




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!](#)



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Recognize. Relax. Record.

A Tier 2 Support for Students Experiencing Anxious Feelings

A Presentation for Topeka Public Schools
 Allison M. Bernard, M. Ed.
 Amy A. Buffington, M. Ed.
 Kathryn L. Johnson, M.A.
 University of Kansas

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

Comprehensive, Integrated, Three-Tier Model of Prevention

This presentation was funded in part by Project ENHANCE (U.S. Department of Education, Institute of Education Sciences, Award Number: R324N190002), Project ENGAGE (U.S. Department of Education, Institute of Education Sciences, Award Number: R324K220007), and Project ERIC (U.S. Department of Education, Office of Special Education Programs, Award Number: H320220011).


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Project ENGAGE Research Team





 Allison Bernard allison.bernard@ku.edu	 Mark Buckman buckman@ku.edu	 Amy Buffington a.buffington@ku.edu	 Eric Common ecommon@umich.edu
 Rebecca L. Sherod-Adams rebecasherod@ku.edu	 Kathleen Lynne Lane Kathleen.Lane@ku.edu	 Wendy P. Oakes Wendy.oakes@ku.edu	
 Kathryn Johnson kathrynjoh@ku.edu	 Elise Sarasin elise.sarasin@ku.edu	 Joni Weiss joniweiss@ku.edu	 Stacie Williams Stacie.williams@ku.edu

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Session Outcomes

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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Agenda

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

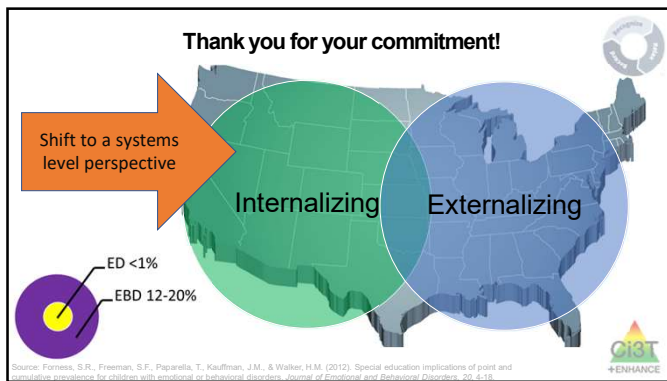


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A Focus on Students with Internalizing Behaviors

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What are internalizing behaviors? (2)

FOUR TYPES OF INTERNALIZING CHALLENGES

ANXIETY
Negative thought patterns
Persistent worry or fears
Irritability
Restlessness
Overthinking
Trembling

DEPRESSION
Loss of interest in activities
Poor concentration
Sadness
Fatigue
Irritability

SOCIAL WITHDRAWAL
Isolated friends
Low level of social motivation
Infrequent communication
Isolation from peers

SOMATIZATION
Frequent complaints of illness or pain
Excessive physical health concerns

Some examples include:


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

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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:
 - o Lebrun-Harris and colleagues (2022) found an increase in anxiety and behavioral/conduct disorder from 2016-2020.

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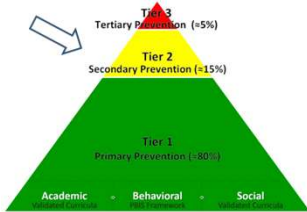


Situating Secondary (Tier 2) Interventions in Ci3T Models



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What are Tier 2 Interventions?

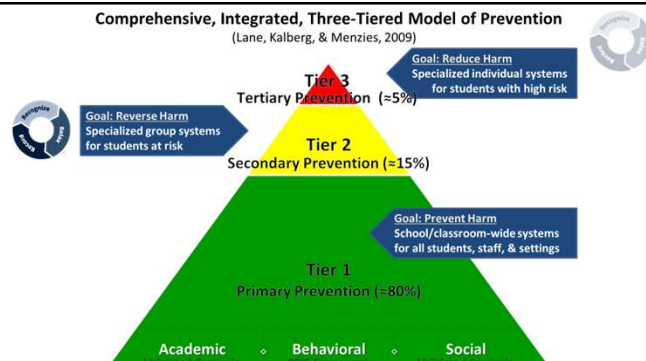


- Evidenced-based or research-based strategies, practices, and programs
- Additive (i.e., compliment rather than replace Tier 1 efforts)
- Implemented by teachers, interventionists, counselors, paraprofessionals, and other staff
- Occur in a variety of formats and locations (e.g., small-group, 1:1, embedded within whole group instruction)

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Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Tier 3 Tertiary Prevention (~5%)
Goal: Reduce Harm
Specialized individual systems for students with high risk

Tier 2 Secondary Prevention (~15%)
Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings

Tier 1 Primary Prevention (~80%)
Goal: Reverse Harm
Specialized group systems for students at risk

Domains: Academic, Behavioral, Social

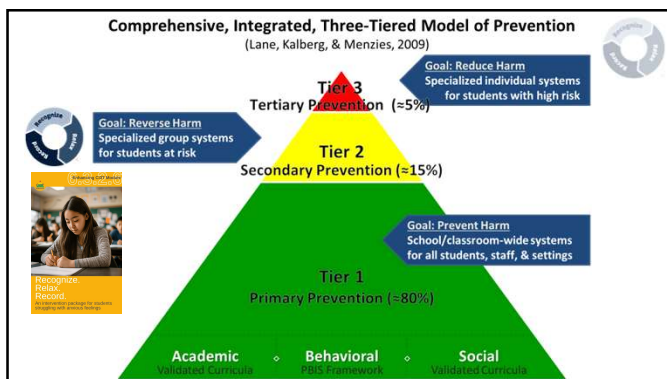
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Recognize. Relax. Record. An intervention package for students struggling with anxiety.

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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Three Components of Recognize. Relax. Record.

Baseline → RRR Instruction → RRR In-Class

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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

Adapted from CASEL Framework (2020)

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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



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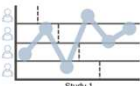
Project ENGAGE

Year 1

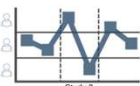
1 Elementary School

2 Teachers

single case designs



Study 1




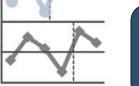
Study 2

Year 2

1 Elementary School

6 Teachers

multiple baseline design

Year 3

13 Elementary Schools

96 Teachers

random assignment

waitlist control

48 teachers

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A special thank you to teachers who participated!
It was gift to learn from and with you!!!

Year 4

Analyze

Finalize

Share




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Talk Time! (1)

- What does internalizing behavior look like for your students?
- Thinking back to previous or current groups of students you have taught, are there students you think might have benefited from RRR?

00:00



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[illegible][illegible]

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[illegible]

Step 2



Plan RRR Procedures

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Step 2

Plan RRR Procedures

- Collaborate with parents, families, and colleagues
- Gather data to identify students' strengths, abilities, and needs
- Schedule
 - RRR Rating Period
 - Time when baseline (Direct Behavior Rating) data collected
 - Time when students will use self-monitoring during RRR In-Class phase
 - RRR Instruction Block
 - Time when small-group instruction will occur (15 lessons, 20-30 min each)

Time (e.g., 10:15-10:45)	Subject (e.g., Science)
2:00-2:40	Math

Time (e.g., 10:15-10:45)	Subject (e.g., Science)
10:00-10:30	Independent Work Time

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Step 2

Plan RRR Procedures

Defining Behaviors

Label • Define • List examples • List non-examples


Label	Definition	Examples	Non-examples
Provides a name for the goal behavior	Provides an accurate and concise description	Concrete words or phrases	Abstract words or phrases

Characteristics of a clear behavior definition


- Objective, observable, measurable
- Unambiguous and clear, so an observer could easily understand
- Clearly observable what does and does not meet the definition
- Measurable (can be counted or categorized)
- Behavioral (an action, or a thinking and feeling that is observable)

Operationalize behaviors of interest



Prepare intervention forms and procedures



Teacher Recording Form (Direct Behavior Rating)



Student Self-Monitoring Sheet

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Step 3



Begin baseline data collection



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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-intervention performance to post-intervention performance
- During this time, teachers will collect Direct Behavior Rating (DBR) data four times a week (Monday-Thursday)
- Goal is to collect ~6-8 data points during this time!

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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

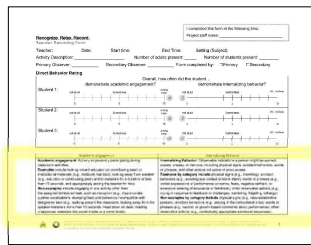



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Teacher Recording Form

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

- Academic engagement
- Internalizing behavior

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DBR Procedures: RRR Rating Period

- Plan to collect DBR data four times a week
 - Generally, Monday through Thursday
 - All students on one form per day
- At the end of the RRR Rating Period, complete the Teacher Recording Form

1. Identify the **Independent** and **Dependent** Variables. (10pts)
 Dependent Variable: **Number of hours**
 Independent Variable: **Number of days**

2. Write the **Mathematical Equation** for the relationship between the variables. (10pts)

$$Y = aX + b$$
 Where Y = **Number of hours**, X = **Number of days**, a = **Rate of change**, b = **Initial value**

3. Draw a **Graph** of the relationship between the variables. (10pts)
 The graph shows a linear relationship between the number of days and the number of hours. The x-axis is labeled "Number of days" and ranges from 0 to 10. The y-axis is labeled "Number of hours" and ranges from 0 to 100. The line starts at the origin (0,0) and passes through the points (2,20), (4,40), (6,60), (8,80), and (10,100).

4. Write a **Short Story** about the relationship between the variables. (10pts)
 A person is working at a job that pays \$20 per hour. They work for 2 days, 4 days, 6 days, 8 days, and 10 days. The number of hours they work increases linearly with the number of days.

[illegible]

DBR Procedures: RRR Rating Period

<p>Recognize, Relax, Record.</p> <p>Teacher: <u>MS. RAAB</u> Date: <u>10/24/24</u> Start time: <u>10:10</u> End Time: <u>10:50</u> Setting (Subject): <u>MATH</u></p> <p>Activity Description: <u>Independent Work</u> Number of adults present: <u>1</u> Number of students present: <u>21</u></p> <p>Primary Observer: <u>MS. RAAB</u> Secondary Observer: _____ Form completed by: <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary</p>	<p>I completed this form at the following time: <u>10:55</u></p> <p>Project staff notes:</p>
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Direct Behavior Rating

	Overall, how often did the student... <u>demonstrate academic engagement?</u>	...demonstrate internalizing behavior?
Student 1:		
Student 2:		
Student 3:		

<p style="text-align: center;"><u>Academic engagement</u></p> <p>Academic engagement: Actively or passively participating during classroom activities.</p> <p>Examples: include (but not limited to) contributing or performing academically, asking questions, or completing assignments.</p>	<p style="text-align: center;"><u>Internalizing Behavior</u></p> <p>Internalizing Behavior: Observable indications a person might be worried, sad, anxious, shy or nervous, including physical signs, avoidant behaviors, words or phrases, and other actions indicating distress.</p>
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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


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Table Talk


During what time of day would be beneficial for conducting DBR with your students?

00:00

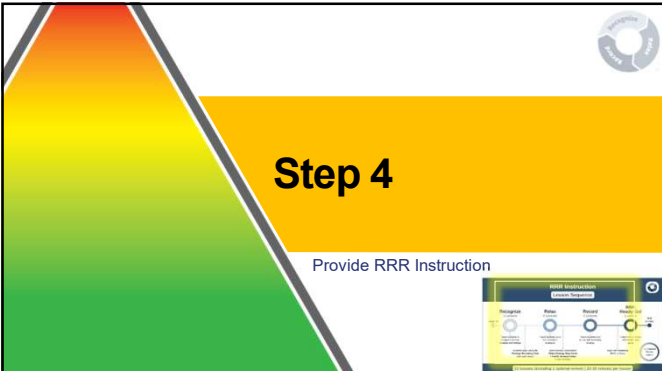


1) RRR Rating Period	
Time (e.g., 10:15-11:00)	Subject (e.g., Science)

2) RRR Instructional Block	
Time (e.g., 10:15-11:00)	Subject (e.g., Science)




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Step 4


Provide RRR Instruction



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Accessing Materials

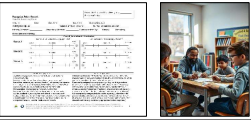





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RRR Instruction



- Deliver small group RRR Lessons
 - ~20-30 minutes per lesson
 - Up to 15 lessons (with optional lessons); likely to teach only 10-13 lessons
 - Taught during a *different time* than RRR Rating Period
- Teachers continue to collect DBR data four times a week (Monday-Thursday) during the RRR Rating Period

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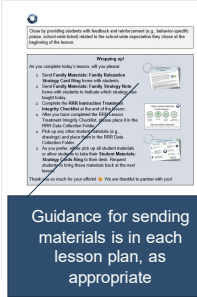
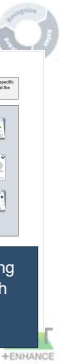
Lesson Plans Overview

- 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

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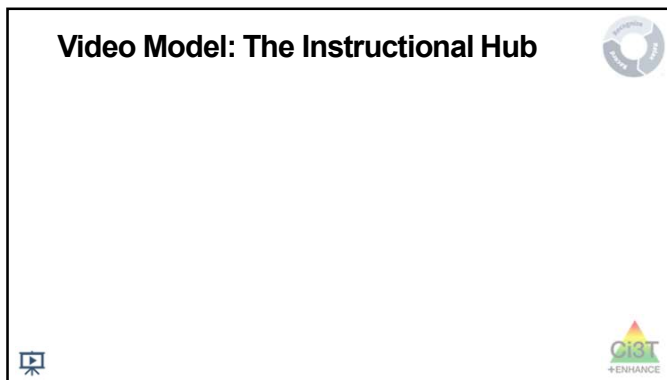
Family Materials (1)

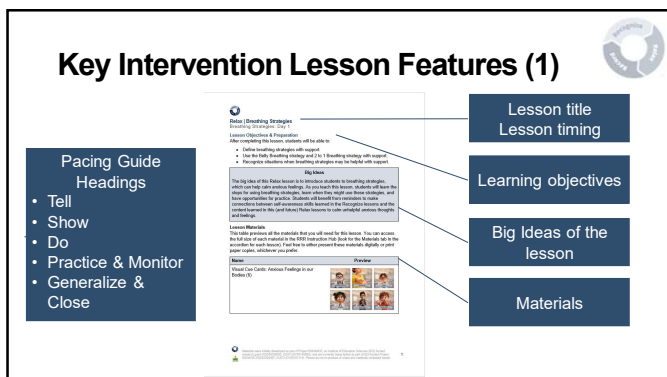
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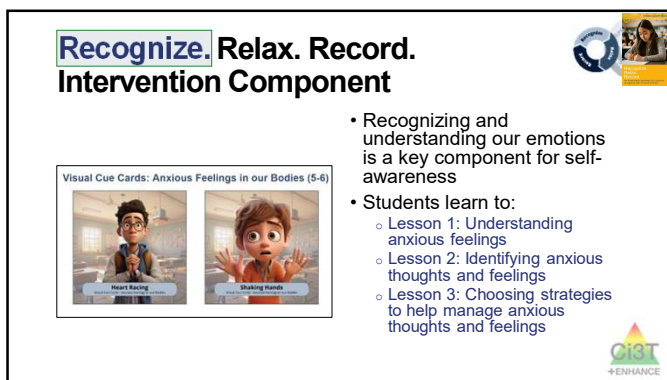


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3 Intervention Components

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Recognize. Relax. Record.
Intervention Component

Visual Cue Cards: Anxious Feelings in our Bodies (5-6)

- Recognizing and understanding our emotions is a key component for self-awareness
- Students learn to:
 - Lesson 1: Understanding anxious feelings
 - Lesson 2: Identifying anxious thoughts and feelings
 - Lesson 3: Choosing strategies to help manage anxious thoughts and feelings

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Recognize. Relax. Record.
Intervention Component

- 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)

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Recognize. Relax. Record.

Intervention Component

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

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Engaged or Distracted

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RRR Ready-Go! and Optional Review Lessons

Lesson taught *after* a few days of RRR In-Class

Optional customizable lesson following an extended break

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Work Time

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

00:00


Step 1: Go to ci3t.org/enhance

Step 2: Locate the *Recognize, Relax, Record* module (see CIST: 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.



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Step 5




Implement RRR In-Class and Monitor Student Performance




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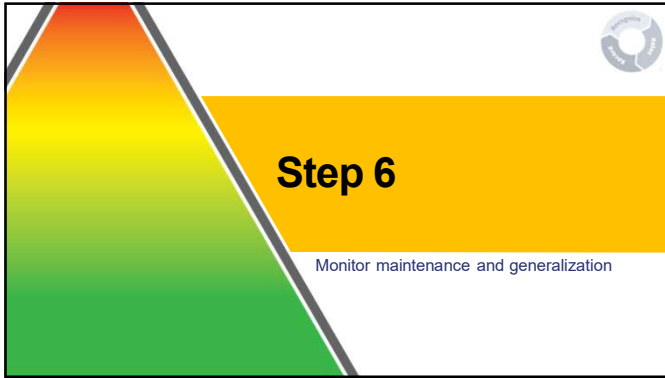
RRR In-Class

- Teachers continue to collect DBR data four times a week (Monday-Thursday)
- Students use the Student Self-Monitoring sheet to self-monitor their engagement, anxious feelings, and use of relaxation strategies
- Teachers facilitate self-monitoring (e.g., audio cue, brief check-ins)

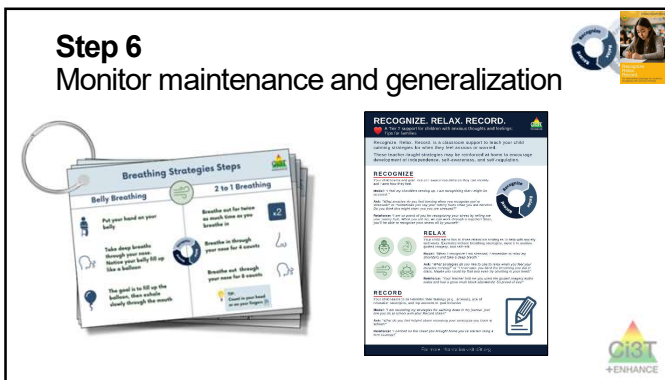






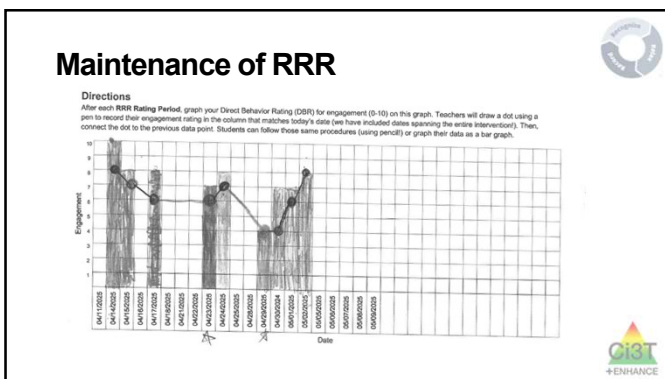
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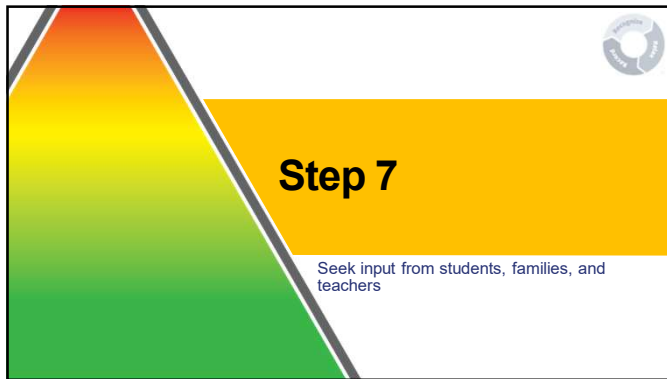
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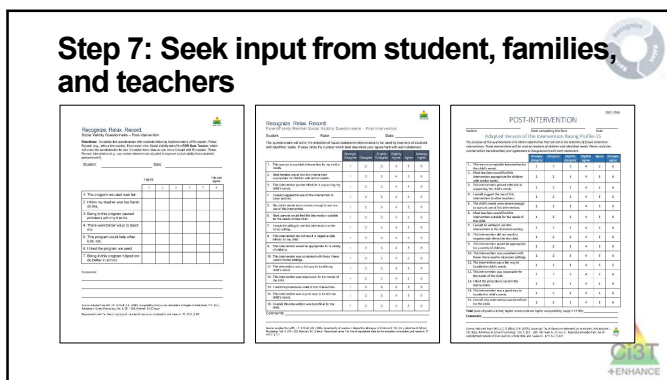
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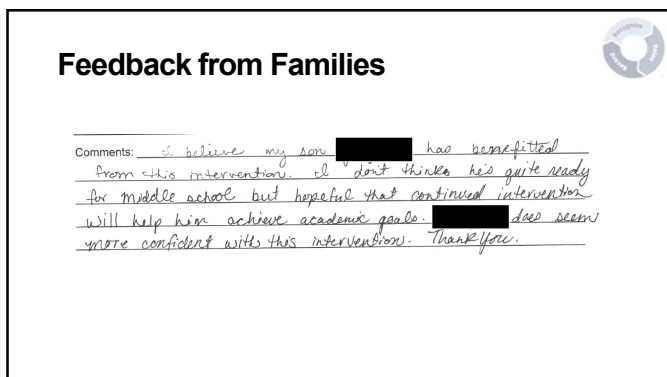
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Teacher Interviews

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

Comments: [redacted] was a great student for this program. He had always been very open in sharing about his anxiety. This program really helped during these feelings and now he could help himself. I think this program would be a great help for all students with anxiety. I will be recommending it to all my colleagues.

Comments: [redacted] was very receptive to his introduction and quickly became comfortable in the program and its strategies and activities.

Comments: [redacted] has really grown to monitor himself through this program. He truly has grown to calm himself down with the breathing strategies. He really enjoyed the program.



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Student Interviews

- "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."



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Considerations for Implementing RRR

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Teacher Recommendations (1)

- Hang strategy cards on desks
- Set phone reminders for RRR Rating Period
- Whole-class participates in self-monitoring
- Student leaders
 - Passing out materials
 - Reminders for in-class procedures



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Teacher Recommendations (2)

- Showcase icons in classroom for all to see
- Laptop & monitor
- Students teach whole class relax strategies as Tier 1 practice
- Set timers for lesson activities



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Individualized Cognitive Behavior Therapy Plan

Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data Entry Criteria	Data to Monitor Progress	Exit Criteria
Individualized Cognitive Behavior Therapy Plan	<p>Individualized Cognitive Behavior Therapy Plans are intensive intervention plans created based on specific student internalizing behaviors or concerns.</p> <p>Plans consist of specific strategies for supporting students. The three essential components include:</p> <ul style="list-style-type: none"> • Psychoeducation • Cognitive Restructuring • Home-School Communication <p>Other components that may be included depending upon student needs include: relaxation techniques, activity scheduling, and/or systematic desensitization; self-monitoring; and, if appropriate, a safety plan.</p>	<p>One or more of the following:</p> <ul style="list-style-type: none"> □ SRSS-B: High □ Limited change in student performance in response to and Tier 1 □ Interventions implemented with fidelity □ Elevated indicators on a diagnostic measure (e.g., high risk scores on internalizing symptom subscales) □ Utilize data collected as part of Tier 2 interventions if available; otherwise, seek parental permission to complete additional measures and support from Mental Health Team. 	<p>Student performance:</p> <ul style="list-style-type: none"> Identify and <u>operationally</u> define target student Behavior: Determine method for measuring target behavior Set behavioral goal based on baseline (pre-intervention) performance. Graph progress monitoring data and use to inform intervention decisions. <p>Treatment integrity:</p> <ul style="list-style-type: none"> Individualized treatment integrity checklist <p>Social Validity:</p> <ul style="list-style-type: none"> Teacher: IRP-15 Student: CBPP <p>All data sources can be collected and analyzed using the customizable Data Tracker.</p>	<p>Two or more of the following:</p> <ul style="list-style-type: none"> □ SRSS-B: Low □ Demonstrates independent use of individualized plan strategies □ Meet goal criteria according to progress monitoring data


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Wrap Up and Moving Forward

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Action Items


Action Item	Person(s) Responsible	Planned Completion Date	Date Completed
Review systematic screening data (winter) to see which students might benefit from Recognize, Relax, Record. (RRR)	Amy	1/10/26	
Explore the possibility of implementing RRR with your school site colleagues and principal	Amy	1/15/26	
Visit the UConn DER Training Site	Allison	1/20/26	




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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)




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Thank you!

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Kathleen Lane
kathleen.lane@ku.edu

Allison Bernard
Allison.Bernard@ku.edu



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