

Exploring A Tier 2 Support for Students Experiencing Anxious Feelings: Recognize. Relax. Record.

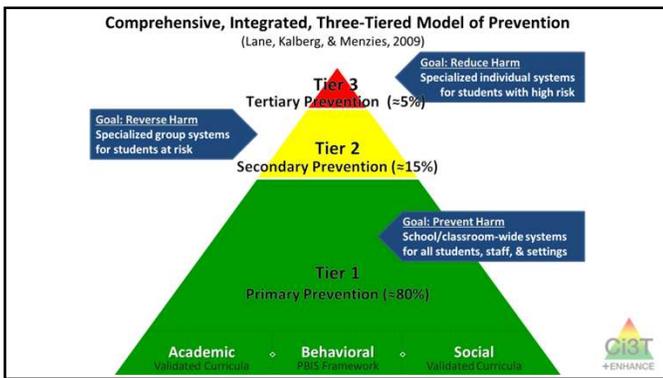
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Allison Bernard, MS

If you have not done so already, we invite you to visit ci3t.org/enhance to access modules after a one-time registration process!

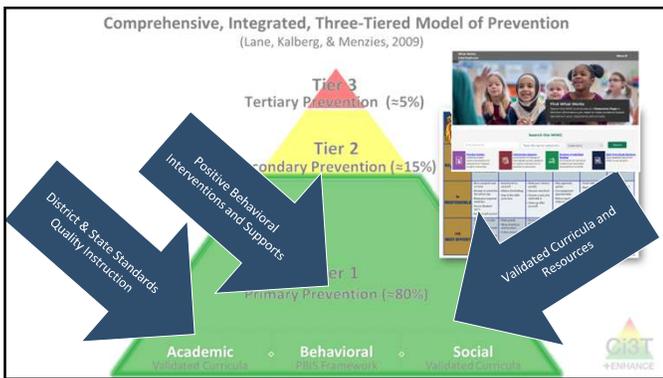


Ci3T +ENHANCE Comprehensive, Integrated, Three-Tiered Model of Prevention

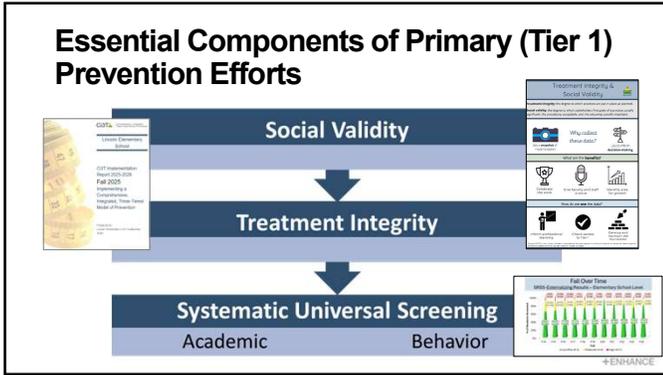
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Enhanced Ci3T Implementation Series and Delivery

Series	Module	0	1	2	3	4	5	6	7	8	9	10	11
District Ci3T Leadership Team	District Ci3T Leadership Team meetings												
	Principals meetings												
	District Ci3T Trainers and Coaches monthly meetings												
	Ci3T Leadership Team monthly meetings												
	Faculty and staff monthly meetings												
	Professional learning community meetings												
	Family and community connections (e.g., newsletters, open houses)												
	Ci3T Implementation Professional Learning Series (11 sessions)												
	Ci3T EMPOWER Sessions												
	Ci3T Trainers and Coaches Calls												
Districtwide Tier 2 Interventions	Districtwide Tier 2 Interventions												
	Onboarding series for classified and certified staff												
	Academic and behavior screening data collection training												
	Ci3T Treatment Integrity & Social Validity data collection training												
	Using data to connect students to supports training												
	Playground and using end of year data training												
	Orienting principal and district leaders												
	Module: Mapping your professional learning journey												
	Module: Effective coaching processes												
	Module: Understanding roles and responsibilities												
Module: A guide to effective Ci3T Leadership Team meetings													
Module: Aligning strategies, goals and initiatives with Ci3T													

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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. Recognize. Relax. Record.
 1. Introduction to Recognize. Relax. Record.
 2. A Step-by-Step Guide to Implementation
4. Wrapping Up and Moving Forward



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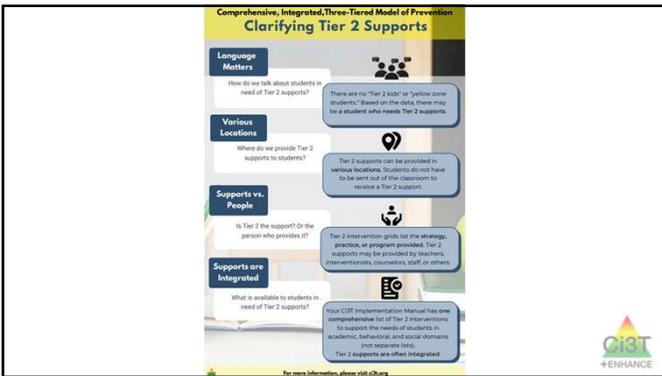


Situating Secondary (Tier 2) Interventions in Ci3T Models

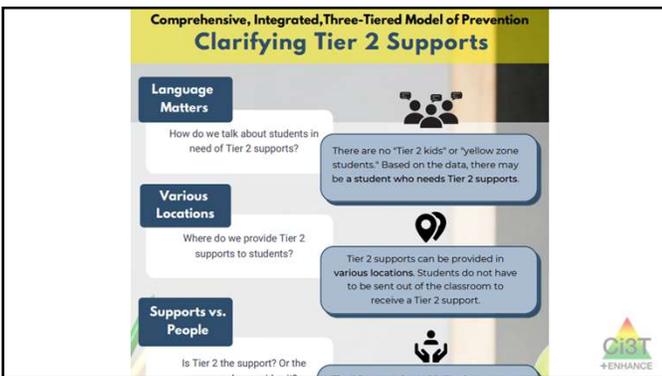
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14



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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.
to be sent out of the classroom to receive a Tier 2 support.

Supports are Integrated
What is available to students in need of Tier 2 supports?
Your CIST 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 cist.org

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Reflect
Reflect on implementation of Tier 1 practices before connecting students to Tier 2 or Tier 3 supports

Steps to reflect...

Review For each student, consider the evidence for meeting all learning standards. How many students are struggling with this skill? How many students are struggling with this skill? How many students are struggling with this skill?

Address For students who are struggling, consider what supports are available. Consider what supports are available. Consider what supports are available.

Connect Connect students to supports. Consider what supports are available. Consider what supports are available. Consider what supports are available.

Contact Contact students who are struggling. Consider what supports are available. Consider what supports are available. Consider what supports are available.

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What are Tier 2 Interventions?

Tier 3 Tertiary Prevention (~5%)
Tier 2 Secondary Prevention (~15%)
Tier 1 Primary Prevention (~80%)
Academic - Behavioral - Social

- Evidenced-based or research-based strategies, practices, and programs
- Additive (i.e., complement 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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Secondary (Tier 2) Intervention Grid

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Recognize. Relax. Record. Secondary (Tier 2) Intervention Grid (1 of 2)

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

Student ID	Last Name	First Name	Attendance	Behavior	Academic	Screening	Intervention	Notes
12100	Carroll	Adrian	4	1	1	1	1	
12101	Carroll	Adrian	4	1	1	1	1	
12102	Carroll	Adrian	4	1	1	1	1	
12103	Carroll	Adrian	4	1	1	1	1	
12104	Carroll	Adrian	4	1	1	1	1	
12105	Carroll	Adrian	4	1	1	1	1	
12106	Carroll	Adrian	4	1	1	1	1	
12107	Carroll	Adrian	4	1	1	1	1	
12108	Carroll	Adrian	4	1	1	1	1	
12109	Carroll	Adrian	4	1	1	1	1	
12110	Carroll	Adrian	4	1	1	1	1	
12111	Carroll	Adrian	4	1	1	1	1	
12112	Carroll	Adrian	4	1	1	1	1	
12113	Carroll	Adrian	4	1	1	1	1	
12114	Carroll	Adrian	4	1	1	1	1	
12115	Carroll	Adrian	4	1	1	1	1	
12116	Carroll	Adrian	4	1	1	1	1	
12117	Carroll	Adrian	4	1	1	1	1	
12118	Carroll	Adrian	4	1	1	1	1	
12119	Carroll	Adrian	4	1	1	1	1	
12120	Carroll	Adrian	4	1	1	1	1	
12121	Carroll	Adrian	4	1	1	1	1	
12122	Carroll	Adrian	4	1	1	1	1	
12123	Carroll	Adrian	4	1	1	1	1	
12124	Carroll	Adrian	4	1	1	1	1	
12125	Carroll	Adrian	4	1	1	1	1	
12126	Carroll	Adrian	4	1	1	1	1	
12127	Carroll	Adrian	4	1	1	1	1	
12128	Carroll	Adrian	4	1	1	1	1	
12129	Carroll	Adrian	4	1	1	1	1	
12130	Carroll	Adrian	4	1	1	1	1	
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12132	Carroll	Adrian	4	1	1	1	1	
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12158	Carroll	Adrian	4	1	1	1	1	
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12160	Carroll	Adrian	4	1	1	1	1	

attendance behavior screening academic screening

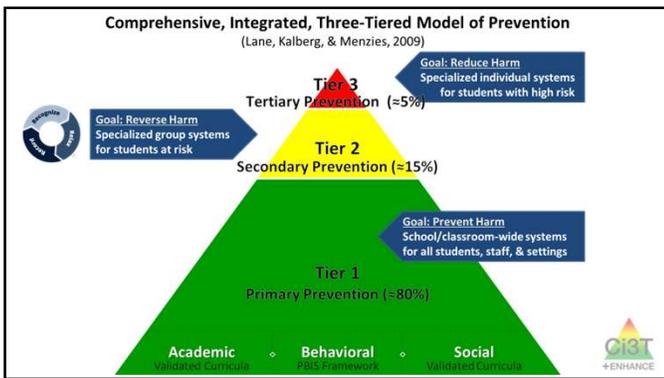
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Getting Started with Data-Informed Decision Making

- 1 Review your school's CIST Implementation Manual
- 2 Locate school-wide data
- 3 Document decisions and plan for next steps

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CIST Implementing Secondary (Tier 2) Interventions

Tier 2 Process: Using Data to Connect Students to Needed Supports

Set & Goal: Select a Strategy, Revised Progress, and Support for Individual

Direct Behavior: Training to Support Classroom Behavior and Engagement

Behavior Contracts to Support Classroom Behavior and Engagement

Self-Monitoring: Self-Monitoring Strategy, Check-in, and Data Collection to Monitor Student Success

Recognize, Relax, Reconnect: Recognize the positive, Relax, Reconnect

Social Skills Interventions: Support with Modeling, Feedback, and Practice

Self-Monitoring Interventions: Support with Modeling, Feedback, and Practice

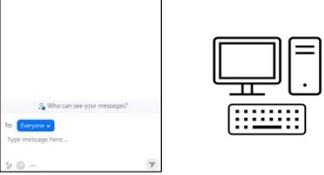
Check-in/Check-out: A Tier 2 Intervention to Support Student Success

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Let's Chat! (1 of 2)

Which Tier 2 interventions are offered in your setting?




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Recognize. Relax. Record.

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4 FOUR TYPES OF INTERNALIZING CHALLENGES

Whereas externalizing behaviors (e.g., aggression, hyperactivity) are often highly visible, internalizing behaviors are directed inward and therefore can be harder to detect. They are thought of as falling into one of four categories:

ANXIETY

- Negative thought patterns
- Excessive worries or fears
- Avoidance
- Restlessness
- Rapid breathing
- Sweating
- Trembling

DEPRESSION

- Loss of interest in activities
- Poor concentration
- Sadness
- Fatigue
- Irritability

SOCIAL WITHDRAWAL

- Extreme shyness
- Low level of social motivation
- Infrequent social initiation
- Isolation from peers

SOMATIZATION

- Frequent complaints of illness or pain
- Excessive physical health complaints



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What is Recognize. Relax. Record.?

An intervention package containing three components:

- **Recognize**
 - identify thoughts and feelings related to being anxious
- **Relax**
 - manage anxious thoughts and feelings using relaxation strategies
- **Record**
 - self-monitor thoughts and feelings, use of relaxation strategies, and engagement (social or academic)

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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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Project ENGAGE

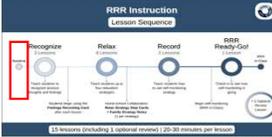
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RRR Instruction Lesson Sequence

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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

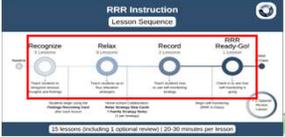


13 lessons (including 1 optional review) | 20-30 minutes per lesson

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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

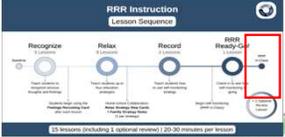


20 lessons (including 1 optional review) | 20-30 minutes per lesson

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RRR In-Class

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



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

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Step 1

Use data to connect students to Recognize. Relax. Record

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RRR Module Highlight! Step 1



HOW DO I IMPLEMENT RECOGNIZE, RELAX, RECORD, IN MY SCHOOL?

13 Getting Started with Recognize, R, RRR

14 Step 1: Use data to connect students

15 Step 2: Plan RRR Procedures

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

16 Step 3: Design baseline data collection

17 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



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Step 1

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

Screening →





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RRR Module Highlight! Step 2



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

HOW TO IMPLEMENT RECOGNIZE, RELAX, RECORD IN MY SCHOOL?

13 Getting Started with Recognize, R...

14 Step 1: Plan RRR Instruction

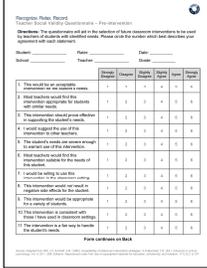
Collaborate with parents, families, an...
Gather data to identify students' stre...
Prioritize concerns and schedule RR...
Operationalize behaviors of interest
Prepare intervention forms and proc...
Schedule RRR instruction block

Mapping on

14 Step 2: Plan RRR Instruction

17 Step 4: Provide RRR Instruction

RRR Instruction, Lesson Sequence
RRR Lessons and Materials
RRR Instructional Block
Tips for Effective RRR Instruction
RRR Programs Address Questions
Mapping on



Recognize, Relax, Record
Teacher Record
Student Record

	Baseline	Phase 1	Phase 2	Phase 3	Phase 4
1. This student is an anxiety-free individual in all situations.					
2. This student is able to identify and describe their anxiety symptoms.					
3. This student is able to use relaxation techniques to manage their anxiety.					
4. This student is able to use self-monitoring techniques to track their anxiety.					
5. This student is able to use problem-solving techniques to manage their anxiety.					
6. This student is able to use cognitive-behavioral techniques to manage their anxiety.					
7. This student is able to use social skills to manage their anxiety.					
8. This student is able to use assertiveness skills to manage their anxiety.					
9. This student is able to use conflict resolution skills to manage their anxiety.					
10. This student is able to use decision-making skills to manage their anxiety.					
11. This student is able to use problem-solving skills to manage their anxiety.					

Phase 1: 1-2 weeks
Phase 2: 2-4 weeks
Phase 3: 4-6 weeks
Phase 4: 6-8 weeks

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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 Instructional 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)
Monday-Thursday	Math

Time (e.g., 10:15-10:45)	Subject (e.g., Science)
Monday, Wednesday, Thursday	Independent Work Time

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Step 2

Plan RRR Procedures (2 of 2)

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 can fully understand
- Clear, measurable, and can be objectively defined
- Learnable (can be subject to judgment)
- Specific to a particular age, ability and/or other characteristics (e.g., non-verbal)

Prepare intervention forms and procedures

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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RRR Module Highlight! Step 3

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

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Step 3

Begin baseline data collection

Engagement Graphing Handout
Teacher: _____ Student: _____

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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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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



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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
- At the end of the RRR Rating Period, complete the Teacher Recording Form




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RRR Engagement Graphing Procedures

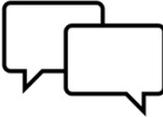
- Each student will have their own Engagement Graphing Handout
 - Later in the intervention (during RRR In-Class), students will also add their total engagement ratings to this graph!
- Once you have completed the Teacher Recording Form, graph each student's overall engagement score on their graph




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Talk Time

- What are your initial thoughts and reactions to RRR?
- What does internalizing behavior look like for your teachers' students?
- What time of day might work best for your teachers' RRR Rating Period?



00:00



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Step 4

Provide RRR Instruction

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RRR Module Highlight! Step 4



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

- 14 Step 2: Self-Monitoring RRR notes
- 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
- Introductory up
- 18 Step 5: Implement RRR in-Class
- Self-Monitoring Procedures
- RRR in-Class Self-Monitoring Train
- Reinforcing Self-Monitoring
- Self-Monitoring PAOs
- Introductory up
- 19 Step 6: Monitor maintenance and
- 20 Step 7: Take Right Time Student, r.
- 21 Summary

Recognize, Relax, Record.
Feelings Recording Card

Teacher	Student	Subject	Date
How was I feeling during the lesson?			
	Not at all	Somewhat	Very much
Overall...	1	2	3

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Step 4

Provide RRR Instruction

RRR Instruction
Lesson Sequence

Recognize
3 Lessons

Baseline

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-learned Collaboration: Relax Strategy Stop 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

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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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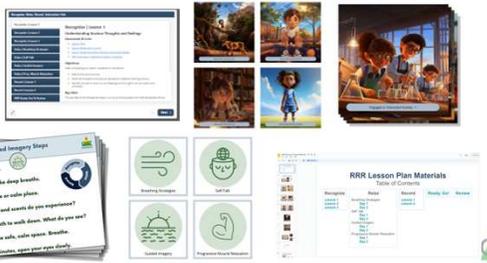
Family Materials

Available in both Spanish and English!



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Teacher Materials



Recognize	Relax	Record	Ready-Go!	Review
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10
11	11	11	11	11
12	12	12	12	12
13	13	13	13	13
14	14	14	14	14
15	15	15	15	15

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Video Model: The Instructional Hub

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Key Intervention Lesson Features

- Big Idea
- Suggested Pacing & Prompts
- Embedded Materials
- Situational Stories
- Activities
- Semi-scripted & predictable layout

Activity Name	Time	Materials
Relax	15-1	• Relaxation audio recording • Head and globe icon • Self-Talk audio recording • Visual Cue Card: Relax (15-2)
Relax	15-2	• Relaxation audio recording • Head and globe icon • Self-Talk audio recording • Visual Cue Card: Relax (15-2)
Relax	15-3	• Relaxation audio recording • Head and globe icon • Self-Talk audio recording • Visual Cue Card: Relax (15-2)
Relax	15-4	• Relaxation audio recording • Head and globe icon • Self-Talk audio recording • Visual Cue Card: Relax (15-2)
Relax	15-5	• Relaxation audio recording • Head and globe icon • Self-Talk audio recording • Visual Cue Card: Relax (15-2)
Relax	15-6	• Relaxation audio recording • Head and globe icon • Self-Talk audio recording • Visual Cue Card: Relax (15-2)
Relax	15-7	• Relaxation audio recording • Head and globe icon • Self-Talk audio recording • Visual Cue Card: Relax (15-2)
Relax	15-8	• Relaxation audio recording • Head and globe icon • Self-Talk audio recording • Visual Cue Card: Relax (15-2)
Relax	15-9	• Relaxation audio recording • Head and globe icon • Self-Talk audio recording • Visual Cue Card: Relax (15-2)
Relax	15-10	• Relaxation audio recording • Head and globe icon • Self-Talk audio recording • Visual Cue Card: Relax (15-2)

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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:

- o Lesson 1: Understanding anxious feelings
- o Lesson 2: Identifying anxious thoughts and feelings
- o Lesson 3: Choosing strategies to help manage anxious thoughts and feelings

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Recognize. Relax. Record. Intervention Component (Relax)



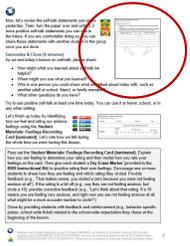
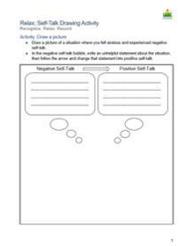



- Students learn strategies to respond when they feel anxious
 - Breathing Strategies
 - Self-talk
 - Guided Imagery
 - Progressive Muscle Relaxation
- For each strategy, students will:
 - Define
 - Learn to use
 - Recognize situations for when to use
 - Demonstrate (and practice)



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Lesson Activities: Interactive


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Recognize. Relax. 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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Preparing Students for RRR In-Class

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RRR Ready-Go!

- Final lesson in sequence
- Lesson taught **after** students have had a few days of RRR In-Class
- Flexible lesson to review:
 - Self-Monitoring Sheet
 - Engagement Graphing Handout

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Optional Review Lesson

Optional customizable lesson to use as needed following an extended break in instruction.

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Video Model: Opening & Closing a Lesson

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A Deeper Dive

Recognize, Relax, Record.

Module Exploration

Explore Instructional Hub

Implementation Planning

A Trainer/Coach

During this time, we invite you to join the breakout room that most closely matches how you plan to learn more about RRR in your role!

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Step 5

Implement RRR In-Class and Monitor Student Performance

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Video Model: RRR In-Class Procedures



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Student Self-Monitoring Sheet

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 / Time	How engaged was I?	How was I feeling?	If the strategies you used
1			
2			
3			
4			
Overall:			



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Step 5 Implement RRR In-Class and Monitor Student Performance (2 of 2)

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?"



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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)



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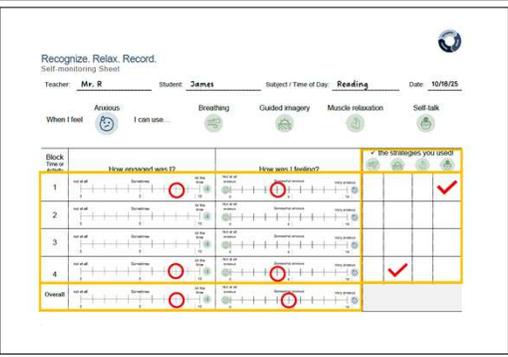
Student Check-in and Feedback Practice

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

1. View form (on slide)
2. Answer Poll
3. Whole Group Discussion




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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?”



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Recognize, Relax, Record

Self-monitoring Sheet

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

When I feel: Anxious (sad face icon) I can use... Breathing (breath icon) Guided imagery (eye icon) Muscle relaxation (muscle icon) Self-talk (speech bubble icon)

Block / Time / Subject	How engaged was I?	How was I feeling?	✓ the strategies you used!
1	1 2 3 4 5 6	1 2 3 4 5 6	✓
2	1 2 3 4 5 6	1 2 3 4 5 6	✓
3	1 2 3 4 5 6	1 2 3 4 5 6	✓
4	1 2 3 4 5 6	1 2 3 4 5 6	
Overall	1 2 3 4 5 6	1 2 3 4 5 6	



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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”



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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 Day	How engaged was I?	How was I feeling?	the strategies you used?
1	Engagement scale with red circles at 1 and 2	Feeling scale with red circles at 1 and 2	
2	Engagement scale with red circles at 1 and 2	Feeling scale with red circles at 1 and 2	
3	Engagement scale with red circles at 1 and 2	Feeling scale with red circles at 1 and 2	
4	Engagement scale with red circles at 1 and 2	Feeling scale with red circles at 1 and 2	
Overall...	Engagement scale with red circles at 1 and 2	Feeling scale with red circles at 1 and 2	



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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?"




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Engagement Graphing (1 of 2)

Direct Behavior Rating (DBR) - Engagement: Graphing Handout



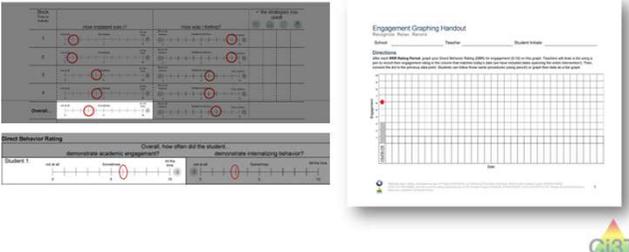
Direct Behavior Rating (DBR) - Engagement: Graphing Handout





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Engagement Graphing (2 of 2)



The image shows two documents. On the left is a 'Student Behavior Rating' form with a grid for tracking behaviors like 'demonstrates academic engagement' and 'demonstrates interacting behavior'. On the right is an 'Engagement Graphing Handout' which includes a large grid for plotting data and a small graph showing a line with data points.

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Step 6

Monitor maintenance and generalization

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RRR Module Highlight! Step 6



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 FACs
Wrapping up
- 19 Step 6: Monitor maintenance and...
- 20 Step 7: Seek input from student, 1...
- 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



Breathing Strategies Steps

1 Daily Breathing
Put your hand on your belly
Breathe deep breaths through your nose for 4 counts. Hold for 4 counts. Breathe out through your nose for 4 counts.

2 to 3 Breathing
Breathe out for 4 counts. Hold for 4 counts. Breathe in through your nose for 4 counts. Breathe out through your nose for 4 counts.

The goal is to get to the bottom of the bellows. Breathe slowly through the straw.

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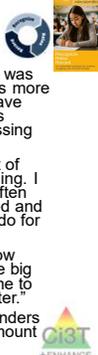
Step 7: Seek input from student, families, and teachers

The image shows three forms used for tracking student progress and intervention. The first form is a 'Recognition Paper' with a grid for tracking student progress. The second form is a 'Recognition Paper - Revised' with a grid for tracking student progress. The third form is a 'POST-INTERVENTION' form with a grid for tracking student progress and a section for notes.

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Social Validity Interviews ... Teachers

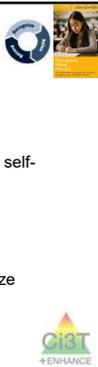
- From Teachers ... Group 1
 - "Literally saw a shift in body language after lessons."
 - "I wish everyone put together lessons like you guys did. It was so well put together."
 - "At first I thought it was going to be a lot of work, but it worked seamlessly into our routine."
 - "Boys wanted to talk 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."



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Social Validity Interviews ... Students

- 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."



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Let's Chat! (2 of 2)

What are some potential benefits of implementing RRR in your setting?

What are some benefits of having the general education teacher be person teaching RRR lessons?



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Wrapping Up and Moving Forward

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Action Items

Action Item	Person(s) Responsible	Planned Completion Date	Date Completed
Submit BOBA CEU form with four passwords	Elise	03/26/26	
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	



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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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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)



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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!



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