

Starting Activity

- **Step 1:** Go to ci3t.org/enhance
- **Step 2:** If you have not already registered to access Enhancing Ci3T Modules, consider doing so.
- **Step 3:** Sign into the *Recognize. Relax. Record.* module (see Ci3T: Implementing Secondary (Tier 2) Interventions)



First time module users [view informational letter and register here!](#)

Ci3T Implementing Secondary (Tier 2) Interventions

Ci3T + ENHANCE

1

Recognize. Relax. Record.

A Tier 2 Support for Students Experiencing Anxious Feelings

A Presentation for Topeka Public Schools

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Allison Bernard, M.Ed.
Kathleen Lynne Lane, PhD, BCBA-D, CF-L2

We invite you to visit ci3t.org/enhance to access our collection of Enhancing Ci3T Modules following a one-time registration process!

Ci3T + ENHANCE Comprehensive, Integrated, Three-Tiered Model of Prevention



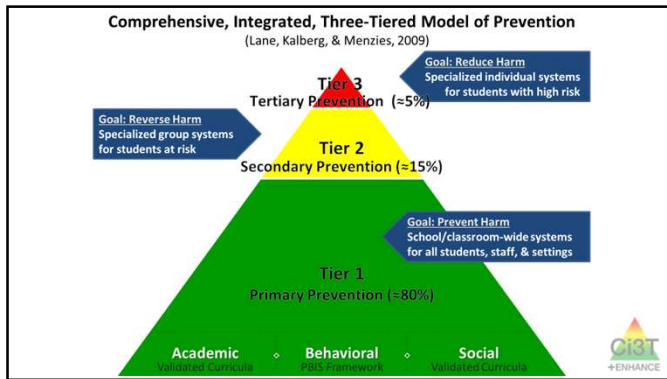
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Agenda

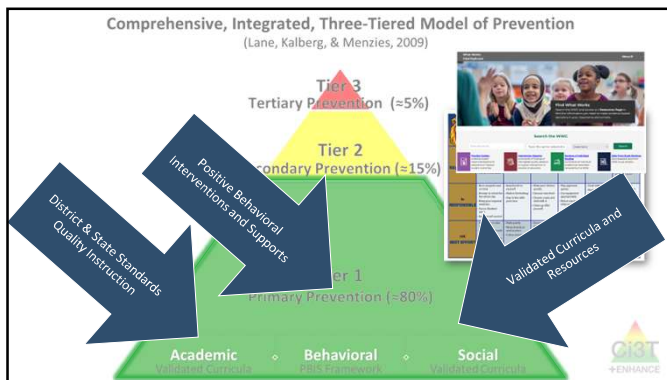
1. Welcome
2. A Focus on Students with Internalizing Behaviors
3. Situating Secondary (Tier 2) Interventions in Ci3T Models
4. Recognize. Relax. Record.
 1. Introduction to Recognize. Relax. Record.
 2. A Step-by-Step Guide to Implementation
5. Wrapping Up and Moving Forward



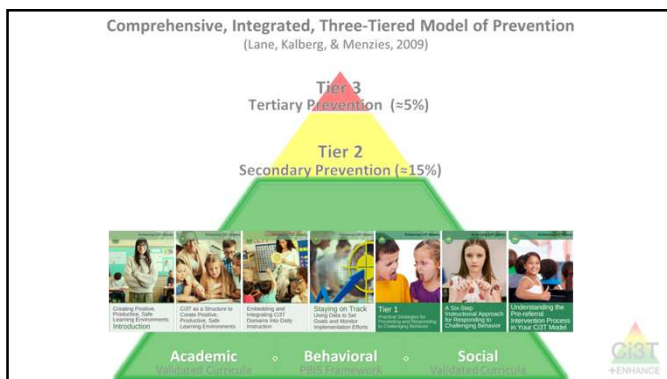
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Session Outcomes

1. Describe what internalizing behavioral challenges are, and who they impact.
2. Describe three key components of Recognize. Relax. Record.
3. Describe how to implement Recognize. Relax. Record. in a classroom setting.



10

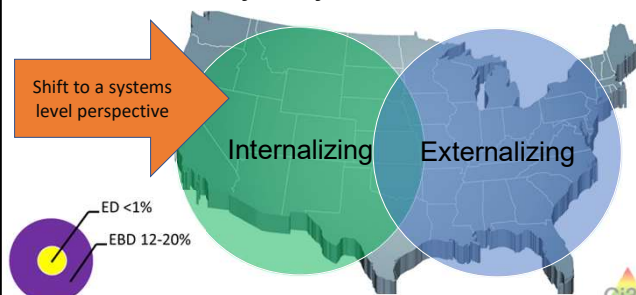


A Focus on Students with Internalizing Behaviors

11

Thank you for your commitment!

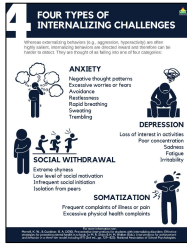
Shift to a systems level perspective



Source: Foreman, S.B., Foreman, S.P., Paparella, T., Kaufman, J.M., & Walker, H.M. (2012). Special education implications of civil and criminal justice for students with disabilities. *Journal of Emotional and Behavioral Disorders*, 20, 1-18.

12

What are internalizing behaviors? (1)

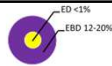


Compared to externalizing behaviors, internalizing behaviors **tend** to be:

- More covert
- Less disruptive

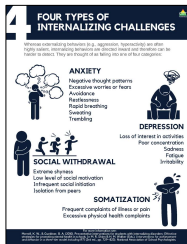
but...

Internalizing challenges often co-occur with externalizing behaviors.



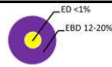
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What are internalizing behaviors? (2)



Some examples include:

- frequent complaints of illness or pain,
- social withdrawal,
- irritability,
- poor concentration,
- restlessness,
- emotional outbursts,
- rapid breathing,
- sweating, or
- trembling/shaking.



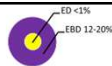
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Why should we be concerned about internalizing behaviors?



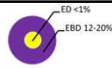
Internalizing concerns are associated with multiple worrisome outcomes compared to students who do not have internalizing behavior patterns, such as:

- Lower levels of academic achievement (e.g., grade point average, GPA; Vaillancourt et al., 2013)
- Lower levels of school adaptation (e.g., ability to learn, ability to meet behavioral expectations, happiness/adjustment; Pedersen et al., 2019)
- Higher levels of school dropout (Weist et al., 2018)
- Higher levels of social rejection (Weist et al., 2018)
- Increased engagement in risk-taking behaviors (e.g., substance use, suicide; Weist et al., 2018)
- Increased risk of physical health problems (Jamnik & DiLalla, 2019)



15

Who do internalizing behaviors impact? (1)

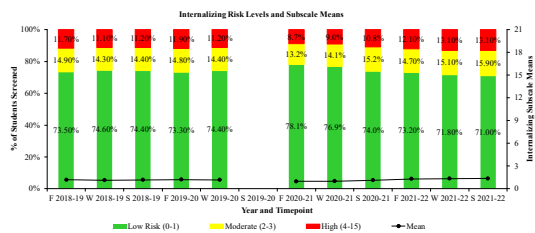
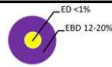


- ≈ 32% of children experience an anxiety disorder at some point during their childhood (Merikangas et al., 2010)
- Onset typically occurs during elementary years (Merikangas et al., 2010)
- Prevalence of behavioral, social, and emotional well-being challenges may be on the rise:
 - Lebrun-Harris and colleagues (2022) found an increase in anxiety and behavioral/conduct disorder from 2016-2020.



16

Who do internalizing behaviors impact? (2)



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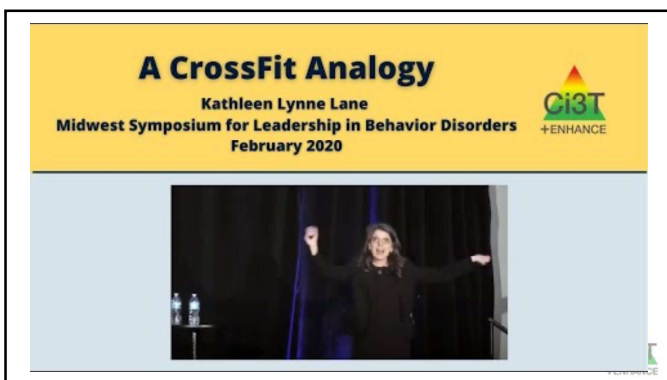


Situating Secondary (Tier 2) Interventions in Ci3T Models

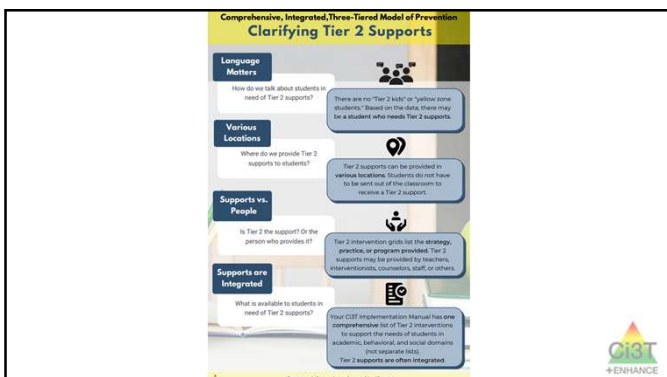
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19



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21

Comprehensive, Integrated, Three-Tiered Model of Prevention Clarifying Tier 2 Supports

Language Matters

How do we talk about students in need of Tier 2 supports?

There are no "Tier 2 kids" or "yellow zone students." Based on the data, there may be a student who needs Tier 2 supports.

Various Locations

Where do we provide Tier 2 supports to students?

Tier 2 supports can be provided in various locations. Students do not have to be sent out of the classroom to receive a Tier 2 support.

Supports vs. People

Is Tier 2 the support? Or the person who provides it?

Tier 2 intervention grids list the strategy, practice, or program provided. Tier 2 supports may be provided by teachers, interventionists, counselors, staff, or others.

For more information, please visit ci3t.org



22

Supports vs. People

Is Tier 2 the support? Or the person who provides it?

Tier 2 intervention grids list the strategy, practice, or program provided. Tier 2 supports may be provided by teachers, interventionists, counselors, staff, or others.

Supports are Integrated

What is available to students in need of Tier 2 supports?

Your CI3T Implementation Manual has one comprehensive list of Tier 2 interventions to support the needs of students in academic, behavioral, and social domains (not separate lists). Tier 2 supports are often integrated.

For more information, please visit ci3t.org



23

Reflect

Reflect on implementation of the Comprehensive Model connecting students to Tier 2 or Tier 3 supports

Steps to reflect...

Review Tier 2 data. Consider any changes to the model based on findings. Review the needs of students. Have students and staff completed their input on the model? Have any changes been implemented?

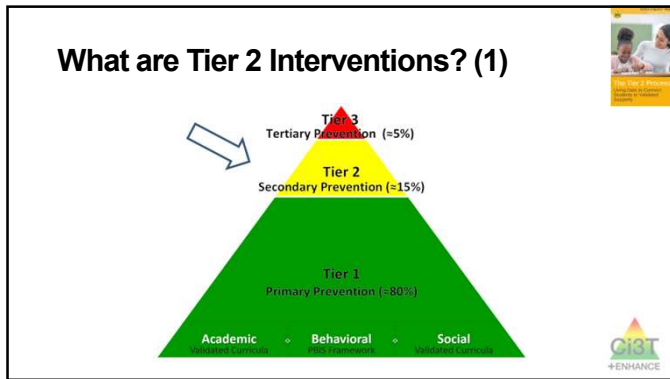
Address The concerns. Determine whether the model is working. Review the data. Determine if the model is working. Review the data. Determine if the model is working.

Connect students to supports. Review the data. Determine if the model is working. Review the data. Determine if the model is working.

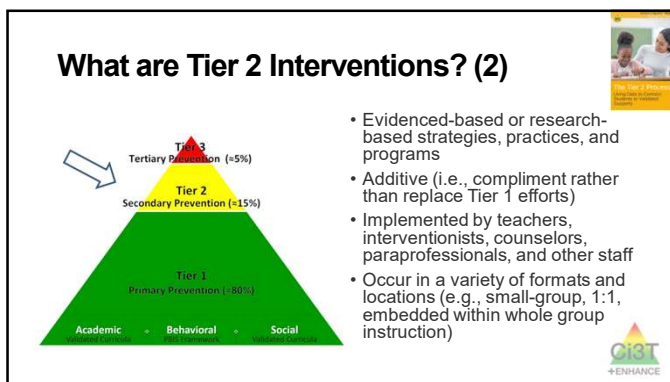
Contact the staff. Review the data. Determine if the model is working. Review the data. Determine if the model is working.



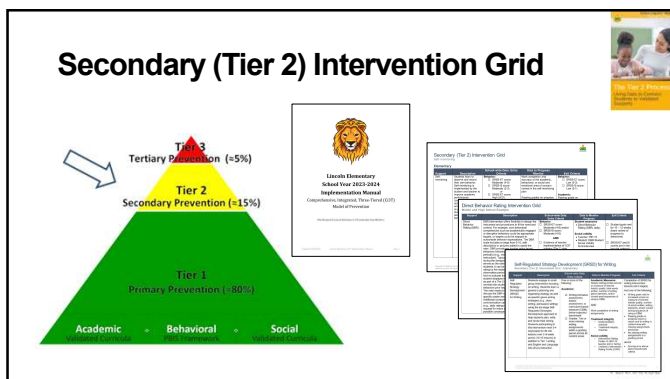
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25



26



27

Components of Secondary (Tier 2) Intervention Grid

Secondary (Tier 2) Intervention Grid

Assessment	Intervention	Data to Progress	Next Steps
Assessment Students must be assessed and scored for intervention. Intervention is implemented for the student and teacher to improve academic performance. Intervention Intervention must be implemented for the student and teacher to improve academic performance. Assessment Students must be assessed and scored for intervention. Intervention is implemented for the student and teacher to improve academic performance.	Intervention Intervention must be implemented for the student and teacher to improve academic performance. Assessment Students must be assessed and scored for intervention. Intervention is implemented for the student and teacher to improve academic performance.	Data to Progress Students must be assessed and scored for intervention. Intervention is implemented for the student and teacher to improve academic performance. Assessment Students must be assessed and scored for intervention. Intervention is implemented for the student and teacher to improve academic performance.	Next Steps Students must be assessed and scored for intervention. Intervention is implemented for the student and teacher to improve academic performance. Assessment Students must be assessed and scored for intervention. Intervention is implemented for the student and teacher to improve academic performance.

28

Data to Suggest a Focus on Connecting Students with Tier 2 Supports

Student ID	Last Name	First Name	Attendance	Behavior Screening	Academic Screening	Other Metrics
12001	Smith	John	95	Low	High	...
12002	Johnson	Mary	88	Medium	Medium	...
12003	Williams	David	92	High	Low	...
12004	Brown	Sarah	85	Low	High	...
12005	Miller	Michael	90	Medium	Medium	...
12006	Wilson	Emily	87	High	Low	...
12007	Moore	James	93	Low	High	...
12008	Taylor	Anna	89	Medium	Medium	...
12009	Anderson	Robert	91	High	Low	...
12010	Thomas	Laura	86	Low	High	...
12011	Clark	Christopher	94	Medium	Medium	...
12012	White	Michelle	88	High	Low	...
12013	Green	Daniel	92	Low	High	...
12014	Black	Stephanie	87	Medium	Medium	...
12015	Gray	Matthew	90	High	Low	...
12016	King	Olivia	89	Low	High	...
12017	Wright	Benjamin	93	Medium	Medium	...
12018	Scott	Grace	86	High	Low	...
12019	Turner	Jonathan	91	Low	High	...
12020	Phillips	Samantha	88	Medium	Medium	...
12021	Campbell	Andrew	94	High	Low	...
12022	Roberts	Victoria	87	Low	High	...
12023	Stewart	Gregory	92	Medium	Medium	...
12024	Sanchez	Christina	89	High	Low	...
12025	Ward	Kevin	90	Low	High	...
12026	Young	Madison	88	Medium	Medium	...
12027	Allen	Christopher	93	High	Low	...
12028	Kim	Olivia	86	Low	High	...
12029	Woods	Benjamin	91	Medium	Medium	...
12030	Baker	Grace	89	High	Low	...
12031	Green	Jonathan	92	Low	High	...
12032	Black	Samantha	87	Medium	Medium	...
12033	Gray	Matthew	90	High	Low	...
12034	King	Olivia	88	Low	High	...
12035	Wright	Benjamin	94	Medium	Medium	...
12036	Scott	Grace	86	High	Low	...
12037	Turner	Jonathan	91	Low	High	...
12038	Phillips	Samantha	88	Medium	Medium	...
12039	Campbell	Andrew	93	High	Low	...
12040	Roberts	Victoria	87	Low	High	...
12041	Stewart	Gregory	92	Medium	Medium	...
12042	Sanchez	Christina	89	High	Low	...
12043	Ward	Kevin	90	Low	High	...
12044	Young	Madison	88	Medium	Medium	...
12045	Allen	Christopher	93	High	Low	...
12046	Kim	Olivia	86	Low	High	...
12047	Woods	Benjamin	91	Medium	Medium	...
12048	Baker	Grace	89	High	Low	...
12049	Green	Jonathan	92	Low	High	...
12050	Black	Samantha	87	Medium	Medium	...

29

Getting Started with Data-Informed Decision Making

- Review your school's C3T Implementation Manual
- Locate school-wide data
- Document decisions and plan for next steps

30

University of the South Pacific
 School Year 2022-2024
Implementation Manual
 Comprehensive Integrated Three-Track (CIT)
 Model of Provision

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Data in Action

Tier 2 Data Summary

Entry Criteria

- SRBS-67 score: Moderate (4-8)
- SRBS-67 score: High (9-21)
- 2 or more office discipline referrals (ODR)
- Skipped 2 or more missing assignments

AND/OR

Academic

- Report card: 1 or more course failures
- Admittedly: Incomplete or missing (not credit or passing)
- Below 2.0 GPA

Student ID	Student Name	Academic Reading	Academic Skills	SRBS-67	SRBS-67	Office Discipline Referrals	Academic	Teacher
11133	Whitely, John	2	1	5	4	0	1	0
11130	Wynn, Karl	2	1	5	4	0	1	0

Other Tier 2 Options

Behavior Contract

Behavior-Specific Praise

Precorrection

Instructional Choice

34

G3T: Implementing Secondary (Tier 2) Interventions

The Tier 2 Process
Using data to connect students to individual systems

Set a Goal
Select a Strategy
Record Progress
Evaluate Success

Direct Behavior
Teach to Support
Classroom Behavior
and Engagement

Behavior Contracts
to Support Classroom
Behavior and
Engagement

**Self-Regulated Strategy
Development (SRSD)**
to Writing in Tiered Systems
Supports All Learners
Success in Learning

**Recognize
Positive
Reinforcement**
Recognizing and Rewarding
Students for Positive Behavior

**Social Skills
Instruction**
Supporting Social Skills
and Emotional Well-being

**Self-Monitoring
Inventories**
Supporting Students
Recognize, Record, and
Reward Success

Check-in/Check-out
A Tier 2 Intervention to
Support Student
Success

35

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (≈5%)

Goal: Reverse Harm
Specialized group systems
for students at risk

Tier 2
Secondary Prevention (≈15%)

Goal: Prevent Harm
Specialized individual systems
for students with high risk

Tier 1
Primary Prevention (≈80%)

Goal: Prevent Harm
School/classroom-wide systems
for all students, staff, & settings

Academic Behavioral Social

36

Recognize. Relax. Record.

Secondary (Tier 2) Intervention Grid

37

Recognize. Relax. Record.

38

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)

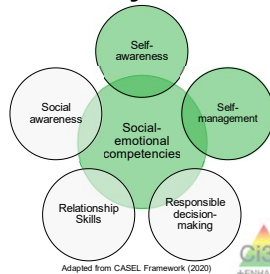
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What does the supporting research for Recognize. Relax. Record. say?

Recognize.

- 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

Durlak et al., 2011



40

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



Breathing techniques



Guided imagery



Progressive muscle relaxation



Self-talk



41

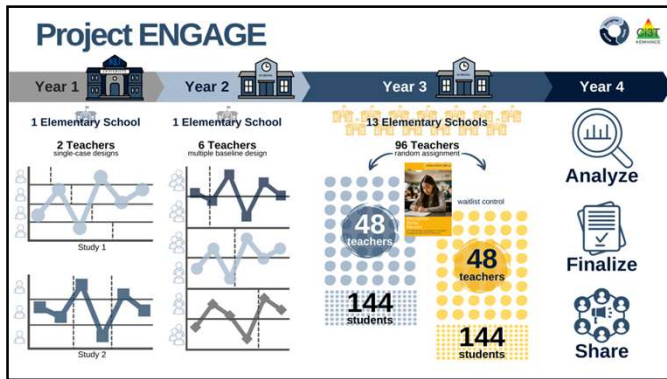
What does the supporting research for Recognize. Relax. Record. say?

Record

- Self-management interventions effective for
 - behavioral and social outcomes
 - 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
 - students educated in general and special education classrooms
 - A.M. Briesch & Briesch, 2016; Briesch & Chafouleas, 2009; Mooney et al., 2005



42



43

Feedback from Families

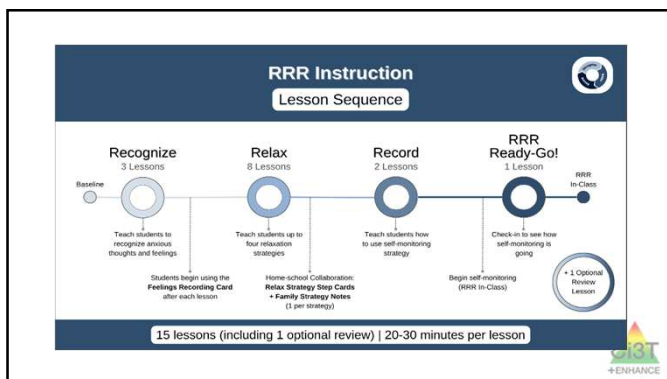
Comments: I am excited for [redacted] to participate in this intervention program. Excited to see how he better manages his emotions and feelings throughout this program and in the future. Thank you [redacted] for all the support and love. [redacted] is a great kid and we are proud of him. [redacted] is a great kid and we are proud of him. [redacted] is a great kid and we are proud of him.

Comments: I've been looking for a way to help her dealing with emotional regulation techniques and this sounds like a great thing. She has been having some issues with this at home-looking things which she is mad or yelling. I truly hope this will help.

Comments: I think this method is a good way to help understand his feelings are okay and it's okay to ask for help but it's also important to learn to help yourself be.

ENHANCE

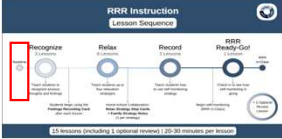
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Baseline

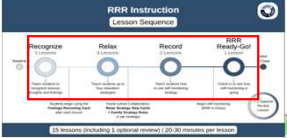
- This is the time (approximately two weeks) **before** beginning RRR instruction
 - Nothing else changes!
 - This allows for a comparison pre- & post-intervention
- Direct Behavior Rating (DBR)
- Goal is to collect ~6-8 data points



46

RRR Instruction

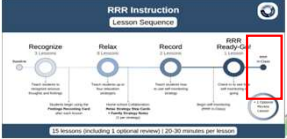
- Deliver small group RRR Lessons
 - ~20-30 minutes per lesson
 - Up to 15 lessons
 - Teacher-led small group (3-5 students)
- Teachers continue to collect DBR



47

RRR In-Class

- Continue to collect DBR data
- Student Self-Monitoring
- Teachers facilitate self-monitoring



48



Step 1

Use data to connect students to Recognize. Relax. Record

49

RRR Module Highlight!



HOW TO IMPLEMENT RECOGNIZE, RELAX, RECORD, RRRY SCHOOLS

18 Getting Started with Recognize, R.

18 Step 1: Use data to connect students

18 Step 2: Plan RRR Procedures

- Collaborate with parents, families, an.
- Gather data to identify students' stes.
- Prioritize concerns and schedule RR.
- Operationalize behaviors of interest.
- Prepare intervention forms and price.
- Schedule RRR instruction book.

18 Step 3: Design baseline data col.

18 Step 4: Provide RRR Instruction

RRR Instruction Lesson Sequence

RRR Lessons and Materials

RRR Treatment Integrity

Tips for Effective RRR Instruction

RRR Frequently Asked Questions

Wrapping up

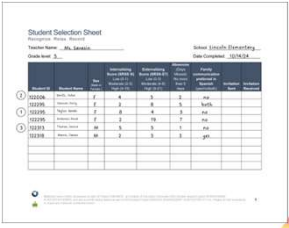



50

Step 1

Use data to connect students to Recognize. Relax. Record.

Screening →






51

52

Using data to connect students to Recognize. Relax. Record.

53

Ci3T 
+ENHANCE

54

Direct Behavior Rating (DBR)

A tool that involves a **brief rating** of **target behavior** immediately following a specified **observation period**.



Source: University of Connecticut. (n.d.). Direct behavior rating: Assessment training module. [video training module]. www.dbrtraining.education.uconn.edu/video.php



61

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
 - 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:
 - Baseline (~6-8 days)
 - RRR Instruction
 - RRR In-Class



62

Teacher Recording Form

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

- Academic engagement
- Internalizing behavior



63

DBR Procedures: RRR Rating Period

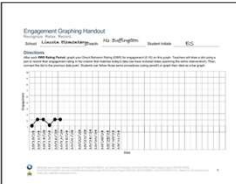
- Plan to collect DBR data four times a week
 - Generally, Monday through Thursday
- At the end of the RRR Rating Period, complete the Teacher Recording Form



67

RRR Engagement Graphing Procedures

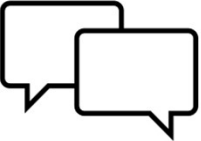
- Each student will have their own Engagement Graphing Handout
 - Later in the intervention (during RRR In-Class), students will also add their total engagement ratings to this graph!
- Once you have completed the Teacher Recording Form, graph each student's overall engagement score on their graph



68

Talk Time

- What does internalizing behavior look like for your students?
- What time of day might work best for your RRR Rating Period?





69



Step 4

Provide RRR Instruction

70

RRR Module Highlight!



Recognize, Relax, Record.
An intervention package for students struggling with anxious feelings.

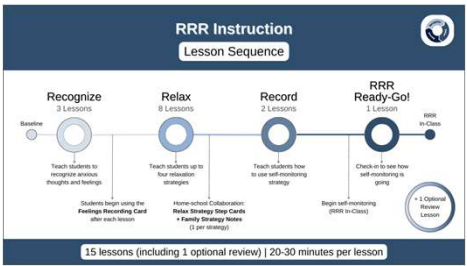
- 16 Step 3: Design Instruction: RRR Entry
- 17 Step 4: Provide RRR Instruction
 - RRR Instruction Lesson Sequence
 - RRR Lessons and Materials
 - RRR Treatment Integrity
 - Tip for Effective RRR Instruction
 - RRR Frequently Asked Questions
- 18 Step 5: Implement RRR in Class
 - Self-Monitoring Procedures
 - RRR in-Class Self-Monitoring Treatments
 - Reinforcing Self-Monitoring
 - Self-Monitoring FAQs
- 19 Step 6: Monitor maintenance and...
- 20 Step 7: Track report from student, r...
- 21 Summary



71

Step 4

Provide RRR Instruction

RRR Instruction Lesson Sequence

Recognize (3 Lessons)
Teach students to recognize anxious thoughts and feelings.
Students begin using the Feelings Recording Card after each lesson.

Relax (8 Lessons)
Teach students up to four relaxation strategies.
Home-school Collaboration: Relax Strategy Step Cards + Family Strategy Notes (1 per strategy).

Record (2 Lessons)
Teach students how to use self-monitoring strategy.
Begin self-monitoring (RRR in Class).

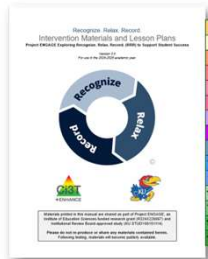
RRR Ready-Go! (1 Lesson)
Check-in to see how self-monitoring is going.
+ 1 Optional Review Lesson

15 lessons (including 1 optional review) | 20-30 minutes per lesson

72

Lesson Plans Overview

- 15 lessons available
 - Recognize - 3 lessons
 - Relax - 8 lessons*
 - Record - 2 lessons
 - Ready-Go!
 - Review (optional)
- 20-30 min each lesson
- Semi-scripted
- Teacher-led



73

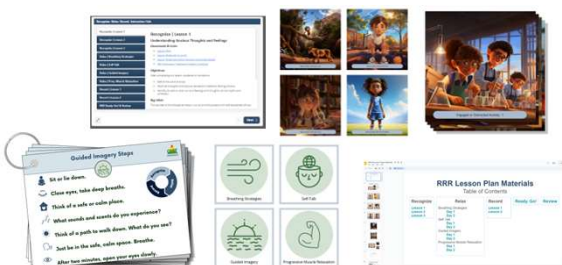
Family Materials



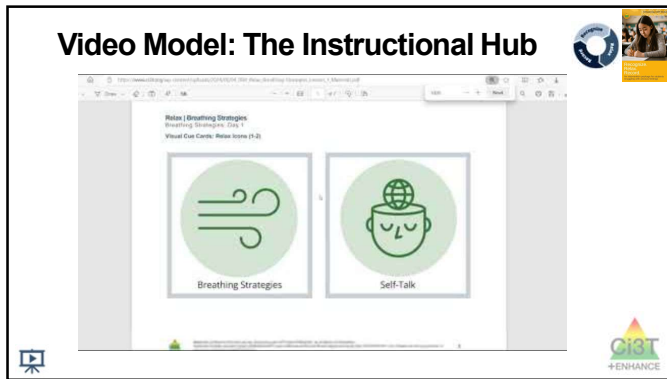
Available in both Spanish and English!

74

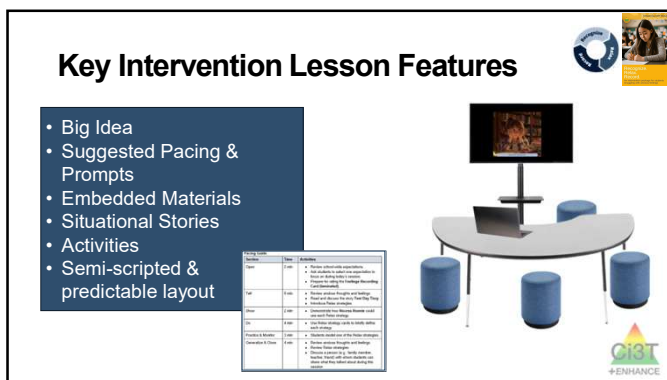
Teacher Materials



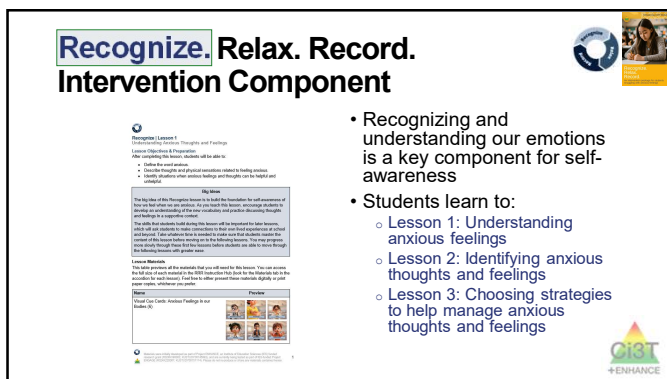
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76



77



78

Recognize. Relax. Record.

Intervention Component

Breathing Strategies
 Guided Imagery

Self-Talk
 Progressive Muscle Relaxation

- Students learn strategies to respond when they feel anxious
 - Breathing Strategies
 - Self-talk
 - Guided Imagery
 - Progressive Muscle Relaxation
- For each strategy, students will:
 - Define
 - Learn to use
 - Recognize situations for when to use
 - Demonstrate (and practice)

79

Lesson Activities: Interactive

Lesson 1: Learning to Self-Monitor (Record) our Behaviors

Students learn how to monitor their own feelings and behaviors

- Lesson 1: Learning to Self-Monitor (Record) our Behaviors
 - Focus: Academic Engagement
- Lesson 2: Learning to Self-Monitor (Record) our Thoughts, Feelings, and Behaviors
 - Focus: Anxious thoughts and feelings
 - Focus: Use of relaxation strategies

80

Recognize. Relax. Record.

Intervention Component

Breathing Strategies
 Guided Imagery

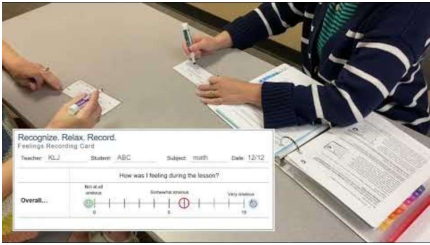
Self-Talk
 Progressive Muscle Relaxation

Students learn how to monitor their own feelings and behaviors

- Lesson 1: Learning to Self-Monitor (Record) our Behaviors
 - Focus: Academic Engagement
- Lesson 2: Learning to Self-Monitor (Record) our Thoughts, Feelings, and Behaviors
 - Focus: Anxious thoughts and feelings
 - Focus: Use of relaxation strategies

81

Video Model: Opening & Closing a Lesson



Recognize, Relax, Record: Feelings Recording Card

Teacher: KJL Student: ABC Subject: math Date: 12/12

How was I feeling during the lesson?

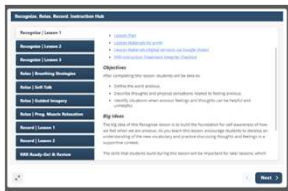
Overall... 0 5 10

Recognize, Relax, Record: Feelings Recording Card

85

RRR Instruction Hub

- Resource found within Enhancing Ci3T Module: *Recognize, Relax, Record. An Intervention Package for Students Struggling with Anxious Feelings*
- Contains all instructional materials including:
 - Lesson plans
 - Strategy cards
 - Student activities



Recognize, Relax, Record: Instructional Hub

Recognize, Relax, Record: Lesson Plans

Recognize, Relax, Record: Strategy Cards

Recognize, Relax, Record: Student Activities

More

86

Work Time

- Locate** the RRR Instructional Hub (see Steps)
- Explore** one of the lesson plans.

00:00



Step 1: Go to ci3t.org/enhance

Step 2: Locate the *Recognize, Relax, Record* module (see Ci3T: Implementing Secondary (Tier 2) Interventions)

Step 3: Sign into the module using your district email (if you haven't yet registered, directions will be provided to do so)

Step 4: On the toolbar, Section 13 (*Getting Started with Recognize, Relax, Record*). Scroll down until you find the RRR Instructional Hub.

87

Step 5

Implement RRR In-Class and Monitor Student Performance

88

RRR Module Highlight!



- 18 Step 5: Implement RRR In-Class
 - Self-Monitoring Procedures
 - RRR In-Class Self-monitoring Treatment
 - Reinforcing Self-Monitoring
 - Self-Monitoring FAQs
 - Wrapping up
- 19 Step 6: Monitor maintenance and
- 20 Step 7: Seek input from student, f
- 21 Summary

Self-Monitoring FAQs

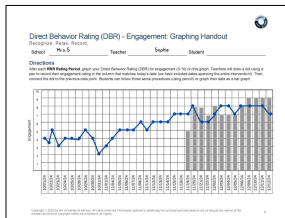
Please review the information below for an overview of some frequently asked questions.

[illegible]

89

Step 5

Implement RRR In-Class and Monitor Student Performance




AHS
Alberta Health Services

Self-monitoring Treatment Integrity Checklist
 1. no experience 2. learning experience 3. mostly experience 4. fully experienced

Rate each experience	Student 1	Student 2	Student 3	Total	%
Teacher or other provided Student 1 with Student Self-monitoring Sheet	0/2/3	0/2/3	0/2/3		
Teacher or other verbally primed Student 1 to complete Student Self-monitoring Sheet	0/2/3	0/2/3	0/2/3		
Teacher or other verbally primed Student 2 with Student Self-monitoring Sheet	0/2/3	0/2/3	0/2/3		
Teacher or other verbally primed Student 3 with Student Self-monitoring Sheet	0/2/3	0/2/3	0/2/3		
Teacher or other checked with Student 1 at the conclusion of each round of teaching	0/2/3	0/2/3	0/2/3		
Teacher completed Student Self-monitoring Sheet	0/2/3	0/2/3	0/2/3		
Teacher with ratings to the Completion/ Ongoing training	0/2/3	0/2/3	0/2/3		
Teacher with ratings to the Completion/ Ongoing training/ Ongoing training	0/2/3	0/2/3	0/2/3		
Teacher with ratings to the Completion/ Ongoing training/ Ongoing training/ Ongoing training	0/2/3	0/2/3	0/2/3		
Teacher with ratings to the Completion/ Ongoing training/ Ongoing training/ Ongoing training/ Ongoing training	0/2/3	0/2/3	0/2/3		
Teacher or other provided Student 2 with Student Self-monitoring Sheet	0/2/3	0/2/3	0/2/3		
Teacher or other verbally primed Student 2 to complete Student Self-monitoring Sheet	0/2/3	0/2/3	0/2/3		
Teacher or other verbally primed Student 3 with Student Self-monitoring Sheet	0/2/3	0/2/3	0/2/3		
Teacher or other verbally primed Student 1 with Student Self-monitoring Sheet	0/2/3	0/2/3	0/2/3		
Teacher or other checked with Student 2 at the conclusion of each round of teaching	0/2/3	0/2/3	0/2/3		
Teacher completed Student Self-monitoring Sheet	0/2/3	0/2/3	0/2/3		
Teacher with ratings to the Completion/ Ongoing training	0/2/3	0/2/3	0/2/3		
Teacher with ratings to the Completion/ Ongoing training/ Ongoing training	0/2/3	0/2/3	0/2/3		
Teacher with ratings to the Completion/ Ongoing training/ Ongoing training/ Ongoing training	0/2/3	0/2/3	0/2/3		
Teacher with ratings to the Completion/ Ongoing training/ Ongoing training/ Ongoing training/ Ongoing training	0/2/3	0/2/3	0/2/3		
Teacher or other provided Student 3 with Student Self-monitoring Sheet	0/2/3	0/2/3	0/2/3		
Teacher or other verbally primed Student 3 to complete Student Self-monitoring Sheet	0/2/3	0/2/3	0/2/3		
Teacher or other verbally primed Student 1 with Student Self-monitoring Sheet	0/2/3	0/2/3	0/2/3		
Teacher or other verbally primed Student 2 with Student Self-monitoring Sheet	0/2/3	0/2/3	0/2/3		
Teacher or other checked with Student 3 at the conclusion of each round of teaching	0/2/3	0/2/3	0/2/3		
Teacher completed Student Self-monitoring Sheet	0/2/3	0/2/3	0/2/3		
Teacher with ratings to the Completion/ Ongoing training	0/2/3	0/2/3	0/2/3		
Teacher with ratings to the Completion/ Ongoing training/ Ongoing training	0/2/3	0/2/3	0/2/3		
Teacher with ratings to the Completion/ Ongoing training/ Ongoing training/ Ongoing training	0/2/3	0/2/3	0/2/3		
Teacher with ratings to the Completion/ Ongoing training/ Ongoing training/ Ongoing training/ Ongoing training	0/2/3	0/2/3	0/2/3		



90

91

Self-Monitoring Treatment Integrity Checklist

- Self-Monitoring Treatment Integrity Checklist located on the back of the RRR Rating Form
- 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

[illegible]

Video Model: RRR In-Class Procedures



Student Self-Monitoring Sheet

[illegible]

93

Step 5

Implement RRR In-Class and Monitor Student Performance

Behaviors	Behavior-specific Praise Examples
Correctly completing the student self-monitoring form	"Mia, it looks like you filled out the form for every interval today. Thanks for remembering!"
Demonstrating academic engagement	"Omar, it looks like you took great notes during the lesson today and did all the practice problems. Nice job setting yourself up for success!"
Accurately rating their academic engagement (even when not rated highly)	"Jian, I really appreciate how you noticed you were not so engaged during the last block. I appreciate the honesty. Now, what can you do to get back on track? How can I help?"
Using relaxation strategies	"Isabella, it looks like you were feeling a bit anxious during that block, but you used guided imagery. That's a great job of using our new skills. How are you feeling now – and is there anything I can do to help?"

94

Student Check-In and Feedback: Tips from Teachers

- Student skips an interval
 - "That was the third ding, fill out your ratings in this row"
- Student ratings are very different than teacher ratings
 - "I see you rated yourself a 9 for engagement. I noticed you playing inside your desk and drawing in your math book so my rating for you would be a 5 or 6. Can you tell me about your rating?"
- Nonverbal feedback (e.g., thumbs up, smile, nod)

95

Student Check-in and Feedback Practice

We are going to review 3 example RRR Student Self-Monitoring Sheets to practice checking in with students and delivering feedback

- View form (on slide)
- Answer Poll
- Whole Group Discussion

96

Recognize, Relax, Record.
Self-monitoring Sheet

Teacher: Mr. R Student: James Subject / Time of Day: Reading Date: 10/18/25

When I feel I can use...

Block Time or Activity	How engaged was I?	How was I feeling?	✓ the strategies you used!
1			
2			
3			
4			
Overall			

97

James

- I noticed...student did not score two intervals
- Feedback:

"Oops! Looks like we missed a few. Remember- every time you hear the ding you will complete a row on the form. Is there anything that is making it tricky to complete?"



98

Recognize, Relax, Record.
Self-monitoring Sheet

Teacher: Mrs. T. Student: Riley Subject / Time of Day: Science Date: 10/29/25

When I feel I can use...

Block Time or Activity	How engaged was I?	How was I feeling?	✓ the strategies you used!
1			
2			
3			
4			
Overall			

99

Riley

- I noticed... overall rating does not match interval ratings
- Feedback:

"Great job remembering to fill out the form for every interval! I noticed you rated anxious feelings as mostly 1s but then a 6 for overall score. Remember, your overall score represents how you did throughout the whole math lesson. If your interval ratings are 1s and 2s, your overall score would also be a 1 or 2"

The screenshot shows a self-monitoring sheet for Riley. It includes a header with 'Recognize, Relax, Record.' and 'Self-monitoring Sheet'. Below this, it lists 'Teacher: Mrs. S.', 'Student: Sophie', 'Subject / Time of Day: Math', and 'Date: 10/6/25'. The sheet has columns for 'When I feel', 'Anxious', 'I can use...', 'Breathing', 'Guided imagery', 'Muscle relaxation', and 'Self-talk'. There are four rows for 'Block Time of Activity' (1, 2, 3, 4) and an 'Overall...' row. Each row has a 'How engaged was I?' scale (1-5) and a 'How was I feeling?' scale (1-6). Riley's ratings are: Block 1 (Engaged: 1, Feeling: 1), Block 2 (Engaged: 1, Feeling: 1), Block 3 (Engaged: 1, Feeling: 1), Block 4 (Engaged: 1, Feeling: 1), and Overall (Engaged: 1, Feeling: 6). A 'Check the strategies you used' column is also present.



100

Sophie

Recognize, Relax, Record.

Self-monitoring Sheet

Teacher: Mrs. S. Student: Sophie Subject / Time of Day: Math Date: 10/6/25

When I feel Anxious I can use... Breathing Guided imagery Muscle relaxation Self-talk

Block Time of Activity	How engaged was I?	How was I feeling?	Check the strategies you used
1	1	1	
2	1	1	
3	1	1	
4	1	1	
Overall...	1	6	



101

Sophie

- I noticed... Sophie reports feeling anxious but does not indicate using any relaxation strategies.
- Feedback:

"It looks like you were feeling a bit anxious today. Remember, you can use your strategies! If you are feeling anxious during math tomorrow, what strategy do you want to try?"

The screenshot shows a self-monitoring sheet for Sophie. It includes a header with 'Recognize, Relax, Record.' and 'Self-monitoring Sheet'. Below this, it lists 'Teacher: Mrs. S.', 'Student: Sophie', 'Subject / Time of Day: Math', and 'Date: 10/6/25'. The sheet has columns for 'When I feel', 'Anxious', 'I can use...', 'Breathing', 'Guided imagery', 'Muscle relaxation', and 'Self-talk'. There are four rows for 'Block Time of Activity' (1, 2, 3, 4) and an 'Overall...' row. Each row has a 'How engaged was I?' scale (1-5) and a 'How was I feeling?' scale (1-6). Sophie's ratings are: Block 1 (Engaged: 1, Feeling: 1), Block 2 (Engaged: 1, Feeling: 1), Block 3 (Engaged: 1, Feeling: 1), Block 4 (Engaged: 1, Feeling: 1), and Overall (Engaged: 1, Feeling: 6). A 'Check the strategies you used' column is also present.



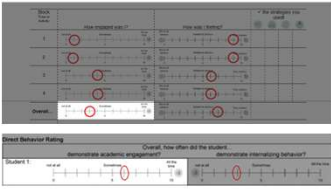
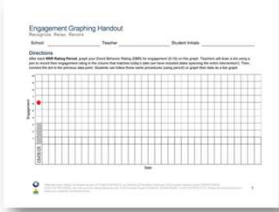
102

Engagement Graphing




103

Engagement Graphing

104

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+ENHANCE

Step 6

Monitor maintenance and generalization

105

RRR Module Highlight!



Recognize, Relax, Record.
An intervention package for students struggling with anxious feelings

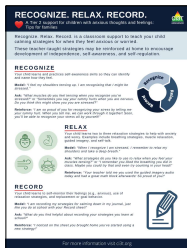
- 18 Step 5: Implement RRR in-Class ...
- Self-Monitoring Procedures
- RRR in-Class Self-monitoring Treatm...
- Reinforcing Self-Monitoring
- Self-Monitoring FAQs
- Wrapping up
- 19 Step 6: Monitor maintenance and...**
- 20 Step 7: Seek input from student, f...
- 21 Summary
- RECOGNIZE, RELAX, RECORD, ACROSS THE TIERS
- 22 Reflect on Tier 1
- 23 Recognize, Relax, Record, at Tier 2
- 24 Intensifying Supports at Tier 3
- 25 Summary




106

Step 6

Monitor maintenance and generalization


107



Step 7

Seek input from student, families, and teachers

108

RRR Module Highlight!

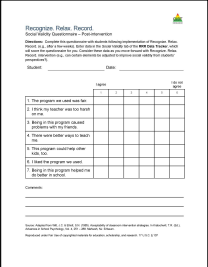


Recognize, Relax, Record.
An intervention package for students struggling with anxious feelings.

18 Step 5: Implement RRR In-Class ...
Self-Monitoring Procedures
RRR In-Class Self-monitoring Treatm...
Reinforcing Self-Monitoring
Self-Monitoring FAQs
Wrapping up

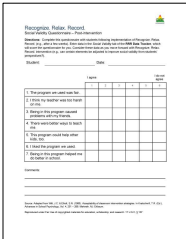
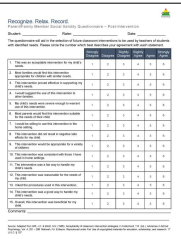
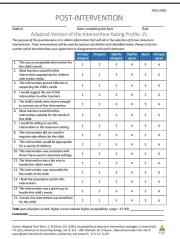
19 Step 6: Monitor maintenance and ...
20 Step 7: Seek input from student, f...

21 Summary
RECOGNIZE, RELAX, RECORD.
ACROSS THE TIERS




109

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


110

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



111

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."



112



Wrapping Up and Moving Forward

113

Action Items

Action Item	Person(s) Responsible	Planned Completion Date	Date Completed
Review winter screening data to see if any students might benefit from RRR	Amy	03/30/26	
Reach out to families to discuss the possibility of RRR for spring	Amy	04/01/26	



114

Project EMPOWER+



EMPOWER+ Session	Date
Starting Strong: Effective Tier 1 Practices for Educators	September 24, 2025 (Wednesday)
From Data to Action: Using Systematic Screening to Inform Instruction	October 8, 2025 (Wednesday)
Ci3T In Action: Integrated Lesson Planning for Enhanced Instruction	November 18, 2025 (Tuesday)
Mastering Behavior Specific Praise and Precorrection	January 21, 2026 (Wednesday)
A 6-Step Instructional Approach for Responding to Challenging Behaviors: A Tier 1 Practice	February 10, 2026 (Tuesday)
A Tier 2 Support for Students Experiencing Anxious Feelings: Recognize, Relax, Record.	March 25, 2026 (Wednesday)
A Tier 3 Support for Students with Intensive Intervention Needs: Functional Assessment-Based Intervention (FABi)	April 28, 2026 (Tuesday)

115

Ci3T Trainers and Coaches Calls



Ci3T Trainers and Coaches Calls Session	Date
Ci3T Trainers and Coaches Call 1	August 20, 2025 (Wednesday)
Ci3T Trainers and Coaches Call 2	September 3, 2025 (Wednesday)
Ci3T Trainers and Coaches Call 3	October 1, 2025 (Wednesday)
Ci3T Trainers and Coaches Call 4	November 5, 2025 (Wednesday)
Ci3T Trainers and Coaches Call 5	December 2, 2025 (Tuesday)
Ci3T Trainers and Coaches Call 6	January 22, 2026 (Thursday)
Ci3T Trainers and Coaches Call 7	February 17, 2026 (Tuesday)
Ci3T Trainers and Coaches Call 8	March 10, 2026 (Tuesday)
Ci3T Trainers and Coaches Call 9	April 15, 2026 (Wednesday)
Ci3T Trainers and Coaches Call 10	May 13, 2026 (Wednesday)

116

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Thank you!

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Tag us in your Ci3T highlights, we love to see Ci3T in action!

Follow us on **Instagram** for updates and new resources!

117
