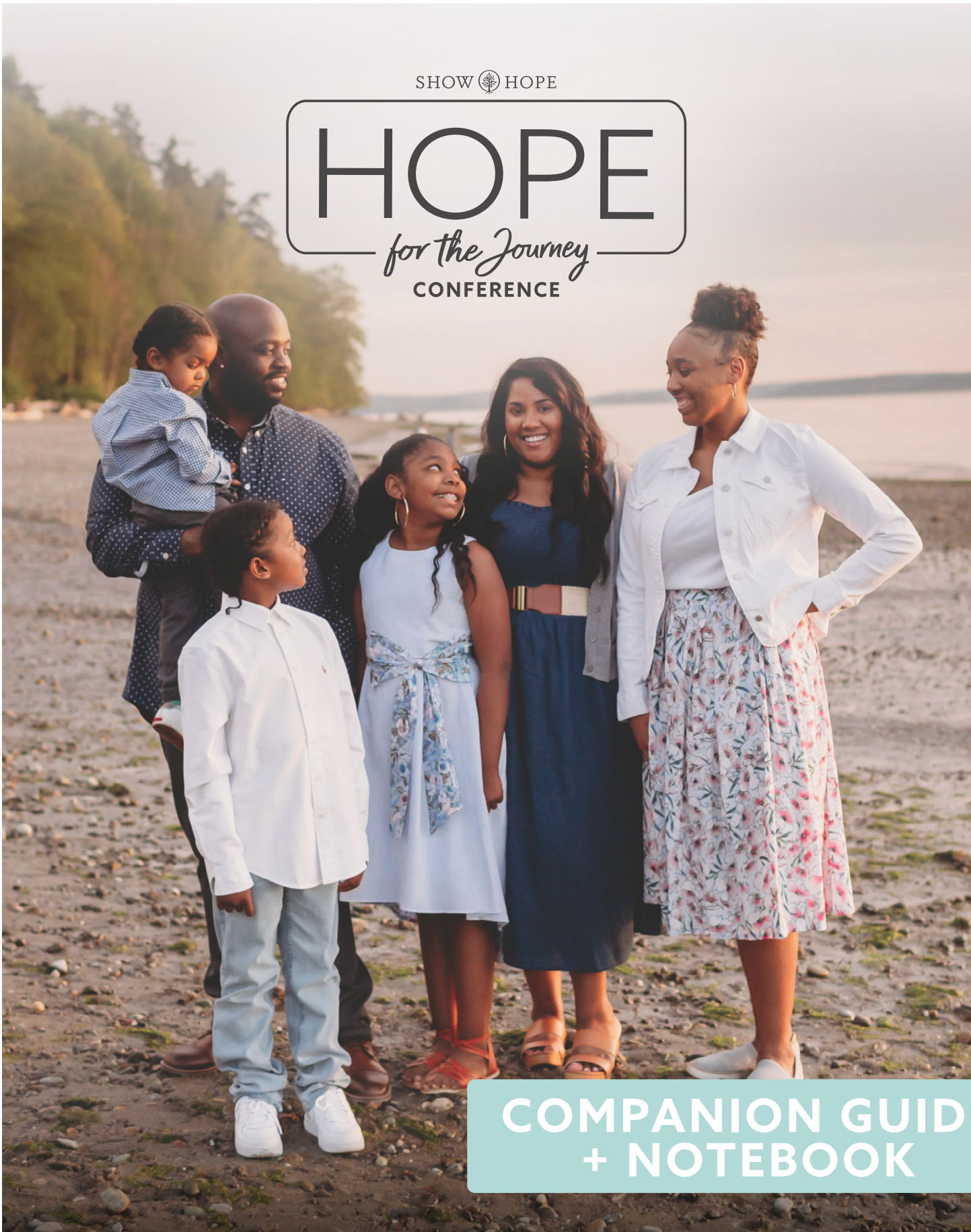


SHOW  HOPE

HOPE

for the Journey
CONFERENCE



**COMPANION GUIDE
+ NOTEBOOK**



Table of Contents

ABOUT THE HOPE FOR THE JOURNEY CONFERENCE	4
LETTER FROM SHOW HOPE FOUNDERS	5
AN INTRODUCTION TO TRUST-BASED RELATIONAL INTERVENTION® (TBRI®)	6
TBRI CONNECTING PRINCIPLES	12
TBRI EMPOWERING PRINCIPLES	18
TBRI CORRECTING PRINCIPLES	24
THE GOSPEL + TBRI	32
ACKNOWLEDGEMENTS	36

Intended for use by participants of Show Hope's Hope for the Journey Conference, this Companion Guide + Notebook provides an overview of TBRI and its Principles and does not follow the entire teaching sessions of the Hope for the Journey Conference. This resource is best used as a reference guide after the conference's completion.

You can find additional support resources, including the slides from the conference teaching sessions, at showhope.org/hopeforthejourneyresources.

SHOW  HOPE

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 grateful to the foster care alum and/or adult adoptees as well as 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/or adoption to be encouraged to find hope for their own journeys.

- + **Learning Module 1: An Introduction to Trust-Based Relational Intervention (TBRI)**
 - » Going Deeper: *What Is TBRI?* With Daren Jones
- + **Learning Module 2: TBRI Connecting Principles**
 - » Going Deeper: *The Connection Journey* With Pastor Marc Dickerson
- + **Learning Module 3: TBRI Empowering Principles**
 - » Going Deeper: *Connecting Through the Senses* With Stacy Burrell
- + **Learning Module 4: TBRI Correcting Principles**
 - » Going Deeper: *Big Behaviors, Big Needs* With Naomi Strawhorn
- + **Learning Module 5: The Gospel + TBRI**
 - » Going Deeper: *A Homily of Hope* With Dr. Curt Thompson



Letter From SHOW HOPE FOUNDERS

Dear Friends,

Welcome to Show Hope's Hope for the Journey Conference! We are honored and overjoyed to have you with us for our fourth annual conference. We know all too well just how busy your days are, with schedules chock-full of obligations on top of your family's daily needs and routines. So we do not take lightly your commitment to walk through the Hope for the Journey Conference, as you seek to love and care well for the children and teenagers entrusted to you and your community.

We founded Show Hope more than 20 years ago, and as we were then, we are committed to the truth that humanity bears the image of God. Your children have been entrusted to you by our Heavenly Father, and you have the privilege of loving them, caring for them, and serving them. And while we must be clear-eyed about the broken circumstances that have brought our children to us, 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 allowing us to be a part of your family's and community's journey. We are praying, even now, that this conference is helpful and hopeful as well as a reminder of God's vast love, grace, and mercy for you and your family.

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

Mary Beth & Steven Curtis Chapman

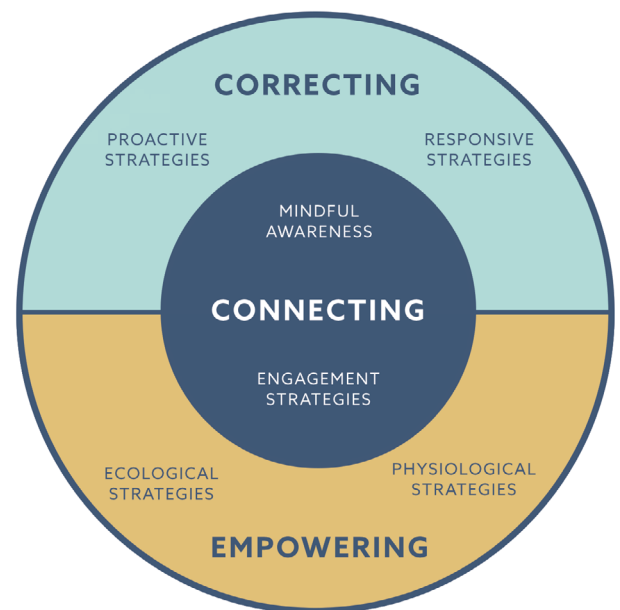
Mary Beth & Steven Curtis Chapman
Founders
Show Hope

An Introduction to TBRI

Trust-Based Relational Intervention (TBRI) is designed to meet the relational and developmental needs of children and teens impacted by trauma as well as the needs of the parents and caregivers who are seeking to help them thrive and flourish. TBRI considers the whole child—his or her brain, biology, behavior, body, and beliefs—and provides parents and caregivers with practical tools and insights 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 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.

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 and efforts to survive, 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.

ACEs

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, sexual abuse, substance abuse, mental illness, domestic violence, criminal behavior, divorce, separation, and/or the death of a parent or loved one.

TBRI is:

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

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 conference Resources page at showhope.org/hopeforthejourneyresources.

TBRI *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

- + 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.

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.

Conference Notes

Conference Notes

TBRI *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 TBRI 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.
 - If possible, communicate any changes to the schedule with your child in advance.
 - » Foster and model predictability in transitions (i.e. "In five minutes, we will ...").
 - » Develop awareness about the levels of sensory input—both for those who are sensory seeking and those who are sensory avoidant.
 - 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 our Resources page at showhope.org/hopeforthejourneyresources.

TBRI *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
- + Bringing your child closer vs. Sending him or her away
- + Choices and Compromises vs. Consequences
- + Problem-solving vs. Lectures
- + Advocacy stance vs. Adversary stance (Coach vs. Warden)
- + Focus on your child's preciousness vs. Focus on his or her failures

Correcting Principles: 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 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 my 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.

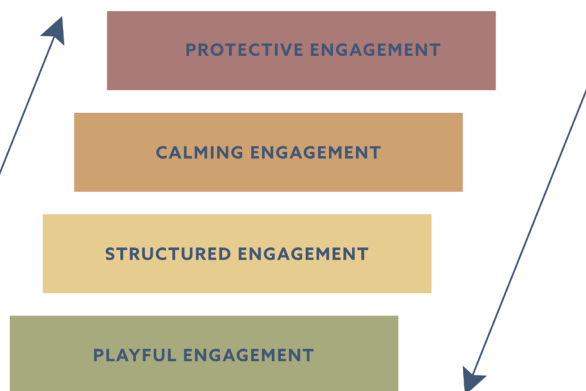
She or he may roll her or his eyes, speak without raising her or his hand, grab something without your permission, etc.

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. Remember, do not take personal offense at their words or actions in this state.

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.

The Gospel + TBRI

At Show Hope, we have a common saying: *The adoption journey does not end the day a child is welcomed home—in many ways, it's just beginning.* And the truth is, this journey is not meant to be traveled alone. For many families impacted by adoption and foster care, the local church is an important community of needed encouragement and support—a beacon of hope and help for seasons of hardship and celebration. The following are some practical, tangible ways your church has in serving and supporting children and families, particularly those impacted by adoption and foster care.

First, consider hosting an evening of prayer for children and families. The power of prayer is where true change begins to take place. Having a night focused on praying for children and families can be incredibly impactful. Spend time focusing on specific needs:

- + Children and youth ministries
- + A vision for a ministry focused on serving families impacted by adoption and foster care
- + Children and teens impacted by adoption and foster care
- + Parents and caregivers
- + Schools, teachers, and systems
- + Children and teens who wait and families longing to welcome them home
- + The need for trauma-informed, trauma-competent care in your church and community

You, ultimately, know the needs within your church, community, and city, so begin there as you plan and outline the evening.

Second, another practical step in serving and equipping families and caregivers is launching a support group or small group for individuals and parents impacted by adoption and 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. Karyn Purvis and David 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.

Third, as part of that support network, recruit volunteers who can be on-call to help meet the everyday needs of adoptive and foster families. It can be as simple as setting up a meal train for busy seasons of life, writing a note of encouragement and mailing it to the family, offering to pick the kids up from school, or offering childcare for parents in their homes, so they can enjoy a night out together.

Fourth, your church can host a Parents’ Night Out, where they drop off their children at church for an evening of fun while Mom and Dad enjoy a dinner at their favorite restaurant. This is also a great opportunity to recruit the youth or college students of your church to help provide care for the kids.

Fifth, with college students or young professionals in your church, consider launching a mentorship-style program where they befriend and spend time with children and teens in your community. For young adults interested in pouring into the lives of kids and teenagers, this could be really impactful and meaningful.

Sixth, another great way to get students in your church mobilized in adoption advocacy and support is fundraising. Adoption is expensive, ranging between \$25,000 and \$50,000. In fact, the financial barrier to adoption is one of the most prominent standing between waiting children and families. When students volunteer their time to host a carwash, bake sale, or movie night, the funds they raise can be donated to a specific family in your church community or even to Show Hope in our efforts to support families in the adoption process.

As the Church, we have an amazing privilege to help bring hope and healing to children and families. It’s not always a “one size fits all” model and can be messy and complex, but it’s good work nonetheless. So will you join us in showing up and showing hope in supporting adoptive and foster care families in your church?

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 “The 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 seven “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 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 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 TBRI. Amanda earned her Bachelor of Social Work degree from Metropolitan State University in Denver, Colorado. 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 sideline.



Katie Rinaudo

From an early age, Katie knew she wanted to work with children who are vulnerable. She earned a Bachelor of Human Development degree in 2013 and a Master of Holistic Child Development degree in 2014 from Lee University. She spent three years as an English teacher, home director, and direct caregiver at a children's home and school in South America. There, she became aware of the desperate need for training for caregivers of children from "hard places," especially in the developing world. In partnership with the Paraguay Protects Family movement, Katie became a TBRI Practitioner in Fall 2018. She is founder and Executive Director of OrphanWise, a nonprofit dedicated to equipping caregivers with trauma-informed resources in the U.S. and Latin America.



Sarah Mercado

Sarah is a Training Specialist with the Karyn Purvis Institute of Child Development. As training specialist, Sarah's main focus is instructing professionals working with children who have experienced trauma in TBRI, a holistic, attachment-based, and trauma-informed intervention designed to meet the complex needs of vulnerable children. Sarah earned her bachelor's degree from Sweet Briar College in Virginia. She began her career as a direct-care staff working with adolescent boys living in a Residential Treatment Center (RTC). After serving in the RTC for several years, she shifted her focus to foster care, where she was regional director for a foster and adoption agency. Sarah spent 20 years serving youth and families within residential and foster care settings as a direct-care worker and trainer before beginning her work with the Purvis Institute in May 2016.

Conference Hosts & Presenters



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 non-profit 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.



Lynley & Steve Jackson

Lynley and Steve Jackson are longtime supporters and friends of Show Hope. They reside in Franklin, Tennessee, where they have raised four children, two of whom were adopted from China, both of which with special needs. Steve is a Christian Licensed Marital and Family Therapist, a TBRI Educator, and specializes in Trauma-Informed Attachment Therapies within his practice. Lynley is a former educator, who has implemented TBRI principles and practices not only within the home but also in her classroom as well as along with couples she has trained, mentored, and taught over the past 10 years.

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. 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 Drs. Karyn Purvis and 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.



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. 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.

SHOW HOPE

