

Trust-Based Relational Intervention[®] (TBRI[®])



Presented by:



KARYN PURVIS INSTITUTE
of
CHILD DEVELOPMENT

— EST. 2005 —

Black Hills Seminar

STAY CALM (NO MATTER WHAT)

SEE THE NEED (BEHIND THE BEHAVIOR)

MEET THE NEED (FIND A WAY)

DON'T QUIT (IF NOT YOU, THEN WHO?)

TRUST-BASED RELATIONAL INTERVENTION

T B R I

KARYN PURVIS INSTITUTE OF CHILD DEVELOPMENT

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Introduction

This notebook was created to serve participants attending the workshop offered by Dr. David Cross on Interpersonal Trauma and Trust-Based Relational Intervention® (TBRI®), delivered in Rapid City at *Black Hills Seminars*, hosted by CF Learning on July 30th, 2017.

Trauma and Traumawise Care

Interpersonal Trauma (Victimization)

Interpersonal trauma (victimization) is a complex phenomenon that impacts children youth in complex ways.¹ We summarize the impact of interpersonal trauma on children’s brains in our two diagrams, “Theater of the Mind” (Figure 1) and “Levels of Felt Safety” (Figure 6). Both diagrams are based on Bessel van der Kolk’s *The Body Keeps the Score*.²

¹ D’Andrea, W., Ford, J., Stolbach, B., Spinazzola, J., and van der Kolk, B. A. (2012). Understanding interpersonal trauma in children: Why we need a developmentally appropriate trauma diagnosis. *American Journal of Orthopsychiatry*, 82(2):187–200

² van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Viking, New York

Trauma and the Brain

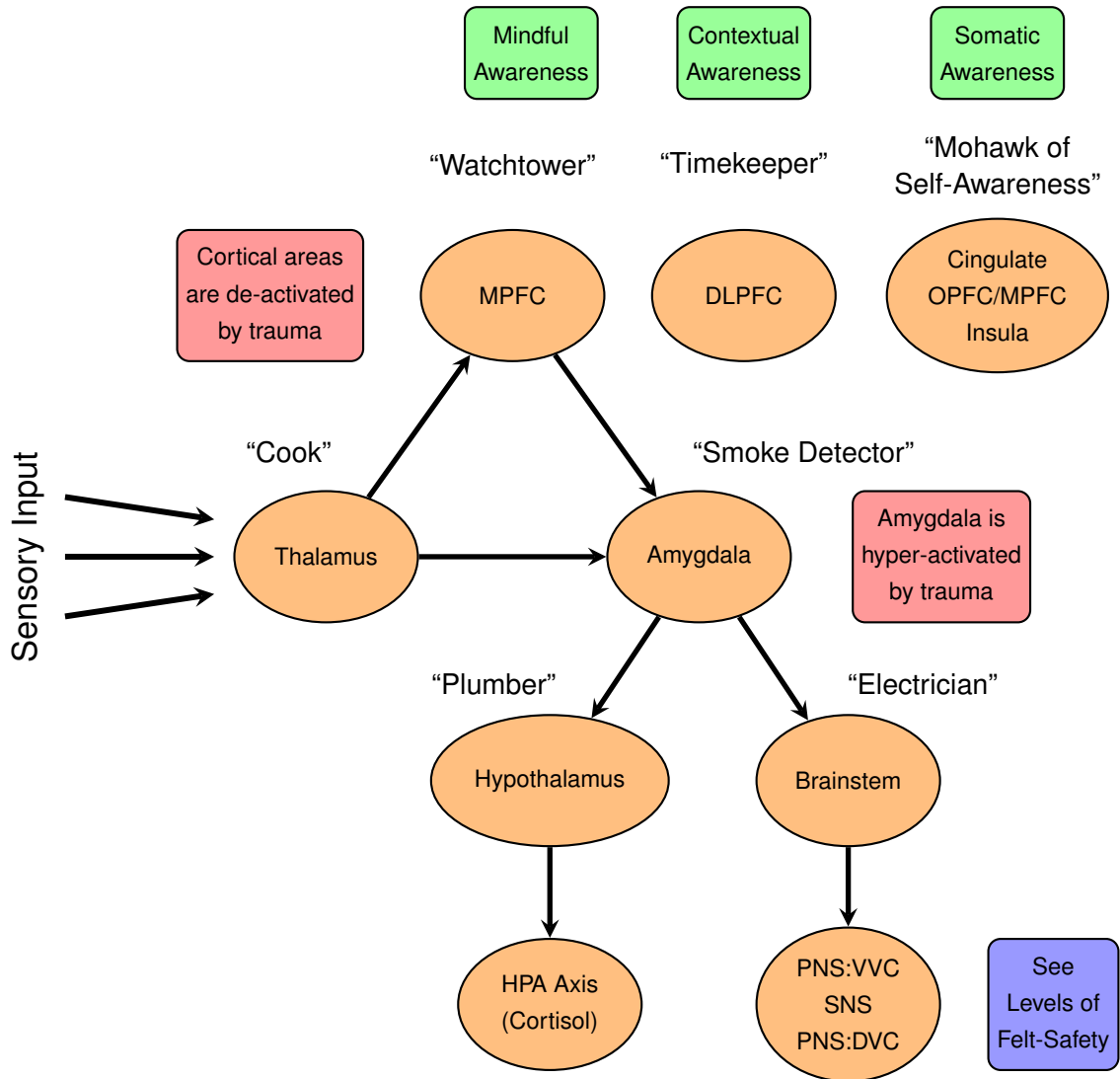


Figure 1: This "Theater of the Mind" helps summarize and visualize the most important ways that trauma impacts processing in the brain and the peripheral nervous systems. Van der Kolk (2014) provided most of the nicknames (e.g., "Timekeeper"), but we added two of our own: "Plumber" and "Electrician." MPFC = Medial Prefrontal Cortex; DLPFC = Dorsilateral Prefrontal Cortex; OPFC = Orbital Prefrontal Cortex; HPA = Hypothalamic-Pituitary-Adrenal.

Safe Havens and the Brain

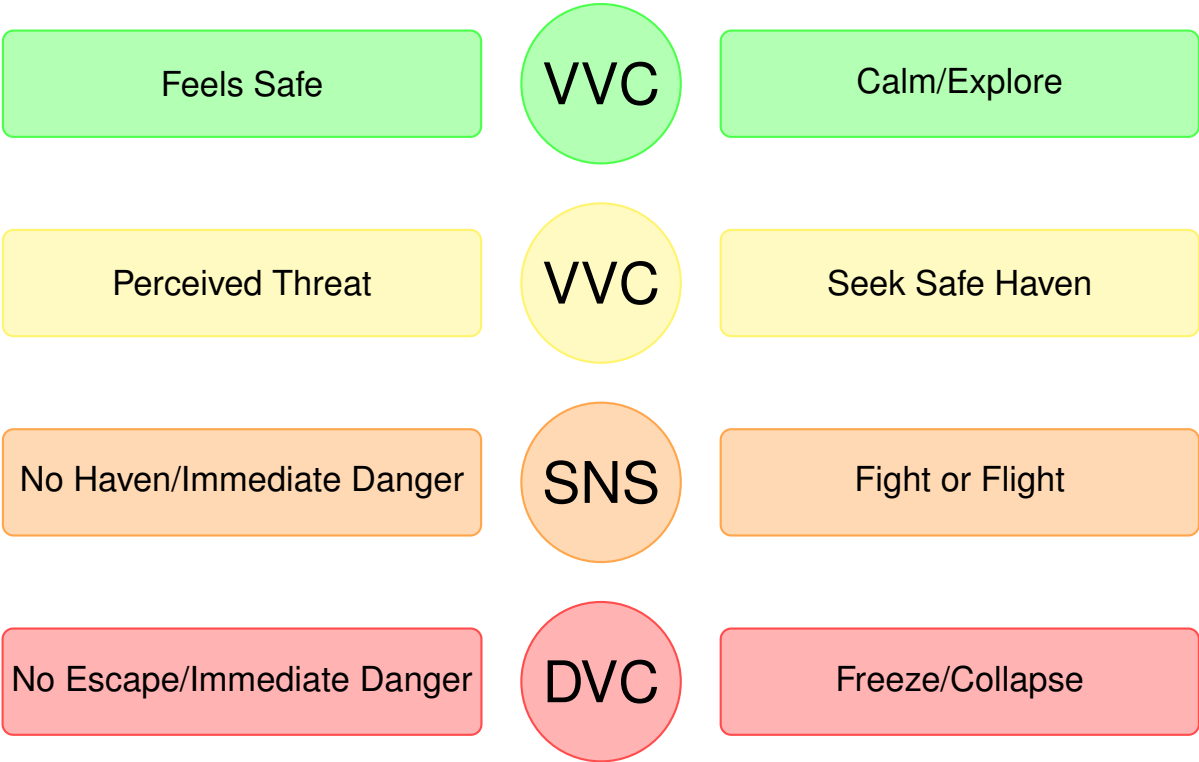


Figure 2: This “Levels of Felt-Safety” diagram summarizes how various situations are processed by child and youth, based on recent work on the polyvagal system — see *The Body Keeps the Score*. VVC = Ventral Vagal Complex (the “Smart Vagus”); SNS = Sympathetic Nervous System; DVC = Dorsal Vagal Complex (the primitive vagus).

Three Pillars of Traumawise Care and Service

TBRI was designed to meet the most pressing needs of children and adolescents who “come from hard places” — their needs correspond to the *Three Pillars of Traumawise Care* (see Figure 3).³

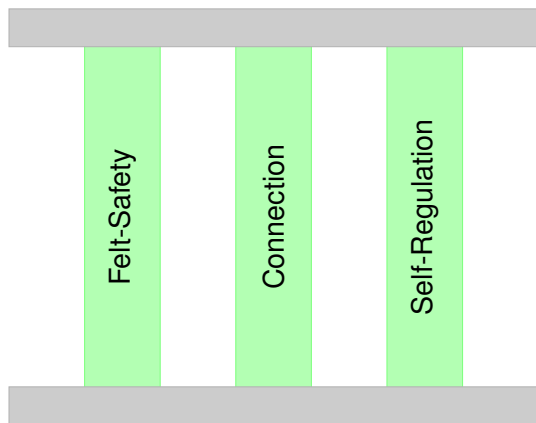


Figure 3: Three Pillars of Traumawise Care provide a useful framework for conceptualizing and creating interventions for children and youth who have experienced interpersonal trauma. Connection is the central pillar because both felt-safety and the ability to self-regulate depend on healthy connections. One of the lessons of attachment theory and research is that felt-safety in children and youth is based on access to a safe and accessible caregiver (see Figure 6). Self-regulation develops in the context of safe and comforting parent-child interactions: First there is “Other-Regulation,” then there is “Co-Regulation,” and then there is “Self-Regulation.”

³ Bath, H. (2008). The three pillars of trauma-informed care. *Reclaiming Children and Youth*, 17(3):17–21; and Bath, H. (2015). The pillars of traumawise care: Healing in the other 23 hours. *Reclaiming Children and Youth*, 23(4):5–11

Video: Still-Face

Trust-Based Relational Intervention

TBRI is based on the sensible idea that effective interventions must focus on the *whole child* — their behaviors, emotions, thoughts, relationships, ecologies, and physiology (see Figure 4).⁴

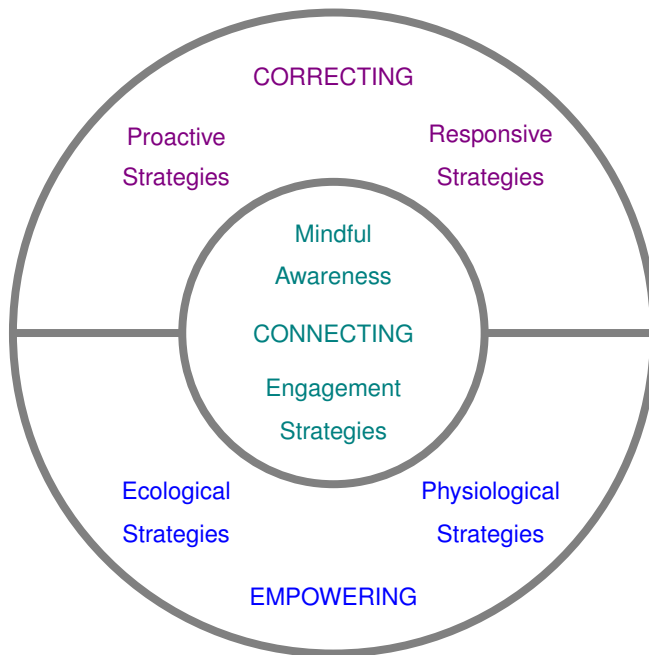


Figure 4: Trust-Based Relational Intervention® (TBRI®) can be divided into three sets of principles: The Connecting Principles are based on attachment theory, and include Mindful Awareness and the Engagement Strategies. The Empowering Principles help provide a stable platform for Connecting and Correcting, and include the Ecological Strategies and the Physiological Strategies. The Correcting Principles are designed to help adults shape behaviors and skills, and include the Proactive Strategies and the Responsive Strategies. TBRI is effective because these principles and strategies impact the child *synergistically* to create healing and well-being.

⁴ Diamond, A. (2010). The evidence base for improving school outcomes by addressing the whole child and by addressing skills and attitudes, not just content. *Early Education and Development*, 21(5):780–793; and Purvis, K. B., Cross, D. R., Dansereau, D. F., and Parris, S. R. (2013). Trust-based relational intervention (TBRI): a systemic approach to complex developmental trauma. *Child & Youth Services*, 34(4):360–386

Video: Attachment Ritual

Creating Healing Connections

In this part of the workshop, we focus on the *Connecting Principles*, which are the heart and soul of TBRI (see Figure 4).

Mindful Awareness

As can be seen in Figure 4, *Mindful Awareness* is the core capacity for the practice of TBRI; in order to better understand this elusive construct, we list some benefits of mindful awareness:⁵

- fear extinction and modulation;
- attuned communication;
- response flexibility;
- empathy and morality;
- emotional balance;
- intuition and insight;
- regulation of bodily processes.

⁵ Siegel, D. J. (2009). Mindful awareness, mindsight, and neural integration. *The Humanistic Psychologist*, 37(2):137–158

Nurture Groups and the Four Skills

A core TBRI activity is the *Nurture Group* — *Nurture Groups* are designed to teach the *Four Skills of Close Relationships*.⁸

- Nurture Group principles and practices:
 - Three rules: “Stick together, no hurts, have fun!”⁹
 - Core activities: Feeding and band-aids
 - Life Skill activities (e.g., practice respect with role play)
 - Self-Regulation activities (e.g., “Engine Check,” “Silly String”)
- The Four Skills of Close Relationships
 - Be able to *give* care
 - Be able to *receive* care
 - Be able to *negotiate* your needs (e.g., choices, compromises)
 - Be capable of *autonomy* — “Autonomy within relationship, relationship within autonomy”

⁸ Cassidy, J. (2001). Truth, lies, and intimacy: An attachment perspective. *Attachment and Human Development*, 3(2):121–155

⁹ Rubin, P. B. and Tregay, J. (1989). *Play with them—Theraplay groups in the classroom: A technique for professionals who work with children*. Charles C Thomas, Springfield, IL

Videos: Nurture Groups

Empowering Our Kids to Succeed

In this part of the training, we focus on the *Empowering Principles*, which provide a foundation for effective *Connecting* and *Correcting* (see Figure 4).

Ecological Strategies

The *Ecological Strategies* are grounded in ecological models of human development¹⁰ — TBRI *Ecological Strategies* include:¹¹

- transitions,
- touchpoints,
- completions,
- artifacts,
- rituals.

¹⁰ Bronfenbrenner, U., editor (2005). *Making human beings human: Bioecological perspectives on human development*. Sage Publications, Thousand Oaks, CA; and Bronfenbrenner, U. and Morris, P. A. (2006). The bioecological model of human development. In Damon, W. and Lerner, R. M., editors, *Handbook of child psychology, volume 1: Theoretical models of human development*, pages 793–828. John Wiley & Sons

¹¹ Purvis, K. B., Cross, D. R., Dansereau, D. F., and Parris, S. R. (2013). Trust-based relational intervention (TBRI): a systemic approach to complex developmental trauma. *Child & Youth Services*, 34(4):360–386

Shaping Our Kids' Behavior

In this part of the training we focus on the *Correcting Principles*, which build on the foundation created by *Connecting* and *Empowering* (see Figure 4).

Proactive Strategies

TBRI includes two sets of *Correcting (Shaping)* strategies — the *Proactive Strategies* and the *Responsive Strategies* (see Figure 4); the *Proactive Strategies* include the “Life Value Terms” and “Behavioral Scripts.”¹⁴

LIFE VALUE TERMS, which are the *language* of a traumawise culture,¹⁵ include:

- “Gentle and Kind,”
- “Using Your Words,”
- “Who’s the Boss?”
- “With Permission and Supervision,”
- “With Respect.”

¹⁴ Purvis, K. B., Cross, D. R., and Lyons-Sunshine, W. (2007). *The connected child: Bring hope and healing to your adoptive family*. McGraw-Hill, New York

¹⁵ Purvis, K., Cross, D., Jones, D., and Buff, G. (2012). Transforming cultures of care: A case study in organizational change. *Reclaiming Children and Youth*, 21(2)

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Trust-Based Relational Intervention[®] (TBRI[®])

What is TBRI[®]?

Trust-Based Relational Intervention (TBRI) is a holistic, attachment-based, evidence-based and trauma-informed intervention that is designed to meet the complex needs of vulnerable children. Created by Dr. Karyn Purvis, and Dr. David Cross, Rees-Jones Director of the Karyn Purvis Institute of Child Development at TCU, TBRI uses Empowering Principles to address physical needs, Connecting Principles for attachment needs, and Correcting Principles to disarm fear-based behaviors. TBRI is based on years of attachment, trauma, and neuroscience research, but the intervention has grown out of hands-on work with children who have experienced trauma.

Vulnerable children, or children from “hard places,” have changes in their bodies, brains, behaviors, and belief systems. While a variety of parenting strategies may be successful in typical circumstances, children from hard places need caregiving that meets their unique needs and addresses the whole child.



Although TBRI was designed for children who have experienced some type of abuse, neglect, and/or trauma, it has proven to be effective with *all* children. TBRI offers practical tools for parents, caregivers, teachers, or anyone who works with children, to help those in their care reach their highest potential.

“There is HOPE for children from hard places.
TBRI WORKS!” –TBRI Practitioner

Trust-Based Relational Intervention can be used in homes, residential treatment facilities, group homes, schools, court rooms, camps, and international orphanages.

TBRI is taught and utilized across 50 states and 40 countries.

Trust-Based Relational Intervention is currently listed on the California Evidence-Based Clearinghouse (CEBC) registry for Child Welfare, and is rated as being “Highly” relevant in the child welfare system based upon the program being designed to meet the needs of children, youth, and families receiving child welfare services.



TBRI® Professional Training

While TBRI is used by parents and caregivers worldwide, the Karyn Purvis Institute of Child Development (KPICD) focuses their time and resources on training professionals who work with children and families, in order to achieve greater reach and impact.

“TBRI encourages us to practice HUMANITY.”

–TBRI Practitioner

If you are a professional and would like to learn about being trained in TBRI, please visit the Purvis Institute website (child.tcu.edu) for more information on the following TBRI trainings offered –

Title of Training	Length	Description	Prerequisites	
TBRI Snapshot	< ½ day	A glimpse into relational trauma & TBRI	N/A	
TBRI Overview	1 day	A preview of TBRI principles & strategies	N/A	
TBRI & Trauma-Informed Classrooms	2 days	A deeper look at TBRI and how to apply its' principles & strategies in a school setting	N/A	
TBRI Practitioner Training 2 Phases	Phase 1 & 2	<i>The KPICD's "Flagship" training</i> - This core training experience is designed to prepare practitioners for working with children from hard places and their families.	Designed for professionals with comprehensive knowledge & background in working with at-risk children & families.	
	Phase 1 – Pre-Training (Online)	10 weeks	5 units of online coursework & participation in an Adult Attachment Interview (AAI) to prepare for Phase 2.	~Application ~\$3,500.00
	Phase 2 – On-Site Training	5 days	Intensive training combining lecture with practice; focuses on the application & implementation of TBRI.	~Successful completion of Phase 1
TBRI Caregiver Training Package *Tool to train others in TBRI	4, 1-day (6-hour) modules	After successful completion of the TBRI Practitioner Training, all TBRI Practitioners may purchase the TBRI Caregiver Training Package, to use to train others within their organization in TBRI.	~Must be a TBRI Practitioner ~\$500.00	

For a list of professionals in your area who have completed the TBRI Practitioner Training, check out the “TBRI Practitioner List” on the Purvis Institute’s website.