

## CASA Child Advocates of Montgomery County

Jennifer Reitmeyer-TBRI Manager  
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Victoria Warmuth-Case Supervisor

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## Trust-Based Relational Intervention® Introduction & Overview



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## Understanding TBRI®

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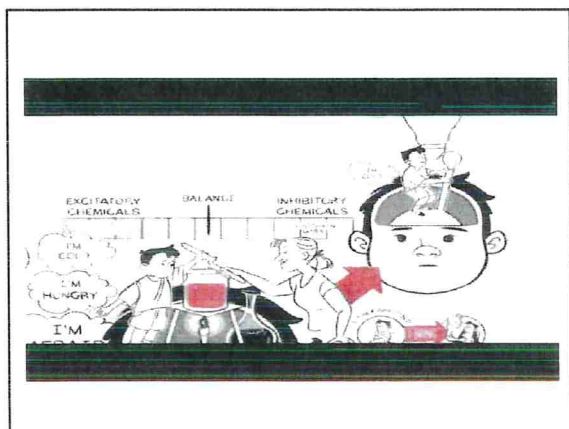
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TBRI

### What is TBRI®?

- A **holistic intervention** that has been developed over the past decade
- An **evidence-based** practice that meets the needs of the “whole child”
- An approach to caregiving that is developmentally **respectful, responsive** to trauma, and attachment-based

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TBRI

### Who uses TBRI®?

- Principles of TBRI have been used in homes, schools, residential facilities, orphanages
- It is designed for use with children & youth of all ages & all risk levels



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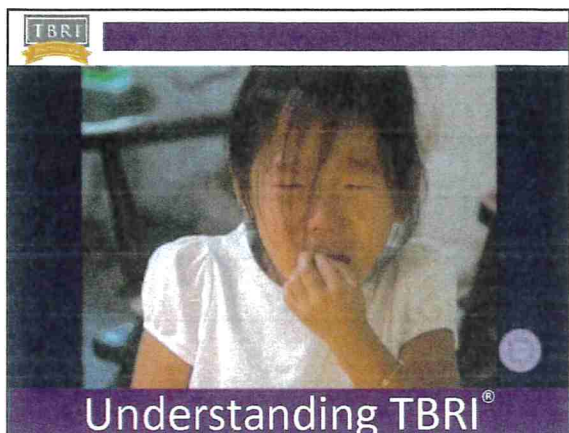
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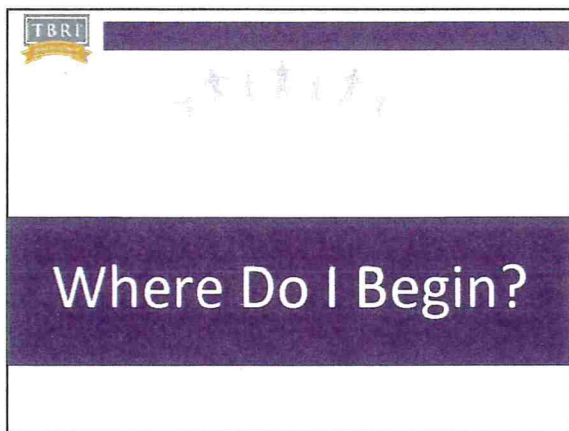
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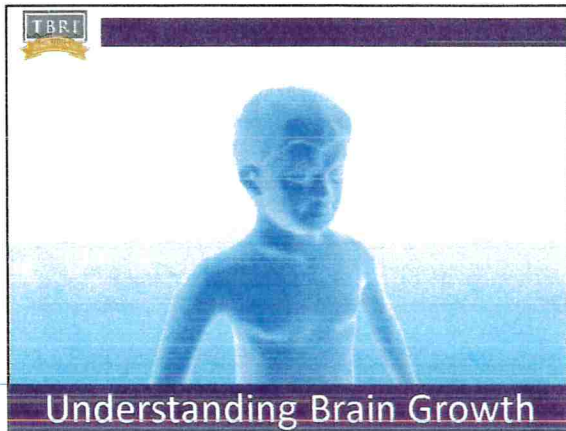
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## TBRI® Principles

**TBRI® Connecting Principles**  
 Mindfulness Strategies  
 Engagement Strategies

**TBRI® Empowering Principles**  
 Physiological Strategies  
 Ecological Strategies

**TBRI® Correcting Principles**  
 Proactive Strategies  
 Responsive Strategies

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## Trust-Based Relational Intervention®



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## TBRI® Connecting Principles

Mindfulness Strategies
Engagement Strategies

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### Being Mindful

- Noticing child's cues allows you to be *proactive*
  - This is called being attuned
- Noticing your own triggers allows you to act rather than react
  - Ask yourself: Is this about my child, me, or my own history?

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## Eye Contact

- Difficult for children from hard places – expect only a little at a time
- Be playful & loving
- “Are those eyes pink?”



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## Touch

- Safe, healthy touch releases oxytocin, dopamine
- Reduces stress chemicals
- Examples: hug, high five, holding hands, hand on shoulder, sweeping hair out of face



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## Voice Quality

- Total Voice Control (CPI®)
- Tone
- Volume
- Cadence



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### Behavior Matching

- Nonverbal message conveys safety & understanding
- Examples: sitting the same way as child, mirroring body language, choosing similar colors/flavors



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### Playful Interaction

- Communicates safety & disarms fear
- Follow child/adolescent's lead
- Use behavior matching principles to guide level/intensity of play



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### Connecting Activity

**MIRROR PLAY:**

- eye-contact
- playfulness
- matching

**REGULATION ACTIVITY:**

- deep breathing
- magic mustache
- blowing bubbles



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TBRI

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TBRI



## TBRI® Empowering Principles

Physiological  
Strategies

Ecological  
Strategies

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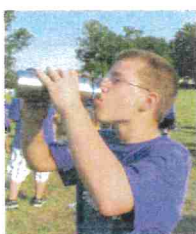
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## Empowering Principles: Physiological Strategies

- Hydration
- Blood sugar
  - Food every two hours
  - Protein snack at bedtime
- Sensory needs
  - Sensory activity every two hours



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### Understanding Sensory Needs

- Sensory *defensive* behaviors
- Sensory *seeking* behaviors



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### Empowering Children

- Simple ways to Empower
  - Infant/toddler massage
  - Rice buckets
  - Snack every 2 hours
  - Carry a water bottle
  - Cut tags out of shirts
  - Play-Doh
  - Physical play (e.g., trampoline, bikes)

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### Empowering Principles: Ecological Strategies

- Scaffolding
- Daily Rituals
- Transitions



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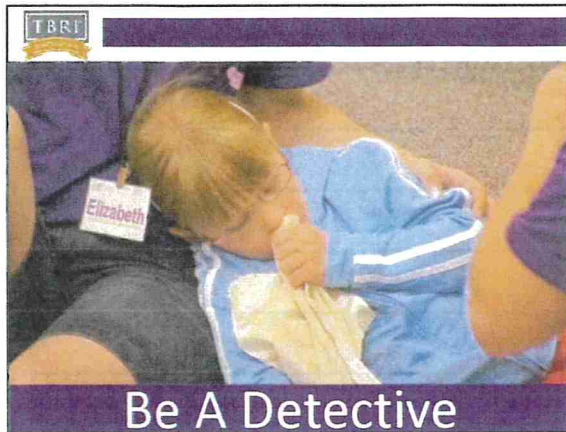
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**Be A Detective: Empower Your Child**

- Notice patterns
- Notice sensory preferences
- Be proactive

Date/Time	Behavior	Location/Context

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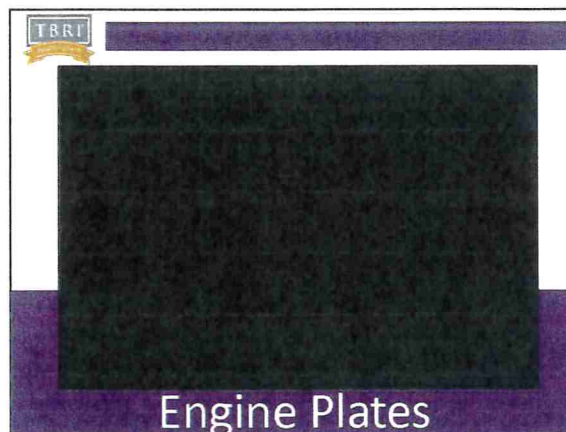
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**TBRI® Correcting Principles**

- \*Proactive Strategies
- Responsive Strategies

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TBRI® Correcting Principles



Proactive  
Strategies

Responsive  
Strategies

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Proactive Strategies

- Use when children:
  - Are calm
  - Are alert
  - Have basic needs met



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TBRI

## Proactive Strategies: Application

- Teaching wrapped in play
- Children have a voice
- Practice:
  - Giving care
  - Receiving care
  - Negotiating needs
  - Being an autonomous self

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TBRI

## Choices

- Offer appropriate control
- Parent is still in charge
- Make sure there is no 'right or 'wrong' choice
- How can you offer your child choices?



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TBRI

## Compromises

- Teach children:
  - Negotiation
  - Social skills
  - Words have power
- Keeps behavior moving forward
- Examples?



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TBRI

## Sharing Power

- Can be counterintuitive
  - Parent still in charge
  - Child practices decision-making skills
- Children learn, “Safe people listen to me.”

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TBRI



## Life-Value Terms

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TBRI

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### The IDEAL Response®

- Immediate
- Direct
- Efficient
- Action-based
- Leveled at the behavior, not the child

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- Which part of the IDEAL Response® might be most challenging for you?
- Which part of the IDEAL Response® might be easiest for you?



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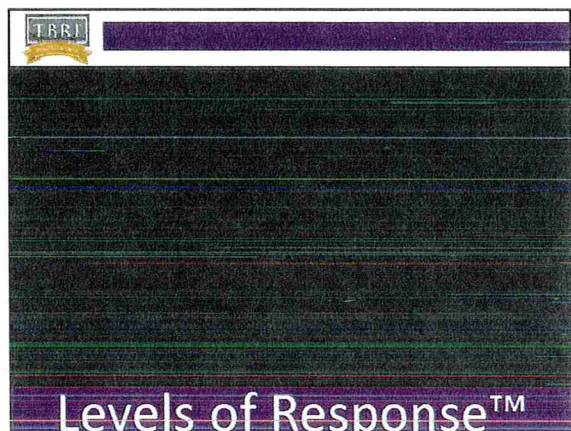
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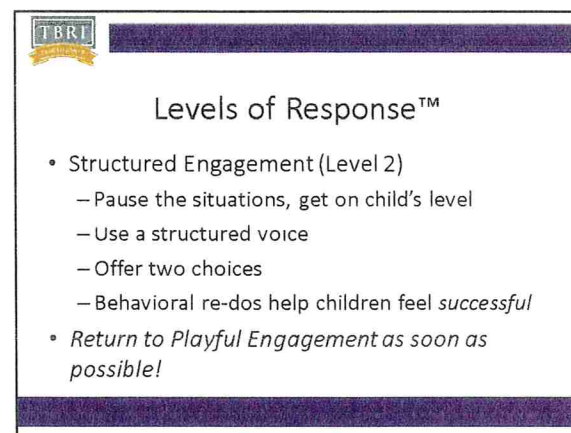
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**TBRI**

### Levels of Response™

- Calming Engagement (Level 3)
  - Behavior has escalated; child needs help regulating
  - Time-in with adult or quiet place (adolescents)
  - Behavioral re-do if child is able
- *Return to Playful Engagement as soon as possible!*

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**TBRI**

### Levels of Response™

- Protective Engagement (Level 4)
  - When child is violent/aggressive
  - Safety threat to self or others
  - Seek professional training that is approved by State/Facility you work with
- *Return to Playful Engagement as soon as possible!*

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**TBRI**

### Levels of Response™

- Keep in Mind:
  - When it's over, it's over!
  - Stay *connected* to child at all times
  - The goal is *always* to return to Playful Engagement




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## Correcting Activity

**REDO Activity:**

- Write on 5 index cards the most common scenarios child needs to REDO.
- Select 1 card at a time - make it FUN and Playful!
- Use puppets or stuffed animals to act out the 'wrong' and 'right' ways.
- Praise your child for completing the redo!

**Older kids/teens:**

- Act out or talk through scenarios
- Share power by letting teen choose which role they portray.
- Praise with fist bump, hug or high-five



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## Putting it All Together

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## What Do I See?

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## Resources

- Karyn Purvis Institute of Child Development
  - [www.child.tcu.edu](http://www.child.tcu.edu)
    - Resources menu
    - Healing Families DVDs
- Empowered to Connect
  - Faith-based Resources



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# THE STRESS RESPONSE IN KIDS

## FIGHT

Yelling, Screaming,  
Using Mean Words

Hitting, Kicking, Biting,  
Throwing, Punching

Blaming, Deflecting  
Responsibility, Defensive

Demanding,  
Controlling

"Oppositional",  
"Defiant", "Noncompliant"

Moving Towards What  
Feels Threatening

Irritable, Angry,  
Furious, Offended  
Aggressive

## FLIGHT

Wanting to Escape,  
Running Away

Unfocused, Hard  
to Pay Attention

Fidgeting, Restlessness,  
Hyperactive

Preoccupied, Busy with  
Everything But the Thing

Procrastinating, Avoidant,  
Ignores the Situation

Moving Away From What  
Feel Threatening

Anxious, Panicked  
Scared, Worried,  
Overwhelmed

## FREEZE

Shutting Down,  
Mind Goes Blank

Urge to Hide,  
Isolates Self

Verbally Unresponsive,  
Says, "I don't know" a lot

Difficulty with  
Completing Tasks

Zoned Out,  
Daydreaming

Unable to Move,  
Feeling Stuck

Depressed, Numb,  
Bored/Apathetic,  
Helpless





# Trust-Based Relational Intervention® (TBRI®): Life Value Terms



**Life Value Terms** are scripts used in developing healthy relationships. Life Value Terms differ from Life Skills, in that they give caregivers and children *language* to use for understanding, communicating, and learning valuable skills. Essentially, Life Value Terms are the *language of a trauma-informed culture*. This language not only helps children develop a "voice" in an appropriate and respectful manner, but it also provides caregivers with tools for engaging children in healthy communication within relationships.

