Talk

### Teach peer buddies to:

- Stay and follow the child's lead in play
- Play with the peer by engaging with the same toys in similar ways
- Talk about or comment on the peer's play



<https://challengingbehavior.org/docs/Stay-Play-Talk.pdf>



## Stay-Play-Talk Sessions

Implement	Progress	Adapt
Schedule a stay-play-talk routine	Collect progress monitoring data	Make adaptations as needed

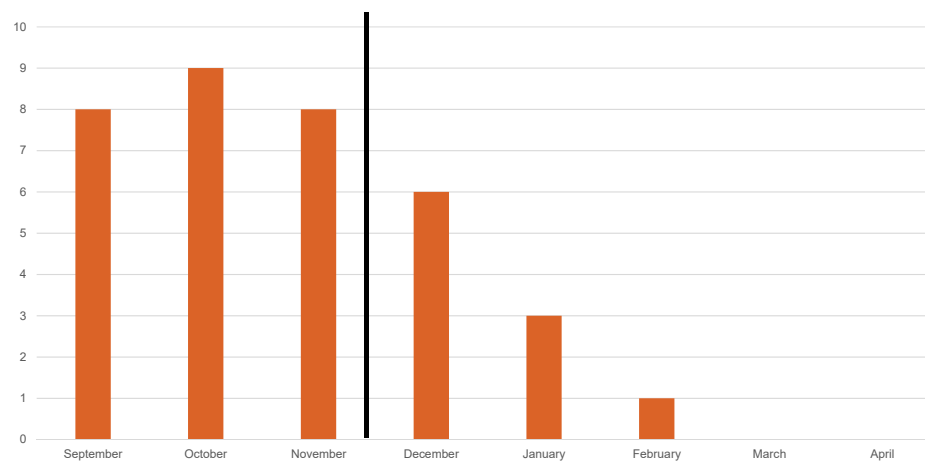


## D. Considerations for Progress Monitoring

- Frequency of data collection
- Measuring skill development
  - Frequency
  - Duration
  - Rate of Opportunities
  - Behavior Rating Scale
- Measuring the decrease in behavior incidents
- Ease of use
- Use of graphs
- Plan for sharing progress with families



### BIRs by Month pre and post-intervention



# Progress Monitoring Data Collection

Child Name: Kaleb

Date	9/2	9/3	9/4	9/5	9/6	9/10	9/11	9/12	9/13	9/17	9/18	9/19	9/20	9/21	9/24	9/25
Skill: Tap a child to initiate a social interaction	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Skill: Pass a toy or object to a peer	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND

**Score:** ND = no data, 0 = refused, 1 = adult provides full physical, 2 = adult provides partial physical, 3 = adult provides gesture, point, or verbal direction, 4 = independent



## E. Professional Development

Pyramid Model Module Series  
Introduction to the Pyramid Model



Pyramid Model Preschool Module Series  
Nurturing and Responsive Relationships



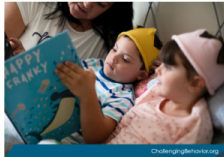
Pyramid Model Preschool Module Series  
High-Quality, Supportive Environments



Pyramid Model Preschool Module Series  
Teaching Social-Emotional Skills



Pyramid Model Preschool Module Series  
Individualized Teaching of Social-Emotional Skills



Pyramid Model Preschool Module Series  
Addressing Challenging Behavior



Pyramid Model Preschool Module Series  
Overview of Prevent-Teach-Reinforce for Young Children



# Implementing Practices with Precision

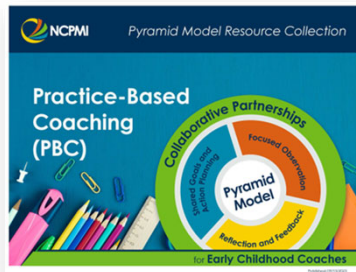


## School Leader's Guide to Professional Development and Practice-Based Coaching

Developed by Meghan von der Priebe, Ashley Morris, Elizabeth Vohrau, Lisa Fox, Jolene Hens, Denise Etkin, Sharon Kinder, Sarah Kaskie, and Wry Louise Hemmeter

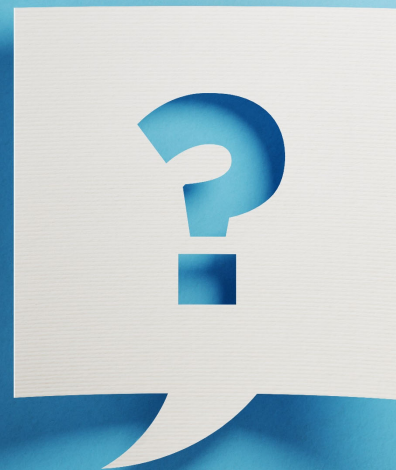


## Classroom Practitioner Coaching Guide



## Questions?

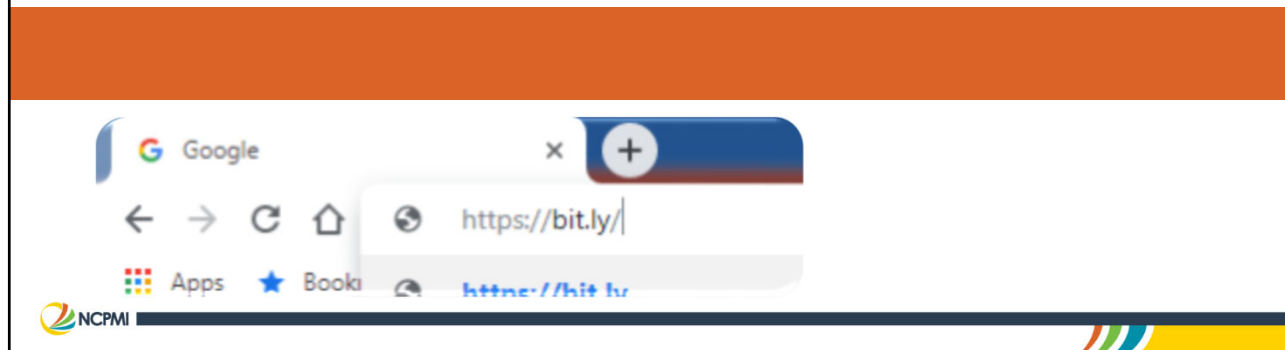
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## Survey and Certificate

### Recording Viewers

- Type URL into a web browser window or scan QR Code
- *URL is case sensitive*



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#### The National Center for Pyramid Model Innovations

The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Pyramid Model) within early intervention and early education programs with a focus on promoting the social, emotional, and behavioral outcomes of young children birth to five, reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation and fostering inclusion.

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