

Getting Started

- 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

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Recognize. Relax. Record.: A Practical Teacher-led Tiered 2 Intervention Managing Anxious Feelings

Midwest Symposium for Leadership in Behavioral Disorders
February 6, 2026

Kathleen Lynne Lane, University of Kansas
Allison Bernard, University of Kansas
Elise Sarasin, University of Kansas
Carrie Brandon, Arizona State University

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

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Comprehensive, Integrated, Three-Tiered Model of Prevention

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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
rebecca@sherod@asu.edu

Kathleen Lynne Lane
Kathleen.lane@ku.edu

Wendy P. Oakes
Wendy.oakes@asu.edu

Kathryn Johnson
kathrynjohnson@ku.edu

Elise Sarasin
elise.sarasin@ku.edu

Joni Weiss
joniweiss@ku.edu

Stacie Williams
Stacie.w@ku.edu

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Starting Activity

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Agenda

1. Welcome
2. Supporting students with internalizing behaviors
3. Introducing *Recognize. Relax. Record.*
 - Baseline
 - RRR Instruction
 - RRR In-Class
4. Sharing preliminary findings of a cluster randomized controlled trial
5. Next steps and resource sharing

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Supporting Students with Internalizing Behaviors

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Thank you for your commitment!

Shift to a systems level perspective

Internalizing Externalizing

ED <1%
EBD 12-20%

Source: Forness, S.R., Freeman, S.F., Paparella, T., Kauffman, J.M., & Walker, H.M. (2012). Special education implications of point and dimension prevalences for children with attention deficit/hyperactivity disorder. *Journal of Emotional and Behavioral Disorders*, 20, 4-18.

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What are internalizing behaviors?

FOUR TYPES OF INTERNALIZING CHALLENGES

ANXIETY
Frequent thoughts of worry
Frequent worry for hours
Frequent
Crying
Trembling

DEPRESSION
Loss of interest in activities
Poor concentration
Sadness
Fatigue
Irritability

SOCIAL WITHDRAWAL
Isolated friends
Low level of social motivation
Difficulties social interaction
Isolation from peers

SOMATIZATION
Frequent complaints of illness or pain
Obsessive 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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A Focus on Internalizing Behaviors

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

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

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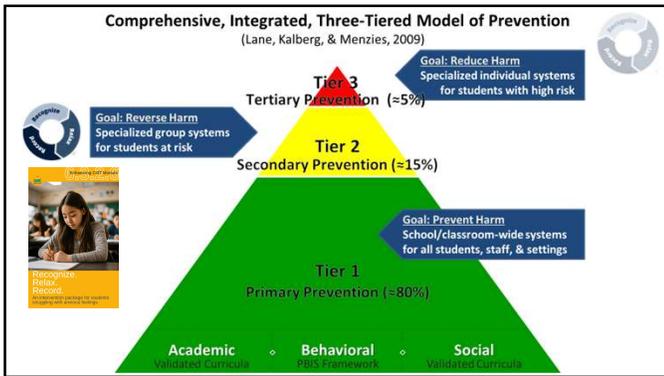
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Who do internalizing behaviors impact?

- ≈ 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.




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Assessing Professional Learning Needs

Top Professional Learning Needs

- De-escalation techniques
- Social skill instruction
- Supports for students with internalizing behavior patterns



Common, E. A., Buckman, M. M., Lane, K. L., Oakes, W. P., Royer, D. J., Chaloujeas, S., Britsch, A., & Sherrod, R. (2021). Project ENHANCE: Assessing Professional Learning Needs for Implementing Comprehensive, Integrated, Three-Tiered (CIST) Models of Prevention. *Education and Treatment of Children*. <https://doi.org/10.1007/s4344-021-00049-z>



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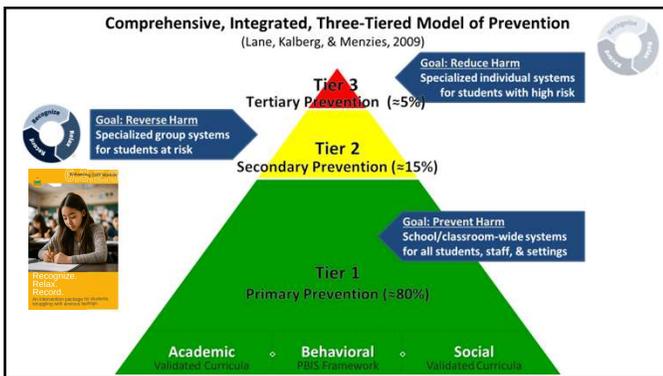
Ci3T: Implementing Secondary (Tier 2) Interventions

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An Overview of Recognize.Relax.Record

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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)

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)

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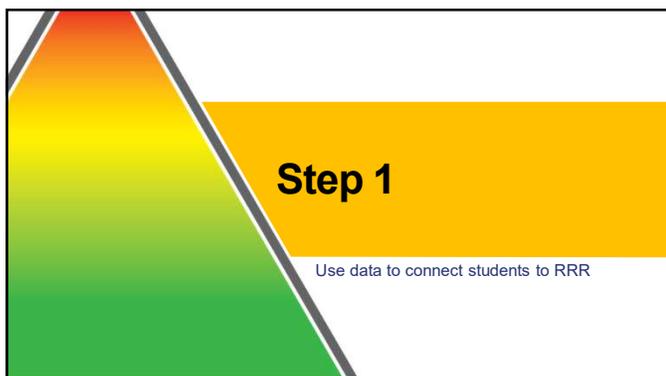
What does the supporting research for Recognize. Relax. Record. say? (Record)

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



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Step 1

Use data to connect students to RRR

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Step 2 Plan RRR Procedures (1 of 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)

1) RRR Rating Period	
Time	Subject
2:00-2:40	Math
Monday-Thursday	

2) RRR Instruction Block	
Time	Subject
10:00-10:30	Independent Work Time
Monday, Wednesday, Thursday	

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Step 2 Plan RRR Procedures (2 of 2)

Prepare intervention forms and procedures

Defining Behaviors

Label - Define - List examples - List non-examples

Label
Provides a name for the goal behavior

Definition
Provides an accurate and concise description

Examples
Concrete list of examples

Non-examples
Concrete list of non-examples

Characteristics of a clear behavior definition

- Observable, observable description
- Specific and clear, and observer could easily understand
- Clear examples and non-examples are provided
- Learned skills used for subjective judgment
- Specific to people, e.g., identify and label their own work day, not writing hand

Teacher Recording Form (Direct Behavior Rating)

Student Self-Monitoring Sheet

Operationalize behaviors of interest

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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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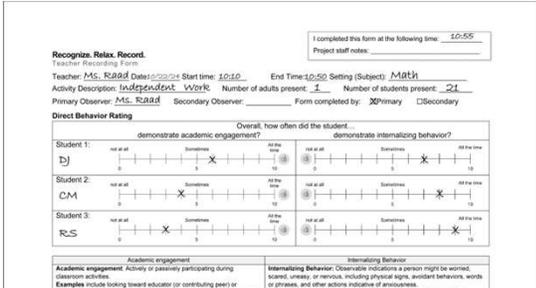
DBR Procedures: RRR Rating Period

- 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



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DBR Procedures: RRR Rating Period (Teacher Recording Form)



Recognize, Relax, Record.
Teacher Recording Form

I completed this form at the following time: 10:55
Project staff notes: _____

Teacher: M.S. Ruff Date: 3/2/24 Start time: 10:50 End Time: 10:50 Setting (Subject): MATH
Activity Description: Independent Work Number of adults present: 2 Number of students present: 24
Primary Observer: M.S. Ruff Secondary Observer: _____ Form completed by: Primary Secondary

Direct Behavior Rating

Overall, how often did the student... demonstrate academic engagement? demonstrate internalizing behavior?

Student	Academic engagement	Internalizing Behavior
Student 1: DJ	Not at all (0) to All the time (10): X at 5	Not at all (0) to All the time (10): X at 5
Student 2: CM	Not at all (0) to All the time (10): X at 5	Not at all (0) to All the time (10): X at 5
Student 3: RS	Not at all (0) to All the time (10): X at 5	Not at all (0) to All the time (10): X at 5

Academic engagement: Actively or passively participating during classroom activities.
Examples: looking toward educator (or contributing peers) or responding to questions, participating in classroom activities, demonstrating academic skills.

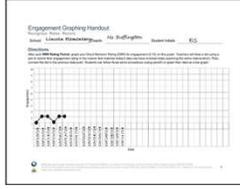
Internalizing Behavior: Observable indications a person might be worried, upset, nervous, or stressed, including physical signs, avoidant behaviors, words or phrases, and other actions indicative of anxiousness.

Examples: the student looks down, avoids eye contact, or withdraws.

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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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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



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



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Teacher Materials

The screenshot displays a collection of educational resources. At the top left is a 'Teacher Materials' header. Below it are several images: a screenshot of a lesson plan, a grid of four photos showing students in various settings, and a 'Guided Imagery Steps' card with instructions like 'Sit or lie down', 'Close eyes, take deep breaths', and 'Think of a safe or calm place'. To the right is a 'RRR Lesson Plan Materials' table of contents. The bottom right corner features the 'GIST + ENHANCE' logo.

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Video Model: The Instructional Hub

The screenshot shows a video model interface. It includes a 'Tell (5 minutes)' section with 'Display Visual Cue Cards: Relax Icons (4)'. Below this is a paragraph of text and a list of questions: 'Can anyone tell me about one of the strategies?' and 'Did anyone share what you learned with someone who wasn't in the group?'. A 'Define' section follows with 'Display Visual Cue Cards: Anxious Feelings in our Bodies (6) and Strategy Cards: Breathing Strategies Steps'. The bottom right corner has the 'GIST + ENHANCE' logo.

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Key Intervention Lesson Features (1 of 2)

The screenshot highlights key features of an intervention lesson. On the left is a 'Pacing Guide Headings' box with a list: 'Tell', 'Show', 'Do', 'Practice & Monitor', 'Generalize & Close'. On the right are five callout boxes: 'Lesson title', 'Lesson timing', 'Learning objectives', 'Big Ideas of the lesson', and 'Materials'. The background shows a lesson plan document with these features highlighted.

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3 Intervention Components

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Recognize. Relax. Record.
Intervention Component (Recognize)



- 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 (Relax)



- 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. **Record.**

Intervention Component (Record)

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!

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

Optional Review

Optional customizable lesson following an extended break



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Step 5
Implement RRR In-Class and Monitor Student Performance

RRR Instructional Model

The diagram shows a cycle of four components: **Recognize** (Identify student needs), **Relax** (Use relaxation strategies), **Record** (Track student performance), and **Revisit** (Adjust instruction based on data). A central 'RRR Ding' icon is also shown.

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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)

The images show a data table with columns for 'When I feel...', 'I can use...', 'Smoothing', 'Coping strategy', 'Muscle relaxation', and 'Self-talk'. A second image shows a teacher and a student looking at a document. The third image is a line graph showing data over time.

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Student Self-Monitoring Sheet

RRR-Ding provides audio cue for intervals

The form is titled 'Recognize, Relax, Record Student Self-Monitoring Sheet'. It includes fields for Name, Student, Subject/Time of Day, and Date. The main table has columns for 'When I feel...', 'I can use...', 'Smoothing', 'Coping strategy', 'Muscle relaxation', and 'Self-talk'. The table is divided into 'Block time' (1-4) and 'Overall' sections, with sub-columns for 'How engaged was I?', 'How was I feeling?', and 'The strategies you used?'. A 'Cue' column is also present.

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Video Model: RRR In-Class Procedures

Recognize, Relax, Record.
Self-Monitoring Sheet

Teacher: _____ Student: _____ Subject/Time of Day: _____ Date: _____

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

Block	How was I feeling?	How engaged was I?	For strategies you used
1	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	
2	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	
3	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	
4	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	
Overall...			



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Step 6

Monitor maintenance and generalization

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Step 6 Monitor maintenance and generalization



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Step 7
Seek input from students, families, and teachers

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

Recognize, Rate, Report
Recognize, Rate, Report
POST-INTERVENTION

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Project ENGAGE

Year 1: 1 Elementary School, 2 Teachers (single-case design)
Year 2: 1 Elementary School, 6 Teachers (multiple teaching design)
Year 3: 13 Elementary Schools, 96 Teachers (waitlist control)
Year 4: 48 teachers

Analyze
Finalize
Share

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

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Preliminary findings of a cluster randomized controlled trial

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Method:

Research Questions

- Does RRR decrease anxious feelings for third-, fourth- and fifth-grade students with and at-risk for EBD, specifically internalizing behaviors when implemented with limited university support?
- To what extent is RRR implemented as designed when implemented with limited university support?
- Do consumers view RRR to be socially valid?



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Method:

Group Descriptions

Treatment Condition (Group 1)

- Engage in ≈ 6 hours of paid professional learning
 - Learn how to use RRR with their students
- Work with up to three students who meet criteria
 - 15 small group sessions (20-30 min)
 - During the school day
 - Support selected students in using new skills and self-monitoring during another time of the day
 - 4 days per week for ≈ 4-6 weeks

Waitlist-Control Condition (Group 2)

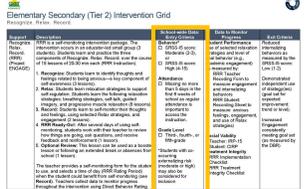
- Implement regular school practices until spring break, then:
 - Engage in ≈ 6 hours of paid professional learning
 - Learn how to use RRR with their students
 - Work with up to three students who meet criteria
 - 15 small group sessions (20-30 min)
 - During the school day
 - Support selected students in using new skills and self-monitoring during another time of the day
 - 4 days per week for ≈ 4-6 weeks



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Method:
Student Selection Criteria

- Behavior
 - SRSS-I5 score: Moderate (2-3) or High (4-15)
- Attendance
 - Missing no more than 5 days in first 6 weeks of school
- Grade-level
 - 3rd, 4th, 5th grade




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Method:
Primary Measures

- Student Outcomes
 - ASEBA Teacher Report Form (TRF; Teachers)
 - Social Skills Improvement System (SSIS; Teachers, Families, Students)
 - Direct Behavior Rating
- Treatment Integrity
 - RRR Instruction Treatment Integrity form (Teachers, Research Staff)
 - RRR In-Class Treatment Integrity form (Teachers, Research Staff)
- Social Validity
 - IRP-15 (Teachers, Families)
 - CIRP (Students)
 - Teacher and student interviews



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Method:
Teacher Training

Timepoint & Topic	Group 1 (Will start in Fall)	Group 2 (Will start in Spring)
Training 1: Overview & Direct Behavior Ratings 4:30 pm – 6:30 pm	<input type="checkbox"/> Tuesday, October 29, 2024 or <input type="checkbox"/> Wednesday, October 30, 2024	<input type="checkbox"/> Tuesday, February 18, 2025 or <input type="checkbox"/> Wednesday, February 19, 2025
Training 2: RRR Instruction 4:30 pm – 6:30 pm	<input type="checkbox"/> Tuesday, November 5, 2024 or <input type="checkbox"/> Wednesday, November 6, 2024	<input type="checkbox"/> Wednesday, March 5, 2025 or <input type="checkbox"/> Thursday, March 6, 2025
Training 3: RRR In-Class 4:30 pm – 6:30 pm	<input type="checkbox"/> Tuesday, December 3, 2024 or <input type="checkbox"/> Wednesday, December 4, 2024	<input type="checkbox"/> Tuesday, April 1, 2025 or <input type="checkbox"/> Wednesday, April 2, 2025



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Discussion

PRELIMINARY

- Preliminary results show moderate intervention effects on teacher-rated internalizing behaviors
- On whole, with coaching and support, teachers were able to successfully implement Recognize. Relax. Record. with a high degree of fidelity
- Social validity ratings indicate the intervention met (or even exceeded) expectations
- Further analysis and testing needed, but results indicate Recognize. Relax. Record. is a promising Tier 2 intervention




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Next steps and resource sharing

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Resource Sharing:
Enhancing Ci3T Modules





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Conference Evaluation

Please take a few moments to complete the conference evaluation as you attend sessions.

Thank you for sharing your time and insights!



MSL Midwest Symposium
for Leadership
in Behavior Disorders

Scan the QR code to link to the Conference Evaluation
