



Trust-Based Relational Intervention (TBRI): A Summary of the Evidence

Trust-Based Relational Intervention (TBRI) is an attachment-based, trauma-informed, whole-child approach to meeting the needs of children and youth who have experienced early adversity, toxic stress, and/or relational trauma. The TBRI model was developed at TCU by Dr. Karyn Purvis and Dr. David Cross.

This document summarizes the published research on TBRI, including studies conducted by the KPICD and by external researchers who may or may not be affiliated with the KPICD. Inclusion in this document does not imply endorsement or authorship by the KPICD. This summary is maintained as a reference for those interested in TBRI research but may not include all published articles. See *Select Citations* for a running list of peer-reviewed journal articles.

A Note about Evidence-Based Practices

Evidence-based practices integrate interventions grounded in scientific research into services with the goal of improving outcomes for children, youth, and families. Evidence-based clearinghouses such as the **Title IV-E Prevention Services Clearinghouse** developed in accordance with the **Family First Prevention Services Act (FFPSA)** and the **California Evidence-Based Clearinghouse (CEBC)** rate the scientific evidence of services and programs based on a sets of rigorous criteria, including published intervention studies that utilize a control/comparison group and pre-post assessment. Two TBRI intervention programs are rated by the FFPSA and the CEBC: *TBRI Caregiver Training* and *TBRI 101*. The research studies on which these ratings are based are summarized in *TBRI Intervention Research* (page 2).

[TBRI Caregiver Training](#) and [TBRI 101](#) are rated by the FFPSA as *Promising Practices* in the topic area of *Mental Health Prevention and Treatment*. Currently, TBRI is not rated for other FFPSA topic areas. However, studies are underway to further evaluate the effectiveness of TBRI, including an adapted TBRI program for justice-involved youth and their families.

Additional Resources

To learn more about the evidence-informed principles and practices of TBRI and the theoretical foundations of the model, see <https://doi.org/10.1080/0145935X.2013.859906>.

To read a blog post answering common questions about the TBRI evidence-base, visit <https://child.tcu.edu/is-tbri-evidence-based/>.

For information about training to become a TBRI Practitioner and delivering TBRI Caregiver Training, visit the KPICD website at <http://child.tcu.edu>.

Types of TBRI Research

The evidence for TBRI includes research studies on standardized TBRI intervention protocols, the TBRI model of care, as well as emerging implementation research, as summarized below.



TBRI Intervention Research: testing a standardized TBRI intervention under specific conditions, including:

- TBRI Caregiver Training
- TBRI for Justice-Involved Families
- TBRI-Based Therapeutic Camps (Hope Connection)
- TBRI 101



TBRI Caregiving Model Research: investigating a TBRI approach to care integrated in service settings and applied contexts, including:

- TBRI in Schools
- TBRI in Early Learning and Development Programs
- TBRI in Family Preservation and Child Welfare
- TBRI in Residential Treatment Programs
- TBRI in Congregate Care



TBRI Implementation Research: exploring the training and implementation process in organizations and systems, including:

- TBRI in Child Welfare Collaboratives



TBRI Intervention Research

TBRI Intervention Research includes published studies in which a standardized TBRI intervention (i.e., manualized protocol) was tested under specific conditions and was found to improve outcomes for children and families.

TBRI Caregiver Training

FFPSA Rating: Promising Practice in the topic area of Mental Health Prevention and Treatment

CEBC Rating: Promising research evidence for Parent Training Programs with high relevance for child welfare

Results from a randomized controlled, two-group, pre-post research study on the effectiveness of TBRI training with the adoptive parents of at-risk adopted children indicated that **children whose parents attended TBRI training exhibited significant decreases in behavioral problems and trauma symptoms and increases in prosocial behavior** as assessed by the Strengths and Difficulties Questionnaire and the Trauma Symptoms Checklist when compared to a matched-sample control group.

Purvis, K. B., Razuri, E. B., Howard, A. R., Call, C. D., DeLuna, J. H., Hall, J. S., Cross, D. R. (2015). Decrease in behavioral problems and trauma symptoms among at-risk adopted children following trauma-informed parent training intervention. *Journal of Child and Adolescent Trauma*, 8(3), 201-210. <https://doi.org/10.1007/s40653-015-0055-y>

TBRI for Justice-Involved Families (the LeSA protocol)

This study tested the feasibility of an adapted TBRI intervention protocol for youth in the legal system and their families. Using a mixed-methods design with a multi-informant approach, the study aimed to (1) test TBRI as a prevention intervention for substance use and (2) test the feasibility and acceptability of the intervention by virtual delivery. Preliminary results indicate **decreases in youth negative urgency on the TCU THK scale (associated with self regulation) and decreases in conduct problems and hyperactivity** on the Strengths and Difficulties Questionnaire following TBRI intervention. Qualitative analyses suggests that **caregivers and staff responded favorably to TBRI.**

Yang, Y., Joseph, E. D., Shelley, L. T., Razuri, E. B., Tinius, E., Tolou-Shams, M., & Knight, D. K. (2024). Feasibility and acceptability of a trauma-informed intervention to leverage caregivers in preventing opioid use among youth involved in the legal system. *Journal of Child & Adolescent Trauma*, 1-14. <https://doi.org/10.1007/s40653-024-00636-3>.

See also:

Rázuri, E. B., Yang, Y., Tinius, E., & Knight, D. K. (2024). Adaptation of a trauma-informed intervention to prevent opioid use among youth in the legal system. *Journal of Substance Use and Addiction Treatment*, 209294. <https://doi.org/10.1016/j.josat.2024.209294>

TBRI 101 (formerly known as TBRI Online)

FFPSA Rating: Promising Practice in the topic area of Mental Health Prevention and Treatment

CEBC Rating: Promising research evidence for Parent Training Programs with high relevance for child welfare

Results from a randomized controlled, two-group, pre-post study utilizing a self-paced, web-based version of TBRI Caregiver Training indicated that **children whose parents participated in online TBRI training exhibited significant decreases in behavioral problems and trauma symptoms** assessed by the Strengths and Difficulties Questionnaire and the Trauma Symptoms Checklist, while behavioral problems and trauma symptoms of children in a matched-sample control group did not change.

Razuri, E. B., Howard, A. R., Parris, S. R., Call, C. D., DeLuna, J. H., Hall, J. S., Purvis, K. B., & Cross, D. R. (2016). Decrease in behavioral problems and trauma symptoms among at-risk adopted children following web-based trauma-informed parent training intervention. *Journal of Evidence-Informed Social Work, 13*(2), 165-179.

<https://doi.org/10.1080/23761407.2015.1014123>

TBRI-Based Therapeutic Camps

Hope Connection

The first studies on TBRI came from the Hope Connection: a day camp for at-risk adopted children founded by Dr. Karyn Purvis and Dr. David Cross. These studies provided early evidence for the intervention principles and practices that came to be known as TBRI. Key findings are summarized below.

Results from a one-group, pre-post study of day camp indicated that **at-risk adopted children exhibited reduced levels of salivary cortisol, reductions in child depression, and healthier attachment representations**. Child depression was assessed with the Child Depression Inventory and attachment representations were assessed using Family Drawings.

Purvis, K. B., & Cross, D. R. (2006). Improvements in salivary cortisol, depression, and representations of family relationships in at-risk adopted children utilizing a short-term therapeutic intervention. *Adoption Quarterly, 10*(1), 25-43.

https://doi.org/10.1300/J145v10n01_02

Results from a one-group, pre-post study indicated that **children attending camp exhibited significant improvements in externalizing and internalizing behavioral problems and in attachment-related behaviors**, including decreases in thought problems, attention problems, aggressive behavior, and other problems as assessed by the Child Behavior Checklist; an increase in positive attachment behaviors and decrease in negative attachment behaviors on the Beechbrook Attachment Disorder Checklist; a decrease in attachment disturbance on the Randolph Attachment Disorder Questionnaire; and an increase in positive scores and decrease in negative scores on Family Drawings.

Purvis, K. B., Cross, D. R., Federici, R., Johnson, D., & McKenzie, L. B. (2007). The Hope Connection: A therapeutic summer day camp for adopted and at-risk children with special socio-emotional needs. *Adoption & Fostering*, 31(4), 38-48. <https://doi.org/10.1177%2F030857590703100406>

See also:

Purvis, K. B., McKenzie, L. B., Cross, D. R., & Razuri, E. B. (2013). A spontaneous emergence of attachment behavior in at-risk children and a correlation with sensory deficits. *Journal of Child and Adolescent Psychiatric Nursing*, 26, 165-172. <https://doi.org/10.1111/jcap.12041>

Hope Connection 2.0

In 2018, students worked to revive the original Hope Connection into a new model called Hope Connection 2.0. This new model focused on meeting the needs of every member of the adoptive family. Results of a pilot study are described below and additional manuscripts are in progress.

A pilot study utilizing a two-group intervention (n = 5 families) vs. waitlist (n = 4 families) pre-post design examined changes in trauma-related emotional and behavioral struggles, parent-child relationship, and family functioning in families with adopted children. Compared to parents in the waitlist group, **parents participating in the intervention reported trending decreases in their adopted child's anxiety and depression** as assessed by the Trauma Symptoms Checklist for Young Children. **Parents in the intervention group also reported a slight increase in their child's hyperactivity and trending decrease in peer problems** on the Strengths and Difficulties Questionnaire. Further, **parents in the intervention reported trending increases in attachment, communication, and parenting confidence and trending decreases in relational frustration**. Parents in waitlist reported slightly decreased attachment and communication and increased relational frustration. **Finally, family members participating in the intervention (all family members 11 years and older) reported increased family communication and family satisfaction** on the Family Adaptability and Cohesion Scale IV, whereas family members in the waitlist reported a slight increase in family communication and slight decrease in family satisfaction on FACES.

Hunsley, J. L., Crawley, R. D., & Call, C. D. (2021): The pilot of a therapeutic family camp intervention to improve adoptive family functioning. *Adoption Quarterly*, 25(2), 138-161. <https://doi.org/10.1080/10926755.2021.2005728>



TBRI Caregiving Model Research

TBRI Caregiving Model Research includes published studies in which the principles, practices, and strategies that comprise the TBRI model of care were integrated in various service settings and applied contexts with documented results.

TBRI in Schools

In one of the first explorations of TBRI use in schools, **results describe an 18% decrease in incident reports and 23% decrease in office referrals for the top ten most frequently referred students following TBRI implementation** within an elementary school with an at-risk student population.

Purvis, K. B., Milton, H. S., Harlow, J. G., Parris, S. R., & Cross, D. R. (2015). The importance of addressing complex trauma in schools: Implementing Trust-Based Relational Intervention in an elementary school. *ENGAGE: An International Journal on Research and Practices in School Engagement*, 1(2), 40-51.

Data from a charter school in a residential facility for at-risk youth suggests even greater improvements in incident reports for student behavior. After the first year of TBRI implementation, school data showed a 33% decrease in referrals for physical aggression or fighting with peers. After a two-year period of TBRI implementation, school data showed a 68% decrease in office referrals for physical aggression, an 88% decrease in referrals for verbal aggression, and a 95% decrease in referrals for disruptive behavior. Overall, there were 902 such referrals in 2010-2011, but only 59 in 2012-2013, resulting in a **93.5% decrease in overall incident reports after the first two years of the implementation process.**

Parris, S. R., Dozier, M., Purvis, K. B., Whitney, C., Grisham, A., & Cross, D. R. (2015). Implementing Trust-Based Relational Intervention in a charter school at a residential facility for at-risk youth. *Contemporary School Psychology*, 19(3), 157-164. <https://doi.org/10.1007/s40688-014-0033-7>

See also:

Reid, M. J., Proctor, A. M., Books, T. R. (2018). The early promise of TBRI implementation in schools. *School Leadership Review*, 13(2), 5-14. Available at: <https://scholarworks.sfasu.edu/slr/vol13/iss2/2>

Stipp, B. (2019) A big part of education also: A mixed-methods evaluation of a social and emotional learning (SEL) course for pre-service teachers. *Emotional and Behavioural Difficulties*, 24(2), 204-218. <https://doi.org/10.1080/13632752.2019.1597569>

Avery, J. C., Morris, H., Galvin, E., Misso, M., Savaglio, M., & Skouteris, H. (2021). Systematic review of school-wide trauma-informed approaches. *Journal of Child & Adolescent Trauma*, 14, 381-397. <https://doi.org/10.1007/s40653-020-00321-1>

TBRI in Early Learning and Development Programs

This study examined the effect of occupational therapy group intervention using TBRI training for teachers and Nurture Groups with young children attending a Head Start program. The study utilized a retrospective mixed-method, quasi-experimental design with non-equivalent groups and pre-post measures. **Results indicate that following TBRI® Nurture Group participation, children experienced significant changes in Emotional Symptoms and Prosocial Behavior** as measured by the Strengths and Difficulties Questionnaire. Qualitative findings from the **focus group interview with Head Start teaching staff indicate an overall positive perception regarding the effects of TBRI training and Nurture Group implementation.**

Cerny, S., Reishus, J., Robinson, W., Beckman, S., Buse, E., Sebastian, R., & Smith, J. (2022). Promoting social-emotional development in children experiencing economic hardship using TBRI® Nurture Group©. *Journal of Occupational Therapy, Schools, & Early Intervention*, 15(1), 31-48. <https://doi.org/10.1080/19411243.2021.1884633>

This study examined the impact of TBRI on attachment security and mental health outcomes among children with histories of early adversity attending a social daycare center in Lithuania. The majority of children demonstrated improvements in behavioral and emotional health, with **statistically significant decreases in anxiety/depression, social problems, and aggressive behavior** on the Child Behavioral Checklist (CBCL) at 1-year follow-up. Regarding attachment, **security scales on the Child Attachment Interview (CAIT) (?) improved for seven participants, while for two participants, disorganized attachment changed to insecure-dismissing.**

Misevičė, M., Gervinskaitė-Paulaitienė, L., Lesinskienė, S., & Grauslienė, I. (2024). Trust-Based Relational Intervention®(TBRI®) Impact for Traumatized Children—Meaningful Change on Attachment Security and Mental Health after One Year. *Children*, 11(4), 411. <https://doi.org/10.3390/children11040411>

This study was undertaken in two Child and Family Learning Centres in Tasmania, established in low socio-economic communities to provide family support and improve the well-being of young children. Participants included early childhood educators and other child-serving professionals who attended TBRI training and completed surveys post-training and at three- and six-month follow-up. Qualitative analyses indicate that **participants responded favorably to TBRI**, with main themes including self-development, relationships, improved outcomes, and evidence-based approach. **Participant perception of TBRI were aligned with SAMHSA's "four R's" of trauma-informed care.**

Stephenson, E., & Yost, H. (2023). Exploring the Effectiveness and Sustainability of Trust Based Relational Intervention (TBRI®) as a Trauma-informed Approach in Two Tasmanian Child and Family Learning Centres. *Journal of Child & Adolescent Trauma*, 1-14. <https://doi.org/10.1007/s40653-023-00574-6>

TBRI in Family Preservation/Child Welfare

TBRI has been taught to caregivers in a number of service settings, including adoption preservation. In a quasi-experimental, one-group, pre-post study, TBRI training was provided as a complementary intervention to adoptive parents participating in outpatient preservation services. **Results demonstrated significant improvements in children's psychological functioning and parent's stress following intervention**, including improvements in children's global and psychological functioning as assessed by the Brief Psychiatric Rating Scale for Children and the Child's Global Assessment Scale and decreases in caregivers' stress levels as measured by the Parental Stress Scale. Notably, findings demonstrate that **caregiver and therapist investment in the TBRI model predicted outcomes for caregivers and children**, such that children whose caregivers were more invested in TBRI had a greater decrease in psychiatric problems. Further, caregivers rated as more invested in the TBRI model had a greater decrease in stress problems.

Howard, A. R., Parris, S. R., Nielsen, L E., Lusk, R., Bush, K., Purvis, K. B., & Cross, D. R. (2014). Trust-Based Relational Intervention® (TBRI®) for adopted children receiving therapy in an outpatient setting. *Child Welfare*, 93(5), 47-64. <https://www.jstor.org/stable/48623452>

TBRI in the Deinstitutionalization of Rwanda

As part of Rwanda's national program to end institutional care and transition to family-based care for children, lay social workers (local volunteers) were trained in TBRI to provide education, support, and training to caregivers who reunited or adopted children from institutional care. Semi-structured interviews were conducted with 10 lay social workers about Rwanda's care reform and their experience using TBRI. A phenomenological approach was used to qualitatively analyze the interviews. **Analysis revealed five themes centered on the usefulness and universality of TBRI, the power of community in meeting the needs of children and youth, and the importance of connection in supporting children who have experienced institutional care.**

Hunsley, J., Razuri, E., Ninziza Kamanzi, D., Sullivan, H., Call, C., Styffe, E. and Hategekimana, C. (2021). Experiences of lay social workers trained in a trauma-informed intervention in the deinstitutionalization of Rwanda. *Journal of Children's Services*, 16(4), 289-303. <https://doi.org/10.1108/JCS-09-2020-0056>

Rwanda established a program to end institutional care and transition children to family-based care. As part of their process in a rural area of the country, caregivers who reunited with or adopted a child from institutional care received training in TBRI. To evaluate the potential usefulness of this training, a mixed-methods, retrospective design was used to examine caregiver-perceived changes among their reunited/adopted children from pre-TBRI training to the present day. **Results revealed caregivers reported decreased trauma symptoms and challenging behaviors in their children from before they were trained in TBRI to the time of data collection** (caregivers had an average of 5 years of TBRI programming by this time). **Caregivers also perceived TBRI to better equip them to care for their children and communities.** This study offers several important contributions to the literature on deinstitutionalization, including providing preliminary support for use of TBRI in developing quality family-based care.

Hunsley, J. L., Crawley, R.D., Styffe, E., West, A., Call, C., & Hategekimana, C. (2022). Effectiveness of a trauma-informed intervention in a deinstitutionalization program in rural Rwanda. *Child & Family Social Work, 27*(2), 287-298.
<https://doi.org/10.1111/cfs.12884>

TBRI in Residential Treatment

TBRI implementation in residential treatment was first reported in the case of a 16-year-old youth who had a history of severe abuse and neglect before her adoption from an orphanage at age 12. The young woman, who had numerous psychiatric hospitalizations post-adoption and had failed to respond to traditional residential treatment modalities, showed dramatic **increases in pro-social and attachment behaviors and decreases in violent and self-injurious behavior** following an intensive TBRI intervention. In addition, the facility documented **a drop in restraints and seclusions for this youth, from an average of 6.3 restraints and 6 seclusions per month over the 10 months before TBRI to an average of 2.5 restraints and 2.2 seclusions in the 6 months following TBRI**. Although limited conclusions can be drawn from a case study, this study provided groundwork for applying TBRI in out-of-home caregiving systems by developing a trauma-informed milieu and involving caregivers and staff in the process.

Purvis, K.B., McKenzie, L.B., Razuri, E., Cross, D.R., & Buckwalter, K. (2014). A trust-based intervention for complex developmental trauma: A case study from a residential treatment center. *Child & Adolescent Social Work, 31*(4), 355-368.
<https://doi.org/10.1007/s10560-014-0328-6>

TBRI in Congregate Care

In a case study of organizational changes in a group home providing transitional services for out-of-home children and youth, **improvements in behavioral incidents were documented over the two-year period during which TBRI was implemented across the organization**. These improvements included a decrease in the frequency of reported containments and of incidents defined as “imminent risk and physical aggression” and an increase in frequency of “other incidents” such as minor client injury, disruptive behavior, and verbal aggression. These less serious staff-child interactions represent opportunities to teach self-regulation in a low-risk setting and indicate that behavioral challenges were addressed before they could escalate.

Purvis, K. B., Cross, D. R., Jones, D. & Buff, G. (2012). Transforming cultures of care: A case study in organizational change. *Reclaiming Children and Youth, 21*(2), 12–20.



TBRI Implementation Research

TBRI Implementation Research includes published studies that explore the process of implementing TBRI and report on staff, organization, or systems-level impact.

TBRI in a Child Welfare Collaborative

An exploratory study of the implementation of TBRI across several child welfare organizations participating in a collaborative project provides an account of the complexities of the implementation process. Results suggests that **staff across organizations showed more favorable attitudes regarding trauma-informed care after TBRI implementation.** Specifically, scale scores on the Attitudes Regarding Trauma Informed Care (ARTIC-35 HS) significantly increased in *Response to Problem Behavior and Symptoms, Underlying Cause of Problem Behavior and Symptoms, and Total ARTIC Score.*

Crawley, R. D., Razuri, E. B., Lee, C., & Mercado, S. (2021). Lessons from the field: Implementing a Trust-Based Relational Intervention (TBRI) pilot program in a child welfare system. *Journal of Public Child Welfare, 15*(3), 275-298.

<https://doi.org/10.1080/15548732.2020.1717714>

TBRI in the Global Community

While the majority of TBRI studies have taken place in the US, TBRI is in use around the globe, with published research from studies in Rwanda, Australia, and Lithuania (all summarized in *TBRI Caregiving Model Research* above).

Hunsley, J., Razuri, E., Ninziza Kamanzi, D., Sullivan, H., Call, C., Styffe, E. and Hategekimana, C. (2021). Experiences of lay social workers trained in a trauma-informed intervention in the deinstitutionalization of Rwanda. *Journal of Children's Services, 16*(4), 289-303. <https://doi.org/10.1108/JCS-09-2020-0056>

Hunsley, J. L., Crawley, R.D., Styffe, E., West, A., Call, C., & Hategekimana, C. (2022). Effectiveness of a trauma-informed intervention in a deinstitutionalization program in rural Rwanda. *Child & Family Social Work, 27*(2), 287-298. <https://doi.org/10.1111/cfs.12884>

Stephenson, E., & Yost, H. (2023). Exploring the Effectiveness and Sustainability of Trust Based Relational Intervention (TBRI®) as a Trauma-informed Approach in Two Tasmanian Child and Family Learning Centres. *Journal of Child & Adolescent Trauma, 1-14.* <https://doi.org/10.1007/s40653-023-00574-6>

Misevičė, M., Gervinskaitė-Paulaitienė, L., Lesinskienė, S., & Grauslienė, I. (2024). Trust-Based Relational Intervention®(TBRI®) Impact for Traumatized Children—Meaningful Change on Attachment Security and Mental Health after One Year. *Children, 11*(4), 411. <https://doi.org/10.3390/children11040411>

Current Grant-Funded Research and Evaluation Projects

The Center for the Adaptation and Implementation of TBRI (CAIT)

Grant Number: H79SM085131

PD/PI: KNIGHT, DANICA K

The Center for the Adaptation and Implementation of Trust-Based Relational Intervention (CAIT) at the Karyn Purvis Institute of Child Development is a [National Child Traumatic Stress Network-Category II Treatment & Service Adaptation Center](#) funded by [SAMHSA](#). CAIT aims to provide national expertise in the training and implementation of TBRI and to support the continuum of care in child welfare and juvenile justice systems through specialized adaptations of TBRI. CAIT addresses current gaps in trauma treatment, service delivery, and workforce development through (1) the development of an integrated trauma treatment model incorporating trauma assessment with current TBRI intervention practices; (2) the specialized adaptation of TBRI training and consultation for delivery in distinct service settings (child welfare & juvenile justice) and to be appropriate for different caregiver roles and diverse family structures (bio parents, resource parents, residential direct care staff); and (3) strategic collaboration to equip the child/youth-serving workforce through the NCTSN and through a wide established network of practitioners in the field.

Knight, D. K., & Razuri, E. B. (2023). Center for the adaptation and implementation of Trust-Based Relational Intervention (CAIT). *Annual Programmatic Progress Report: Year 1*.

Preventing Opioid Use among Justice-Involved Youth as they Transition to Adulthood: The Leveraging Safe Adults (LeSA) Project

Grant Number: 1UG3DA050250

PD/PI: KNIGHT, DANICA K

The purpose of the *Leveraging Safe Adults (LeSA) Project* is to examine the effectiveness of TBRI in preventing opioid and other substance use among youth after release from secure residential facilities. The primary aim is to leverage existing relationships to more effectively support youth after returning home. Caregivers are trained to be “safe adults” for their youth, by building trust, promoting authentic communication, setting boundaries, and establishing realistic expectations in order to proactively and effectively identify and address their youth’s needs. Through their relationships with safe adults, youth learn and practice self-regulation, enabling them to more effectively refrain from substance use and other risky activities. The LeSA Project is part of the [National Institute of Health HEAL InitiativeSM](#). Learn more about the published research from the LeSA Project in *TBRI Intervention Research* above.

Knight, D. K., Yang, Y., Joseph, E. D., Tinius, E., Young, S., Shelley, L., Cross, D. R., & Knight, K. (2021). Preventing opioid use among justice-involved youth as they transition to adulthood: Leveraging safe adults (LeSA). *BMC Public Health*, 21:2133. <https://doi.org/10.1186/s12889-021-12127-3>

Additional Research (unpublished)

TBRI in a Collaborative of Mental Health Service Organizations

The KPICD has recently concluded a two-year study of the implementation of TBRI across more than 20 organizations participating in a county-wide mental health collaborative. This implementation project provides a comprehensive look at the uptake and use of TBRI strategies in diverse service settings. Among the data currently under analysis are (1) surveys of staff attitudes towards trauma-informed care and perspectives on organizational functioning and (2) monthly structured interviews with organization representatives to track progress and identify factors that facilitate and hinder the implementation process.

Razuri, E. B., Crawley, R., & Knight, D. K. (2021). Mental Health Connection (MHC) of Tarrant County & Karyn Purvis Institute of Child Development at TCU: Trust-Based Relational Intervention® (TBRI) Pilot Project. *Final Report*.

TBRI in Early Childhood Home Visiting

The TBRI Early Childhood Home Visiting program is a 10 session in-home coaching program for caregivers with children from birth to age five. The KPICD conducted a pilot study to (1) obtain feedback from service providers to inform training and program development and understand implementation needs of home visiting organizations, (2) pilot an online training to prepare service providers to deliver the TBRI Early Childhood Home Visiting Program, and (3) assess service providers' perceptions of program feasibility, appropriateness, and acceptability. Home visitors ($N = 31$) from nine participating organizations were invited to pilot test an online training designed to prepare service providers to implement the TBRI Early Childhood Home Visiting Program. Among participants who completed the post-training survey ($n = 19$), the program was well-received, with participants agreeing or strongly agreeing that the program will be useful (100%), the materials are relevant to the needs of their clients (100%), and that they can make these materials a regular and sustained part of their program (94.7%). Future research should include randomized controlled trials to evaluate the effectiveness of TBRI Home Visiting at improving outcomes for children and families.

Razuri, E. B. & Knight, D. K. (2023, May). Development and feasibility of the Trust-Based Relational Intervention® (TBRI®) Early Childhood Home Visiting Program. Research presented at the 31st Annual Meeting of the Society for Prevention Research, Washington D.C.

Razuri, E. (2022). The TBRI Early Childhood Home Visiting Project: Feasibility Study. *Final Report*.

TBRI Research

	Participants				Setting/Context					
	Child	Youth	Caregiver/Family	Service Provider/Org	Home/Family	Camp	Residential	Family Preservation/ CW	Schools/Childcare	Legal system
Purvis, K. B., et al. (2015). Decrease in behavioral problems and trauma symptoms among at-risk adopted children following trauma-informed parent training intervention. <i>Journal of Child and Adolescent Trauma</i> , 8(3), 201-210. https://doi.org/10.1007/s40653-015-0055-y	X				X					
Razuri, E. B., et al. (2016). Decrease in behavioral problems and trauma symptoms among at-risk adopted children following web-based trauma-informed parent training intervention. <i>Journal of Evidence-Informed Social Work</i> , 13(2), 165-179. https://doi.org/10.1080/23761407.2015.1014123	X				X					
Yang, Y., et al. (2024). Feasibility and acceptability of a trauma-informed intervention to leverage caregivers in preventing opioid use among youth involved in the legal system. <i>Journal of Child & Adolescent Trauma</i> , 1-14. https://doi.org/10.1007/s40653-024-00636-3 .		X	X	X			X			X
Purvis, K. B., & Cross, D. R. (2006). Improvements in salivary cortisol, depression, and representations of family relationships in at-risk adopted children utilizing a short-term therapeutic intervention. <i>Adoption Quarterly</i> , 10(1), 25-43. https://doi.org/10.1300/J145v10n01_02	X		X			X				
Purvis, K. B., et al. (2007). The Hope Connection: A therapeutic summer day camp for adopted and at-risk children with special socio-emotional needs. <i>Adoption & Fostering</i> , 31(4), 38-48. https://doi.org/10.1177%2F030857590703100406	X		X			X				
Hunsley, J. L., et al. (2021): The pilot of a therapeutic family camp intervention to improve adoptive family functioning, <i>Adoption Quarterly</i> , 25(2), 138-161. https://doi.org/10.1080/10926755.2021.2005728	X		X			X				
Howard, A. R., et al. (2014). Trust-Based Relational Intervention® (TBRI®) for adopted children receiving therapy in an outpatient setting. <i>Child Welfare</i> , 93(5), 47-64. https://www.jstor.org/stable/48623452	X		X				X			
Parris, S. R., et al. (2015). Implementing Trust-Based Relational Intervention in a charter school at a residential facility for at-risk youth. <i>Contemporary School Psychology</i> , 19(3), 157-164. https://doi.org/10.1007/s40688-014-0033-7		X					X		X	

TBRI Research

	Participants				Setting/Context					
	Child	Youth	Caregiver/Family	Service Provider/Org	Home/ Family	Camp	Residential	Family Preservation/ CW	Schools/Childcare	Legal system
Cerny, S., et al. (2022). Promoting social-emotional development in children experiencing economic hardship using TBRI® Nurture Group©. <i>Journal of Occupational Therapy, Schools, & Early Intervention</i> , 15(1), 31-48. https://doi.org/10.1080/19411243.2021.1884633	X			X					X	
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Purvis, K. B. et al. (2012). Transforming cultures of care: A case study in organizational change. <i>Reclaiming Children and Youth</i> , 21(2), 12–20.		X		X			X			
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Hunsley, J., et al. (2021). Experiences of lay social workers trained in a trauma-informed intervention in the deinstitutionalization of Rwanda. <i>Journal of Children's Services</i> , 16(4), 289-303. https://doi.org/10.1108/JCS-09-2020-0056				X				X		
Hunsley, J. L., Crawley, R.D., Styffe, E., West, A., Call, C., & Hategekimana, C. (2022). Effectiveness of a trauma-informed intervention in a deinstitutionalization program in rural Rwanda. <i>Child & Family Social Work</i> , 27(2), 287-298. https://doi.org/10.1111/cfs.12884	X		X					X		
Crawley, R. D., et al. (2021). Lessons from the field: Implementing a Trust-Based Relational Intervention (TBRI) pilot program in a child welfare system. <i>Journal of Public Child Welfare</i> , 15(3), 275-298. https://doi.org/10.1080/15548732.2020.1717714				X				X		