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





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

Founded in 2003 by Mary Beth and Steven Curtis Chapman, Show Hope works to holistically approach adoption advocacy and orphan care support by addressing three key barriers to adoption: the financial barrier, the medical barrier, and the knowledge barrier.

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.

An expression of our Pre+Post Adoption Support program, 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 also grateful to the adult adoptees and foster and adoptive families who have been willing to share with us through the "Practical Perspective" 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: Trauma's Effect on Neurological Development With Dr. Scott LePor
- + Learning Module 2: TBRI Connecting Principles
 - » Going Deeper: The Connection Journey Through Stressful Experiences With Summer & Rob Curwen
- + Learning Module 3: TBRI Empowering Principles
 - » Going Deeper: Empowering Through Routines & Rituals With Stacy Burrell
- + Learning Module 4: TBRI Correcting Principles
 - » Going Deeper: Teaching Through Correcting With Brooks Kaskela
- + Learning Module 5: The Gospel + TBRI
 - » Going Deeper: A Homily of Hope With David Platt



Letter From SHOW HOPE FOUNDERS

Dear Friends,

Welcome to Show Hope's Hope for the Journey Conference! We count it a joy and privilege for you to join us here. Your schedules are full, and most days, you are likely exhausted and sometimes weary and burdened. So for you to take the time to walk through the Hope for the Journey Conference, we SEE your commitment to love and care well for the children and teenagers entrusted to your family and community.

As you close out each learning module of the Hope for the Journey Conference, it is our hope and fervent prayer that you will truly be encouraged as you continue to journey well with your children.

We founded Show Hope 20 years ago this year, and we remain committed to the foundational truth that humanity bears the image of God. Precious souls who are, ultimately, our Heavenly Father's have been entrusted to you by Him, and you have the profound privilege of loving them, caring for them, and serving them. And yes, we must be clear-eyed about the broken circumstances that have brought our children to us, yet we must also remain hopeful, knowing that by Christ all things have been created and in Him all things are held together.

Thank you for choosing to be here with us! We pray that this conference is a balm to your heart as well as a reminder of God's grace and mercy for your day-to-day journey.

Mary Betl: Steven Curter Chapman

Together, let's taste and SEE that the Lord is good!

Mary Beth & Steven Curtis Chapman

Founders

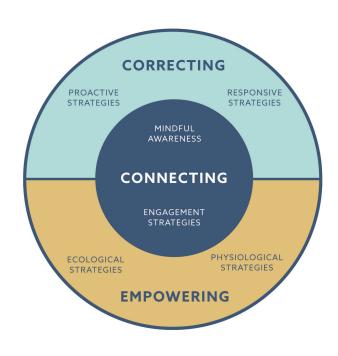
Show Hope



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.

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 and teenagers feel safe, protected, and empowered.



Children who have experienced complex trauma need parents, caregivers, and communities 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.

13KI is

Whole-Child
Attachment-Based
Trauma-Informed
Evidence-Based
Mulit-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 connections to 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.

ACFs

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

Possible Physical and Mental Health Risk Outcomes

- + Obesity
- + Diabetes
- + Depression
- + Suicide attempts
- + STDs

- + Coronary heart disease
- + Cancer
- + Stroke
- + Chronic obstructive pulmonary disease (COPD)
- + Autoimmune disease

To download an ACEs questionnaire, visit the Resources page at showhope.org/hopeforthejourneyresources.





Guiding Thought

We are designed to develop within the context of nurturing relationships.

- Daren Jones

Questions & Reflections

- + Consider how your needs were met as a child. What impacts has that had on you and your relationships today?
- + What are some needs that might have gone unmet for your child or teen 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

- + 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 or teen each week. Some ideas include:
 - » Host a tea party.
 - » Build a fort together.
 - » Go out for a "night on the town" (i.e. grab dinner, catch a show, etc.).
- + In "The Whole-Brain Child," Drs. Daniel J. Siegel and Tina Payne Bryson write that implicit memories can be positive but can also be negative, "like when we've repeatedly had the ... 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." As outlined by Siegel and Bryson, building in habits of checking in with your child or teen during normal activities (i.e. dinnertime, errands, etc.) offer great opportunities for your child(ren) or teen(s) to talk about and process his, her, or their past experiences.

Action Points

Accentuate the Positive

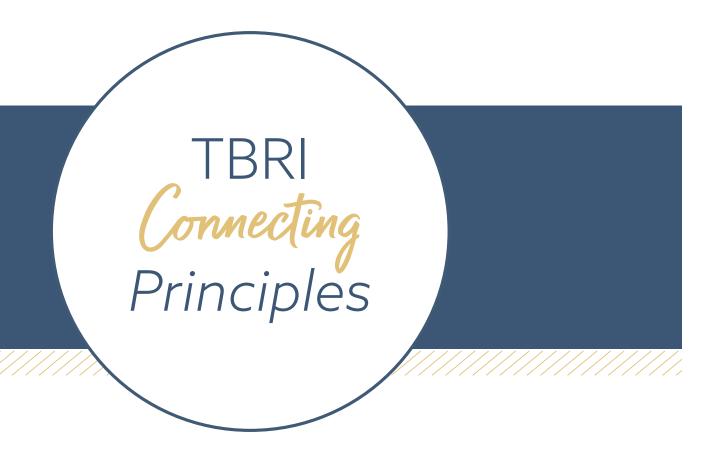
Positive experiences are essential for rewiring the brain while also contributing to the mind's overall health. Each week, look for opportunities to introduce a new, positive experience in the life of your child or teenager. Include activities where engagement strategies (eye contact, healthy touch, behavior matching, play) can be incorporated, so you can 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.)
- » On drives, ask your child or teen to play DJ, allowing her or him to choose the tunes while taking requests from others in the car.

"I Have to Praise You Like I Should"

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 fun!"
- » "You're really brave. Thank you for being honest with me."
- "It was so thoughtful to share your toy. Great job considering what your friend needed!"



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. Ask yourself, Why does this behavior or situation trigger me so much?
- + Practice regulating yourself during times of stress:
 - » Pray.
 - » Take 10 deep breaths.
 - » Go for a walk.
 - » Remind yourself, It is my job to help my 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 and developmental abilities.
- + 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

- + 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 body position, 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.



TBRI 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's or daughter's mental and emotional health. Consider why you respond with "no" in certain situations; is it preference, convenience, or something else? 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 in your child's daily activities and interactions to help build connection and disarm fears.

Action Points

One on One

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

Matchy Matchy

Matching your child or teen's body position, 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, and/or you could also learn a TikTok dance together. Behavior matching can also be an easy opportunity to incorporate other engagement strategies like eye contact and healthy touch.



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 state regulated and balanced. This is learned through healthy relationships.

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 her or his 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 or teen? In what ways can you modify the environment to help your child, and/or how can you prepare your child for the environment?
 - » Use daily rituals that are predictable.
 - Create morning and evening routines and stick to those.
 - » 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, tactile experiences, 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.



TBRI 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 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, new environments, etc.). What are some strategies you can use to support your child in transitioning well, particularly in environments and circumstances that cannot be adjusted?
- + What are some ways you can modify your environment to support your child's sensory needs (i.e. lights, smells, noises, sensory-rich or -sensitive environments, etc.)?

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.
- + Remember the importance of staying hydrated and eating healthy snacks. Encourage hydration allowing your child or teen to pick out her or his own water bottle—and let them express their creativity by adding stickers. Provide healthy snacks every two to three hours, and remember to offer protein before bedtime (or "lights out"). Also, keep water bottles and snacks in your car. These can be gamechangers in stressful situations.

Action Points

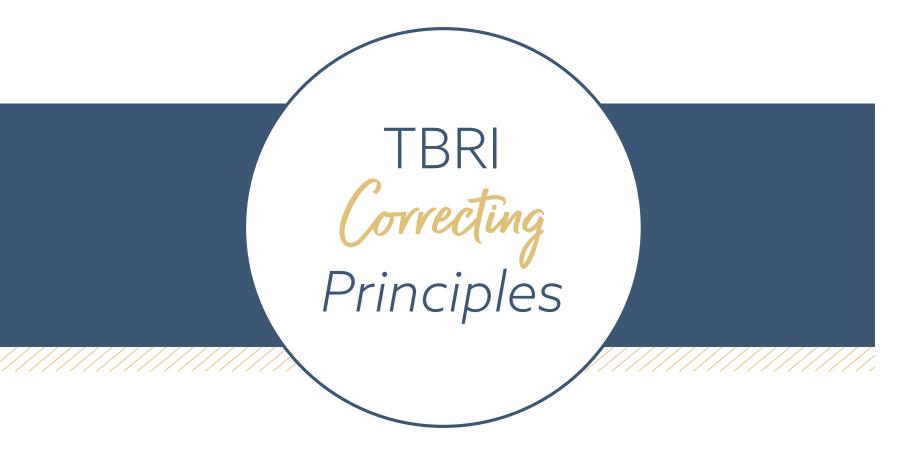
Get Active!

Exercise and physical activity are critical in the life of a child and teen. Running, jumping, free play, sports, and walks 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. kick ball 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 great connection.

Alerting and Organizing

There are times when our "engines" are running slow (lethargic, unaware), and there are times when our "engines" are running too fast (hyperactive, anxious, lacking focus). Whether your child's or teen's engine is 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")



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
- + Bringing your child closer vs. Sending him or her away
- + 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 Principles: The IDEAL Response®

- » Immediate: Respond immediately.
- » Direct: 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.
- » Leveled at the behavior: Direct your response to the child's behavior, not the child's character. Make it clear to your child that you are her or his advocate, not adversary.

Solving behavioral challenges quickly and effectively while building connection between the 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 she or he 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 in healthy ways?
- + 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 Principles: Levels of Response

Level 1: Playful Engagement

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

She or he may roll her or his eyes, speak without raising her or his 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 complete her or his homework.

Response: You will need to complete your homework, but you can do it now or after dinner. Which do you choose?

When it's over, it's over! (The goal is to demonstrate to your 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 a sense of safety and active participation in the resolution. Again, give your child or teen 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 or teen may be at risk of becoming violent. You must remain laser-focused and attentive in order to help your child or teen de-escalate.

Opportunity: An unexpected opportunity arises out of this more significant level of challenge because your child or teen will learn to trust you 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. Have a Calming Engagement plan. Know what works to help regulate your child or teen before you get into the moment.

Note: When your child or teen 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 her or him safe and that you know your child's or teen's behavior is not what defines her or him.

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 teen and/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 that her or his 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.

As you navigate Correcting Principles, the ultimate goal is to complete all interactions in such a way that behavior is changed, the connection is strengthened, and both you and your child or teen are content.



TBRI 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 & 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 or teen 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

- + This adage is frequently used in TBRI 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?).
- + 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

Behavioral Scripts

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?")

Regulating Activities

Sample regulating activities include:

- + 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/Wall Push-Ups: These are calming and can be done anytime your child or teen is feeling overwhelmed.



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/or foster care to have had exposure to adverse childhood experiences (ACEs) 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 community of needed encouragement and support—a beacon of hope and help in seasons of hardship and celebration.

"I truly believe churches desire to care for, serve well, and support the families in their communities who have been impacted by adoption and/or foster," Show Hope Executive Director Kristin Parks shared. "Unfortunately, the knowledge barrier is standing in the way as many churches do not know where to begin or are simply unaware of the unique needs."

First Steps: So where does a church even begin?

The first step is simply becoming aware: Children impacted by adoption and/or foster care have often experienced early attachment injuries related to loss, abuse, trauma, and/or neglect.

Traditional care models for engaging and connecting with children who have experienced relational trauma may fall short, so we advocate for families, churches, and communities alike to gain a better understanding of children's unique needs and then begin taking steps to implement change and practices that foster felt safety, connection, and regulation.

In partnership with our friends Tona and Mark Ottinger and the entire team at Empowered to Connect, Show Hope has developed a Trauma Competency Continuum for churches and faith communities. At Show Hope, we firmly believe that churches and faith communities have a unique opportunity to show the tangible love of Christ 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, empathetic, and supportive policies and practices.

The path along the Trauma Competency Continuum includes the following steps:

- 1. Become aware of the need for trauma-informed care.
- 2. Grow in knowledge and skills while exploring the principles of trauma-informed care and how trauma impacts children and families.
- 3. Implement trauma-informed principles and practices individually and organizationally.
- 4. Fully integrate trauma-informed principles and practices into the culture of a family and/or organization.

As a dad of two pre-teens welcomed home through adoption, a recently named TBRI Practitioner, and former church staff member, Show Hope's Director of Programs, Justin Myers, believes the Hope for the Journey Conference and its introduction to TBRI are vital to churches today.

"Whether it is Sunday school teachers, small group leaders, pastors, or elders of different ministries, understanding and empathizing with children and the impacts of trauma on their development are critical to the healthy life of a local church," Justin explained. "In regard to pastors, a big part of their role is counseling. Having trauma-competent tools like TBRI will aid them while counseling a family during seasons of crisis or speaking to the relationship between a parent and a child. We all want to be deeply known and understood; that's no different for children.

"These are great tools to have for a church's ministries and outreach," Justin continued. "The local church is there in times of celebration, but perhaps more importantly, the local church is to be there in times of hardship, sadness, and lament ... to bring comfort, support, and help. And Show Hope's work to engage and equip local churches will help reduce barriers and bridge gaps that exist, ultimately strengthening and unifying a local body of believers and standing as a witness to the gospel of Jesus Christ to the world around us."

Conference Notes



The Gospel + TBRI

Guiding Thought

The journey is not meant to be traveled alone, and though sometimes complicated and hard, there is hope and help.

- Mary Beth Chapman

Questions & Reflections

- + How does this phrase, "We're not God's problem; we are his children," change the way we interact with our children, particularly in difficult moments?
- + In the hard moments (because they will come!), from where does your source of joy and comfort come?
- + 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

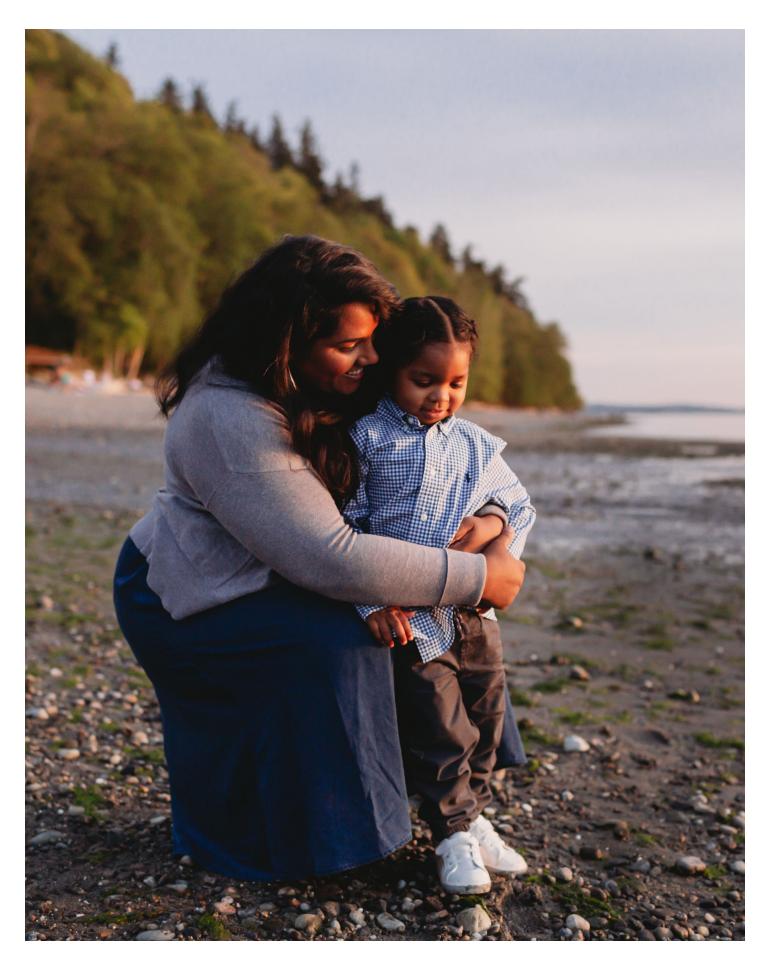
Below are four Bible verses Show Hope believes connect well to the foundational principles of TBRI. Spend time meditating on these truths whether through journaling, memorizing, or writing on index cards to place around your home or office space.

- + **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

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.



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, developed in partnership between Show Hope and Empowered to Connect. 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.



TRAUMA AWARE

Objective: Increase Awareness

Become aware of the need for trauma-informed care.



TRAUMA SENSITIVE

Objective: Introduce Knowledge and Skills

Grow in knowledge and skills while exploring the principles of trauma-informed care and how trauma impacts children and families.



TRAUMA RESPONSIVE

Objective: Implement Change

Implement trauma-informed principles and practices individually and organizationally.



TRAUMA INFORMED

Objective: Integrate Practices

Fully integrate trauma-informed principles and practices into the culture of a family and/or organization.

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 Hosts & Presenters



Mary Beth & Steven Curtis Chapman

Mary Beth and Steven founded Show Hope in 2003. The Chapmans were married in October 1984 and have six children—three biological children, Emily Chapman Richards, Caleb Chapman, and Will Franklin Chapman as well as three daughters welcomed home through adoption, Shaohannah Hope (Shaoey), Stevey Joy, and Maria Sue, who is now with Jesus. Mary Beth is a speaker and "New York Times" bestselling author of "Choosing to SEE," and Steven is the most awarded artist in Christian music history. He is also the bestselling author of "Between Heaven and the Real World." The Chapmans live in Franklin, Tennessee, where they enjoy time together along with their family that now includes six "grands."



Kristin Parks

Kristin was born and raised in Southern Illinois but has made Tennessee home since her college days at Union University. After serving 15+ years in a ministry/business organization, God led her to a new place of service at Show Hope, first as the Senior Director of Finance and then as the Assistant Executive Director. Kristin is a Certified Public Accountant (CPA) with experience in accounting, auditing, finance, operations, and human resources and is passionate about using her gifts for God's glory and his kingdom. In her spare time, Kristin enjoys cooking, reading, being outdoors, and, most of all, spending time with family and friends.



Daren Jones

Daren is the Associate Director of Training and Consultation Services with the KPICD at TCU. In his role, Daren's main focus is instructing professionals in TBRI principles who are working with children impacted by trauma. Daren joined the KPICD in 2014 and has been integral in teaching and spreading TBRI across the U.S. and abroad. Daren earned a Bachelor of Social Work degree from the University of Arkansas at Fayetteville, and began his career as a behavior instructor in a therapeutic day treatment program for children and youth. After serving in this role, Daren obtained his Master of Social Work degree from Spalding University in Louisville, Kentucky. He spent 12 years serving youth and families within residential and foster care settings before beginning his work with the KPICD. Today, he is currently pursuing a Doctorate 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 is a consultant with the KPICD at TCU. As a consultant, Amanda's main focus is instructing systems, organizations, and professionals working with children who have experienced trauma. Amanda earned her Bachelor of Social Work degree from Metropolitan State University in Denver. She received her Master of Criminal Justice and Criminology degree from TCU. She began her career working in Child Protective Services as an intake worker. She then transitioned to foster care and post-adoption support, where she spent a decade of her career before beginning her work with the Purvis Institute in December 2017. Amanda lives in Castle Rock, Colorado, with her husband, David, and their five children and two corgis. She enjoys gardening, hiking, and driving her children around to all of their activities and cheering from the sidelines.



Kari Dady

Kari earned her Bachelor of Arts degree from the University of Montana and her Juris Doctor degree from the University of Washington School of Law. Following graduation, Kari served as an appellate law clerk at the Washington State Court of Appeals. Kari spent several years working as an appellate public defender in Seattle, before transitioning to civil litigation. She worked with several Seattle law firms before returning to her beloved home state, Montana. After adopting and experiencing the life-changing power of TBRI on a personal level, Kari shifted her career focus. Kari became a TBRI Practitioner in 2019 and worked with a nonprofit in Montana to equip foster and adoptive families with TBRI tools. She joined the KPICD in 2021 and works on consulting projects across the globe. Kari lives in Missoula, Montana, with her husband and four children.



Kimberly Glaudy

Kimberly currently serves as a Regional Training Consultant for the KPICD at TCU. In this role, she trains change-agents in TBRI and supports model implementation in various programs. Kimberly holds a Master of Organizational Management and Leadership degree and another in Marriage and Family Therapy. For several years, she served as an administrator of a residential treatment facility for survivors of commercial sexual exploitation and for a foster program serving the same population. It is during this time she developed a passion for working with youth who have experienced complex developmental trauma. Kimberly has worked in youth and community development organizations for more than 20 years. Today, she also serves as founder of Family Foundation Initiatives, a therapeutic private practice dedicated to mental wellness and family strengthening initiatives.

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®, 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 from "hard places," 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 programs include a mixture of training, advocacy, consulting, and therapeutic services.



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 children who have experienced trauma 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. In the last decade, 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.







