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**
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  - 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
- Substance Abuse
- Mental Illness
- Domestic Violence
- Incarceration
- Homelessness

Adverse Community Environments

- Poverty
- Violence
- Discrimination
- Poor Housing
- Community Disruption
- Quality & Affordability
- 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?
Sequential Engagement & Processing

Reason ↔ Reflect

Relate

Regulate

Inside world: Somatic Input

Outside world: Sensory Input
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

Actively Disengaged
life gives people many reasons to do this

Passively Disengaged
Looking at you and even requesting lectures so to have unchallenging chill-time

Trying to listen / Keep up
Only understand a % of what they’ve heard

Listening
but scared to ask for clarification

Confident, calm and keeping up with teacher

Already knows

“FLIP YOUR TEACHING AND MAKE LEARNING ACTIVE & PERSONAL FOR ALL”
by @iPadWells  more at iPad4Schools.org

Talking to a whole class is this successful
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
CHAO S

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
<table>
<thead>
<tr>
<th>Sense of Time</th>
<th>Extended Future</th>
<th>Days Hours</th>
<th>Hours Minutes</th>
<th>Minutes Seconds</th>
<th>Loss of Sense of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary secondary Brain Areas</td>
<td>NEOCORTEX Subcortex</td>
<td>SUBCORTEX Limbic</td>
<td>LIMBIC Midbrain</td>
<td>MIDBRAIN Brainstem</td>
<td>BRAINSTEM Autonomic</td>
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<tr>
<td>Cognition</td>
<td>Abstract</td>
<td>Concrete</td>
<td>“Emotional”</td>
<td>Reactive</td>
<td>Reflexive</td>
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<tr>
<td>Mental State</td>
<td>CALM</td>
<td>ALERT</td>
<td>ALARM</td>
<td>FEAR</td>
<td>TERROR</td>
</tr>
</tbody>
</table>

www.ChildTrauma.org

Bruce D Perry, MD, PhD © 2010
Stress

Unpredictable
- Severe
- Prolonged
  - Vulnerability

Predictable
- Moderate
- Controlled
  - Resilience
Differential “State” Reactivity

Terror
Fear
Alarm
Alert
Calm

Vulnerable
Normal
Resilient

Baseline
Stress
Extreme Stress
Co-dysregulation
Reactive child and overwhelmed teacher

Child

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

Child

Teacher

Rhythm & Relationship = Regulation

Time
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