

# Correcting principles TBRI®

## Trust based relational Intervention

### Correcting principles

While the core goal of everything we do with children is to connect, the purpose of correction is to *teach, mentor, coach and correct*. Remember that Connection is the foundation for relationships, and we cannot hope to correct a child's behavior effectively without first connecting with the child. We have 2 corrective strategies:

1. **Proactive strategies:** Designed to teach social and behavioral skills.
2. **Responsive strategies:** Designed to aid caregivers in handling challenging behavior.

### Proactive corrective strategies

Teaches regulation and social skills, and is best presented to child through play.

The goal of play is connection: This is the foundation of the relationship. This is where learning occurs.

- Play is a low pressure time to relax and connect.
- Even adolescents love to play.
- Best time is when your child is calm, alert, and their basic needs have been met. Just after physical activity works well.

Examples of proactive strategies:

- Sharing Power
- Giving choices
- Compromises
- Life value terms

### Nurture groups

One way to teach **proactive** corrective strategies is through a Nurture Group (From Theraplay® for Groups). This time involves activities allowing children to practice TBRI® Proactive Strategies while "playing."

Nurture Groups (30 to 45 minutes) can be used as a group meeting time once a week or more.

#### Part 1

Review 3 rules for relationships: Stick together

1. Stick together
2. No hurts
3. Have fun

#### Part 2

Check-in: Group leader asks question.

Each member takes a turn answering.

- Question examples:
- *What is your favorite color? Why?*
- *How are you feeling today?*

### Part 3

Apply Band-Aids® to each other.

- Practice giving/receiving respectful care
- Share a physical or emotional “hurt”
- *Option for a “no thank you”*

### Part 4

Skills Practice: Teach a calming technique.

- Deep breathing-bowl of soup
- Pressure point-magic mustache
- Chair push ups
- Wall push

### Part 5

Feeding

- Take turns feeding each other. Use a fruit snack.
- *Option for a “no thank you”*

### Part 6

Closing

- Repeat the 3 rules.  
“Let’s give ourselves a hand for being awesome”

## Responsive corrective strategies

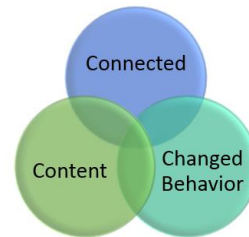
Manages challenging behavior

### Caregiver goals:

- To maintain connection with children.

- To end the episode with everyone feeling content.

### **Episode ends with behavioral change**



### My life value terms

- With respect
- Gentle and kind
- Accepting no
- No hurts
- Listen and obey
- Askin’ or tellin’?
- Stick together
- Use your words
- Cooperate and compromise
- With permission and supervision

## Balancing Structure and Nurture

When responding to challenging behavior, caregivers must understand when to lead with *structure* and when to lead with *nurture*.

Think of each as a foot. To stay balanced and not fall, both feet must walk together and follow each other. It’s the same when relating with children. Whether caregivers lead with structure or nurture, there is a balance.

## When structure and nurture are not balanced

Your child needs nurture and you give structure: Your child's trust compromised. Your child needs structure and you give nurture. Your child's growth impeded.

## The ideal response

Type	What to do
Immediate	Within 3 seconds.
Direct	Get on child's level. Use gentle touch on shoulder or arm (unless child triggered by touch). Make eye contact with soft eyes.
Efficient	Level it appropriately. Do not overreact or use too much structure. Use appropriate <i>level of response</i> . Keep child engaged and on the right track.
Action based	Having child "re-do" helps learning. <i>Let's try a Re-do.</i> <i>Let's try that again with respect</i>
Leveled at behavior, not child	Self-esteem is fragile. Behavior is not <i>who</i> they are. Affirm child's value.

## Setting the bar establishing expectations

Most behavior is driven by unmet needs. It is Important to identify these unmet needs. Two things to consider:

### Child's developmental history

- Level of functioning
- Trauma history?
- Exposed to drugs or alcohol during pregnancy?

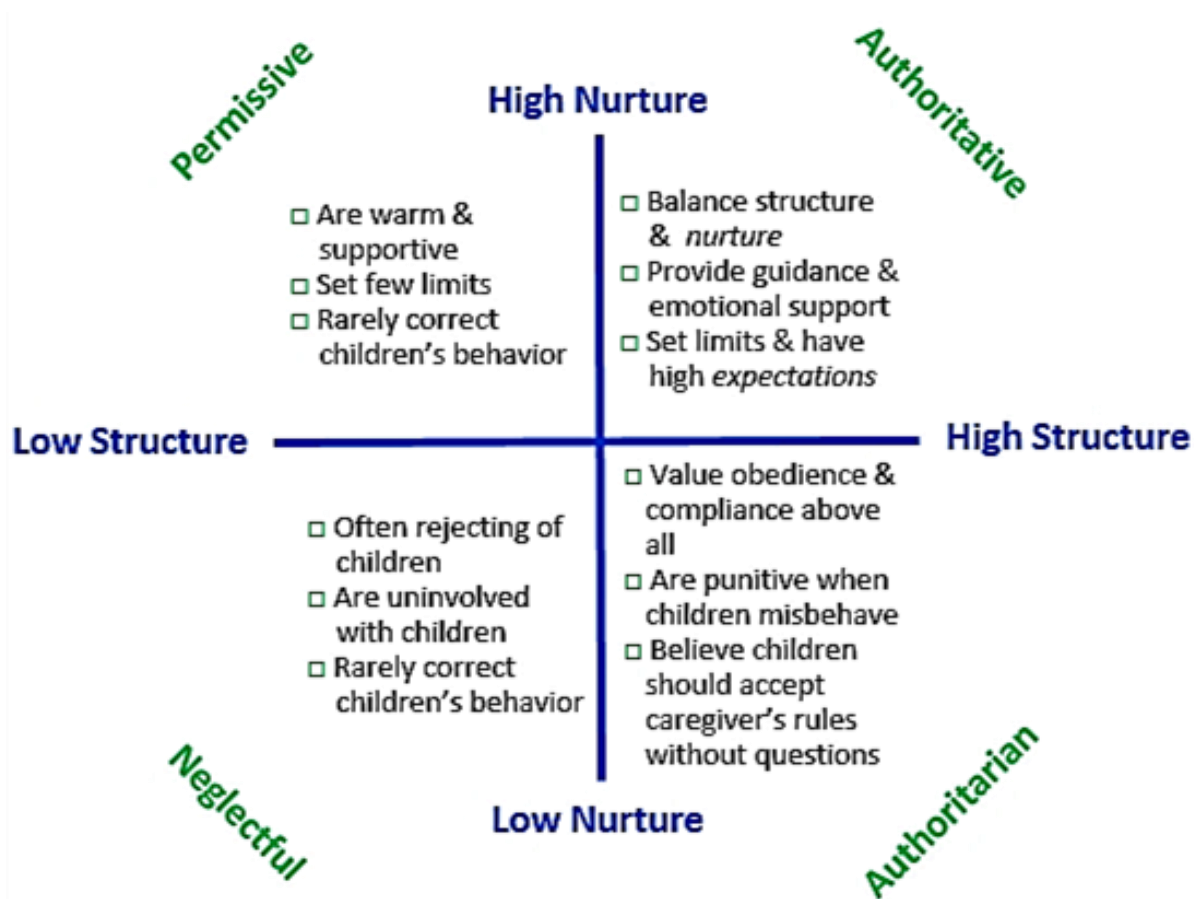


Only raise the bar high enough so that your child can be successful.

### Child's recent history

- Has my child eaten recently?
- Did my child get enough rest or exercise?
- Is there a trigger

## Caregiving Styles



## Behavioral health

For contacts and locations visit

[cookchildrens.org/services/behavioral-health/contact-us/](https://cookchildrens.org/services/behavioral-health/contact-us/) or






These instructions are only general guidelines. Your healthcare provider may give you special instructions. If you have questions or concerns, please call your healthcare provider.

**Goal: Always to return to Playful Engagement.**

**4 Levels of Response**

Behavior should change. Child (and adults) should feel content

Level	What to do	
<p><b>Level 1</b></p> <p><b>Playful engagement</b></p> <ul style="list-style-type: none"> <li>• Child sassy</li> <li>• Speaks out of turn</li> <li>• No threat of harm</li> </ul>	<p><b>Redirect child quickly.</b></p> <ul style="list-style-type: none"> <li>• <i>Would you like to try again with respect?</i></li> <li>• <i>Are you askin' or tellin'?</i> (Use a playful voice).</li> </ul> <p>Teach child to use "good words" with a safe adult who can meet their needs.</p> <p>Use regularly. Reduces misbehavior over time.</p> <p>Strengthens child/caregiver relationship.</p>	
<p><b>Level 2</b></p> <p><b>Structured engagement</b></p> <ul style="list-style-type: none"> <li>• Did not yield to Playful engagement</li> <li>• Escalating, but no threat of harm.</li> </ul>	<p><b>Pause situation. Use more structured voice.</b></p> <p>Use behavioral scripts.</p> <p>Offer 2 choices (not a yes/no choice) or a compromise.</p> <p>Guide child in using their voice and good words to be heard.</p> <p>Use re-dos to help child feel successful. This helps with muscle memory.</p>	
<p><b>Level 3</b></p> <p><b>Calming engagement</b></p> <ul style="list-style-type: none"> <li>• Playful and structured engagement were not successful.</li> <li>• Child needs help regulating and calming themselves.</li> </ul>	<p><b>Caregiver remains calm and focused.</b></p> <p>Use firm, non-threatening voice with fewer words.</p> <p>Allow child to regulate with adult assistance.</p> <p>Use "time in" rather than "time out". Stay with child.</p> <p>Provide support and guidance. Together create a plan showing support, coaching and mentoring.</p> <p>Work out a predetermined quiet or calm place adolescents can go when overwhelmed.</p> <p>Make plans for items to aid their calming such as a weighted item, calming music, scented item.</p> <p>Take a walk.</p>	
<p><b>Level 4</b></p> <p><b>Protective engagement</b></p> <ul style="list-style-type: none"> <li>• Active risk of danger and harm</li> </ul>	<p><b>For violence or aggression.</b></p> <p>Seek formal training.</p> <p>Caregiver remains calm, using few words.</p> <p>Remove either acting out child or "audience".</p> <p>Remove unsafe items.</p> <p>End this level by asking child "What did you need?"</p> <p>Help child understand caregiver is listening and here to help.</p>	