Trust Based Relational Intervention and the Neurosequential Model in Education

One District's Journey to Trauma-Informed Classrooms

Presented by Teri Wood, Ph.D and
Mary Beer, LCSW

Welcome!

- Mary Beer, LCSW
  - Clinical Assistant Professor
  - University of Texas, Steve Hicks School of Social Work
- Teri Wood, Ph.D
  - TBRI and Brain Development Coordinator
  - Austin Independent School District

Let’s check our engines!

Austin ISD's Journey

- Trust Based Relational Intervention
- Trainings across the district
- ECI partnership
- Development of district-wide position
- NME grant and program development
- Five pilot schools

What is Trust Based Relational Intervention?

- Developed by Dr. Karyn Purvis and Dr. David Cross from TCU, the Karyn Purvis Institute of Child Development
- 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

Who Uses TBRI?

- Residential treatment centers
- Courts of law
- Homes
- Orphanages
- SCHOOLS!

What is the Neurosequential Model in Education?

- “The NME was developed to introduce concepts related to brain development, brain functioning, and developmental trauma into everyday classroom settings.” (www.acesconnection.com)
- “The NME draws upon the neurodevelopmentally-informed, biologically respectful perspective on human development and functioning program, NMT, to help educators understand student behavior and performance.” (www.childtrauma.org)

Where do we start?

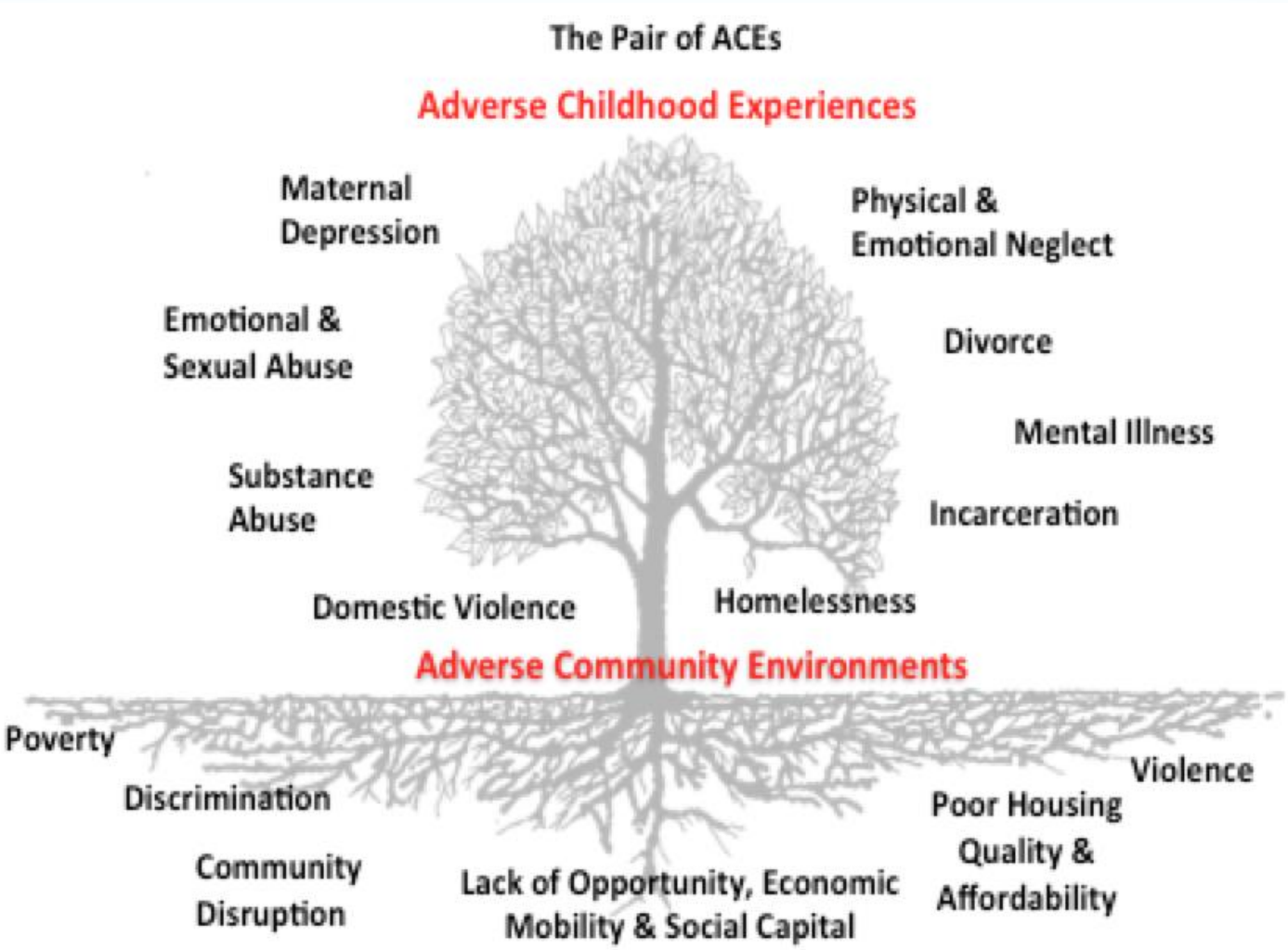
Sprite and Water

What are some examples of trauma that students may have experienced?

Historical Trauma Definition

"Historical trauma is cumulative emotional and psychological wounding over the lifespan and across generations, emanating from massive group trauma."

~Dr. Maria Yellow Horse Braveheart


The Pair of ACEs
Adverse Childhood Experiences
Maternal Depression
Physical & Emotional Neglect
Emotional & Sexual Abuse
Divorce
Mental Illness
Substance Abuse
Incarceration
Domestic Violence
Homelessness
Adverse Community Environments
Poverty
Violence
Discrimination
Poor Housing Quality & Affordability
Community Disruption
Lack of Opportunity, Economic Mobility & Social Capital

Resiliency

What are some examples of resilience that students possess?

Resiliency Study Questions

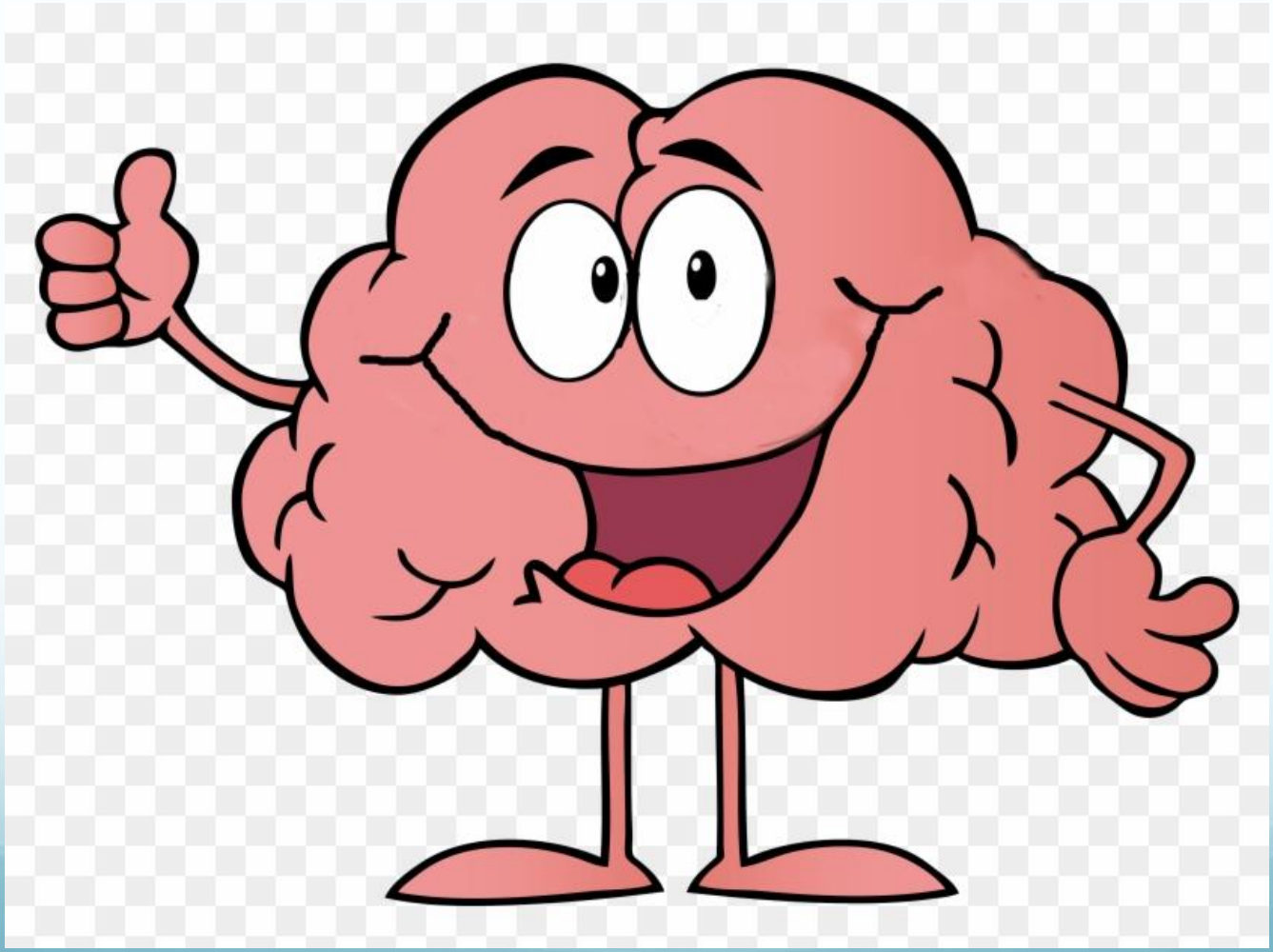
Paraphrased from Mark Rains and Kate McClinn, Resiliency Study

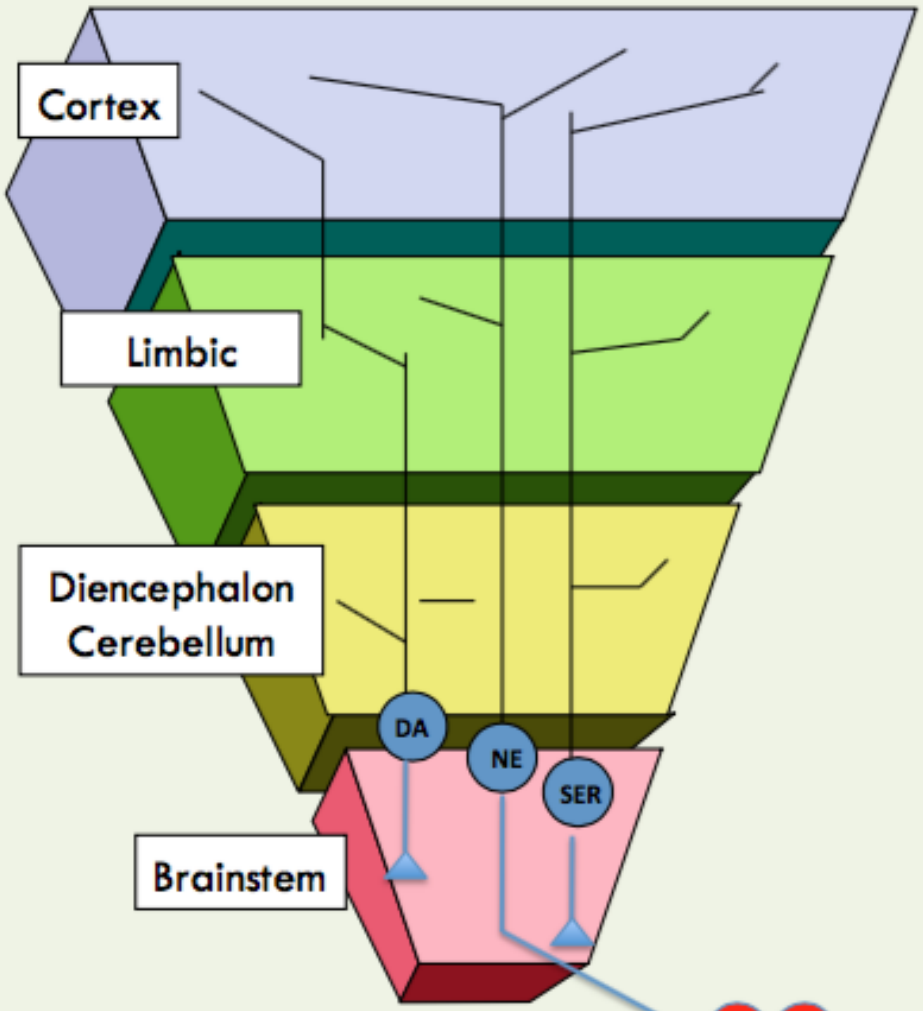
When I was little…

- I believe that my parents loved me as a child.
- And felt sad or worried, someone helped me feel better.
- People noticed I was capable and could get things done.
- I was independent and a go-getter.
- I believed life is what you make it.

How do trauma and resiliency impact brain development?

Hand Model of the Brain





Abstract thought

Concrete Thought

Affiliation/reward

"Attachment"

Sexual Behavior

Emotional Reactivity
Motor Regulation

"Arousal"

Appetite/Satiety
Sleep

Blood Pressure

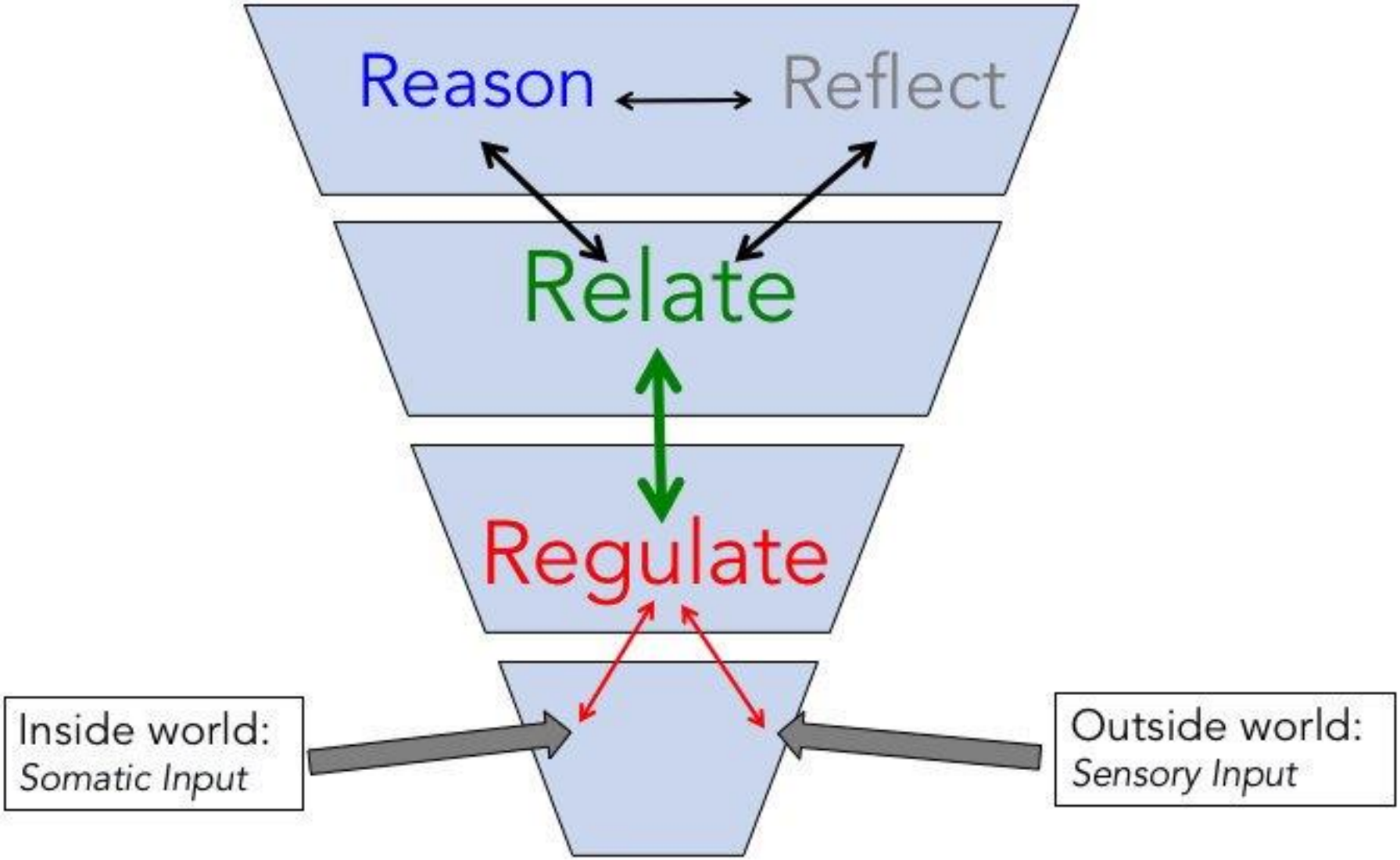
Heart Rate

Body Temperature

ANS - body

NM
childtrauma.org

Sequential Engagement & Processing



TBRI Principles

Connecting Principles

- Mindfulness strategies
- Engagement strategies

Empowering Principles

- Physiological strategies
- Ecological strategies

Correcting Principles

- Proactive strategies
- Responsive strategies

Connecting Principles

“To build trusting relationships that help children feel valued, cared for, safe, and connected. Disarming fear and building trust greatly increases the capacity for connection, growth, and learning.”

Connecting Principle: Mindfulness Strategies

- Examining one's own past
- Mindful interactions

Favorite Teacher

Think of your favorite teacher, from any grade.

What are some of the qualities of this person?

What are some specific things this person did to make you feel welcome and comfortable in the classroom?

How Can Students Catch Up?

Attachment

- Self-worth
- Trust
- Self-efficacy

Sensory competency

Social-emotional competency

Mirror Game

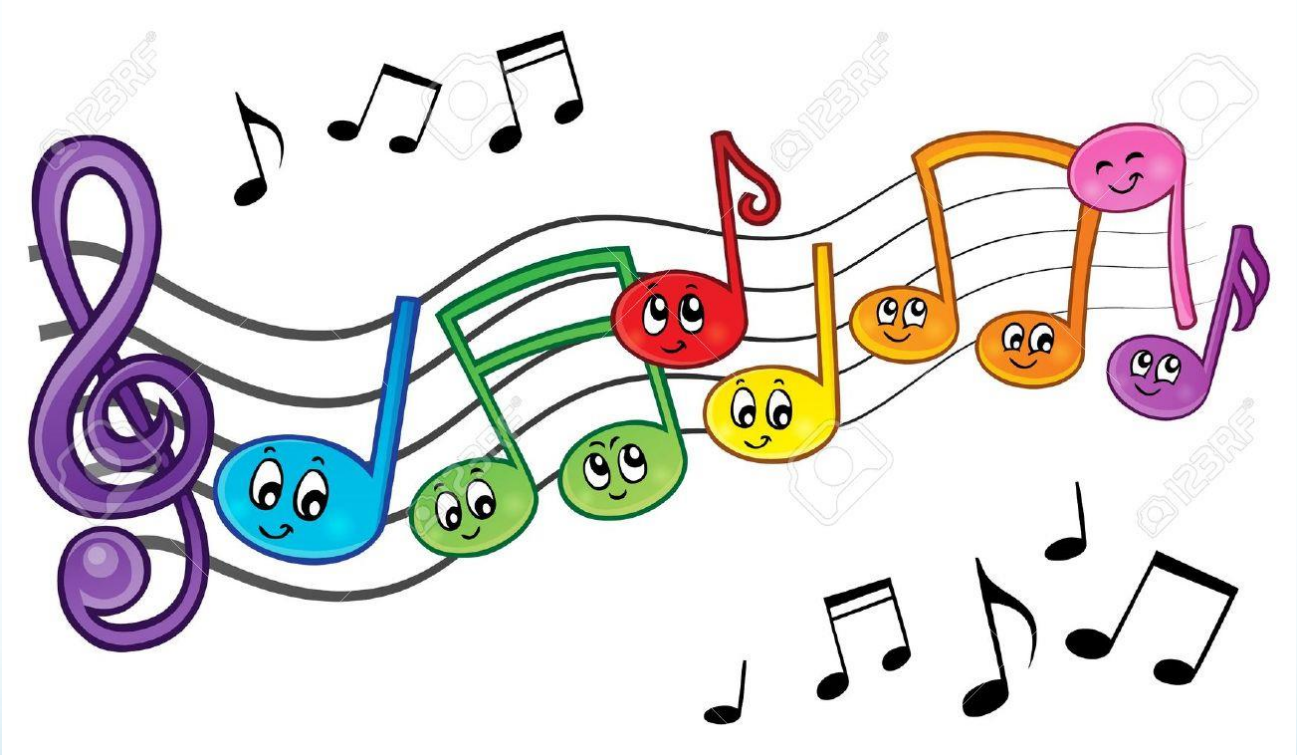
What happens when connecting principles are not ideal?

Still Face Video

Connecting Principle: Engagement Strategies

- Attunement
- Nurturing touch
- Warm eyes
- Voice quality
- Playful engagement

Rhythm activity



The Six Rs-Dr. Bruce Perry

Repetitive-Patterned

Rhythmic-Resonant with neural patterns

Relational-Safe

Respectful-Of the child, family, and culture

Relevant-Developmentally matched to the individual

Rewarding-Pleasurable

Critical Limbic Brain Functions

Zaretta Hammond, Culturally Responsive Teaching and The Brain

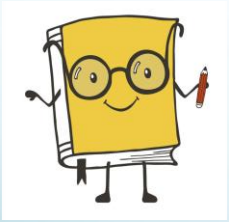
The Watcher-*Scans environment*

24/7 for threats or rewards

The Guard Dog

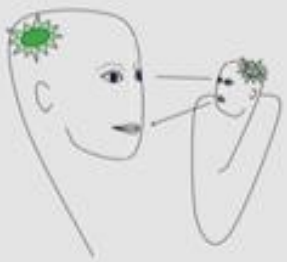
Prepares body for fight, flight,

freeze, or appease



The Wikipedia Pages-*Stores background knowledge, processes information, shrinks when amygdala is triggered.*

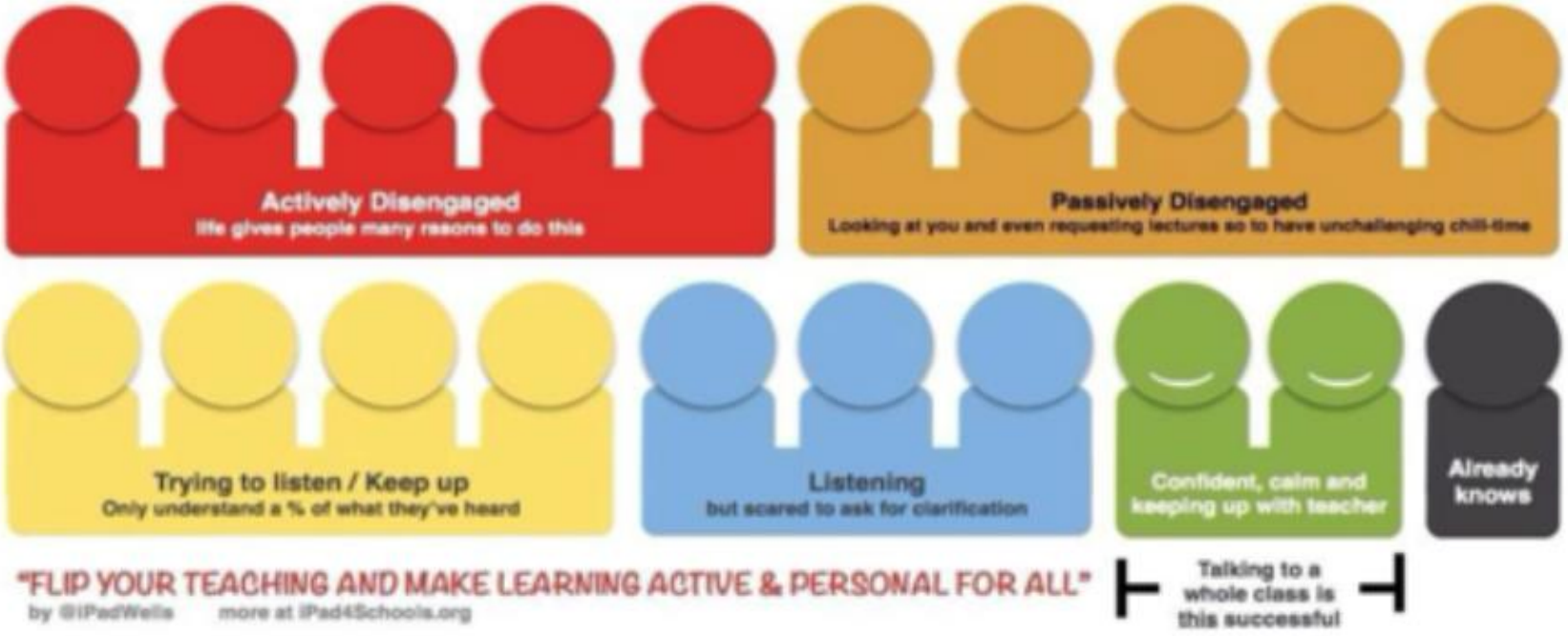
History of Relational Interactions



Intimacy Barrier

Casual - Routine - Personal - Intimate

THE CLASS A TEACHER TALKS TO



Engagement Principle

- Physiological strategies
- Ecological strategies

Football challenge video

Engagement Principle: Physiological strategies

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

Engagement Principle: Ecological strategies

- Scaffolding
- Daily ritual
- Transitions

Correcting Principle

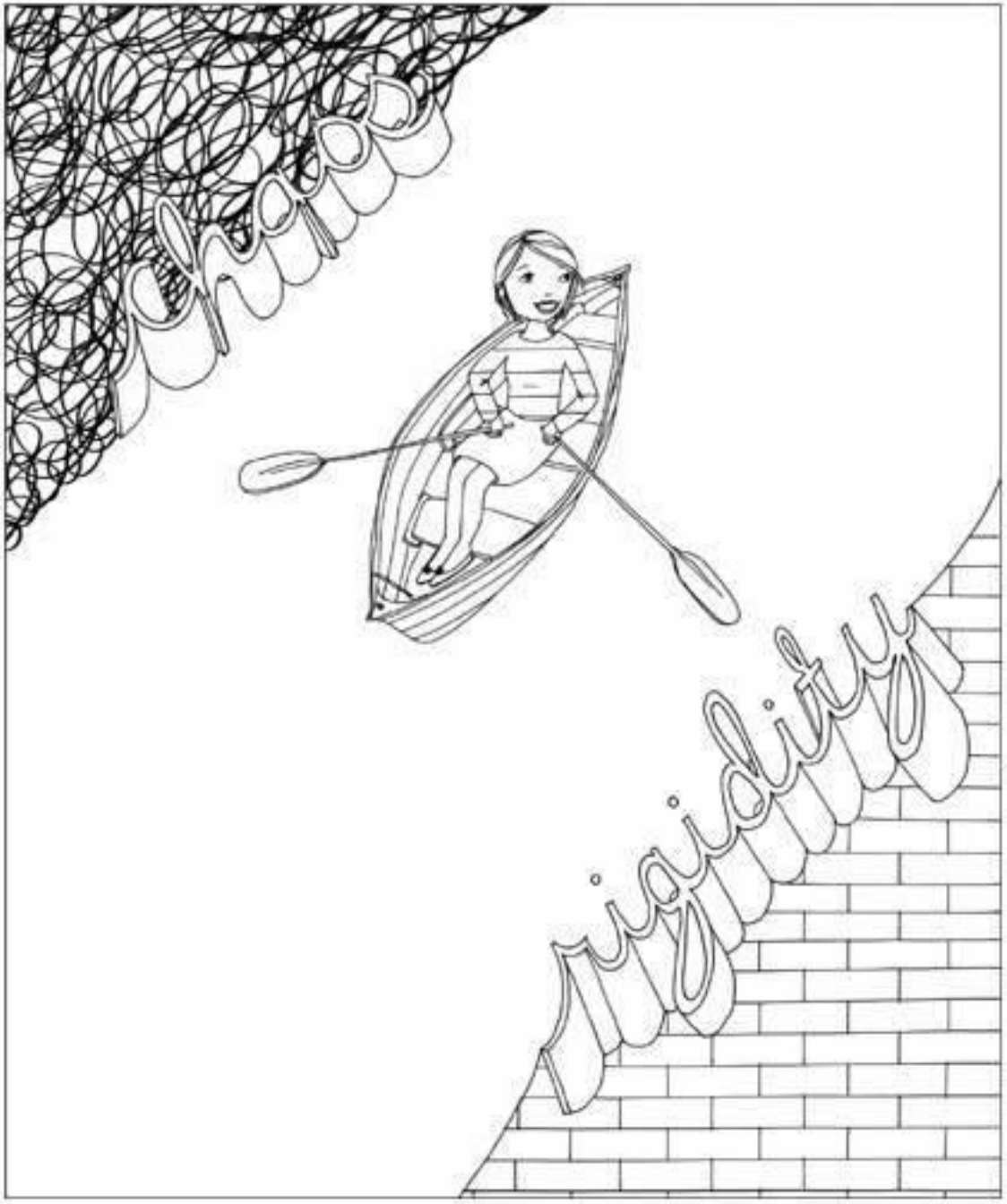
- Proactive strategies
- Responsive strategies

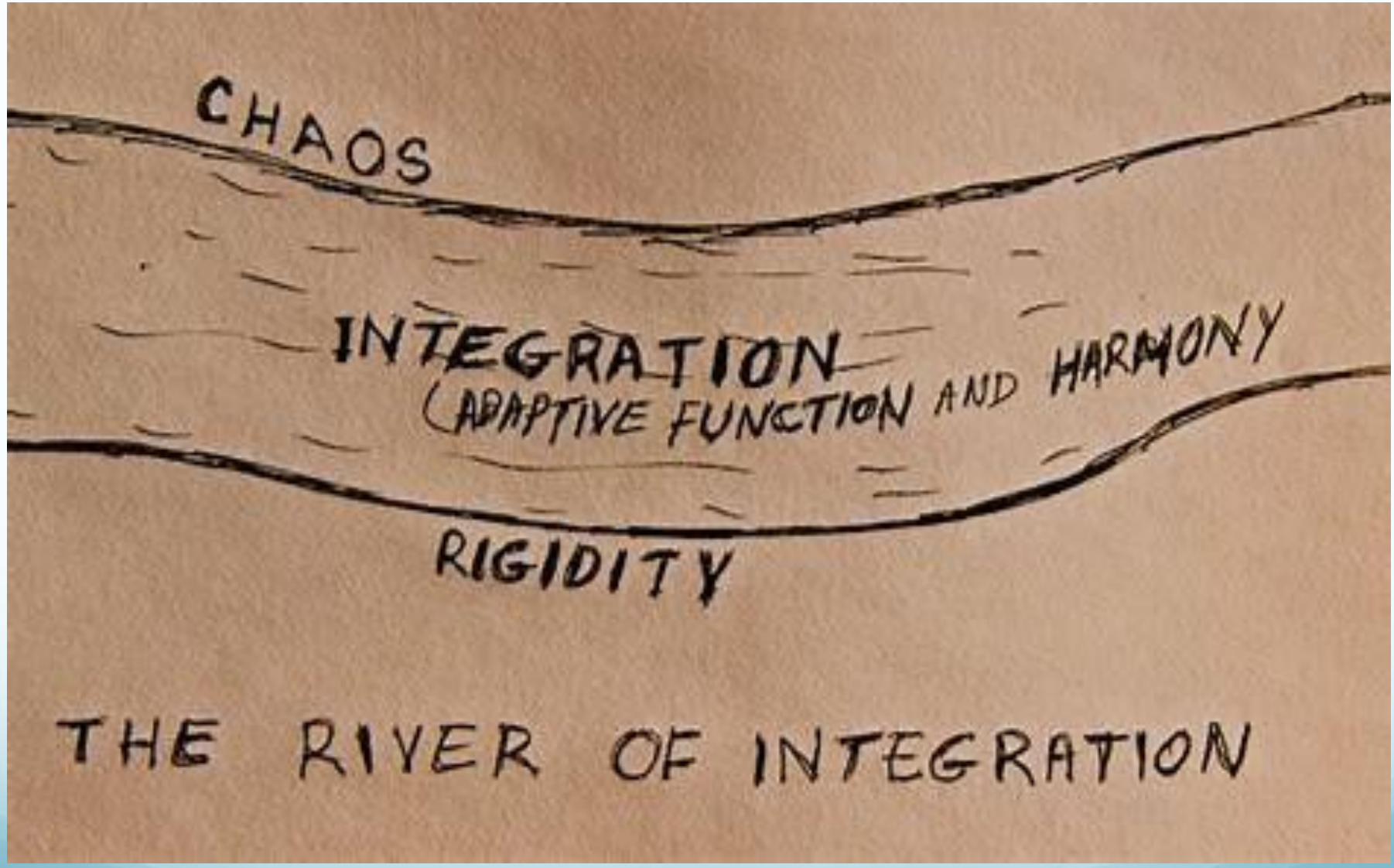
Correcting Principle: Activity

- How do you currently correct negative and/or distracting behavior in the classroom?
- Create a list at your table.
- Put a check next to the interventions that occur before the behavior.

Correcting Principle: Proactive strategies

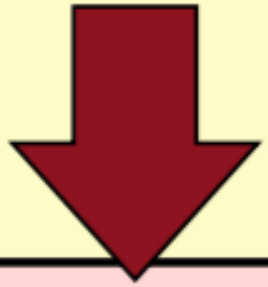
- Choices
- Compromises
- Sharing power


chaos
rigidity


CHAOS
INTEGRATION
(ADAPTIVE FUNCTION AND HARMONY
RIGIDITY
THE RIVER OF INTEGRATION

Correcting Principle: Responsive strategies

- IDEAL response
  - Immediate, Direct, Efficient, Action-based, Leveled at the behavior
- Levels of response
  - Playful engagement
  - Structured engagement
  - Calming engagement
  - Protective engagement



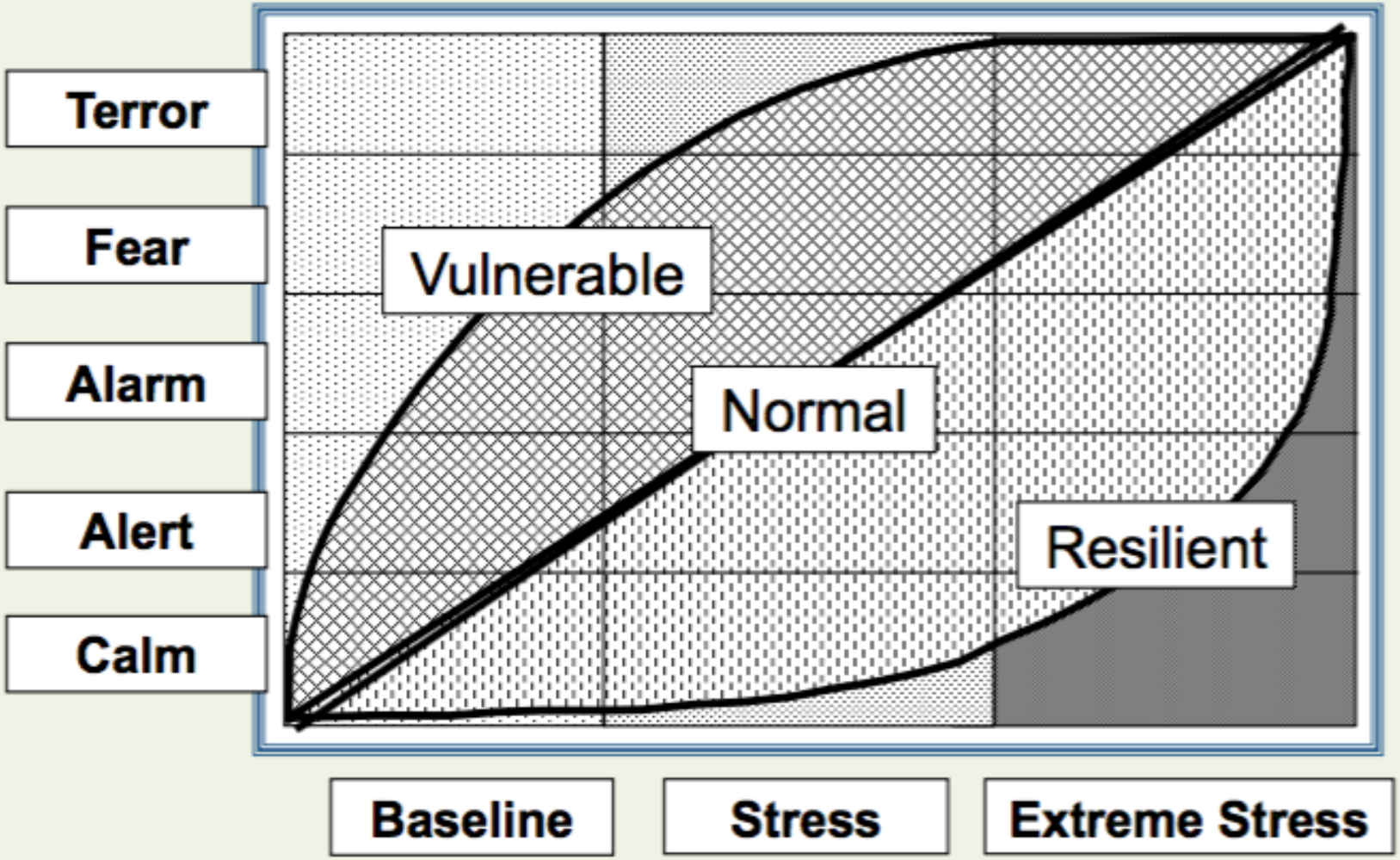
Sense of Time	Extended Future	Days Hours	Hours Minutes	Minutes Seconds	Loss of Sense of Time
Primary *secondary* Brain Areas	**NEOCORTEX** *Subcortex*	**SUBCORTEX** *Limbic*	**LIMBIC** *Midbrain*	**MIDBRAIN** *Brainstem*	**BRAINSTEM** *Autonomic*
Cognition	Abstract	Concrete	"Emotional"	Reactive	Reflexive
Mental State	CALM	ALERT	ALARM	FEAR	TERROR

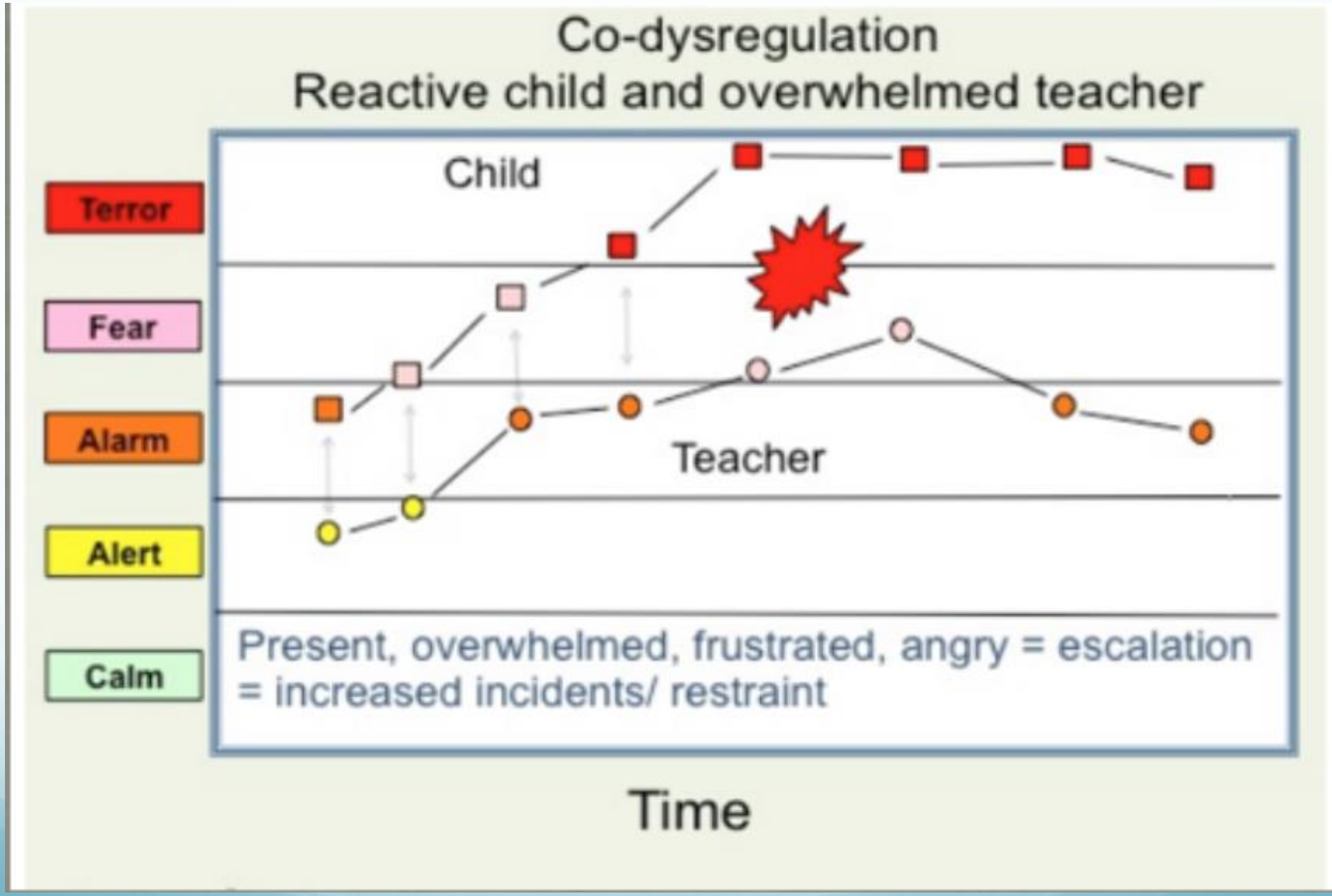
www.ChildTrauma.org

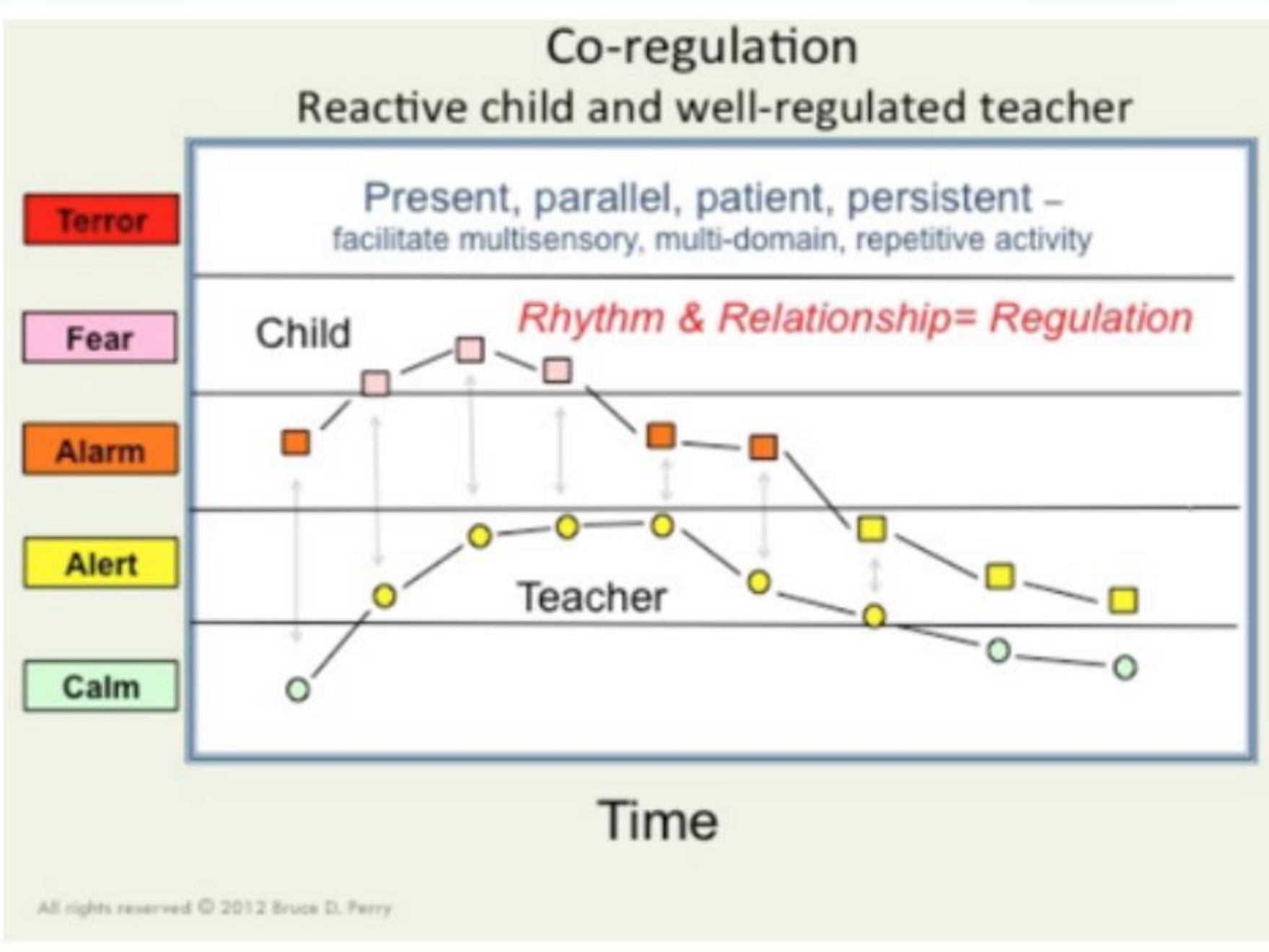
Bruce D Perry, MD, PhD © 2010


Stress
Unpredictable
Severe
Prolonged
Vulnerability
Predictable
Moderate
Controlled
Resilience

Differential "State" Reactivity




Co-dysregulation
Reactive child and overwhelmed teacher
Child
Terror
Fear
Alarm
Alert
Calm
Teacher
Present, overwhelmed, frustrated, angry = escalation
= increased incidents/ restraint
Time


Co-regulation
Reactive child and well-regulated teacher
Present, parallel, patient, persistent –
facilitate multisensory, multi-domain, repetitive activity
Terror
Fear
Alarm
Alert
Calm
Child
Rhythm & Relationship= Regulation
Teacher
Time
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Successes in AISD with TBRI and NME

- Over 100 schools in AISD have received trained
- Subjective outcomes
- Currently in the process of developing objective measures
  - Working with AISD Department of Research and Development
- Future plans for AISD
  - Senate Bill 11