



DALLAS ISD'S CROSS DEPARTMENTAL APPROACH TO TRUST – BASED RELATIONAL INTERVENTION (TBRI®)

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OBJECTIVES



Participants will learn about trauma and how it may present in the classroom setting



Participants will learn about the principles of TBRI®



Participants will learn about how TBRI® can benefit campuses and other agency settings

DALLAS ISD DATA*

Total students: 139,138

- Hispanic Students: 99,173 (71.3%)
- Economically Disadvantaged: 117,213 (84.2%)
- Emergent Bilingual (EB) / English Learner (EL): 69,057
- Special Education: 16,994 (11.2%)
- Total number of schools: 240

**As of May 26th, 2023*

BACKGROUND: PSYCHOLOGICAL SERVICES YOUTH & FAMILY CENTERS IN DALLAS ISD

Early 1970s: The Psychological and Social Services Department (PSS) began providing on-campus mental health services. Services were comprehensive and multidisciplinary, including individual/group/family counseling, crisis intervention, consultation, and training.

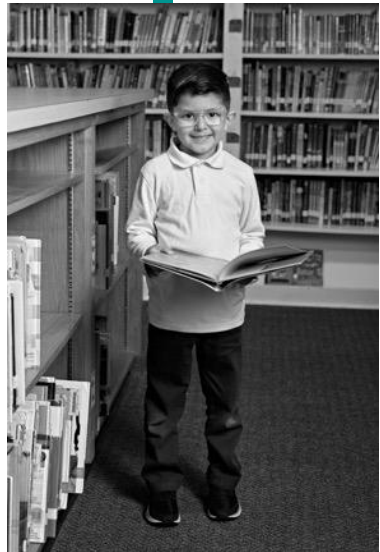
1993: Dallas ISD and Dallas MHMR established a comprehensive school-based mental health clinic, beginning the Youth and Family Center (YFC) Program.

1995 Dallas ISD and Parkland Health and Hospital System combined resources to provide cost-effective, accessible, quality physical and mental health care services.

2007-2013: Youth and Family Center program expanded and added several additional clinics in Dallas ISD.



BACKGROUND: MENTAL HEALTH SERVICES



July 2020

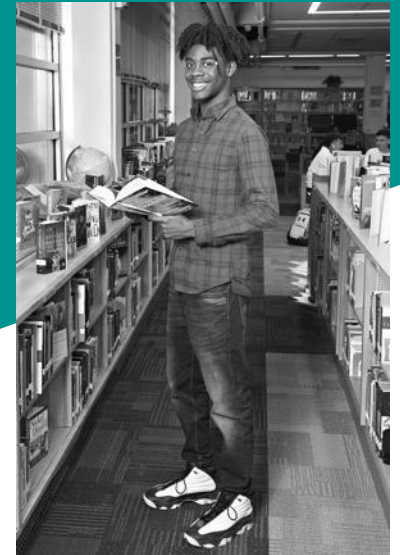
The departments of Psychological and Social Services (PSS) and Youth and Family Centers (YFC) merged to form one cohesive program thus, the beginning of the Mental Health Services program.

Since Merger

- Added 40 more clinicians (ESSER funding), total 156*
- Added Alcohol and Drug Interventionist program and in process of adding 4 clinicians in schools focusing on drug and alcohol interventions
- Added 4 Wraparound Specialists
- 13TH Youth & Family Center Clinic opening in Fall 2023

MENTAL HEALTH SERVICES

We are now the largest school based mental health program in the country



CLINIC PROGRAM

Individual, family, and group therapy
Psychiatric Evaluations
Medication Management
Consultation

SCHOOL PROGRAM

Counseling
Consultation
Crisis response and safety planning
Behavior interventions

ALCOHOL AND DRUG INTERVENTION PROGRAM

Prevention
Intervention
Community Partnerships
4 new clinicians

WRAPAROUND SERVICES

Case Management
Community Resources

SERVICES OFFERED

Mental Health Services provides a continuum of services to students and their families.

REFERRALS FOR SERVICES

Main referral reasons: depression/sadness, anxiety/worry, disruptive behavior

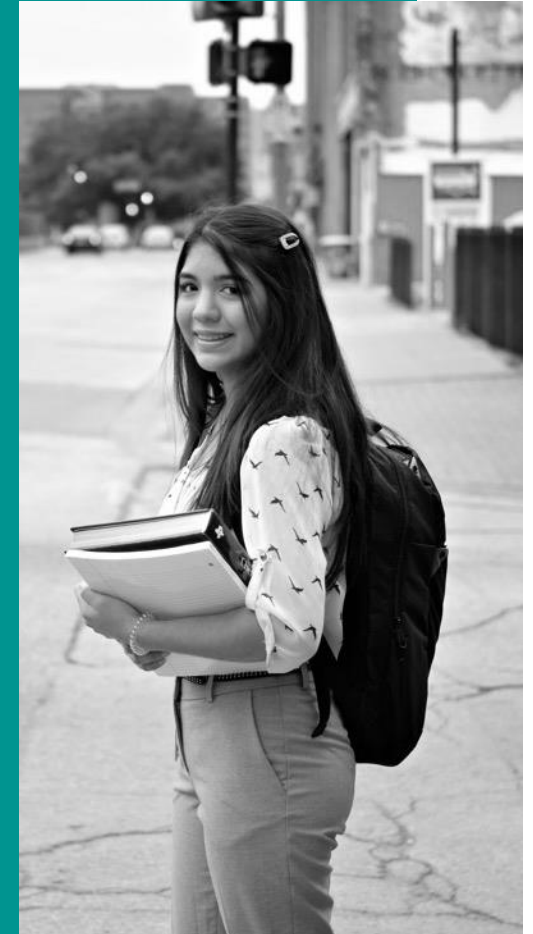
9,222 referrals to MHS

23,981 unique students served

48,393 number of visits

**August 2022-June 2023*

Risk assessments have increased significantly, as well as referrals for drug and alcohol offenses



DALLAS ISD DEPARTMENTAL PARTNERS: CONTINUUM OF SERVICES

Counseling Department

Child Abuse

504/MTSS

Threat Assessment Team

Special Services (Special
Education)

Attendance intervention program

Campus Culture and Academic
Success (formerly SEL)

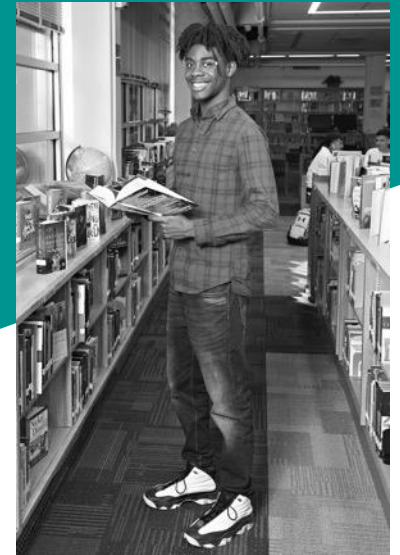
Student Engagement (Reset
Centers)

Parent Advocacy

Health Services

Homeless Department

Police and Security



ELIMINATED
DISCRETIONARY
SUSPENSIONS

CREATED RESET
CENTERS

UNCONSCIOUS
BIASES
TRAINING FOR
STAFF

ADDRESS
SPECIAL
EDUCATION
INEQUITIES

DALLAS ISD INITIATIVES

“Our mission is to **eliminate systemic disparities and equity** to ensure so all students, regardless of race, have the opportunity to graduate equipped to compete in a society and world that is racially and culturally diverse.”

Dallas ISD Racial Equity Office

Trust Based Relational Intervention®



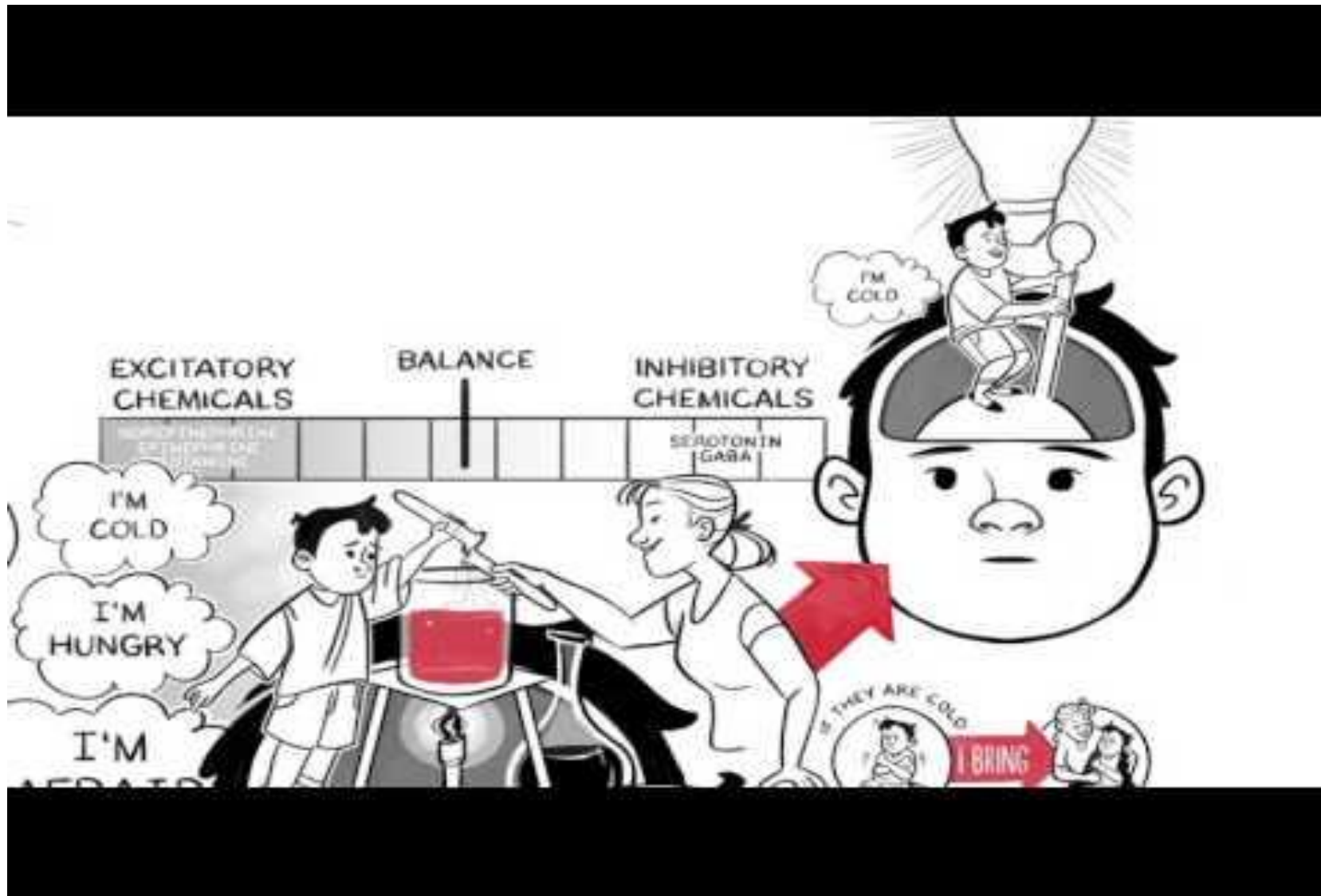


WHAT IS TBRI®

- Attachment - Based
- Trauma – Informed / Trauma – Responsive
- Whole – Child Approach
- Developmentally Respectful
- Evidenced based
- A holistic intervention that has been developed over the past decade by the Karyn Purvis Institute of Child Development (KPICD) at Texas Christian University
- Used in different settings such as schools, juvenile justice settings, residential settings, foster care settings

GOAL: Promote student wellness and academic success by having more trauma informed classrooms, staff and schools

TBRI®: TRUST-BASED RELATIONAL INTERVENTION®



RISK FACTORS FOR TRAUMA

Abuse: physical, emotional, sexual

Neglect: basic needs not met i.e., food, clothing, shelter

Natural Disasters: i.e., hurricanes, wildfires, earthquakes, tornados

Systemic issues: economics, etc. perinatal (exposed to drugs in utero), family history

78% of Latino youth experience at least one ACE event

- *Data from Salud America! [The State of Latino Early Childhood Development: A Research Review](#)*
- <https://www.acesaware.org/wp-content/uploads/2022/07/ACE-Questionnaire-for-Adults-Identified-English-rev.7.26.22.pdf>
- <https://www.acesaware.org/learn-about-screening/screening-tools/> PEARLS-self report tool for 12-19

TRAUMA AT SCHOOL & IN THE CLASSROOM

Can mimic appearance of ADHD symptoms

Increased activity

Difficulty concentrating

Hypervigilant

Triggered by reminders of trauma

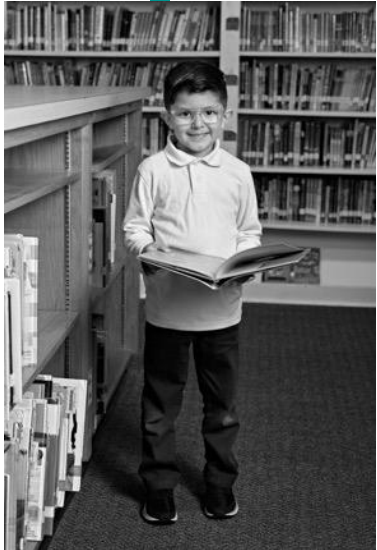
Anger

Difficulty with regulating emotions

Difficulty learning



TBRI® FIVE B'S OF RELATIONAL TRAUMA



- Brain
 - Impacted by relational trauma
 - Primitive survival mechanisms (fight, flight, freeze)
 - Higher – order processes
- Biology
 - Chronic activation of HPA axis
 - Suppression of immune response
- Body
 - Altering sensory experience
 - Experience of the body itself
- Behaviors
 - Affects emotional, behavioral, cognitive self – regulation
 - Leads to multiple diagnoses
- Beliefs
 - Attachment processes
 - Impacts beliefs & dispositions about the self

THREE PILLARS OF TRAUMAWISE CARE



Felt Safety

- Child's sense of safety – physically & emotionally in their current environment
- Facial expressions, body language, tone of voice verbal content

Connection

- How emotionally connected to an adult the child feels
- Relationship between child and adult

Self – Regulation

- Child's ability to control their own thoughts, emotions, behaviors
- Verbal & physical self – expression

TBRI® IMPLEMENTATION: CORE INTERVENTION STRATEGIES



Mindful
Engagement



Ecological
Strategies



Physiological
Strategies



Proactive
Strategies



BENEFITS OF TBRI®

Rethinking how behavior is addressed in the classroom & schoolwide

Creating trauma informed classrooms and environments, which leads to safety, connection, regulation and improved coping

Incorporating nurturing, promoting mindfulness, cultivating relationships

Reframing of behavior by adults

- Shift from this is, “disobedient” behavior to survival behavior
- See the, “why” behind the behavior, see the need driving the behavior and meet the need



BENEFITS OF TBRI®

Impact school culture and climate

Transformations

- Academic improvements
- Decrease in suspensions
- Staff retention
- Increased staff efficacy
- Improved connection
- Creation of trauma – informed classrooms & environments



TRANSFORMING CULTURES OF CARE - HARRIS COUNTY JUVENILE PROBATION DEPARTMENT



TBRI® MHS DEPARTMENTAL IMPLEMENTATION

- All Mental Health Service clinicians received one day training overview of TBRI®
- Staff identified to participate in TBRI® practitioner training
- Originally, only MHS staff were going to be sent to training (approximately 30 staff), but then a more collaborative approach was decided on
- Multiple meetings to identify who should participate



CROSS DEPARTMENTAL PARTICIPATION



- **Participation from the following Dallas ISD Departments**

- School Leadership (campus administrators)
- Social - Emotional Learning
- Counseling
- Student Engagement
- Mental Health Services
- Diverse group of staff – Executive Directors, Directors, Managers

- **Pilot Campuses Staff**

- Principal, Assistant Principal
 - School Counselor, Reset Coordinator
 - Student Support Team (SST) - Coordinator
 - Teacher/Coach, Advancement via Individual Determination (AVID) Coordinator
- **4 pilot campuses chosen- 3 high schools (SE, NW, SW) and 1 Middle School-SE.**
 - Campuses given the task to choose 7 staff to attend TBRI® Practitioner Training (summer 2023)
 - From MHS: ED, 2 directors, 1 manager, 5 mental health clinicians

PHASE 1 - PARTICIPANTS

Schools were given opportunity to volunteer to participate

Those schools needing the most help asked to participate in 2023-2024 pilot program

Campuses with:

- Frequent behavioral explosions in classrooms (fighting, throwing chairs, flipping desks, cursing, meltdowns)
- Students continually removed from class/missing academics
- Students walking out of class/running in halls
- Students unable to focus due to home life/food insecurity



PHASE 1 - ACTION PLAN

Engage Team in Phase 1: Pre-work, Practitioner Training and Follow-up

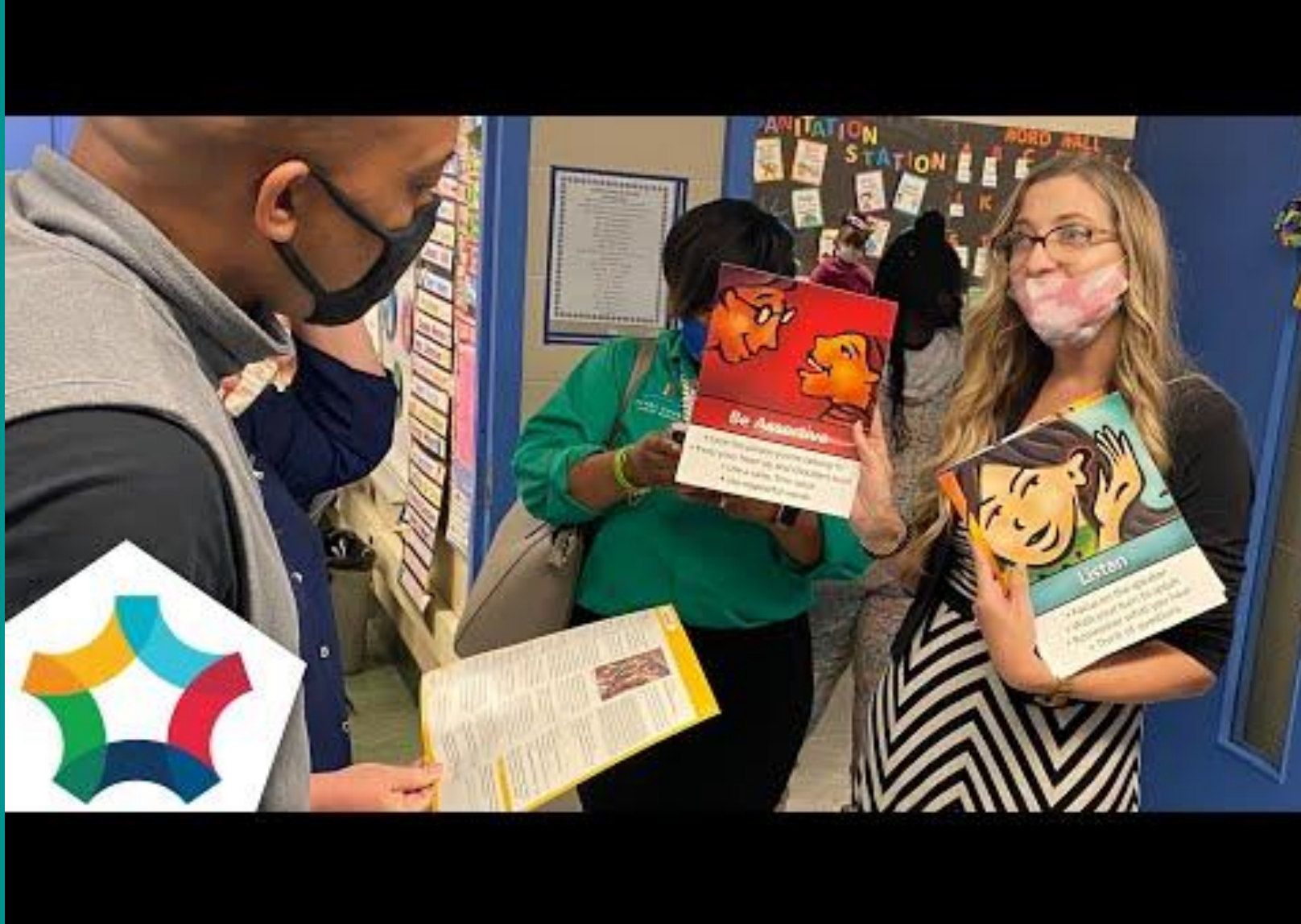
- Pre-work:
 - Approximately 20-30 hours
 - AAI- Adult Attachment Interview to gauge participant's attachment style
- Summer 2023 Practitioner Training: 5 full days of training

Follow-up (and next steps) via Dallas ISD TBRI® Practitioners

- Coaching, support, access to resources, site visits from TCU center
- Progress Monitor through team collaboratives and data reviews
- Collect data from campuses to measure staff wellbeing, measure outcomes for students (Achenbach, BASC)
- TBRI® Practitioner training - train the trainers
- Integrate TBRI® knowledge into systemic decision- making campus-wide



TRUST BASED RELATIONAL INTERVENTION® IN A SCHOOL SETTING



TRUST BASED RELATIONAL INTERVENTION® IN A SCHOOL SETTING



TRUST BASED RELATIONAL INTERVENTION® PRINCIPLE: EMPOWERING

STRATEGY

- Ecological

PRACTICE

- Creating a Safe Environment
 - Transitions
 - Rituals
 - Artifacts

STRATEGY

- Physiological

PRACTICE

- Preparing the Body
 - Hydration
 - Blood sugar
 - Healthy touch
 - Physical / Rhythmic Activities
 - Sensory Milieu



TRUST BASED RELATIONAL INTERVENTION® PRINCIPLE: CONNECTING

STRATEGY

- Mindfulness

PRACTICE

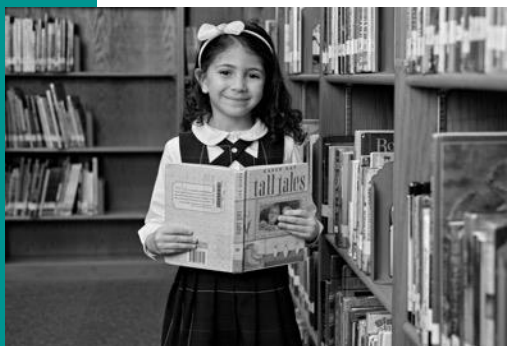
- Calm Presence
- Attunement & Awareness
- Flexible Responding
- Creative Problem Solving

STRATEGY

- Engagement

PRACTICE

- Valuing Eye Contact
- Authoritative Voice
- Behavior Matching
- Playful Interaction
- Healthy Touch



TRUST BASED RELATIONAL INTERVENTION® PRINCIPLE: CORRECTING

STRATEGY

- Proactive

PRACTICE

- Life Value Terms
 - Using Words, With Respect
- Behavioral Scripts
 - Choices, Compromises, Re-dos

STRATEGY

- Responsive

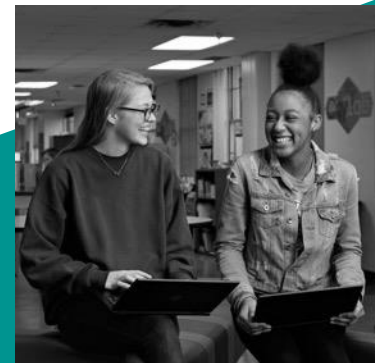
PRACTICE

- IDEAL Response®
- Levels of Response



TBRI® PROBLEM SOLVING

- Challenging Behaviors
- Message *Behind* the Behaviors
- 5 Questions – To Ask Yourself
- Action Steps – To Meet the Child's Needs
- Follow Up – How Did it Work?



TBRI® CALMING ENGAGEMENT PLANS

- Self- Regulation
- Regulation Checks
- External Senses (5)
- Internal Senses (3)
- Sensory Preferences





TBRI® CALMING ENGAGEMENT PLANS: SENSES



External Senses (5)

- Sight
- Sound
- Touch
- Smell
- Taste



Internal Senses (3)

- Vestibular
- Proprioception
- Interoception

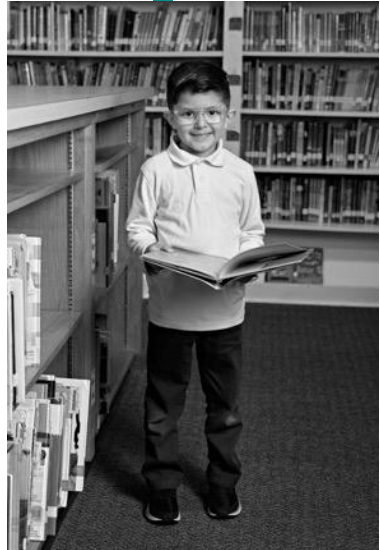


TBRI® CALMING ENGAGEMENT PLANS: SENSORY PREFERENCES

- Body positioning in classroom
- Noise canceling headphones
- Weighted items – lap pads, stuffed animals
- Calming scents
- Water, mild flavors, warm foods



TBRI® ACTIVITY: NUTURE GROUPS 1/2



Promote healthy relationships

Proactively teach various skills to children & teens

Ex. "Use Your Words"

Objectives:

- Facilitate Introductions
- Strengthen trust between child & adult
- Increase child's ability to get their needs met using their words

Group Discussion

1. Rules: Stick together, No Hurts, Have Fun
2. Check In: Warm-Up, Engines/Self- Regulation
3. Band-Aids
4. Activity
5. Feeding
6. Closing
7. Follow- up

TBRI® ACTIVITY: NUTURE GROUPS 2/2

Key Phrases

- Use your words
- Stick together
- No hurts
- Have fun
- Listen to your body
- Check your engine
- Magic mustache
- Hurts – inside and outside
- Good showing respect
- Try it again with respect
- Let me see those (insert adjective here, e.g., gorgeous, blue, etc.) eyes
- Gentle and kind
- Re-do



TBRI® IN ACTION: THE IDEAL RESPONSE

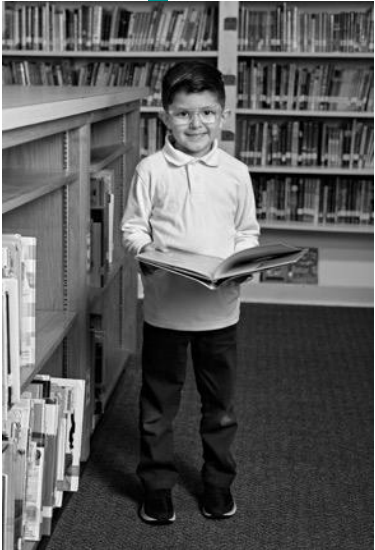
Immediate

Direct

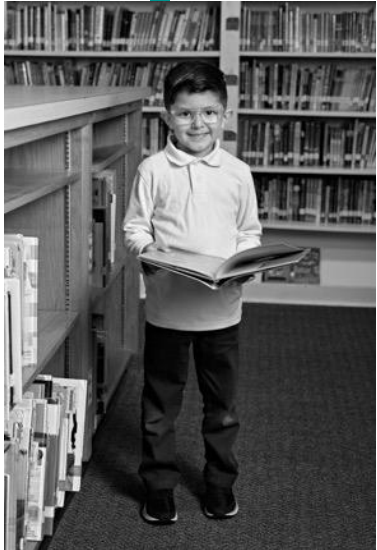
Efficient

Action – based

Leveled at the behavior, not the child



LESSONS LEARNED - PHASE 1



Timing:

- TBRI® training already scheduled for DFW area in 6/5-6/9, decided to have staff participate.
- February/March. Pre-work and interview during Spring, one of busiest time of year for school. Up against multiple deadlines: submitting list of participants, choosing schools.
- Some staff already off contract for practitioner training.

Selecting staff/campuses:

- Allow staff to, "opt in" and make an informed decision. Not all staff may be ready for TBRI and training.
- 3 HSs and 1 MS selected. Trying to choose schools from different geographic areas to have equity. 4 schools chosen to be more inclusive but, may have been too much. Recommend start smaller. Start with 1 or 2 schools.
- Start with elementary school. Start with ESs or have at least one ES. HS: EOC testing, graduation, schedules for next year, etc.

LESSONS LEARNED CONT. - PHASE 1

Allow more time for schools and staff to become familiar with TBRI®

- What is TBRI® ?
- How can it transform a campus?
- Adequate time needed explaining TBRI® , what is involved for the pre-work (about 20-30 hours) etc.

- 39 staff registered to attend including 3 EDs and 3 directors from multiple departments
- Only 1 ED and 2 directors eligible to attend, all from MHS,
- 28 approved to attend (completed the pre-work), 27 attended
- 3 out of 4 principals completed pre-work, but then only 2 attended training. 2 APs attended.
- Only 1 out of 4 principals will be at the same campus next year



PHASE II - CAMPUS IMPLEMENTATION



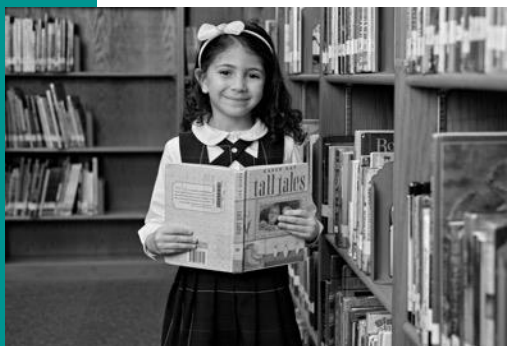
TBRI® Practitioners

Engage Administration

Support Reset Center Staff @ 4 pilot schools

Student Implmentaion

2023 –2024 School Year



CONTACT INFORMATION

Dallas ISD: Mental Health
Services Website

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SCAN ME





THANK YOU

Questions?

VIDEO LINKS USED

TBRI®: Trust-Based Relational Intervention®

<https://www.youtube.com/watch?v=FWScSJKjn1A>

Transforming Cultures of Care - Harris County Juvenile Probation Department

<https://www.youtube.com/watch?v=swKI3gl29E4>

