

TRUST-BASED RELATIONAL INTERVENTION® *CAREGIVER TRAINING*



TBRI® CORRECTING PRINCIPLES *PARTICIPANT WORKBOOK*





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TRUST-BASED RELATIONAL INTERVENTION®

CAREGIVER TRAINING

TBRI® CORRECTING PRINCIPLES

PARTICIPANT WORKBOOK

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A Guide to This Workbook

Welcome to the Karyn Purvis Institute of Child Development's Trust-Based Relational Intervention® (TBRI®) Caregiver Training: Correcting Principles. This training is designed to help participants learn skills that can be used to manage their children's behavior. Activities are structured so that participants will be invited to look at several behavioral episodes through a 'TBRI® Lens.'

In this workbook, you will find numerous aides to assist you during training. During most sections, your instructor will lead you in an activity so that you have an experiential component to your training. In the workbook, you'll find places to write down examples of how principles apply to your own life and sections where you can make notes of your own. In addition, you'll notice boxes of text with some of the following phrases: 'Questions for reflection,' 'Apply what you see,' and 'Think critically,' followed by a few questions. These are designed to encourage discussion among your training group. We hope you'll share your thoughts, questions, and own stories about the topics you're learning.

Secure Attachment – Questions for Reflection:

1. *What kind of history do you think this child and her mother have together? How do you know?*

Question boxes encourage discussion

If you would like references for any of the facts or research you read about, ask your instructor – he or she has a list that we've provided.

Best wishes to you as you begin to explore TBRI® Correcting Principles. Our goal in this workbook is to help you understand how your children learned 'survival behaviors' (fight, flight, freeze) and how you can disarm those behaviors, teaching them adaptive, new skills for life.

Goals for this training:

- To lay the foundation for understanding how to balance structure and nurture during interactions with children.
- To enhance understanding of the *TBRI® IDEAL Response®* and *Levels of Response™*.
- To communicate that, after behavioral episodes, children should:
 - Be Content (satisfied by being behaviorally successful)
 - Feel Connected to their caregiver
 - Have Changed behavior

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Introduction to the TBRI® Correcting Principles

TBRI® Correcting Principles have been woven throughout your training so far and in this training we'll go more in-depth with all of the concepts and help you to better understand how they might operate in the lives of caregivers and children.

First, let's have a quick check-in. For each question below, take first a few minutes for personal reflection. Then, talk to the people around you. Next, you'll be asked to share a few of your answers.

Check in on your current journey:

1. What is going *well* in your journey with the children you serve?

OR

In what ways do you feel *prepared* to serve children from hard places?

2. What is *tricky* in your journey with the children you serve?

OR

What *fears* do you have as you make your journey toward serving children?

3. What TBRI® Principles have you used so far, if any?

4. What is your *greatest need* in the time we have together today?

Correcting Principles

Correcting Principles are guides for changing behavior but Connecting Principles are the foundation of relationships.

While the underlying goal of everything we do with children is to connect, the explicit goal of correction is to teach, mentor, coach and correct.

Proactive Strategies are designed to teach social and behavioral skills.

Responsive Strategies are designed to aid caregivers in handling challenging behavior.

Correcting Principles – Questions for Reflection

1. Think of a time when a child in your care acted out. How did you respond? How well did your response work to alleviate the situation?

2. What different responses might you have used? Do you think they would have helped or hurt the situation?

TBRI® Proactive Strategies: Balancing Structure and Nurture

As you've learned, the TBRI® Proactive Strategies are ways to build communication and trust with children when they are calm and alert (not sleepy, hungry or 'grouchy'). Practicing these strategies at regular intervals will familiarize them with appropriate ways to handle challenging situations, and to self-regulate when behavioral incidents occur. When children are given tools to become partners in their own behavioral progress, caregivers are often able to get behavioral challenges back on track with just a few key words.

Before we review the specific Proactive Strategies, let's explore a component essential to understanding proactive strategies: balancing structure and nurture.

In all situations, but particularly when responding to challenging behavior, caregivers must understand when to lead with structure and when to lead with nurture. Think of structure and nurture each as a foot – they must walk together and follow one right after the other in order to stay balanced and not topple over. It's the same when interacting with children. Whether caregivers lead with structure or nurture, they must follow soon after with the other, so that there is a balance.

Understanding both how to balance structure and nurture and how high to set the bar are critical for behavioral change in all children, but especially important for those from "hard places". **Giving children structure when they need nurture impedes trust. Giving children nurture when they need structure impedes growth.** Some caregiving styles err on the side of too much structure and some styles err on the side of too much nurture. Let's explore different caregiving styles, starting with one that uses a balance of structure and nurture.

Caregiving Styles

The Authoritative Caregiving Style

Authoritative caregivers:

- Balance structure and nurture.
- Provide guidance and emotional support.
- Set limits and have appropriately high expectations.

The Authoritarian Caregiving Style

Authoritarian caregivers:

- Value obedience and compliance above all.
- Are punitive when children misbehave.
- Believe children should accept caregivers' views/rules as 'right' without questions.

The Permissive Parenting Style

Permissive caregivers:

- Are warm and supportive.
- Set few limits.
- Rarely correct children's behavior.

The Neglectful Caregiving Style

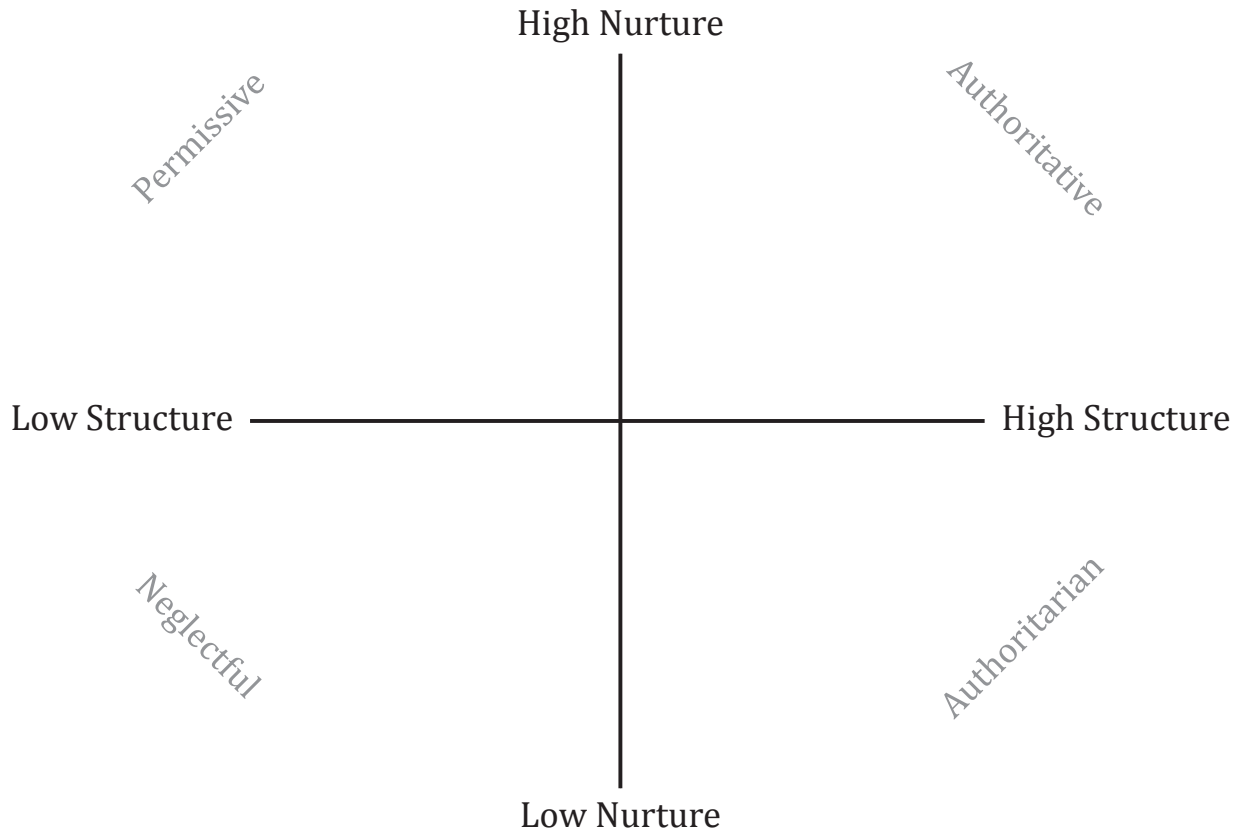
Neglectful caregivers:

- Often rejecting of children.
- Are uninvolved with children.

Also,

- Children from neglectful homes show more negative outcomes than children from any other caregiving style.

Using the graph below, consider both structure and nurture and rate your own behavior on a typical day. If you don't currently have children in your care, rate your behavior when you are around children or how you think your behavior will be when you do have children in your care.



Once you have rated your own behavior on a typical day, make another rating: your behavior when in a challenging behavioral situation with a child. Again, if there are not children currently in your care, rate the way you typically interact in challenging situations with children OR how you think you would act in a challenging behavioral situation.

Many participants may find that their behavior changes from the first rating to the second and they err on the side of too much structure or too much nurture. Part of achieving the structure/nurture balance involves simply having awareness that this is a challenge. You may remember learning about *mindfulness* in the TBRI® Connecting Principles training. Being *mindful* about where one's balance is off (too much structure or too much nurture) and keeping it conscious can be helpful when interacting with children.

In the next section, we'll talk about specific techniques that you can use - some you may remember from the TBRI® Introduction & Overview training.

TBRI® Proactive Strategies: Application

The best way to introduce and reinforce *TBRI® Proactive Strategies* with children is through play. Even adolescents love to play, it just looks a little different than with younger children. Play is a low-pressure time when caregivers and children can relax and connect. Remember, the goal is connection, as connection provides the foundation of a relationship where learning can occur.

When teaching *TBRI® Proactive Strategies*, choose times when the children are calm and alert. Try to find a time when their basic needs have been met (e.g., are well hydrated and have eaten recently). Often, just after physical activity works well. Nurture Group isn't the only way to teach *TBRI® Proactive Strategies* but it provides examples of how to teach these skills in day-to-day living.

In the previous trainings, you learned four ways to proactively teach children regulation and social skills:

- Sharing power
- Choices
- Compromises
- Life Value Terms

These concepts can be difficult to implement, but when used consistently, will strengthen the connection between adult and child.

Proactive Strategies - Questions for Reflection

1. What is going *well* with sharing power and using choices and compromises?

OR

In what ways do you feel *prepared* for using TBRI® Proactive Strategies once you have a child in your care?

2. What might you do differently in the future to increase your usage of shared power, choices, and compromises?

OR

What do you think might be *difficult* when using TBRI® Proactive Strategies once you have a child in your care?

3. What kind of *support* will you need to effectively use the TBRI® Proactive Strategies?

The Nurture Group

Although here, we demonstrate these skills as part of a group activity or family gathering, each of the strategies illustrates the playful interaction style that can be used in all forms of daily living. For example, using Check-In questions while waiting in car pool or as part of a bedtime ritual.

One way to teach these skills is through what we call *Nurture Group* (largely derived from *Theraplay*® for Groups). This group time involves several activities that allow children to practice *TBRI*® Proactive Strategies in the context of play. *Nurture Group* (which lasts about 30-45 minutes) can be used as a community meeting time once a week or even more often. Caregivers can even choose one part of the *Nurture Group* to instill routines, or start with one part and add more over time.

Part 1: Three Rules for Relationships

Each group begins with the three rules from *Theraplay*® for Groups, reminding children that these are rules for schools, families, organizations, boyfriends and girlfriends, etc. The three rules are:

1. “Stick Together!”
2. “No Hurts!”
 - Hurts can be on the inside or on the *outside*.
3. “Have Fun!”

Nurture Group – Question for Reflection

What *TBRI*® Proactive Strategies are practiced during *Nurture Group Rules*?

Part 2: Check-In

Check-In provides an opportunity for special attention while others “stick together” and listen. It also allows children to experience what it feels like to treat others with respect and to be respected.

During Check-In, the group leader poses a question to the group (e.g., “If you could be an animal, which animal would you be and why?”) and each group member takes a turn answering. Often, a ‘magic feather’ item (e.g., flashing globe, a ball of twine, microphone, a stuffed animal), held by the person talking, helps get and hold the attention of participants.

Examples of Check-In questions include:

- What is your favorite color and why?
- What is your favorite thing to do when you’re bored?
- If you could be a food, which food would you be and why?
- How are you feeling today?
- Who is a safe person in your life?
- Other examples you think of:
 - _____
 - _____
 - _____

Nurture Group – Questions for Reflection

How does Nurture Group *Check-In* allow children to practice:

1. Giving care?
2. Receiving care?
3. Negotiating needs?
4. Being autonomous?

Part 3: Band-Aids®

Caring for one another with Band-Aids® allows children to practice being respectful to care for others. It also allows them to be cared for by others. The group leader (or caregiver) demonstrates first by allowing a partner to put a Band-Aid® on their hurt offering a short self-disclosure of something that ‘hurts’ physically or emotionally. Through this modeling, children learn that it is safe to use words to tell the truth and talk about feelings. Hurts can be *external* such as scratches or bruises; they can be *internal* such as tummy aches or headaches; or *emotional* such as sad or angry feelings.

Send around a basket filled with different types of Band-Aids® that are novel and intriguing, and allow children and partners to choose one. Alternatives to Band-Aids® include unscented lotion/powder to pat around the hurt or temporary tattoos. Using eye contact and words, children will ask their partners if they can put the Band-Aid® the partner selected on one of the partner’s hurts. The partner can either consent or with good words (i.e., respectful words) say, “No thank you”.

Band-Aid® alternatives that encourage giving and receiving care:

- Rub lotion/powder on each other’s hands.
- Give each other temporary tattoos.
- Looking at and noticing each other’s hands (e.g., lines, scrapes, etc.).
- Acknowledging hurts and saying, “I’m so sorry you hurt”.
- _____
- _____
- _____

Part 4: Skills Practice

This portion of *Nurture Group* is used to teach and reinforce social skills. For example, when teaching 'self-regulation', you might teach a calming technique. Engage children in a dysregulating activity (e.g., punching balloons, water guns, silly string) and then practice regulating with the calming techniques you learned in the TBRI® Empowering Principles training. Some calming techniques include:

- Deep breathing
- Pressure points (above the lip and above and below the eyes)
- Chair push ups/pull-ups (while sitting, push or pull against the chair for ten seconds)
- Wall push (with feet in a lunge position, push against the wall for ten seconds)

Other activities might include Choices and Compromises. Create a skit using puppets or people to 'script' a situation in which children might not like the choices being offered and present a compromise. An example might be a child choosing which vegetable to eat with lunch and asking for a compromise with respect (e.g., "I'd rather not have carrots or green beans. Could I have a compromise and have sliced cucumber?").

For adolescents, we typically reduce the scripts from dual to single-word phrases so for example, "Let's be gentle and kind" could become "Let's be kind."

What other activities can you think of?

- _____
- _____
- _____
- _____

Part 5: Feeding

Taking turns feeding one another allows children the opportunity to practice giving care to someone else and being cared for themselves. Pass around a bowl of treats (small candy works well and helps connect a nurturing act with something sweet and pleasurable). As each person receives the bowl, they give their partner eye contact and ask, “May I feed you?” The partner can either consent or with good words say, “No thank you,” and feed him/herself. After receiving permission, children practice being gentle and kind as they place the candy into their partner’s mouth. Then children and partners switch roles.

Ideas for Feeding:

- Feed Gummy Lifesavers® to each other using straws.
- Feed each other a potato chip/cracker and try to make the loudest crunch.
- Feed each other child’s favorite snack.

Part 6: Closing

Close the group by reiterating the three rules for relationships. Saying something celebratory like “let’s give ourselves a hand for being so awesome at _____ (for example, practicing respect)” helps children feel successful and reinforces the culture of playfulness.

Of critical importance is that *Nurture Group* times are loaded with:

- *Playful* interactions
- Opportunities for *success*
- Reviewing and learning *skills*
- Celebrating the time together

Developmental Goals

Below you'll see a chart that outlines several developmental goals for children, concepts and activities that teach these goals, and the adult outcomes associated with each. It is important to remember that, although you might be playing 'catch-up,' catching up is very possible!

Developmental Goal	Principles & Practices	TBRI® Strategies	Adult Outcome (Jude Cassidy Article)
ATTACHMENT	Eye Contact Safe Touch Prosodic Voice Playful Interaction Joy & Laughter	Creating Playful Games Disarming Fear Through Play Touch Games Such As Temporary Tattoos, Band-Aids®, Foot or Hand Massages, Shoulder Rubs, & Other Playful Activities	<i>Capacity to Receive Nurture</i>
TRUST	Shared Power Giving Voice Giving Choices Giving Compromises Creating Predictability Providing Transitions	Feeding Each Other Keeping Favorite Band-Aids® for Nurture Adults Modeling Vulnerability Creating Opportunities to Say "YES!" Letting the Child Know that What They Want/Feel/Need Matters to You!	<i>Capacity to Give & to Receive Nurture</i>
SELF-WORTH	Enjoyment Admiration/Praise Encouragement Sharing Power Insightful Behavioral Correction	Spending Time Doing Favorite Activities Being Purposeful About Eye-Contact & Touch Creating Daily Rituals for Special Time Creative Tools to Bridge "Giving Voice"	<i>Autonomous Self</i>
SELF-EFFICACY	Giving Voice!!! Giving Choices Giving Compromises Giving Full Attention Sharing Power	Creating Opportunities to Say "YES!" Giving Full Attention When the Child Talks Being Respectful of Different Opinions Keeping a Bucket of Bubble Gum & Teaching Your Child to Ask (Say "YES!")	<i>Ability to Negotiate</i>
BEHAVIORAL REGULATION	<i>Scripts such as:</i> "Listen & Obey" "Gentle & Kind" "Obey First Time" "Showing Respect" "With Permission & Supervision"	Playing "Simon-Says" Playing "Red-Light/Green-Light" Regulation Games (Squirt Guns & Water Play) "Engine Checks" Deep Breathing Exercises Self-Calming Practices	<i>Autonomous Self & Ability to Negotiate</i>
MENTAL HEALTH	Teaching Self-Regulatory Skills Teaching Insight About Emotional States Giving Skills for Dealing with Emotions Adults Modeling Their Emotions	Feeling Chart Shared Stories Journaling Adults Must Model Feelings/Emotions Adults Model Self-Calming/Regulation	<i>Autonomous Self & Ability to Negotiate</i>

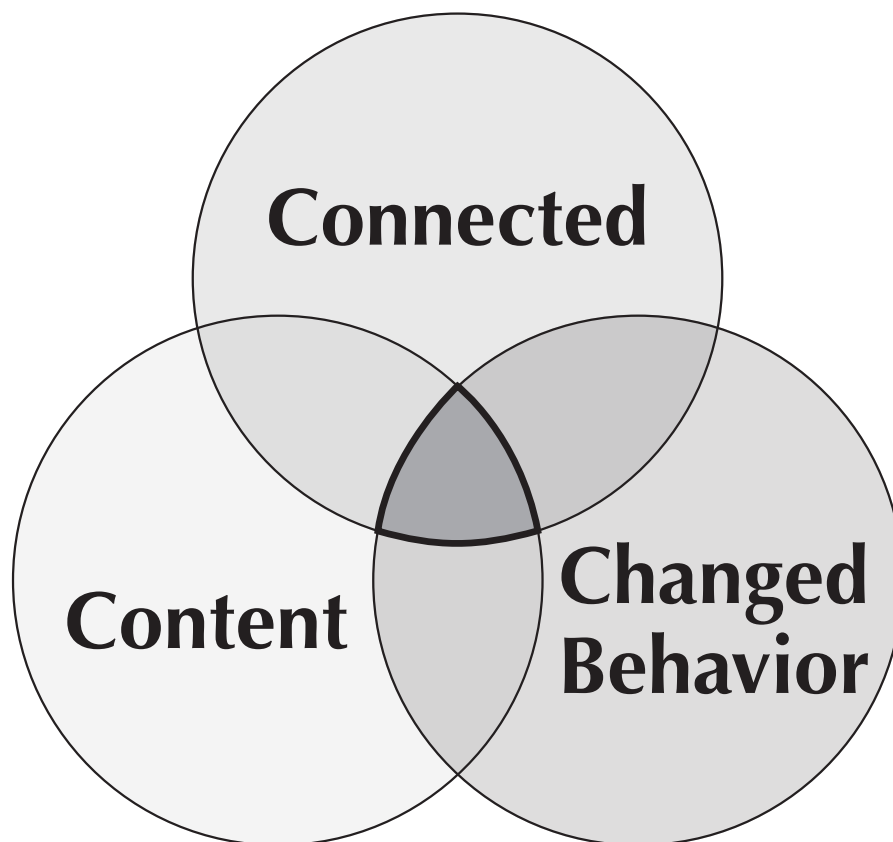
TBRI® Responsive Strategies – The IDEAL Response©

You probably remember from the TBRI® Introduction & Overview that the IDEAL Response© and Levels of Response™ provide structured guidelines for helping you handle children’s challenging behavior. These guidelines are designed to aid you in helping children produce the *right* behaviors rather than how to punish wrong behaviors. In this way, even challenging behavioral episodes become experiences that children learn and benefit from.

Caregiver Goals

When handling behavioral episodes, it’s important to remember that there are three goals in the end:

1. Caregivers maintain connection with children.
2. Children and adults end the episode feeling content.
3. Episode ends with behavioral change.



What is The IDEAL Response®

Immediate

- Immediate responses occur within 3 seconds of the behavior because the brain only holds information in the short-term memory for a few seconds.
- When you address challenging behavior quickly, children are better able to learn from the experience.
- Can you think of other advantages to addressing behavior *immediately*?
 - Gets behavior back on track quickly
 - _____
 - _____
 - _____

Direct

- *Get on child's level* (e.g., kneeling so that adult is at child's eye level, sitting if child is sitting)
- *Use gentle touch on shoulder or arm* (Note: If child is too overwhelmed, touch could send the child into more severe behavior. Use discernment in such situations.)
- *Make eye contact with child.* Research shows that eye contact during interaction creates different neurochemical patterns than interaction that occurs without it.

Efficient

- Using more structure than a situation calls for may drive children into a worse cycle of behavior- possibly even psychotic levels.
- Identifying the appropriate Levels of Response™ for a particular situation helps ensure that caregiver response matches the intensity of that situation.
- Remember – the aim is to ‘keep the train moving,’ or keep children engaged and on the right track.

Action-Based

- Active, experiential learning creates new connections in the brain.
- Action helps children learn at a greater pace and deeper level.
- Ways to be active when correcting:
 - Re-do
 - Asking child to ‘try it again’ with respect
 - _____
 - _____

Leveled at the behavior, not the child

- For children from hard places, self-esteem is fragile.
- Adults must help children understand that their behavior is not *who* they are – their ‘self’ is not defined by behavior or misbehavior.
- Help children from hard places understand that they have personal value regardless of behavior.

Setting the Bar

We call establishing expectations for children’s behavior ‘setting the bar.’ This helps you understand how much you can reasonably expect behaviorally from your child. Where to set the bar involves the following considerations:

Child’s developmental history

- Children who have been harmed or abused will need a lower bar until ample trust develops in the relationship.
- Understanding a child’s history tells the caregiver how fragile the child might be.
- For some histories, this bar may be relatively stable over time. For example, a child who experienced fetal alcohol and/or drug exposure will always have a level of self-regulation challenge. Knowledge of this will help you understand that the bar may never be set as high as it might be for a child without prenatal exposure.

Child’s recent history

- Has child eaten recently?
- Has child had recent physical activity?
- Has someone or something in the environment acted as a trigger? (e.g., sensory triggers, seeing a person who resembles abuser)
- This bar can change from day to day or hour to hour. For example, children who have not had a snack or meal recently (previous 2 hours) may need their bar set slightly lower than it would be set otherwise until their blood sugar is stabilized with a snack.

***Only raise the bar high enough
so that children can be successful.***

TBRI® Responsive Strategies – Levels of Response™

It is important to be *efficient* when handling misbehavior. As you learned in the last section, using more structure than necessary to correct behavior may push children into worse behavior (even at levels that might appear psychotic). However, knowing how much intervention to use (without using too much) is tricky. The TBRI® Levels of Response™ are designed to aid caregivers with this challenge. The chart below provides a brief summary of the Levels and more elaboration follows.

Levels of Response™						
Level	Brain Activity	Cognitive Capacity	Regulatory Capacity	Time to Resolution	Ultimate Goal	
Level 1: Playful Engagement Examples: “All is well” and then child is briefly sassy or demanding	Whole brain is available for learning and connection	Cognitive capacity is functioning and intact	Able to self-regulate with minimal support <i>Adult Focus:</i> Playfulness	60 seconds or less	Giving voice by mentoring the child to ask for needs appropriately	
Level 2: Structured Engagement Examples: Child is mildly agitated or behavior is sustained	Whole brain but moving towards fight, flight, freeze	Cognitive capacity is mildly impaired	Able to co-regulate with moderate support <i>Adult Focus:</i> Structuring Child’s Thought Process	5 to 10 minutes or less	Giving voice by mentoring capacity to negotiate needs	
Level 3: Calming Engagement Examples: Child is at risk for a major episode, mildly aggressive or in harm’s way	Alert state moving into fight, flight, freeze	Cognitive capacity is deteriorating as emotional dysregulation increases	Able to co-regulate with enough time and support <i>Adult Focus:</i> Emotional Regulation	15 to 30 minutes or less	Giving voice by teaching regulation and words that describe what they needed following	
Level 4: Protective Engagement Examples: Threat of harm, imminent danger, or out of control behavior	Alarm state and fight, flight, freeze Cognitive regions are unavailable	Cognitive capacity is unavailable as emotional & behavioral dysregulation dominate	Temporarily needs complete external regulation, time and support <i>Adult Focus:</i> Behavioral Regulation	30 to 60 minutes or less	Giving voice by seeing the child through the episode and then asking “What did you need?” Guiding understanding of needs & how to get them met appropriately	

Level 1: Playful Engagement

With Playful Engagement, the goal is to put out a spark before it turns into a consuming fire, so to speak. What types of behaviors does Playful Engagement work with?

- Using a sassy tone/mildly disrespectful words
- Talking back briefly
- Rolling eyes (without signs of being emotionally charged)
- Speaking out of turn/interrupting
- Taking something without permission
- Demanding something, rather than asking nicely

It can be difficult to remain playful when children engage in challenging behaviors. Playful engagement is successful in correcting about 80% of misbehavior, when used consistently.

Level 1: Playful Engagement responses should have a warm tone, moderate volume, and a quick, playful cadence. Think about this level as 'redirecting with a smile'.

In what ways might you use Playful Engagement?

- Playfully respond, "Are you askin' or tellin'?" when child demands something.
- Say warmly, "The answer is yes, but try it again with respect!" in response to disrespectful tones.
- _____
- _____
- _____

Level 2: Structured Engagement

This level requires a bit more intervention and attention. Level 2: Structured Engagement, may be used for example with behaviors like these:

- Child has ongoing challenge or dysregulation.
- Child may be mildly agitated.
- Child may be hyper.

Adult Responses:

- Adults should stop what they are doing to address the situation.
- Use choices and compromises.
- Ask child for a re-do (repeating the infringement with correct, respectful behavior and words).

For example, let's say you offer a child two choices of fruit for lunch (apples or grapes), and the child says in a demanding tone, "Make me strawberries!" You might first try Level 1: Playful Engagement by saying something like, "Whoa buddy! Are you askin' or tellin'?" Let's try that again with respect." Upon hearing this, the child ignores you, walks to the refrigerator, and takes out the strawberries, demanding, "Cut these up!" At this point, the situation has escalated and requires a Level 2: Structured Engagement response. You might approach the child gently, get on his/her level, make eye contact, and say something like,

**"Sweetie, if you're asking for a compromise,
you need to use good words."**

Followed by, **"I'm going to help you get what
you need but you've got to use good words."**

Here, you've had to stop forward movement in the situation (e.g., lunch), but will quickly be able to deal with the infraction and return to being playful. For example, when the child asks with respect for you to cut the strawberries, you might say,

**"Absolutely! Let's see if we can find the biggest strawberry in the bunch!
Do you think there's one the size of your nose?!"**

Always return to Level 1: Playful Engagement***Level 2: Structured Engagement – Questions for Reflection***

Think of a time that a child engaged in Level 2: Structured Engagement behavior. How did you respond? What might you have done differently?

Level 3: Calming Engagement

When situations escalate to the point that children need help regulating and calming themselves (and/or Levels 1 and 2 have not been successful), Level 3: Calming Engagement responses may be best. At this level, a safe assumption is that children also need help determining their needs in the situation and how to get those needs met appropriately.

- Don't send a child away (e.g., time-out or sending a child to his/her room).
- Bring the child *closer* so that he knows you are his advocate who will help meet his needs.
- Use a time-in or 'think it over' place or a 'quiet place'.

Depending on the emotional state of the child, a re-do may follow the situation immediately or at a later time when the child is calm and alert.

Assumptions of Level 3: Calming Engagement

- The child or youth is overwhelmed and reactive, unable to self-regulate without support.
- Old survival skills (fight, flight, freeze) are activated and without support to regulate, behavioral deterioration will continue.
- Although in 'classic' time-out, the adult puts the child in a time-out place, as soon as possible, the goal is to mentor the child or youth at co-developing a plan for self-regulation that is co-created and then implemented with adult support.

Essential Elements of Level 3: Calming Engagement

- A *safe adult* who can offer support. (For example, standing nearby while a younger child 'thinks it over'.)
- A *safe place* chosen collaboratively at a good time when the adult was co-creating a safety plan.
- An *empowering plan* (For example, a weighted blanket or item, a scented item, calming music, etc.)
- Creation of a '*portable plan*' for use at school, in the car, and other places.

Examples of Implementing Level 3: Calming Engagement

- "Please sit here and think about what you did wrong and how you could do it right. I will be close by and when you are ready to talk, say 'ready.'" (a classic time-in)
- A parent who says, "Son, we are both getting pretty frustrated. Can we take a time-out and take a walk?"
- A caregiver who says, "It's my job to keep you safe and you don't seem to feel safe right now, what can we do to help you feel safe?" (Then the adult is attentive to how the youngster says they could feel safe and implements the plan.)
- The adult suggests to the child, "Do you need to go to your safe place right now? Would you please come back and tell me what you need when you are able?"

Remember, the situation should end with Level 1: Playful Engagement. While it may be difficult to see a playful light at the end of this tunnel, ending with playfulness reinforces the connection to the child.

Level 4: Protective Engagement

When children are an immediate danger to themselves or others, a Level 4: Protective Engagement response is needed. Caregivers should seek formal training in an intervention accepted by their state or organization. Behaviors warranting Level 4: Protective Engagement include:

- Behavior is quickly escalating
- Sudden acts of aggression
- Threat of danger/harm
- Out of control behavior
- Behavioral collapse

Remember, the episode is not finished until you return to Level 1: Playful Engagement with a child.

Tone, volume, and cadence guidelines for TBRI® Levels of Response™

	Tone	Volume	Cadence
Level 1: Playful Engagement	Warm	Moderate	Quick, playful
Level 2: Structured Engagement	Low, firm, but not harsh	Moderate	Moderate/slow
Level 3: Calming Engagement	Firm	Intense but not loud	Slow
Level 4: Protective Engagement	Very firm	Intense but not loud	Very slow

IDEAL Response®

- Immediate
- Direct
- Efficient
- Action Based
- Leveled at the Behavior, not the child

Levels of Response™

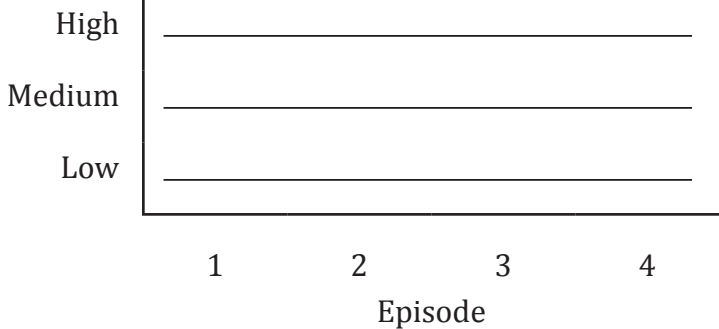
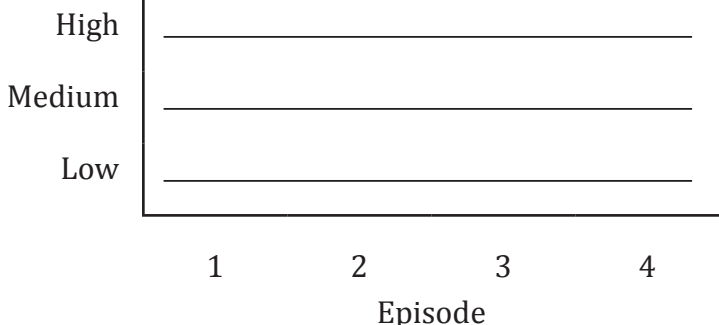

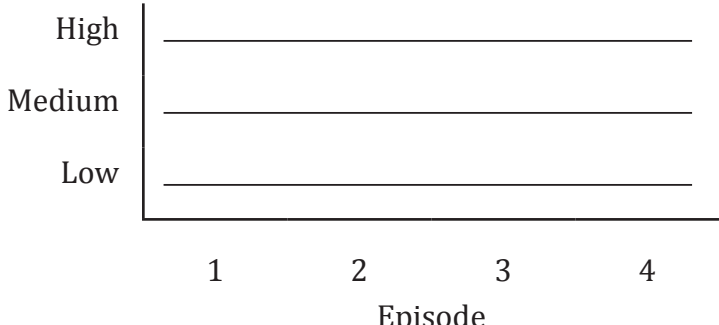
- Level 1: Playful Engagement
- Level 2: Structured Engagement
- Level 3: Calming Engagement
- Level 4: Protective Engagement

TBRI® Correcting Principles: Assembling the Pieces

For this activity, watch the clip of a behavioral episode of a child and adult. Then, listen to just the audio of the clip. Notice the modulation in tone from the adult - the balance of structure and nurture is heard throughout. This balance allows the adult and child to stay connected throughout the episode and the adult still provides a learning experience for the child. Now, watch the clip broken up into sections and rate the following behaviors, just as you have in previous TBRI® training modules.

TBRI® Checklist	
TBRI® Strategies	Notes
<p><u>Empowering Principles</u></p> <ul style="list-style-type: none"> _____ Transitions _____ Rituals (e.g., Attachment Ritual) _____ Hydration (Water) _____ Blood Sugar (Snacks) _____ Physical Activity _____ Deep Breathing _____ Sensory Experiences: Vestibular _____ Sensory Experiences: Proprioceptive _____ Sensory Experiences: Touch 	<p>(Child’s <i>felt-safety</i>, level of self-regulation, level of challenge, etc. – by episode)</p>
<p><u>Connecting Principles</u></p> <ul style="list-style-type: none"> _____ Valuing Eye Contact _____ Authoritative Voice (Tone, Volume, Cadence) _____ Healthy Touch _____ Behavioral Matching _____ Playful Interaction _____ Mindfulness: Attunement & Awareness _____ Mindfulness: Calm Presence _____ Mindfulness: Creative Problem Solving _____ Mindfulness: Flexible Responding 	
<p><u>Correcting Principles</u></p> <ul style="list-style-type: none"> _____ Life Value Terms: Using Words _____ Life Value Terms: With Respect _____ Life Value Terms: Accepting “No” _____ Life Value Terms: Gentleness and Kindness _____ Life Value Terms: Listen and Obey (1st Time) _____ Behavioral Scripts: Choices _____ Behavioral Scripts: Compromises _____ Behavioral Scripts: Re-dos _____ IDEAL Response®: Immediate _____ IDEAL Response®: Direct (Engaged - Above) _____ IDEAL Response®: Efficient (Levels - Below) _____ IDEAL Response®: Action-Based (e.g., Re-do) _____ IDEAL Response®: Leveled at Behavior _____ Levels of Response™: Playful Engagement _____ Levels of Response™: Structured Engagement _____ Levels of Response™: Calming Engagement _____ Levels of Response™: Protective Engagement 	

Watch the clip again and fill out the four graphs below. The graphs measure global indicators of how the child feels throughout the interaction and the level of challenge she presents to the adult. For each episode, rate the child according to the graph title (e.g., rate the child's *felt-safety* during each episode on the first graph).

State	Rating by Episode
<p>Felt-Safety</p>	 <p>A rating scale for 'Felt-Safety'. The vertical axis is labeled with 'High', 'Medium', and 'Low' from top to bottom. The horizontal axis is labeled 'Episode' with markers for 1, 2, 3, and 4. Three horizontal lines are drawn across the grid, corresponding to the High, Medium, and Low levels.</p>
<p>Self-Regulation</p>	 <p>A rating scale for 'Self-Regulation'. The vertical axis is labeled with 'High', 'Medium', and 'Low' from top to bottom. The horizontal axis is labeled 'Episode' with markers for 1, 2, 3, and 4. Three horizontal lines are drawn across the grid, corresponding to the High, Medium, and Low levels.</p>
<p>Connection</p>	 <p>A rating scale for 'Connection'. The vertical axis is labeled with 'High', 'Medium', and 'Low' from top to bottom. The horizontal axis is labeled 'Episode' with markers for 1, 2, 3, and 4. Three horizontal lines are drawn across the grid, corresponding to the High, Medium, and Low levels.</p>
<p>Where is the Bar?</p>	 <p>A rating scale for 'Where is the Bar?'. The vertical axis is labeled with 'High', 'Medium', and 'Low' from top to bottom. The horizontal axis is labeled 'Episode' with markers for 1, 2, 3, and 4. Three horizontal lines are drawn across the grid, corresponding to the High, Medium, and Low levels.</p>

Notes

Resources

www.child.tcu.edu

Website for The Karyn Purvis Institute of Child Development at Texas Christian University

The Connected Child: Bring Hope and Healing to Your Adoptive Family (2007)

By Karyn Purvis, David Cross, and Wendy Sunshine

ISBN# 0071475001

www.empoweredtoconnect.org

Created to Connect free downloadable study guide. Articles, web lectures, and practical advice for parents who are currently or are considering fostering/adopting.

Trust-Based Parenting: Creating Lasting Changes in Your Child's Behavior (video)

This video is part of the Healing Families series developed by The Karyn Purvis Institute of Child Development at Texas Christian University. Available on DVD at www.child.tcu.edu or for digital download at www.icddigital.tcu.edu.

Empowering, Connecting, & Correcting Principles: Healing Children Through Trust and Relationships (video)

Part of the lecture series given by Dr. Karyn Purvis from The Karyn Purvis Institute of Child Development at Texas Christian University, this DVD introduces the three principles of TBRI®: Empowering, Connecting, and Correcting. Available on DVD at www.child.tcu.edu or for digital download at www.icddigital.tcu.edu.

Facilitating Behavioral Change (video)

This DVD is part of the lecture series given by Dr. Karyn Purvis at The Karyn Purvis Institute of Child Development at Texas Christian University. It provides practical insights and tips on how to use TBRI® principles in real-life situations. Available on DVD at www.child.tcu.edu or for digital download at www.icddigital.tcu.edu.

The Happiest Toddler on the Block: The New Way to Stop Tantrums and Raise a Happy, Secure Child (DVD)

Dr. Harvey Karp shares methods for working through toddler tantrums and meltdowns and provides parents with strategies for overcoming the challenges presented by children ages 2 to 4 years old.

The Happiest Toddler on the Block: How to Eliminate Tantrums and Raise a Patient, Respectful, and Cooperative One-to-Four-Year-Old: Revised Edition (Book) By Dr. Harvey Karp

ISBN# 0553384422

Provides practical tools for parents of toddlers.

The Successful Child: What Parents Can Do to Help Kids Turn out Well (Book) By William

Sears, Martha Sears, and Elizabeth Pantley

ISBN# 0316777498

Practical information regarding raising secure, compassionate, and emotionally healthy children.