


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

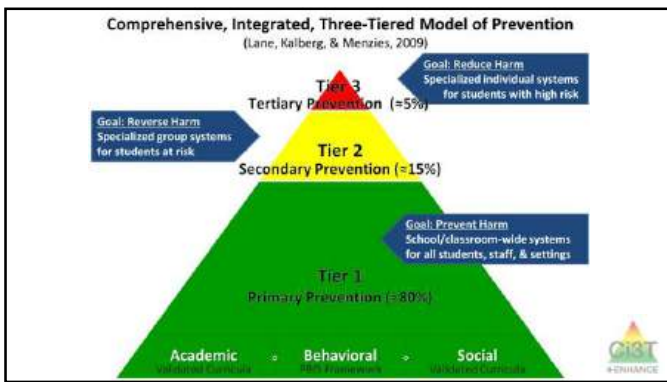
Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2
 Mark Matthew Buckman, Ph.D.
 Allison Bernard, MS

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

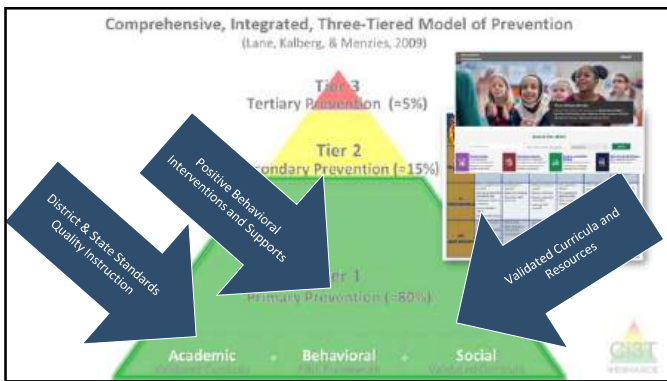


CI3T ENHANCE Comprehensive, Integrated, Three-Tier Model of Prevention

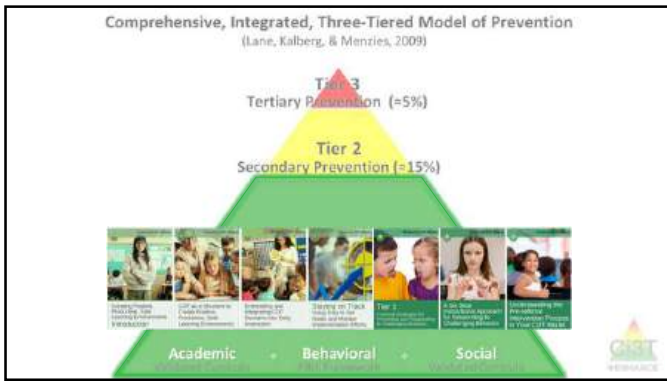
1



2



3



4

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

Support	Description	School-wide/Program	Classroom/Teacher	Individual Student	Exit Criteria
Behavioral
Social

Secondary (Tier 2) Intervention Grid

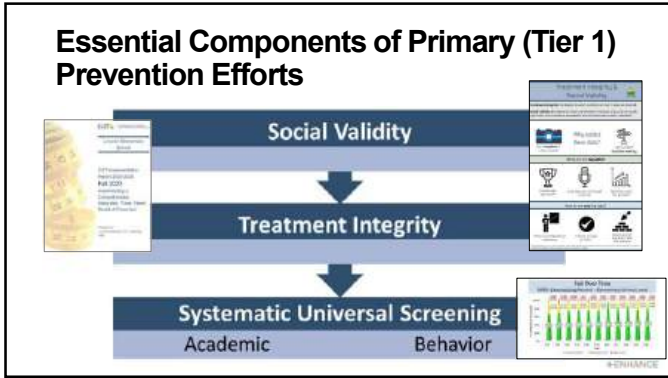
5

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

Support	Description	School-wide/Program	Classroom/Teacher	Individual Student	Exit Criteria
Behavioral
Social

Tertiary (Tier 3) Intervention Grid

6



7



8

Enhanced Ci3T Implementation Series and Delivery

Activity	1	2	3	4	5	6	7	8	9	10	11
Initial Ci3T Leadership Team meeting											
Process meetings											
Start Ci3T Leaders and Coaches monthly meetings											
Ci3T Leadership Team monthly meeting											
Coaching and staff monthly meeting											
Professional learning community meetings											
Teacher and community conversations (e.g., community assessment)											
Ci3T implementation Professional Learning Series (PLS) delivery											
Ci3T Dashboard Systems											
Ci3T Training and Dashboard Calls											
Initial website final 2 implementations											
Coaching series for identified unmet staff											
Supporting staff between coaching site initiation training											
Ci3T Treatment Integrity & Social Validity data collection training											
Bring sites to current status by equipping training											
Implementing and using end of year data meeting											
Creating protocol and data collection systems											
Website Planning and Professional Learning Series											
Website Planning and Learning Series											
Website Understanding needs and needs analysis											
Website A guide to effective Ci3T Leadership Team meetings											
Website Applying strategy needs and readiness with Ci3T											

9

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).



10

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



11

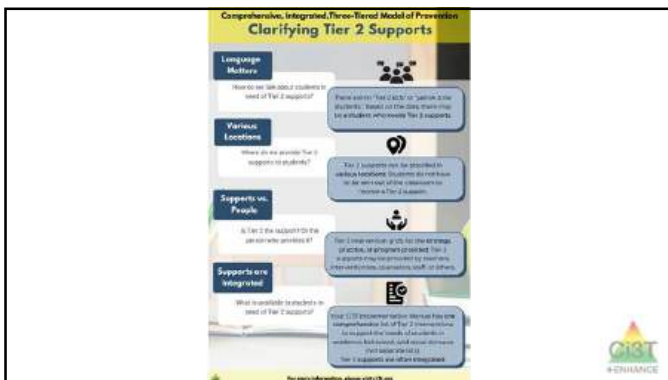


Situating Secondary (Tier 2) Interventions in Ci3T Models

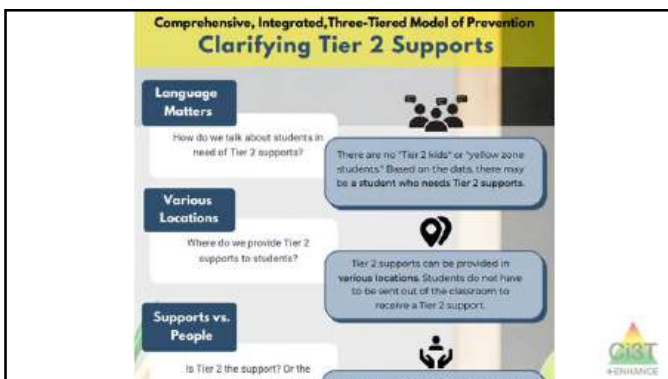
12



13



14



15

Supports vs. People
Is Tier 2 the support? Or the person who provides it?
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?
Tier 2 intervention grids list the strategy, practice, or program provided. Tier 2 supports may be provided by teachers, interventionists, counselors, staff, or others.
Your CBT 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 c3t.org

CBT
#ENHANCE

16

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

Steps to reflect...

Review Review the data to determine if the student is responding to the intervention. If not, consider if the intervention is being implemented as intended. If not, consider if the intervention is appropriate for the student's needs.

Address Address the student's needs. Consider if the intervention is being implemented as intended. If not, consider if the intervention is appropriate for the student's needs.

Connect Connect the student to the appropriate support. Consider if the intervention is being implemented as intended. If not, consider if the intervention is appropriate for the student's needs.

Contact Contact the appropriate support. Consider if the intervention is being implemented as intended. If not, consider if the intervention is appropriate for the student's needs.

CBT
#ENHANCE

17

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)

CBT
#ENHANCE

18

Secondary (Tier 2) Intervention Grid

19

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

20

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

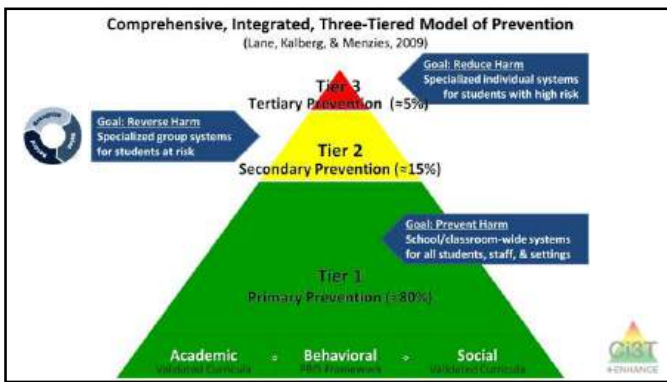
21

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

CIST
ENHANCE

22



23

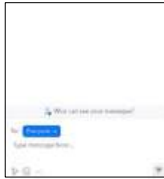
CIST Implementing Secondary (Tier 2) Interventions

CIST
ENHANCE

24

Let's Chat! (1 of 2)

Which Tier 2 interventions are offered in your setting?



25



Recognize. Relax. Record.

26

4 FOUR TYPES OF INTERNALIZING CHALLENGES

When an internalizing challenge (e.g., aggression, hyperactivity) is a when-ignoring behavior, recognizing behaviors and directed toward and therefore can be harder to predict. They're thought of as falling into one of four categories:



27

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)




28

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)



29

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




30

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

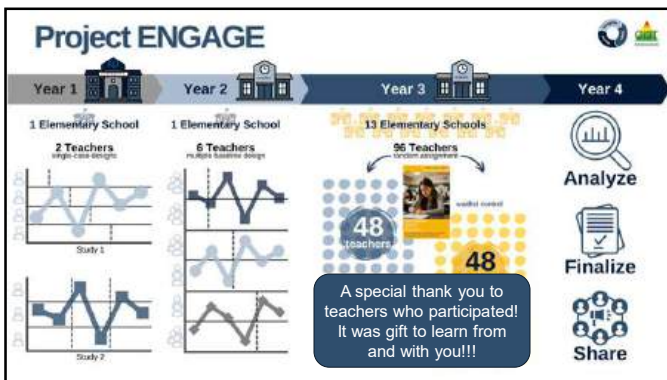
Record

- 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



31

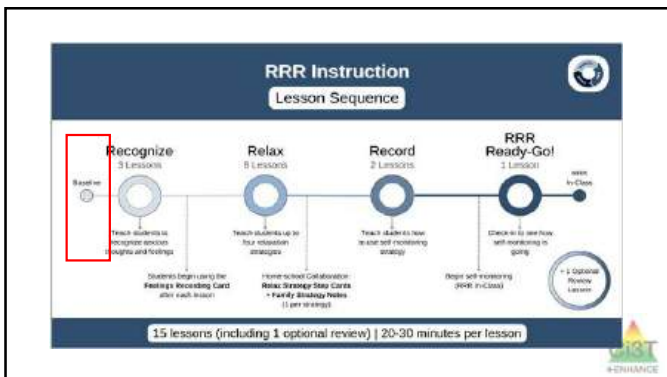
Project ENGAGE



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

32

RRR Instruction Lesson Sequence



Recognize 3 Lessons

Relax 8 Lessons

Record 2 Lessons

RRR Ready-Go! 1 Lesson

Review 1 Optional Review Lesson

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

33

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

34

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

35

RRR In-Class

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

36

RRR Module Highlight! Step 2

Recognize, Relax, Record.
An evidence-based practice for students struggling with academic learning.

- 1. Select a target behavior to monitor.
- 2. Select a target context and time.
- 3. Provide RRR instruction.
- 4. Monitor and identify.
- 5. Provide feedback.
- 6. Provide small-group instruction.
- 7. Provide RRR instruction.
- 8. Monitor and identify.
- 9. Provide feedback.
- 10. Provide small-group instruction.
- 11. Provide RRR instruction.
- 12. Monitor and identify.
- 13. Provide feedback.
- 14. Provide small-group instruction.
- 15. Provide RRR instruction.
- 16. Monitor and identify.
- 17. Provide feedback.
- 18. Provide small-group instruction.
- 19. Provide RRR instruction.
- 20. Monitor and identify.
- 21. Provide feedback.
- 22. Provide small-group instruction.
- 23. Provide RRR instruction.
- 24. Monitor and identify.
- 25. Provide feedback.
- 26. Provide small-group instruction.
- 27. Provide RRR instruction.
- 28. Monitor and identify.
- 29. Provide feedback.
- 30. Provide small-group instruction.

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

43

Step 2

Plan RRR Procedures (1 of 2)

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

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

RRR Instruction Block	Day	Time	Subject
Monday, Wednesday, Thursday		10:00-10:25	Independent Work Time

44

Step 2

Plan RRR Procedures (2 of 2)

Defining Behaviors

Label - Define - Use examples - Use non-examples

Label
Provide labels for the target behaviors

Define
Provide an operational definition of the target behaviors

Examples
Provide examples of the target behaviors

Non-examples
Provide non-examples of the target behaviors

Characteristics of a clear behavior definition

- Observable and measurable
- Quantifiable and countable
- Specific and unambiguous
- Useful for objective judgment
- Does not include subjective terms like "he looks like"
- Does not include subjective terms like "she seems to be"

Operationalize behaviors of interest

Prepare intervention forms and procedures

Teacher Recording Form (Direct Behavior Rating)

Student Self-Monitoring Sheet

45

CI3T
+ENHANCE

Step 3

Begin baseline data collection

46

RRR Module Highlight! Step 3



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

- Step 1: Introduction to RRR
- Step 2: RRR Overview
- Step 3: RRR Implementation
- Step 4: RRR Evaluation
- Step 5: RRR Sustainability





CI3T
+ENHANCE

47

Step 3

Begin baseline data collection





CI3T
+ENHANCE

48

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

49

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




50

Teacher Recording Form

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



- Academic engagement
- Internalizing behavior



51

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

55

RRR Engagement Graphing Procedures

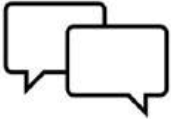
- Each student will have their own Engagement Graphing Handout
 - Later in the intervention (during RRR In-Class), students will also add their total engagement ratings to this graph!
- Once you have completed the Teacher Recording Form, graph each student's overall engagement score on their graph


56

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



57

Ci3T
+ENHANCE

Step 4

Provide RRR Instruction

58

RRR Module Highlight! Step 4

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

Recognize, Relax, Record
Form:

Date	Number	Subject	Date
Recognize			
Relax			
Record			
			Review

59

Step 4

Provide RRR Instruction

RRR Instruction Lesson Sequence

Recognize (2 Lessons)
Teach students to recognize stress, thoughts and feelings.
Materials: Recognize, Relax, Record (RRR) Ready-Got!
Activities: Recognize, Relax, Record (RRR) Ready-Got!

Relax (6 Lessons)
Teach students up to five relaxation strategies.
Materials: Relaxation Strategies Worksheet, Relaxation Strategies Worksheet (RRR Ready-Got!)
Activities: Relaxation Strategies Worksheet, Relaxation Strategies Worksheet (RRR Ready-Got!)

Record (2 Lessons)
Teach students how to use self-reflection strategy.
Materials: Record, Relax, Record (RRR) Ready-Got!
Activities: Record, Relax, Record (RRR) Ready-Got!


RRR Ready-Got! (3 Lessons)
Check-in to see how self-reflection is going.
Materials: RRR Ready-Got!
Activities: RRR Ready-Got!

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

60

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



61

Family Materials



Available in both Spanish and English!

62

Teacher Materials



63

Video Model: The Instructional Hub

The screenshot shows a digital interface titled "Video Model: The Instructional Hub". It features two main icons: a green circle with a white squiggle representing "Breathing Strategies" and a green circle with a white face and a globe on its head representing "Self-Talk". The interface is clean and user-friendly, with a navigation bar at the top and a logo for "GIGI #EMPOWER" at the bottom right.

64

Key Intervention Lesson Features

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

The slide illustrates key features of an intervention lesson. On the right, there is a 3D rendering of a modern classroom table with a monitor on a stand and four blue stools. On the left, a document titled "Key Intervention Lesson Features" lists the bullet points. The "GIGI #EMPOWER" logo is visible in the bottom right corner.

65

Recognize. Relax. Record. Intervention Component (Recognize)

The slide shows a lesson component titled "Recognize. Relax. Record. Intervention Component (Recognize)". It includes a screenshot of a lesson page on the left and a list of learning objectives on the right. The objectives are:

- 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

 The "GIGI #EMPOWER" logo is in the bottom right corner.

66

Recognize. Relax. Record.
Intervention Component (Relax)

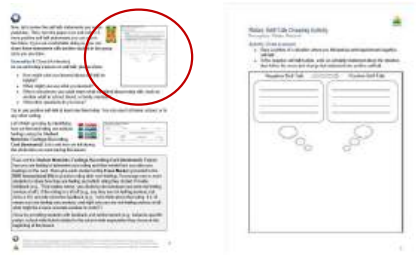



- Students learn strategies to respond when they feel anxious
 - Breathing Strategies
 - Self-talk
 - Guided Imagery
 - Progressive Muscle Relaxation
- For each strategy, students will:
 - Define
 - Learn to use
 - Recognize situations for when to use
 - Demonstrate (and practice)



67

Lesson Activities: Interactive


68

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



69

Preparing Students for RRR In-Class

The slide displays two documents. On the left is a lesson plan titled 'Engagement Graphing Record' with columns for 'Date', 'Student Name', 'Engagement Level', and 'Notes'. On the right is a grid for tracking student engagement over time. A small inset image shows a globe.

70

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

71

Optional Review Lesson

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

72

Video Model: Opening & Closing a Lesson

73

A Deeper Dive

Recognize, Relax, Record.

<p>Module Exploration</p>	<p>Explore Instructional Hub</p>	<p>Implementation Planning</p>	<p>A Trainer/Coach</p>
----------------------------------	---	---------------------------------------	-------------------------------

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!

74

Ci3T
+ENHANCE

Step 5
Implement RRR In-Class and Monitor Student Performance

75

Video Model: RRR In-Class Procedures



79

Student Self-Monitoring Sheet

Recognize, Relax, Record
each monitoring block

Teacher	Observer	Subject / Item of Day	Date			
When I feel	Disoriented	1-2 min rest	Rehearsal	Student engages	Teacher intervenes	Self talk
Block	Block	Block	Block	Block	Block	Block
1	2	3	4	5	6	7
Overall						



80

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?"



81

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)




82

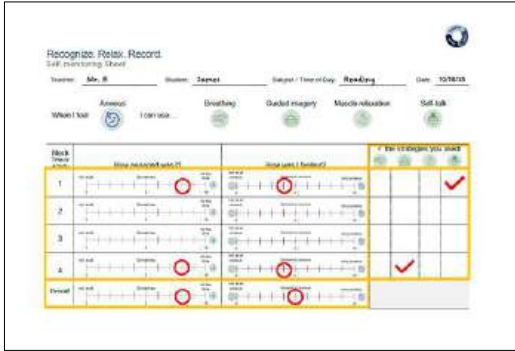
Student Check-in and Feedback Practice

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



83



The screenshot shows a student self-monitoring sheet for a student named 'Mia, B' in a 5th grade Reading class on 10/18/13. The sheet is divided into three columns: 'How I felt', 'How I behaved', and 'How I engaged my class'. The 'How I engaged my class' column has a red checkmark in the 'Engaged' row. The 'How I behaved' column has red circles around the 'Engaged' and 'Self-talk' rows. The 'How I felt' column has red circles around the 'Engaged' and 'Self-talk' rows. The 'How I felt' column also has a red checkmark in the 'Engaged' row.

84

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?”



85

Recognize, Rate, Record
Self-Monitoring Sheet

Teacher: Mrs. T. Student: Riley Subject: Biology Date: 10/20/25

What I feel: Anxious, Confused, Bored/Frustrated, Distracted/Inattentive, Nervous/Embarrassed, Self-talk

Check for	How engaged was I?	How was I feeling?	Strategies you used?
Interval 1	1	1	✓
Interval 2	1	1	✓
Interval 3	1	1	✓
Interval 4	1	1	
Overall	1	1	



86

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”



87


Recognize, Relax, Record.
Self-Regulating System

Teacher: Mrs. S. Student: Sophie Subject / Time or Day: Math Date: 10/10/20

When I feel: Anxious, Bored, Frustrated, Tired, Nervous, Confused, Stupid, Angry, Sad, Lonely, Bored, Frustrated, Tired, Nervous, Confused, Stupid, Angry, Sad, Lonely

How engaged was I? How was I feeling? The strategies you used?



Block	How engaged was I?	How was I feeling?	The strategies you used?
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
Overall...	4	4	4



88



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?"

89

Engagement Graphing (1 of 2)

90

Engagement Graphing (2 of 2)

The image shows two documents. On the left is a grid for tracking student engagement, with columns for 'Date', 'Classroom', 'Teacher', and 'Student'. It includes a 'Classroom Engagement' section with a grid for tracking 'Engagement' and 'Participation' for each student. On the right is an 'Engagement Graphing Checklist' with a table for recording 'Date', 'Teacher', and 'Student'.

91

Step 6

Monitor maintenance and generalization


92

RRR Module Highlight! Step 6

The image shows two cards. On the left is a 'Recognize Relax Record' card with a photo of a student and the text 'All information package for students, including self-reflection toolkits'. On the right is a 'Breaking Struggle Steps' card with a checklist of steps: '1. Recognize', '2. Relax', '3. Record', '4. Reflect', '5. Review', '6. Repeat'. A blue box highlights '1. Recognize'.

93


Step 6
Monitor maintenance and generalization



The image shows two cards from the RRR module. The left card is titled "Breathing Strategies Steps" and lists "Daily Breathing" and "2 to 3 Breathing" with instructions. The right card is titled "RECOGNIZE, RELAX, RECORD" and provides a summary of the module's goals and steps.


94

Step 7
Seek input from student, families, and teachers



95

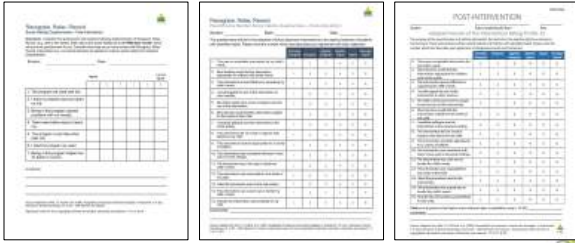
RRR Module Highlight! Step 7



The image shows a card titled "RRR Module Highlight! Step 7" which includes a list of steps: 18 Step 5: Implement RRR in Class... (Self-Addressing Procedures, RRR in-Class Self-monitoring Therapy, Reinforcing Self-monitoring, Self-Monitoring FAQs, Wrapping up), 19 Step 6: Monitor maintenance and..., and 20 Step 7: Seek input from student, I. It also features a "Recognize, Relax, Record" section and a "Summary" section.

96

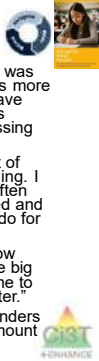
Step 7: Seek input from student, families, and teachers



97

Social Validity Interviews ... Teachers

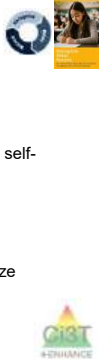
- o From Teachers ... Group 1
 - o "Literally saw a shift in body language after lessons."
 - o "I wish everyone put together lessons like you guys did. It was so well put together."
 - o "At first I thought it was going to be a lot of work, but it worked seamlessly into our routine."
 - o "Boys wanted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



98

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."





99

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?

100

CIST +ENHANCE




Wrapping Up and Moving Forward

101


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	




102

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 (FBI)	April 28, 2026 (Tuesday)




103

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)





104

#Ci3T

Thank you!

ci3t.org






@Ci3Tmodel

Tag us in your Ci3T highlights, we love to see Ci3T in action!

Follow us on **Instagram** for updates and new resources!



105