Welcome to the Basics of TBRI

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Presenter: Marcia Ryan

TBRI stands for trust-based relational interventions. Developed by Dr. Karyn Purvis and Dr. David Cross. Evidenced-based interventions Ongoing research: Over a decade Incorporates research from Dr. Bruce Perry, Dr. Dan Segiel, as well as past research of Bowlby, Ainsworth

What is TBRI ® model?

Strategies have been designed for children who have experienced relationship-based traumas. Integrates the principles of:
Empowering principles Foundation of neuropsychological theory, research, and humanitarian principles.
Connecting principles Correcting principles

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Six major risk factors to a healthy development

Difficult pregnancy—prenatal stress while pregnant can cause the mother’s neurochemistry to impact the brain development of the infant. Difficult birth—an infant's brain can be cut off of oxygen if the birth is traumatic or complication occur. Early hospitalization—incubator and neonatal units have lights, beeping noises, that can be traumatic to infants. Abuse—developmental and learning deficits Neglect—lack of touch and affection can cause a child's brain to be underdeveloped. Failure to thrive is a cause of failure to nurture. Trauma—brain chemistry is out of balance.

ATTACHMENT CYCLE

Healthy attachments create:
- feelings of trust.
- self worth
- self efficacy
- self regulation
- healthy mental health

Because they were given what they needed early on, they built trust

Why is TBRI® important?

Based on the research, by providing children with a sensory rich, nurturing environment, it was reported that children had significant gains in language, decrease in depression, significant increase in reading facial cues, significant reduction in fear/stress levels (Purvis, 2007)
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Why is TBRI® important?

Additionally, qualitative data gathered from parents who attended the Hope Connection Camp, using the TBRI principles, has concluded that at the end of camp, 50% of campers improved in seeking proximity, 40% improved on eye contact, 60% improved on spontaneous affection, 50% improved on awareness of own behaviors and actions, 40% vocabulary advance, 30% increased in empathy, 40% increase in compliance, 60% in other positive behaviors.

Principles of TBRI®

- Correcting
- Connecting
- Empowering

EMPOWERING PRINCIPLE

- Understanding the brain
- Safe environment
- Body and brain care—nutrition and hydration, physical activities, sensory rich schedule
- Transitions: Warnings for changes Introducing rituals at transition points

Felt safety is created through predictability
There are two basic categories of neurotransmitters—excitatory and inhibitory. Need a healthy balance of both for optimal brain development and mental and behavioral health. When an imbalance occurs, more likely to have mood swings, changes in behavior, decrease in ability to think clearly.

Why is brain chemistry important to know?

- Cannot expect the cognitive part of brain to work if neurochemistry is off.
- If child is aroused, the brain is constrained and learning cannot happen. If too relaxed, the brain is distracted.
- Numbers may vary throughout day and can be modulated by daily activities and foods.

Interventions to Change neurochemistry

TOUCH is most powerful intervention:
Food and hydration—at least every 2 hours
Load for calmness—complex carbohydrates, hydration, protein. For sustained stamina, high protein, especially before doing the hard work.
Physical activity at least every 2 hours
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The brain: how history impacts it

- The human brain is programmed by experiences.
- Even in loving safe environments, children from hard places have impaired brain chemistry to overcome, so behaviors only look like they come from “nowhere”.

The biological cost of fear

When a child is in a state of fear, the brain stem triggers a fight, flight or freeze response. When an adult calms the fear, the child’s chemistry changes again, if the child was not calmed, the brain is soaked in bad brain chemistry and children later on cannot regulate themselves because the neurotransmitters weren’t wired correctly due to poor care. These results in the child, later on in life, not being able to self-regulate and melt downs over what seems to most, minor issues.

TO FIGHT FEAR YOU MUST HAVE

FELT SAFETY
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Safe Environment

DISARM FEAR!!!

- Just because YOU know they are safe, does not mean they FEEL safe.
- Need an attachment-rich/sensory-rich environment to develop emotional and physical safety to begin the foundation of trust.
- Trust is earned through FEEL SAFETY.
- Meet their needs even before they know they have a need.
- Children who have fear or mentally ill, cannot play. Play is connection.

Safe Environment

- By giving them felt safety, giving them a voice and words, they can then begin to tell their story.
- When there is felt safety, the brainstem shuts down and cognition opens.
- Understand that anger is a secondary emotion to scared and sad.

Body and Brain Care

- Hydration—chronic dehydration causes failure in behavior and cognition. Dehydration is associated with aggressive behaviors.
- Nutrition—scheduled healthy snacks/meals every two hours. Must have a good balance of protein and complex carbohydrates. Give them a snack when they need one, which is not always when scheduled.
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**Sensory-rich environment**

- To overcome early life sensory impairment, activities that include fun, balance, hand-eye coordination, motion in space, hanging and sliding are required for optimal brain functioning and to regulate moods.
- Activities that involve repetitive movement and interactions such as dances and scripts.
- Tactile activities such as flubber.

**Sensory-rich Schedule**

- Know your child: Be a detective to get to know the child—find out what lights up their eyes.
- Document their movements, tastes/oral, touch, vision, sounds they gravitate to and watch results. If they escalate, they may be self medicating (energy drinks), if they calm, their brain may need to soothe.
- Know and utilize activities/foods that can calm or alert the brain.

**Empowerment**

- Give them power: The one who shares power and gives them power are the ones they see that have the power.
- Offer choices: even the simplest choices empower them and begin to give them a voice/control over their environment and life.
- Offer choices of foods they like.
- Offer structured play for 30 minutes, unstructured play for 10.
- Compromise: this gives the child a voice and power.
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Transitions and Warnings.

- Make the environment predictable which then creates felt safety.
- Provide them warnings when transitioning through daily life.
- By making transitions easier, they can regulate.
- Let them know what the next thing will be and give time limit warnings for example: 10 minutes the shower, 5 minutes, etc.

CONNECTING PRINCIPLE

- Engaging
  - Safe touch
  - Gentle eye contact
  - Matching
  - Active listening
  - Awareness
    - Of situation
    - Of child
    - Of self

Connecting

PLAYFUL ENGAGEMENT:

- Human babies need to connect and connect through play and touch. Children engage through play to learn.
- Must find a bridge to their heart, what lights up their eyes and use that to engage.
- Teach the child they are precious.
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Connecting

Playful engagement provides the feeling of safety within the environment which helps the brain stay out of back brain.

Purposeful interactions:
• Touch purposely and daily.
• Stop and look the child in the eyes.
• Look at the child with kind eyes.

Connecting

• Must equal balance of structure and nurture.
• Children also need the adult to get down on their level, ask for eye contact, adult closeness and safe touch to help them feel valued.
• Theraplay activities of engagement to make child feel special.

Connecting

When interacting, be aware of:
• Tone—higher pitched, playful
• Volume—upbeat and soft and appropriate for activity.
• Cadence—sing/song, light.
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Connecting

• Stay attuned to fear-based response, watch facial expressions, pupils dilated, anxious.
• Assess situation—sensory defensiveness within the environment.
• Be self aware of own responses, anxiety.

Connecting

• Matching—meet and match the child, if child on the floor looking at an object, follow along before asking for eye contact. Be playfully engaging but don’t force eye contact.
• “Matching touches the child’s heart and creates a sense of safety” (Purvis, 2009, p. 10)

Connecting

Active listening—give child full attention with eye contact, when responding use visual responses as well as verbal such as hand gestures, facial expressions, and body language.
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Connecting

If there is a rupture in the relationship and then a repair, this is better than being perfect.

CORRECTING PRINCIPLES

• Recognize and encourage the positives about the child early to be able to reflect during correcting.
• Must give the child many positives before the negatives—more deposits/little withdraws.
• Recognize overstimulation and give simple choices that have been practiced and rehearsed to help them respond appropriately.

Correcting

The goal of re-directive strategies is to use the least invasive approach and intervention and to get the child back on the train.
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**REMEMBER:**
- WHEN IT’S DONE, IT’S DONE!!!!!! Move on and no further consequence is necessary.
- Give them a voice during conflict to be accountable for their action.
- Children need to know they are precious especially after conflict.

**Use the IDEAL response© when correcting.**
- I—immediate, address the behavior within 3 seconds of it occurring.
- D—directly talking to the child, making eye contact, pulling them in closer, undivided attention.
- E—efficient—use the least amount of words and firmness necessary to make the point heard.
- A—action-based—lead them to better behaviors through re-does.
- L—level the response at the behavior, not child.

Adults must always be aware of their own body language.

99% of all communication with children who come from hard places is nonverbal and based on the adult’s nonverbal response, this can disarm fear and create a feeling of safety (Purvis, 2009, p. 18).
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LEVEL 1: Playful engagement

- Playfully ask "are you asking or telling", if they say they are asking, have them then re-do this by asking with respect. Once they ask, provide an answer in a positive manner. If possible, compromise or negotiate if the answer is going to be negative. If they accept, praise and move on with no further discussion.
- During this level, the child is still connected

LEVEL 2: Structured engagement

- Get down on their level.
- Give them choices, choices that the adult is okay with and can follow through on.
- Offer a re-do, puts adult in charge/child some control
- Voice tone should be firm and with authority. The child will feel safe but be attuned to child's response
- Voice volume should be lower, and more serious.
- Once conflict is over, go back to playful engagement, relationship is restored.

LEVEL 3: Calming engagement

- Adult stands firm, feet planted firmly, breathe deeply, stay calm, bends down and makes eye contact. Fear can be disarmed by adult's nonverbal communication.
- Tone is sharper, volume louder (not yelling), cadence is slower.
- Lead the child to say what they did wrong, once they are able to say, move to playful engagement.
- If they can't, give them a time-in to think it over.
- Give them a re-do.
- If they manage, move back to playful engagement
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LEVEL 4: Protective engagement

- Child erupts into anger, aggression, violence.
- Set clear boundaries and limits.
- Required for safety—CPI techniques.
- Once violence stops and child calms, talk through what went wrong and offer a re-do.
- Regroup emotional control and then reconnect.

THEY NEED TO KNOW THEY ARE LOVED AND ADORED AFTER CRISIS!!!!

That it is not about them, but about their behaviors.

Two important things to remember:
1. Use of compromise/choices gives the child a voice.
2. time-ins, not time outs—do an extra chore with the adult.

Some Interventions and why they work

Sideswipes—"No's" are going to happen, but it’s so important to find creative ways for a child to receive a "No" successfully, without going into shame-mode, believing he/she is bad or worthless. This is a delicate process. There should be many deposits before taking out a "no" withdraw. Everyone has to learn how to deal with "no", but these special children internalize this to their internal working model of "they are bad", verses they made a wrong choice and they didn’t die.
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Re-do—by having a child do a re-do impacts the motor memory, and replaces a negative behavior with a positive one.

Compromise-gives the child a voice and some control in their life, it disarms fear and allows connection

Interesting information

The vagus nerve connects the heart to the brain, the heart and brain work in tandem to regulate, so when you are talking to the brain, you are also talk to the heart.

References


Purvis, K. B., Cross, D. L., (2011, June). TBRI® Professional Training Program presented by the TCU Institute of Child Development. Training conducted at Texas Christian University, Fort Worth Texas
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