Community Resiliency Model®

How to Use CRM® to Assist Youth in Need

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Trauma Resource Institute
The Trauma Resource Institute
A Nonprofit Corporation

Our Vision
To create resiliency informed and trauma informed individuals and communities.

Our Mission
A commitment to bring wellness skills, based on cutting edge neuroscience, to our world community, one person at a time, one community at a time.
Goals of CRM
To create resiliency and trauma informed communities
Affordable, Portable, Adaptable, Accessible

Children/Teens/Adults

- To widen the “Resilient Zone” so one is better able to handle life stressors
- To reset the nervous system to bring it into balance after stressful/traumatic events
- To intercept the hijacking of the NS by learning skills for self-care
- To integrate the CRM skills into the activities of daily living
- To teach the wellness skills to children and teens in age-appropriate ways

Community

- To create a cadre of CRM-informed community members who are educated in
  - The biology of traumatic stress reactions
  - The biology of resiliency
- To widen the “Resilient Zone” in staff, teachers, administrators, parents and other caregivers, family members and the extended community
How can Adults help Children & Teens?

- When CRM skills are taught to parents/teachers/caregivers
  - They can model the skills use
  - They can make better choices/respond better to behaviors

- By learning the skills, adults can become more attuned and are able to track their own and the child’s nervous systems

- Children look to adults for reassurance and safety
  - This is why it is important for caregivers and teachers to use the skills to regulate themselves first before assisting a child

Apply your mask 1st!
Interventions Are Easy To Learn

- A set of six wellness skills taught to members of the community that bring the body and mind back into balance.
  - You don’t have to talk about the past
  - Even if reading and writing are difficult
  - Useful for people of different cultures and ethnic backgrounds
  - Can be used with different ages

- Educational materials have been developed (iChill App, wristbands, resiliency pens) that reinforce the wellness skills
  - www.ichillapp.com on the web.
Key Concepts
What is the Resilient Zone?

- A state of well-being in mind, body and spirit
- When in the Resilient Zone one is able to handle the stresses of life
  - You can be annoyed or even angry but do not feel like you will lose your head
  - You can be sad but not feel like you will be washed away by the river of sorrows

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Things happen in life and our thoughts, feelings and reactions move around in the OK ZONE.
Traumatic/Stressful Event
or
Stressful/Traumatic Triggers

Stuck in High Zone

Stuck in Low Zone

Depression/Sadness
Isolated
Exhaustion/Fatigue
Numbness

Edgy
Irritable
Mania
Anxiety & Panic
Angry outbursts
Pain

Graphic adapted from an original graphic of Peter Levine/Heller, original slide design by Genie Everett
Trigger or Stressful Event

Stuck in the High Zone

Stuck in the Low Zone

OK Zone
Are you in your ZONE?

The Community Resiliency Model

Stuck on HIGH Hyper-arousal

Amped Up
Hyper-vigilant
Nervous
Irritable
Angry
Rage
Pain

Traumatic or Stressful Event

Sadness
Isolation
Exhaustion
Fatigue
Numbness
Pain

Stuck on LOW Hypo-arousal

Learning can happen only when you are in your zone.
Indicators of Child Distress: Stuck in High Zone

Stuck in High Zone Responses can include:

✧ angry outbursts
✧ panic and phobias
✧ irritability
✧ hyperactivity
✧ frequent crying
✧ nightmares
✧ night terrors
✧ regressive behaviors
✧ increase in clinging behavior
Indicators of Child Distress: Stuck in Low Zone

Stuck in Low Zone Responses can include:

- daydreaming
- inability to make friends
- inattention & forgetfulness
- shyness
- tired
- sad/depressed
- limited emotional expressions
- eyes may widen
- pale skin
- complains about being cold
After a traumatic event some children will always be afraid when there is no threat.
Even a small stress can cause a child to be terrified and afraid.
Some children can get stuck in the high zone while others are stuck in the low zone.
Some children go back and forth between being stuck in the high and the low zones.
It can be difficult for children to concentrate when in this state.

Perry (2008)
Porges (2011)
CREATING SAFETY THROUGH CRM SKILLS

- Children need to sense safety in order to exhibit social engagement behaviors that effect the ability to make friends, participate in school and social activates.

- CRM stabilization skills help children access their Resilient Zone.
Some have a very shallow Resilient Zone where even small stressors bump you out of the Zone.

Some have a deep Resilient Zone where there is a higher tolerance for a wide range of stressors.
What do we mean by RESILIENCE?
Resiliency

“Is an individual’s and community’s ability to identify and use individual and collective strengths in living fully in the present moment, and to thrive while managing the activities of daily living.”

Miller-Karas (2013)

A person’s ability to use skills throughout the day to manage all the challenges they encounter.
What do we mean by TRAUMA?
Trauma/Stress

TOO much & TOO fast!

Perception is key
Trauma/Stress
Cumulative Developmental

Too little or
Too much for
TOO LONG

The nervous system becomes dysregulated

Perception is key
Big “T” Trauma
- Natural Disasters
- Man-Made Disasters
- War Zone Experiences
- Acts of Terrorism
- Sexual Assaults
- Child Abuse
- Acts of Violence
- Death of Loved One(s)
- Catastrophic Illness
- Vicarious Trauma (Witnessing)
- Overdose
- Restraints/Take Downs
- 5150
- Suicide Attempt

“C” Trauma
- Racism
- Poverty
- Homophobia
- Bullying
- Oversaturation in Media
- Domestic Violence
- Child Abuse
- Multiple Deployments
- Vicarious Trauma (Witnessing)
- Multiple Hospitalizations
- Overdoses
- Homelessness
- Stigmatization
- Multiple Diagnoses
- Micro Aggressions
- Incarceration
- Gravely Disabled

Little “T” Trauma
- Dog Bites
- Routine Surgeries
- Falls
- Invasive Dental or Medical Procedures
- Minor Car Accidents
- Medication Side Effects
- Multiple Med Regimens

When the nervous system becomes overwhelmed, people can lose the capacity to stabilize and regulate themselves.
Tracking the Autonomic Nervous System

Autonomic Nervous System

Sympathetic
Prepares for Action

- The SNS controls organs during times of stress
- Breathing rate
- Heart rate
- Pupils Dilate
- Blood Pressure
- Sweating
- Stress Hormones
- Digestion
  - Saliva

Parasympathetic
Prepares for Rest

- The PSNS controls the body during rest
- Breathing rate
- Heart rate
- Pupils Constrict
- Blood Pressure
- Sweating
- Stress Hormones
- Digestion
  - Saliva
The Primary Focus is **BIOLOGY**

*NOT* **MENTAL WEAKNESS**
<table>
<thead>
<tr>
<th>Traditional</th>
<th>Trauma-Informed</th>
<th>Resiliency-Informed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students are bad.</td>
<td>• Students are suffering.</td>
<td>• Students are resilient.</td>
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<tr>
<td>• Students need to be punished.</td>
<td>• Students need an effective intervention.</td>
<td>• Students need our compassion as they learn new skills.</td>
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<tr>
<td>• Caregivers just don’t care.</td>
<td>• Caregivers care, but lack understanding and skills.</td>
<td>• Caregivers can learn self-regulation skills based on science.</td>
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<tr>
<td>• We need to stop making excuses for students.</td>
<td>• We need to learn how trauma impacts a child’s and adult’s development.</td>
<td>• We need to learn how skills of well-being can reduce suffering.</td>
</tr>
<tr>
<td>• What is wrong with you?</td>
<td>• What happened to you?</td>
<td>• What is right with you?</td>
</tr>
</tbody>
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CRM SKILLS
The Skills of CRM

- Resourcing
- Grounding
- Help Now!
- Tracking
- Gesturing
- Shift and Stay
Community Resiliency Model Skills
THE BASIC THREE

TRACKING
Paying attention to sensations

RESOURCING & RESOURCE INTENSIFICATION
Using positive or neutral life experiences to create pleasant or neutral sensations

GROUNDING
Being fully present in the moment

Trauma Resource Institute
Skill 1

Tracking

Reading the Nervous System
Skill 1: Tracking

Tracking refers to paying attention to sensations

- Tracking is the foundation for helping stabilize the nervous system.

- Tracking helps children and adults learn to tell the difference between sensations of distress and upset and sensations of balance and well-being within the nervous system.

- Exploring sensations connected to well-being is key to helping one feel better in mind, body and spirit.

- Tracking is used with all the skills.
Developing the Language of Sensation

- A sensation is a *physical experience* in the body.

- Sensation originates in billions of receptors distributed in every part of the body.

- Life experiences, including our thoughts and feelings, have a corresponding sensation within the body.

Yellow shows regions of increased sensation while blue areas represent decreased feeling in these composite images.

*Image created by Lauri Nummenmaa, Enrico Glerean, Riitta Hari, and Jari Hietanen.*
**Skill 1: Tracking Exercise**

**raisin/fruit/candy exercise**

- Hold the item in your hand
- As you hold the item in your hand, is it smooth, rough, scratchy, soft?
- As you look at it, what do you notice on the inside?
- When you smell it, is it sour, sweet, smelly?
- When you take a bite, is it juicy, tasty, sweet, sour?
- As you take a bite, what happens on the inside?
Skill 2: Resourcing

✧ Person
✧ Place
✧ Activity
✧ Faith
✧ Strengths
**Skill 2: Resource Intensification**

Ask 3 or 4 additional questions about the resource to expand the sensations connected to the resource.

Resource intensification strengthens the elements of the resource in order to override attention that automatically goes to unpleasant sensations.
1. Write down three resources.
2. Circle one resource.
3. Write down 3 or more details about your resource.
4. Read your resource and the three details about your resource.
5. As you read about the resource, notice what happens on the inside.
6. Share your resource with a friend.
Create a Resource Box

Create a Book of Resources

Ask children and teens, resource oriented questions?
  Who is your favorite, friend, pet, etc?
  What is your favorite activity (e.g., game, jump rope, soccer, etc.)?
  Who is your favorite character in a book, tv, movie, etc..?
Conversational Resourcing and Tracking

Someone may interweave skills in a conversational way when talking to someone who may be in a state of distress, we call this CONVERSATIONAL CRMMING.

You may ask:

- What or who helps you get through hard or stressful times?
  - OR
- What or who helps calm you or uplifts you during difficult situations?
Skill 2: Resource Questions

CRISIS

- Can you tell me the moment you knew you had survived?
- Can you tell me the moment helped arrived?
- Who or what is helping you the most now?

LOSS

- Can you tell me some of your meaningful memories of her/him?
- What did you like to do together?
- What kind of words of encouragement would s/he say to you during difficult times?
Skill 3
Grounding
Skill 3: Grounding

The direct contact of the body or part of the body with something that provides support in the present moment

- Grounding is necessary to be in the present and to experience safety in mind, body and spirit. You can ground through your hands, feet and your whole body!
GROUNDING
Noticing sensations that are supportive and safer in the present moment

We can ground while

- Sitting on a chair or couch or the ground
- Standing against a wall or hard surface
- Lying on the floor, bed, or the ground
- Walking and paying attention to your feet making contact with the ground
Grounding
Sensing Body in Present Moment

✧ Music
✧ Singing
✧ Play dough
✧ Sand play
Skill 3: Grounding like a Tree

- Stand tall like a tree.

- Now, imagine tree roots growing down into the earth from your strong legs and feet.

- Imagine what the strongest tree would look like and feel like.

- Move your arms as the branches to your tree. Reach as far as you would want to reach.

- Move your arms slowly into the air and imagine yourself to be the strongest tree.

- Wave your arms as the wind blows through the branches of your strong tree.

- Bring attention to your feet as the wind blows your arms and notice how your feet are solid on the ground and the roots are holding you just right.
Key Concepts
Organizing Principle: Three Parts of The Brain

Thinking Brain (Cortex)
Integrates input from all 3 parts. Cognition, beliefs, language, thought, speech.

Emotional Brain (Limbic Area)
Assesses risk. Expression and mediation of emotions and feelings, including emotions linked to attachment.

Survival Brain (Brain Stem)
Carries out “fight, flight, & freeze.” Instinctual/Unconscious. Digestion, reproduction, circulation, breathing - responds to sensation.
The Limbic Area: Amygdala

- The amygdala is the appraisal system of the brain.
  - Signals rest of nervous system when there is a threat
- It creates templates from highly charged emotional memories
  - Positive memories
  - Negative memories
**DON'T FLIP YOUR LID!**

**Cortex - “THINKING” brain**
This part of your brain is in charge of making choices and controlling your behavior. This is the part that helps you learn!

**Limbic Area - “EMOTIONAL” brain**
This part of your brain has your memories and feelings. It also has a part called the amygdala, which sounds an alarm if there is danger.

**Survival Brain - “AUTOMATIC” brain**
This part of your brain controls all the things that happen without thinking about it, like breathing. It also goes into action to keep you out of danger; this is the ‘fight or flight’ response. Without even thinking about it, your body decides to ‘fight’ the danger or run away from it.

**Flipping your lid is NOT YOUR FAULT!** It is your brain’s natural reaction to danger or stress. However, you CAN take steps to get your brain back online.

**When you flip your lid, your brain goes ‘offline’ and can’t think straight! This is called being bumped out of your zone.**

**If your lid is flipped, your emotions are in control. You may act irrationally (without thinking).**

**You can tell your SURVIVAL brain you are safe by using the language of sensations. Do this by TRACKING. Ask yourself, “How does it feel on the inside?”**
CRM SKILLS
Skill 5 & 6
Help Now!
And Shift and Stay
Skill 5: Help Now! Strategies

**Skill for Self and for Others**

- Can be used for self-care when we are stuck in the High Zone or Low Zone.
- Can be taught to other people to help them get back to the Resilient Zone when stuck in High or Low Zones.

HELP NOW!
Skill 5: Help Now! Strategies

1. Drink a glass of water or juice or cup of tea.
2. Look around the room or wherever you are, paying attention to anything that catches your attention.
3. Name six colors you see in the room (or outside).
4. Close and open your eyes and look around the room/yard.
5. Count backwards from 10 as you walk around the room.
6. If you’re inside, notice the furniture, and touch the surface, noticing if it is hard, soft, rough, etc...
7. Notice the temperature in the room.
8. Notice the sounds within the room and outside.
9. If you’re outside or inside, walk and pay attention to the movement in your arms and legs and how your feet are making contact with the ground.
10. Push your hands against the wall or door slowly and notice your muscles pushing or stand against a wall and push your body against the wall facing forward.
Skill 5: Help Now! Exercise

Ask yourself:

1. Has there been a time in your life when you have needed the Help Now! strategies?

2. Is there a way you can remind yourself to use the strategies when you are way out of your Resilient Zone?

3. Who can you give the Help Now! information to in order to help you when you get bumped out of the Resilient Zone?

4. Is there a person in your life who needs to learn some Help Now! strategies? If so, how could you gently help them learn the Help Now Skills?
The person learns to shift from distress, discomfort and/or overwhelm by shifting:
- To a resource
- To grounding
- To a soothing gesture
- To a sensation that is more comfortable or neutral
- To Help Now! strategies

Shift and Stay is a skill used to help a person learn and pay attention to different ways of bringing the nervous system back into the Resilient Zone.
“Shift and Stay” means shifting your attention from sensations that are unpleasant to sensations that are neutral or pleasant and staying there.
Self-Help Plan
Children and Teens

Create a Resource Box

Create a Book of Resources

Children and teens can make any of their resources portable:
* Book of Resources can go wherever they go.
* If using social media, can teens create resources on social media...smart phone...iChill App?
Resiliency Building
"Help Now!" Activities

1. Walk
Find the sensations in your body as it changes. Put your feet pressing into the ground.

2. Push against a wall
Place on the sensations of pressure pushing.

3. Look for colors / shapes
Aim to notice 5 or more colors at once. Option 1: 5 minutes or more. Option 2: Notice 5 or more shapes your area. Then. You may report what you see. Add. If you see it in one place.

4. Count backwards
Count backwards from 10 or 5 while walking around.

5. Drink a beverage
Find the sensations in your mouth.

6. Touch objects
Notice the differences in each point of your body.

7. Notice
Please the sensations in your head.

8. Listen for sounds
Notice the sounds and movements around you.

9. Notice
Please the sensations in your eyes.

10. Open Eyes
Peep at what your eyes notice around you. Please what your ears notice around you. Please what your hands notice around you. Please what your mouth notices around you.
“I think this is what Nelson Mandela meant by the “rainbow nation”. Learning about how to stabilize the nervous system is equality and is beyond nations, culture, religion and ethnicity.”

CRM Trainer, South Africa