

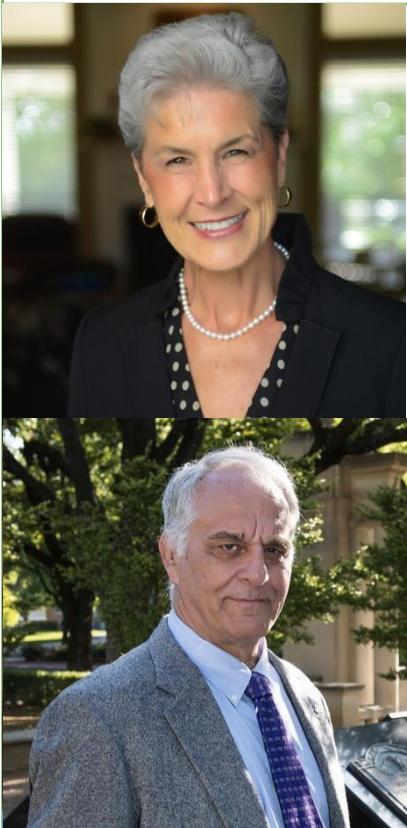
Travis County Collaborative for Children



Presented by: TCU Institute of Child Development



Year in Review: 2014



2014

The TCCC is led by the TCU Institute of Child Development; specifically, Drs. Karyn Purvis, David Cross, & Casey Call. Guidance and support for the collaborative is provided by Greenlights for Nonprofit Success, the TCCC Steering Committee, and the TCCC Advisory Council.

The TCCC Steering Committee serves as the primary work group that steers information-gathering and stakeholder engagement, as well as advises the ICD team on strategic decision-making related to the initiative.

The TCCC Advisory Council helps guide the TCCC by providing feedback on implementation questions, giving advice on strategic decision-making, and providing guidance on ways to allow for scalability.

Letter from the Directors

Karyn Purvis, Ph.D.

Rees-Jones Director, TCU Institute of Child Development

David Cross, Ph.D.

Co-Director, TCU Institute of Child Development

As we look back over the past 12 months, we are grateful to be giving children a voice and empowering so many parents and professionals to become healers in the lives of abused and vulnerable children.

The TCU Institute of Child Development's TBRI® model has been applied successfully in a variety of contexts, and with many children for whom numerous other interventions have failed. Most recently, we launched the Travis County Collaborative for Children to improve outcomes for foster children through the power of collective impact. Our primary goal of the Collaborative is to promote healing and ensure permanent placement for children in Travis County as quickly as possible.

Our overarching goal is to help establish a ground-breaking foster care system that could be replicated and used across the country. We are committed to empowering others to improve systems of care with trauma-informed interventions and practices.

Through ongoing training and support, we are disseminating TBRI® to more than 100 partnering professionals and agencies and teaching practical interventions that anyone can use to help children heal and reach their greatest potential. By gaining insight into the impact of trauma, professionals in the Collaborative are raising awareness and building compassion for the children they serve.

We are deeply thankful for each of our partner organizations and stakeholders and the role that each of you play in our efforts to meet the needs of children and youth from 'hard places'!

Sincerely,

Institute of Child Development

The Institute of Child Development is a program of the Department of Psychology, College of Science and Engineering, at TCU in Fort Worth, Texas. Its mission is research, education, training, and outreach dedicated to the needs of at-risk children and families. Our research and interventions are empowering parents, professionals, and students with trauma-informed strategies that improve outcomes for the children and youth who rely on their decisions.

History

The Institute of Child Development was created as an outgrowth of The Hope Connection[®], a research and intervention project developed in 1999 by Dr. David Cross and Dr. Karyn Purvis. Through a rich partnership between researchers and adoptive parents, the Institute has been able to develop the Trust-Based Relational Intervention[®] (TBRI[®]) model for at-risk children that has made remarkable changes in the lives of many families and their adopted children. For example, 50% of undesirable behaviors exhibited by the children, including disruptive, aggressive and violent behaviors, disappear in the first weeks of The Hope Connection[®] summer camp. This constitutes far greater change than the parents have seen in their children over the course of years of therapy and intervention.

Programs

TBRI[®] is implemented in the context of The Hope Connection[®] summer camps, home programs, professional training workshops, and organizational training programs. The Institute also provides training for parents, professionals, and students through on-campus workshops speaking engagements, conferences, university courses, scientific publications, articles, and educational DVDs.



Research

During the past 14 years, research conducted by the Institute of Child Development has substantially pushed forward our understanding of the complex needs of children who have experienced abuse, neglect, and/or trauma. Current research studies aim to advance scientific knowledge regarding the impact of early maltreatment, as well as to develop trauma-informed interventions that encourage healthy social development.

Applying for Evidence-Based Practice

Trust-Based Relational Intervention® (TBRI®) Therapeutic Camp is now recognized by the California Evidence-Based Clearinghouse for Child Welfare (CEBC). TBRI® Therapeutic Camp is listed on the CEBC website in the topic area of 'Attachment Interventions (Child & Adolescent)'.

The CEBC elected to list the intervention as TBRI® Therapeutic Camp because the majority of the evidence is based upon camp data, however, the program description can be expanded as additional data is published.

The CEBC provides information to identify and disseminate information regarding evidence-based practices relevant to child welfare. Programs are given two ratings: a scientific rating based upon research and a child welfare system relevance rating based upon the target population and goals of the program.

According to the CEBC website, "the CEBC is a critical tool for identifying, selecting, and implementing evidence-based child welfare practices that will improve child safety, increase permanency, increase family and community stability, and promote child and family well-being." Programs listed for Parent Training on the CEBC website include Circle of Security® (COS) and Attachment and Biobehavioral Catch-up (ABC).

TBRI® received the highest rating on the CEBC child welfare system relevance scale which indicates "the program was designed, or is commonly used, to meet the needs of children, youth, young adults, and/or families receiving child welfare services."



For the CEBC scientific rating, TBRI® was given the classification of "NR – Not able to be Rated." The program was reviewed because "it was identified by the topic expert as a program being used in the field, or it is being marketed and/or used in California with children receiving services from child welfare or related systems and their parents/caregivers." **The ICD completed its first randomized control evaluation of TBRI® this summer, and the results are excellent.**

Compared to the delay-treatment control group, the children in the experimental group (whose parents experienced face-to-face TBRI® training) showed significantly greater improvements on most scales of the Child Behavior Checklist [Achenbach and Rescorla, 2004], Strength and Difficulties Questionnaire [Goodman and Goodman, 2009], and Trauma Symptom Checklist [Briere, 1996]. Once this paper is published, the ICD will have the type of scientific evidence needed for one of the higher scientific ratings.

Transforming Foster Care in Travis County!



Travis County Collaborative For Children

We were so excited to launch the Travis County Collaborative For Children (TCCC) to **improve outcomes for foster children through the power of collective impact**. The TCCC is a multi-year collective impact and collaboration initiative that started with about 50 partnering professionals and agencies working together to produce dramatic healing in harmed foster children and ensure their permanent placement in nurturing families more quickly than the state average.

This ambitious research and training initiative is intended to bring system wide change to the way foster children in Travis County, Texas are cared for during and after their time in state custody. This project has the **potential to establish a foster care system that is unparalleled in success, replicable in other locations, and a model for state and national foster care reform**.

TCCC Project Goals

In its efforts to promote healing and speed up permanency for children, the TCCC goals are to:

- **Increase professional understanding of trauma-informed care.** We are equipping a network of individuals in the Travis County foster care system, including professionals and parents, with TBRI® principles and practices.
- **Increase community collaboration among stakeholders.** We are establishing an effective, ongoing, TBRI®-informed support system for a countywide network of caregivers, volunteers, and professionals.
- **Increase the number of high-quality foster parents and increase placement stability.** We are recruiting new foster families and supporting existing foster families who are willing to implement TBRI® as part of a trauma-informed, nurturing approach to foster care.
- **Decrease time to permanency.** We are promoting changes in policy and court practice that support the infusion of TBRI®-informed principles and practices into placement and related decisions.

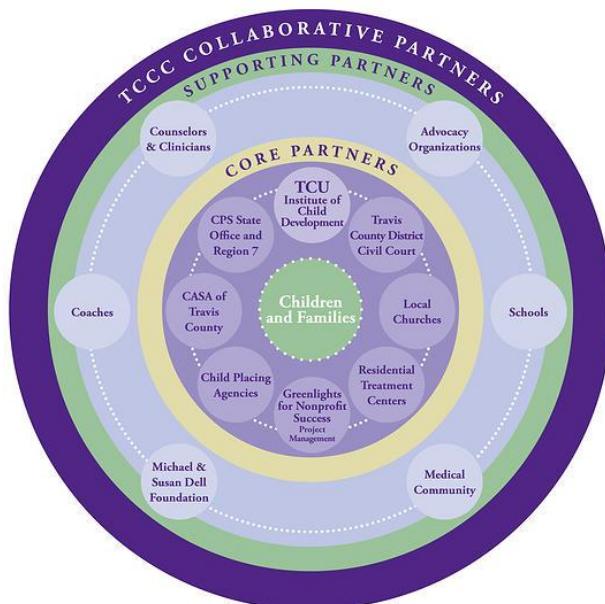
This groundbreaking project has garnered tremendous support from key stakeholders including the Texas Department of Family and Protective Services (DFPS) Commissioner John Specia, Judge John Hathaway, and Judge Darlene Byrne (who founded and is the lead judge for the Travis County Model Court for Children and Families) who want to help demonstrate the efficacy of the TBRI® model in improving outcomes for children and youth in care.

Partner Organizations

The TCCC includes a broad range of partner organizations. The most intensively involved organizations include: Child Protective Services (CPS), CASA (Court Appointed Special Advocates) of Travis County, A World for Children, Austin Children's Center, Caring Family Network (Depelchin Children's Center), Helping Hand Home for Children, Starry, Inc., and The Settlement Home for Children.

Professionals started the pre-training homework for the TCCC in January 2014, and the Institute conducted five-day face-to-face trainings in Austin in March and April 2014. The Institute also conducted a one-day introductory training in May 2014. A total of 553 unduplicated parents and professionals (representing 138 organizations) have received training to date.

Additional customized training for TCCC partners is scheduled through 2015 and data collection is scheduled to extend for three years, through 2017.



TCCC Collaborative Partners

Core Partners:

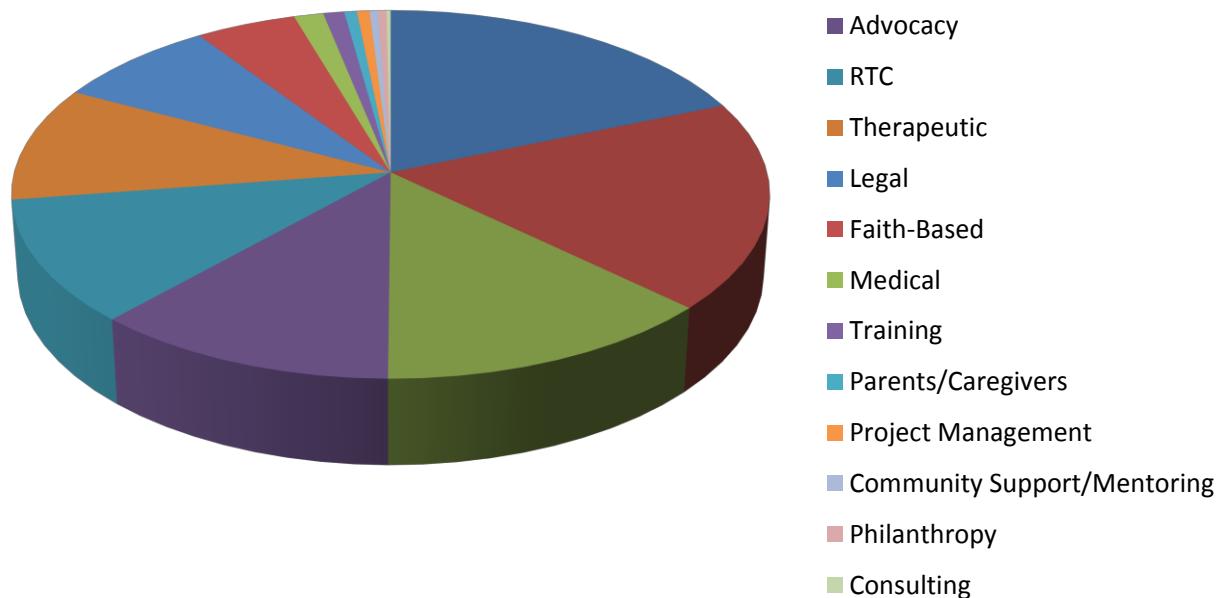
- TC District Civil Court
- Local Churches
- Residential Treatment Centers
- Child Placing Agencies
- CASA
- CPS

Supporting Partners:

- Counselors & Clinicians
- Advocacy Organizations
- Schools
- Medical Community
- Coaches

The TCCC has grown to include **more than 100** different organizations. The types of organizations & percentage of each represented are indicated below:

TCCC Organizations



Most Intensively Involved Partners:

CASA of Travis County
CPS
A World for Children
Austin Children's Shelter
Caring Family Network (Depelchin Children's Center)
Helping Hand Home for Children
STARRY, Inc.
The Settlement Home for Children

TCCC Partners

Faith-Based Partners:

Austin Christian Fellowship
Austin Stone Community Church
Bridges of Grace, Grace Covenant Church
God's Way Christian Baptist Church
Hill Country Bible Church
Hope Chapel
Hope in the City
North Austin Christian Church

"Thanks for your constant support of great ideas. After I think of a problem, your staff is great to review the TBRI® process."

-TCCC Participant



ACH Child & Family Services	Lockhart ISD
Adoption Community Group	Mainspring Schools
Any Baby Can	Meadows Center UT-Austin
Austin Police Dept.	Meridell Achievement Center
Austin Ridge Bible Church	Methodist Children's Home
Arrow Child & Family Ministries, Round Rock	Navarro Elementary
Austin Center for Child Psychology	Open Table Inc.
Austin Child Guidance Center (ACGC)	Partnerships for Children
Austin In Connection	Pathways Youth & Family Services
Austin ISD	Presbyterian Children's Homes & Services
BCFS HHS Community Services Division	Pegasus School, Inc.
Belinda Roberts Law, PLLC	Pflugerville Counseling Center, PLLC
Benzenhoefer Law Firm	RGK Foundation
Blue Country Consulting	River Place Elementary
Blue Sky Abilities	Round Rock ISD
Blue Star Counseling	SafePlace
Bluebonnet Trails Community Services	San Marcos ISD
Calcasieu Parish Schools	Shepherd of the Hills Presbyterian Church
Casey Family Programs	Southwest Key Programs
Casey Foundation	Spirit Reins
Castillo Law Office	St. Judge's Ranch
Cenpatico	State Rep. Elliott Naishtat
Center for Relational Care	Supreme Court Children's Commission
Center on Disability and Development	Talk Therapy Austin
Centers for Children and Families	Teaching Trust
Central Texas Attachment & Trauma Center	Texas Children's Hospital – Houston
Child Protection Court of the Hill Country	Texas Education Agency
Christians as Family Advocates (CAFA)	Texas Lawyer for Children
Clear Fork Elementary School	Texas Network of Youth Services (TNOYS)
Communities Foundation of Texas	The Bair Foundation
Covenant Kids	The Church at Canyon Creek
Creative Therapies	The Giocosa Foundation
Disability Rights Texas	The Martinez Jones Law Firm, PLLC
Education Service Center Region 13	The Master's School
Educational Insight	The University of Texas School of Law
Gateway Community Church	Therapy Austin
Georgetown ISD	Traffick911
Good Hearts Youth & Family Services	Travis County District Attorney's Office
Guadalupe Children's Advocacy Center	Travis County Health & Human Services
Hill Elementary	Travis County Juvenile Court & District Courts
HomeBase	Travis County Office of Child Rep.
Jackie Engelhardt Counseling, PLLC	Travis County Office of Parental Rep.
Law Office of Jane White	Travis County Sheriff's Office
Law Office of Leigh A. DuBose	Trinity Child Development Center
Leander ISD	United Way for Greater Austin
Lee Elementary	Upshur County Community School
Legacy House	Voigt Elementary
Lifeline Family Enrichment	YWCA of Greater Austin

TCCC: 3 Guiding Conceptual Models

Aside from **TBRI®**, which is the core trauma-informed program of the project, we and our partners have been guided by three conceptual models: *authoritative communities* [Kline, 2008], a *bioecological model* [Bronfenbrenner, 2005, Bronfenbrenner and Morris, 2006], and *collective impact* [Hanleybrown et al., 2012, Kania and Kramer, 2011, 2013].



The Case for Authoritative Communities

The Commission on Children at Risk identifies a two-part crisis in children's mental health. The first part of the crisis is captured by the phrase, "Our waiting lists are too long:" Too many children need mental health services, and too few of them receive the services they need. The second part of the crisis is captured by the phrase, "Our intellectual models are inadequate." The Commission singled out the two models which dominate the landscape of children's mental health: The *pharmacological model* and the *at-risk model*. According to the Commission, which represented the full range of individuals involved with child welfare, neither model is up to the challenge of meeting the needs of our most vulnerable children.

Most of the Commission's report, *Hardwired to Connect*, is devoted to making the case for a better model, namely, authoritative communities. The scientific case for authoritative communities is based on recent findings from the neuro-developmental sciences, and can be summarized by three propositions:

- The first proposition is that **the human brain is primed for relationship and community**. There is abundant evidence for this proposition, including the important work of Ruth Feldman [Feldman, 2007a,b] and Colwyn Trevarthen [Trevarthen, 2001, Trevarthen and Aitken, 2001].
- The second proposition is that **the roots of human community can be found in early relationships**. A strong case for this proposition has been made by Alan Sroufe [Sroufe, 2005, Sroufe et al., 2005] and Colwyn Trevarthen [Trevarthen, 2001, Trevarthen and Aitken, 2001], among others.
- The third of the **Hardwired to Connect** propositions is that **relationship and community are the well-springs of human well-being**. Once again, the neuro-developmental case is strong, and has been made by Dan Siegel [Siegel, 2009, 2012] and Alan Sroufe [Sroufe, 2005, Sroufe et al., 2005], among many others.

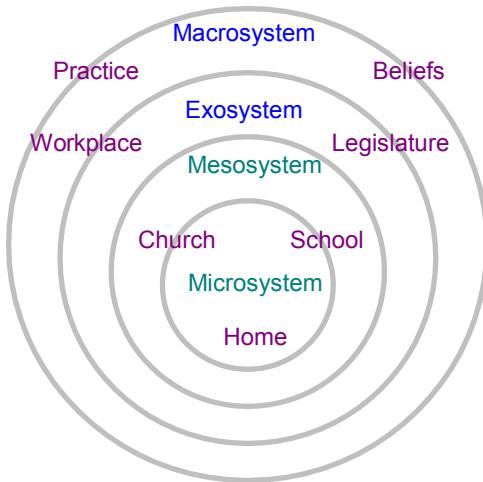


Figure 9: This is a diagram depicting Bronfenbrenner's bioecological model of human development [Bronfenbrenner, 2005, Bronfenbrenner and Morris, 2006]. A microsystem (e.g., home, church, school) is a setting with certain actors, roles, activities, and objects. Microsystems are also settings for proximal process (e.g., parent-child interactions), which is the driving force of human development. Mesosystems are collections of microsystems (i.e., home, church, school, sports, etc.). One feature of mesosystems is that they typically expand as children develop; another feature is that the connections among microsystems matter (i.e., consistency in behaviors, language, and beliefs). Exosystems consist of microsystems that impact a child's development, but the child is not a participant in these microsystems. Examples include parents' workplaces, courtrooms, and state legislatures. Mesosystem refers to the cultural beliefs, language, and practices that permeate all of the microsystems that impact a child's development.

A Bioecological Model

One way to view the concept of authoritative communities is through the lens of Urie Bronfenbrenner's *bioecological model* [Bronfenbrenner, 2005, Bronfenbrenner and Morris, 2006]. The bioecological model is designed to help us visualize and understand the entire web of ecologies that impact children's development. It highlights not only the inter-related systems and pathways of human development, but also certain critical features of effective intervention. For our purposes, we can highlight three of these.

The first is *transitions*. Transitions between settings (e.g., first day of school, first day in a new placement), are key touchpoints for intervention (e.g., welcoming rituals). Daily transitions between settings (e.g., going to school or returning home from school) are also crucial, and are again touchpoints for intervention (e.g., eating a snack before doing homework).

The second is *connections*, by which we mean connections between settings (e.g., do parents and teachers share the same beliefs, language, and behaviors?). A major goal of the TCCC is to create a common culture (macrosystem) across all of a child's microsystems (e.g., home, school, and therapist).

The third feature we would like to highlight is *proximal process*. Policies, programs, and practices only matter to the extent that they impact proximal process; according to Bronfenbrenner, proximal process is where "the rubber meets the road." Examples of proximal process are playing catch with a football, tutoring, a welcoming ritual, doing chores together, teaching arithmetic, a therapy session, rough and tumble play among peers, and so on. It is worth noting that TBRI® is designed to impact proximal process in all of the microsystems shown in Figure 9, including settings such as the therapist's office and the soccer field.

Collective Impact

The basic idea behind collective impact is that funding individual agencies and organizations is not necessarily money well spent: It may be better to fund *systems of care*, for only in this way can we hope to achieve the synergy necessary to impact significant social problems. The organizations and individuals participating in the TCCC, shown in Figure 10, constitute a system of care for foster children in Travis County, Texas. (Note that "Families" in the figure can refer to either the family of origin, or the foster family, or both, as the case may be.) A key finding from the collective impact work is that there are certain conditions that must be met if the collaboration is going to be successful [Hanleybrown et al., 2012, Kania and Kramer, 2011, 2013]. Five conditions for success are (a) mutually reinforcing activities, (b) continuous communication, (c) shared measurement, (d) backbone support, and (e) common agenda. The TCCC is doing well in regards to most of these, but there is still much to do (see Table 6).

Table 6: Five conditions for success for a collective impact project, along with the authors' grades for each condition. Backbone support for the TCCC is provided by the TCU Institute of Child Development (ICD) in partnership with Greenlights for Nonprofit Success, an Austin-based consulting firm that has existing relationships with many of the partner organizations in the TCCC. The ICD and Greenlights have created a Steering Committee consisting of core partners, representing the courts, CASAs, CPAs, RTCs, churches, and DFPS. In addition, there is an Advisory Council, with broader representation, including schools, therapists, healthcare, and major child welfare organizations.

- C Mutually Reinforcing Activities
- B Continuous Communication
- C Shared Measurement
- A Backbone Support
- B Common Agenda

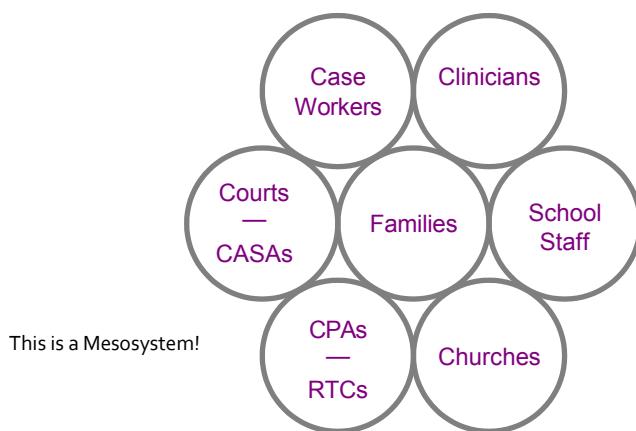


Figure 10: This diagram depicts the various components of the Travis County Collaborative for Children (TCCC). From the standpoint of authoritative communities, this is the "village" that will raise a foster child. From the standpoint of the bioecological model, this constitutes the foster child's mesosystem. Our efforts in the TCCC are directed towards mobilizing and training the actors and agencies shown in the figure, with an eye towards optimizing transitions, connections, and proximal process.



What Are People Saying About TCCC?

Feedback Received via Evaluations from Professionals at Our TCCC TBRI® Training Programs

Feedback from March:

"Every aspect of this training was designed to immerse participants in the very concept, values, and principles of TBRI®. I walked in fairly confident in my knowledge and skill with regard to trauma-informed care. I walked out trauma-transformed!"

"TBRI® training has given me a blueprint for training others in principles I have intuitively known. I am also renewed with the confidence to lead others in my organization in instilling trauma-informed and healing practices in our RTC program."

"The best thing is that this training is offered across systems and the commitment to follow-up and support. It is invaluable."

"This training opened my eyes to the need for further, deeper training for foster parents."

"It gave me information and scientific strategies that can equip my families to build stronger relationships and help children heal. Staff was incredibly warm, supportive, & knowledgeable."

"This makes sense; it is child-centered and all about connection. It was so great to spend the week with other people in my field and know that we can work together and train our families."

"I love the focus on the child and the concrete information on transforming behavior."

Feedback from April:

"I like the "hand-holding" design of this program. As we're able to digest, we're allowed to ask questions and process rather than just having information thrown at us. In a "sink or swim" profession, it's nice to have someone swim with us for once. ☺"

"The training is amazing; thank you so very much for providing it for us!"

"Training was life-changing, wonderful job!"

"The information was phenomenal! Everything was connected and well backed-up."

"Up-to-date research and practices"

"Applicable for professionals and caregivers"

"I came in somewhat skeptical but was truly won over after day one. I appreciate the methods and how they seem intuitive, but can be learned by staff. Appreciated that information was not just academic, but also practical."

"Given an understanding of why we fail so often with these kids then given the ways we can do something about it, with research with amazing results to back it. These tools and self-knowledge have made me feel empowered to make a true, lasting difference."

"Really great information that is applicable to personal and professional life. It was well organized, comprehensive, and so, so helpful."



“Learning how to see our kids through a new lens will be the most useful in my practice. I want to help people see that the maladaptive behaviors are expressing an unmet need. It will be useful to understand that the child is not defined by their behavior.”

– TCCC Participant



Notable TCCC Trainings: 2014

It is our growing conviction that *Coaching and Follow-Up Support* mentoring activities are crucial to the successful implementation of TBRI® in real-life settings. This conviction is consistent with current understanding about the development of *intuitive expertise* among professionals in a wide variety of disciplines. Specifically, we are developing a *Good Judgment* model for coaching and follow-up support [see Rudolph et al., 2007]. TBRI® is itself a Good Judgment model of caregiving, and our intention is to develop and refine a Good Judgment model of mentoring, that can then be used by TBRI® Educators to mentor within their organizations.

- 1, 1-Day TBRI® Overview & 3 Coaching & Support Meetings in Austin, TX, following 2, week-long intensive TBRI® trainings
- Texas Foster Family Association (TFFA) 2013 Annual Training Conference (attended by approximately 250 foster parents and professionals)
- TBRI® for Educators - "Trauma-Informed Classrooms: Helping Children from 'Hard Places' Learn" (attended by approximately 100 education professionals)
- Texas CPS (training on trauma and compassion fatigue, attended by Texas DFPS Commissioner John J. Specia, Jr.)
- Texas Judicial Summit 2014 (attended by approximately 385 judicial professionals)

"You cannot lead a child to healing if you do not know the way yourself"

– Dr. Karyn Purvis



**BLOG****CASA staff bringing trauma knowledge to Travis Co. CPS system**

Apr 24 2014

*By Charron Sumler and Manijeh Huereca*

Last fall the Honorable John Hathaway charged CASA with the task of providing him with a list of local service providers who were trauma-informed. Sharing the same desire to see what Travis County offered in terms of trauma-informed care, we jumped at the opportunity. Being trauma-informed means that every part of an organization strives to have a basic understanding of how trauma is affecting children, a goal we have for our own organization.

CASA started with a team of Child Advocacy Specialists passionate about discovering the benefits of trauma-informed care for our kids and families. We set out to determine what providers were available and what being truly trauma-informed meant. We quickly realized that the system needed help in being equipped to respond to the needs of children and families, and were burdened by the thought of it being ineffective because of the lack of resources, service providers, training and education. Unbeknownst to the team, Dr. David Cross and Dr. Karyn Purvis of the Texas Christian University Institute of Child Development were looking for a community, such as ours, that was willing to think outside the box and put trauma-informed care into practice.

During March and April, the TCU Institute of Child Development generously hosted a week long professional training program here in Austin on Trust-Based Relational Interventions (TBRI) developed by Dr. Purvis and Dr. Cross. TBRI is an emerging intervention model for a wide range of childhood behavioral problems that is effective in creating healing environments for children who have experienced relationship-based traumas such as institutionalization, multiple foster placements, maltreatment, and/or neglect. The basic principles of TBRI are connecting, empowering and correcting. Connection helps a child to build trust and a meaningful relationship with their caregiver/parent. Empowering helps the child learn to self-regulate. Correcting helps the child learn behavioral and social competence so that they can better navigate the social world they live in.



*Learning to Change the World...
For Children*



The TBRI training was long anticipated as we completed approximately 40+ hours of pre-training coursework. The training was fun, interactive, inspiring and emotional. We began to see our children and families through a trauma lens and the vision of a trauma-informed community came into focus. It was a time to reflect on ourselves as well as the kids and community that we serve. We left

CASA staff bringing trauma knowledge to Travis County CPS system | CASA of Travis County

feeling empowered, hopeful, and optimistic that our desire to work collaboratively and improve the outcomes for children, youth and families involved in the foster care system is closer to becoming a reality.

"Individually, I hoped to at least leave with resources to use in my everyday work. What I left with, however, was something greater. I now picture a community that is emotionally safe for children and families to grow and connect. This is something that we have truly gotten away from, especially in child welfare- I mean our kids are so used to sterile side hugs and high fives – they don't know how to give and receive appropriate love and care anymore. When bad things do happen to children, I just want a system that helps children find their voice and be able to understand their experience instead of being so afraid of placement changes and continued abuse that they never experience felt safety. I now believe we are on the verge of something truly innovative that can change the way we work with and heal families." – Charron Sumler, Team Leader

"As a professional in the child welfare field, I have an innate desire to give something positive of myself, something impactful, for the betterment of the children and families of our community. I feel excited because there is a synergy in our community of professionals invested in utilizing trauma-informed care in Austin. This was all brewing before Dr. Purvis came in town. Everyone was talking about trauma-informed care and what that is and what that's going to look like. Since the training and learning the principles of TBRI and how that can benefit our children, the vision seems so much clearer." – Manijeh Huereca, Transitioning Youth Specialist

Before the training we could tell you that we wanted placement stability for children and education for caregivers. We wanted birth parents to be able to use the court's intervention as an opportunity to learn the skills to heal from their own trauma and be emotionally present parents for their own children. Now, we are equipped with the knowledge to empower caregivers and parents to do all of this. The hope is that our children know they are loved and worthy of love and that we all know their value and preciousness.

Our internal taskforce is working hard to make training materials and continuing educations sessions available to our volunteers. There are resources and opportunities available now! Current volunteers are encouraged to attend the added trauma class that has been included in Class #11 of the CASA Volunteer Training curriculum. There you will receive an introductory course to trauma and the way it impacts our children and families. From the CASA library in the training room, we have added videos and books provided by TCU that further explore this area of research. The Connected Child, co-authored by Dr. Karyn Purvis, and The Out of Sync Child, written by Carol Kranowitz, are fantastic books that provide deeper meaning to issues related to trauma and attachment. In addition, we hope to roll out a Continuing Education training series later this year. For continued updates on research, materials and trainings in this field please visit the TCU Institute of Child Development website: <http://www.child.tcu.edu/>.

And if you're wondering about the puppet photo... in one of the nurture groups during the TBRI training puppets were brought up as a way to help children externalize situations by role playing puppets as parent and child!



TCCC Success Stories!

Positive Feedback on “TBRI® in the Classroom:”

Submitted By: Holly D. Engleman, Principal at The University of Texas – University Charter School at Helping Hand Home for Children

“Students at our school are given opportunities daily to use sensory integration techniques/items during instructional time (sitting on exercise balls, beanbag chairs, wiggle cushions, weighted blankets, lap weights, etc). During my observations I notice that students are working, paying attention and able to control their behavior more effectively because they are allowed to “move” and use other strategies to help them feel in control physically (which helps them academically).

Students are also given water bottles that are used all day in the classrooms as well as snacks every two hours or as needed/requested. Having food and water available throughout the day for every student seems to help them maintain stamina throughout the school day. They are in class from 8:00 until 2:45 each day. Having the option to snack throughout the day creates a nurturing environment that makes students feel safe and cared for (which has not been the case in the past for many of our kiddos).

Another strategy that I have noticed teachers using frequently are the “re do’s”. Consequences for disruptive behavior have decreased because we are giving students the opportunity to try again. Basically, teachers are sending the message that everyone makes mistakes, you are forgiven! I believe that you can do it better next time so I am going to allow you to show me!! This is so much better than “I am going to move your clip to yellow”. Using this strategy has also kept students in the classroom more because if they are allowed a “re do” they can take a break and return to the class as soon as they are ready instead of waiting until they have completed a behavior think sheet or any other information.

I really think the best part of the Trauma Informed Classroom training is all of the research that is shared about the impact trauma has on the development of the brain. It explains so much of what teachers experience in the academic setting with the students at HHH. This is really the backbone of the program and it absolutely supports why we as educators have to change our approach if we want to find success with our students.”

TCCC Success Stories!

TBRI® Success Story

Submitted By: Keri Moran, Foster Care & Adoption Case Manager at Presbyterian Children's Homes & Services

"I have been working with a grandmother, Susie*, who gained custody of her 2 teenage grandsons, ages 13 and 15, about 7 months ago. The children's mother was addicted to substances and died about 3 years ago. They don't have memories of her. The boys lived with their father for most of their lives, and he was physically and verbally abusive. He was also very punitive. The incident that led to the children moving in with their grandmother was the father choked the 13-year-old, and CPS became involved.

I have been teaching TBRI® principles to Susie for the last 3.5 months, and for about a month and a half, doing Nurture Groups with the whole family, including another brother.

Alex*, 13-years-old, has been wetting the bed every night since he came to his grandmother's house. He has struggled behaviorally at school, gorges on food, and can be mean to his brother (his brother loves basketball and he stabbed his basketballs with a knife). As Susie has been learning TBRI®, she has developed compassion and patience. She said she has learned she has to stop what she is doing and immediately deal with misbehavior by going over to them. When I first started working with her, she was spanking Alex, but when we started talking about the changes in his brain and how fear drives his behavior, she stopped. Susie told me last week that Alex stopped wetting the bed, and has gone a whole week without having an accident.

Last week, during the Nurture Group, I brought Nerf guns for the 3 boys to practice self-regulation and asking permission. Their faces lit up when I brought them out and said they could keep them, and we went into the backyard to play. They had a blast. Alex said "I know why you got these for us - to teach us to have control." This week, when I visited with Susie, she said the day they played with the Nerf guns was the first time she has seen them truly happy since they first moved in with her 7 months ago. I wanted to cry happy tears!"

*Pseudonyms were used to protect client privacy

Year One

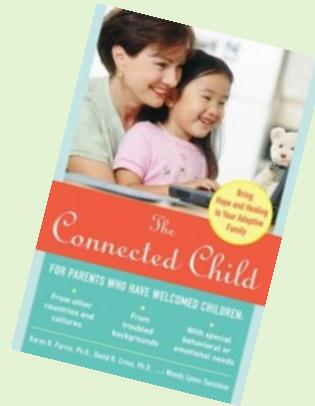
2014

Expanding Our Outreach to Serve More At-Risk Children and Youth





TBRI® Educational Resources

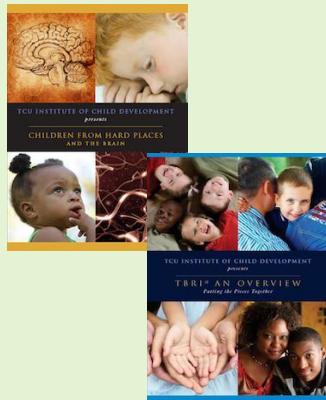


Books

- Purvis, K. B., Cross, D. R., & Sunshine, W. L. (2007). *The Connected Child: Bringing hope and healing to your adoptive family*. New York, NY: McGraw-Hill.

*Also available in Spanish and Romanian.

DVDs



Healing Families Series

- TBRI®: An Overview (2014)
- Children from Hard Places and the Brain (2014)
- Attachment: Why it matters (2012)
- Trust-Based Parenting (2011)
- A Sensory World (2010)
- Playful Interaction (2009)
- Healthy Touch (2008)

Lecture Series

- Empowering, Connecting, & Correcting Principles (2010)
- The Attachment Dance (2008)
- Facilitating Behavioral Change (2008)
- Sensory Integration (2008)
- Neurochemistry of Fear (2008)
- Healing Research (2007)

TBRI® Training Materials

- Institute of Child Development (in press). *The Hope Connection® Camp Manual*. Texas Christian University, Fort Worth, Texas.
- Institute of Child Development (in press). *Leading Nurture Groups*. Texas Christian University, Fort Worth, Texas.
- Institute of Child Development (2012 – present). *Trust-Based Relational Intervention Training Workbooks*. Texas Christian University, Fort Worth, Texas.
 - Includes Instructor Workbooks & Participant Workbooks.
 1. TBRI® Introduction & Overview Presentation
 2. TBRI® Connecting Principles Presentation
 3. TBRI® Empowering Principles Presentation
 4. TBRI® Correcting Principles Presentation
- Institute of Child Development (2013 – present). *Trust-Based Relational Intervention Training Presentations (on-line)*. Texas Christian University, Fort Worth, Texas.
 - Includes slide presentations with video clips and activities.
 1. TBRI® Introduction & Overview Presentation
 2. TBRI® Connecting Principles Presentation
 3. TBRI® Empowering Principles Presentation
 4. TBRI® Correcting Principles Presentation
- Institute of Child Development (2012 – present). *Trust-Based Relational Intervention Whiteboard Modules (on-line)*. Texas Christian University, Fort Worth, Texas.
 - Includes seventeen 30-60 minute lessons. Each lesson includes an audio lecture accompanied by a whiteboard outline, review questions, and a quiz with feedback. Most lessons include video clip examples.
 1. TBRI® Overview
 2. Complex Developmental Trauma
 3. TBRI® Stories
 4. Bodies & Brains: Regulating the Body
 5. Bodies & Brains: Nourishing the Body
 6. Daily Transitions
 7. Brain Chemistry
 8. Mindfulness
 9. Engagement Strategies
 10. Giving Voice
 11. Healing Touch
 12. The IDEAL Response®
 13. Behavioral Scripts: Levels of Response™
 14. Life Value Terms
 15. Advanced Levels: Proactive Strategies
 16. Advanced Levels: Responsive Strategies
 17. Advanced IDEAL Response®: Internalizing Behaviors
- Institute of Child Development (2013). *Trust-Based Caregiving: A TBRI® Pocket Guide*. Texas Christian University, Fort Worth, Texas.
- Institute of Child Development (2013). *TBRI® In the Classroom: A Pocket Guide*. Texas Christian University, Fort Worth, Texas.

*Please Note: Many of these materials require pre-requisites to obtain and are only distributed by the TCU ICD when requirements have been met

Additional TBRI® Materials



- Purvis, K.B. & Styffe, E. (2012). *The Connection: Where Hearts Meet*. Rancho Santa Margarita, California: Saddleback Resources.
- Meeuwsen, T. with Purvis, K.B. *Adoption & Foster Rx: Solutions for Wounded Families*. Orphan's Promise: The Christian Broadcasting Network.
- Purvis, K.B., Monroe, M.M., & Monroe, A.S. (2010). *Created to Connect: A Christian's Guide to The Connected Child*. Irving, Texas: Empowered to Connect.
- Purvis, K.B. *Seven Insights and Seven Gifts to Aid in your Child's Journey of Healing*. Available at www.child.tcu.edu/video.asp.

More TBRI® Resources Now Available in Spanish

Our *Trust-Based Parenting* DVD is in the process of being translated into Spanish and voices have been selected for narration. We are also planning to translate other *Healing Families* DVDs into Spanish. Courts and CPS have requested that TBRI® training DVDs be made available in Spanish to support families in Texas, and there are some exciting opportunities to pilot these materials with foster and adoptive parents.

The Empowered To Connect (ETC) workbook was also translated into Spanish and a Spanish speaker who is familiar with TBRI® read the translation before the transcript was approved. The Spanish version of the ETC workbook was finished in March 2014, and is now widely available at empoweredtoconnect.org. This study guide helps parents learn to build strong connections with their children, and is suitable for individual or small group studies.



Year One

Looking forward to 2015!

2014

What you can expect next year:

- Medical Training with Dr. Naidoo: Jan. 23rd
- 1-week TBRI® training in Austin, TX
- TBRI® for Educators Training
- Coaching & Follow-Up Support Meetings
- Circle of Security (COS) Training: June 1st-5th
- TCCC Partner Interviews & Focus Groups
- Onsite Mentoring – Good Judgment Model

The TCCC is expanding and it is wonderful to see the growing opportunities for our work to serve children and youth in Texas and around the world. We are grateful to be reaching more children and families every year with a strong message of hope!



Thank you for your
generous support!

