

SHOW  HOPE

HOPE  
*for the Journey*

COMPANION GUIDE  
+  
NOTEBOOK





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*This Companion Guide + Notebook is intended for use by participants of Show Hope's Hope for the Journey Conference.*

# ABOUT

# HOPE

*for the Journey*

In an effort to address the knowledge barrier to adoption, Show Hope launched its Pre+Post Adoption Support work with the aim of further supporting children and families impacted by adoption and/or foster care through practical resources and tools for their journeys ahead.

Growing out of that desire, Show Hope premiered its Empowered to Connect Conference in August 2010. From the early days, Show Hope had the privilege of connecting and collaborating with Dr. Karyn Purvis, the co-founder of the Karyn Purvis Institute of Child Development at TCU and co-creator of Trust-Based Relational Intervention (TBRI), along with Michael and Amy Monroe, who co-authored "Created to Connect" with Dr. Purvis.

In May 2020, building on this legacy, the Hope for the Journey Conference was introduced. Created and curated for today's busy parents and caregivers, the Hope for the Journey Conference is customizable in nature, making it easily consumable in a one-day setting or through multiple touchpoints over weeks. The conference's shared information is also succinct and accessible for parents and caregivers meeting the needs of children impacted by adoption and foster care as well as the churches and organizations that are working to support them.

The Hope for the Journey Conference includes five high-level learning modules (outlined below) with opportunities to go deeper into select topics. Show Hope is grateful to the adult adoptees and foster and adoptive families who have been willing to share with us through the "Practical Perspectives" video segments. By incorporating their voices and highlighting their stories, our desire is for children and families impacted by foster care and adoption to be encouraged to find hope for their own journeys.

- + **Learning Module 1: An Introduction to Trust-Based Relational Intervention (TBRI)**
  - » "Going Deeper" topic to include the importance of understanding ACEs.
- + **Learning Module 2: Connecting Principles**
  - » "Going Deeper" topic to explore connecting with teens.
- + **Learning Module 3: Empowering Principles**
  - » "Going Deeper" topic to unpack sensory needs and integration.
- + **Learning Module 4: Correcting Principles**
  - » "Going Deeper" topic to include a review of The IDEAL Response<sup>©</sup>.
- + **Learning Module 5: The Gospel + TBRI**
  - » "Going Deeper" topic to discuss the local church's role in trauma-competent care.



## Letter From

# SHOW HOPE'S FOUNDERS

Dear Friends,

Welcome to Hope for the Journey! It is an honor to know you have chosen to be with us here at Show Hope. As you begin this time, know that we SEE you. Your days are filled—balancing and juggling the demands of parenting, marriage, community, home, work, and more—leaving little to no time for yourself and much-needed respite. You are not alone.

As we outlined here last year, the aim of the Hope for the Journey Conference is simple: to shepherd parents and caregivers to a deeper understanding of their children's needs. By introducing robust resources and sharing practical experiences of successes and failures of the day-to-day (let's be honest ... parenting is hard!), it is our prayer that parents and caregivers will leave encouraged as they continue to journey well with their children.

We founded Show Hope more than 19 years ago, and we continue to stand on the foundational truth that humanity bears the image of God. These precious souls who are, ultimately, His have been entrusted to you by Him, and you have the awesome privilege of loving them, caring for them, and serving them. And while we must be clear-eyed about the hard circumstances that have brought our children to us, we must also remain hopeful, knowing that by Christ all things were created and in Him all things hold together.

Thank you for choosing to be here with us! We pray that it is a balm as well as a taste of God's grace and goodness.

Together, let's SEE where hope goes,

*Mary Beth & Steven Curtis Chapman*

Mary Beth & Steven Curtis Chapman  
Founders  
Show Hope

# An Introduction to TBRI

Trust-Based Relational Intervention (TBRI) is a care model designed to help meet relational and developmental needs of children and youth impacted by trauma. TBRI considers the whole child—his or her brain, biology, behavior, body, and beliefs—and provides parents and caregivers with practical tools and insight to help their child(ren) reach his or her highest potential. And, perhaps most integral, TBRI has connection at its core—the truth that connection builds trust, and trust builds healthy relationships.

*Five B's of*

## Relational Trauma

**BRAIN, BIOLOGY, BEHAVIOR, BODY, BELIEFS**

The TBRI model is built upon three guiding principles:

- + Connecting Principles: Create connections that disarm fear, gain trust, and enhance learning.
- + Empowering Principles: Strengthen learning and regulation by meeting a child's physical and environmental needs.
- + Correcting Principles: Shape beliefs and behaviors effectively, so children feel safe, protected, and empowered.

Children who have experienced complex trauma need parents and caregivers who are insightful, prepared, equipped, and committed.

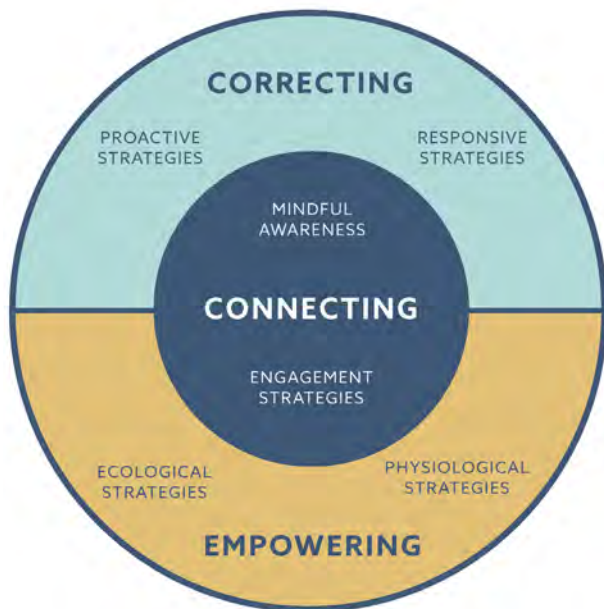
As Dr. Karyn Purvis once said, “All children need to know that they’re precious and unique and special. But a child [who has experienced trauma] needs to know it more desperately.”

The human brain is like a two-story house. The “upstairs brain” allows us to think, reason, learn, remember, and regulate our emotions and is mostly unwired at birth. It takes time and experience for the upstairs brain to become hardwired.

The “downstairs brain” is mostly wired at birth and allows a newborn to eat, sleep, drink, stay warm or cool, and eliminate. A newborn’s reflexes and basic bodily functions are rooted here.

*TBRI* is:

Whole-Child  
Attachment-Based  
Trauma-Informed  
Evidence-Based  
Mult-Systemic  
Approach  
Developmentally  
Respectful



When a child experiences trauma, it can impact the wiring and chemistry of the brain—the lower, more primitive parts of the brain can overdevelop from reactions to fear while the more sophisticated, upstairs brain remains underdeveloped.

Repeating nurturing experiences can strengthen the upstairs brain, so it can help regulate the downstairs brain, strengthening the balance between the two parts of the brain.

If a child spends too much time in fear, the brain organizes itself around the survival response—fight, flight, or freeze—and the downstairs brain runs the show.

Without felt safety and the ability to trust, the more sophisticated functions of the upstairs brain are largely inaccessible to a child. This is why the TBRI approach to addressing early trauma is vitally important.

## ACEs

Considering the impact of adverse childhood experiences (ACEs) can provide a window into the developmental impact of relational trauma and possible physical and mental outcomes. Examples of ACEs include emotional abuse, physical abuse, substance abuse, mental illness, domestic violence, criminal behavior, divorce, separation, and/or the death of a parent or loved one.

To download an ACEs questionnaire, visit the Resources page at [showhope.org/hopeforthejourneyresources](http://showhope.org/hopeforthejourneyresources).

# *Practical Application:* An Introduction to TBRI

## Guiding Thought

*As we provide emotional, physical, and spiritual safety for our kids ...  
we create space for hope and healing.*  
— Tona Ottinger

### Questions & Reflections

- + As you consider how your needs were met as a child, what gave you a sense of belonging, felt safety, and trust? If those needs for security were not met, what might have disrupted those feelings of connectedness and felt safety?
- + What are some needs that might have gone unmet for your child in his or her past? What can you do to meet those needs now?
- + How does remembering the impact of stress and trauma change the way you view and engage your child's behavior?
- + As you consider your current parenting strategies, what may need to be adjusted to better communicate care, security, and safety to your child(ren)?

### Tips & Reminders

- + Relational trauma impacts beliefs about the self, including self-awareness, self-regulation, self-esteem, and self-efficacy. Use character praise to help change your child's belief system about himself or herself by recognizing his or her character traits. Some examples include:
  - » "I love playing with you! You are so much fun."
  - » "Thank you for sharing. You are really thoughtful."
  - » "You are so creative. That is such a great idea!"
- + Positive experiences are essential for rewiring the brain while also contributing to the mind's overall health. Each week, look for opportunities to introduce a new, positive experience in the life of your child or teenager. Include activities where engagement strategies (eye contact, healthy touch, behavior matching, play) can be incorporated to further build connection and felt safety.
  - » Have a family dance party.
  - » Paint together. (For littles, start with rocks, and for your older children, try pottery.)
  - » Explore together a new park or area of town where you can play, snap photos, or just be outdoors as a family.



# Action Points

## ***Crossing the Midline***

Cross-lateral movement refers to any time one side of the body crosses over the midline of the body to the other side. The right side of the body is controlled by the left side of the brain, and the left side of the body is controlled by the right side of the brain. Practicing crossing the midline is a great way to get the right and left sides to communicate optimally. Ideas for younger children—that are also fun—include classic games like “Hot Potato” (but you must hold the object with both hands), clapping games like “Miss Mary Mack,” and “Simon Says.” For older children and teens, consider tennis, baseball, or softball; washing a car together (which also promotes connectedness); and even a game of Twister.

## ***Family Game Night***

Card games (UNO, Go Fish), board games (Monopoly, Operation), chess, checkers, and puzzles are great opportunities to exercise the brain to help improve attention, coordination, concentration, planning, and more. Incorporate regular (weekly or bimonthly) family game nights for everyone in your home, keeping in mind varying skills and abilities. It can become a fun tradition and an excellent opportunity to foster connection as a whole family.

# Connecting Principles

Goal: To build trusting relationships that help children and youth feel valued, cared for, safe, and connected. Disarming fear and building trust greatly increase the capacity for connection, growth, and learning.

## *Secure*

Attachment Says:

I feel protected.

I feel precious.

I feel heard.

My physical needs are  
taken care of.

My emotional needs are  
taken care of.

# Mindfulness Strategies

## Self-Awareness Strategies

- + Identify the thoughts, beliefs, and behaviors you bring to relationships based on the care you received.
- + Realize how these thoughts, beliefs, and behaviors influence your relationships.
- + Identify personal triggers.
- + Practice regulating yourself during times of stress:
  - » Pray.
  - » Take 10 deep breaths.
  - » Go for a walk.
- + Stay calm and emotionally present during a child's distress. This allows you to:
  - » Think flexibly.
  - » Solve problems creatively.
  - » Model compassion.
  - » Co-regulate with your child.

## Attunement Strategies

- + Be flexible in responding. Adjust your interactions based on your child's or teen's needs and developmental abilities.
- + Be aware of your child's or teen's perceptions of your voice/presence/interactions (i.e. are they seen as welcoming, threatening, etc.?).
- + See the need beneath the behavior.
- + Meet the need.

## Engagement Strategies

- + Use an appropriately authoritative voice—a blend of structure and nurture, never weak, shaming, or harsh.
- + Value eye contact (but never force):
  - » "Can I see your eyes, please?"
  - » "I love seeing those beautiful eyes!"
- + Match your child or teen's posture, and voice.
- + Incorporate healthy touch (with permission):
  - » Chin prompt
  - » Hand on shoulder
  - » Hugs
  - » High fives or fist bumps
- + Interact playfully:
  - » Play games.
  - » Be silly together.
  - » Use imaginative play.

*Be aware of yourself, your child, and the environment. Be a calm, attentive presence.*

# Practical Application: Connecting Principles

## Guiding Thought

*When you connect to the heart of a child, everything is possible.*

— Dr. Karyn Purvis

## Questions & Reflections

- + As you consider your childhood, what from your past might hinder the connection between you and your child?
- + In times of stress, remember, *It is my job to help my child regulate*. What are some proactive strategies that will help you remain calm and present in those moments?
- + Remaining flexible is critical to your son or daughter's mental and emotional health. In what situations can you give more "yeses"?
- + Why is it sometimes challenging to see beyond your child's behavior and recognize the underlying need he or she is trying to express or have met? Consider proactive strategies like identifying your personal triggers to better see the need your child is expressing.

## Tips & Reminders

- + Be fully present.
  - » "Stop" what you are doing.
  - » "Look" into his or her eyes.
  - » "Listen" to his or her words, and empathize with the joy or pain your child is expressing.
- + Make it a priority to incorporate healthy touch (with permission) in your child's daily activities and interactions to help build connection and disarm fears.

# Action Points

## *Daily Favorite*

For dinnertime or at the end of each day, spend time where each family member shares one “favorite” thing from his or her day. Remember, positive experiences are essential to rewiring the brain. Celebrate together that one thing—no matter how big or small—and share in each member’s joy. It is an easy way to foster connection and focus on gratitude together as a family.

## *Behavior Matching*

Matching your child’s or teen’s posture, and voice can be effective in building connection and fostering felt safety. It’s an engagement strategy that really validates your child or teen and his or her expressions and passions. For younger children, it can be as simple as joining them in building blocks and copying their creations. For teens, it can be playfully mimicking their use of slang, body language, and tone. Behavior matching can also be an easy opportunity to incorporate other engagement strategies like eye contact and healthy touch—always with permission.

# Empowering Principles

Goal: To prepare bodies and brains for success by meeting the environmental and physical needs of children and youth.

One of the most important outcomes of Empowering Principles is to teach the capacity for regulation. These skills can be taught through modeling; practicing co-regulation; and by using physical exercises, daily routines, and/or nurturing activities. The goal is to give children the tools needed to use their brains and bodies to keep their internal states regulated and balanced. This is learned through healthy relationship.

Our own personal past experiences and history will influence how we perceive a new experience. The brain develops in sequence and will heal in sequence. Therefore, a child's ability to access any part of his or her brain that is not fully developed due to age or traumatic influence will be impaired.

## Physiological (Physical/Internal) Strategies

- + Have your child's or teen's physical needs been met?
  - » Manage sleep, hydration, and blood sugar.
  - » Meet nutritional needs.
  - » Engage sensory needs by providing physical activity, at least, every two hours.
  - » Teach regulation by modeling and practicing regulation skills in physical and/or nurturing activities throughout the day.

## Ecological Strategies

- + How is the environment affecting your child or teen? In what ways can you modify the environment to help your child?
  - » Use daily rituals that are predictable.
    - Create morning and evening routines and stick to these.
  - » Foster and model predictability in transitions (i.e. "in five minutes, we will ...").
  - » Develop an awareness about levels of sensory input—both for those who are sensory seeking and those who are sensory averse.
    - Consider noise levels, unfamiliar or strong odors, lighting, and so forth.

To download a list of resources and sensory integration tools, including some of our favorite fidgets, visit the Resources page at [showhope.org/hopeforthejourneyresources](https://showhope.org/hopeforthejourneyresources).

# Practical Application: Empowering Principles

## Guiding Thought

*Giving a child a voice is one of the most powerful tools we can give.*

— Dr. Karyn Purvis

## Questions & Reflections

- + Think of a time when you were safe, but you didn't feel that way. Consider situations in which your child or teen may not feel safe. How does he or she respond to fear?
- + Describe a time when you misunderstood a fear-driven response as manipulation, control, or willful disobedience.
- + Help your child navigate change by creating predictability. Doing so will encourage felt safety. Think about the transitions that are most difficult (i.e. bedtime, school drop off, technology limits). What are some strategies you can use to support your child or teen in transitioning well?
- + What are some ways you can modify your environment to support your child's sensory needs (i.e. lights, smells, noises, sensory-rich or sensory-sensitive environments)?

## Tips & Reminders

- + Dr. Karyn Purvis was also known as the "Queen of Bubblegum." Chewing and sucking are both calming engagements, so do not shy away from giving your son or daughter a piece of gum or candy in dysregulated situations.
- + Exercise, physical activity, hydration, and healthy snacks are critical for children, teens, and adults, and all promote healthy brain development and regulation. Go for walks together, consider weekend hikes, or find sports you can play as a family. Have water readily available along with healthy snacks for any time of the day.



# Action Points

## ***Transition Formula***

One way to empower your children for success is by utilizing this formula for transition from one activity to the next.

Attention + Mention + Distract + Act = Successful Transition

First, get your child's attention by being in front of him or her with direct eye contact; then mention what is going to happen. For example, "In three minutes, it will be time for bed. When I come back, I am going to say, 'It's time for bed,' and you will say, 'OK, Mom (or Mommy)!' Sound good?" When it is time to make the transition, try a "connected distraction" (i.e. playful eye contact, healthy touch, etc.). The goal is to distract your child or teen from his or her activity and get him or her connected to you. Once you feel connected, stay with him or her until the transition is successful.

## ***Alerting and Organizing***

There are times when our brains and bodies are running slow (lethargic, unaware), and there are times when they are running too fast (hyperactive, lacking focus). Whether your child's or teen's brain and body are running too slow or too fast, these activities can bring regulation, relaxation, and even focus.

- + Jumping (rope, trampoline, exercises)
- + Chair, desk, and/or wall pushes
- + Safe pillow fights or crashing into a pile of pillows (i.e. "Crash and Bump")

# Correcting Principles

Goal: To help children learn appropriate strategies for getting their needs met and to learn to navigate successful interactions throughout their day.

## Hallmarks of Connected Parenting

- + Time-ins vs. Time-outs
- + Compromises vs. Consequences
- + Problem-solving vs. Lectures
- + Advocacy stance vs. Adversary stance
- + Focus on your child's preciousness vs. Focus on his or her failures

## Correcting Principle: The IDEAL Response

- » **I**mmediate: Respond immediately.
- » **D**irect: Engage directly (with eyes, proximity, and touch when possible).
- » **E**fficient: Maximize playfulness when possible, and use only the Level of Response that is essential for addressing the challenge.
- » **A**ction-Based: Give your child a chance for a "redo." Maximize learning by creating body memory for the right choices.
- » **L**eveled: Direct at the behavior, not the child. Make it clear to your child that you are his or her advocate, not adversary.

Solving behavioral challenges quickly and effectively while building connection between the parent or caregiver and child is a primary feature of TBRI.

Foundational to TBRI is the premise that most behavior is driven by unmet needs. Ask yourself the following questions when your child or teen is using behavior to communicate something he or she doesn't have the words to express:

- + What is this behavior really saying?
- + What does your child actually need?
- + How can I teach my child to get his or her needs met?
- + How can I teach this skill at a calmer time?

To help disarm fear and negative behaviors in children or teenagers who are being disruptive, consider asking questions like:

- + Can you tell me what you need?
- + How can I help you?

## *Correcting Principle:* Levels of Response™

### Level 1: Playful Engagement

**Challenge:** This is a low-level challenge in which your child is disrespectful or dysregulated in some way.

He or she may roll his or her eyes, speak without raising his or her hand, grab something without your permission, etc.

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 TBRI-informed environments where adults are connecting, empowering, and teaching proactively, 70 to 80 percent of challenging behaviors can be addressed at this level.



**Goal:** Simply give your child an opportunity to "redo" the behavior. Since motor memory is formed through active participation, deep learning occurs.

## Level 2: Structured Engagement

**Challenge:** This is a higher-level challenge and/or one that was not resolved with Playful Engagement. No one is in danger, and there is no physical threat. But if mishandled, there is a potential for escalation.

At this level, the adult should provide additional attention and structure.

**Opportunity:** Learning can still occur at this level because your child's fight-flight-freeze system is not fully activated.

Although it may take a couple of minutes, this is still a great win for both you and your child.

### *Situation:*

Your child or teen refuses to clean his or her room.

**Response:** You will need to clean your room, but you can do it now or after lunch. Which do you choose?

When it's over, it's over! (The goal is to demonstrate to the child that his or her value is not defined by the episode.)

**Immediately return to Level 1: Playful Engagement.**

**Goal:** Providing "choices" gives the child or teen a sense of safety and active participation in the resolution. Again, give the child an opportunity to "redo" the behavior, which contributes to motor memory and deep learning.

## Level 3: Calming Engagement

**Challenge:** At this level, the challenge is escalated, and your child may be at risk of becoming violent. You must remain laser-focused and attentive in order to help your child de-escalate.

**Opportunity:** An unexpected opportunity arises out of this more significant level of challenge because your child can see your commitment to help him or her through this "hard place."

Handled correctly, a Level 3 challenge can become a tremendous opportunity for connection and growth.

Again, when it is over, it's over! Return to Level 1: Playful Engagement.

You must remain calm and focused. Your voice should be firm but not threatening. Use fewer words, and talk more slowly because cognitive areas of the brain are less active during periods of fight-flight-freeze responses.

*Note: When the child has returned to a calm state, a redo can be requested when possible. Only request a redo to encourage learning, never to shame or punish.*

**Goal:** Support your child's or teen's need to regulate. Another goal is to prevent a full-blown crisis.

## Level 4: Protective Engagement

**Challenge:** At this level, there is an active threat of danger and/or physical harm. Protection must be provided for your child or teen as well as others who are nearby.

**Opportunity:** The most powerful message you can give your child or teen is the knowledge that you can keep him or her safe and that you know your child's behavior is not what defines him or her.

### *Situation:*

Your child becomes physically or verbally threatening and/or begins a behavioral meltdown, doing damage to property or persons nearby.

**Response:** Remove either your child or those in close proximity. If necessary, seek help from an adult who can stay with other children while you stay with your child who is struggling to regulate. Find a private, quiet space where your child can be kept safe and is not alone. Remove objects that might become harmful to your child or others.

**Goal:** The immediate goal is to provide safety for all who are involved, including your child.

**Remember, particularly in Protective Engagement situations, the goal is to demonstrate to your child or teen that his or her value is not defined by the episode.** As time allows (which may take days or weeks), look for opportunities to process the event(s) with your child or teen to foster greater connection.

# Practical Application: Correcting Principles

## Guiding Thought

*It is better to err and repair than to have never erred at all.*

— Dr. David Cross

## Questions & Reflections

- + How could you “practice outside the moment” to help create a new pattern of behavior or interaction—for both you and your child?
- + Which elements of the IDEAL Response come more naturally to you? Which elements do you struggle with and why?
- + When thinking about calming engagement, what helps you regulate and calm? What helps your child regulate and calm?
- + As you consider your current strategies, how can you correct while staying connected and building greater trust with your child or teen?

## Tips & Reminders

- + Implement behavioral scripts—the actions of a trauma-informed culture that seek to reduce escalation and teach self-regulation skills.
  - » Choices (“You have two choices”—choices given are never threats or punishments.)
  - » Compromises (“Would you like a compromise?”)
  - » Behavioral Re-Do’s (“Can you try that again with respect?”)
- + Take a deep breath. Breathing deeply will oxygenate the body and brain, helping children and teens (and you!) think more clearly, learn more easily, calm down, and make better behavioral choices.

# Action Points

## *Life Value Terms*

Common in TBRI and trauma-informed cultures, Life Value Terms create an effective, efficient mode of communication that avoids lengthy lectures and can be used in times of stress or dysregulation. We encourage you to develop your own Life Value Terms, suited for your daily interactions with your child or teen. Consider even posting these on your refrigerator or a common space in your home. The following are some ideas to get you thinking as you develop ones for your family.

- » "Gentle and Kind"
- » "Using Words"
- » "Accepting 'No'"
- » "With Permission and Supervision"
- » "With Respect"

## *For the Everyday*

- + The "TBRI Mantra", as coined by Dr. David Cross, is one to think through, memorize, and call to mind on a daily basis.
  - » Stay Calm (No Matter What).
  - » See the Need (Behind the Behavior).
  - » Meet the Need (Find a Way).
  - » Don't Quit (If Not You, Then Who?).



Imprinted on the heart of every human being is a need to belong ... a deep desire to be seen and heard, to securely know you are loved and accepted just as you are. We see it in the beginning of time with God's creation story, and for those of us who belong to Christ, we know it more fully when we are joined with him through faith.

It is not uncommon for children impacted by adoption and foster care to have had exposure to adverse childhood experiences such as abuse, trauma, loss, and/or neglect. As these children enter our families and our stories intertwine with theirs, tensions can surface. So we must ask ourselves, *How do we effectively communicate the truth of the gospel to our children who may carry attachment injuries and associate belonging and connection with fear?*

### **Community Matters**

The reality is, the adoption journey doesn't end the day a child is welcomed home. And this journey is not meant to be traveled alone. For many families impacted by adoption and/or foster care, the local church is an integral entity of needed encouragement and support—a beacon of hope and help for seasons of hardship and celebration.

A practical step in serving and equipping families and caregivers is launching a support or small group for individuals and parents impacted by adoption and/or foster care within your church or faith community. Perhaps you can begin meeting weekly or monthly in prayer, study, and conversation. A great resource to walk through together is "Created to Connect." This study guide sheds light and goes deeper into





the biblical principles that serve as the foundation for the philosophy and intervention detailed in “The Connected Child” by Drs. Purvis and Cross along with Wendy Lyons Sunshine.

Another idea might include a “Podcast Club.” Similar to a book club, groups can gather together to listen to the Empowered to Connect Podcast and dissect episodes and topics in community. Empowered to Connect (ETC) is an “attachment-rich, community-focused program that exists to support, educate, and resource caregivers.” Among other helpful content and tools, its podcast series is available with multiple weeks’ worth of episodes.

Also coming from the team at ETC is “Cultivate Connection,” a rewrite of the flagship ETC Connect Course. The updated resource brings extensive new research and dynamic, practical content to parents and caregivers to support attachment, connection, and family flourishing. The course will be available in June and through trained Cultivate Connection Facilitators. To find a course near you or to become a facilitator, visit [empoweredtoconnect.org](http://empoweredtoconnect.org).

And finally, as part of that support network, recruit volunteers who can be on call to help meet the everyday needs of adoptive and/or foster care families. It can be as simple as setting up a meal train for heavy, busy seasons of life or offering childcare for parents to have a night out for reconnecting.

The adoption and/or foster care journey is not meant to be traveled alone, and as a local church, we have the opportunity to come alongside children and families in service and support.



## *Practical Application:* The Gospel + TBRI

### Guiding Thought

*God created us to be in relationship—at peace within ourselves, with him, and with others.*

— Emily Chapman Richards

### Questions & Reflections

- + As you consider the love and grace shown to you through Christ's work of reconciliation, how can that inform and encourage your daily interactions with and approaches to your child or teen?
- + In what times during your day can you carve out space for yourself for personal prayer, meditation, and time with God?
- + Do you have regular time set aside to connect with mentors for wise counsel and family, friends, and community for support and encouragement? What holds you back from those critical relationships and regular times together?

### Tips & Reminders

- + Consider reading "Every Moment Holy." This book includes liturgies for the ordinary events of daily life—"A Liturgy for Feasting With Friends" or "A Liturgy for Laundering"—reminding us that our lives are "shot through with sacred purpose even when, especially when, we are too busy or too caught up in our busyness to notice."
- + Whether it is a moment of joy or hardship, work to remind yourself what brought you here, why today matters, where you are headed, and who, ultimately, holds you and your family in the palm of his sure and trustworthy hand.

# Action Points

## *Verses to Remember*

Below are four Bible verses Show Hope believes connect well to the foundational principles of TBRI. Spend time meditating on these truths whether through journaling, memorizing, or writing on index cards to place around your home or office space.

- » **An Introduction to TBRI:** *Two are better than one, ... For if they fall, one will lift up his fellow.* — Ecclesiastes 4:9-10
- » **Connecting Principles:** *Let love be genuine ...* — Romans 12:9
- » **Empowering Principles:** *There is no fear in love, but perfect love casts out fear.* — 1 John 4:18
- » **Correcting Principles:** *Love never ends.* — 1 Corinthians 13:8

## *Three Gratitudes*

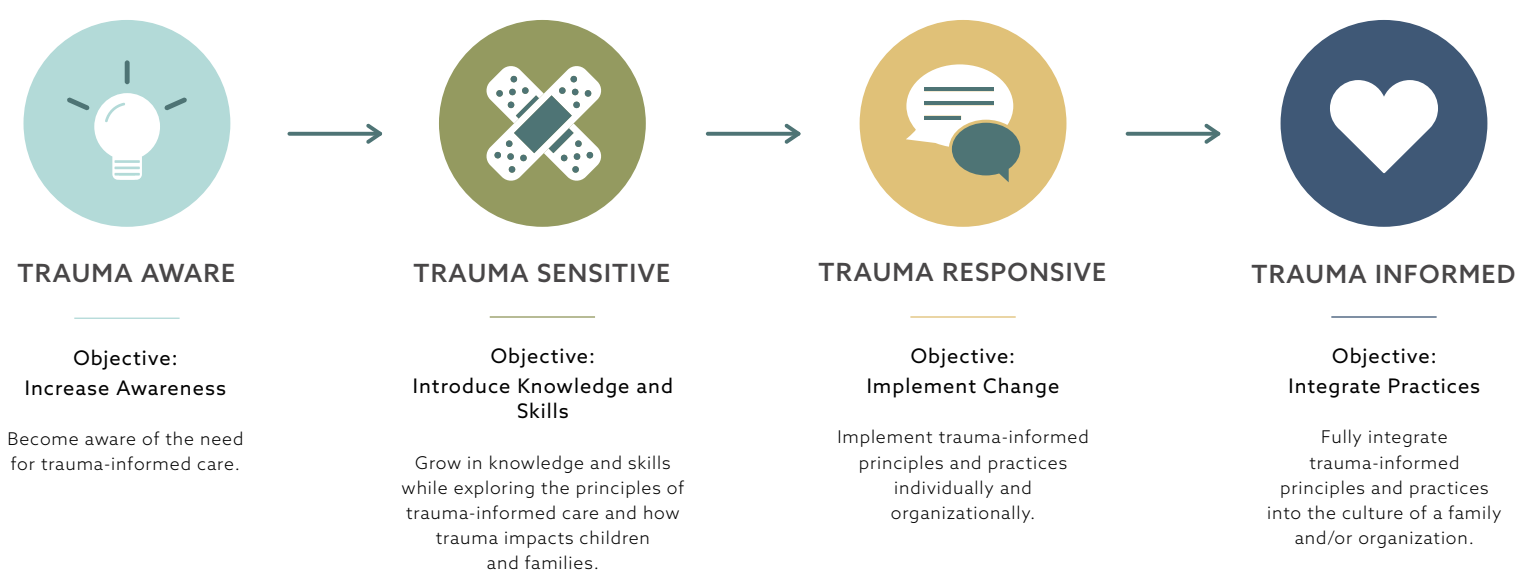
At the end of each day, before your head hits the pillow, record three things for which you are grateful in a journal. Spend time meditating on each one, and ask God to remind you of his love, grace, and the hope found in him. This could be an excellent routine for your family to do together as well. Just as our children need positive experiences and the reminders of those, so do we.



# Trauma Competency Continuum

**He heals the brokenhearted and binds up their wounds. — Psalm 147:3**

Churches and faith communities have a unique opportunity to show the tangible love of God to those most vulnerable in their communities by taking active steps to move along the Trauma Competency Continuum. When a church or faith community becomes trauma-informed, they are making a commitment to pursue hope, healing, and restoration through implementing compassionate, supportive policies and practices.



*Phase language (i.e. trauma aware) is adopted from Missouri Department of Health and Partners (2014).*

Missouri Model: A developmental framework for trauma-informed.

CONFERENCE NOTES

Lined area for taking notes, consisting of 25 horizontal lines.







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# ABOUT SHOW HOPE

**Show Hope** exists to care for orphans by engaging the Church and reducing barriers to adoption.

After having their own eyes and hearts opened to the needs of orphans around the world, Mary Beth and Steven Curtis Chapman founded Show Hope in 2003. Since then, Show Hope has worked to holistically approach adoption advocacy and orphan care by addressing three key barriers to adoption: the financial barrier, the medical barrier, and the knowledge barrier.

Through Adoption Aid grants, Show Hope has helped more than 7,900 children from more than 60 countries, including the U.S., come to know the love of a family. Through Medical Care grants, Show Hope helps families offset expenses related to caring for a child's complex medical needs post-adoption. Show Hope's Pre+Post Adoption Support helps bring hope and healing to children and families around the world with encouraging, practical, and research-based teachings and resources. Through its Student Initiatives program, Show Hope engages and mobilizes high school and college students in becoming agents of change in adoption advocacy and orphan care—not just in the future but today. And for nearly 15 years, Show Hope supported multiple Care Centers in China with an aim to provide care for children with acute medical and special needs—even building, furnishing, and supporting the flagship Care Center, Maria's Big House of Hope, named in honor of the Chapmans' daughter, Maria, who is now with Jesus.

# Conference Hosts + Presenters



## Mary Beth & Steven Curtis Chapman

Mary Beth and Steven Curtis Chapman founded Show Hope in 2003. Mary Beth is a “New York Times” bestselling author and speaker. Steven is a GRAMMY- and Dove award-winning singer/songwriter and recording artist with sales of more than 11 million records. The Chapmans were married in October 1984 and have six children—three children by birth, Emily Chapman Richards (married to Tanner and mom to three daughters, Eiley, Della, and Verity); Caleb Chapman (married to Julia and dad to son Noble and daughter Olive); and Will Franklin Chapman (married to Jillian Edwards and dad to Willow Faye); and three daughters who were adopted from China, Shaohannah Hope, Stevey Joy, and Maria Sue, who is now with Jesus.



## Emily Chapman Richards

Emily Chapman Richards serves as an advisor and ambassador for Show Hope. She has enjoyed watching Show Hope grow from a dream in her parents’ heart to an organization that has helped thousands of children come to know the love of a family. After earning her Bachelor of International Studies and Religion from Baylor University, Emily continued her education while living abroad, graduating from Queen’s University Belfast with a Masters of Theology. Emily is married to Tanner, and together, they are the proud parents of three beautiful ladies—Eiley, Della, and Verity. Emily is a visionary and a dreamer and has long remained a passionate advocate for adoption and orphan care efforts.



## Daren Jones

Daren Jones is the Associate Director of Training and Consultation Services with the Karyn Purvis Institute of Child Development (KPIDC) at TCU. In his role, Daren’s main focus is instructing professionals in TBRI who are working with children who have experienced trauma. Since Daren joined KPIDC in 2014, he has been an integral part of teaching and spreading TBRI across the U.S. and throughout the world. Daren earned his Bachelor of Social Work from the University of Arkansas at Fayetteville, and is currently pursuing a Ph.D. in Counseling & Counselor Education at TCU in Fort Worth, Texas, where he resides with his wife, Katie; daughter, Ruby; and son, Finn.



## Amanda Purvis

Amanda Purvis is a Training Specialist with the Karyn Purvis Institute of Child Development at TCU. As a Training Specialist, Amanda’s main focus is instructing professionals in TBRI who are working with children who have experienced trauma. Amanda earned her Bachelor of Social Work from Metropolitan State University in Denver, Colorado, and lives in Castle Rock, Colorado, with her husband and five children.

*With the legacy of Dr. Karyn Purvis before us, we want to recognize and thank our partners and friends at the Karyn Purvis Institute of Child Development at TCU and Empowered to Connect.*

*This work would not be possible without you.*

## ABOUT THE KARYN PURVIS INSTITUTE OF CHILD DEVELOPMENT

The Karyn Purvis Institute of Child Development (KPICD) is a program of the Department of Psychology in the TCU College of Science & Engineering in Fort Worth, Texas. Its mission is research, education, training, and outreach to improve the lives of children who have experienced abuse, neglect, and/or trauma. The KPICD's research and interventions are empowering parents, professionals, and students with trauma-informed strategies that improve outcomes for children and youth.

The KPICD was created as an outgrowth of the Hope Connection<sup>®</sup>, a research and intervention project developed in 1999 by Dr. Karyn Purvis and Dr. David Cross. The Hope Connection began as a summer camp for children who were adopted and had experienced early orphanage care. The results proved so remarkable, they sparked a compelling scientific and personal journey for Drs. Purvis and Cross. By the end of the first week and into the second week of camp, they saw dramatic changes in attachment, social competency with peers, and in language. These outcomes formed the empirical foundations for Trust-based Relational Intervention (TBRI), a model for children who have experienced relational trauma, which has helped countless children and families find hope, healing, and connection in their journeys together.

## ABOUT EMPOWERED TO CONNECT

Empowered to Connect (ETC) is a dynamic network of programs aimed at increasing access to holistic care for individuals, families, and communities. ETC has developed attachment-rich, trauma-informed, and healing-centered resources that inform better care practices, prioritizing root causes and community support. At every level, ETC journeys alongside families and communities toward greater healing and hope. ETC's three programs are the ETC Institute, Safe & Secure Tennessee, and the Memphis Family Connection Center. ETC's programs include a mixture of training, advocacy, consulting, and therapeutic services.

In partnership with Show Hope and the Karyn Purvis Institute of Child Development at TCU, the work of ETC relies heavily on the model of TBRI.

ETC's resources and trainings are especially helpful for caregivers of children who have experienced adverse childhood experiences (ACEs), toxic stress, and maltreatment. ETC fundamentally believes that every human being has great capacity to grow and overcome adversity when cared for in supportive, connected, and nurturing environments.

To find out more, visit [www.empoweredtoconnect.org](http://www.empoweredtoconnect.org).



## IN MEMORY OF DR. KARYN PURVIS

Dr. Karyn Purvis was the Rees-Jones Director and co-founder of the Karyn Purvis Institute of Child Development at Texas Christian University in Fort Worth, Texas, the co-creator of TBRI, co-author of a best-selling book in the adoption genre, and a passionate and effective advocate for children. Her research-based philosophy for healing harmed children centered on earning trust and building deep emotional connections to anchor and empower them.

Among academics, she was a respected researcher, demonstrating how a child's behavior, neurochemistry, and life trajectory can change given the right environment. Among parents, she was an authoritative speaker, writer, and trainer. Many adoptive parents, who marveled at her innate ability to playfully connect and see the real heart of a child, revered her as a "child whisperer." To the thousands of children whose lives she touched, she was warmly known as "Miss Karyn, the queen of bubble gum!"

A mother, grandmother, foster parent, pastor's wife, and developmental psychologist, Dr. Purvis devoted her life to serving children. Since its inception, she and her team at the Karyn Purvis Institute of Child Development taught and inspired tens of thousands of parents, professionals, foreign dignitaries, political leaders, orphanage and adoption workers, lawmakers, judges, and child advocates around the world about the need for trauma-informed care and trust-based interventions for vulnerable children.

# SHOW HOPE

