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?)
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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.
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

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 = Dorsal/laterl 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](image)

Felt-Safet y  
Connection  
Self-Regulation

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.”


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**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).

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.


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.

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Engagement Strategies

The TBRI Engagement Strategies reflect the importance of nonverbal communication\(^6\), and could be considered the “face” of mindful awareness; the Engagement Strategies include:\(^7\)

- authoritative voice (tone, volume, cadence),
- valuing eye contact,
- behavioral matching,
- playful interaction,
- appropriate touch.


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”

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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 development\textsuperscript{10} — TBRI Ecological Strategies include:\textsuperscript{11}

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


Physiological Strategies

The Physiological Strategies are based on the holistic realization that a child’s social, emotional, and cognitive well-being depends upon their physical well-being.\textsuperscript{12} TBRI Physiological Strategies include:\textsuperscript{13}

- managing sleep,
- managing hydration,
- managing blood sugar,
- regular physical activity,
- meeting nutritional needs,
- healthy touch (e.g., massage),
- sensory diets (e.g., weighted blankets).


Video: Nutrition Matters
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.”

Life Value Terms, which are the language of a trauma-wise culture, include:

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

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Behavioral Scripts, which are the behaviors of a trauma-wise culture,\(^\text{16}\) include:

- Choices ("You have two choices"),

- Compromises ("Would you like a compromise?")

- Behavioral Re-Do’s ("Can you try that again with respect?")

Responsive Strategies

The Responsive Strategies are guides for responding to children and adolescents, especially when their behavior is challenging; there are two strategies, the IDEAL Response© and Levels of Response.

The IDEAL Response© is a general-purpose guide for interacting with others (see Figure 5); IDEAL Responses are Action-based, which means that the child or adolescent is an active partner in the interaction.

- **I**: Immediate (3 sec. 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

Figure 5: TBRI-based interactions with children and adolescents are guided by the IDEAL Response©, which means that adult responses are Immediate, Direct, Efficient, Action-based, and Leveled at the behavior, not the child. “Direct” means that adults deploy the Engagement Strategies, discussed above. “Efficient” means that “We don’t go after a mosquito with an elephant gun” — we stay at the lowest Levels of Response possible (see below). “Action-based” means that the child or adolescent is actively involved in learning, as with the Behavioral Scripts, discussed above.

Levels of Response complement the IDEAL Response, and provide a framework for matching adult responses to the child or adolescent’s behavioral and emotional challenge (see Figure 6).

Figure 6: Levels of Response suggests a scale, or ladder, of responses corresponding to gradually more serious challenges or situations. When there is no challenge, or there is a slight challenge, Playful Engagement is appropriate (“Are you askin’ or tellin’?” — said playfully). When there is a mild challenge, Structured Engagement is appropriate (e.g., “You have two choices”). When emotions are running high, and self-regulation is fragile, then Calming Engagement is appropriate (“How about we take a walk, and cool down a bit?”). When there is danger, either to the child, yourself, or someone else, then Protective Engagement may be appropriate (e.g., SAMA or CPI). As a general rule, it is best to remain at the lower levels whenever possible.

Videos: JN & Alexis

RSA Animate
Bibliography


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 (KP ICD) 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 –

<table>
<thead>
<tr>
<th>Title of Training</th>
<th>Length</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TBRI Snapshot</strong></td>
<td>&lt; ½ day</td>
<td>A glimpse into relational trauma &amp; TBRI</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TBRI Overview</strong></td>
<td>1 day</td>
<td>A preview of TBRI principles &amp; strategies</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TBRI &amp; Trauma-Informed Classrooms</strong></td>
<td>2 days</td>
<td>A deeper look at TBRI and how to apply its’ principles &amp; strategies in a school setting</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TBRI Practitioner Training</strong></td>
<td>Phase 1 &amp; 2</td>
<td><em>The KP ICD’s “Flagship” training - This core training experience is designed to prepare practitioners for working with children from hard places and their families.</em></td>
<td>Designed for professionals with comprehensive knowledge &amp; background in working with at-risk children &amp; families.</td>
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<tr>
<td><strong>Phase 1 – Pre-Training (Online)</strong></td>
<td>10 weeks</td>
<td>5 units of online coursework &amp; participation in an Adult Attachment Interview (AAI) to prepare for Phase 2.</td>
<td>~Application ~$3,500.00</td>
</tr>
<tr>
<td><strong>Phase 2 – On-Site Training</strong></td>
<td>5 days</td>
<td>Intensive training combining lecture with practice; focuses on the application &amp; implementation of TBRI.</td>
<td>~Successful completion of Phase 1</td>
</tr>
<tr>
<td><strong>TBRI Caregiver Training Package</strong></td>
<td>4, 1-day (6-hour) modules</td>
<td>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.</td>
<td>~Must be a TBRI Practitioner ~$500.00</td>
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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.