<table>
<thead>
<tr>
<th>All Behavior is Communication</th>
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<tbody>
<tr>
<td>Conscious Discipline &amp; Second Step</td>
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<td>TBRI</td>
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<td>Sensory</td>
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<td>Escape</td>
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<td>Attention</td>
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<td>T.I.P.</td>
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CONNECTING PRINCIPLES

CREATE CONNECTIONS THAT:

✓ DISARM FEAR
✓ GAIN TRUST
✓ ENHANCE LEARNING

HOW DO I ENGAGE THIS CHILD? HOW DO I GIVE THEM VOICE AND HELP THEM TO FEEL SAFE?

- HEALTHY TOUCH
  o ARM ON THEIR SHOULDER, BRUSH HAIR OUT OF FACE, GENTLY TOUCH CHIN
- FULL ATTENTION
  o LET THEM KNOW THAT YOU ARE LISTENING AND TRULY YOU HEAR THEIR WORDS
- EYE CONTACT
  o "LET ME SEE THOSE GREAT EYES"
- CALM, AUTHORITATIVE VOICE
  o LOWER AND SLOWER, BUT NOT THREATENING (TONE, VOLUME, CADENCE)
- NURTURE
  o MEETING NEEDS, GIVING AND RECEIVING CARE
- PLAYFUL INTERACTION
  o "ARE YOU ASKIN' OR TELLIN'?
- BEHAVIORAL MATCHING
  o MATCH BODY POSTURE AND VOICE
- CALM PRESENCE
  o RELAXED MIND AND BODY
- ATTUNEMENT AND AWARENESS
  o HOW DOES MY CHILD PRECEIVE ME RIGHT NOW?
- FLEXIBLE RESPONDING
  o KNOWING HOW HIGH TO SET THE BAR AND HOW TO ADJUST
- CREATIVE PROBLEM SOLVING
  o WHAT IF WE ACT LIKE DINOSAURS AND WE GO JUMP INTO BED WITH A ROAR!?
- OFFER CHOICES
  o PINK CUP OR BLUE CUP? PEAS OR CARROTS? BRUSH YOUR TEETH NOW OR IN 5 MINUTES?
- OFFER COMPROMISSES
  o WOULD YOU LIKE A COMPROMISE? WHAT DID YOU HAVE IN MIND?
- SHARE POWER
  o WHAT DO YOU THINK? WHAT IS YOUR OPINION?

DERIVED FROM TRUST-BASED RELATIONAL INTERVENTION® RESOURCES (PURVIS & CROSS, 1999-2014)
CORRECTING PRINCIPLES

IDEAL RESPONSE

Immediate - within 3 seconds of the behavior
  - children are better able to learn immediately

Direct – stay engaged
  - get on the child’s level
  - gentle touch
  - eye contact

Efficient – identify the appropriate level of response
  - only use what is needed
  - “keep the train moving”

Action-based – experiential learning
  - offer a re-do
  - practice the right behavior
  - create new connections in the brain

Levelled at the Behavior, not the child
  - their behavior is not who they are
  - they have personal value regardless of behavior

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CORRECTING PRINCIPLES

LEVELS OF RESPONSE

LEVEL 1 - PLAYFUL ENGAGEMENT
- “Are you asking or telling?”
- “I can’t believe my ears!”
- return to playful engagement after all other levels

LEVEL 2 - STRUCTURED ENGAGEMENT
- choices
- compromises
- re-do
- tone is lower and firmer than with level 1

LEVEL 3 - CALMING ENGAGEMENT
- time-in rather than sending the child away
- voice is low and cadence is slow, volume intense, but not loud
- “sit here, when you are ready to talk about what you did wrong say, ‘ready’ and I’ll be right here to listen to you”

LEVEL 4 - PROTECTIVE ENGAGEMENT
- when child is in immediate danger to themselves or others
- seek formal training in an intervention accepted by Texas law

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