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<th>Principles</th>
<th>Strategies</th>
<th>Practices</th>
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<td><em>Creating a Safe Environment</em>&lt;br&gt;Transitions, Rituals, Artifacts</td>
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<td>Physiological</td>
<td><em>Preparing the Body</em>&lt;br&gt;Hydration, Blood Sugar, Healthy Touch, Physical Activity, Rhythmic Activities, Sensory Milieu</td>
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<td>Calm Presence, Attunement &amp; Awareness, Flexible Responding, Creative Problem Solving</td>
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<td>Engagement</td>
<td>Valuing Eye Contact, Authoritative Voice, Behavioral Matching, Playful Interaction, Healthy Touch</td>
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<td>Proactive</td>
<td>Life Value Terms (e.g., Using Words, With Respect)&lt;br&gt;Behavioral Scripts (e.g., Choices, Compromises, Re-dos)</td>
</tr>
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<td></td>
<td>Responsive</td>
<td>IDEAL Response ®&lt;br&gt;Levels of Response™</td>
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Brain Development—How you can help.

**Frontal Lobe—Concrete Thinking (3 to 12 years)**
- Have your child sort and categorize objects.
- Encourage problem-solving. Let your child be frustrated sometimes as they figure something out.
- Help your child notice patterns. (“When you do X, this always happens.” “After we do Y, we always...”)
  
  In your child’s elementary school years (age 5—12) teach reading and writing (not essential to start earlier)

**Prefrontal Cortex—Judgment (12—22 yrs)**
- Give choices (when your child is calm... they can’t make choices when stressed or upset).
- Talk to your child about plans. Let them make plans.
- Help your child break down big tasks into little steps.
- Give your child some freedom to try out their ideas, and learn from their mistakes.

**Limbic System—Emotions (8 mos to 2 yrs)**
- Show unconditional love.
- Experience joy with your child.
- Respond in consistent ways.
- Talk to your child about emotions. Teach vocabulary to understand how they feel.

**Parietal Lobe—Language (Birth to 6 years)**
- Talk, sing, and read to your child.
- Listen to your child and respond.
- Read the same stories or sing the same songs over and over so your child learns to memorize.
- Follow your child’s attention and talk about what they are looking at or doing.

**Temporal Lobe—Hearing (Birth to 6 years)**
- Expose your child to a wide variety of sounds.
- Also, be sure there are quiet times when this system can rest.
- Listen to music, play music, let your child experiment with instruments / noisemaking.
- Play games where you practice being loud/quiet, echo tunes back and forth, etc.

**Brain Stem—Survival Mechanisms (Developed at Birth)**
- During pregnancy: reduce stress, minimize alcohol and tobacco. Maximize healthy diet, including omega-3 fats
- After birth: Help your child feel safe, emotionally and physically. If a child is frightened or stressed, the brain goes into survival mode (brain stem function), and the rest of the brain can’t grow and develop. When a child feels safe and happy, the child can learn.

**Parietal Lobe—Touch (Birth to 6 years)**
- Carry your baby, touch your child, hold hands, hug, massage.
- Give your child lots of objects to hold and manipulate.
- Let them touch soft things, rough things, slimy things, etc.
- Let your child explore the world hands-on—pulling, pushing, pouring, stroking, picking up, dropping, turning, twisting, opening, and closing.

**Occipital Lobe—Vision (Birth to 2 years)**
- Provide interesting things to look at.
- Play games where the child follows things with his/her eyes. Roll the ball, throw the ball.
- Look at pictures and small items up close.
- Play “I spy” and “where’s waldo” and games where they search for visual differences.
- Make sure your child has plenty of outdoor time to develop distance vision.

**Cerebellum—Balance & Coordination (Birth to 1 yr)**
- First 6 months: carry your baby in your arms or a sling to let them experience more variety of movement than in a stroller. Dance with them. Sing songs and move their arms and legs for them.
- Throughout life: Let them move! A lot! In lots of different ways. Take your child to the playground and the swimming pool. Let them climb trees and rocks. Let them run, throw, jump, and kick.

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Important!! Remember to balance stimulation with rest and quiet time to process it all.

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Note: Timeframe given is the “sensitive period” when that part of the brain is growing and developing the most. The brain grows and changes throughout our lifetimes, so your child will benefit by all these kinds of stimulation throughout life.

Illustration: Macmillan Cancer Support 2012
Trust-Based Relational Intervention® (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.

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

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

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.
TBRI® Resources for Caregivers

While the Karyn Purvis Institute of Child Development does not provide any type of clinical services, they offer many resources that are designed for families. No two situations or families are alike, but here are some general resources for families seeking guidance:

Read:

The Connected Child: Bring Hope and Healing to Your Adoptive Family (Purvis, Cross, & Sunshine, 2007)

“A tremendous resource for parents and professionals alike.”
–Thomas Atwood, president and CEO, National Council for Adoption

“A must-read not only for adoptive parents but for all families striving to correct and connect with their children.”
–Carol S. Karnowitz, M.A., author of The Out-of-Sync Child

Seek:

Insightful professionals who deeply understand attachment theory and children from hard places. 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.

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.

Watch:

TBRI An Overview: https://www.youtube.com/watch?v=T43zJDgTNPA

An Introduction to TBRI video: https://www.youtube.com/watch?v=7vjVpRffgHQ&feature=youtu.be

Video Shorts from the Karyn Purvis Institute of Child Development: http://child.tcu.edu/resources/videos/

More videos produced by the Purvis Institute for purchase: http://child.tcu.edu/store/child.tcu.edu and additionally you will find videos on the website and in YouTube.
"I've never met a child who can't come to deep levels of healing."

~ Dr. Karyn Purvis

Debra Penkin, MSW, CFLE
TBRI Practitioner and Educator (dpenkin@warnerpacific.edu or profdswker@mac.com)
(In collaboration with Linda Saling, LCSW)

10/9/19
A Note to participants
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Opening Activity with a Partner

Most inspiring moment you have had when interacting with a child from a hard place or a foster/adoptive family or other stakeholder
Connections
(1 minute each, please):

1. your name
2. what your role is (DHS staff, foster parent, adoptive parent, other stakeholder, etc.)
3. What has gone well with you today?
Learning Objectives

Participants will learn how to:

1. Mindfully connect with their foster and/or adopted children to build attachment

2. Use practical tools to engage with their children and reduce their children’s fear responses

3. Teach skills to their children for self-regulation, calming, and getting through daily routines.
Life Value Terms for our Workshop Today

Stick together

Have fun

No hurts
What is TBRI®?

- Attachment-based
- Holistic approach
- An evidence based practice
- An approach to caregiving that is:
  - developmentally respectful
  - trauma-informed intervention
Children from hard places, Understanding risks

- Difficult pregnancy
- Difficult birth
- Early hospitalization
- Abuse (including neglect)
- Trauma
CYCLE OF ATTACHMENT

Dr. Karyn Purvis (11 minutes)

Dr. Tina Payne Bryson (2:46 minutes)
https://youtu.be/yPwypAQ1RGM/
The Attachment Cycle

Attachment Cycle

Need Met

Need Expressed

Distress

Parasympathetic Nervous System

Sympathetic Nervous System

Excitatory Neurotransmitters

Inhibitory Neurotransmitters

Comfort

Foundation for:

Trust
Self-worth
Self-efficacy (voice)
Self-regulation
Mental health
Trust-Based Relational Intervention®

CORRECTING!

Empowering

CONNECTING!

CORRECTING!

Empowering

CONNECTING
Connecting Principle: Mindfulness strategies

• Examining one’s past
• Mindful interactions
At the beach

https://youtu.be/Sc1qrYAA7Lg/
Changing our lens

What’s Wrong With You?

WHAT HAPPENED TO YOU?
What do you need? Can you tell me?
Behaviors signal needs
Putting it together, TBRI Tools

https://youtu.be/XGqwz8L6JBo

Video is 11 minutes in length
Connecting Principles: Engagement Strategies/Tools

- Warm eyes
- Behavioral Matching
- Nurturing touch
- Voice quality
- Playful engagement
Empowering Principles:

**PHYSIOLOGICAL STRATEGIES**

- **Hydration**
  - drink every two hours

- **Blood sugar**
  - Food every two hours
  - Protein snack at bedtime

- **Sensory needs**
  - Sensory activity every two hours

**ENVIRONMENTAL (ECOLOGICAL) STRATEGIES**

- **SCAFFOLDING**
- **DAILY RITUALS**
- **TRANSITIONS**
## Daily Family Schedule

### Daily Empowering Schedule

<table>
<thead>
<tr>
<th>Times</th>
<th>Snack/Meal every 2 hours (Yes or No and what)</th>
<th>Hydration</th>
<th>Transition support</th>
<th>Physical/Sensory Activity</th>
<th>Self-Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waking up</td>
<td>No - will talk about what is for breakfast</td>
<td>Water on bedside table</td>
<td>Sing wake-up song; talk about what comes next</td>
<td>Stretching</td>
<td>Check engine</td>
</tr>
<tr>
<td>(Example)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating</td>
<td>Yes - waffles and fruit</td>
<td>Milk</td>
<td>Allow child to choose fruit, plate, cup</td>
<td>Offer variety of textures, flavors of fruit</td>
<td>Check engine after eating</td>
</tr>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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What empowering principles can you use to support your family’s needs and/or families (foster, biological, and/or adoptive) and children you work with?
Development of Self-Regulation

- ’Adult/Other’ regulation (External Modem role)
- Co-regulation
- Self-regulation
**Correcting Strategies /Tools**

**Choices:**
- Offer Appropriate Control
- Parent Is Still In Charge
- Make Sure There Is No ‘Right Or ‘Wrong’ Choice
- How can we offer a child choices?

**COMPROMISES:**
- Teach children:
  - Negotiation
  - Social skills
  - Words have power
- Keeps behavior moving forward

**RE-DO’S:**
- Children learn and practice skills with parent or guardian
HAWA, a Teen’s View on TBRI Camp Experience & skills she learned & uses today
(Internationally adopted but now in residential care in Texas)

https://youtu.be/kwSKkFmvr_Q?list=PL9WCXSvAXd6N5J__cpjpXfH4JdUf
sHU_w
For children from hard places, our job ... “is to help these children get what they missed before they came home, so they can heal and make the most of their own magnificent potential”

(p. 31, The Connected Child)
www.orparc.org
Materials & consultation available

Karyn Purvis Institute of Child Development
Website
www.child.tcu.edu