



JASON LEE

Family Advocate & Trauma Education Specialist
Marshfield Clinic-Child Advocacy Center

REGULATE, RELATE & REASON: STRAIGHT FORWARD APPROACHES TO CHALLENGING BEHAVIORS

WHAT IS TRUST BASED RELATIONAL INTERVENTION? (TBRI)

Three Principles:

- Empowering → Regulate
- Connecting → Relate
- Correcting → Reason



TRUST BASED REALTIONAL INTERVENTION



REGULATE

TEXTSTUDIO



REGULATE: PREPARE “BODIES & BRAINS” FOR SUCCESS BY MEETING PHYSICAL NEEDS AND TO PREPARE AN ENVIRONMENT THAT MEETS THE PHYSICAL AND PSYCHOLOGICAL NEEDS FOR CHILDREN

SEE THE NEED MEET THE NEED

Physiological (Physical/Internal) Strategies

- Have the child’s physical needs been met?

Ecological (Environmental/External) Strategies

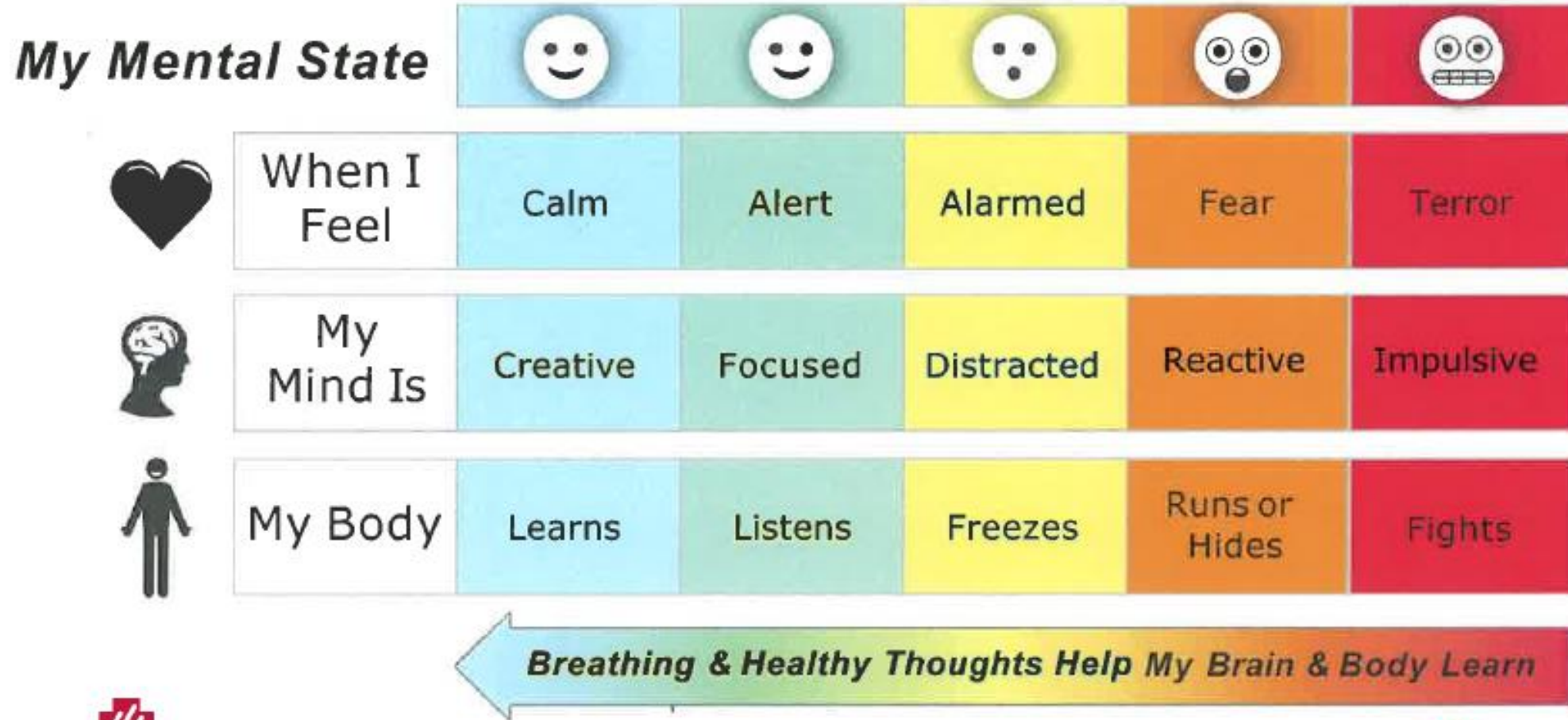
- How is the environment affecting the child? In What ways can I manage the environment to help this child?

Self Regulating

- Having the capacity to teach self-regulation is very important. These skills can be taught as part of physical exercises, daily routines, and/or nurturing activities.



WHERE ARE THEY AT?



THE LEARNING ZONE

Mental State & Learning

Mental State	Calm Reflect	Alert Flock	Alarm Freeze	Fear Flight	Terror Fight
	Reflective Abstract	Concrete	Emotional	Reactive	Reflexive
Cognition (type of thinking)	Learning Zone			Survival Zone	

WHERE AM I AT? WHAT CAN I DO?

Mental State & Parenting

Mental State	Calm Think	Alert Do	Alarm Freeze	Fear Flight	Terror Fight
Actions	Discuss	Demand	Model/Guide	Comfort	Soothe
	Words Zone			Nurture Zone	

RELATE

TEXTSTUDIO

RELATE (CONNECTING):
THE GOAL IS TO BUILD TRUSTING RELATIONSHIPS
THAT HELP CHILDREN AND YOUTH FEEL VALUED,
CARED FOR, SAFE, AND CONNECTED. DISARMING
FEAR AND BUILDING TRUST GREATLY INCREASES
THE CAPACITY FOR CONNECTION, SELF-
REGULATION, AND LEARNING.



ATTACHMENT → RELATE → CONNECT



Engagement Strategies: Eye contact, Healthy Touch, Behavioral Matching, Voice Tone, and Playful Engagement.

- How do I engage this child?

Mindfulness Strategies:

- What do I bring to this interaction from my own history?



GIVING VOICE

- GIVE FULL ATTENTION
 - OFFER CHOICES
- OFFER COMPROMISES
 - SHARE POWER



REASON

TEXTSTUDIO

The IDEAL Response[®]

ImmEDIATE

Respond within seconds when possible.

Direct

Engage directly with eye contact, proximity, and touch when possible.

Efficient

Use a measured response that is equal in intensity to the challenge.

Action-based

Give an opportunity for a re-do. Practicing the "right way" creates body memory for optimal behavior!

Leveled at the behavior

...not the child! Make it clear that you are the advocate, helping the child overcome behavior, not the adversary.

REASON / CORRECTING



PROACTIVE STRATEGIES
RESPONSIVE STRATEGIES



CAREGIVERS CAN DISARM A DISRUPTIVE CHILD BY ASKING QUESTIONS LIKE:

1.Can you tell me what you need?

2.How can I help you with what you need (appropriately)



LEVELS OF RESPONSE

Level 1: Playful engagement

- **Challenge:** This is a low-level challenge in which a child or youth is disrespectful or “sassy”.
- At this level there is no threat of danger or physical harm.
- **Opportunity:** Tremendous learning can occur at this level of intervention because the response can still be playful.
- Children learn at this level if the adult is consistent. In informed environments where adults are connecting, empowering and teaching proactively, 70% to 80% of problem behaviors can be solved at this level.
- **Goal:** Create an opportunity for learning by turning what could be a tense interaction into a playful engagement. This could take the form as a playful re-do (“Are you askin’ or tellin?”) but could also involve humor or silliness (“I can’t believe what my ears are hearing!”) Since motor memory is formed through active participation, deep learning occurs.



LEVELS OF RESPONSE

Level 2: Structured Engagement

- **Challenge:** This is a higher-level challenge, and/or one that did not yield to Playful Engagement. No one is in danger and there is no physical threat, but if mishandled, there is potential for escalation.
- At this level, the adult must temporarily give full attention with more structure
- **Opportunity:** Learning can still occur at this level because the child's flight-fight-freeze systems are not fully activated.
- Although it may take a couple of minutes to resolve a Level 2 engagement, this is still a win-win situation for both caregiver and child.
- **Goal:** Structure the interaction by using Behavioral Scripts such as choices, compromises, and re-dos. Use playful or authoritative voice as appropriate, and engage the child directly (valuing eye contact, behavioral matching, authoritative but non-threatening stance). Repeated use of behavioral scripts will make them automatic.



LEVELS OF RESPONSE

**WHEN ITS OVER, ITS OVER,
IMMEDIATLEY RETURN TO
LEVEL ONE**



SCRIPTING NEW BEHAVIOR: TEACHING LIFE VALUES

The best way to teach values to children who have attention problems and language deficits is by using simple and brief language - keep your message short and sweet. We suggest a group of stock phrases, or scripts, that are designed to communicate life values simply.

1 SHOW RESPECT

Respect means not touching things, property or people without permission. Your child needs to use respectful words and actions, plus show respectful body language such as gentle eye contact, appropriate facial expressions, and appropriate voice.

2 ASK PERMISSION

To reinforce the concept that your child needs to turn to safe adults for guidance, use the phrase, "Ask Permission." Children from hard places often want to be in control of everything; asking them to "ask permission" before they act helps break that cycle.

3 LISTEN & OBEY

You should not have to scream or yell to gain your child's cooperation. Instead, calmly remind your child to "Listen & Obey." Playing games such as "Stop & Go," "Red Light/Green Light," or "Simon Says" is a fun way to help your child practice this concept.

4 GENTLE & KIND

Many at-risk children don't understand how to modulate their own behavior. "Gentle & Kind" helps children develop empathy and respect for other creatures. It also heightens self-awareness so they can better regulate their own behavior.

5 CONSEQUENCES

Children need to be introduced to the concept of consequences as part of learning to make good choices. By helping children understand the consequences of their impulses they will begin to learn to self-regulate.

6 NO HURTS

"No hurts" means don't hurt people with your words or actions. This short phrase is easy even for small children to understand, and echoes other life values such as showing respect and being gentle and kind.

Scripts are a handy and playful way to redirect your child and stop violent outbursts before they begin. If you practice scripts with your child consistently during calm and good times, they'll work when you need them most - during emotional crises.



LEVELS OF RESPONSE

Level 3: Calming Engagement

- **Challenge:** At this level, the challenge is accelerated, and the child or youth may be at risk of becoming violent. Adults must remain laser-focused and attentive in order to help the child de-escalate.
- **Opportunity:** An unexpected opportunity arises out of this more significant level of challenge because the child will learn to trust the adult who can see them through this “hard place”. Handled correctly, a level 3 challenge can become a tremendous opportunity for connection and growth.
- **Goal:** Give the child an opportunity to self-regulate. Another goal is to prevent a full-blown crisis.
 - Adults must remain calm and focused.
 - Voice should be firm but not threatening.
 - Use fewer words and talk more slowly because cognitive areas of the brain are less active during these fight-flight-freeze times.



LEVELS OF RESPONSE

- LEVEL 3 ENGAGEMENTS ARE GREAT PLACES TO ASK QUESTIONS SUCH AS “*WHAT DO YOU NEED RIGHT NOW?*” OR “*CAN YOU TELL ME WHAT YOU NEED?*”
- **AGAIN, WHEN IT’S OVER, IT’S OVER, IMMEDIATELY RETURN TO LEVEL ONE**



ADDITIONAL STRATEGIES FOR CALMING ENGAGEMENT

- Create a “calming space” somewhere in the home or facility. Invite a child who appears to be overwhelmed to go to the space and think about what they need. After a few minutes, the caregiver (who should remain close by) can check on the child and see if they can co-regulate and solve the problem.
- Have an adult take a brief walk with the child to help them calm (the bilateral movement helps the brain organize).
- Develop sensory tables with buckets of rice/beans/etc. where the child can calm, and self regulate.
- Create a sensory area- where a child can, for example sit in a bean bag chair and cover up with a weighted blanket until they can calm and “use good words”.



LEVELS OF RESPONSE

Level 4: Protective Engagement

- **Challenge:** At this level there is active threat of danger and of physical harm. Protection must be provided for the acting-out child or youth as well as others who are near by.
- **Opportunity:** The most powerful message an adult can give an acting-out child is the knowledge that the adult can keep them both safe and that the adult still knows that the child's behavior is not what defines him or her.
- **Goal:** The immediate goal is to provide safety for all who are involved, including the out-of-control child. More importantly, when it is over, the goal is to demonstrate to the child that his or her worth was never in question, and they are not defined by the episode.
 - Remove the acting-out child or the “audience”
 - If necessary, seek help from an adult who can stay with the other children.
 - Find a private, quiet space where the child can be kept safe.
 - Remove objects that might become harmful to the child or others.
 - Administer the type of violent reduction in which you are trained.



LEVELS OF RESPONSE

Level 4 continued:

- During the episode, the adult remains calm using few words.
- As the child begins to calm, the adult encourages them to breathe with them and to continue calming.
- “Calm Plus 5” works for some situations, meaning after the child begins to calm the adult asks them to breathe and relax further for 5 minutes.
- When the child is coherent again, the adult asks them to sit and talk. Looking into the child’s eyes, the adult asks *“Buddy (or child’s name) can you tell me what you need?”*
- Based on the belief that an unmet need or fear drives most irregularity in behavior, this question disarms the child and helps them begin to problem-solve with the adult.
- Meet any physical needs, since the episode may have left them exhausted.
- NOTE: when the child has returned to a calm state, a re-do can be requested when possible. Only request a re-do to encourage learning, never to shame or punish.
- **RETURN TO PLAYFUL ENGAGEMENT! WHEN IT’S OVER IT’S OVER!**
- Success means getting the child back on track and the train moving.





LIFE VALUE TERMS

"Gentle and Kind"



Due to sensory issues, violent histories, and fragile brain chemistries, many children from hard places are unaware when they are not being gentle. Using the term, "Gentle and Kind," "Be kind," or "Would you try that again more gently?" reminds children to soften their touch, their tones of voice, their facial expressions, and their attitudes.



“Using Words”



Behavior is the language of children's unmet needs. While it is important for caregivers to be detectives of the messages behind behaviors, prompting children to “use your words” teaches them to express their needs and feelings in a healthier way than by lashing out or withdrawing.



“With Permission and Supervision”



It is imperative for children to learn that adults are in charge and responsible for keeping them safe. By responding, "With permission and supervision, you may..." when children ask to perform certain activities with supervision helps them learn to trust that adults will keep them safe, respond to their requests, and meet their needs.



"Askin' or Tellin'"



When a child needs something from an adult but asks with a demand - even without the intent of disrespect - such as, "Give me that water bottle," the caregiver can playfully respond to the child with, "Are you askin' or tellin'?" Playfully responding this way nudges the child toward understanding the differences between respect and disrespect.



“With Respect”



Simply saying, “Try that again with respect,” or “Let's remember to treat our friends with respect” encourages children to be mindful and respectful in their tones of voice, facial expressions, words, and body language.



"Listen and Obey"



Children need to be encouraged and rewarded for listening and obeying directives from caregivers. If an adult gives a child a directive, and the child hesitates to follow through, the adult may say, "Listen and obey the first time, please." If a child follows the directive the first time given, the adult may say, "That was great listening and obeying the first time. Great job, buddy!"



“Accepting ‘No’”

When some children hear "no," they believe that their needs will never be met, and that they have no voice or value. Adults are encouraged to try giving more "yeses" than "nos" so children learn that they are heard and valued. When "no" is necessary, however, try praising children for accepting "no" before they realize the denied request. Example: "No, we cannot do that right now...(very quickly) Wow, good job accepting no!"

INSTEAD OF...

"NO!!!"
TIME-OUT.
"DON'T HIT!!" YELLING.
"LOOK ME IN THE EYE!!" "IS IT STILL!!"
"WHY CAN'T YOU MIND ME?!!" "STOP!!"
SEEING BEHAVIOR AS MANIPULATION. BLAMING.
"BE A BIG BOY!!" LECTURING. "CALM DOWN!!"
POWER STRUGGLES. CORRECTING WITHOUT CONNECTING.
TRADITIONAL DISCIPLINE. SHAMING. PUNITIVE CONSEQUENCES.

TBRI®
"Yes."
Re-dos.
Giving voice.
Giving choices.
"Use your words."
"Listen and Obey."
Meeting sensory needs.
Helping your child feel safe.
Connecting before Correcting.
Setting the bar for success.
"Are you asking or telling?" Time-in.
Playful Engagement. Problem Solving.
Seeing behavior as fear. Compromises.
"Let me see those beautiful eyes!" Mirroring.
"With respect." Matching. "Listen to your body."
"Show me the real girl/boy." "Stick together."
"No hurts!" Fidgets. Celebrating your child's needs.
"Gentle & Kind." "Whooa Nelly!" Sharing Power.
TRY... "Who's the boss?" Chin prompts.
"Can you tell me what you need?"

QUESTIONS?



THANK YOU FOR LISTENING

CONTACT INFORMATION:

JASON LEE

Marshfield Clinic-Child Advocacy Center

Trauma Education Specialist & Family Advocate

Email: lee.jason@marshfieldclinic.org

Phone: 715-389-7991

