

SHOW  HOPE

HOPE
for the Journey

AN INTRODUCTION TO TRUST-BASED RELATIONAL INTERVENTION[®] (TBRI[®])

SARAH MERCADO

TRAINING & CONSULTATION SPECIALIST

KARYN PURVIS INSTITUTE OF CHILD DEVELOPMENT (KPICD) AT TCU

SHOW  HOPE



RISK FACTORS

DIFFICULT PREGNANCY

DIFFICULT BIRTH

EARLY HOSPITALIZATION

ABUSE

NEGLECT

TRAUMA (ONE-TIME, REPETITIVE,
HISTORICAL)

RACISM

SYSTEM EFFECTS



WHAT IS RELATIONAL TRAUMA?

“ ... the range of maltreatment, interpersonal violence, abuse, assault, and neglect experiences encountered by children and adolescents, including familial, physical, sexual, emotional, abuse and incest; community, peer, and school-based assault, molestation, and severe bullying; severe physical, medical, and emotional neglect; witnessing domestic violence as well as the impact of serious and pervasive disruptions in caregiving as a consequence of severe caregiver mental illness, substance abuse, criminal involvement, or abrupt separation or traumatic loss.”



DR. KARYN PURVIS: FIVE B'S



BEHAVIOR

BELIEFS

BODY

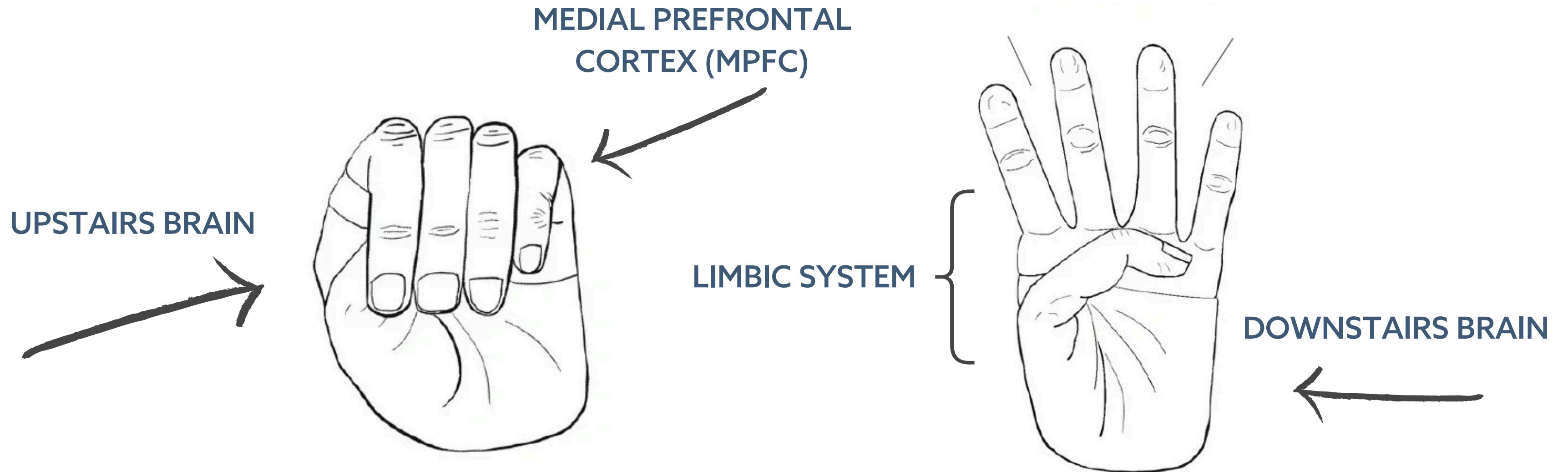
BIOLOGY

BRAIN

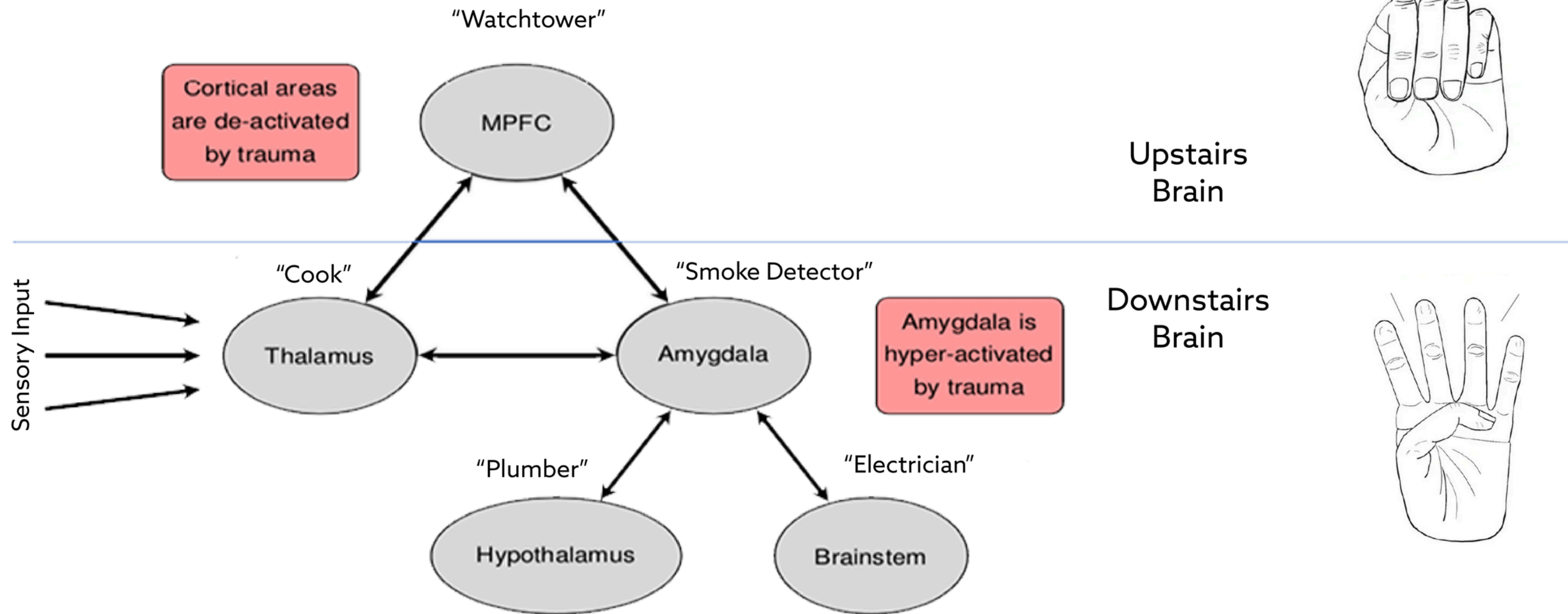


HAND MODEL OF THE BRAIN

(Dr. Daniel Siegel)

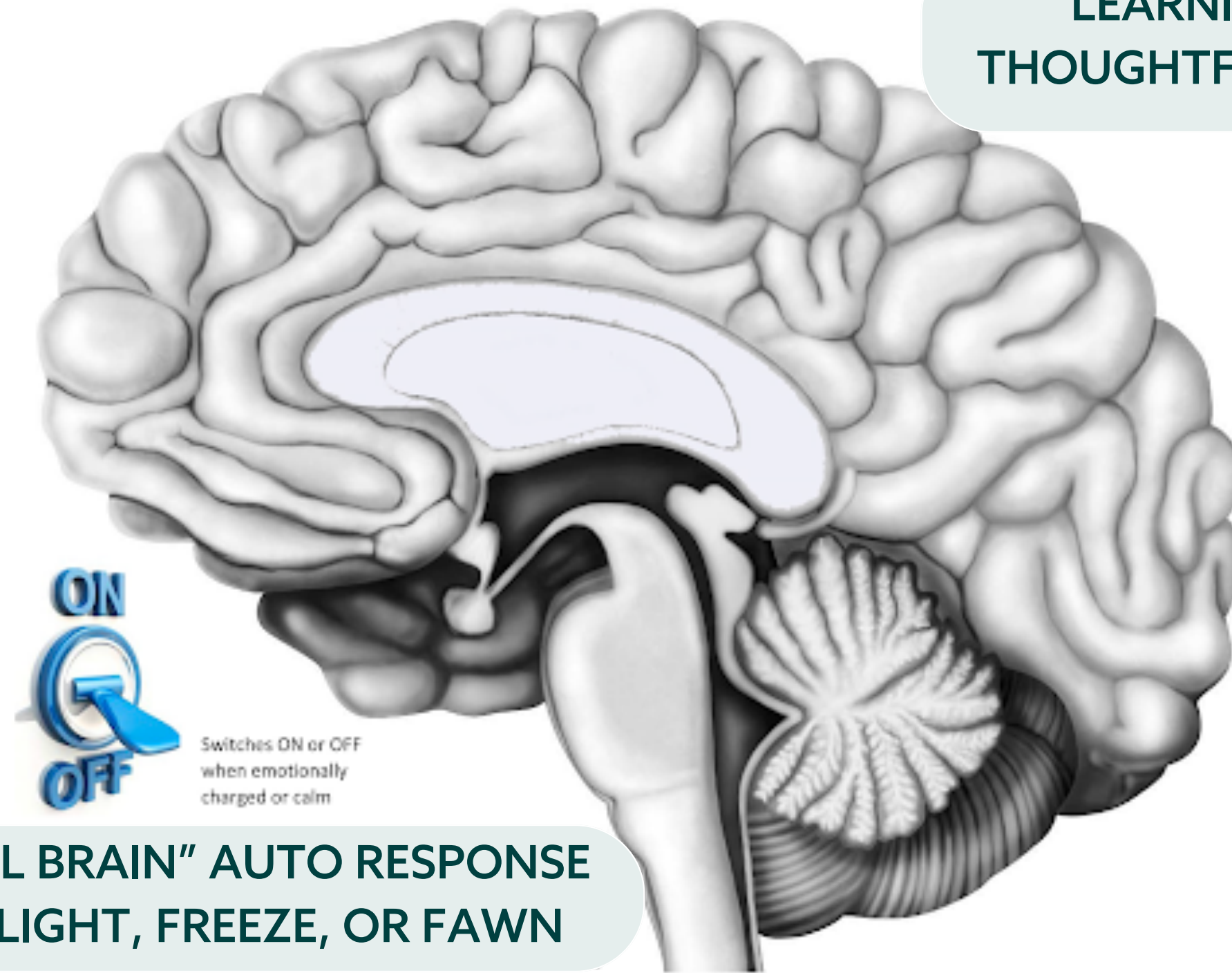


FIVE B'S: BRAIN



FIVE B'S: BRAIN

**"LEARNING BRAIN"
THOUGHTFUL DECISIONS**



Switches ON or OFF
when emotionally
charged or calm

**"SURVIVAL BRAIN" AUTO RESPONSE
FIGHT, FLIGHT, FREEZE, OR FAWN**

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BRAIN: WHAT NOW?



INTERPRET A CHILD'S BEHAVIOR
AS SURVIVAL.

REMEMBER PROACTIVE TEACHING
(TBRI CORRECTING PRINCIPLES).

REMAIN MINDFUL OF HISTORY
(TBRI CONNECTING PRINCIPLES).

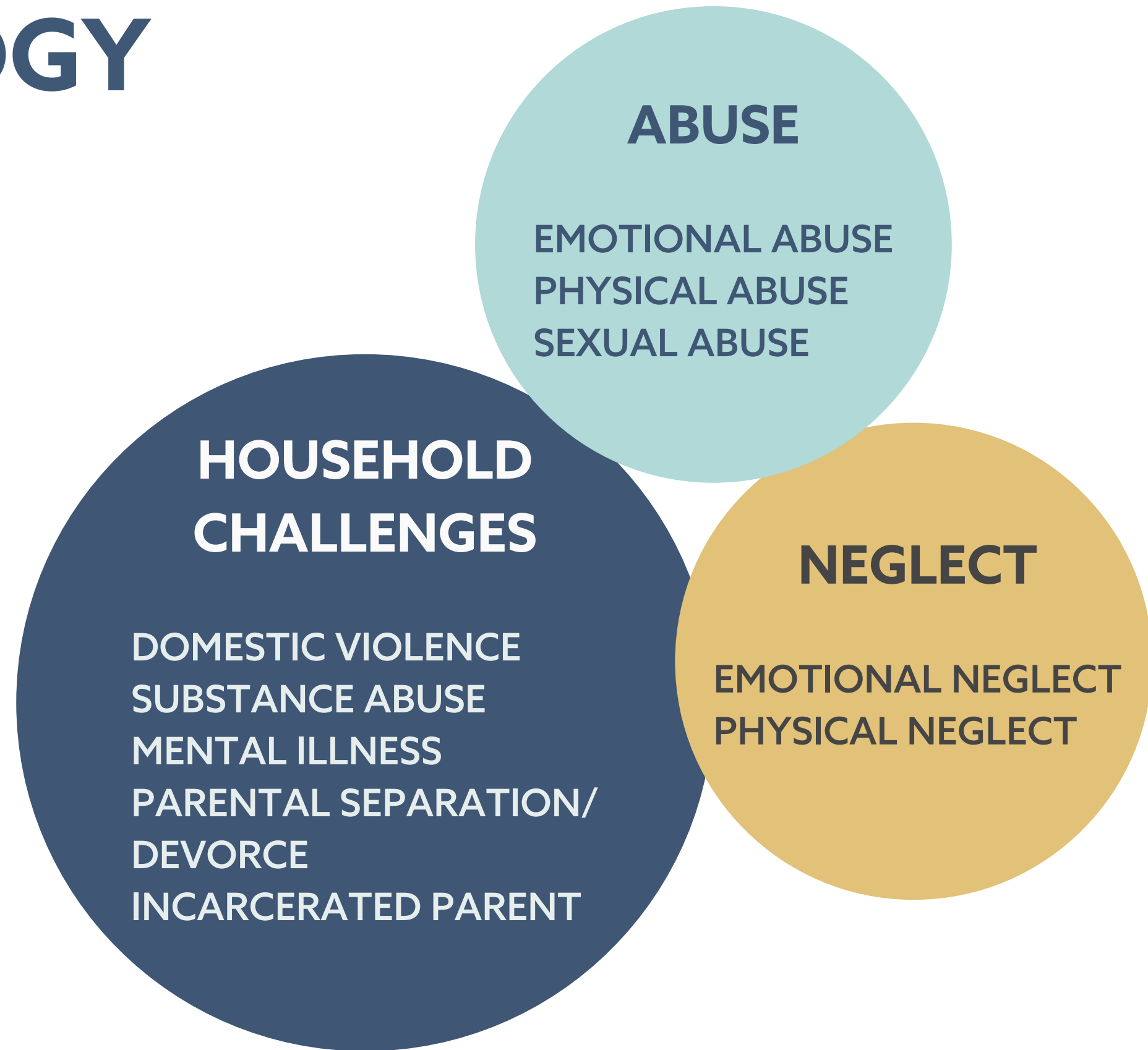
SET UP ENVIRONMENT TO
SUPPORT THE BRAIN
(TBRI EMPOWERING PRINCIPLES).



FIVE B'S: BIOLOGY

ACEs:

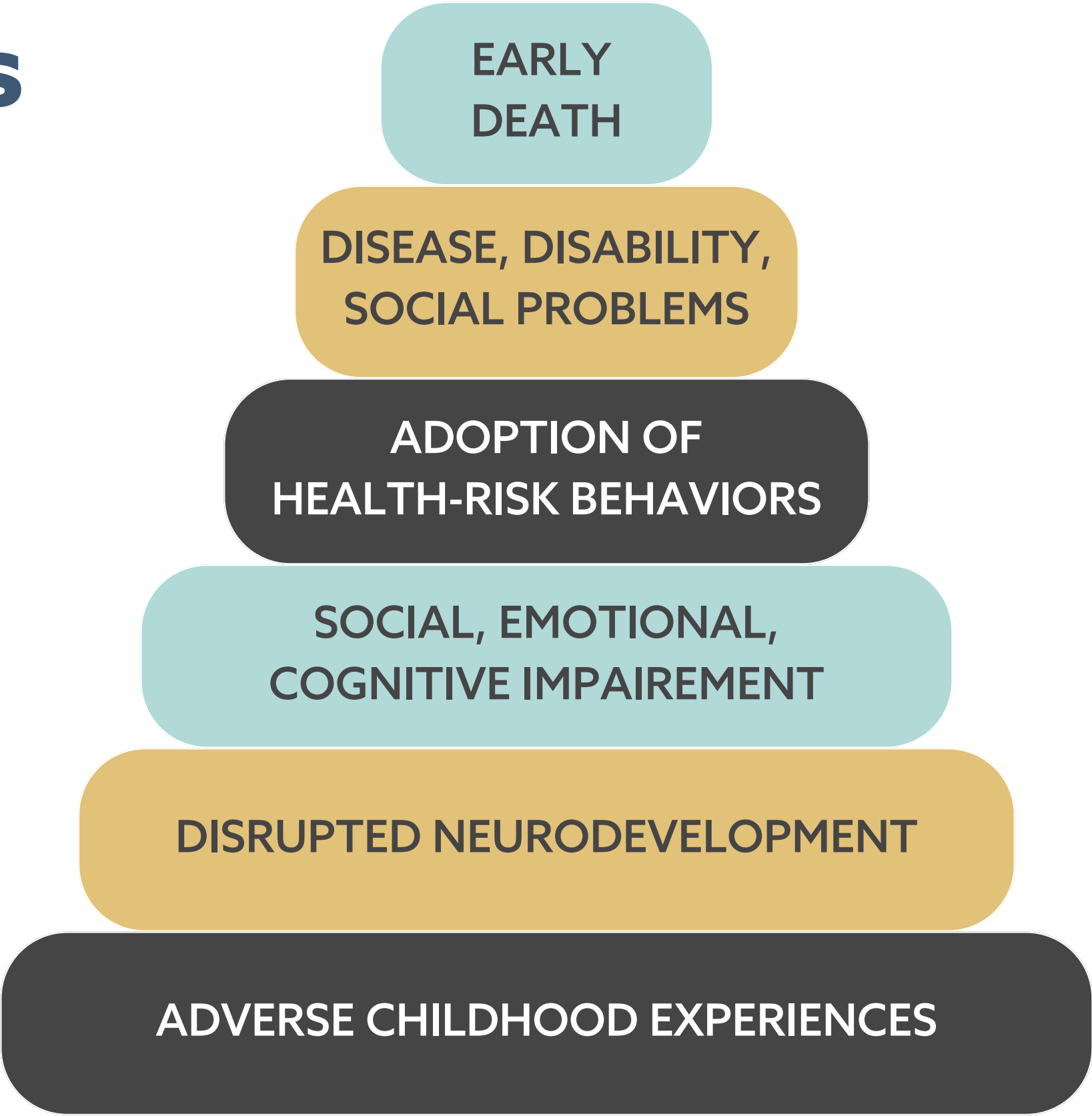
**ADVERSE
CHILDHOOD
EXPERIENCES**



ACEs Findings

67%

OF THE
POPULATION
HAVE AT
LEAST 1 ACE

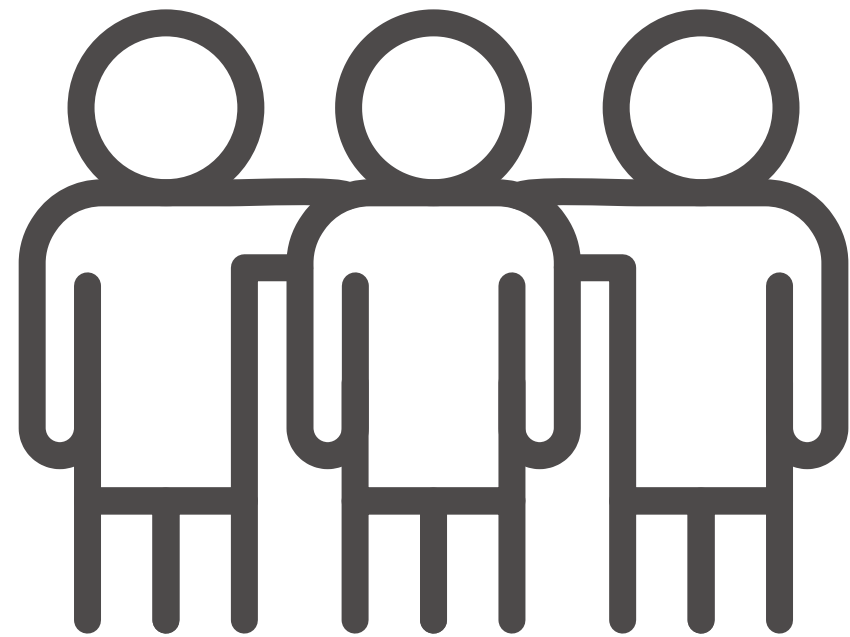


LIFESPAN



BIOLOGY: WHAT NOW?

PCEs: POSITIVE CHILDHOOD EXPERIENC



- Mindfulness
- Exercise and Nutrition
- Nature
- Mental Health Support
- Healthy Relationships



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“If we all understand our role of being a source of buffering care to a young person in need, that is truly transformative.”

DR. NADINE BURKE HARRIS



FIVE B'S: BODY

Sensory Profile Factor	Prevalence (%)
Tactile Sensitivity	41.9
Taste/Smell Sensitivity	18.9
Movement Sensitivity	23.5
Auditory/Visual Sensitivity	24.4
Auditory Filtering	65.8
Sensory Seeking	63.1
Low Energy/Weak	29.0
Total Score	52.7



BODY: WHAT NOW?



USE SENSORY PROFILE TO UNDERSTAND NEEDS.

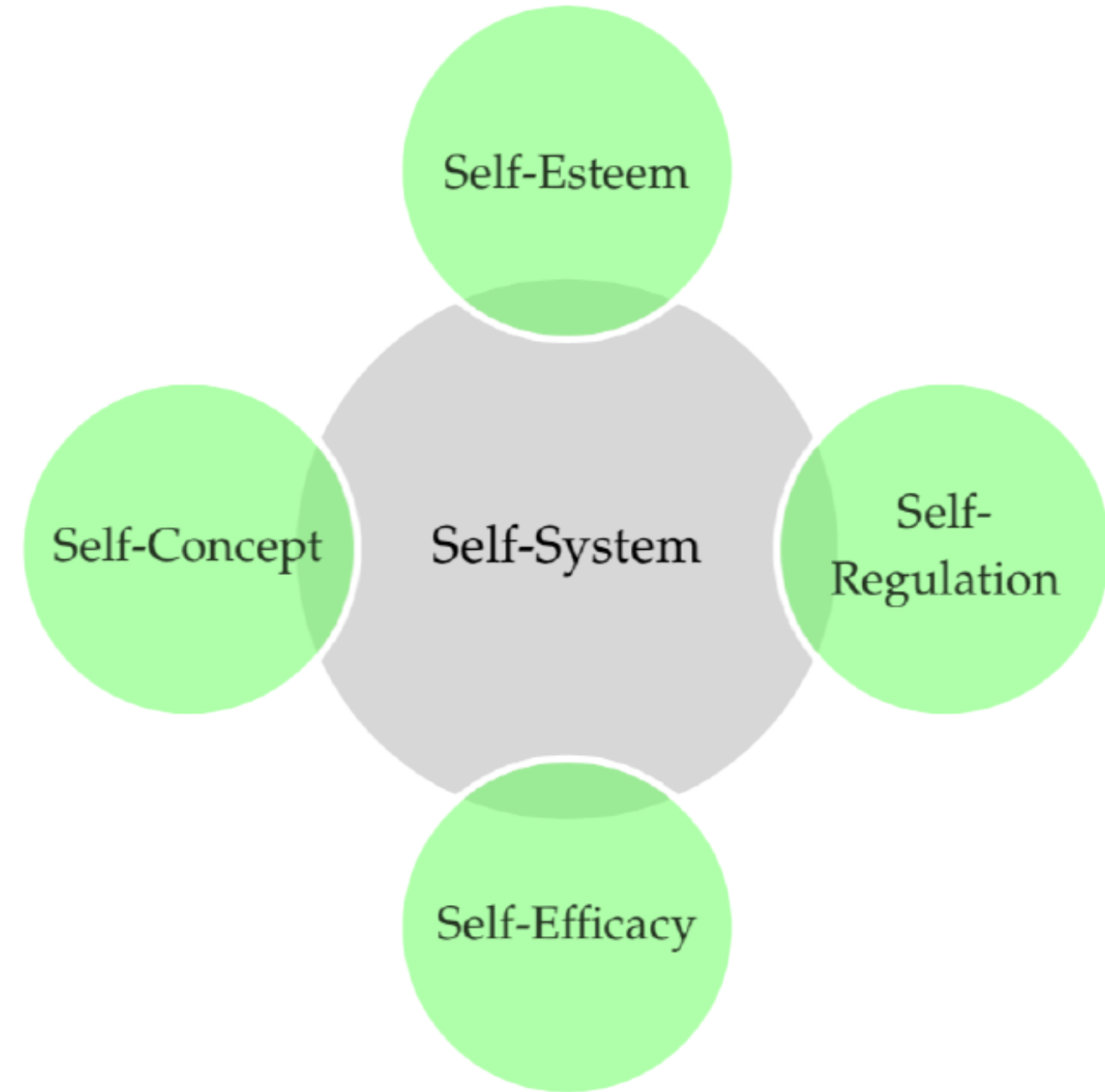
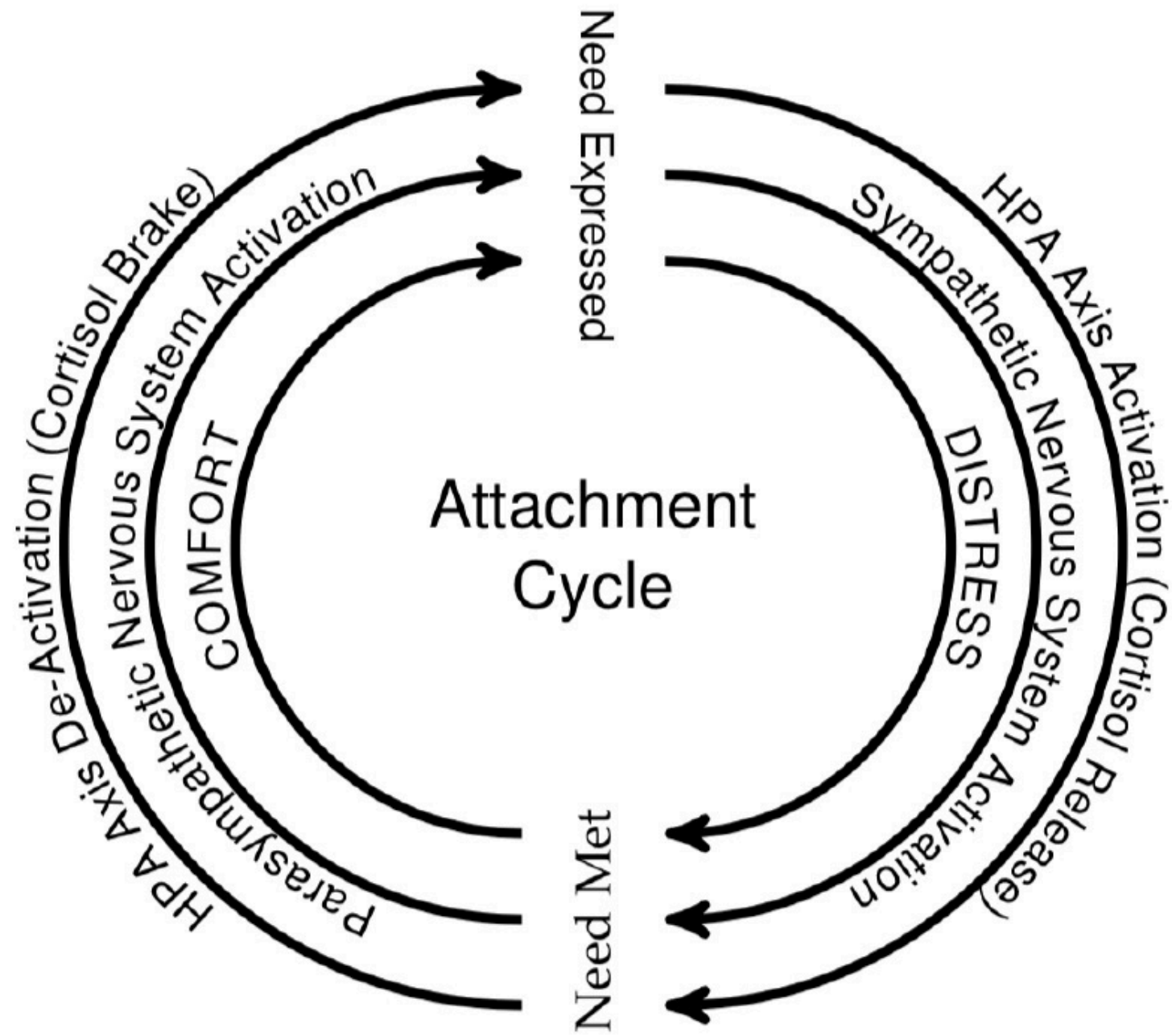
USE TBRI EMPOWERING PRINCIPLES TO SUPPORT BODY.

FIND SUPPORT WITH OCCUPATIONAL THERAPY.

UNDERSTAND/MEET YOUR OWN SENSORY NEEDS.



FIVE B'S: BELIEFS



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“They are precious in the sunshine and in the rain.”

DR. KARYN PURVIS



BELIEFS: WHAT NOW?



FIND AND PROMOTE THE TRUTH ABOUT WHO WE ALL ARE.

REPLACE SHAME WITH TRUTH.

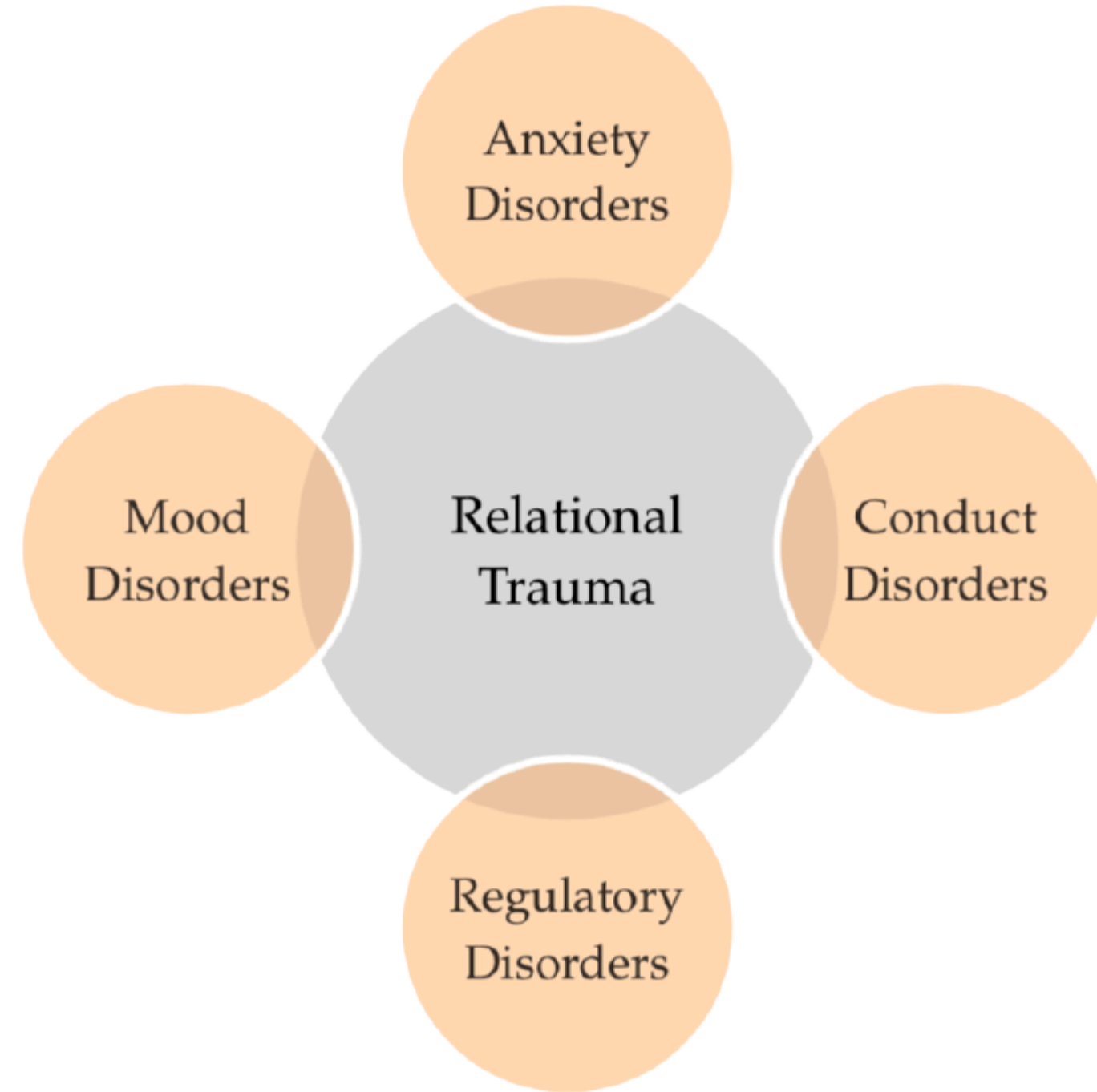
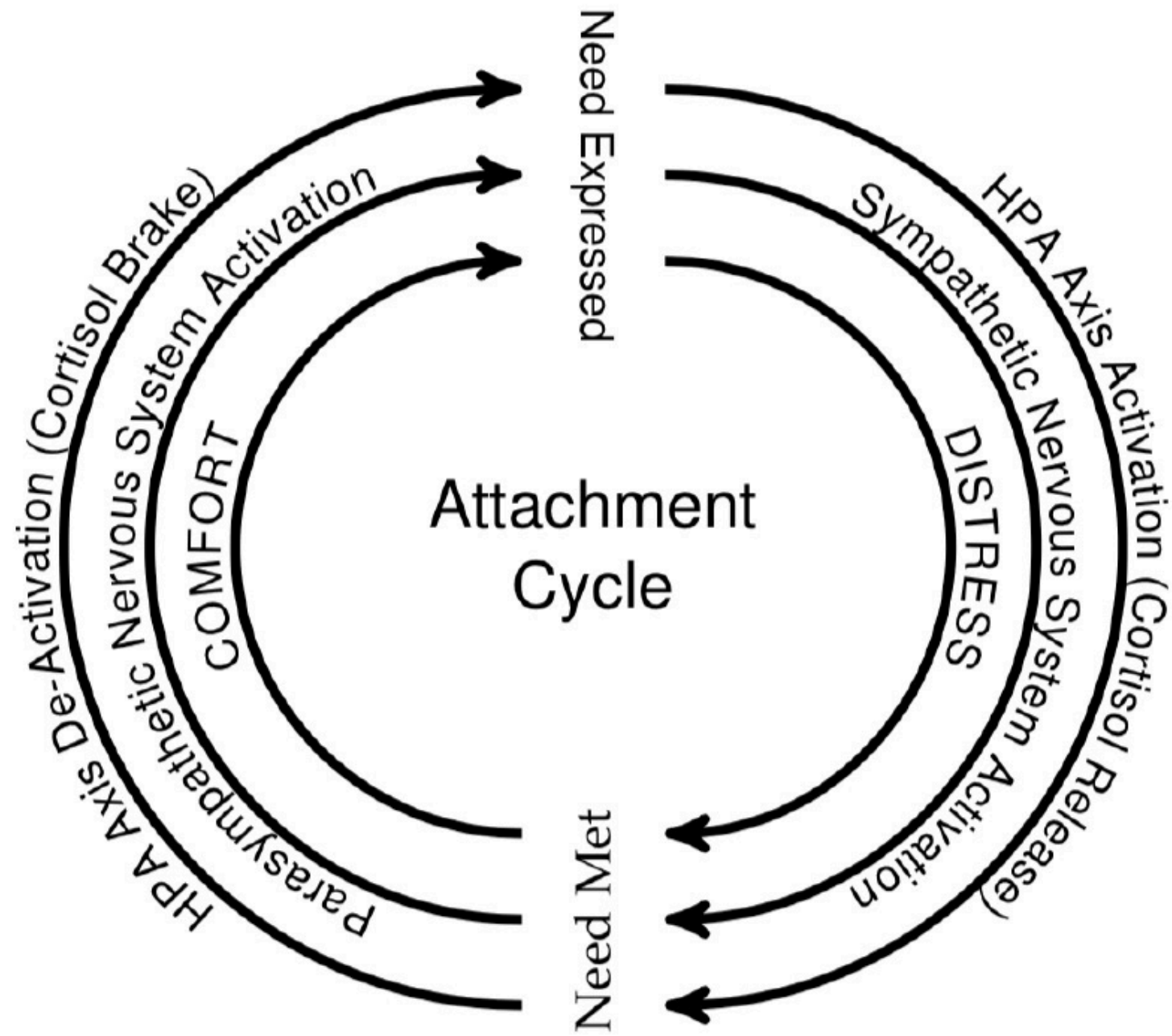
UNDERSTAND YOUR OWN PRECIOUSNESS:

BE HONEST ABOUT YOUR PAST.

SEEK COUNSEL.



FIVE B'S: BEHAVIOR



BEHAVIOR: WHAT NOW?



LOOK THROUGH THE SURVIVAL LENS.

CREATE/USE CALMING ENGAGEMENT PLAN
(EMPOWERING PRINCIPLES).

TEACH PROACTIVELY
(CORRECTING PRINCIPLES).

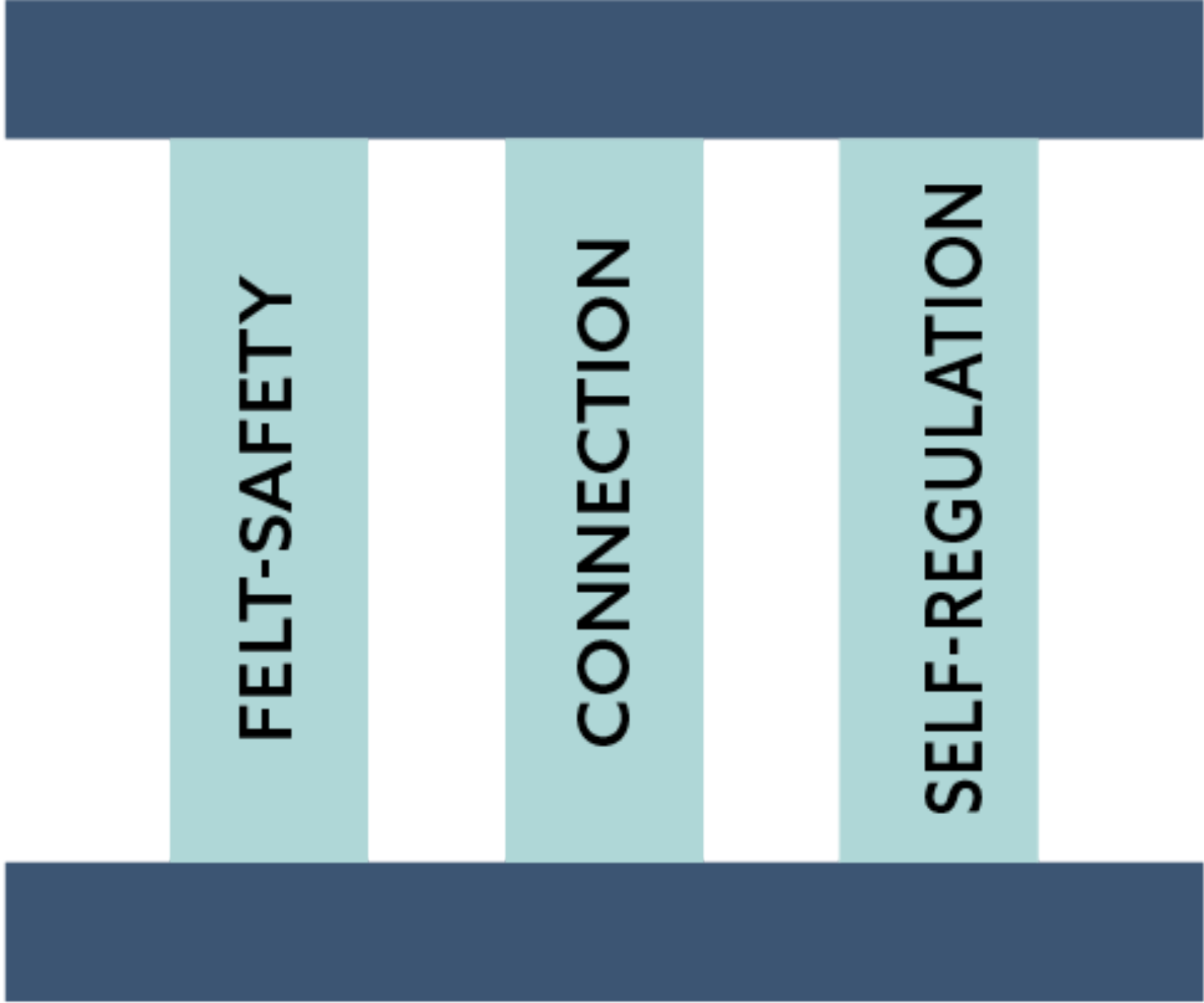
REGULATE TO REGULATE.

UNDERSTAND YOUR TRIGGERS.

SEE THE NEED; MEET THE NEED.



THREE PILLARS OF TRAUMAWISE CARE



TBRI IMPACT: DAY 5



TBRI IMPACT: DAY 40



TBRI IMPACT: DAY 50



TBRI IMPACT: DAY 100



TBRI IMPACT: DAY 200



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TBRI CONNECTING PRINCIPLES

AMANDA PURVIS

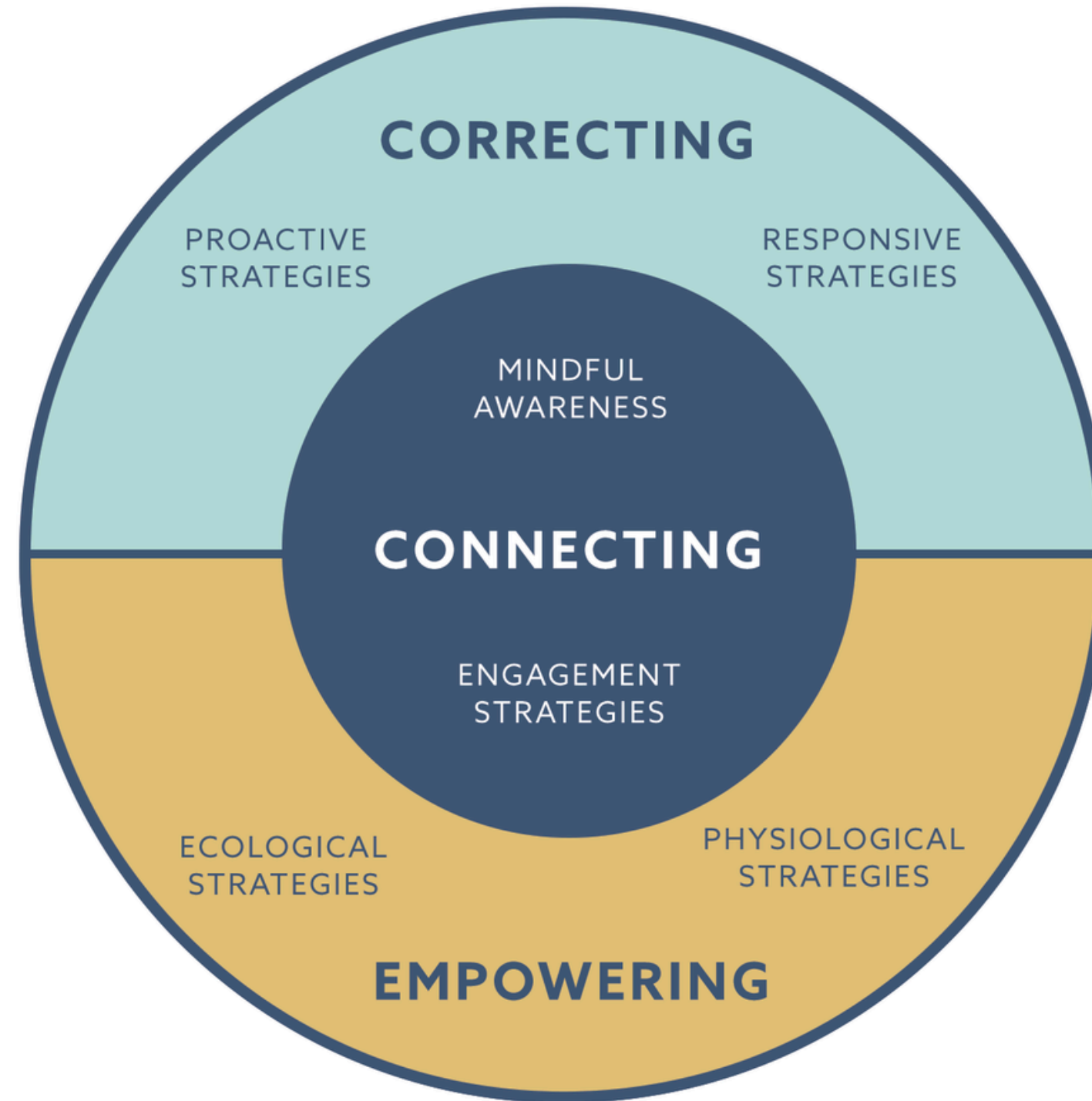
TRAINING & CONSULTING MANAGER

KARYN PURVIS INSTITUTE OF CHILD DEVELOPMENT (KPICD) AT TCU

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TBRI PRINCIPLES



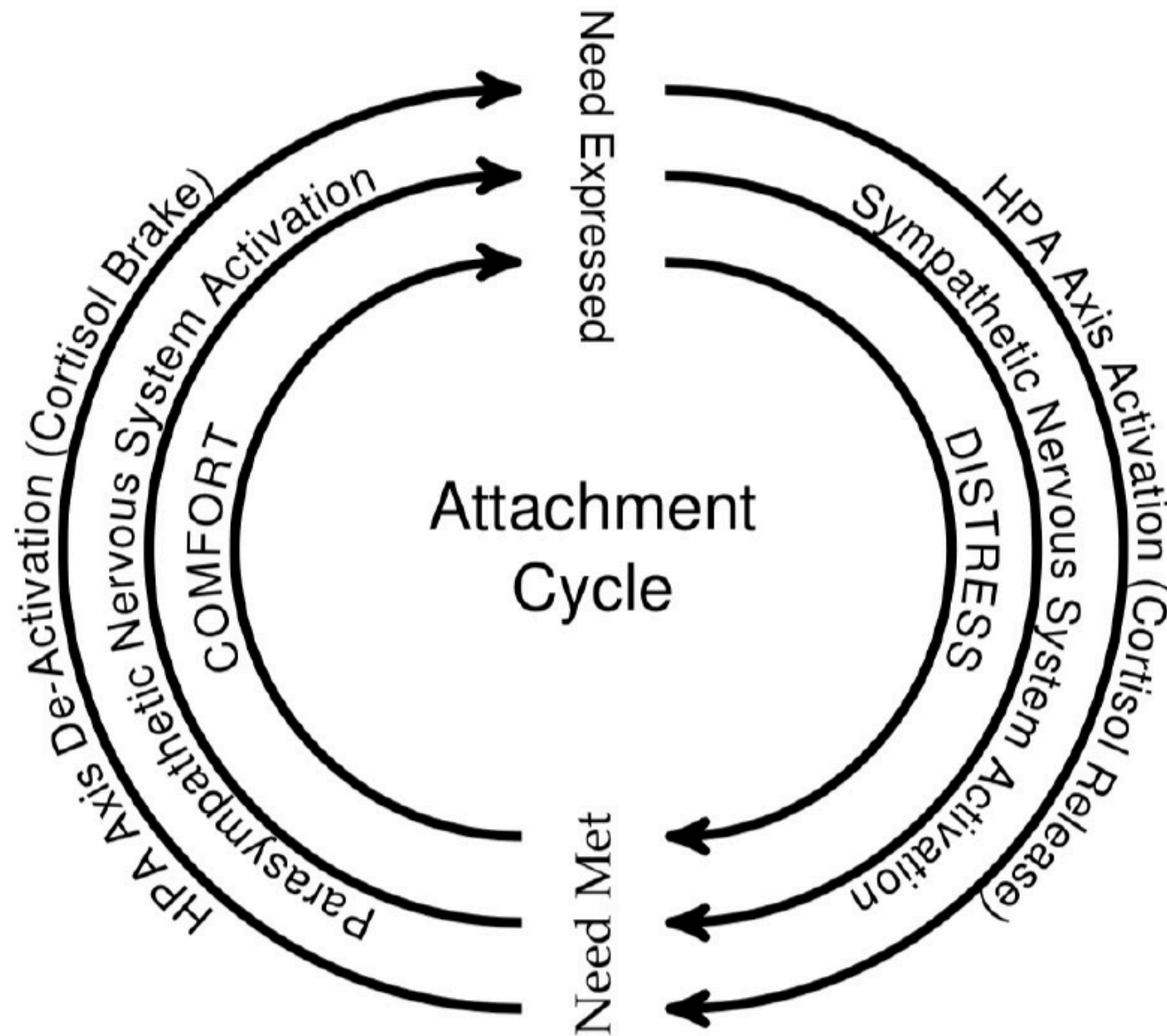
PATHWAYS OF DEVELOPMENT & INTERVENTION

THE PATHWAYS OF INTERVENTION MUST BE GUIDED BY THE PATHWAYS OF DEVELOPMENT.

Age of most active growth	"Sensitive" brain area	Critical functions being organized	Primary developmental goal	Optimizing experiences (examples)
0-9 mos	Brainstem	<ul style="list-style-type: none"> Regulation of arousal, sleep, and fear states 	<ul style="list-style-type: none"> State regulation Primary attachment Flexible stress response Resilience 	<ul style="list-style-type: none"> Rhythmic and <i>patterned</i> sensory input (auditory, tactile, motor) Attuned, responsive caregiving
6-24 mos	Diencephalon	<ul style="list-style-type: none"> Integration of multiple sensory inputs Fine motor control 	<ul style="list-style-type: none"> Sensory integration Motor control Relational flexibility Attunement 	<ul style="list-style-type: none"> More complex rhythmic movement Simple narrative Emotional and physical warmth
1-4 yrs	Limbic System	<ul style="list-style-type: none"> Emotional states Social language; interpretation of nonverbal information 	<ul style="list-style-type: none"> Emotional regulation Empathy Affiliation Tolerance 	<ul style="list-style-type: none"> Complex movement Narrative Social experiences Parallel play Pretend play
3-6 yrs	Cortex	<ul style="list-style-type: none"> Abstract cognitive functions Social-emotional integration 	<ul style="list-style-type: none"> Abstract reasoning Creativity Respect Moral and spiritual foundations 	<ul style="list-style-type: none"> Complex conversation Social interactions Exploratory play Solitude, satiety, security



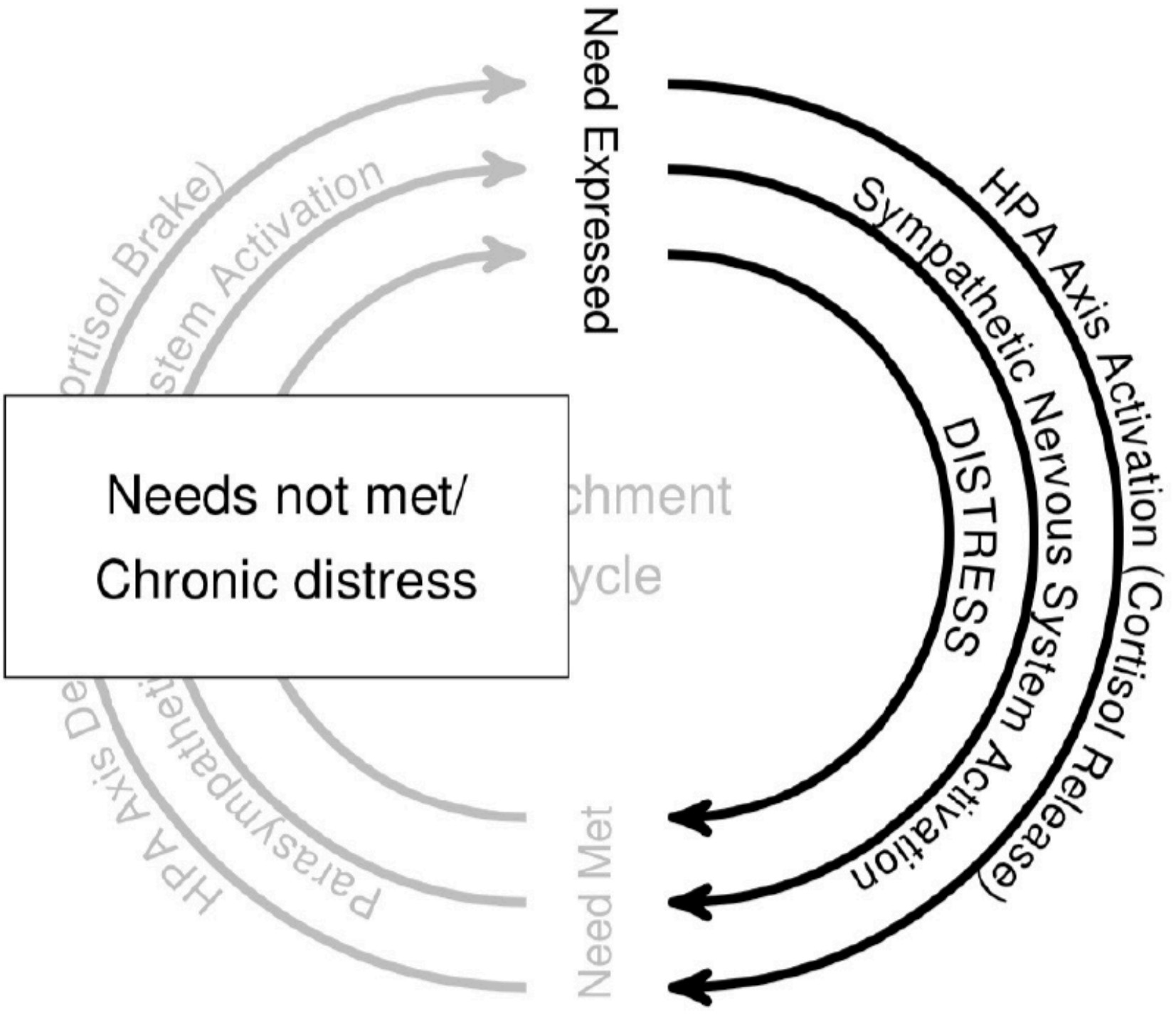
CREATING FELT-SAFETY THROUGH ATTACHMENT



FOUNDATION FOR:

- Trust
- Self-worth
- Self-efficacy (voice)
- Self-regulation
- Mental Health





FOUR SKILLS OF HEALTHY ATTACHMENT



GIVE CARE
(INSTRUMENTAL AND NURTURING).

RECEIVE CARE.

NEGOTIATE YOUR NEEDS.

BE AUTONOMOUS.



MINDFUL AWARENESS



ACT WITH AWARENESS.

BE LESS REACTIVE.

BE NON-JUDGMENTAL.

DEVELOP THE ABILITY TO LABEL
AND DESCRIBE WITH WORDS
THE INTERNAL WORLD.

SELF-OBSERVE.



ENGAGEMENT STRATEGIES

AUTHORITATIVE VOICE

VALUING EYE CONTACT

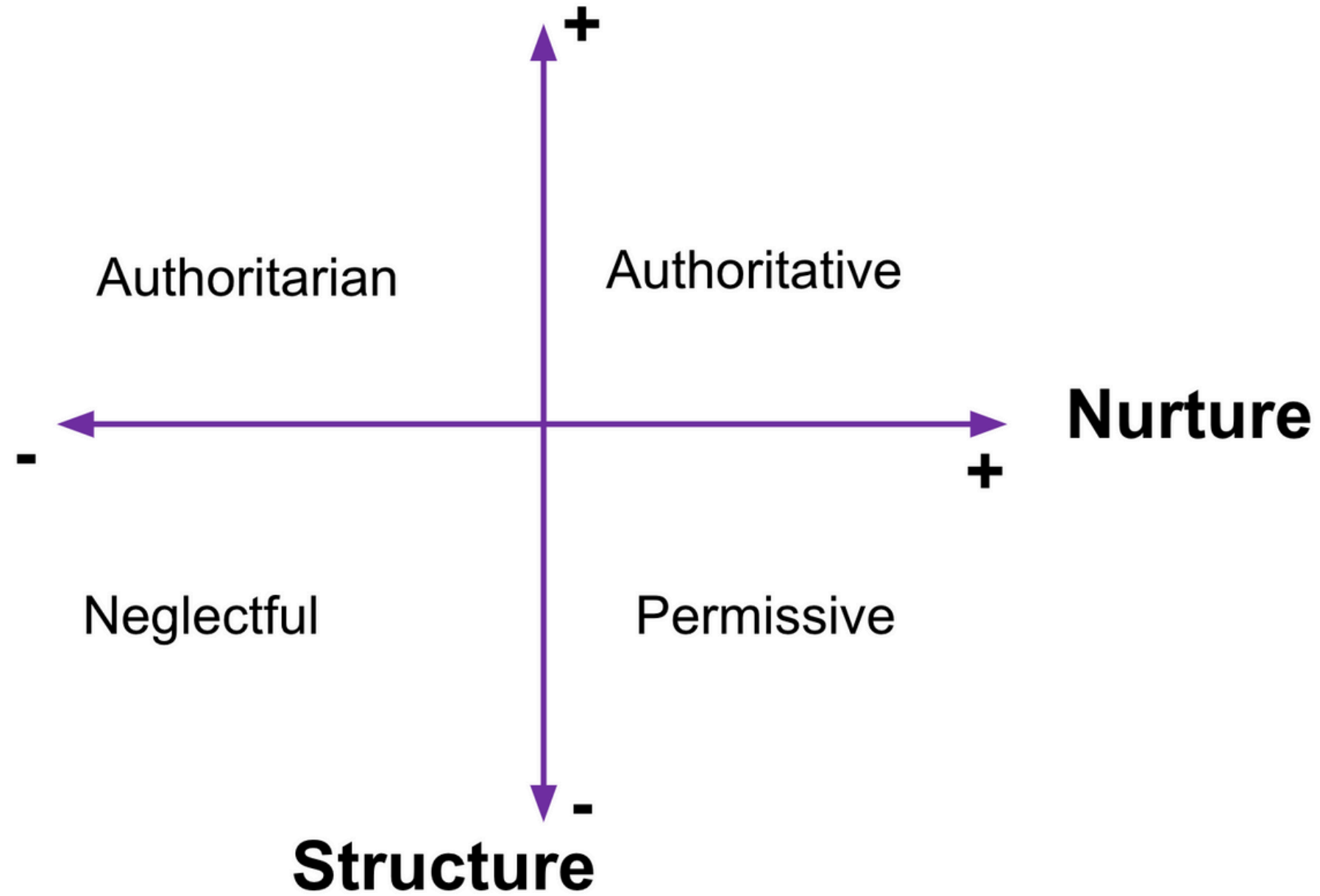
HEALTHY TOUCH

BEHAVIOR MATCHING

PLAYFUL INTERACTION



ENGAGEMENT STRATEGIES



AUTHORITATIVE VOICE



ENGAGEMENT STRATEGIES



AUTHORITATIVE VOICE

VALUING EYE CONTACT



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AUTHORITATIVE VOICE

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HEALTHY TOUCH

BEHAVIOR MATCHING

PLAYFUL INTERACTION



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**“The child who is not embraced by the village
will burn it down to feel its warmth.”**

AFRICAN PROVERB



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TBRI EMPOWERING PRINCIPLES

GEOFFREY NELSON

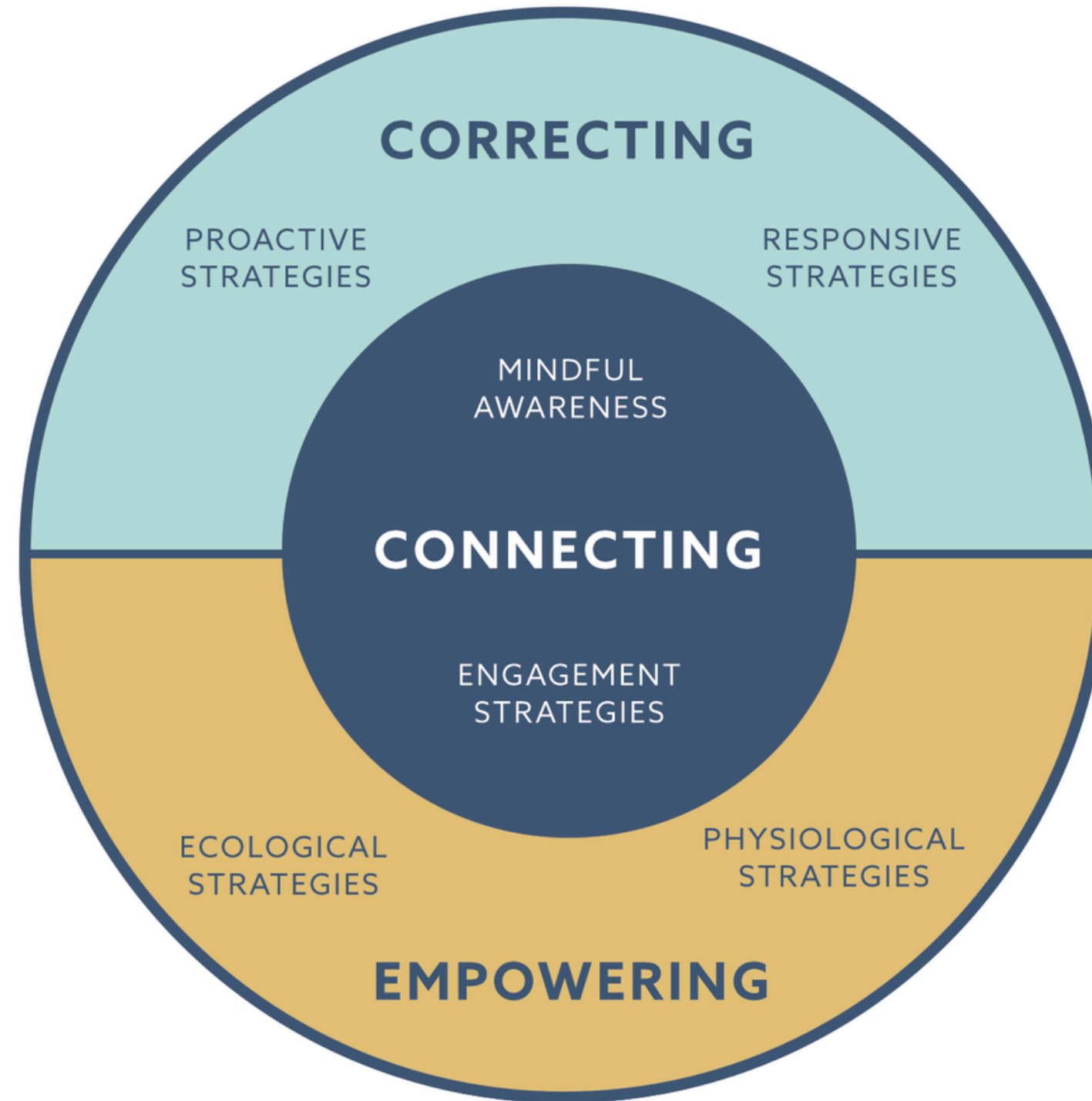
TRAINING & CONSULTATION SPECIALIST

KARYN PURVIS INSTITUTE OF CHILD DEVELOPMENT (KPICD) AT TCU

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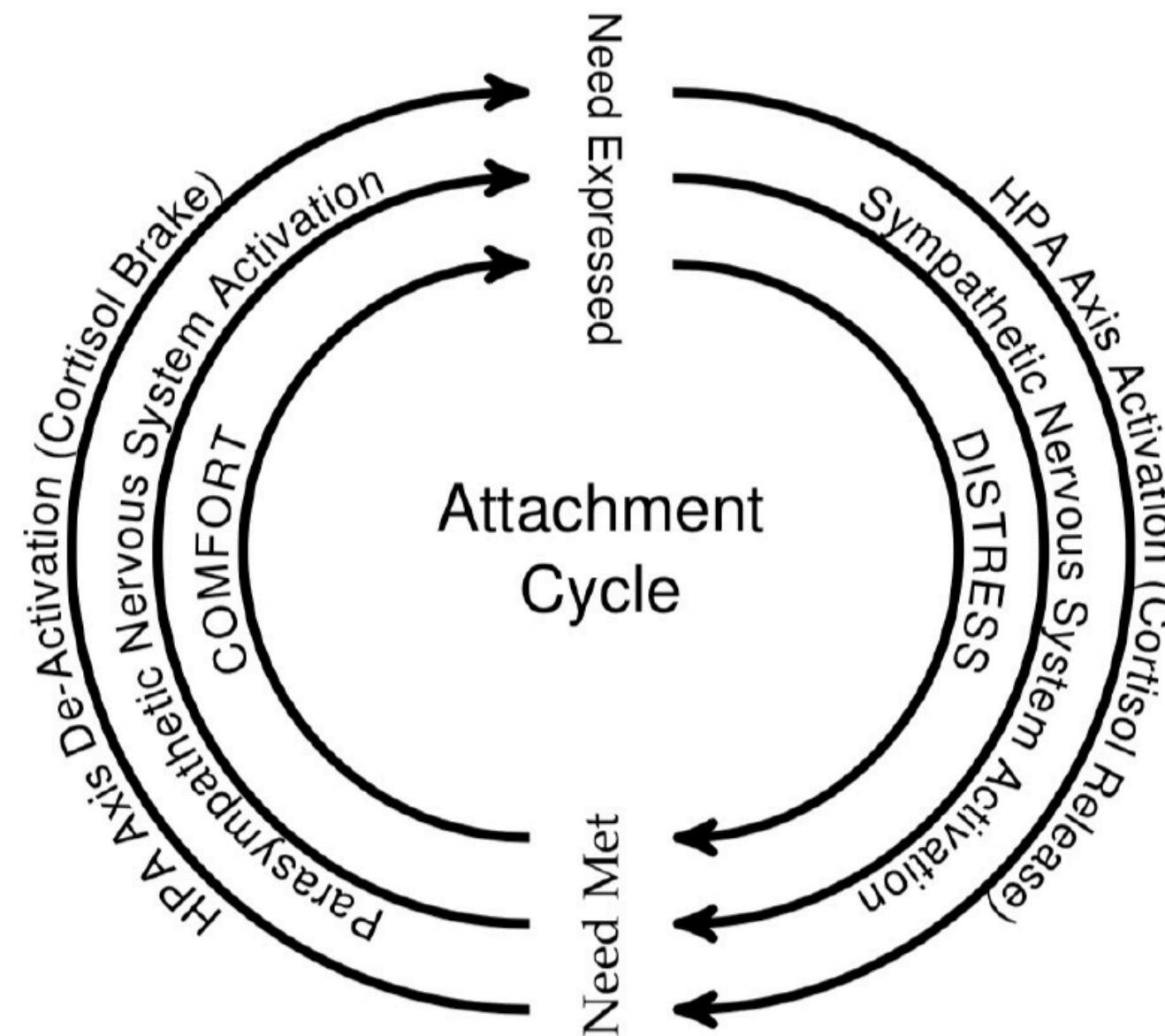
TBRI PRINCIPLES



ORGANIZATION

COMFORT

- Calm
- Relax
- Laugh
- Play
- Explore
- Deactivate Nervous System
- Safety

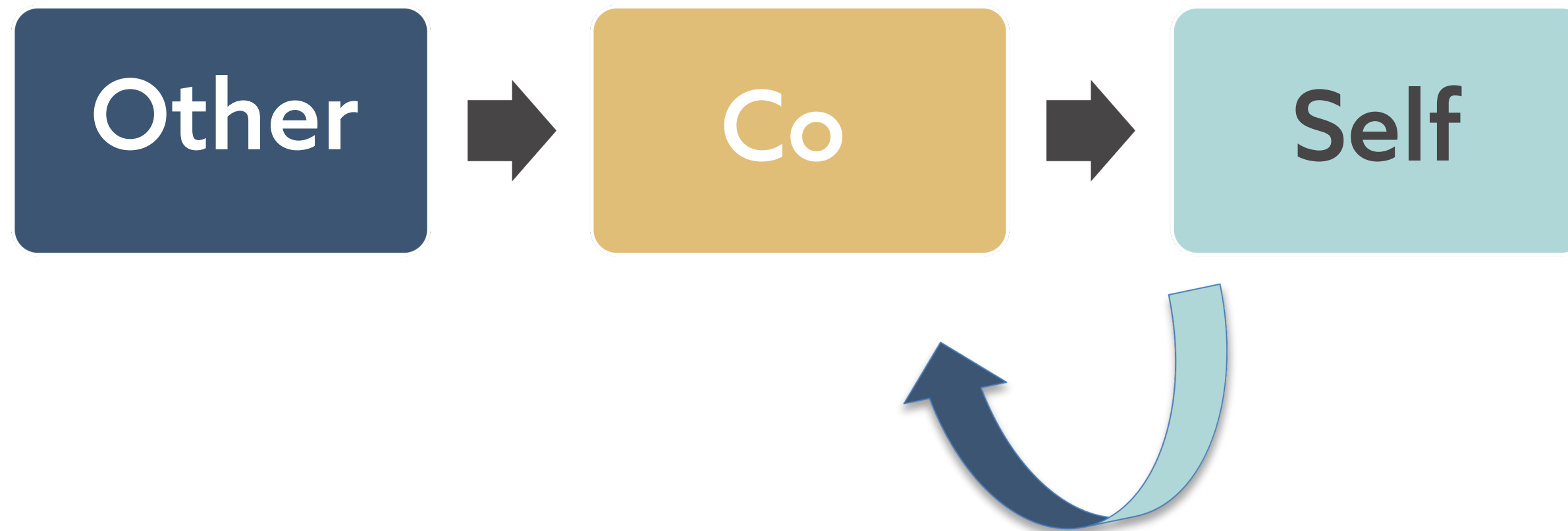


DISTRESS

- Crying
- Red-face
- Tense
- Tears
- Screaming
- Whining
- Activated Nervous System
- Fight/Flight/Freeze



SELF-REGULATION



WISDOM OF THE BODY

(Physiological Strategies)

Supporting Physiological Needs

Supporting Sensory-Motor Needs

**RELATIONAL TRAUMA AND
TOXIC STRESS CAN IMPAIR:**

- Body awareness of needs
- Intrinsic wisdom

THE MINDFUL CAREGIVER CAN:

- Decode needs.
- Provide the necessary scaffolding.



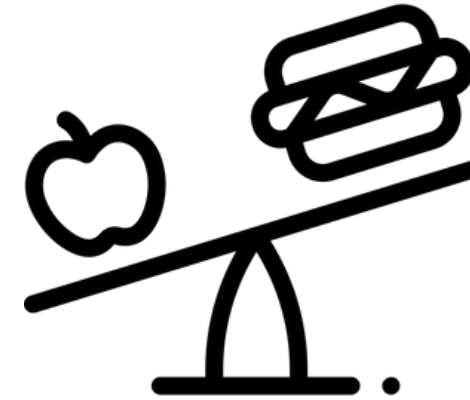
PHYSIOLOGICAL NEEDS



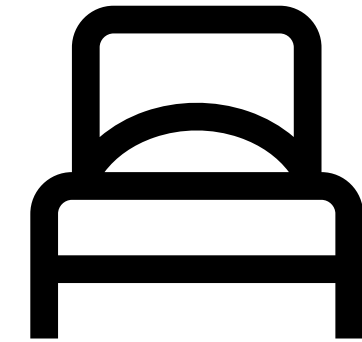
Hydration



Blood Glucose



Nutritional Balance



Sleep



SLEEP



BEGIN AT WAKE-UP.

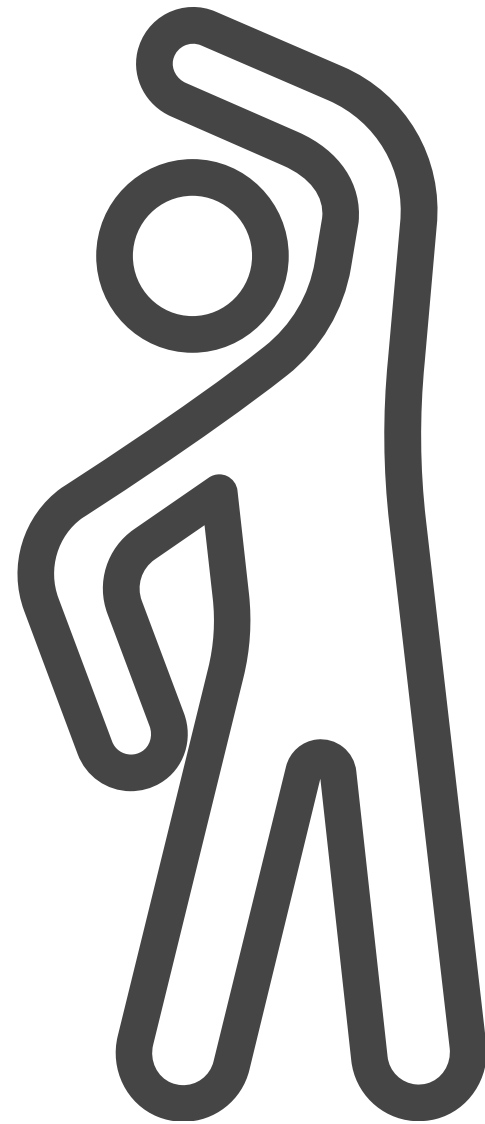
PLAN FOR DYSREGULATION.

**TURN OFF SCREENS
TWO HOURS AHEAD OF SLEEP.**

**BUILD A ROUTINE
FOR CONNECTION.**



SENSORY-MOTOR NEEDS



PHYSICAL ACTIVITY

PLAY

HEALTHY TOUCH

SENSORY-PROCESSING NEEDS

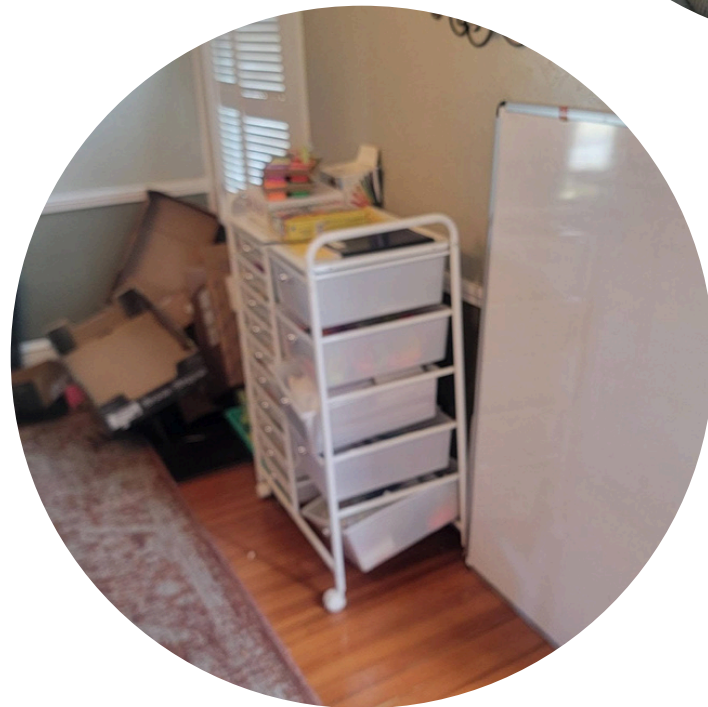
SELF-REGULATION



PLAY: LET'S DO IT!



SENSORY-RICH



WISDOM OF PLACES

(Environmental Strategies)

Supporting External Experiences

Creating Predictability

RELATIONAL TRAUMA AND TOXIC STRESS CAN IMPAIR:

- Feeling safe in the world
- “Going with the flow”

THE MINDFUL CAREGIVER CAN:

- Be proactive.
- Provide the necessary scaffolding.



EXTERNAL FACTORS



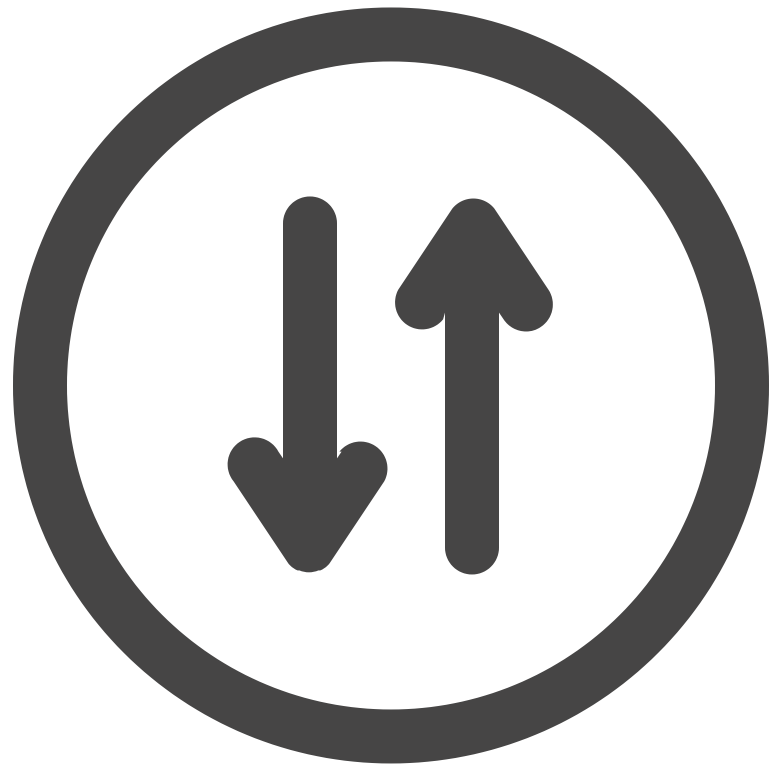
SETTINGS

CLIMATES

ARTIFACTS



CREATING PREDICTABILITY



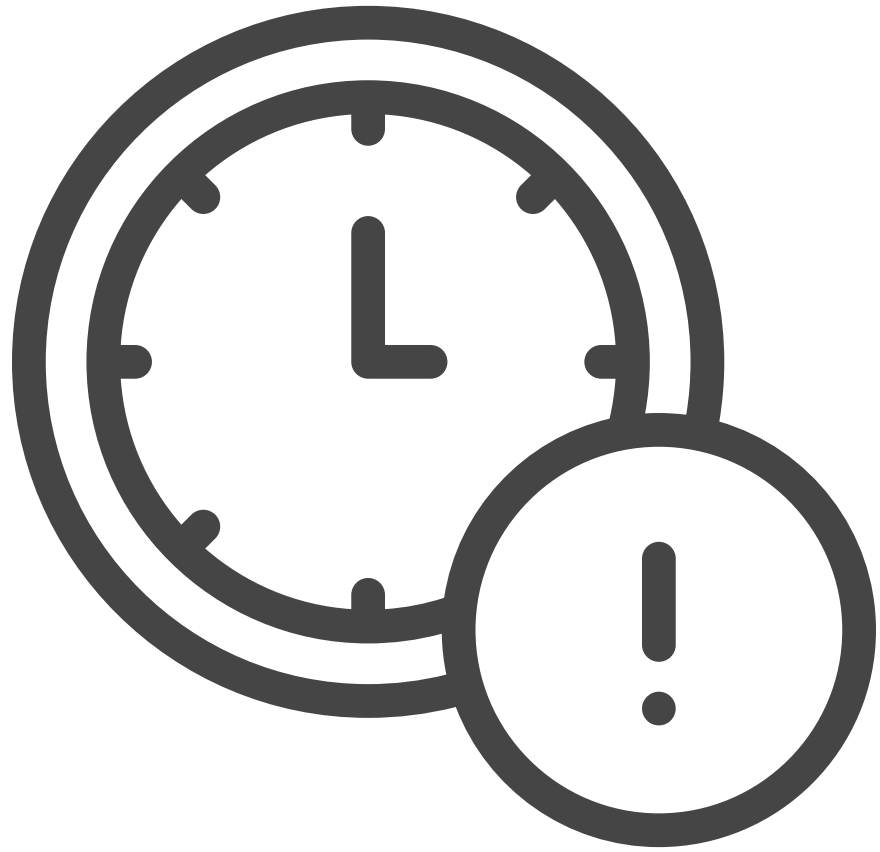
RITUALS & ROUTINES

TRANSITIONS

SCAFFOLDING



CONSIDERATIONS



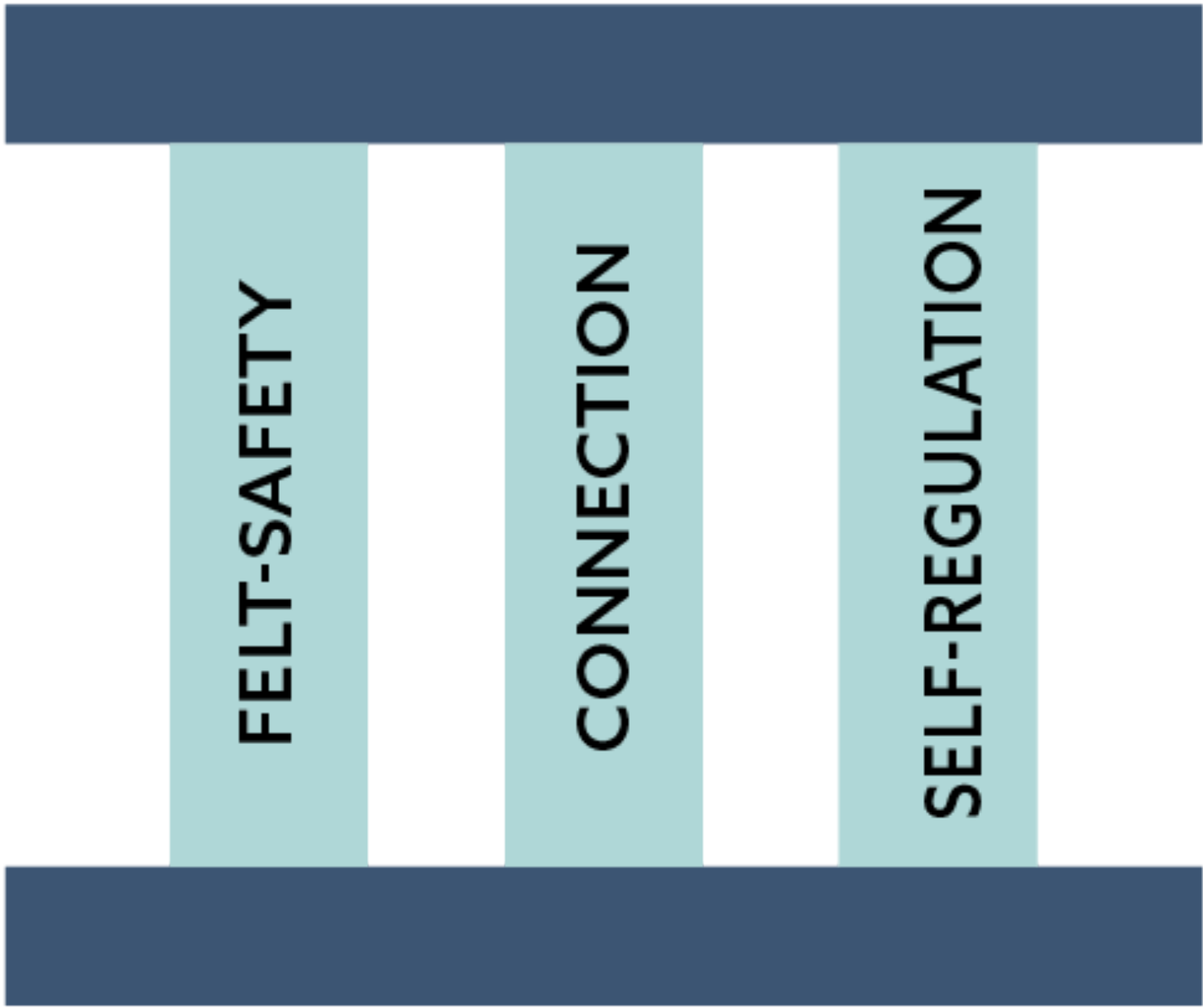
TOUCHPOINTS

TIMING

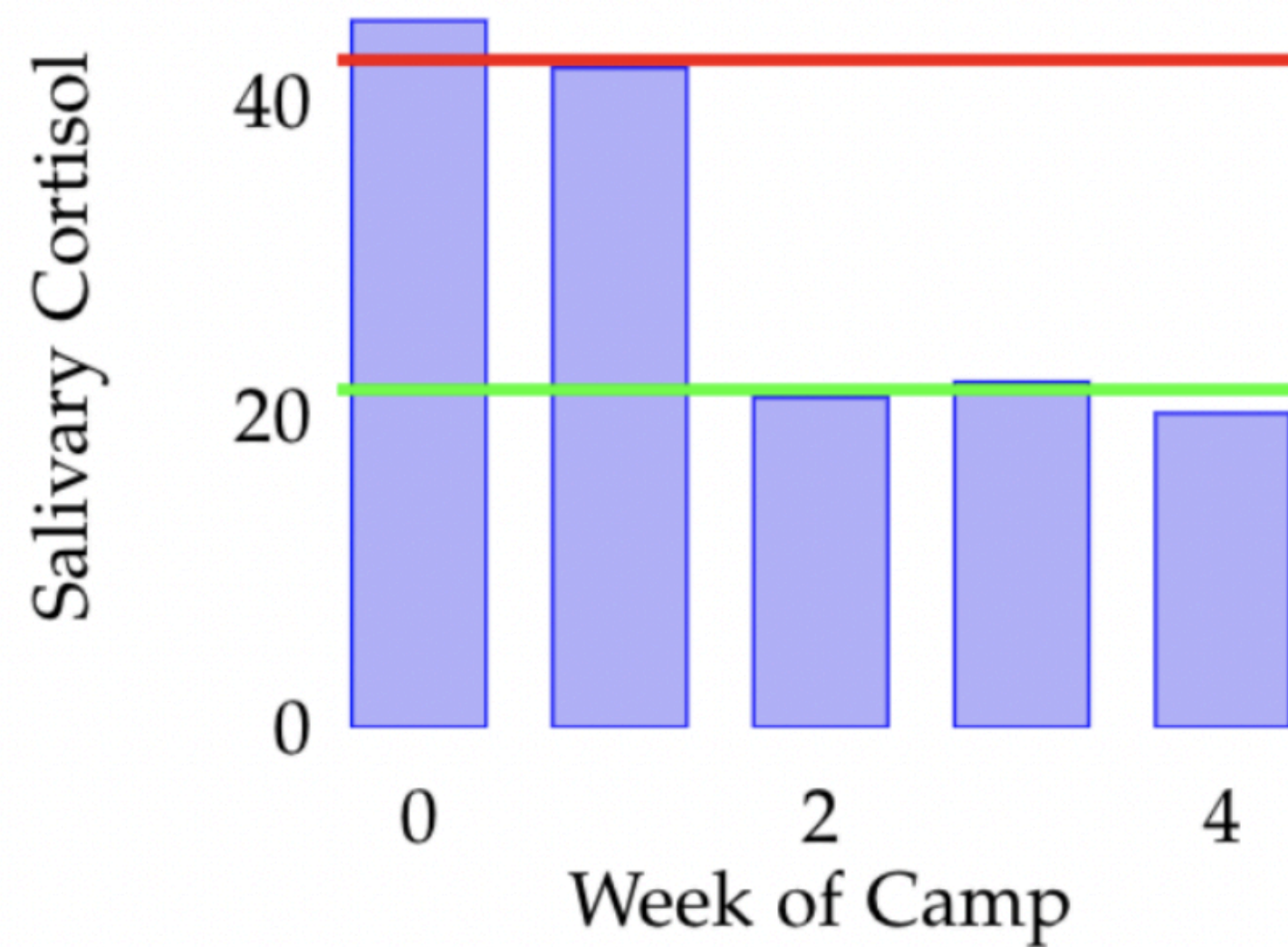
COMPLETION



TRAUMAWISE PILLARS



TRAUMAWISE ENVIRONMENTS CORRELATE TO A DROP IN CORTISOL LEVELS



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TBRI CORRECTING PRINCIPLES

DR. DAREN JONES, PHD

ASSOCIATE DIRECTOR OF TRAINING & CONSULTATION SERVICES
KARYN PURVIS INSTITUTE OF CHILD DEVELOPMENT (KPICD) AT TCU

SHOW  HOPE


TCU INSTITUTE
of
CHILD DEVELOPMENT
— EST. 2005 —

KEY INGREDIENTS

SEE BEHAVIOR VIA LENS OF
ATTACHMENT/REGULATION

TEACH PROACTIVELY

THE IDEAL RESPONSE[©]

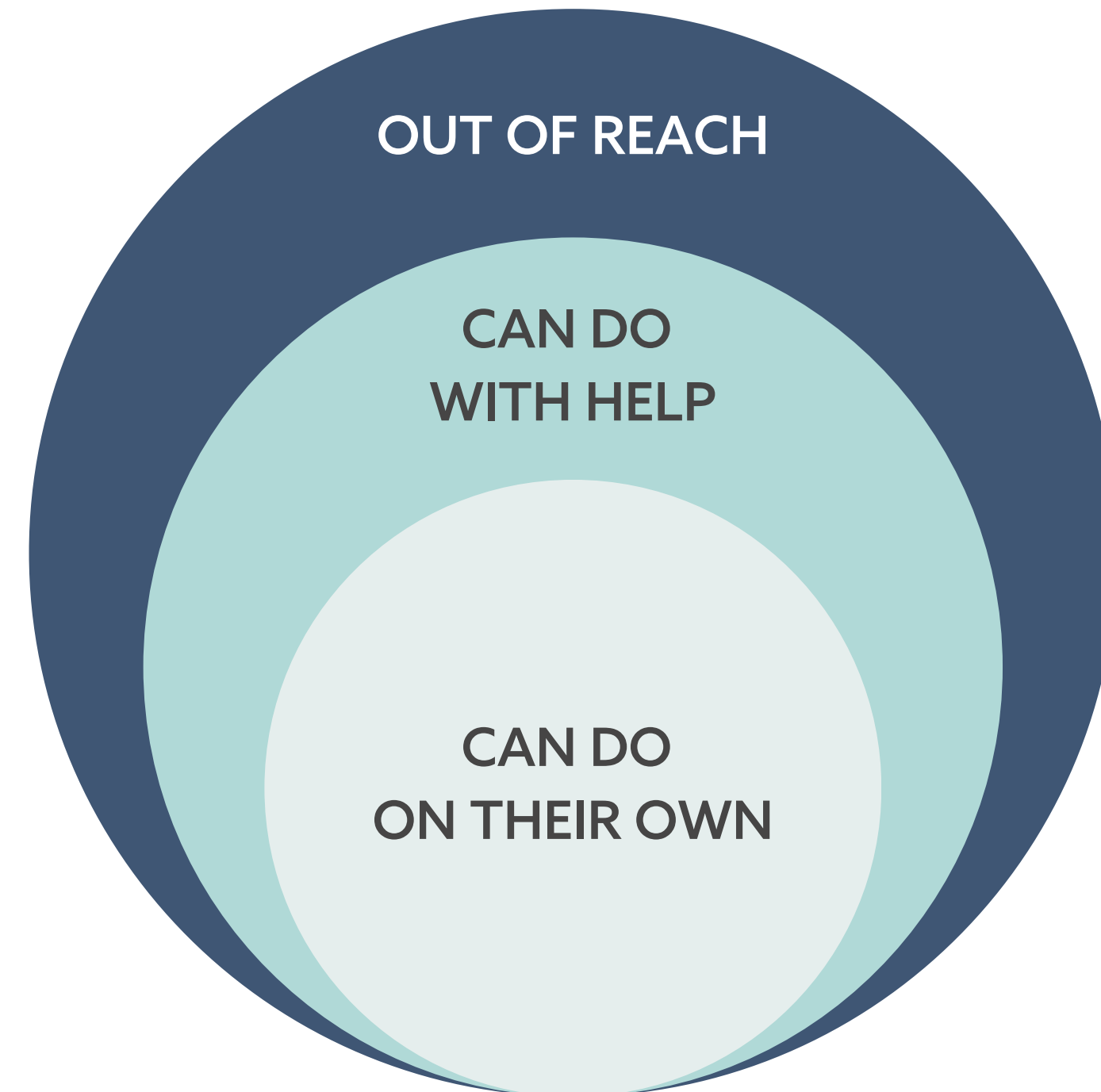
LEVELS OF RESPONSE
(BEHAVIORAL SCRIPTS)



LENS SHIFT: IT'S ALL ABOUT TEACHING

GOAL:

To help children learn appropriate strategies for getting their needs met and to learn to navigate successful interactions throughout their day



TEACH PROACTIVELY

FREQUENCY

INTENSITY

DURATION



TEACH PROACTIVELY

HOUSEHOLD LANGUAGE & ACTIONS:

- Be Gentle & Kind
- Use Your Words
- Asking or Telling?
- Cooperate & Compromise
- With Permission & Supervision
- With Respect



IDEAL RESPONSE

- I** IMMEDIATE (3 SECONDS OR LESS)
- D** DIRECT (ENGAGEMENT STRATEGIES)
- E** EFFICIENT (LEVELS OF RESPONSE)
- A** ACTION-BASED (BEHAVIORAL SCRIPTS)
- L** LEVELED AT THE BEHAVIOR, AND NOT THE CHILD



LEVELS OF RESPONSE

