


Starting Activity

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



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

Ci3T Implementing Secondary (Tier 2) Interventions

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

A Presentation for SVSU Public Schools

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

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

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Session Outcomes




1. Explain how to review school-wide data to determine which students might benefit from this Tier 2 intervention.
2. Describe three key components of Recognize. Relax. Record.
3. Describe how to implement Recognize. Relax. Record. in a classroom setting.
4. Explain how to measure (a) implementation (treatment integrity), (b) users' views of goals, procedures, and outcomes (social validity), and (c) student behavior (e.g., engagement, anxious feelings).




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Agenda



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

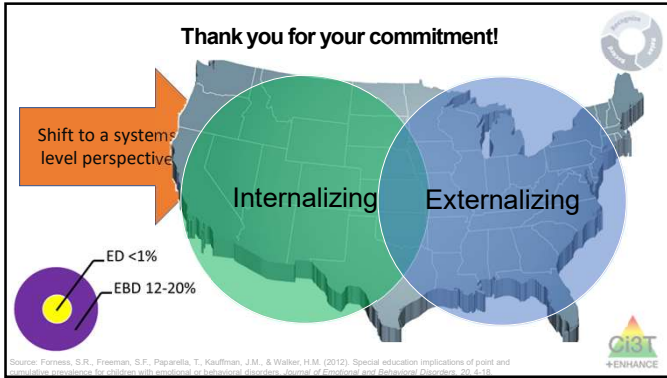


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A Focus on Students with Internalizing Behaviors

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What are internalizing behaviors? (1 of 2)

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

- More covert
- Less disruptive

but...

Internalizing challenges often co-occur with externalizing behaviors.

GIST + ENHANCE

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What are internalizing behaviors? (2 of 2)

Some examples include:

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

GIST + ENHANCE

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Why should we be concerned about internalizing behaviors?



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

- 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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Who do internalizing behaviors impact? (

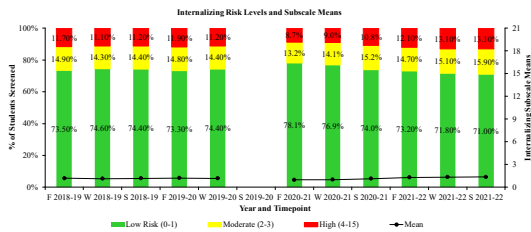


- ≈ 32% of children experience an anxiety disorder at some point during their childhood (Merikangas et al., 2010)
- Onset typically occurs during elementary years (Merikangas et al., 2010)
- Prevalence of behavioral, social, and emotional well-being challenges may be on the rise:
 - o Lebrun-Harris and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




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Who do internalizing behaviors impact? (Graph)



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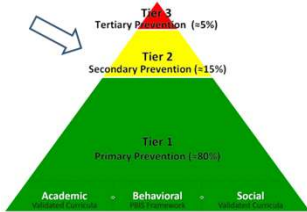


Situating Secondary (Tier 2) Interventions in Ci3T Models



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What are Tier 2 Interventions?

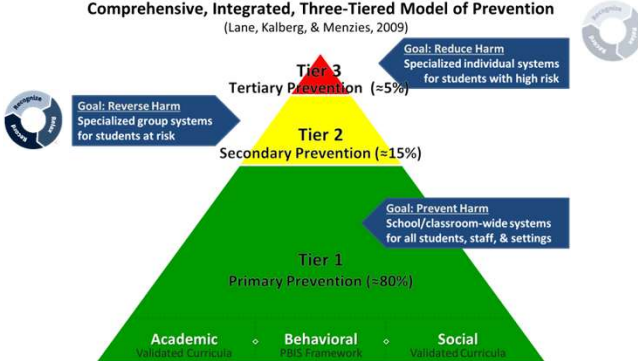


- Evidenced-based or research-based strategies, practices, and programs
- Additive (i.e., compliment rather than replace Tier 1 efforts)
- Implemented by teachers, interventionists, counselors, paraprofessionals, and other staff
- Occur in a variety of formats and locations (e.g., small-group, 1:1, embedded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

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Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



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

Tier 2 Secondary Prevention (≈15%)
Goal: Reverse Harm
Specialized group systems for students at risk

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

Academic ◦ Behavioral ◦ Social

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Ci3T: Implementing Secondary (Tier 2) Interventions

The grid lists the following interventions:

- The Tier 2 Process:** Link back to General Education to address students' individual needs.
- Set & Goal:** Select a Strategy, Record Progress.
- Direct Behavior:** Praise to Support Classroom Behavior and Engagement.
- Behavior Contracts:** Support Classroom Behavior and Engagement.
- Check-in/Check-out:** Collaborative, ongoing communication (daily or weekly) to address behavior and engagement needs.
- Recognize, Relax, Record:** Recognize positive behaviors, Relax when needed, Record progress.
- Social Skills:** Interventions designed to help students develop and practice social skills.
- Self-Monitoring:** Interventions designed to help students monitor and regulate their own behavior.
- Check-in/Check-out:** A Tier 2 intervention to support student success.

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Ci3T +ENHANCE

An Overview of Recognize.Relax.Record

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

The pyramid is divided into three levels:

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

At the base of the pyramid are the domains: Academic, Behavioral, and Social.

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

What is Recognize. Relax. Record.?

An intervention package containing three components:

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

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

Recognize.

- Social-emotional competencies, such as self-awareness and self-management, are related to important long-range outcomes
 - high school graduation
 - college degree completion
 - obtaining employment

Durlak et al., 2011

Adapted from CASEL Framework (2020)

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

Relax.

- Relaxation training is commonly used in research-based cognitive behavioral interventions for children with anxiety

Chorpita & Daleiden, 2009

Breathing techniques Guided imagery Progressive muscle relaxation Self-talk

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

Record

- Self-management interventions effective for
 - behavioral and social outcomes
 - reading, math, and other content areas at elementary

Levendoski & Cartledge, 2000
 - productivity, engagement, and academic performance at middle and high school

Carr & Punzo, 1993
 - students with emotional and behavioral disorders

A.M. Briesch & Briesch, 2016; Briesch & Chafouleas, 2009; Mooney et al., 2005
 - 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

Year 1 Year 2 Year 3 Year 4

1 Elementary School
2 Teachers
single case designs

1 Elementary School
6 Teachers
multiple baseline design

13 Elementary Schools
96 Teachers
random assignment

48 teachers

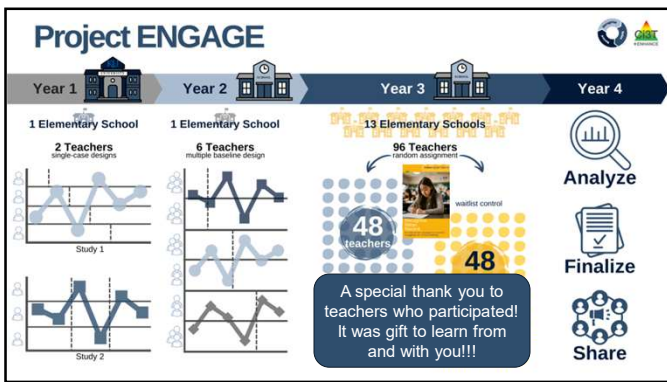
48

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

Analyze

Finalize

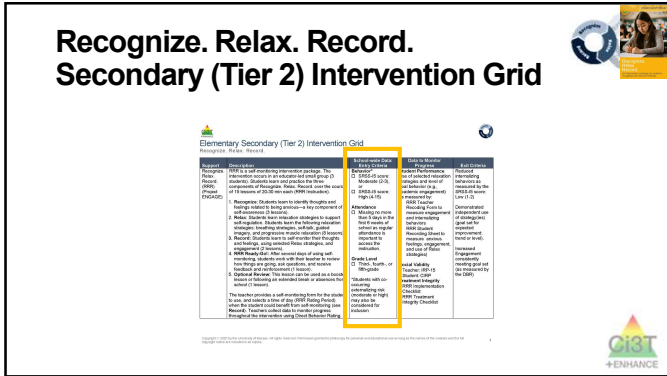
Share



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

Recognize	Relax	Record	Share
<p>Recognize (10-15 min)</p> <p>1. Identify the student's current level of functioning in the target area.</p> <p>2. Identify the student's current level of functioning in the target area.</p> <p>3. Identify the student's current level of functioning in the target area.</p> <p>4. Identify the student's current level of functioning in the target area.</p> <p>5. Identify the student's current level of functioning in the target area.</p> <p>6. Identify the student's current level of functioning in the target area.</p> <p>7. Identify the student's current level of functioning in the target area.</p> <p>8. Identify the student's current level of functioning in the target area.</p> <p>9. Identify the student's current level of functioning in the target area.</p> <p>10. Identify the student's current level of functioning in the target area.</p>	<p>Relax (10-15 min)</p> <p>1. Identify the student's current level of functioning in the target area.</p> <p>2. Identify the student's current level of functioning in the target area.</p> <p>3. Identify the student's current level of functioning in the target area.</p> <p>4. Identify the student's current level of functioning in the target area.</p> <p>5. Identify the student's current level of functioning in the target area.</p> <p>6. Identify the student's current level of functioning in the target area.</p> <p>7. Identify the student's current level of functioning in the target area.</p> <p>8. Identify the student's current level of functioning in the target area.</p> <p>9. Identify the student's current level of functioning in the target area.</p> <p>10. Identify the student's current level of functioning in the target area.</p>	<p>Record (10-15 min)</p> <p>1. Identify the student's current level of functioning in the target area.</p> <p>2. Identify the student's current level of functioning in the target area.</p> <p>3. Identify the student's current level of functioning in the target area.</p> <p>4. Identify the student's current level of functioning in the target area.</p> <p>5. Identify the student's current level of functioning in the target area.</p> <p>6. Identify the student's current level of functioning in the target area.</p> <p>7. Identify the student's current level of functioning in the target area.</p> <p>8. Identify the student's current level of functioning in the target area.</p> <p>9. Identify the student's current level of functioning in the target area.</p> <p>10. Identify the student's current level of functioning in the target area.</p>	<p>Share (10-15 min)</p> <p>1. Identify the student's current level of functioning in the target area.</p> <p>2. Identify the student's current level of functioning in the target area.</p> <p>3. Identify the student's current level of functioning in the target area.</p> <p>4. Identify the student's current level of functioning in the target area.</p> <p>5. Identify the student's current level of functioning in the target area.</p> <p>6. Identify the student's current level of functioning in the target area.</p> <p>7. Identify the student's current level of functioning in the target area.</p> <p>8. Identify the student's current level of functioning in the target area.</p> <p>9. Identify the student's current level of functioning in the target area.</p> <p>10. Identify the student's current level of functioning in the target area.</p>



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Three Components of Recognize. Relax. Record.

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Feedback from Families Before Intervention

Comments: I am excited for _____ to participate in this intervention program. Excited to see how he better manages his emotions and feelings throughout this program and in the future. Thank you for the opportunity to participate in this program.

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

Comments: I think this method is a good way to help understand his feelings and help him stay to ask for help, but it's also important to learn to help yourself be _____

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Talk Time (1 of 2)

- What are your initial impressions of RRR?
- 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?
- To what extent do you feel comfortable providing interventions to support students with internalizing behaviors?

00:00

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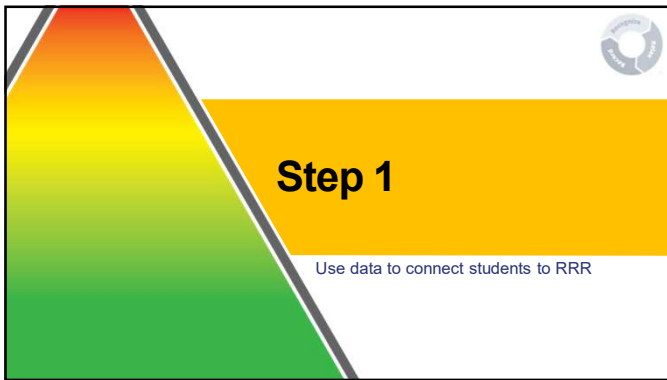
Implementing RRR

A 7 step process



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

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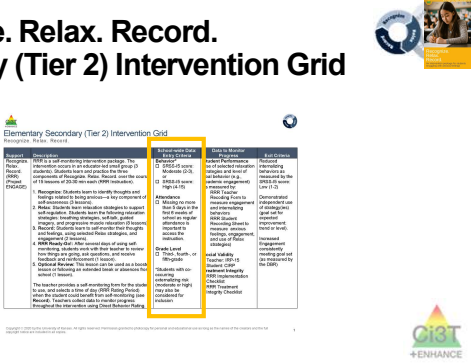


Step 1

Use data to connect students to RRR

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



Recognize	Relax	Record	Implement
<p>Recognize - Identify students who are struggling with anxiety or stress. This information is used to connect students to the RRR intervention. The RRR intervention is implemented for 15 minutes of 20-30 seconds every 15 minutes.</p> <p>Recognize - Identify students who are struggling with anxiety or stress. This information is used to connect students to the RRR intervention. The RRR intervention is implemented for 15 minutes of 20-30 seconds every 15 minutes.</p>	<p>Relax - Provide students with a 2-minute break to relax. This can be done through a variety of activities, such as deep breathing, stretching, or listening to music.</p> <p>Relax - Provide students with a 2-minute break to relax. This can be done through a variety of activities, such as deep breathing, stretching, or listening to music.</p>	<p>Record - Track student progress and outcomes. This information is used to evaluate the effectiveness of the RRR intervention.</p> <p>Record - Track student progress and outcomes. This information is used to evaluate the effectiveness of the RRR intervention.</p>	<p>Implement - Provide students with the RRR intervention. This is done through a variety of activities, such as deep breathing, stretching, or listening to music.</p> <p>Implement - Provide students with the RRR intervention. This is done through a variety of activities, such as deep breathing, stretching, or listening to music.</p>

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Step 2

Plan RRR Procedures

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Step 2 Plan RRR Procedures

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

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

Defining Behaviors

Label - Define - List examples - List non-examples

Label
Provide a name for the goal behavior

Definition
Provide 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
- Learnable (can be subject to judgment)
- Specific to people (e.g., identify and label their own actions, say, not labeling them)

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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Baseline

RRR Instruction Lesson Sequence



Recognize 2 Lessons
Relax 4 Lessons
Record 2 Lessons
RRR Ready-Got-Going 1 Lesson

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

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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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RRR Module Highlight! (1 of 2)

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

- 13 Getting Started with Recognize, R, Record
- 14 Step 1: Use data to connect students
- 15 Step 2: Plan RRR Procedures
- 16 Step 3: Implement RRR Procedures
- 17 Step 4: Monitor RRR Habitation

Recognize, Relax, Record

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Student 1																				
Student 2																				

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Direct Behavior Rating

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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 to Support Classroom Behavior and Engagement

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

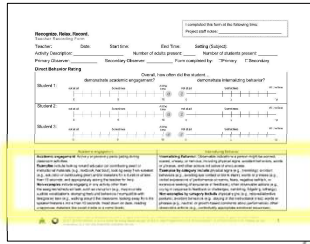


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Teacher Recording Form

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

- Academic engagement
- Internalizing behavior



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Operational Definition: Academic Engagement

Academic engagement	Internalizing Behavior
<p>Academic engagement: Actively or passively participating during classroom activities.</p> <p>Examples include looking toward educator (or contributing peer) or instructional materials (e.g., textbook, handout), looking away from speaker (e.g., educator or contributing peer) and/or materials for a duration of less than 10 seconds, and appropriately asking the teacher for help.</p> <p>Non-examples include engaging in any activity other than the assigned/scheduled task, such as disruption (e.g., inappropriate audible vocalizations, stomping feet) and behaviors incompatible with designated task (e.g., walking around the classroom, looking away from the speaker/materials more than 10 seconds, head down on desk, reading unapproved materials like social media or a comic book).</p>	<p>Internalizing Behavior: Observable indicators of uneasy, or nervous, including physical or phrases, and other actions indicative of a concern.</p> <p>Examples by category include physical side behaviors (e.g., avoiding eye contact or blank expressions of performance concern), excessive seeking of assurance or feedback, crying in response to feedback or challenge.</p> <p>Non-examples by category include physical posture; evocative behaviors (e.g., staying in phrases (e.g., neutral, or growth-based comments); observable actions (e.g., contextually appropriate).</p>

Materials were initially developed as part of Project ENHANCE, an Institute of Education Sciences (IES) funded research project (KUSTUDY00145883), and are currently being tested as part of IES-funded Project ENGAGE (R324X220067). KUSTUDY00145883 and Project ENGAGE do not endorse or share any materials contained herein.

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Operational Definition: Internalizing Behavior


Internalizing Behavior

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

Examples by category include physical signs (e.g., trembling); avoidant behaviors (e.g., avoiding eye contact or blank stare); words or phrases (e.g., verbal expressions of performance concerns, fears, negative self-talk, or excessive seeking of assurance or feedback); other observable actions (e.g., crying in response to feedback or challenges, nail-biting, fidgeting, lethargy).

Non-examples by category include physical signs (e.g., relaxed/attentive posture); avoidant behaviors (e.g., staying in the instructional area); words or phrases (e.g., neutral, or growth-based comments about performance); other observable actions (e.g., contextually appropriate emotional responses).


part of Project ENHANCE, an Institute of Education Sciences (IES) funded research grant (I324N190060, originally being tested as part of IES-funded Project ENGAGE (K324X220067, KU5TUDY00151114). Please do not reprint herein.




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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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DBR in Action

Academic Engagement & Internalizing Behavior

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Brie



Context: Students are completing seat work.

Internalizing behavior for Brie looks like:

- Head down
- Complete shut down / withdrawal





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Let's Chat: Brie

- Discuss how you rated Brie's:
 - Engagement
 - Internalizing Behavior

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Whole Group: Brie



- Engagement – 1
 - For most of the observation, Brie is engaging in behavior other than the assigned task (e.g., talking, poking peers, tapping pencil)
 - At the very beginning and end of the clip, Brie appears to be attempting to engage in the assigned activity
- Internalizing – 0
 - Don't see evidence of head down or complete withdrawal/shut down



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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

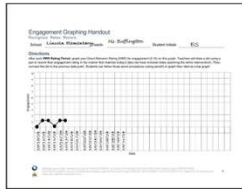


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RRR Engagement Graphing Procedures



- 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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Accessing Materials

The image shows a collage of screenshots from the GIST Learning Gateway. On the left, there's a grid of colorful thumbnails representing different lesson materials. In the center, a larger screenshot shows a search or filter interface with various options. On the right, a 'What's New' section lists several items with dates and brief descriptions. The GIST + ENHANCE logo is visible in the bottom right corner.

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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

The image shows the cover of a book titled 'Recognize, Relax, Record: Intervention Materials and Lesson Plans'. The cover features a circular graphic with the words 'Recognize', 'Relax', and 'Record' arranged around it. To the right of the book cover is a vertical color-coded index from 1 to 15. The GIST + ENHANCE logo is at the bottom right.

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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

The image contains two small images at the bottom. On the left is a data table with columns for 'Lesson', 'Date', 'Teacher', 'Group', and 'Status'. On the right is a photograph of a group of students sitting at a table, engaged in a learning activity. The GIST + ENHANCE logo is at the bottom right.

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Family Materials (1)

Today I learned about the circled strategy...

Ask me what I learned!

Hoy aprendí la estrategia...

¡Pregúntame qué aprendí!

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

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Teacher Materials

Guided Imagery Steps

RRR Lesson Plan Materials

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Video Model: The Instructional Hub

Tell (6 minutes)

Display Visual Cue Cards: Relax Icons (4)

In our last lesson, you learned about the four Relax strategies that you can use when you have anxious thoughts or feelings. Let's name them (breathing strategies, self-talk, guided imagery, progressive muscle relaxation).

- Can anyone tell me about one of the strategies?
- Did anyone share what you learned with someone who wasn't in the group?

Today, we are going to learn more about breathing strategies because it can be used anywhere and at any time to help our mind and bodies feel calm.

Define

Display Visual Cue Cards: Anxious Feelings in our Bodies (8) and Strategy Cards: Breathing Strategies Steps to help illustrate how breathing strategies can address some of the feelings we have in our bodies when anxious.

Breathing strategies are things we can do to pay attention to our breathing to help us feel better when we have anxious thoughts and feelings.

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Key Intervention Lesson Features (2)

Pacing guide Headings

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

Treatment Integrity

Section	Time	Activities
Tell	2-5 min	• Ask student about expectations. • Ask student about any misconceptions. • Review or clarify relevant concepts.
Do	5-10 min	• Student practice with feedback.

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Key Intervention Lesson Features (3)

Situational stories and other examples

Reflection Questions:

- What do you think Timmy's behavior was?
- What do you think Timmy's feelings were?
- What do you think Timmy's thoughts were?
- What do you think Timmy's actions were?
- What do you think Timmy's consequences were?
- What do you think Timmy's feelings were after the incident?
- What do you think Timmy's thoughts were after the incident?
- What do you think Timmy's actions were after the incident?
- What do you think Timmy's consequences were after the incident?

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Lesson Activities

Embedded materials throughout

Remember: Use the 'Remember' box to review key concepts and skills from previous lessons.

Practice: Use the 'Practice' box to apply your knowledge and skills to a new situation.

Remember: Use the 'Remember' box to review key concepts and skills from previous lessons.

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Guided Imagery Example
Anxious feelings: public speaking
Identifying anxious feelings in your body: sweating

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Anxious feelings: soccer tryouts
Guided Imagery Example
Guided Imagery Example

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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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3 Intervention Components


71

Recognize. Relax. Record. Intervention Component


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

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Recognize. Relax. Record. Intervention Component

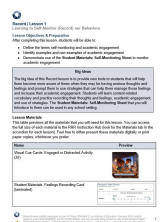


- Students learn strategies to respond when they feel anxious
 - Breathing Strategies
 - Self-talk
 - Guided Imagery
 - Progressive Muscle Relaxation
- For each strategy, students will:
 - Define
 - Learn to use
 - Recognize situations for when to use
 - Demonstrate (and practice)



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Recognize. Relax. Record. Intervention Component



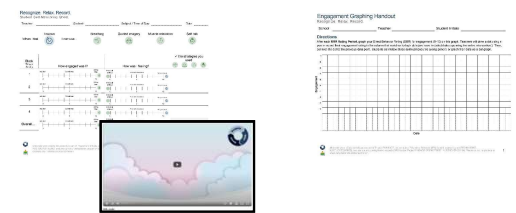


Students learn how to monitor their own feelings and behaviors

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



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Preparing Students for RRR In-Class

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Video Model: Opening & Closing a Lesson

Recognize, Relax, Record
Feelings Recording Card

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

How was I feeling during the lesson?

Overall... 0 10

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Work Time

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

00:00

Step 1: Go to ci3t.org/enhance

Step 2: Locate the *Recognize, Relax, Record* module (see *ci3t: Implementing Secondary (Tier 2) Interventions*)

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

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

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Step 5



Implement RRR In-Class and Monitor Student Performance

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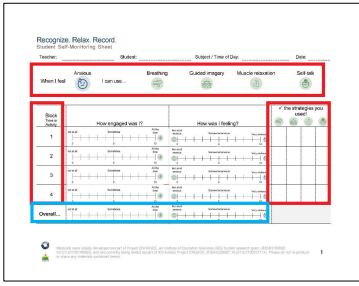

RRR In-Class

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

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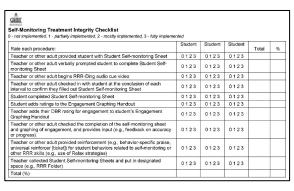

Student Self-Monitoring Sheet

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Self-Monitoring Treatment Integrity Checklist

- Self-Monitoring Treatment Integrity Checklist located on the back of the RRR Rating Form
- Completed daily at end of RRR In-Class Period
 - rate all procedures on a scale from 0 (not implemented) to 3 (fully implemented)
 - each procedure is rated for each student

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Video Model: RRR In-Class Procedures

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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. Consider
 1. What do you notice?
 2. What feedback would you give this student?
3. Whole Group Discussion

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Recognize, Relax, Record.
Self-monitoring Sheet

Teacher: **Mr. R** Student: **James** Subject / Time of Day: **Recess**

When I feel **Anxious** I can use... **Breathing** **Guided imagery** **Muscle**


For Poll:
What do you notice?
A. Student is not using strategies
B. Student is missing interval scoring
C. Student is using too many strategies

Block / Time of Activity	How engaged was I?	How was I feeling?	1	2	3	4	5
1	0-100% (0-100%)	0-100% (0-100%)					✓
2	0-100% (0-100%)	0-100% (0-100%)					
3	0-100% (0-100%)	0-100% (0-100%)					
4	0-100% (0-100%)	0-100% (0-100%)					✓
Overall	0-100% (0-100%)	0-100% (0-100%)					

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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: **Recess**

When I feel **Anxious** I can use... **Breathing** **Guided imagery** **Muscle**

For Poll:
What do you notice?
A. Overall score is inconsistent with interval ratings
B. The student is not anxious enough
C. The student is highly anxious and engaged



Block / Time of Activity	How engaged was I?	How was I feeling?	1	2	3	4	5
1	0-100% (0-100%)	0-100% (0-100%)					✓
2	0-100% (0-100%)	0-100% (0-100%)					✓
3	0-100% (0-100%)	0-100% (0-100%)					✓
4	0-100% (0-100%)	0-100% (0-100%)					
Overall	0-100% (0-100%)	0-100% (0-100%)					

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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

When I feel Anxious I can use... Breathing Guided imagery Music used

Block / Time / Activity	How engaged was I?	How was I feeling?	used
1	1	1	
2	1	1	
3	1	1	
4	1	1	
Overall...			6

For Poll: What do you notice?

A. Overall score is too high
 B. The student is anxious, but no strategies have been used
 C. Engagement should be higher





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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)

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Engagement Graphing (2 of 2)

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Engagement Graphing Handout

Recipients: [Redacted] School: [Redacted] Teacher: [Redacted] Student Initials: [Redacted]

Directions
After each **RRR 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 (see base line's included dates spanning the entire measurement). Then, connect the dot to the previous data point. Students can follow those same procedures (using pencil) or graph their data as a bar graph.

Opportunities for feedback & discussion with students!

GIST + ENHANCE

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Step 6
Monitor maintenance and generalization

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RRR Module Highlight! (2 of 2)

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 Treat...
Reinforcing Self-Monitoring
Self-Monitoring FAQs
Wrapping up
- 19 Step 6: Monitor maintenance and...**
- 20 Step 7: Seek input from student. f...
- 21 Summary

RECOGNIZE, RELAX, RECORD, ACROSS THE TIERS

- 22 Reflect on Tier 1
- 23 Recognize, Relax, Record, at Tier 2
- 24 Intensifying Supports at Tier 3
- 25 Summary

Breathing Strategies Steps

Belly Breathing

Put your hand on your belly.

Take deep breaths through your nose. Hold your belly flat like a balloon.

Breathe out through your nose for 4 counts.

Breathe in through your nose for 4 counts.

The goal is to fill up the balloon. Breathe out slowly through the mouth.

Repeat in your hand on your belly.

2 to 1 Breathing

Breathe in through your nose for 2 counts.

Breathe out through your nose for 1 count.

Repeat in your hand on your belly.

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Step 6 Monitor maintenance and generalization

Breathing Strategies Steps

Belly Breathing

Put your hand on your belly.

Take deep breaths through your nose. Hold your belly flat like a balloon.

Breathe out through your nose for 4 counts.

Breathe in through your nose for 4 counts.

The goal is to fill up the balloon. Breathe out slowly through the mouth.

Repeat in your hand on your belly.

2 to 1 Breathing

Breathe in through your nose for 2 counts.

Breathe out through your nose for 1 count.

Repeat in your hand on your belly.

RECOGNIZE, RELAX, RECORD.

RECOGNIZE

Recognize when you feel anxious or stressed. Notice your body's signals. Notice your thoughts, feelings, and behaviors. Notice your breathing.

RELAX

Relax your body and mind. Use your breathing strategies. Use your self-monitoring procedures. Use your self-monitoring forms.

RECORD

Record your progress. Record your feelings. Record your thoughts. Record your behaviors. Record your breathing.

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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

Integrative Plan - Report

Student: _____ Date: _____

Teacher: _____

Intervention: _____

Item	1	2	3	4	5
1. The program was used as planned.					
2. Data to monitor was collected.					
3. The program was implemented as planned.					
4. The program was implemented as planned.					
5. The program was implemented as planned.					
6. The program was implemented as planned.					
7. The program was implemented as planned.					
8. The program was implemented as planned.					
9. The program was implemented as planned.					
10. The program was implemented as planned.					

Integrative Plan - Report

Item	1	2	3	4	5
1. The program was used as planned.					
2. Data to monitor was collected.					
3. The program was implemented as planned.					
4. The program was implemented as planned.					
5. The program was implemented as planned.					
6. The program was implemented as planned.					
7. The program was implemented as planned.					
8. The program was implemented as planned.					
9. The program was implemented as planned.					
10. The program was implemented as planned.					

POST-INTERVENTION

Item	1	2	3	4	5
1. The program was used as planned.					
2. Data to monitor was collected.					
3. The program was implemented as planned.					
4. The program was implemented as planned.					
5. The program was implemented as planned.					
6. The program was implemented as planned.					
7. The program was implemented as planned.					
8. The program was implemented as planned.					
9. The program was implemented as planned.					
10. The program was implemented as planned.					



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Feedback from Families


Comments: *I believe my son [redacted] has benefitted from this intervention. I don't think he's quite ready for middle school but hopeful that continued intervention will help him achieve academic goals. [redacted] has seen more confident with this intervention. Thank you.*

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Social Validity Interviews ...





- From Teachers ... Group 1
 - "Literally saw a shift in body language after lessons."
 - "I wish everyone put together lessons like you guys did. It was so well put together."
 - "At first I thought it was going to be a lot of work, but it worked seamlessly into our routine."
 - "Boys wanted to talk about their graphs and how they improved."
 - "You came and changed my life."
- From Teachers ... Group 2
 - "Instead of internalizing she was able to verbalize her feelings more and talk about things that have happened at home. She has gained confidence in expressing her feelings."
 - "In this school we have a lot of trauma and students struggling. I think kids with anxiety are often overlooked-they have a need and now we have something to do for them for the first time."
 - "I don't always feel like I know students well that don't have big behaviors. It was good for me to get to know them a little better."
 - "This program had done wonders for this student in a short amount of time."




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Student Interviews




- "I got really mad at home and did some breathing."
- It definitely made me improve on a bunch of stuff. Helped with my self-control."
- "Helped when I couldn't sleep at night."
- "When I am frustrated, it helps me remember to take a breath."
- "This would help my friends in math say, "I can do this"."
- "When my brother makes me mad, I take deep breaths and visualize being somewhere calm."




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Talk Time (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?

00:00



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Considerations for Implementing RRR

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Teacher Recommendations (1 of 2)

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



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Teacher Recommendations (2 of 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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Wrap Up and Moving Forward

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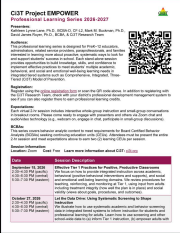
Action Items

Action Item	Person(s) Responsible	Planned Completion Date	Date Completed
Review systematic screening data (spring) to see which students might benefit from Recognize. Relax. Record. (RRR)	Amy	05/21/26	
Explore the possibility of implementing RRR with your school site colleagues and principal	Amy	05/26/26	
Explore the module and instructional hub	Amy	05/27/26	




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Ci3T Project EMPOWER




EMPOWER+ Session	Date
Effective Tier 1 Practices for Positive, Productive Classrooms	September 15, 2026 (Tuesday)
Let the Data Drive: Using Systematic Screening to Shape Instruction	October 27, 2026 (Tuesday)
Ci3T In Action: Integrated Lesson Planning for Optimal Instruction	November 17, 2026 (Tuesday)
A 6-Step Instructional Approach for Responding to Challenging Behaviors in Schools	January 20, 2027 (Wednesday)
A Tier 2 Intervention for Managing Anxious Feelings: Recognize. Relax. Record.	March 23, 2027 (Tuesday)
A Tier 3 Intervention: Functional Assessment-Based Intervention (FABI)	April 28, 2027 (Wednesday)




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Thank you!
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