A Tier 2 Intervention– Recognize. Relax. Record. – to Support Students Struggling with Anxious Feelings

Mark Matthew Buckman, Carrie Brandon, Katie Pelton, Stacie Williams, Matthew Aschliman, Elise Sarasin, Kathryn Johnson, Jessica Matus, Eric Common, Wendy Oakes, and Kathleen Lynne Lane

Ci3T | Comprehensive, Integrated, Three-Tiered Model of Prevention

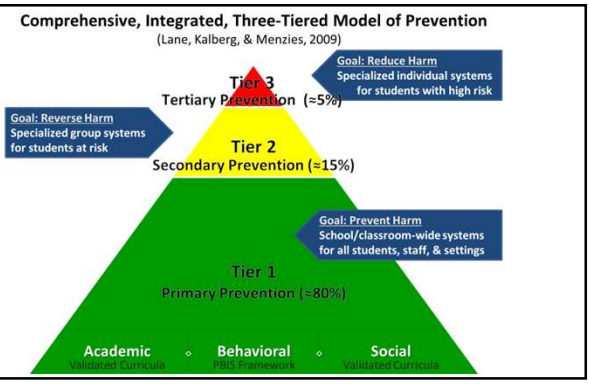
This project was funded in part by Project ENGAGE (IES R324X220067) Project ENHANCE (IES R324N190002), and Project EPIC (USDE, OSEP Award Number: H325D220011).

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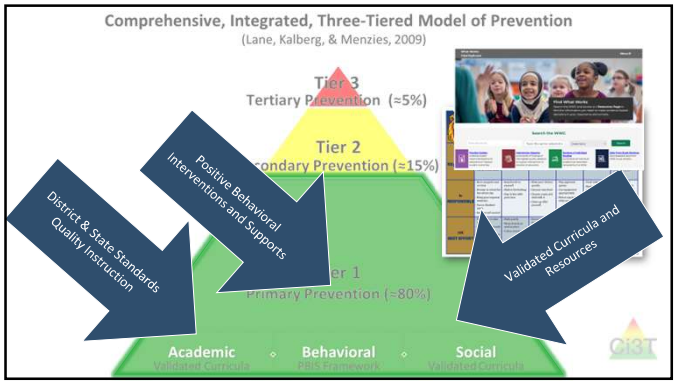
Agenda

1. What Is Recognize. Relax. Record.?
2. Does RRR Work? Findings from a Randomized Controlled Trial
3. How Can I Learn to Implement RRR?
4. Looking Ahead: Next Steps for RRR Development
5. Key Takeaways + Q&A

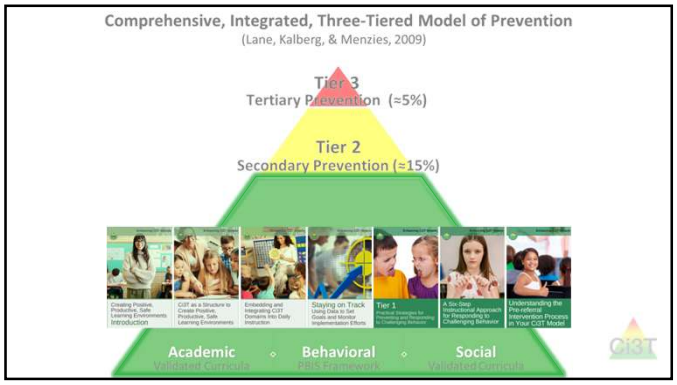
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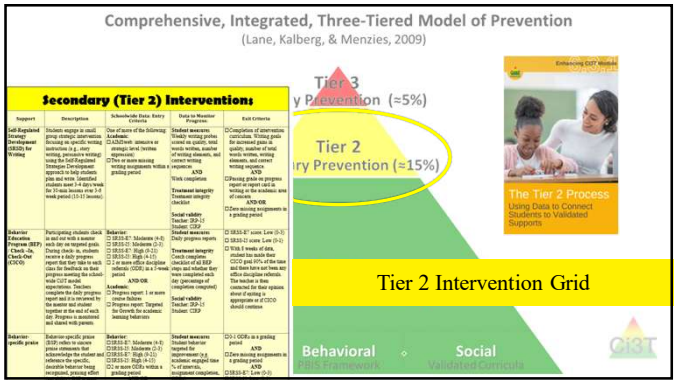
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Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Tier 1
Primary Prevention (≈80%)
District & State Standards Quality Instruction
Positive Behavioral Interventions and Supports
Validated Curricula and Resources
Academic
Behavioral
Social
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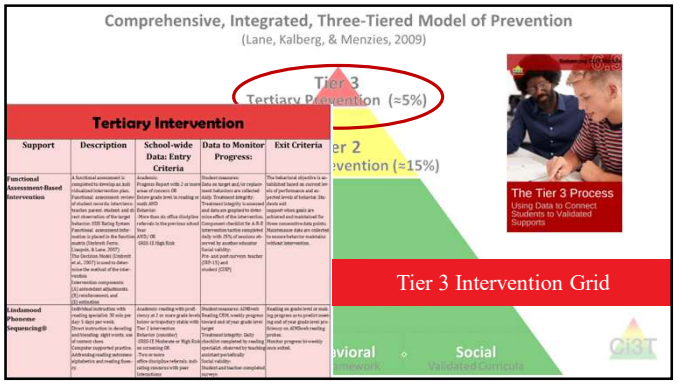
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Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
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Academic
Behavioral
Social
CI3T

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Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Secondary (Tier 2) Interventions
Tier 3
Tier 2
The Tier 2 Process
Using Data to Connect Students to Validated Supports
Tier 2 Intervention Grid
Behavioral
Social
CI3T

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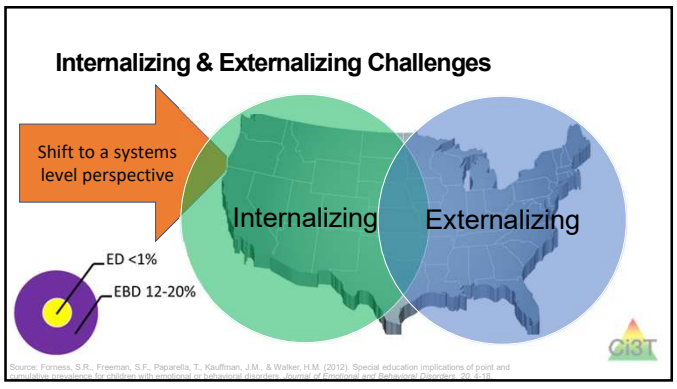


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What Is Recognize. Relax. Record.?

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A Focus on Internalizing Behaviors



- ≈ 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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4 FOUR TYPES OF INTERNALIZING CHALLENGES

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



ANXIETY

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



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SOCIAL WITHDRAWAL

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

DEPRESSION

Loss of interest in activities
Poor concentration
Sadness
Fatigue
Irritability



SOMATIZATION

Frequent complaints of illness or pain
Excessive physical health complaints

For more information see:
Merrell, K. W., & Gueldner, B. A. (2010). Preventative interventions for students with internalizing disorders: Effective strategies for promoting mental health in schools. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior in a three-tier model including RTI* (3rd ed., pp. 729–823). National Association of School Psychologists.

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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., Chafouleas, S., Briesch, A., & Sherod, R. (2021). Project ENHANCE: Assessing Professional Learning Needs for Implementing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention. *Education and Treatment of Children*. https://doi.org/10.1007/s43494-021-00049-z

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What is Recognize. Relax. Record.?



An intervention package containing three components:

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

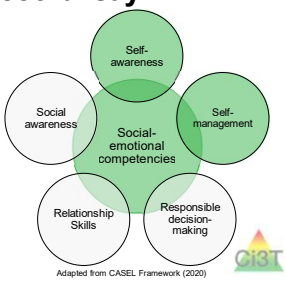
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What does the supporting research for Recognize. Relax. Record. say?

Recognize.

- 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)

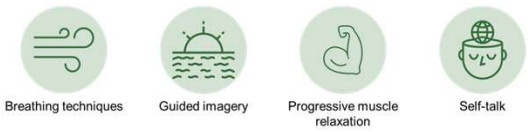
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What does the supporting research for Recognize. Relax. Record. say?

Relax.

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

Chorpita & Daleiden, 2009



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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

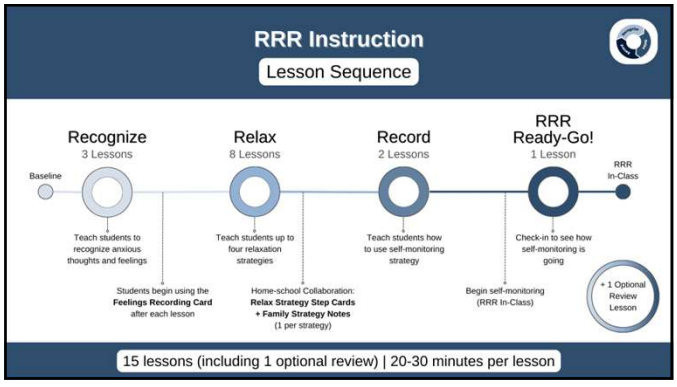
  - productivity, engagement, and academic performance at middle and high school

Carr & Punzo, 1993

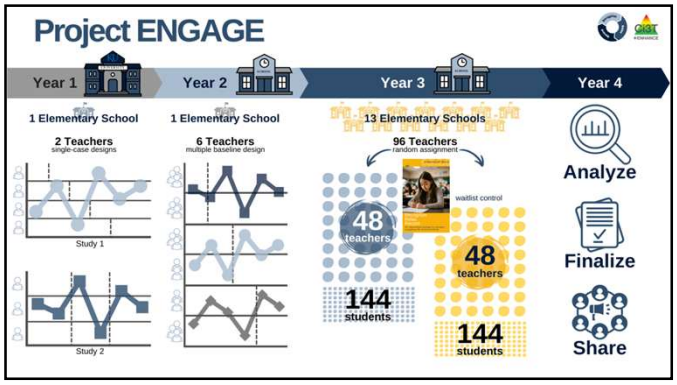
  - students with emotional and behavioral disorders
  - students educated in general and special education classrooms

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

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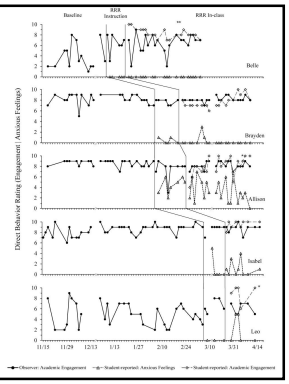


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Year 1

Study 1

- Multiple baseline across participants
- RRR Instruction implemented by researchers; RRR In-class implemented by teachers
- Useful feedback received across stakeholders to inform intervention revision
- Some promising effect
  - Increase in engagement for some students
  - Reduction in academic engagement variability for some students

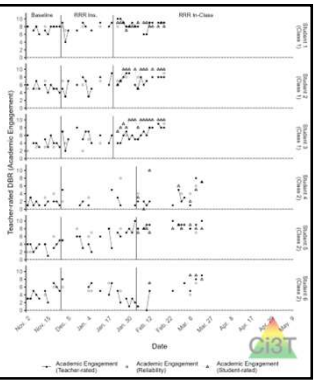


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Year 2

Study 2: Results

- Both RRR Instruction and RRR In-class implemented by teachers
- Majority of teachers were able to implement all RRR components with fidelity
- RRR met or exceeded expectations for most stakeholders
- Outcomes variable across students and behaviors (academic engagement, internalizing behaviors)



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Does RRR Work?

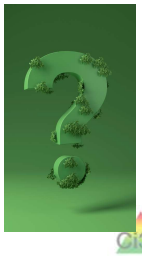
Findings from a Randomized Controlled Trial

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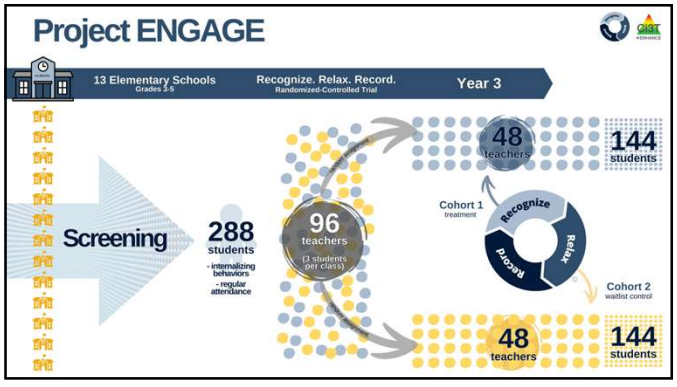
Method:

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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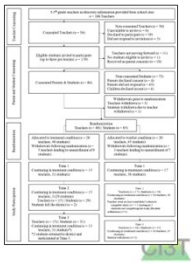
Method:
Primary Measures

- 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:
CONSORT Summary

- Invited 100 teachers, 56 consented
- Invited 159 students/families, 86 consented
- Randomized 40 teachers
  - Some teachers withdrew; others had no participating students
- Attrition following randomization
  - Teacher Attrition (20%)
    - Treatment: 12.50%
    - Waitlist: 7.50%
    - Differential: 5.00%
  - Student Attrition (20%)
    - Treatment: 10.59%
    - Waitlist: 9.41%
    - Differential: 1.18%



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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	□ Tuesday, October 29, 2024 or □ Wednesday, October 30, 2024	□ Tuesday, February 18, 2025 or □ Wednesday, February 19, 2025
Training 2: RRR Instruction 4:30 pm – 6:30 pm	□ Tuesday, November 5, 2024 or □ Wednesday, November 6, 2024	□ Wednesday, March 5, 2025 or □ Thursday, March 6, 2025
Training 3: RRR In-Class 4:30 pm – 6:30 pm	□ Tuesday, December 3, 2024 or □ Wednesday, December 4, 2024	□ Tuesday, April 1, 2025 or □ Wednesday, April 2, 2025

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Slides with preliminary data removed…look for the final study when published!

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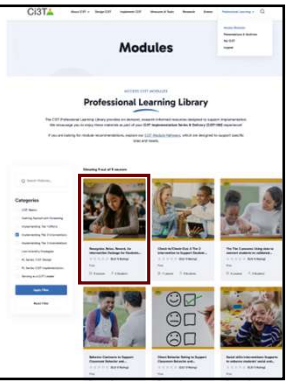
How Can I Learn to Implement RRR?

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RRR Module

Available at ci3t.org

- ci3t.org → Professional Learning → Access Modules
- Sign-up for an account to access all Ci3T Modules, including *Recognize. Relax. Record. An Intervention Package for Students Struggling with Anxiety*

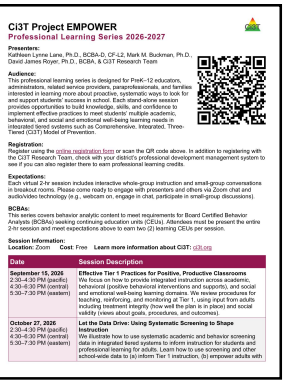


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Ci3T EMPOWER

- ci3t.org → Events → Ci3T EMPOWER Series → *Ci3T EMPOWER Session 5: A Tier 2 Intervention for Managing Anxious Feelings: Recognize. Relax. Record.*

Direct link:
ci3t.org/event/ci3t-empower-session-5/



Ci3T Project EMPOWER
Professional Learning Series 2026-2027

Presenters:
Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2, Mark M. Buckman, Ph.D., David James Royer, Ph.D., BCBA, & Ci3T Research Team

Audience:
This professional learning series is designed for PreK–12 educators, administrators, related service providers, paraprofessionals, and families interested in learning more about proactive, systematic ways to look for and support students' success in school. Each stand-alone session provides opportunities to build knowledge, skills, and confidence to implement effective practices to meet students' multiple academic, behavioral, and social and emotional well-being learning needs in multi-tiered systems such as Comprehensive, Integrated, Three-Tiered (Ci3T) Model Of Prevention.

Registration:
Register using the online registration form or scan the QR code above. In addition to registering with the Ci3T Research Team, check with your district's professional development management system to see if you can also register there to earn professional learning credits.

Expectations:
Each virtual 2-hr session includes interactive whole-group instruction and small-group conversations in breakout rooms. Please come ready to engage with presenters and others via Zoom chat and audio/video technology (e.g., webcam on, engage in chat, participate in small-group discussions).

BCBAs:
This series covers behavior analytic content to meet requirements for Board Certified Behavior Analysts (BCBAs) seeking continuing education units (CEUs). Attendees must be present the entire 2-hr session and meet expectations above to earn two (2) learning CEUs per session.

Session Information:
Location: Zoom **Cost:** Free **Learn more information about Ci3T:** ci3t.org

Date	Session Description
September 15, 2026 2:30–4:30 PM (pacific) 4:30–6:30 PM (central) 5:30–7:30 PM (eastern)	**Effective Tier 1 Practices for Positive, Productive Classrooms** We focus on how to provide integrated instruction across academic, behavioral (positive behavioral interventions and supports), and social and emotional well-being learning domains. We review procedures for teaching, reinforcing, and monitoring at Tier 1, using input from adults including treatment integrity (how well the plan is in place) and social validity (views about goals, procedures, and outcomes).
October 27, 2026 2:30–4:30 PM (pacific) 4:30–6:30 PM (central) 5:30–7:30 PM (eastern)	**Let the Data Drive: Using Systematic Screening to Shape Instruction** We illustrate how to use systematic academic and behavior screening data in integrated tiered systems to inform instruction for students and professional learning for adults. Learn how to use screening and other school-wide data to (a) inform Tier 1 instruction, (b) empower adults with

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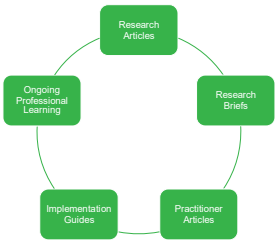
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Looking Ahead

Next Steps for RRR Development

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Dissemination Efforts



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Additional Research

- Revisiting participants from the RCT to assess sustainability
- Gathering input from middle school educators to inform a middle school adaptation

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Key Takeaways + Q&A

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Next Steps

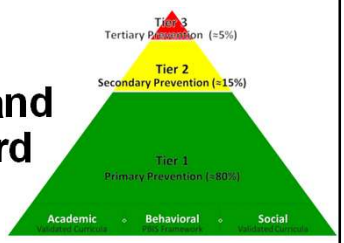
- Dissemination
- Intervention material revision
- Replication
- Extension for middle school

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Wrapping Up and Moving Forward



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Project EMPOWER


CiST Project EMPOWER
Professional Learning Series 2026-2027

EMPOWER Session	Date
Effective Tier 1 Practices for Positive, Productive Classrooms	September 15, 2026
Let the Data Drive: Using Systematic Screening to Shape Instruction	October 27, 2026
CI3T in Action: Integrated Lesson Planning for Optimal Instruction	November 17, 2026
A 6-Step Instructional Approach for Responding to Challenging Behavior in Schools	January 20, 2027
A Tier 2 Intervention for Managing Anxious Feelings: Recognize. Relax. Record.	March 23, 2027
A Tier 3 Intervention: Functional Assessment-Based Intervention	April 28, 2027

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