



# Trends in Professional Roles Among TBRI® Practitioner Trainees (2021-2025)

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## Introduction

### Background

- Trust-Based Relational Intervention (TBRI) is an attachment-based, trauma-informed approach that equips professionals in various child-serving roles with evidence-based relational strategies through Practitioner Training.
- Although TBRI is implemented across a range of child-serving contexts, limited research has examined the specific roles individuals play and how they have evolved over time among TBRI Practitioners.

### Purpose

- This exploratory study aimed to identify patterns in role representation reported by participants in TBRI Practitioner Training between the years 2021 and 2025.
- This study analyzes five years of Practitioner Training data to assess trends and expansion in representation across six professional role categories.

## Methods

### Participants

- Responses were obtained from 2,185 participants who completed the Practitioner Training from 2021 to 2025.

### Materials

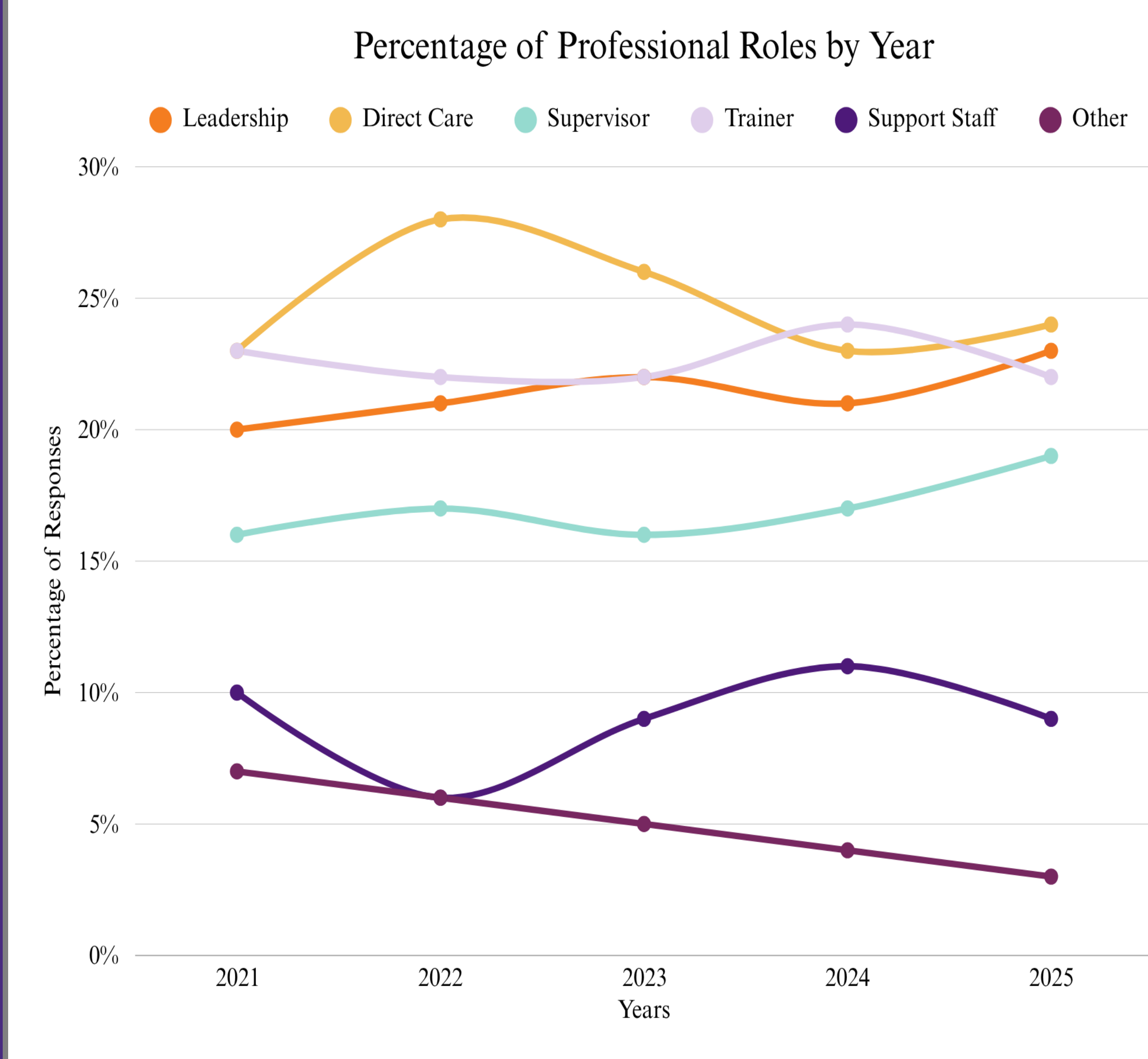
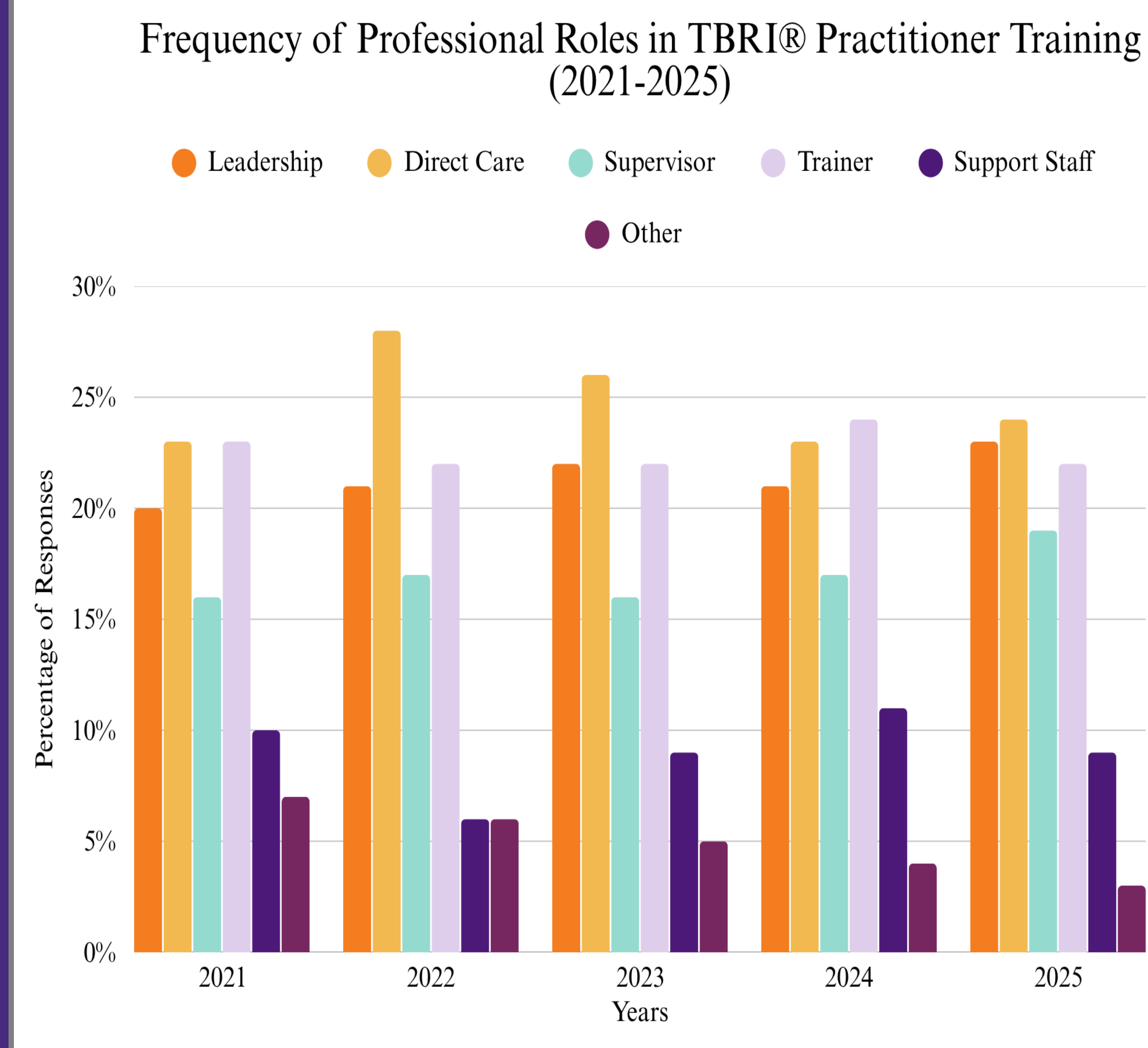
- A Qualtrics Pre-Training Survey was sent to all Practitioner Training registrants to obtain demographic details and assess baseline TBRI knowledge.

### Procedure

- In the survey participants were asked "In working with youth, what is your role?" followed by six professional role categories in which they could select one or multiple.
- Their responses were exported and cleaned for analysis.
- For each of the five years, frequencies for each professional role category was calculated using that year's total number of participants.
- Percentages of each professional role category were computed annually based on the total number of responses per year in order to standardize the frequency of responses.

## Professional Roles Represented in TBRI® Practitioner Training (2021-2025)

Professional Role	Years									
	2021		2022		2023		2024		2025	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Leadership	144	20%	121	21%	247	22%	208	21%	177	23%
Direct Care	166	23%	161	28%	286	26%	224	23%	185	24%
Supervisor	115	16%	96	17%	179	16%	166	17%	151	19%
Trainer	163	23%	128	22%	249	22%	241	24%	175	22%
Support Staff	71	10%	37	6%	106	9%	106	11%	69	9%
Other	49	7%	33	6%	53	5%	43	4%	22	3%
<b>Total Responses</b>	708		576		1120		988		779	
<b>Number of Participants</b>	339		304		543		484		355	



## Results

- A Cross-tabulation analysis on frequency distribution of roles by year was used to identify patterns and trends in professional role represented in TBRI Practitioner Training across five years.
  - The percentage of "Supervisor" responses increased from 16% in 2021 to 19% in 2025
  - The percentage of "Other" responses decreased from 7% in 2021 to 3% in 2025
  - No other roles showed notable change
- A T-test was conducted to determine if there was a statistically significant change from 2021 to 2025 for the six professional role categories. T-statistics and p-values for 6 professional roles were calculated. The 6 categories include: Leadership (t = 1.95, p = 0.051), Direct Care (t = 0.83, p = 0.41), Supervisor (t = 2.34, p = 0.02), Trainer (t = 0.32, p = 0.75), Support Staff (t = -0.49, p = 0.62), and Other (t = -3.59, p = 0.0004). Since only the p-value for Supervisor and Other roles were below  $\alpha = 0.05$ , the null hypothesis was rejected, confirming statistically significant changes only for these two role categories.

## Discussion

- The Cross-tabulation results indicated that the professional role distribution among TBRI Practitioner Training participants remained stable from 2021 to 2025, with no substantial changes in representation across the six role categories. This reflects a steady engagement from a diverse range of professionals working with children.
- While the overall patterns were stable, the t-test results revealed a statistically significant increase in the "Supervisor" category. This may reflect a growing emphasis on trauma-informed management or leadership within child-serving organizations.
- The t-test results also showed a statistically significant decrease in the "Other category" suggesting that fewer participants identified roles outside the predefined categories. This could potentially indicate improved clarity or alignment in role selection.
- This stable representation across most roles suggests that TBRI continues to reach a broad and consistent work force and highlights the importance of understanding the professional contexts in which TBRI is implemented when adapting for outreach.

## Limitations and Future Research

- One limitation of this research is that because it was pre-collected data of self-reported categories during training registration, the analysis may not fully capture the complexity of practitioners' responsibilities or the contextual factors influencing role changes over time.
- Future research should use a longitudinal design to continue to monitor changes in professional role representation as TBRI training expands across child-serving systems.
- Given the observed increase in Supervisor roles, additional studies could explore how supervisory engagement influences organization implementation and the sustainability of trauma-informed practices. Examining demographic and contextual factors would provide deeper insight into what drives shifts in role participant over time. Qualitative inquiry may also help clarify how supervisors apply TBRI principles in leadership contexts and how their involvement shapes team culture and youth outcomes.

## References

Purvis, K. B., Cross, D. R., Dansereau, D. F., & Parris, S. R. (2013). Trust-Based Relational Intervention (TBRI): A Systemic Approach to Complex Developmental Trauma. *Child & Youth Services, 34*(4), 360–386. <https://doi.org/10.1080/0145935x.2013.859906>

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