

**Starting Activity**

- **Step 1:** Go to [ci3t.org/enhance](http://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)



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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](http://ci3t.org/enhance) to access our collection of Enhancing Ci3T Modules following a one-time registration process!

Ci3T Comprehensive, Integrated, Three-Tier Model of Prevention

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**Project ENGAGE Research Team**

			
Alison Bernard <a href="mailto:alison.bernard@ku.edu">alison.bernard@ku.edu</a>	Mark Buckman <a href="mailto:buckman@ku.edu">buckman@ku.edu</a>	Amy Buffington <a href="mailto:a.buffington@ku.edu">a.buffington@ku.edu</a>	Eric Common <a href="mailto:ecommong@umich.edu">ecommong@umich.edu</a>
			
Rebecca L. Sherod-Adams <a href="mailto:rebeccasherod@asu.edu">rebeccasherod@asu.edu</a>	Kathleen Lynne Lane <a href="mailto:kathleen.lane@ku.edu">kathleen.lane@ku.edu</a>	Wendy P. Oakes <a href="mailto:wendy.oakes@asu.edu">wendy.oakes@asu.edu</a>	
			
Kathryn Johnson <a href="mailto:kathryn.johnson@ku.edu">kathryn.johnson@ku.edu</a>	Elise Sarasin <a href="mailto:elise.sarasin@ku.edu">elise.sarasin@ku.edu</a>	Joni Weiss <a href="mailto:jon.i.weiss@ku.edu">jon.i.weiss@ku.edu</a>	Stacie Williams <a href="mailto:Stacie.williams@ku.edu">Stacie.williams@ku.edu</a>

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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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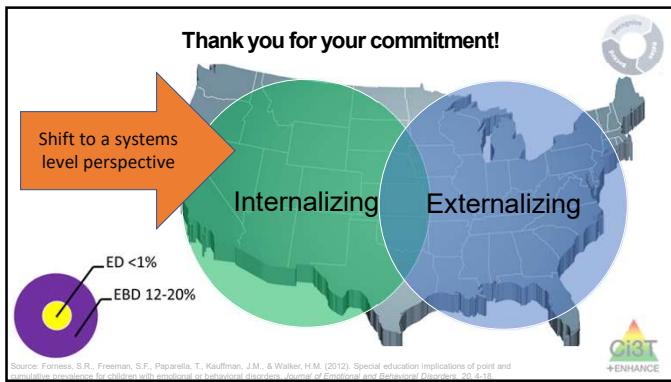


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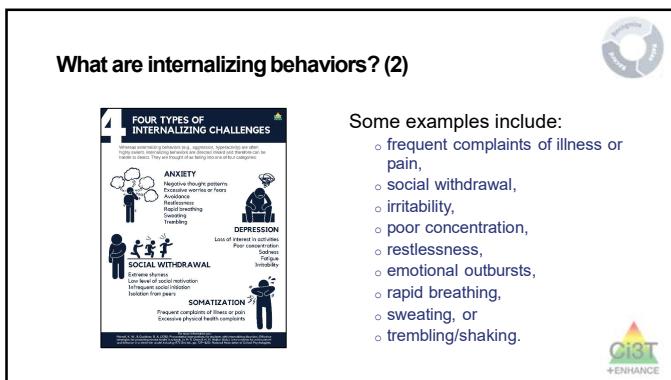
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## Situating Secondary (Tier 2) Interventions in Ci3T Models

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

Language Matters  
How does Tier 2 support students in need of Tier 2 supports?  
These are the Tier 2 ADD or "surface come up" needs of a student who needs Tier 2 supports.

Where do we provide Tier 2 supports to students?  
Tier 2 supports are provided in the classroom or in a small group setting.

Supports vs. People  
Is Tier 2 the support for the student or the program?  
Tier 2 implementation is self-contained. Students do not have to leave the classroom to receive Tier 2 supports.

Supports are Interventions  
What are available to students in need of Tier 2 supports?  
Tier 2 implementation must be research-based and research-supported. Tier 2 supports must be research-based and research-supported.

For more information, please visit [Ci3T.org](#)

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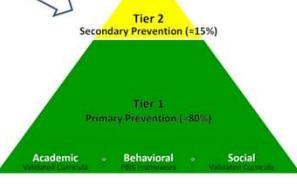


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## What are Tier 2 Interventions?



**Tier 3**  
Tertiary Prevention ( $\approx 5\%$ )

**Tier 2**  
Secondary Prevention ( $\approx 15\%$ )

**Tier 1**  
Primary Prevention ( $\approx 80\%$ )

Academic Behavioral Social

- 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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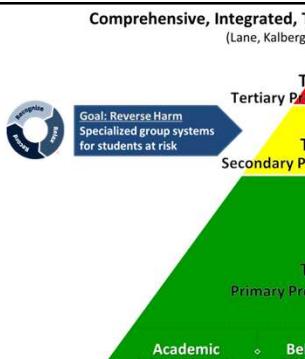


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Comprehensive, Integrated, Three-Tiered Model of Prevention  
(Lane, Kalberg, & Menzies, 2009)



**Tier 3**  
Tertiary Prevention ( $\approx 5\%$ )  
Goal: Reverse Harm  
Specialized group systems for students at risk

**Tier 2**  
Secondary Prevention ( $\approx 15\%$ )  
Goal: Reduce Harm  
Specialized individual systems for students with high risk

**Tier 1**  
Primary Prevention ( $\approx 80\%$ )  
Goal: Prevent Harm  
School/classroom-wide systems for all students, staff, & settings

Academic  
Validated Curricula

Behavioral  
PBIS Framework

Social  
Validated Curricula

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Ci3T: Implementing Secondary (Tier 2) Interventions

The slide features a grid of 10 images illustrating various Tier 2 interventions:

- Introducing Ci3T Model
- Introducing T2 Interventions
- Introducing T2 Process
- Introducing T2 Model
- Introducing T2 Process
- Introducing T2 Model
- The Tier 2 Process: Using Data to Connect Students to Connected Supports
- Set a Goal, Select a Strategy, & Implement
- Direct Behavior Rating to Support Student Engagement
- Behavior Contracts to Support Classroom Management and Engagement
- Self-Individual Growth Development (SIGG) for Students with High Risk Behaviors
- Recognition Relax Record
- Social Skills Promotions
- Self-Advocacy Interventions
- Check-in/Check-out for Students to Support Student Success

A large blue arrow points from the left towards the top left of the slide.

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## An Overview of Recognize.Relax.Record

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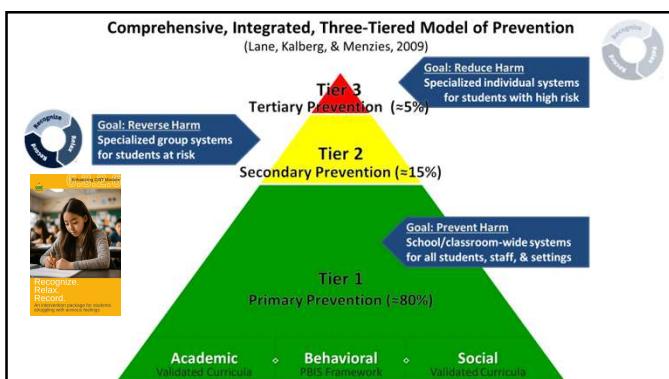


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Comprehensive, Integrated, Three-Tiered Model of Prevention  
(Lane, Kalberg, & Menzies, 2009)

The slide illustrates a pyramid model of prevention:

- Tier 3: Tertiary Prevention (~5%)** (Red triangle): Goal: Reduce Harm. Specialized individual systems for students with high risk.
- Tier 2: Secondary Prevention (~15%)** (Yellow triangle): Goal: Reverse Harm. Specialized group systems for students at risk.
- Tier 1: Primary Prevention (~80%)** (Green triangle): Goal: Prevent Harm. School/classroom-wide systems for all students, staff, & settings.

Icons and text at the base of the pyramid:

- Recognize, Relax, Record.
- Academic: Validated Curricula
- Behavioral: PBIS Framework
- Social: Validated Curricula

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

Marker Tools Notes Outline

Recognize, Relax, Record.

**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

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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18

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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





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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?





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**Implementing RRR**  
A 7-step process

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

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**Step 1**

Use data to connect students to RRR

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**Recognize. Relax. Record.**  
**Secondary (Tier 2) Intervention Grid**

**Elementary Secondary (Tier 2) Intervention Grid**  
Version 1.0 (Rev. 10/2018)

**Intervention Type**

**Intervention Description**

**Intervention Details**

**Evaluation**

**Comments**

**Grade Level**

**Student Name**

**Intervention Details**

**Evaluation**

**Comments**

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## Step 2

## Step 2

- 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)

28

## Step 2

## Step 2

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graph TD
    A[Identifying and defining a particular behavior as an observable behavior] --> B[Analyze first step to find any behavioral indicators]
    B --> C[Label + Define + List examples + List non-examples]
    C --> D[Definition: Observable behavior and concrete description]
    D --> E[Examples: Generate a list of examples]
    E --> F[Analyze first step to find any behavioral indicators]
    F --> G[Non-examples: Generate a list of non-examples]
    G --> H[Definition: Observable behavior and concrete description]
    H --> I[Characteristics of a clear behavior definition]
    I --> J[1. Observable, objective, descriptive, and measurable]
    J --> K[2. Observable, objective, descriptive, and measurable could easily be understood]
    K --> L[3. Observable, objective, descriptive, and measurable does not define the behavior]
    L --> M[4. Lesser terms will not suffice for subjective behaviors]
    M --> N[5. Descriptive, for showing, and rather than for just selecting]
    N --> O[6. Specific, not covering broader]
    O --> P[7. Precise, not vague]
  
```

Operationalize behaviors of interest

29

## Step 3

### Begin baseline data collection

30

## 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!


31

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## Direct Behavior Rating (DBR)

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



Training Site



Direct Behavior Rating in Support Classroom Behavior and Engagement



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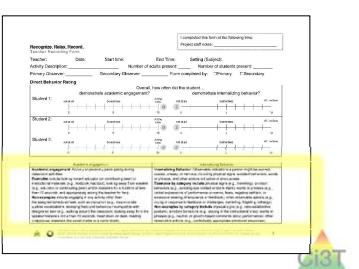
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## Teacher Recording Form

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

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## DBR Procedures: RRR Rating Period




Recognize. Relax. Record.  
Teacher Recording Form  
Teacher: **Ms. Read** Date: **10/22/24** Start time: **10:10** End time: **10:55** Setting (Subject): **Math**  
Activity Description: **Independent Work** Number of adults present: **1** Number of students present: **21**  
Primary Observer: **Ms. Read** Secondary Observer: **None** Form completed by: **Primary**

**Direct Behavior Rating**

Overall, how often did the student demonstrate academic engagement?		Overall, how often did the student demonstrate internalizing behavior?	
Student 1: DJ	not at all	Sometimes	All the time
Student 2: CM	not at all	Sometimes	All the time
Student 3: RS	not at all	Sometimes	All the time

**Academic engagement** Academic engagement: Activity or passively participating during classroom activities. Examples include looking toward teacher (or contributing peers) or looking toward self.

**Internalizing Behavior** Observable indications a person might be worried, scared, anxious, or nervous. Examples include avoidance behavior, words or phrases, and other actions indicative of anxiousness.

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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**

**RRR Rating Period**

Time (e.g. 12:15-12:45)	Subject (e.g. Science)
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**RRR Instructional Block**

Time (e.g. 12:15-12:45)	Subject (e.g. Science)
----------------------------	---------------------------

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**Step 4**

Provide RRR Instruction

**RRR Instruction Lesson Sequence**

38

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**Accessing Materials**

**QI3T Implementing Secondary (e3) Reinforcement**

**RRR Materials**

**RRR Materials Inquiry And Selection**

- 1. Do I have to follow the lesson plan exactly?
- 2. What do I need to change the RRR instructional Block?
- 3. How can I measure to begin my RRR in class block for self-monitoring?
- 4. What are the P's and A's about?
- 5. How do I use the RRR Materials?
- 6. Who are I used for practice?
- 7. What is the use of reinforcement material?
- 8. What is a low intensity change?
- 9. Can I teach RRR in my online class at the 3rd year?

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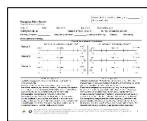
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## RRR Instruction

- 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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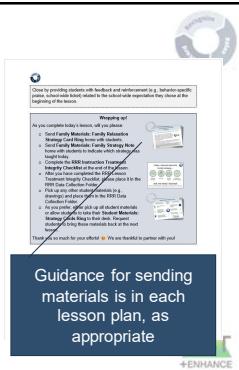
## Lesson Plans Overview

- 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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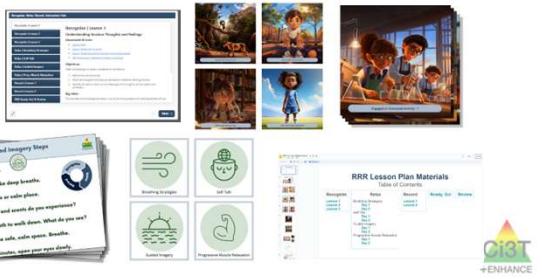
## Family Materials (1)



Guidance for sending materials is in each lesson plan, as appropriate

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## Teacher Materials



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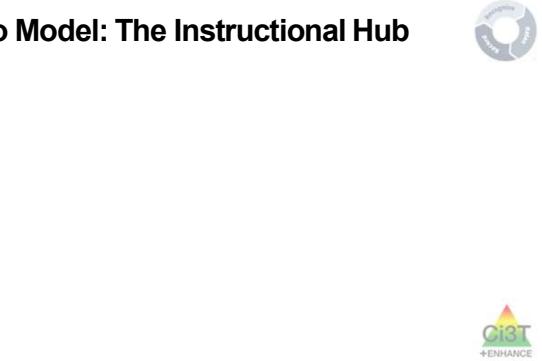


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## Video Model: The Instructional Hub



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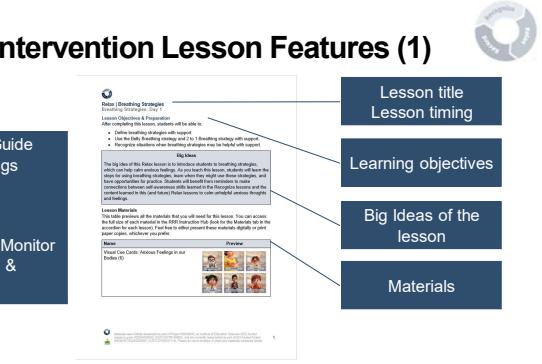


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## Key Intervention Lesson Features (1)



**Pacing Guide Headings**

- Tell
- Show
- Do
- Practice & Monitor
- Generalize & Close

**Lesson title**  
Lesson timing

**Learning objectives**

**Big Ideas of the lesson**

**Materials**

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46

# Recess Ronnie

## Story Cards: Recess Ronnie



Story Cards: Recess Ronnie

**Recess Ronnie**  
[Display Story Cards: Recess Ronnie](#)

Recess Ronnie was just finishing his assignment when his teacher said, "Class, line up to go to recess!" Most of his classmates looked excited to go outside, but Ronnie suddenly felt a little funny in his stomach. He didn't feel like going to the playground. As the class went outside, most of the kids ran to the basketball court to play. Ronnie wanted to play, but he kept thinking, "What if I shoot the ball and miss? The other kids will laugh at me. What if nobody wants me to be on their team?" As he thought about these things, he felt weak in his arms and legs. Instead of going to the basketball court, he sat down on the swings by himself.

**Helpful and Unhelpful Anxious Feelings**  
For Ronnie, these anxious feelings changed the way that these characters acted. For Gavrielle, Carl, his anxious feelings were very helpful! He thought that he might be in danger. If he didn't listen to his feelings, he could have come face-to-face with a lion. For Recess Ronnie, his feelings were unhelpful. In fact, they stopped him from doing what he wanted to do, and they didn't really protect him or keep him out of danger. These feelings are unhelpful because the feeling is helpful or not helpful is because of the reason why you might feel that way. You can decide how to react. Later in our time together, we are going to learn strategies that you can use to help feel less anxious. When you find yourself feeling anxious in an unhelpful way, it's important to know that it is okay to feel that way. However, there are also things that you can do to help yourself feel a little better.

47

• Draw a picture that shows as word in any way a person's body might feel when...  
 • Draw a picture that shows something that might make someone feel anxious. Use the things Leanne Cut and Nellie Horne avoided.



Draw a picture of your natural oasis on a piece of paper. Consider details of your peaceful place including what you see, smell, and hear.



Activity: Draw a picture

Draw a picture of your natural oasis on a piece of paper. Consider details of your peaceful place including what you see, smell, and hear.



48

49

The image consists of three separate panels, each showing a child's drawing of a scene related to anxiety:

- Panel 1 (Left):** A drawing of a sun, birds, and a pond, with the text "Draw a picture of a peaceful place on a piece of paper. Consider scenes of your peaceful place including what you might see, smell, hear."
- Panel 2 (Middle):** A drawing of a person standing on a high, rocky cliff edge, with a large crowd of people gathered at the base, representing public speaking anxiety.
- Panel 3 (Right):** A drawing of a person sweating, with the text "Sweating" written below. A green arrow points from the text to the drawing of the sweating person.

50

• Draw a picture that shows as word in any way a person's body might feel when they are anxious.

• Draw a picture that shows something that might make someone feel anxious. (like the things Clevercat Cat and Ruffles think would do that.)



Draw a picture of your special place on a piece of paper. Consider details of your special place including what you, might see, smell and hear.



Activity: Draw a picture

Draw a picture of your special place on a piece of paper. Consider details of your special place including what you, might see, smell and hear.



51



**3 Intervention Components**

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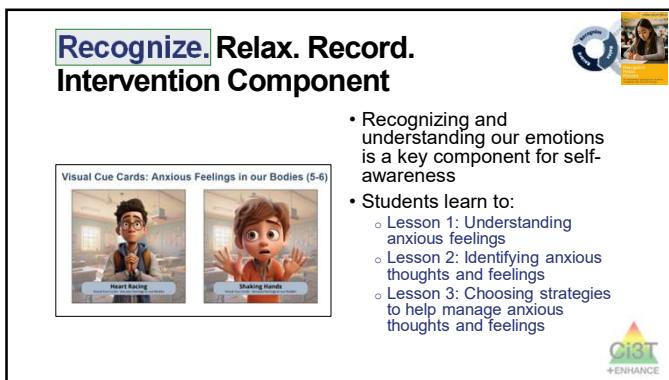
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**Recognize, Relax, Record.** Intervention Component

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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53



**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)

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54

## 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




**RRR Ready-Go! Lessons**

After introducing the lessons, review all of the RRR Ready-Go! lessons and determine which ones your students need to practice. These lessons are designed to be taught in 10-15 minutes and can be used as a whole class or in small groups. They are also great for use as Student Material, Self-Monitoring Sheets, and Worksheets.

**Optional Review Lessons**

The big idea of the Ready-Go! Ready to Review lessons is to allow students to practice skills learned in previous lessons. These lessons can be used as a whole class or in small groups. They are also great for use as Student Material, Self-Monitoring Sheets, and Worksheets.

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

**Optional customizable lesson following an extended break**



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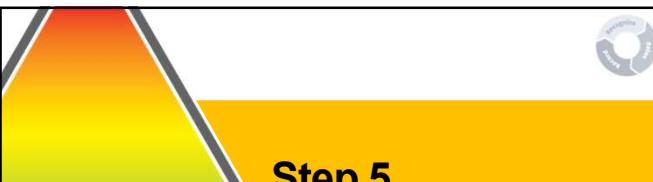


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58

# Step 5

Implement RRR In-Class and Monitor Student Performance



59

## 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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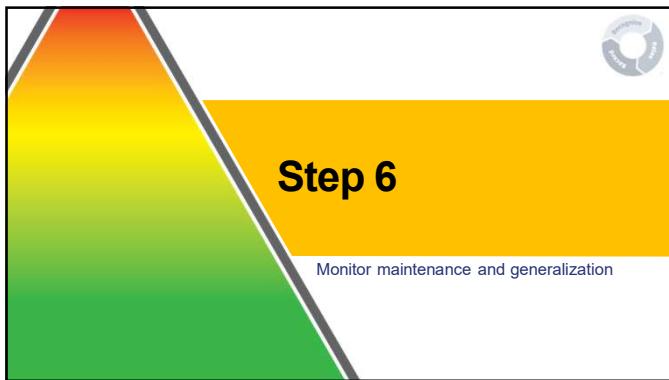
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# Video Model: RRR In-Class Procedures

62

Engagement Graphing Handout																								
Recognize	Rest	Record																						
School [REDACTED]	Teacher [REDACTED]	Student Initials [REDACTED]																						
Data Points																								
<p>After each RWIR Rating Period, graph your Direct Behavior Rating (DBR) for engagement (0-10) on this graph. Teachers will draw a dot using a pen to record their engagement rating in the column that matches today's date (we have included dates spanning the entire intervention). Then, connect the dot to the previous data point. Students can follow these easy procedures (using pencil) or graph their data as a bar graph.</p>																								
<table border="1"> <thead> <tr> <th>Date</th> <th>Engagement (DBR)</th> </tr> </thead> <tbody> <tr><td>01/10/09</td><td>7</td></tr> <tr><td>01/11/09</td><td>8</td></tr> <tr><td>01/12/09</td><td>7</td></tr> <tr><td>01/13/09</td><td>6</td></tr> <tr><td>01/14/09</td><td>7</td></tr> <tr><td>01/15/09</td><td>8</td></tr> <tr><td>01/16/09</td><td>9</td></tr> <tr><td>01/17/09</td><td>8</td></tr> <tr><td>01/18/09</td><td>9</td></tr> <tr><td>01/19/09</td><td>10</td></tr> </tbody> </table>			Date	Engagement (DBR)	01/10/09	7	01/11/09	8	01/12/09	7	01/13/09	6	01/14/09	7	01/15/09	8	01/16/09	9	01/17/09	8	01/18/09	9	01/19/09	10
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01/17/09	8																							
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<p>Opportunities for feedback &amp; discussion with students!</p>																								

63



64

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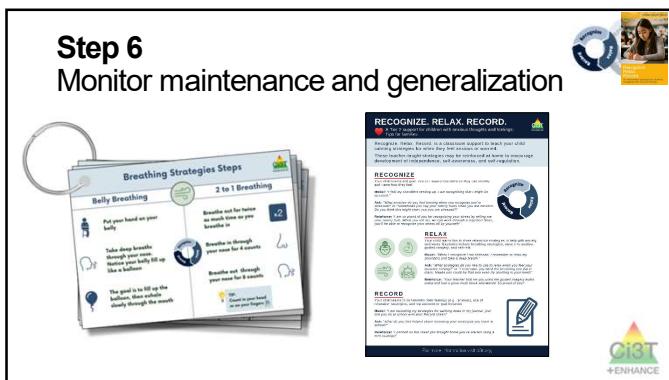
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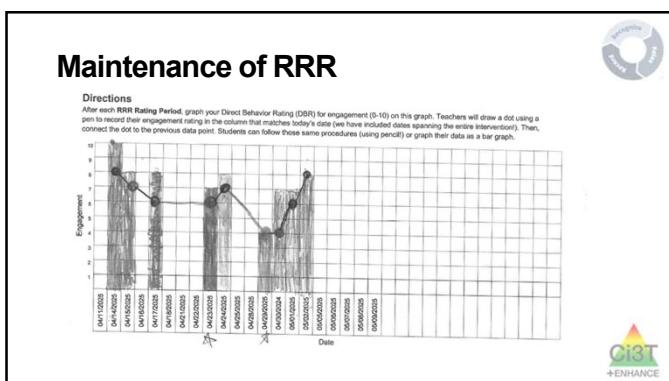
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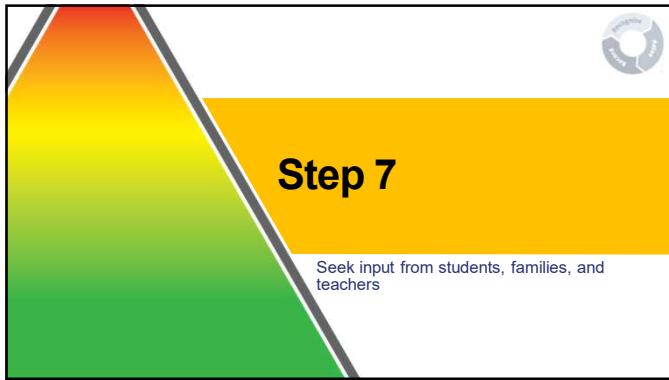
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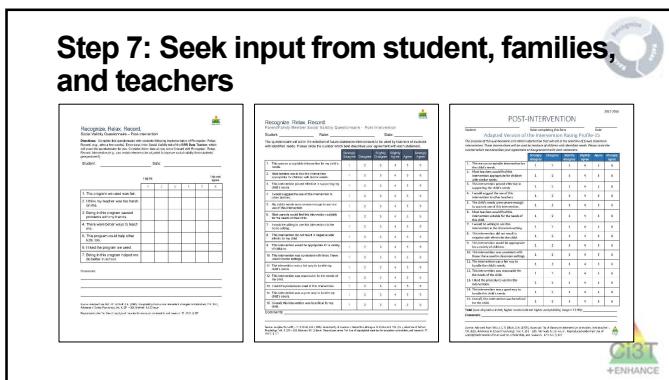
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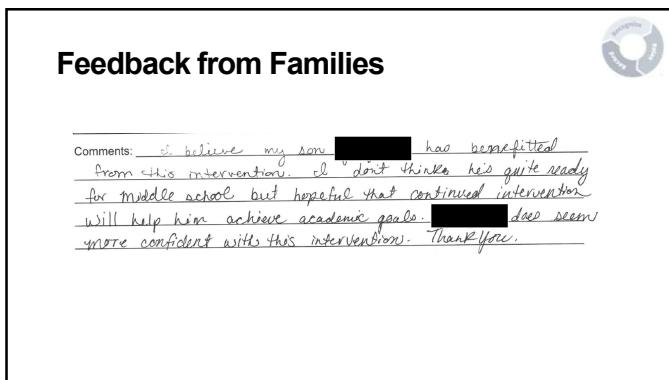
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69



## 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.”



70

## 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.”



71



## Considerations for Implementing RRR

72

### 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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73

### 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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74

**Individualized Cognitive Behavior Therapy Plan**  
Tier 3 Intervention Grid

Support	Description	School-wide Data Entry Criteria	Characteristics of the following:	Data to Monitor Progress	Exit Criteria
Individualized Cognitive Behavior Therapy Plan	Individualized Cognitive Behavior Therapy Plans are intensive intervention plans developed on specific student interests or concerns.	Plans consist of specific strategies for supporting students. The three essential components are: <ul style="list-style-type: none"> <li>• Psychoeducation</li> <li>• Home-School Communication</li> </ul> Other components that may be included depending upon student needs include: relaxation techniques, activity schedules, systematic desensitization, self-monitoring and, if appropriate, a safety plan.	Characteristics of the following: <ul style="list-style-type: none"> <li>• SRSS-IB: High</li> <li>• Low: Change in student performance in response to end Tier 1 and Tier 2 supports.</li> <li>• Evidence: Indication on a diagnostic measure (e.g., high risk scores on inventories, screening, and/or assessments).</li> </ul> Utilize data collected as part of Tier 2 and Tier 3 to inform treatment decisions.	Define target student behavior and select a method for measuring target behavior. Set behavioral goal based on baseline (pre-treatment) performance. Group progress monitoring data and use to inform intervention decisions.	Characteristics of the following: <ul style="list-style-type: none"> <li>• SRSS-IB: Low</li> <li>• Change: Independent use of individualized plan strategies</li> <li>• Evidence: Indication according to progress monitoring data</li> </ul>
				<b>Treatment Integrity:</b> Individualized treatment integrity checklist	
				<b>Social Validity:</b> Teacher: RPT-15 Student: CIRP	
				All data sources can be collected and analyzed using the customizable <a href="#">Data Tracker</a>	

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Ci3T  
+ENHANCE

## 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 DBR Training Site	Allison	1/20/26	

77

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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)

78

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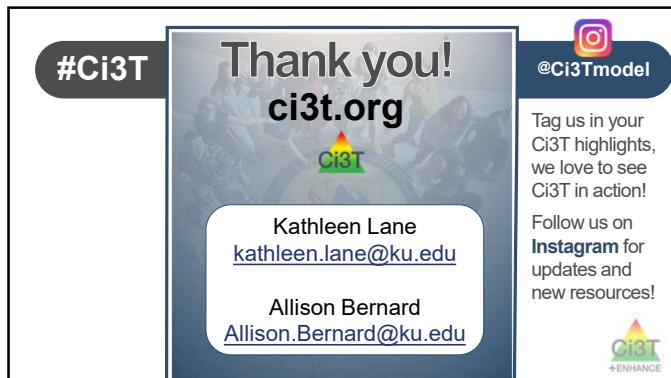
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