A Teacher-led Tier 2 Intervention – Recognize. Relax. Record – to Manage Elementary Students' Anxious Feelings: Results of an RCT

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University of Kansas

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

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Session Outcomes

1. Identify internalizing behaviors and explain their impact on elementary-aged students' engagement and school success
2. Describe Recognize. Relax. Record., including key components and preliminary findings of an RCT conducted in an integrated tiered system- Comprehensive, Integrated, Three-tiered (Ci3T) model of prevention
3. Locate and access professional learning and implementation materials



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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. On-demand Professional Learning Resources
5. Wrapping up and Moving Forward



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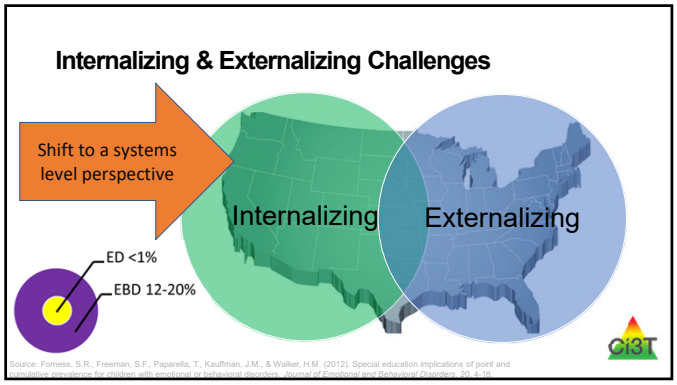
Internalizing & Externalizing Challenges
Shift to a systems level perspective
Internalizing
Externalizing
ED <1%
EBD 12-20%
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Source: Forness, S.R., Freeman, S.F., Paparella, T., Kauffman, J.M., & Walker, H.M. (2012). Special education implications of point and

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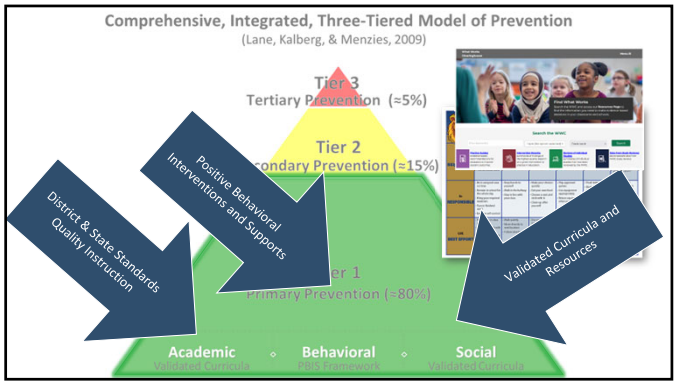
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Positive Behavioral Interventions and Supports
District & State Standards Quality Instruction
Validated Curricula and Resources
Academic
Validated Curricula
Behavioral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

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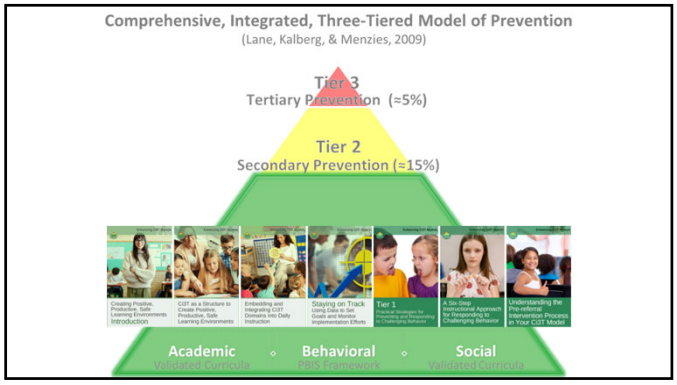
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Academic
Validated Curricula
Behavioral
PBIS Framework
Social
Validated Curricula

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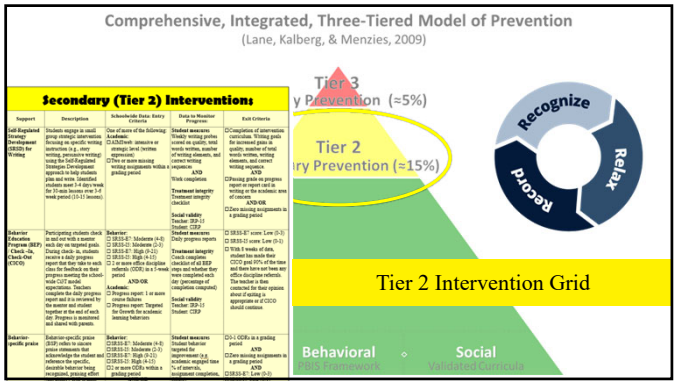

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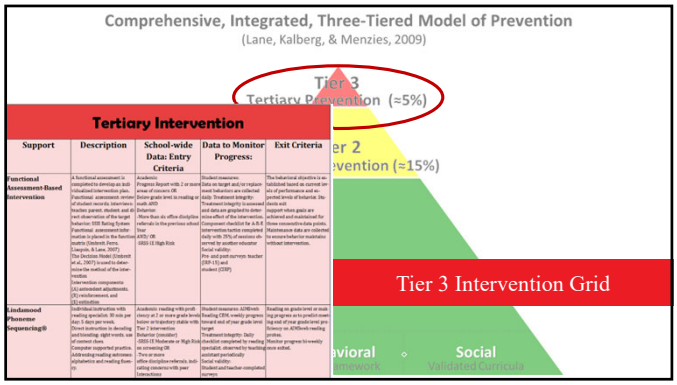

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What Is Recognize. Relax. Record.?



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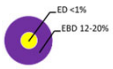
A Focus on Internalizing Behaviors



- ≈ 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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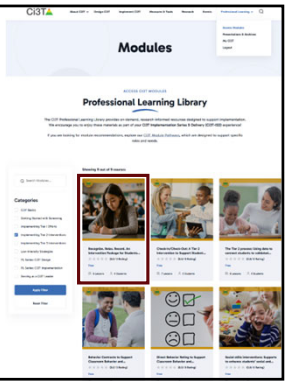
RRR Module

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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What is Recognize. Relax. Record.? Three Components



An intervention package containing three components:

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

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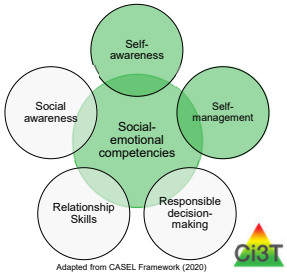
What does the supporting research for Recognize. Relax. Record. say? (Recognize)



Recognize.

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

Durlak et al., 2011



Adapted from CASEL Framework (2020)

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



Relax.

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

Chorpita & Daleiden, 2009



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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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Phases of Recognize. Relax. Record.

Baseline Data Collection → RRR Instruction → RRR In-Class Data Collection





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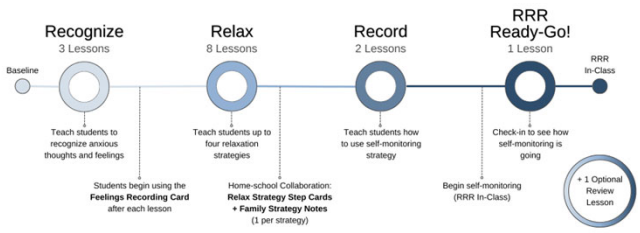
RRR Instruction

Lesson Sequence



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

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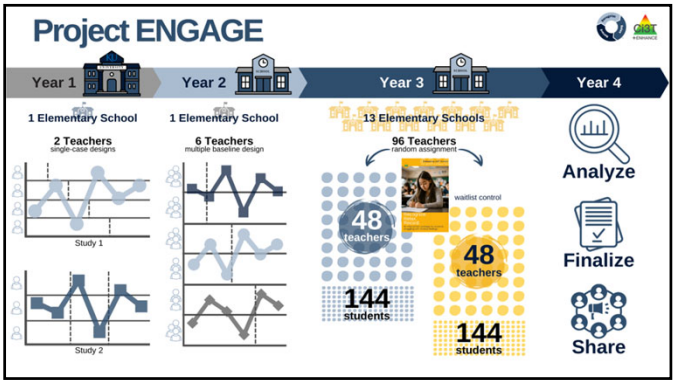
Project ENGAGE



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Does RRR Work?

Findings from a Randomized Controlled Trial

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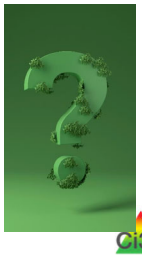
Method:

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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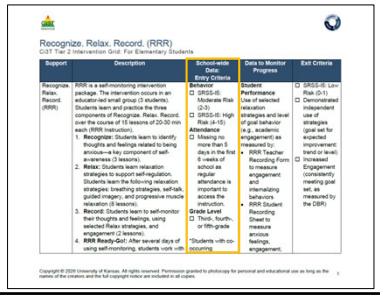
Step 1 RRR Intervention Grid



Recognize. Relax. Record. (RRR)

Ci3T Tier 2 Intervention Grid: For Elementary Students

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Recognize. Relax. Record. (RRR)	RRR is a self-monitoring intervention package. The intervention occurs in an educator-led small group (3 students). Students learn and practice the three components of Recognize. Relax. Record. over the course of 15 lessons of 20-30 min each (RRR Instruction). 1. **Recognize:** Students learn to identify thoughts and feelings related to being anxious—a key component of self-awareness (3 lessons). 2. **Relax:** Students learn relaxation strategies to support self-regulation. Students learn the follo-ing relaxation strategies: breathing strategies, self-talk, guided imagery, and progressive muscle relaxation (8 lessons). 3. **Record:** Students learn to self-monitor their thoughts and feelings, using selected Relax strategies, and engagement (2 lessons). 4. **RRR Ready-Go!:** After several days of using self-monitoring, students work with	**Behavior** ☐ SRSS-IE: Moderate Risk (2-3) ☐ SRSS-IE: High Risk (4-15) **Attendance** ☐ Missing no more than 5 days in the first 6 weeks of school as regular attendance is important to access the instruction. **Grade Level** ☐ Third-, fourth-, or fifth-grade *Students with co-occurring	**Student Performance** Use of selected relaxation strategies and level of goal behavior (e.g., academic engagement) as measured by: • RRR Teacher Recording Form to measure engagement and internalizing behaviors • RRR Student Recording Sheet to measure anxious feelings, engagement,	☐ SRSS-IE: Low Risk (0-1) ☐ Demonstrated independent use of strategies (goal set for expected improvement: trend or level) ☐ Increased Engagement (consistently meeting goal set, as measured by the DBR)

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Step 1

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



Systematic Screening



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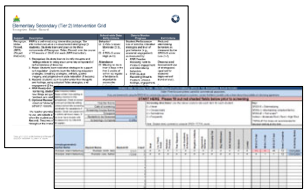
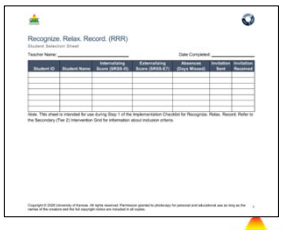
Step 1

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





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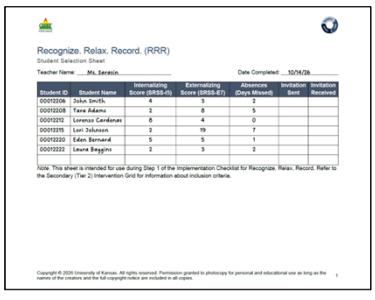
RRR Student Selection Sheet



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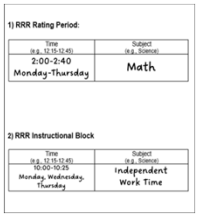
Step 2

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)



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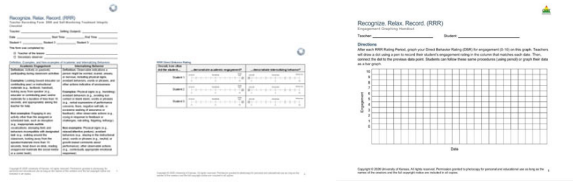
Step 3

Begin Baseline Data Collection



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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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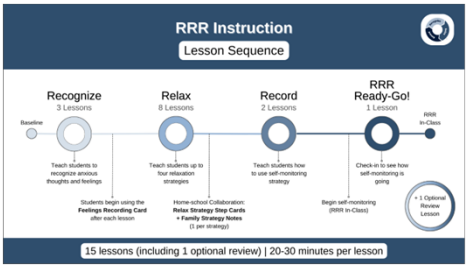
Step 4

Provide RRR Instruction



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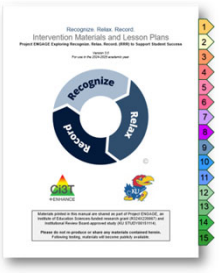
Lesson Plans Overview

- 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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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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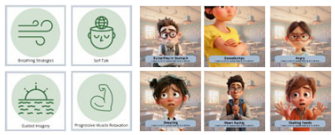
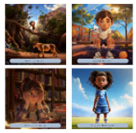
Teacher Materials











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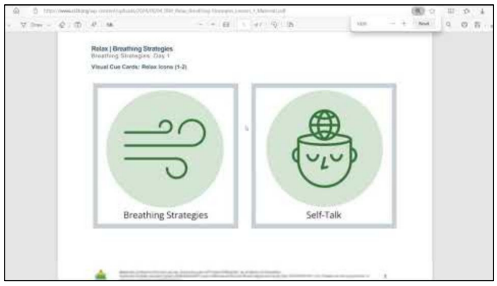
Video Model: The Instructional Hub



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Key Features of Lesson Plans (1 of 3)

- Big ideas
- Suggested pacing & prompts
- Embedded materials
- Situational stories
- Activities
- Semi-scripted & predictable layout



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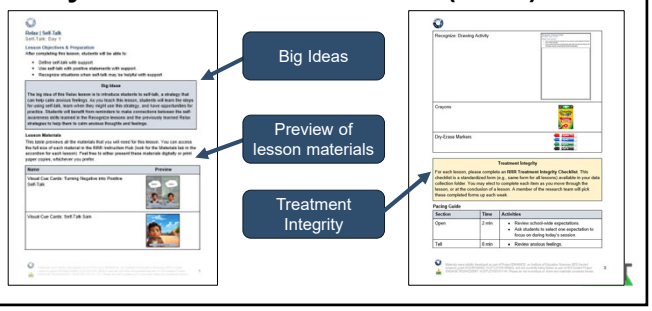
Key Features of Lesson Plans (2 of 3)



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Step 5 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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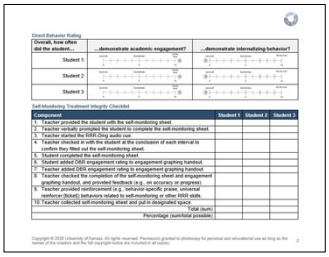
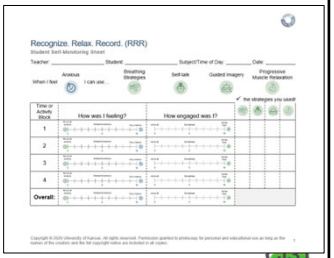
Step 5

Implement RRR In-Class and Monitor Student Performance

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Step 6

Monitor maintenance and generalization



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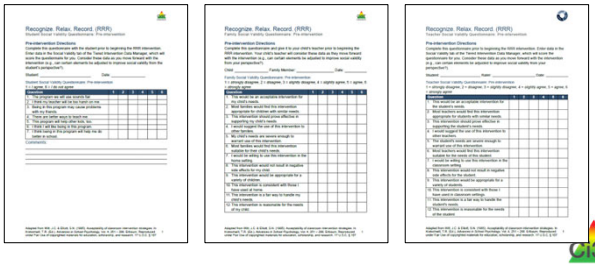
Step 7

Seek input from student, families, and teachers



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How Can I Learn to Implement RRR?

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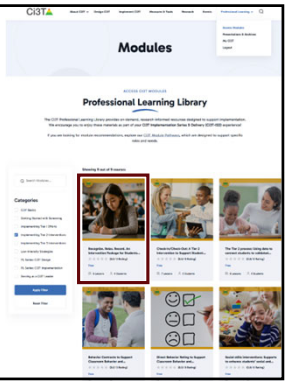
RRR Module

Find 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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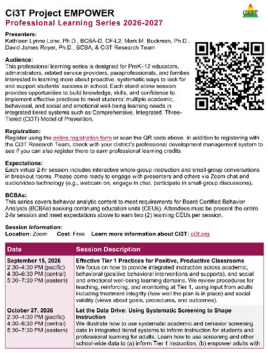
Ci3T EMPOWER

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

Direct link:
Ci3T EMPOWER Session 5



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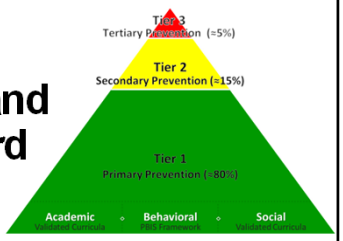
Wrapping Up and Moving Forward



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