



SHOW  HOPE

# HOPE

*for the Journey*

CONFERENCE

Conference Guide

+

Notebook





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# 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 (KPIDC) at TCU and co-creator of Trust-Based Relational Intervention (TBRI)—as well as Michael and Amy Monroe, who co-authored “Created to Connect” with Dr. Purvis.

Today, more than 100,000 individuals have been impacted by more than 20 Empowered to Connect Conference events and simulcasts, reaching all 50 states and multiple countries around the globe.

In May 2020, building on this legacy, the Hope for the Journey Conference was introduced. Though the Empowered to Connect Conference has historically been a two-day event, the Hope for the Journey Conference moves to a one-day format to ensure the information is consumable and accessible by busy parents and caregivers meeting the everyday needs of children impacted by adoption and/or foster care.

This year, we are excited to present five high-level learning modules (outlined below) with opportunities to go deeper into each topic. We are grateful to the many adult adoptees and foster and adoptive families for being willing to share with us through the “Practical Perspectives” videos, a new feature of this year’s conference. By incorporating their voices and highlighting their stories, our desire is for children and families impacted by adoption and/or foster care 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 biological and adoptive sibling dynamics.
- + **Learning Module 3: Empowering Principles**
  - » “Going Deeper” topic to unpack the need to acknowledge one’s own limitations and implement self-care strategies as a care provider.
- + **Learning Module 4: Correcting Principles**
  - » “Going Deeper” topic to feature a discussion of the challenges to and importance of finding rhythms to promote unity as parents during the day-to-day.
- + **Learning Module 5: The Gospel + TBRI**
  - » “Going Deeper” topic to discuss the hope and relational nature of God and the incarnation of Jesus as foundational cornerstones informing the efficacy of TBRI.



*Letter From*

## SHOW HOPE'S FOUNDERS + EXECUTIVE DIRECTOR

Dear Friends,

Welcome to Hope for the Journey! We count it a joy and privilege for you to join us here at Show Hope. Your days are filled, and your schedules are jam-packed. We know most—if not all—days find you crossing the finish line ... mostly exhausted, sometimes weary, and all too often burdened. Yet for you to take the time to walk with us through this Hope for the Journey guidebook speaks volumes to your unwavering commitment, love, and care for the children and teenagers entrusted to you and your family.

Last year, we announced the launch of Hope for the Journey. Its aim 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.**

Show Hope stands on the foundational truth that humanity bears the image of God. In some mysterious way, the tension of hard beginnings for the many children we seek to serve juxtaposed against the healing that can be found in connected, loving relationships with parents and caregivers are held together in God (Colossians 1:17). And so, while we must be clear-eyed about the hard circumstances that may have brought our children to us, we keep our hearts hopeful and anticipatory, knowing that by Christ all things were created ... and in him all things hold together.

Here's to finding hope along the way,

*Mary Beth & Steven Curtis Chapman*

Mary Beth and Steven Curtis Chapman  
Founders  
Show Hope

*Emily Chapman Richards*

Emily Chapman Richards  
Executive Director  
Show Hope

# An Introduction to TBRI

Trust-Based Relational Intervention (TBRI) is designed to help meet the basic relational and developmental needs of children and youth impacted by trauma as it equips parents and caregivers with the tools and insights needed to help children heal, learn, and grow.

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 for the long-term.

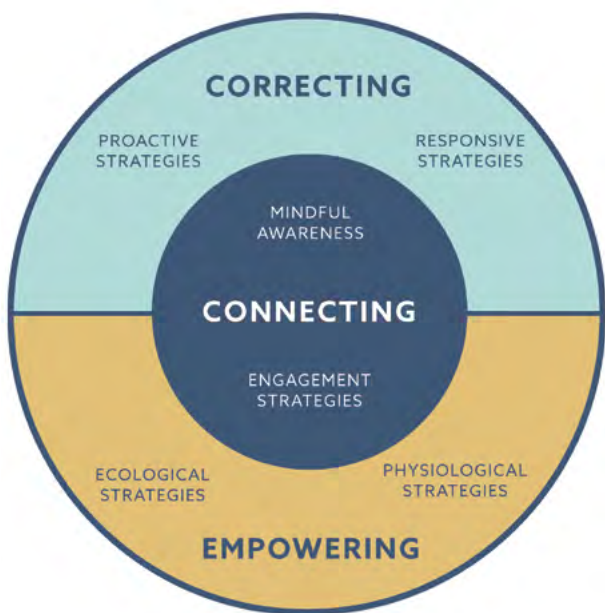
As Dr. Karyn Purvis once said, "All children need to know that they're precious and unique and special. But a child [who has experienced complex trauma] needs to know it more desperately."

*TBRI* is:

Whole-Child  
Attachment-Based  
Trauma-Informed  
Evidence-Based  
Multi-Systemic

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.



When a child experiences trauma, it can impact the wiring and chemistry of the brain—the lower, more primitive part 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 important.

## ACEs

Considering the impact of adverse childhood experiences (ACEs) can provide a window into the developmental impact of relational trauma. ACEs can 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.

### Possible Physical and Mental Health Risk Outcomes:

- + Obesity
- + Diabetes
- + Depression
- + Suicide attempts
- + STDs
- + Coronary heart disease (CHD)
- + Cancer
- + Stroke
- + Chronic obstructive pulmonary disease (COPD)
- + Autoimmune disease

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

# *Practical Application:* An Introduction to TBRI

## Guiding Thought

*In order to help our children heal, we must understand and address the [complexities] in their brain, body, biology, and beliefs.*

— Dr. Karyn Purvis

## Questions and Reflections

- + Consider how your needs were met as a child. In what ways did you know you were precious, unique, and special?
- + 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?
- + Consider your current parenting tools and habits in light of your child's history and needs. What strategies may need to be adjusted to better communicate to your child(ren) that he, she, or they are precious?

## Action Steps

- + Make a list of five attributes about your child that you can regularly affirm (not only actions and abilities but also the beauty you see in their heart and character).
  - » "I love how curious you are. You ask great questions about the world around us."
  - » "I love playing with you! You are so much fun."
  - » "Thank you for sharing. That was very kind and thoughtful of you."
  - » "That is such a great idea! You are incredibly creative."
- + Introduce new experiences in your day-to-day interactions. Positive, joyful experiences are essential for rewiring the brain, and novel experiences also contribute to brain health. Combine the two, and incorporate one new, joyful experience with your child each week. Some ideas include:
  - » Host a tea party.
  - » Make a fort.
  - » Paint rocks.



# Activities

## ***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), “Simon Says” and clapping games like “Miss Mary Mack.” For older children, consider tennis, baseball, or softball; washing the family car together (which also promotes connectedness); and even a game of Twister.

## ***Remember to Remember***

In “The Whole-Brain Child,” Drs. Daniel J. Siegel and Tina Payne Bryson write, “Implicit memories are often positive and work in our favor, like when we fully expect to be loved by those around us simply because we’ve always been loved. ... But implicit memories can be negative as well, like when we’ve repeatedly had the opposite experience of our parents being irritated by or uninterested in our times of distress. ... The problem with an implicit memory, especially of a painful or negative experience, is that when we aren’t aware of it, it becomes a buried landmine that can limit us in significant and sometimes debilitating ways.” As outlined by Siegel and Bryson, a great strategy for shining a light on those implicit memories is through storytelling. Building in habits of checking in with your child or children during normal activities together like dinnertime, errands, school commutes, or bedtime routines offer great opportunities for your child(ren) to talk about his, her or their past experiences.

# 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.
  - » Remind yourself, *It is my job to help this child regulate.*
- + 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 needs.
- + Be aware of your child's perceptions of your voice/presence/interactions (i.e. are they seen as welcoming, threatening, etc.?).
- + See the need beneath the child's behavior.
- + Meet the need.

## Engagement Strategies

- + Value eye contact:
  - » "Let me see those great eyes."
  - » "I love seeing those eyes!"
- + Match your child's body position, posture, and voice.
- + Incorporate healthy touch:
  - » Chin prompt
  - » Hand on shoulder
  - » High fives
  - » Fist bumps
- + Interact playfully:
  - » Play games.
  - » Be silly together.
  - » Use imaginative play.

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



# Practical Application: Connecting Principles

## Guiding Thought

*Embrace vulnerability; reject judgment; care deeply.*

— Emily Chapman Richards

## Questions and Reflections

- + Attachment is often described as a dance between the child and the caregiver. What are some ways you have seen your own history impact your relationship with your child?
- + What does “being fully present” mean to you, and what steps can you take to be more fully present with your child?
- + What activities does your child enjoy? How can you more intentionally engage your child around his or her play styles and interests?
- + 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?

## Action Steps

- + Stop, look, and listen when your child approaches you.
  - » “Stop” what you are doing.
  - » “Look” into his or her eyes.
  - » “Listen” to his or her words, and share in the excitement and passion he or she is expressing.
- + Find creative ways to give more “yeses.”

# Activities


## *Child-led One-on-One Time*

Work to spend 10 minutes a day with your child engaging in play with an activity of his or her choice. Allow space for your child to lead the play with his or her unique ideas. During this time, offer healthy touch (high fives, fist bumps, side hugs); match behavior (whatever he or she creates, you create); and validate his or her ideas. Make an effort to keep your child in the lead of the play by avoiding playtime as a way to teach or give direction. This time is for him or her to be expressive and for you to recognize his or her unique ideas, creativity, gifts, and imagination.

## *Healthy Touch*

Healthy touch is an important way to build connected, trusting, and healthy relationships with children. Unfortunately, many children who have experienced trauma have never known caring touch on a regular basis. Making it a priority to incorporate healthy touch in your child's day-to-day activities and interactions can help facilitate healing. Beyond fist bumps, high fives, and gentle chin prompts, also work to find opportunities to incorporate some of these "out of the box" activities to add some fun and healthy touch into your daily interactions:

- + Have a three-legged race.
- + Give the family dog a bath together.
- + Practice fun hairstyles on each other.
- + Get creative together with face paint.
- + Play "freeze tag" together.



# *Empowering Principles*

Goal: To prepare bodies and brains for success by meeting 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 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. 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 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? 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.
    - Consider loud noises, unfamiliar or strong odors, and so forth.

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

# Practical Application: Empowering Principles

## Guiding Thought

*To bring a child to a place of healing, you must know the path yourself.*

— Dr. Karyn Purvis

## Questions and Reflections

- + Think of a time when you were safe, but you didn't feel that way. Consider situations in which your child 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, parent leaving for work). What are some strategies you can use to support your child 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)?

## Action Steps

- + Remember the importance of staying hydrated and eating healthy snacks. Encourage hydration by taking your child to pick out his or her own water bottle, and consider keeping mini water bottles in your car. Provide healthy snacks every two to three hours, and remember to offer protein before bedtime.
- + Bedtime is often challenging. To create a calming environment, establish an evening ritual (i.e. bathtime, reading a book, singing a song, and so forth). Also consider how to build connection points and nurture attachment before other challenging transitions with your child. Perhaps you create a "going to work" handshake or establish a routine of saying a prayer as you arrive at school for drop-off.

# Activities

## **Get Active**

Exercise and physical activity are critical in the life of a child. Running, jumping, free play, sports, and similar activities all work to promote healthy brain development. Begin to incorporate exercise into regular family activities. Go on walks or bike rides together. Consider weekend hikes. Find a sport you all can play (i.e. kickball or catch). Or just plan on regular walks around your neighborhood or at a nearby park. The point is to be active and active *together* to foster greater connection.

## **Sensory Tubs**

Children impacted by early trauma often struggle to manage information coming in through the senses. While some children may be sensory-avoiding, others are sensory-seeking. For children who are sensory-seeking, sensory bins can be a great resource for tactile stimulation and encouraging creative play. Fill a plastic bin with uncooked rice or beans along with small toys like cars, trucks, or small plastic animal figures. For older children, consider making playdough together (find recipes online), and then let the creative fun begin.



# Correcting Principles

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

## Connected Parenting Versus Other Parenting Techniques

- + Time-ins vs. Time-outs
- + Bringing your child closer vs. Sending him or her away
- + Resolutions 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:* 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: Level 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 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 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 really 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 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 solved 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 did not yield to 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 refuses to pick up his or her toys.

**Response:** You will need to pick up your toys, 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 one.**

**Goal:** Providing "choices" gives the child 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 accelerated, 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 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 as well as others who are nearby.

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

Always remember, when it is over, it's over!

### *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.





## *Practical Application:* Correcting Principles

### Guiding Thought

*Stay calm no matter what. See the need behind the behavior. Find a way to meet the need.*

— Dr. David Cross

### Questions and Reflections

- + How could you proactively teach and practice 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 do you struggle with and why?
- + When thinking about calming engagement, what helps you regulate and calm? What helps your child regulate and calm?
- + Consider whether you are using fear or control to change your child's behavior. How can you correct while staying connected and building greater trust?

### Action Steps

- + Offer choices to help your child feel safe, heard, and valued. Keep in mind that you must be willing to accept either choice you offer and choices should not be threats or punishments.
- + Return to playful, warm interactions when conflict is resolved. *When it's over, it's over.*

# Activities

## *Practicing Redos*

Write on five index cards the most common scenarios your child needs to redo. Select one card at a time, and make it fun and playful. Use puppets or stuffed animals to act out the wrong and right ways. Praise your child for completing the redo. With older kids or teens, act out or talk through the scenarios. Share power by giving your child the choice of which role he or she portrays. Praise the child with a high five, fist bump, hug, or verbal affirmation.

## *Regulating Activities*

+ Sample regulating activities include:

- » Deep Breathing: Breathing deeply will oxygenate the body and brain, helping children and youth (and caregivers!) think more clearly, learn more easily, and make better behavioral choices.
- » Magic Mustache: Pressing the parasympathetic pressure point—just above the center of the upper lip—creates a calming influence. Most kids love this exercise.
- » Blowing Your Soup: Pretend to hold a bowl of soup and blow on it to cool it off. Let children choose the type of soup they are cooling.
- » Chair Sit-Ups/Floor Push-Ups: These are calming and can be done anytime your child is feeling overwhelmed.



# The Gospel + TBRI

At the very core of who we are exists a deep desire and fundamental need for connection, belonging, and security found only within relationship. This eternal truth can be traced back to the very beginning of time.

"Then God said, 'Let us make man in our image, after our likeness.' ... So God created man in his own image, in the image of God he created him; male and female he created them" (Genesis 1:26-27).

The mutual exchange of love between the Father, Son, and Spirit is imprinted on the human soul—we bear the *Imago Dei*, "image of God." As the creation narrative unfolds, God reflects on his

creation of Adam, remarking, "It is not good that man should be alone ..." (Genesis 2:18). God's response to Adam's solitude is the creation of Eve, Adam's partner. The height of joy and depth of trust experienced through loving relationships and secure attachment are *fundamentally God's idea and God's design*.

God created us to be in relationship—at peace within ourselves, with him, and with others. And yet, with the fall of mankind into sin, we now experience the pain of broken relationships and the vulnerability of isolation. This is the painful reality for many children who have been impacted by abuse, trauma, loss, and/or neglect.



However, as only God could design, the human brain is pliable and can be rewired. Dr. Karyn Purvis once said, "Our children were harmed in relationship, and they will experience healing through nurturing relationships." When we step into the journey of caring for children who have been impacted by early loss and trauma, an incredible invitation is extended. We have the opportunity to help rewrite the narrative ... to help lead our children to places of emotional, physical, and neurological healing by being the hands and feet of Christ.

As we have seen, at its core, TBRI works to promote trust and connection between caregivers and children by addressing physical and emotional needs while also disarming fear-based behavior.



And so, while TBRI may be perceived as clinical in nature as it involves the complexities of science, Show Hope also sees TBRI as an expression of the gospel of Jesus Christ. In "Created to Connect: A Christian's Guide to The Connected Child," Dr. Purvis, with Michael and Amy Monroe, write, "The longing of the human heart is to connect and belong. We long to connect with our Creator, in whose image we have been made, and by God's grace such a connection is possible. As relational beings we also have a deep need and desire to connect with those around us. One of the most important and meaningful human conditions is undoubtedly between a parent and child."



## *Practical Application:* The Gospel + TBRI

### Guiding Thought

*Our labors will never be in vain because [God's] labors for us were perfect.*

— Scotty Smith

### Questions and Reflections

- + What does humility in service look like as a parent or caregiver?
- + In the hard moments (because they'll come!), where does your source of joy come from?
- + 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 and approaches with your child?
- + What role does forgiveness play in your family's story?

### Action Steps

- + Be intentional about carving out space for yourself for personal prayer, meditation, and time with God. It may mean making adjustments to your daily schedule, even if only a few minutes, but this time can be rejuvenating to your mind, body, and soul.
- + In the hard moments, remind yourself what brought you here, why today matters, and where you are headed.
- + Before your head hits the pillow for the night, treasure in your heart one special moment from the day that brought you joy.

# Activities

## 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 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

## Create Community

Think of other individuals and families within your church or faith community. Consider beginning a support group for one another. Perhaps you can begin meeting weekly or monthly together in prayer, study, and discussion. A great resource to walk through together is "Created to Connect: A Christian's Guide to The Connected Child" by Dr. Karyn Purvis with Michael and Amy Monroe.



To download a digital copy of "Created to Connect," visit the conference Resources page at [showhope.org/hopeforthejourneyresources](http://showhope.org/hopeforthejourneyresources).



## CONFERENCE NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## CONFERENCE NOTES



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# CONFERENCE NOTES

Lined area for conference notes.







# 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 6,800 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 Show Hope’s Executive Director. 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’s in 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 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’s in 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 (KPIDC) at TCU. As a Training Specialist, Amanda’s main focus is instructing professionals working with children who have experienced trauma. Amanda earned her bachelor’s in Social Work from Metropolitan State University in Denver, Colorado, and lives in Castle Rock, Colorado, with her husband and five children, and their dog, Scout.

This Conference Guide + Notebook is intended for use by participants of Show Hope's Hope for the Journey Conference. 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 (KPIDC) 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 KPIDC's research and interventions are empowering parents, professionals, and students with trauma-informed strategies that improve outcomes for children and youth.

The KPIDC was created as an outgrowth of the Hope Connection®, a research and intervention project developed in 1999 by Drs. Karyn Purvis and David Cross. The Hope Connection began as a summer camp for children who experienced early orphanage care before adoption. 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 from "hard places."

## ABOUT EMPOWERED TO CONNECT

Empowered to Connect (ETC) is an attachment-rich, community-focused program that exists to support, resource, and educate caregivers.

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

In 2018, the ownership and programmatic rights of ETC were transferred to the care of the Memphis Family Connection Center (MFCC), a holistic family care clinic based on the principles of TBRI. MFCC co-founders, Tona and Mark Ottinger, have been ETC parent trainers since 2010 and are deeply invested in ETC and supporting its continued growth for years to come.



## 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 (KPICD) at TCU in Fort Worth, Texas, the co-creator of TBRI, co-author of a bestselling book in the adoption genre, and a passionate and effective advocate for children. Her research-based philosophy for healing children impacted by trauma and early loss 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 and 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. In the last decade of her life, she and her team at the KPICD taught and inspired tens of thousands of parents, professionals, 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.

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

— Dr. Karyn Purvis

# SHOW HOPE

