2025-2026 Project EMPOWER+Professional Learning Series

# A Tier 2 Support for Students Experiencing Anxious Feelings:

# Recognize. Relax. Record.

# Session 6

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| **Date:** March 25, 2026**Time:** 2:30-4:30 PM Pacific ▵ 4:30-6:30 PM Central ▵ 5:30-7:30 PM Eastern**Location: Zoom**Prepared and presented by members of the Ci3T Research Team: Elise Sarasin, M.S.E & Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2 |

**Audience**: This professional learning series is offered at no cost to preK-12 educators, administrators, related service providers, paraprofessionals, and parents/guardians interested in learning more about proactive, systematic methods of looking for students who might require additional assistance to experience success in school. Each session provides stand-alone information to build knowledge, skill sets, and confidence in developing structures and practices to meet students’ multiple academic, behavior, and social-emotional well-being needs effectively and efficiently within a Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention.

## AGENDA

* Welcome
* Situating Secondary (Tier 2) Interventions in Ci3T Models
* Describing Key Components of Recognize. Relax. Record.
* Implementing Recognize. Relax. Record.
	+ Baseline
	+ RRR Instruction
	+ RRR In-Class
* Measuring what Matters: Treatment Integrity, Social Validity, and Student Behavior
* Wrapping Up and Moving Forward

## SESSION DESCRIPTION

We provide step-by-step procedures for implementing a small group Tier 2

intervention—Recognize. Relax. Record.—which involves three key components:

(a) helping students identify their anxious feelings and worries, (b) teaching students

relaxation techniques to manage their feelings, and (c) encouraging students to self-monitor their experiences and goal progress. You will learn how to make sure the

intervention is in place as designed (treatment integrity) and how to get feedback on

goals, procedures, and outcomes (social validity). We illustrate how to use

systematic screening data to engage in data-informed decision-making efforts to

detect students who might benefit from this Tier 2 intervention, and share resources.

## Learning objectives

1. Explain how to review school-wide data to determine which students might benefit from this Tier 2 intervention.
2. Describe three key components of Recognize. Relax. Record.
3. Describe how to implement Recognize. Relax. Record. in a classroom setting
4. Explain how to measure (a) implementation (treatment integrity), (b) users’ views of goals, procedures, and outcomes (social validity), and (c) student behavior (e.g., engagement, anxious feelings)

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| Project EMPOWER Professional Learning Series ScheduleLocation: ZoomAttended by: District and school Ci3T Leadership Teams, teachers, administrators, related service providers, paraprofessionals, and parents/guardians | Time2:30-4:30 PM Pacific4:30-6:30 PM Central5:30-7:30 PM EasternDate |
| 1. Starting Strong: Effective Tier 1 Practices for Educators
 | September 24, 2025 |
| 1. From Data to Action: Using Systematic Screening to Inform Instruction
 | October 8, 2025 |
| 1. Ci3T In Action: Integrated Lesson Planning for Enhanced Instruction
 | November 18, 2025 |
| 1. Mastering Behavior Specific Praise and Precorrection
 | January 21, 2026 |
| 1. A 6-Step Instructional Approach for Responding to Challenging Behaviors: A Tier 1 Practice
 | February 10, 2026 |
| 1. A Tier 2 Support for Students Experiencing Anxious Feelings: Recognize. Relax. Record.
 | March 25, 2026 |
| 1. A Tier 3 Support for Students with Intensive Intervention Needs: Functional Assessment-Based Intervention (FABI)
 | April 28, 2026 |

Visit [ci3t.org/pl](https://www.ci3t.org/pl) for more information on each session and to register.

## BCBA CEUs

Board Certified Behavior Analysts (BCBAs) attending this session may accrue up to 2 learning continuing education units (CEU). Please reach out to Stacie Williams (stacie.w@ku.edu) and Allison Bernard (allison.bernard@ku.edu) with questions or for more information.

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| BCBA Task List (6th ed.) |
| C.10 Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records) |
| H.2 Identify and recommend interventions based on assessment results, scientific evidence, client preferences, and contextual fit (e.g., expertise required for implementation, cultural variables, environmental resources). |
| H.6 Make data-based decisions about procedural integrity |
| H.7 Make data-based decisions about the effectiveness of the intervention and the need for modification |