

SHOW  HOPE

HOPE

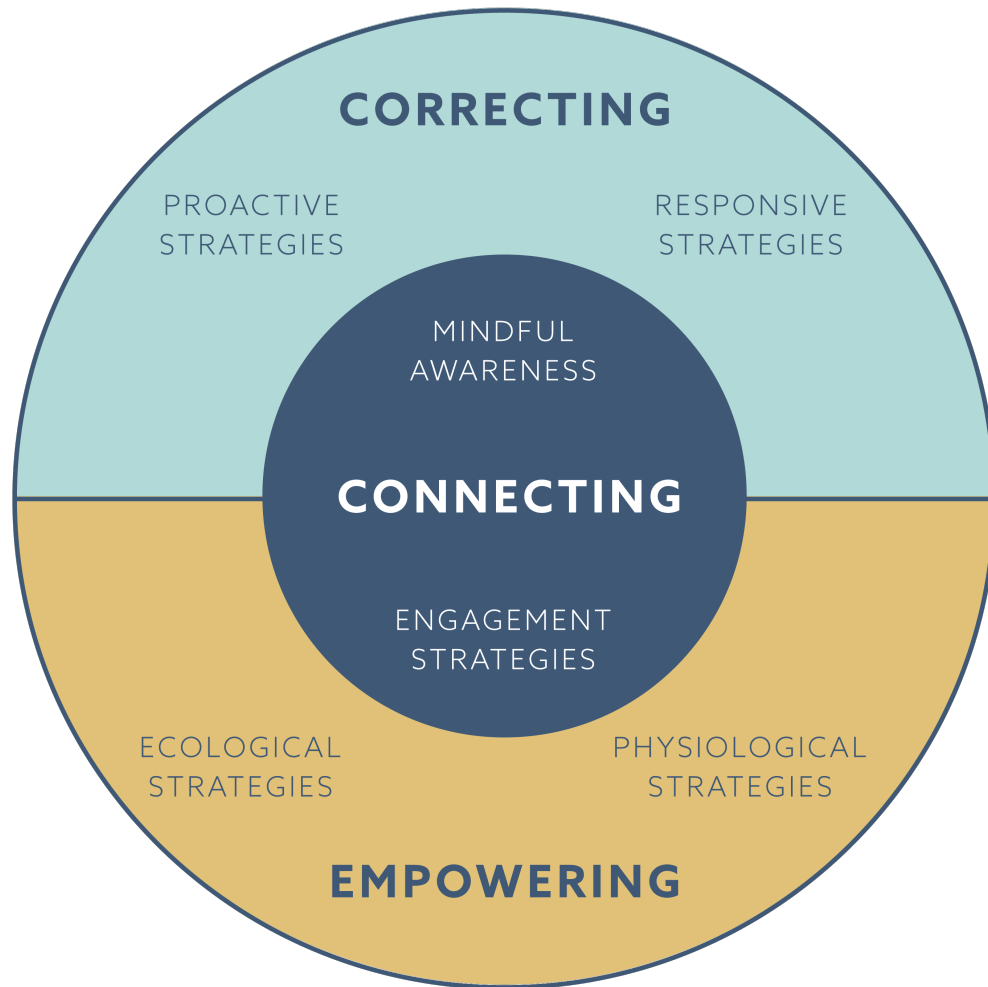
for the Journey

CONFERENCE

Connecting Principles

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We are born to
connect but we are
not born connected.

Age of most active growth	"Sensitive" Brain Area	Critical functions being organized
0-9 mos	Brainstem	Regulation of arousal, sleep, and fear states
6-24 mos	Diencephalon	Integration of multiple sensory inputs, fine motor control
1-4 yrs	Limbic System	Emotional states, social language; interpretation of nonverbal information
3-6 yrs	Cortex	Abstract cognitive functions, social-emotional integration

We must remember – the way we
are designed is to develop within
the context of a nurturing
relationship



Foundation for:

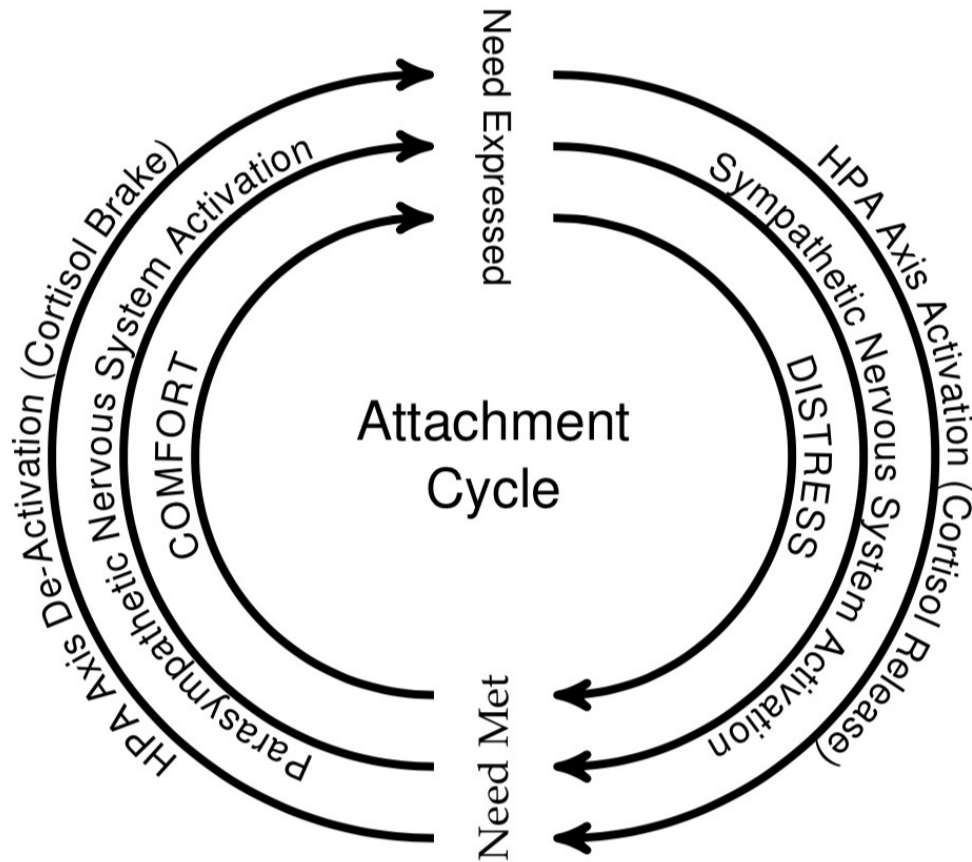
Trust
(Child knows adults will meet their needs)

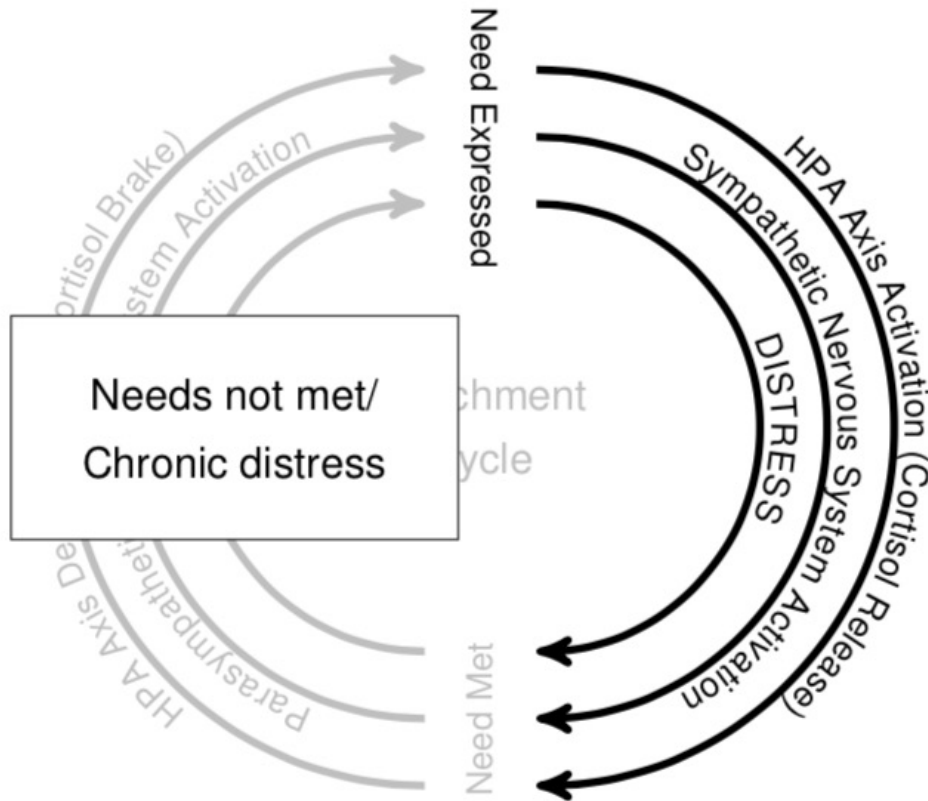
Self-worth
(Child knows they are precious)

Self-efficacy
(Child knows their voice matters- confident
somebody will show up)

Self-regulation

Mental health



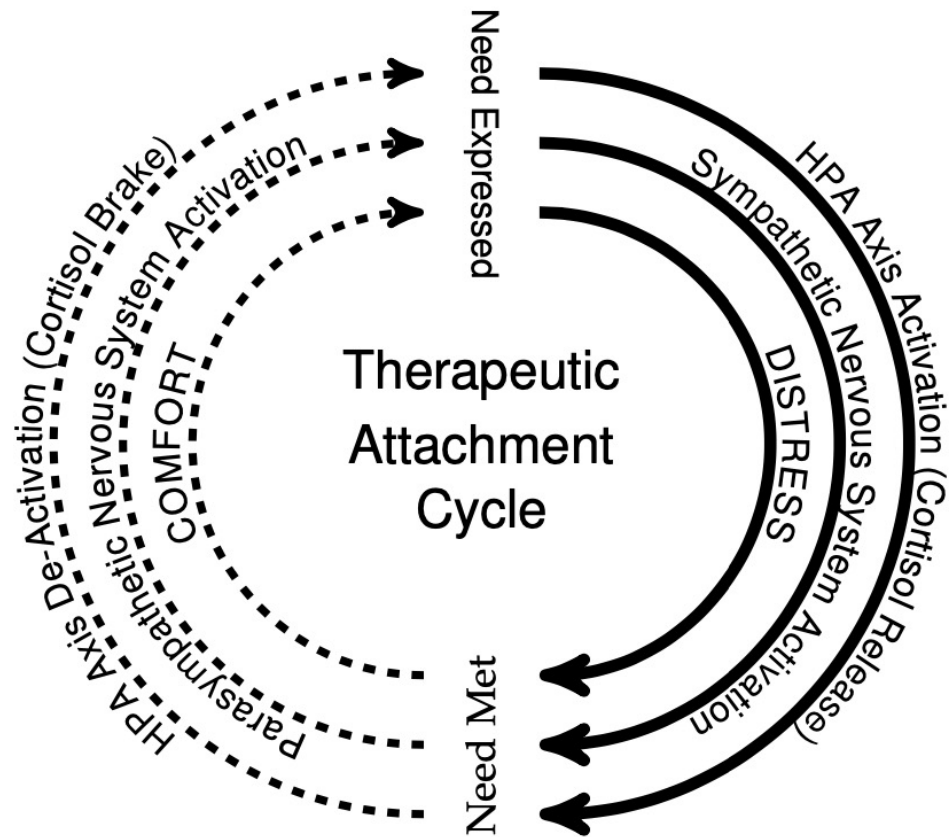


Foundation for:

Do Not Trust
Not Worth Anything
Nobody Cares
Nobody Wants Me

Age Symptoms & Diagnoses

- 2-3 Behavioral Disregulation
- 4-6 ADD/HD Symptoms
- 8-10 Anxiety/Depression (Aggression)
- 12-16 Bipolar Disorder
- 17+ Borderline Personality Disorder



Repairing the legacy of disrupted attachment cycles means, first, coping (self-regulation) with the strengthened response to stress (i.e., the child's survival strategies), and second, scaffolding (co-regulation) the child's capacity for receiving care.

Mindfulness Strategies



The core ability for the practice of TBRI

Being mindful is bringing one's complete attention to the present moment.

Self-Awareness & Observational Awareness

Self-Awareness:

Involve caregivers becoming acutely aware of what thoughts, beliefs, and behaviors they bring to interactions with their children and how those might influence the relationship.



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Observational Awareness:

By recognizing signs of stress and anxiety, caregivers can respond appropriately to children who are unable to verbalize their needs.

Mindful Questions to Ask Yourself:

- Is this about my child?
- Is this about me?
- What has happened in the past two weeks that impacts your interaction/connection with your child?
- Is this about my history?
- In what ways does your history impact your interactions/connections with your child?

Ways I can be mindful about my own history:

- Exploring where my own parent's parenting behavior toward me came from
- Thinking of both positive and negative examples of how my parents parented me
- Remembering specific memories/stories from my early childhood to support both positive and negative aspects of my childhood relationship with my parents

Ways I can be mindful with my child/others

- Asking myself whether my child's behavior is about me or something else
- Taking a deep breath and reminding myself to be in the present moment
- Asking myself what the need behind a child's 'misbehavior' is (What does this baby need?)

Benefits:

Fear extinction
Attuned communication
Response flexibility
Empathy and morality
Emotional balance
Intuition and insight
Regulation of bodily processes

Engagement Strategies



Engagement Strategies

Authoritative Voice
Valuing Eye Contact
Healthy Touch
Behavioral Matching
Playful Interaction



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