

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)

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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

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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!

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Starting Activity

- **Step 1:** Go to ci3t.org/enhance
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- **Step 3:** Sign into the *Recognize. Relax. Record.* module (see Ci3T: Implementing Secondary (Tier 2) Interventions)




First time module users [view information](#) [before and register here!](#)

Ci3T + ENHANCE

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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 to behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 20, 4-18.

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What are internalizing behaviors?

FOUR TYPES OF INTERNALIZING CHALLENGES

ANXIETY
Negative thought patterns
Excessive worry or fears
Nervousness
Poor sleeping
Learning

SOCIAL WITHDRAWAL
Lack of friends
Low level of social interaction
Withdrawn from activities
Isolated themselves

DEPRESSION
Loss of interest in activities
Poor concentration
Sadness
Fatigue
Irritability

STIGMATIZATION
Negative perceptions of those with conditions
Behavioral control with consequences

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)

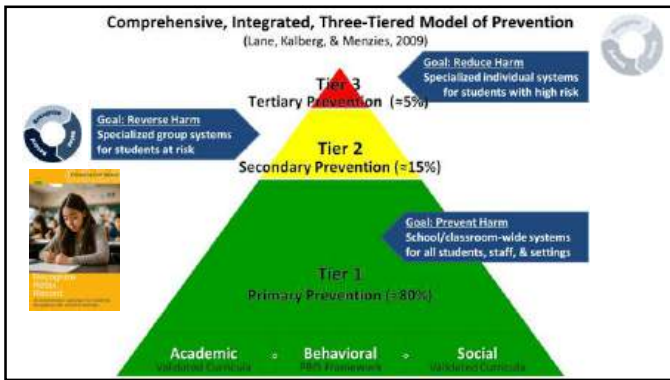
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Who do internalizing behaviors impact?

- ≈ 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., Birech, A., & Sherrod, R. (2021). Project ENHANCE: Assessing Professional Learning Needs for Implementing Comprehensive, Integrated, Three-Tiered (CIT) Models of Prevention, Education and Treatment of Children. <https://doi.org/10.1007/s13484-021-00049-z>

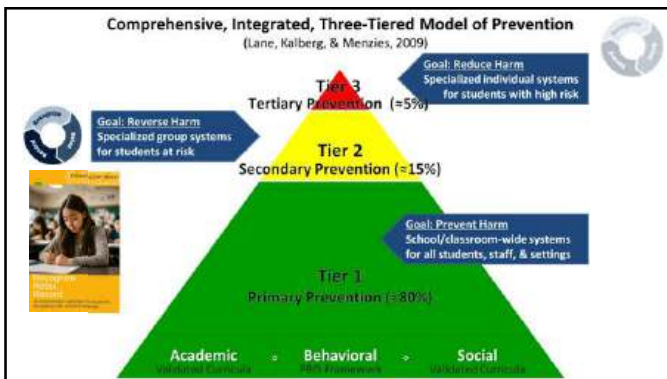
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Recognize. Relax. Record.

What is Recognize. Relax. Record.?

An intervention package containing three components:

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

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Three Components of Recognize. Relax. Record.

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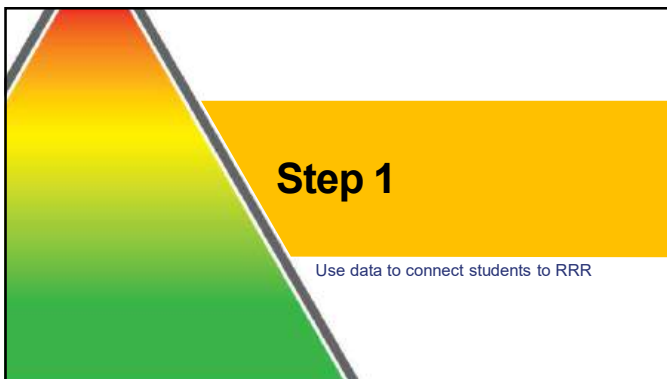
What does the supporting research for Recognize. Relax. Record. say? (Record)

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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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':

- o Academic engagement
- o Internalizing behavior



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DBR Procedures: RRR Rating Period

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



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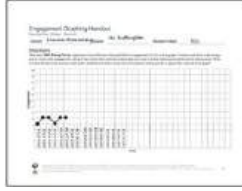
DBR Procedures: RRR Rating Period (Teacher Recording Form)

The image shows a detailed screenshot of the 'Recognize, Relax, Record' Teacher Recording Form with handwritten entries. At the top, it says 'Completed this form at the following time: 10:55' and 'Project start date:'. The form includes fields for 'Teacher: Mrs. Sarah Green', 'Date: 10/20', 'Time: 10:50', 'Subject: Math', 'Classroom Description: 1st grade', 'Number of adults present: 1', 'Number of students present: 21', 'Primary Observer: Mrs. Sarah Green', and 'Secondary Observer:'. The 'Direct Behavior Rating' section has a grid with columns for 'Academic Engagement' and 'Internalizing Behavior' and rows for three students: 'Dj', 'OM', and 'RS'. The 'Academic Engagement' column has 'X' marks in the 'Engaged' and 'On-task' categories for all three students. The 'Internalizing Behavior' column has 'X' marks in the 'Anxious' and 'Sad' categories for all three students. At the bottom, there are definitions for 'Academic engagement' and 'Internalizing Behavior'.

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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 shows a digital interface with the title 'Teacher Materials'. It includes a sidebar with a '5000 Lesson Plan Materials' list, several small images of children in various settings, and a central area with text and icons. A 'GIGI ENHANCE' logo is visible in the bottom right corner.

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Video Model: The Instructional Hub

The screenshot displays a page titled 'Video Model: The Instructional Hub'. It contains text describing a video model, including a 'Tell (5 minutes)' section and a 'Define' section. There are several small icons and a 'GIGI ENHANCE' logo in the bottom right corner.

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Key Intervention Lesson Features (1 of 2)

The screenshot shows a lesson plan page with several callout boxes. On the left, a 'Pacing Guide' box lists: 'Tell', 'Show', 'Do', 'Practice & Monitor', and 'Generalize & Close'. On the right, five callout boxes point to specific parts of the lesson plan: 'Lesson title', 'Lesson timing', 'Learning objectives', 'Big Ideas of the lesson', and 'Materials'. The lesson plan content includes a title, objectives, and a 'Big Ideas' section.

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Key Intervention Lesson Features (2 of 2)



Situational stories and other examples



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Recess Ronnie

Story Cards: Recess Ronnie



Recess Ronnie
Story Card: Recess Ronnie
Recess Ronnie was just trying to be an agent when his teacher said, 'Class, time to go to recess!'
Helpful and Unhelpful Anxious Feelings

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Lesson Activities

Embedded materials throughout




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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.  

Intervention Component (Record)


Students learn how to monitor their own feelings and behaviors

- o Lesson 1: Learning to Self-Monitor (Record) our Behaviors
 - Focus: Academic Engagement
- o 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 Lesson

Optional customizable lesson following an extended break



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Step 5
Implement RRR In-Class and Monitor Student Performance

The diagram shows a process flow: 1. Plan (Identify, Prioritize, Prepare), 2. Do (Implement, Monitor, Evaluate), 3. Check (Review, Reflect, Revise), 4. Act (Share, Sustain, Improve). A small inset shows a classroom scene with a teacher and students.

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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 'Date', 'Engagement', 'Anxious Feelings', and 'Relaxation Strategies'. The second image shows a teacher sitting at a desk with a student. The third image shows a line graph with a rising trend line.

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Student Self-Monitoring Sheet

The screenshot shows a form with fields for 'Name', 'Date', 'Teacher', 'Classroom', 'Behavior', 'Calmness', 'Engagement', 'Anxious Feelings', and 'Relaxation Strategies'. There are also checkboxes for 'Did you use RRR?' and 'Did you use a strategy?'. A blue box highlights the bottom section of the form.

RRR-Ding provides audio cue for intervals

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Video Model: RRR In-Class Procedures

Recognize Relax Record		Name	Number	Strategy	Time of Day	How
Week 1	1			Breathing		
Week 2	2			Breathing		
Week 3	3			Breathing		
Week 4	4			Breathing		
Overall						

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Step 6
Monitor maintenance and generalization

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Step 6
Monitor maintenance and generalization

Breathing Strategies Steps
1 to 1 Breathing

RECOGNIZE, RELAX, RECORD

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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

ENHANCE

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Project ENGAGE

Year 1 1 Elementary School
2 Teachers
Study 1
Study 2

Year 2 1 Elementary School
6 Teachers
Multi-Site Design

Year 3 13 Elementary Schools
96 Teachers
48 teachers
48 teachers

Year 4 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)

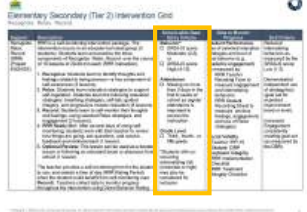

- Implement regular school practices until spring break, then:
 - Engage in ≈ 6 hours of paid professional learning
 - Learn how to use RRR with their students
 - Work with up to three students who meet criteria
 - 15 small group sessions (20-30 min)
 - During the school day
 - Support selected students 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!



Scan the QR code to link to the Conference Evaluation