



Session Outcomes

- Explain how to review school-wide data to determine which students might benefit from this Tier 2 intervention.
- $2. \ \, {\sf Describe} \ \, {\sf three} \ \, {\sf key} \ \, {\sf components} \ \, {\sf of} \ \, {\sf Recognize}. \ \, {\sf Relax}. \ \, {\sf Record}.$
- 3. Describe how to implement Recognize. Relax. Record. in a classroom setting.
- 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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Agenda

- 1. Welcome
- 2. Situating Secondary (Tier 2) Interventions in Ci3T Models
- 3. Recognize. Relax. Record.
 - Introduction to Recognize. Relax. Record.
 A Step-by-Step Guide to Implementation
- 4. Wrapping Up and Moving Forward



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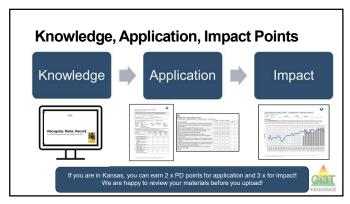
Accessing Professional Learning Materials

ci3t.org/enhance



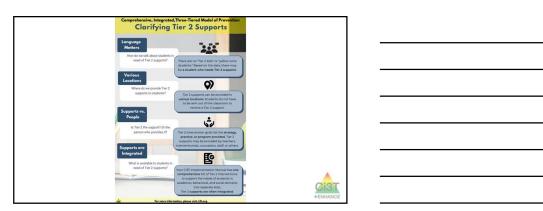


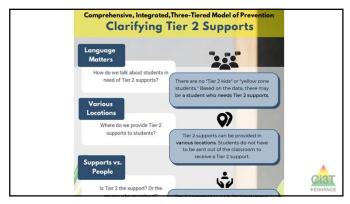


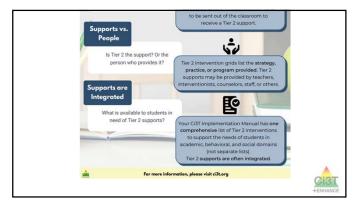




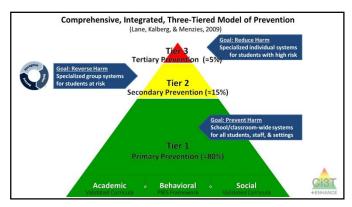
Situating Secondary (Tier 2) Interventions in Ci3T Models

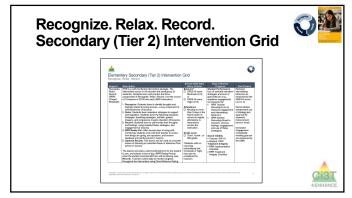


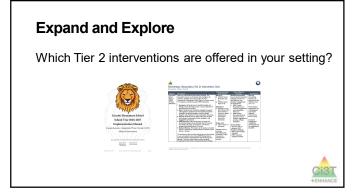










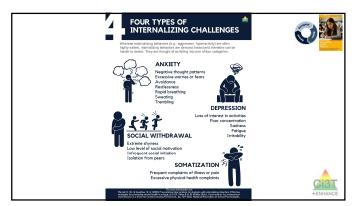






Recognize. Relax. Record.

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What is Recognize. Relax. Record.? An intervention package containing three components: Recognize identify thoughts and feelings related to being anxious Relax manage anxious thoughts and feelings using relaxation strategies Record self-monitor thoughts and feelings, use of relaxation strategies, and engagement (social or academic)

What does the support for Recognize. Relax. F	
Recognize.	Self-
Social-emotional competencies, such as self-awareness and self-management, are related to important long-range outcomes high school graduation college degree completion obtaining employment	Social Social emotional competencies
Durlak et al., 2011	Relationship Skills Responsible decision-making

What does the supporting research for Recognize. Relax. Record. say?



Relax.

Relaxation training is commonly used in research-based cognitive behavioral interventions for children with anxiety Chorpita & Daleiden, 2009









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What does the supporting research for Recognize. Relax. Record. say?



Record

- · Self-management interventions effective for
 - o behavioral and social outcomes
 - o reading, math, and other content areas at elementary

 Levendoski & Cartledge, 2000

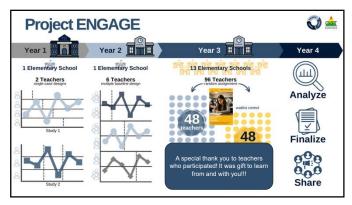
productivity, engagement, and academic performance at middle and high school Carr & Punzo, 1993

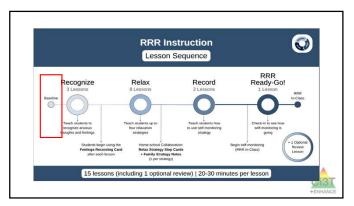
- students with emotional and behavioral disorders
- o students educated in general and special education classrooms

 A.M. Briesch & Briesch, 2016; Briesch & Chafouleas, 2009;

 Mooney et al., 2005







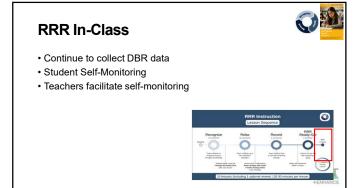
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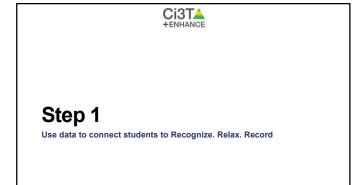
This is the time (approximately two weeks) before beginning RRR instruction Nothing else changes! This allows for a comparison pre- & post-intervention

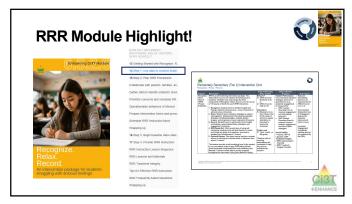
- Direct Behavior Rating (DBR)
- Goal is to collect ~6-8 data points

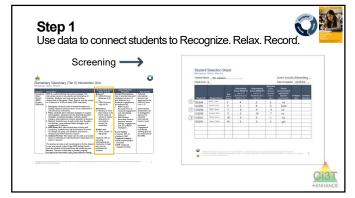


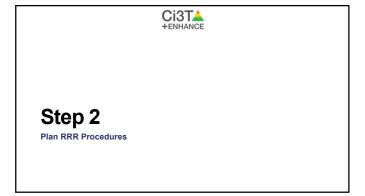
RRR Instruction • Deliver small group RRR Lessons • ~20-30 minutes per lesson • Up to 15 lessons • Teacher-led small group (3-5 students) • Teachers continue to collect DBR

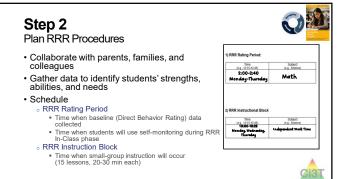




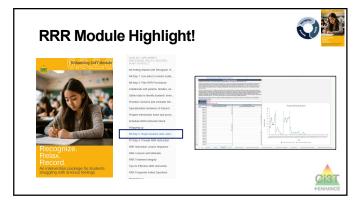


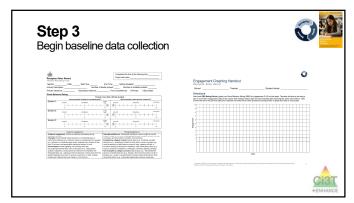














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How is DBR used in this intervention?



- DBR data are collected during the RRR Rating Period a 40-minute instructional block during which students would most benefit from using their new strategies to increase engagement and regulate anxious feelings
 - $_{\circ}$ Later in the intervention (during RRR In-Class), students will self-monitor their own behavior during this time
- Teachers will collect DBR data throughout all stages of intervention:
 - o Baseline (~6-8 days)
 - o RRR Instruction
 - 。RRR In-Class

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Teacher Recording Form

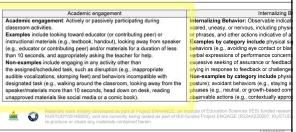
DBR data are collected using the Recognize.Relax.Record
Teacher Recording Form to measure students':

- Academic engagement
- o Internalizing behavior



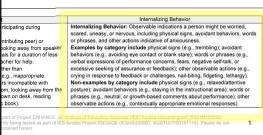
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Operational Definition: Academic Engagement

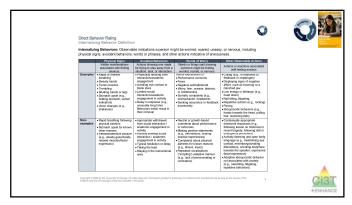


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Operational Definition: Internalizing Behavior







DBR Procedures: RRR Rating Period



- Plan to collect DBR data four times a week
- o Generally, Monday through Thursday
- At the end of the RRR Rating Period, complete the Teacher Recording Form

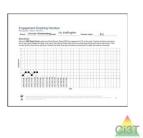


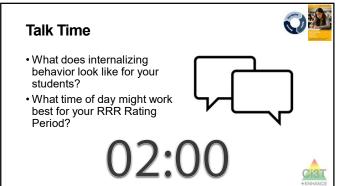
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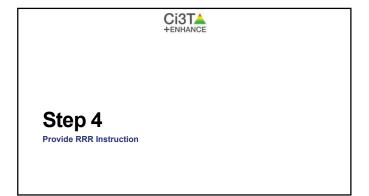
RRR Engagement Graphing Procedures

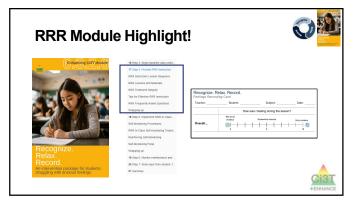


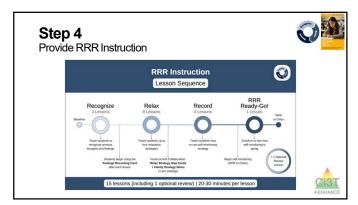
- Each student will have their own Engagement Graphing Handout
 - Later in the intervention (during RRR In-Class), students will also add their total engagement ratings to this graph!
- Once you have completed the Teacher Recording Form, graph each student's overall engagement score on their graph

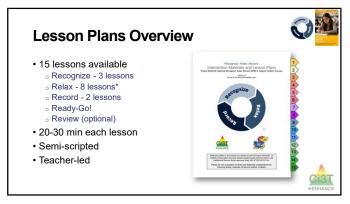






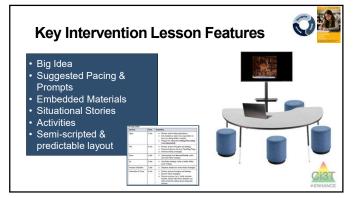


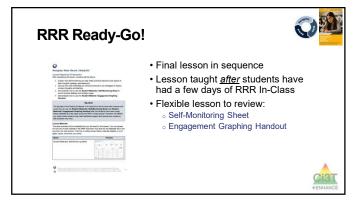


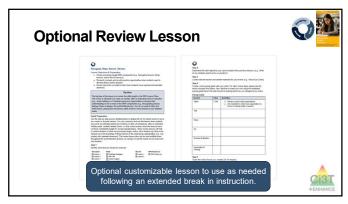


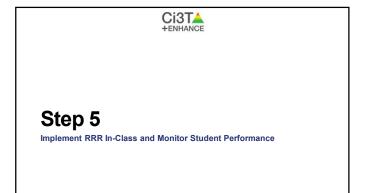


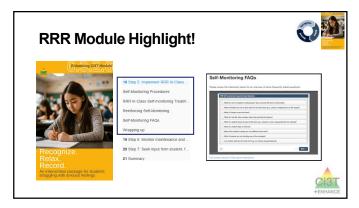


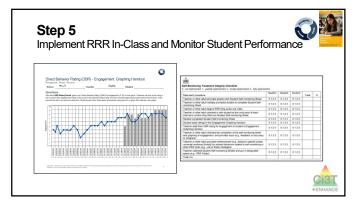












Self-Monitoring Treatment Integrity Checklist



- Self-Monitoring Treatment Integrity Checklist located on the back of the RRR Rating
- Completed daily at end of RRR In-Class Period
 rate all procedures on a scale from 0 (not implemented) to 3 (fully implemented)
 each procedure is rated for each student

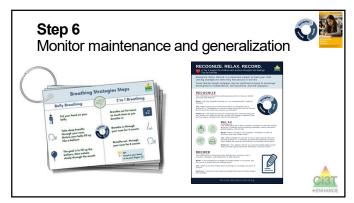


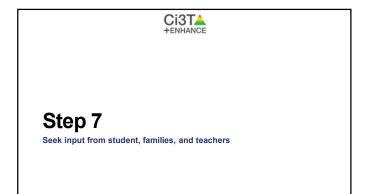
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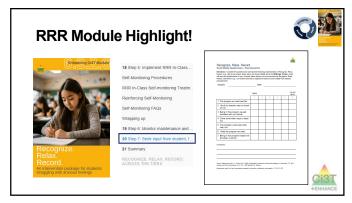
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Step 6

Monitor maintenance and generalization







Step 7: Seek input from student, families, and teachers







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Social Validity Interviews ...



- From Teachers ... Group 1
- "Literally saw a shift in body language after lessons."
- "I wish everyone put together lessons like you guys did. It was so well put together."
- guys did. It was so well put together."

 "At first I thought it was going to be a lot of work, but it worked seamlessly into our routine."
- routine."

 "Boys wanted to talk about their graphs and how they improved."
- "You came and changed my life."
- From Teachers ... Group 2
- "Instead of internalizing she was able to verbalize her feelings more and talk about things that have happened at home. She has gained confidence in expressing her feelings."
- "In this school we have a lot of trauma and students struggling. I think kids with anxiety are often overlooked-they have a need and now we have something to do for them for the first time."
- "I don't always feel like I know students well that don't have big behaviors. It was good for me to get to know them a little better."
- "This program had done wonders for this student in a short amount of time."



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Social Validity Interviews ...



- From Students
- "I got really mad at home and did some breathing."
- "It definitely made me improve on a bunch of stuff. Helped with my self-control."
- "Helped when I couldn't sleep at night."
- "When I am frustrated, it helps me remember to take a breath."
- "This would help my friends in math say, "I can do this"."
- "When my brother makes me mad, I take deep breaths and visualize being somewhere calm."

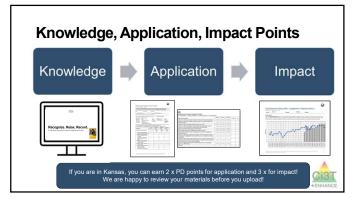






Wrapping Up and Moving Forward

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Project EMPOWER+ Cat Project EMPOWER+ Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Cottor 8, 2025 (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Cottor 8, 2025 (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Cottor 8, 2025 (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Cottor 8, 2025 (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Cottor 8, 2025 (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Cottor 8, 2025 (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Cottor 8, 2025 (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Australia Starting Strong: Effective Tier 1 Practices for Educators (Wednesday) Australia Starting Strong: Effective Tier 1 Pract

