



Trauma Resource Institute

www.traumaresourceinstitute.com

Community Resiliency Model®



How to Use CRM® to Assist Youth in Need

Written by Elaine Miller Karas, LCSW
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.



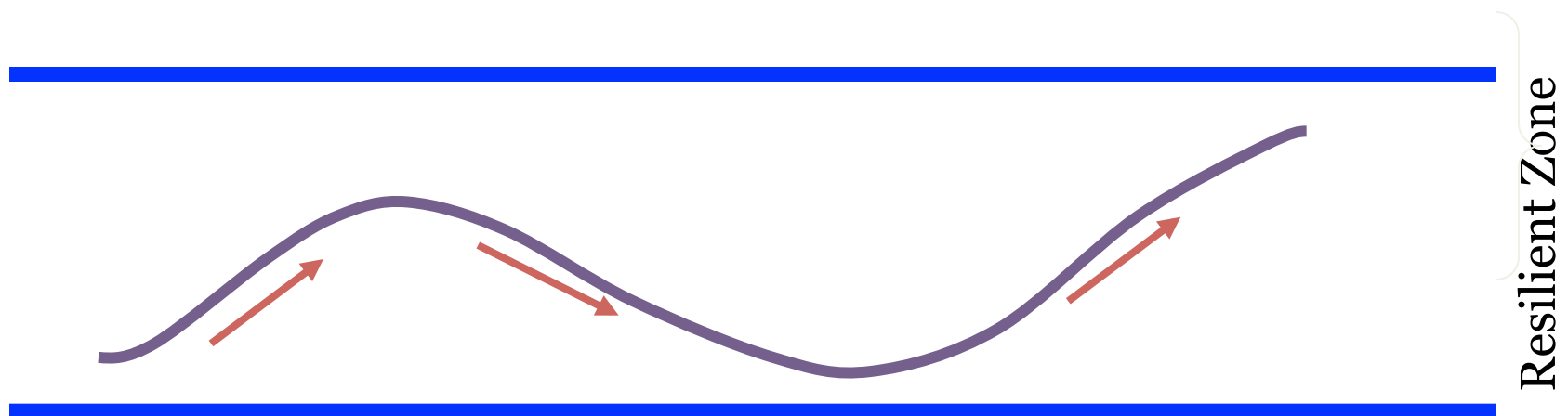


Key Concepts

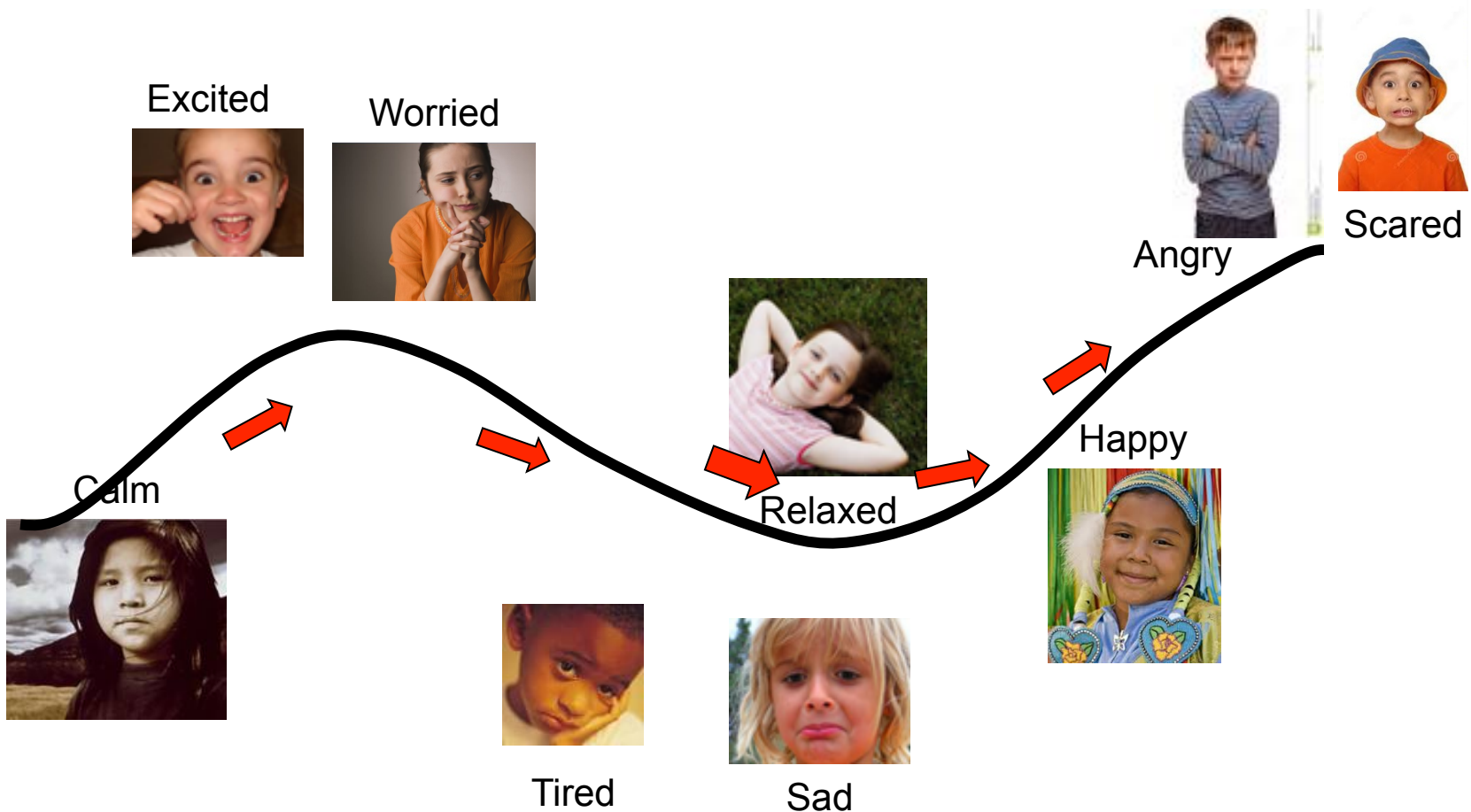


What is the Resilient Zone?

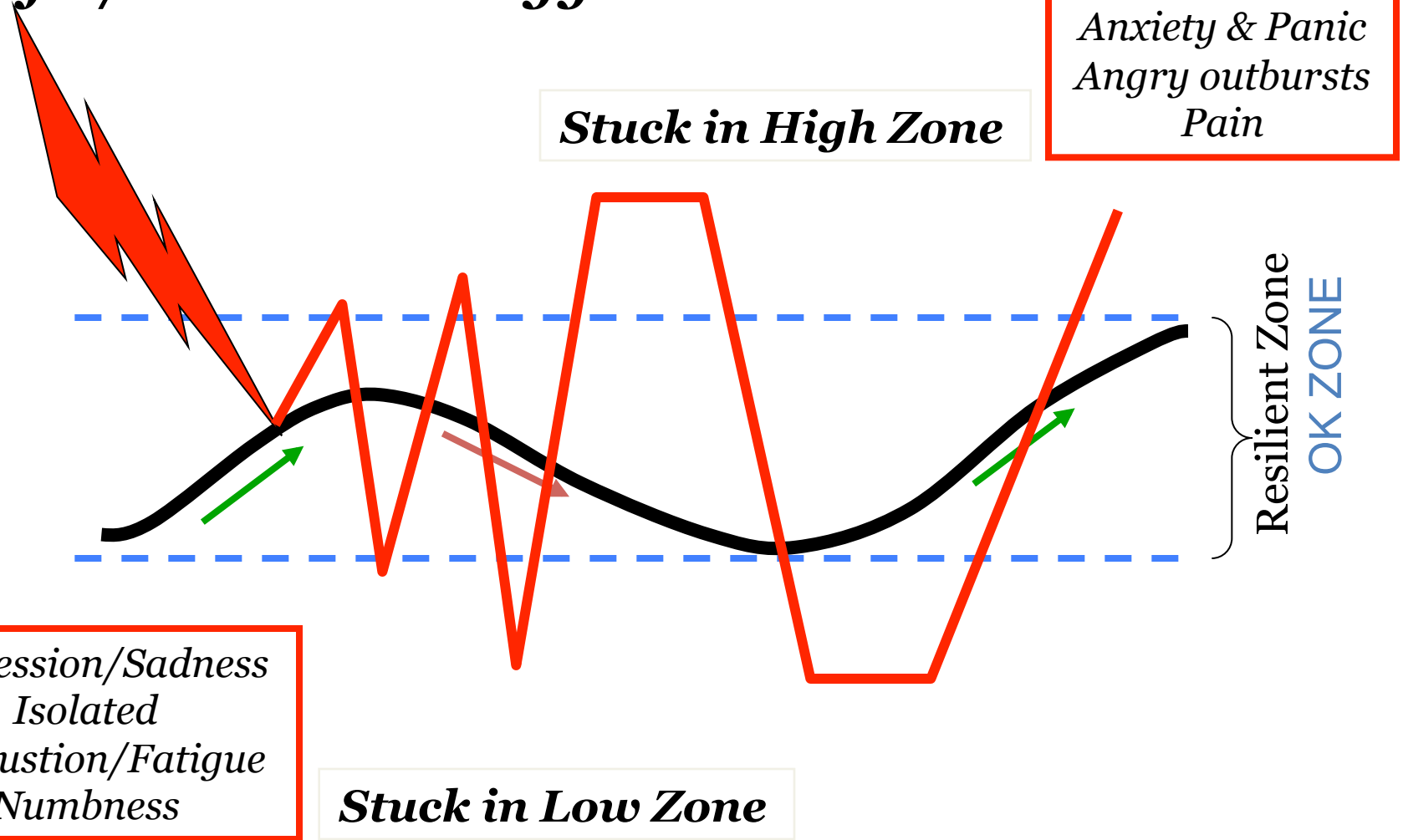
- ❖ A state of well-being in mind, body and spirit
- ❖ When in the Resilient Zone one is able to handle the stresses of life
 - ❖ You can be annoyed or even angry but do not feel like you will lose your head
 - ❖ You can be sad but not feel like you will be washed away by the river of sorrows



Things happen in life and our thoughts, feelings
and reactions move around in the OK ZONE



Traumatic/Stressful Event or Stressful/Traumatic Triggers

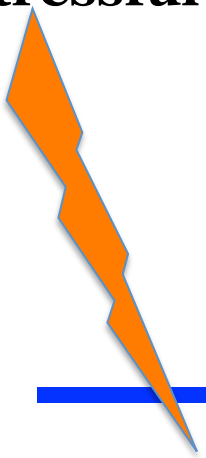


**Trigger
or Stressful Event**

Stuck in the High Zone

OK Zone

Stuck in the Low Zone



10

9

8

7

6

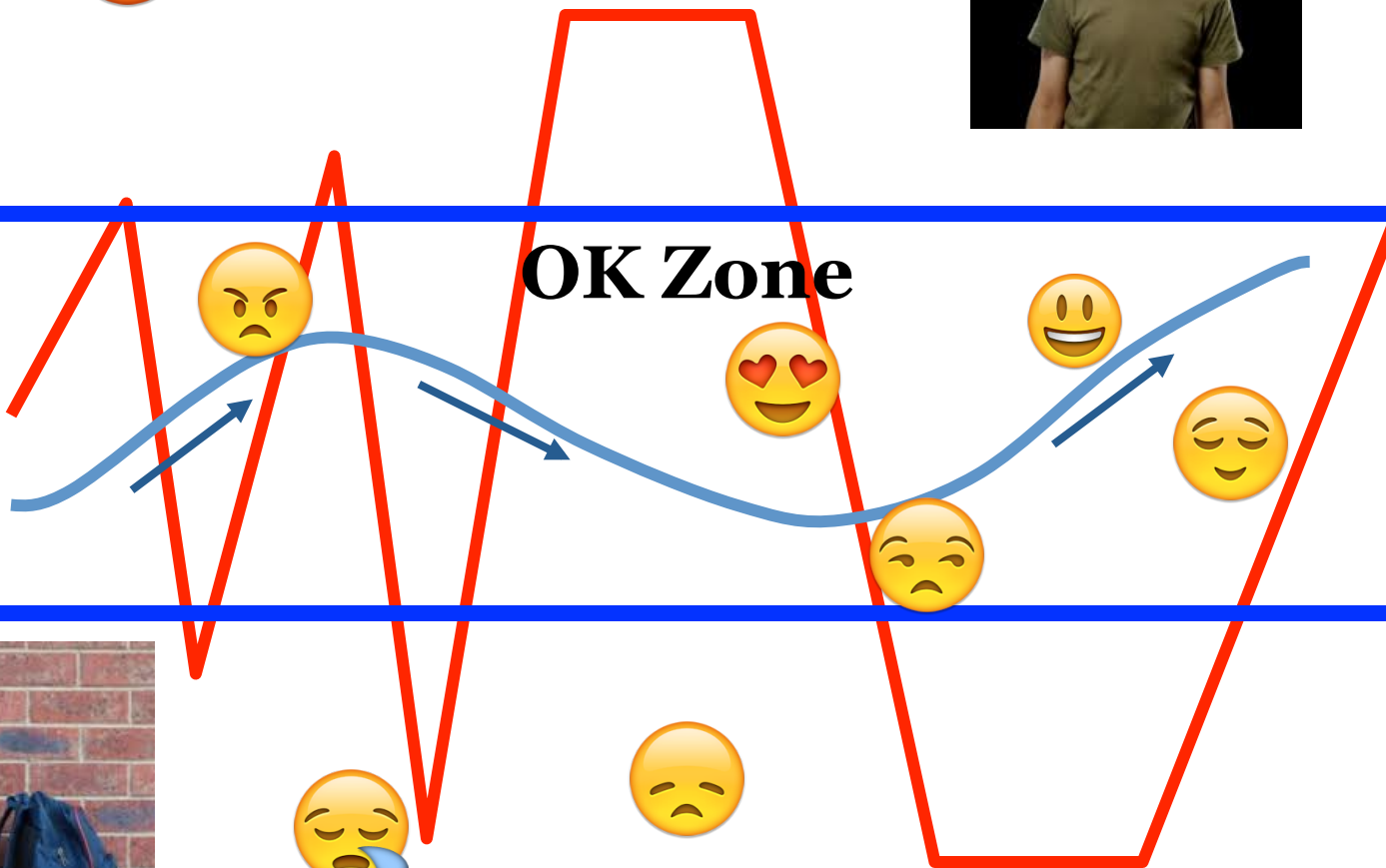
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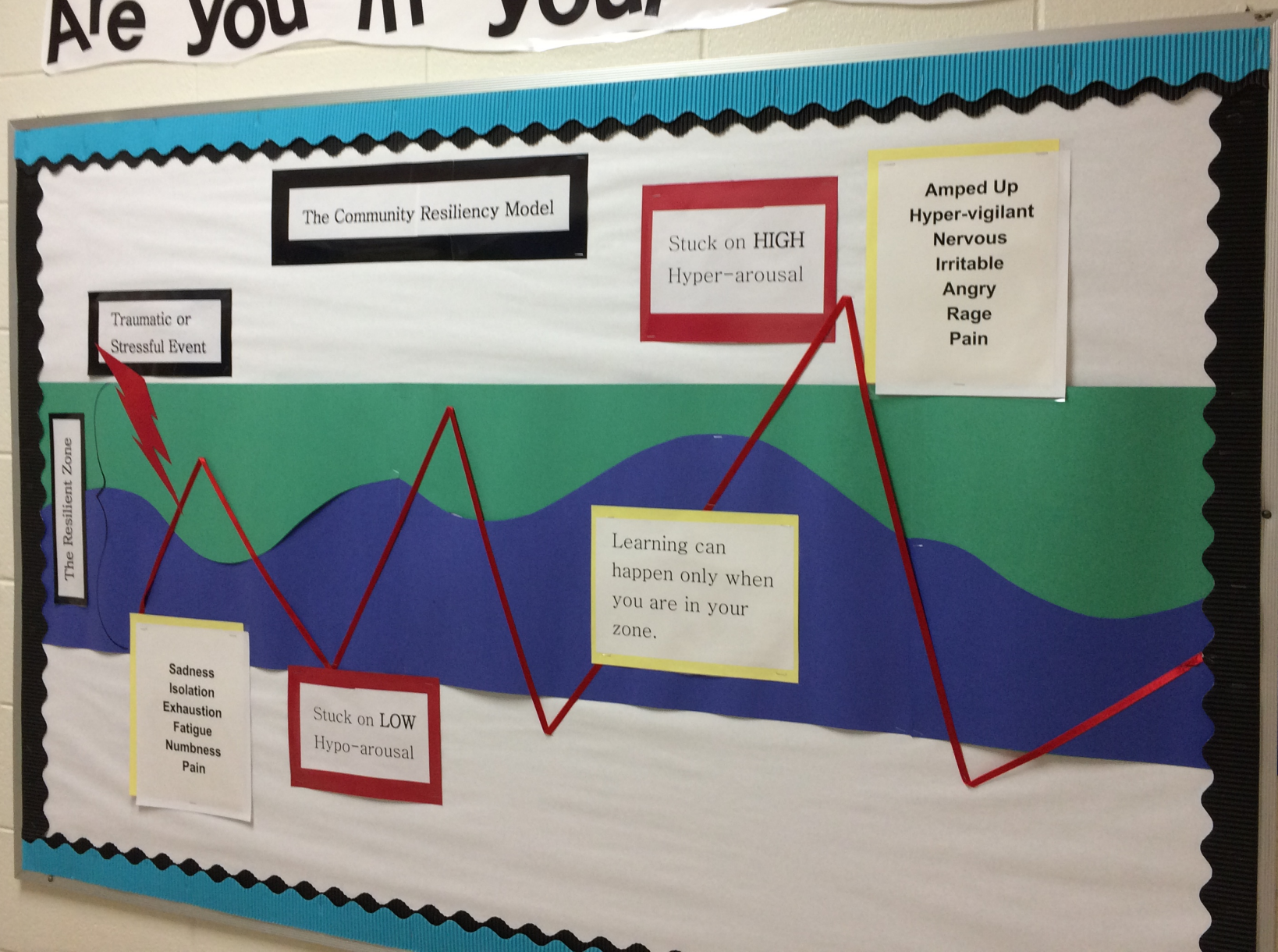
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Are you in your ZONE?



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**



Lacking Safety Stuck in Fear

- ✧ 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.

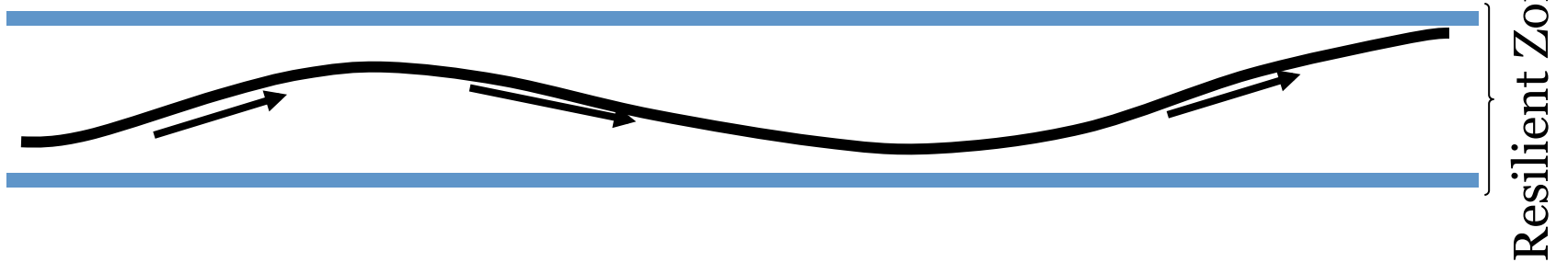


CREATING SAFETY THROUGH CRM SKILLS

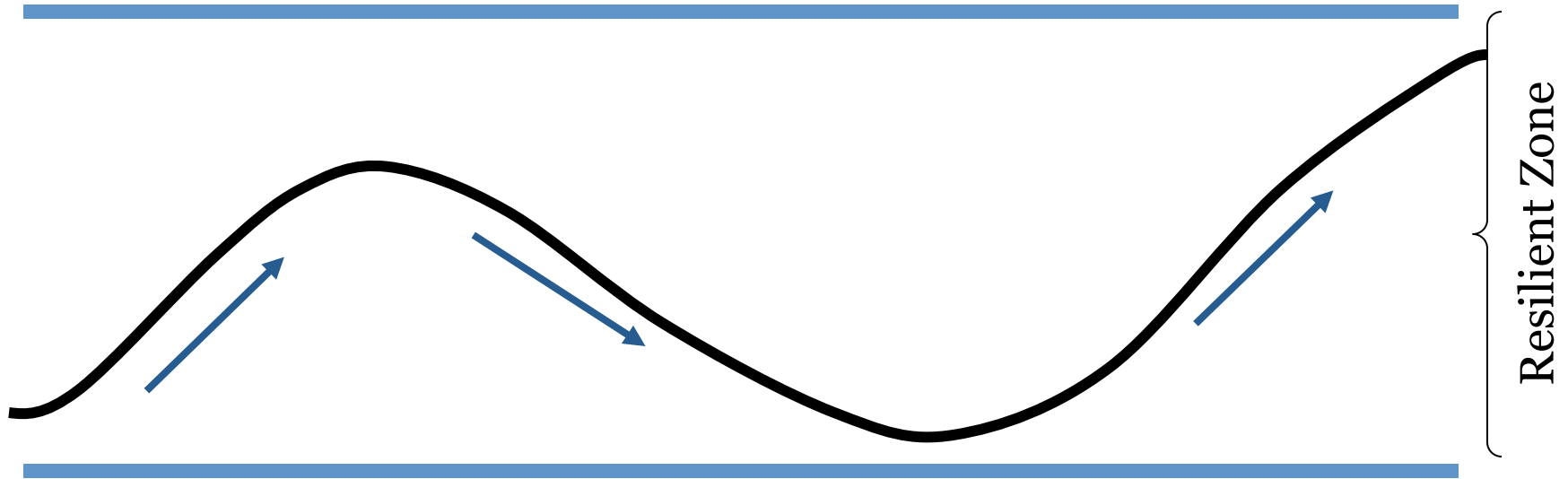
- ❖ Children need to sense safety in order to exhibit social engagement behaviors that effect the ability to make friends, participate in school and social activates.
- ❖ CRM stabilization skills help children access their Resilient Zone.



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.

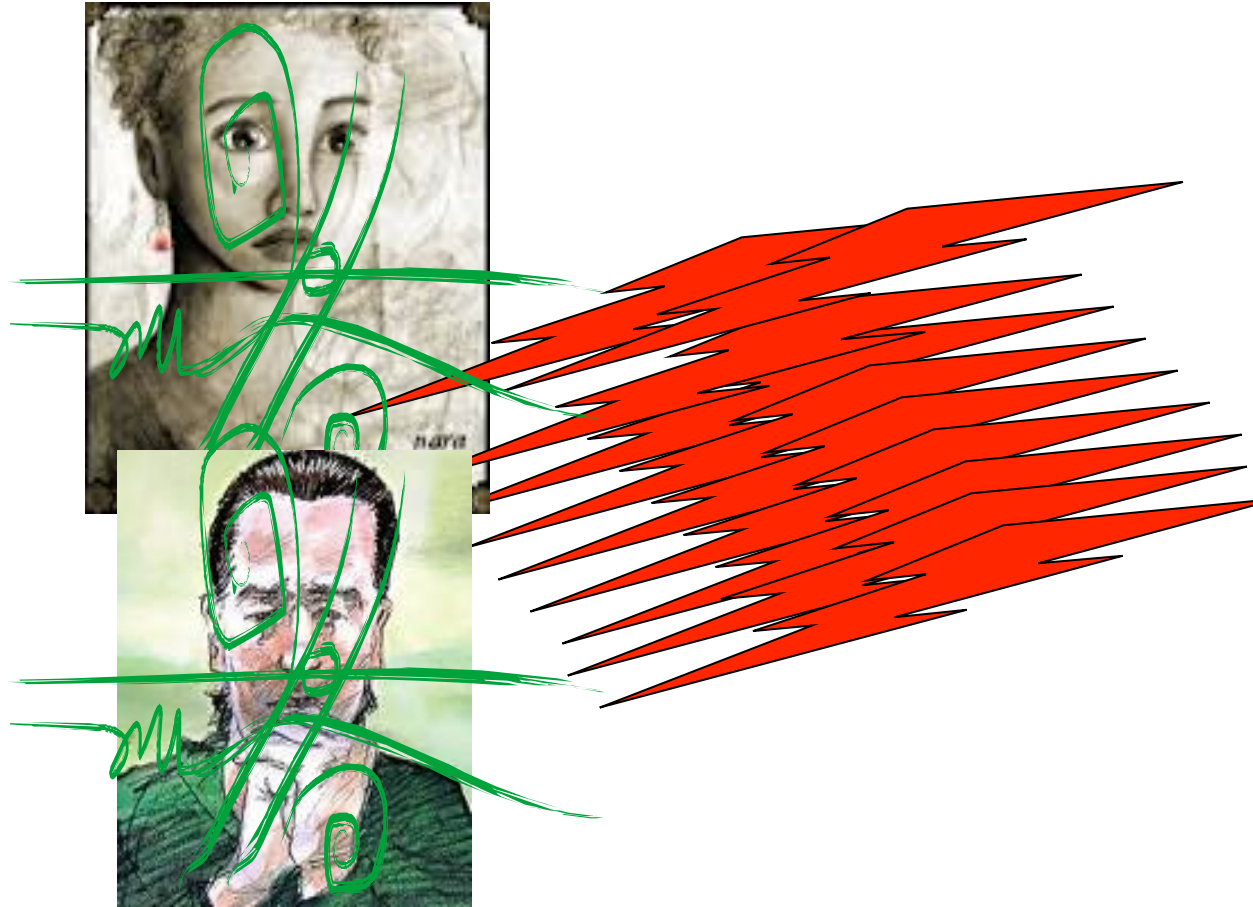
What do we mean by



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)
Car Accidents
Catastrophic Illness
Vicarious Trauma (Witnessing)
Overdose
Restraints/Take Downs
5150
Suicide Attempt

Little “T” Trauma



Dog Bites
Routine Surgeries
Falls
Invasive Dental or Medical Procedures
Minor Car Accidents
Medication Side Effects
Multiple Med Regimens

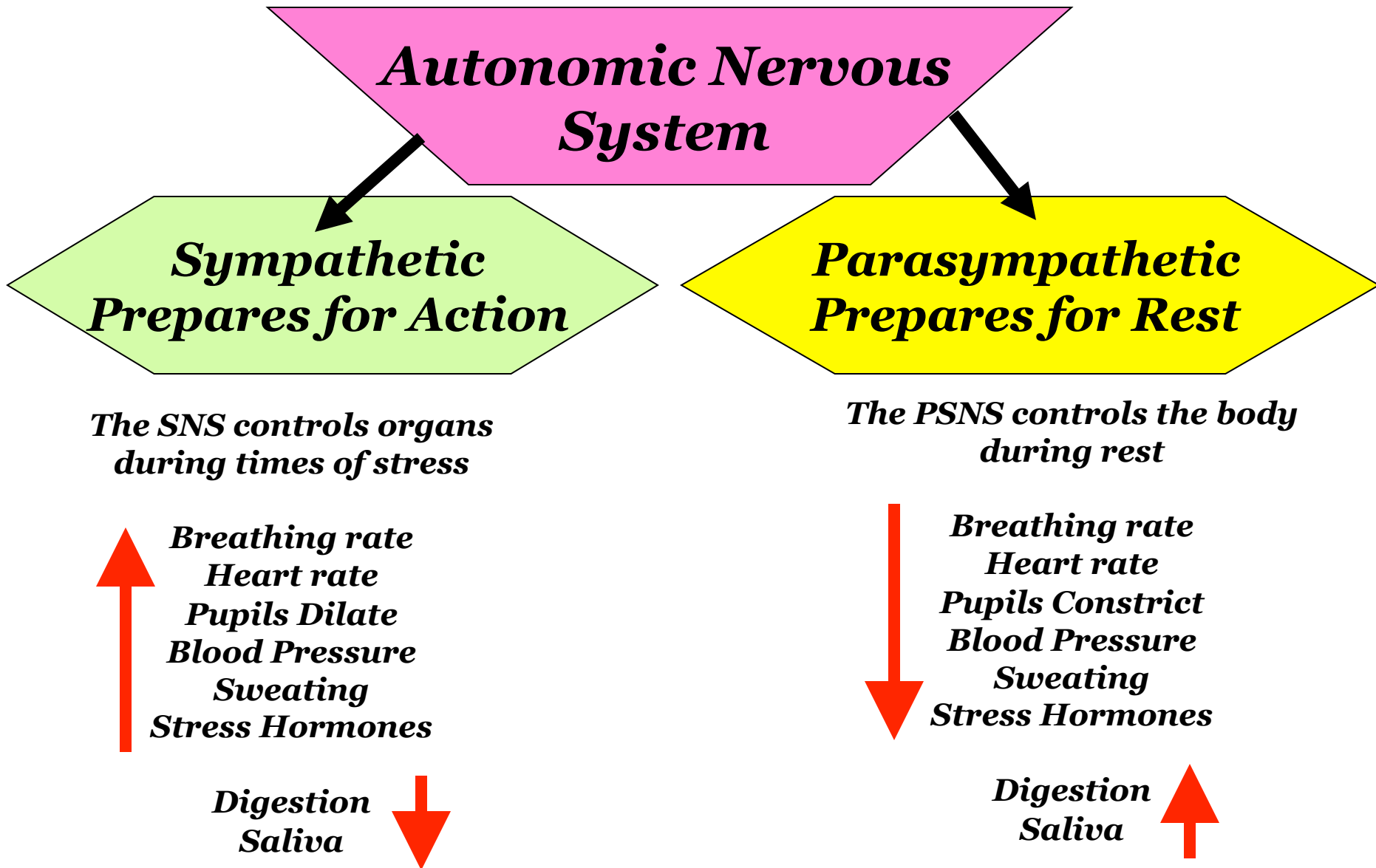
“C” Trauma



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

When the nervous system becomes overwhelmed, people can lose the capacity to stabilize and regulate themselves

Tracking the Autonomic Nervous System



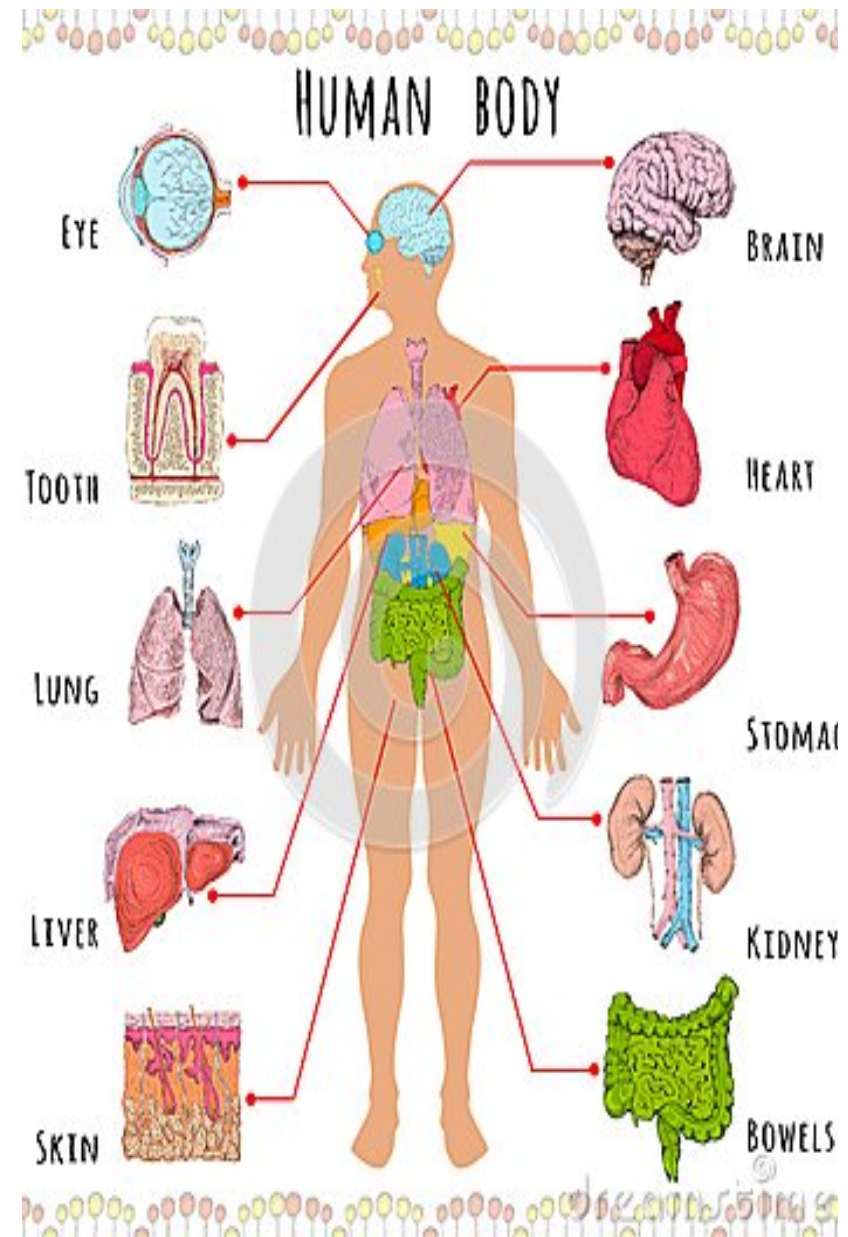
The Primary Focus is

BIOLOGY

NOT

MENTAL

WEAKNESS



Perspective Shift

*Adapted by Elaine Miller-Karas TRI© from a Slide
by Jane Stevens (ACES Connection)*

Traditional

- Students are bad.
- Students need to be punished.
- Caregivers just don't care.
- We need to stop making excuses for students.
- What is wrong with you?

Trauma-Informed

- Students are suffering.
- Students need an effective intervention.
- Caregivers care, but lack understanding and skills.
- We need to learn how trauma impacts a child's and adult's development.
- What happened to you?

Resiliency-Informed

- Students are resilient.
- Students need our compassion as they learn new skills.
- Caregivers can learn self-regulation skills based on science.
- We need to learn how skills of well-being can reduce suffering.
- What is right with you?



CRM SKILLS



The Skills of CRM



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

Skill 1
Tracking

Reading the Nervous System

Skill 1: Tracking

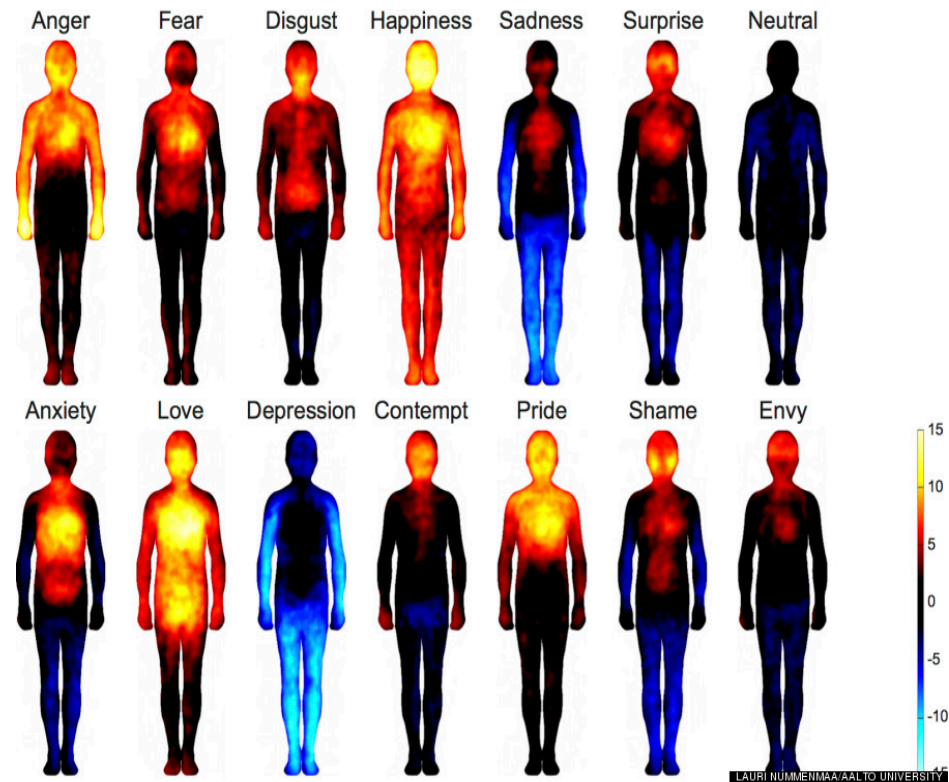
*Tracking refers to
paying attention to sensations*

- ❖ 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.

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

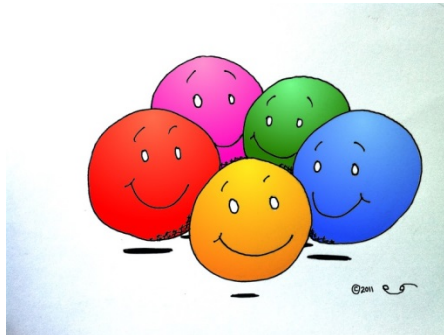
- ✧ Person
- ✧ Place
- ✧ Activity
- ✧ Faith
- ✧ Strengths



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.



Skill 2: Identifying Resources

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.



Resourcing with Children & Teens

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..?

CRM Nugget



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 help 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



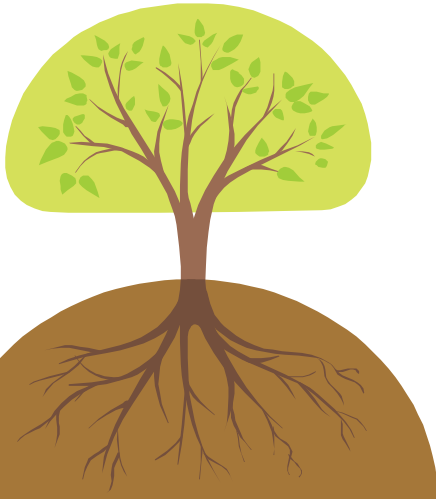
**G
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Grounding Sensing Body in Present Moment

- ✧ Music
- ✧ Singing
- ✧ Play dough
- ✧ Sand play



Skill 3: Grounding like a Tree



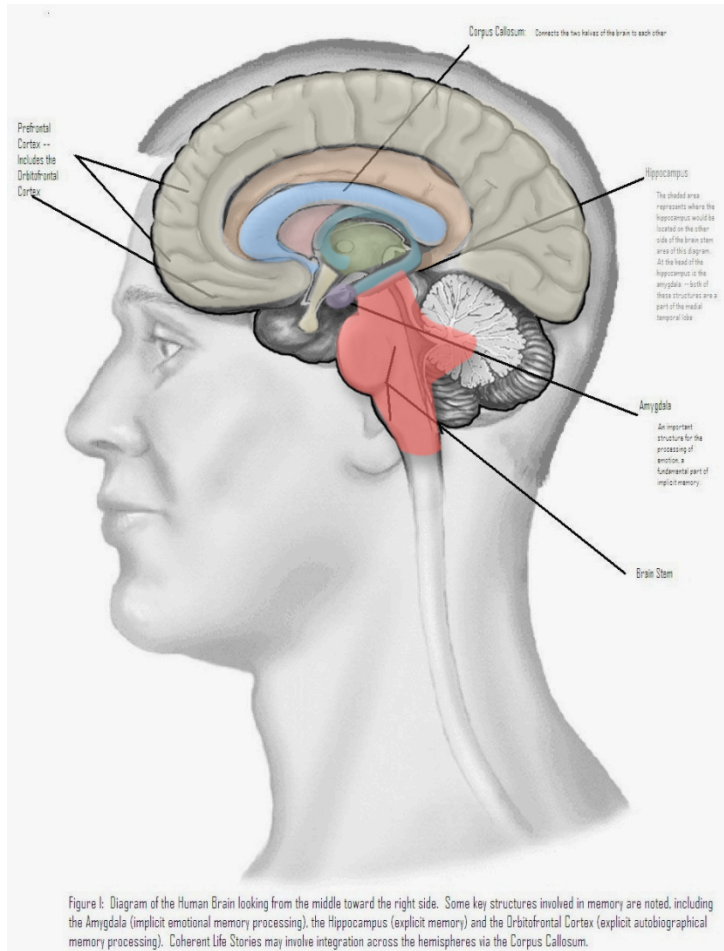
- ❖ Stand tall like a tree.
- ❖ Now, imagine tree roots growing down into the earth from your strong legs and feet.
- ❖ Imagine what the strongest tree would look like and feel like.
- ❖ Move your arms as the branches to your tree. Reach as far as you would want to reach.
- ❖ Move your arms slowly into 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)

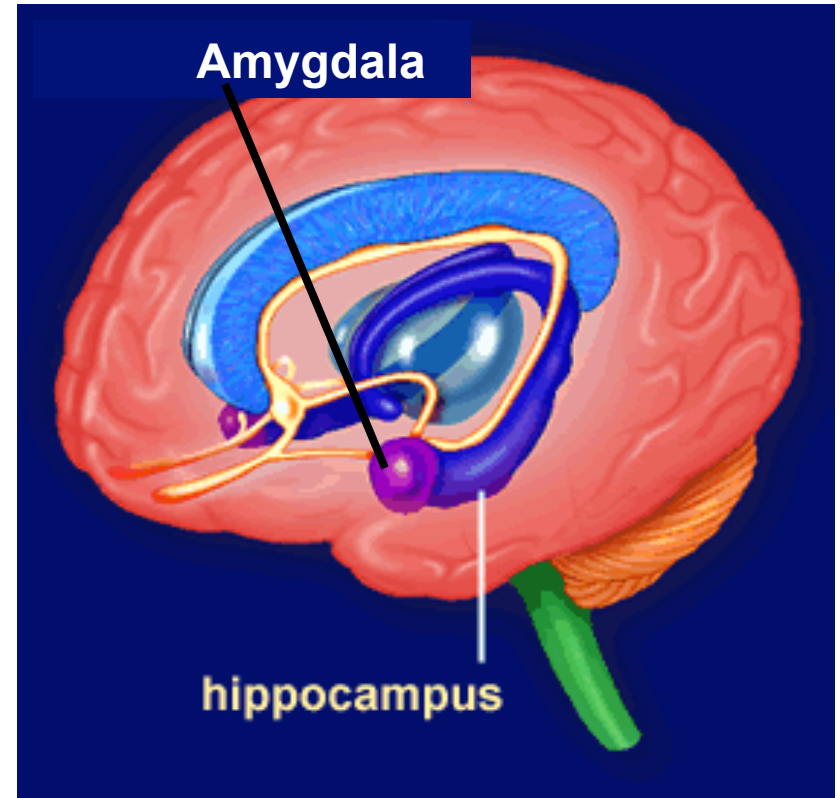
Carries out “fight, flight, & freeze.”

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 controls 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?"

Grounding

Shift and Stay



CRM SKILLS



Skill 5 & 6
Help Now!
And Shift and Stay

Skill 5: Help Now! Strategies

Skill for Self and for Others



HELP NOW!

- ❖ 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.

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?

Skill 6: Shift and Stay CRM Wellness Skill

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.

Skill 6: Shift and Stay

“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

from Community Resiliency Model (CRM)

Ten strategies to get into the Resilient Zone when you need help now! because you're either too amped up (high zone) or too checked out (low zone)

1. Walk

Feel the sensations in your body as it moves. Feel your feet pressing into the ground.



2. Push against a wall

Focus on the sensations of your muscles pushing.



3. Look for colors / shapes

Option 1: Name 6 or more colors you see.
Option 2: Name 6 or more shapes you see.
(Hint: You may repeat the same one if you see it in two places.)



4. Count backwards

Count backwards from 10 or 20 while walking around.



5. Drink a beverage

Feel the sensations in your mouth, throat and stomach.



6. Touch objects

What do the textures feel like?



7. Temperature

Notice the temperatures on different parts of your body.



8. Listen for sounds

Name all the sounds you can hear around you.



9. Notice

Look at everything around you and notice which objects catch your attention; name them.

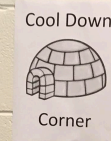


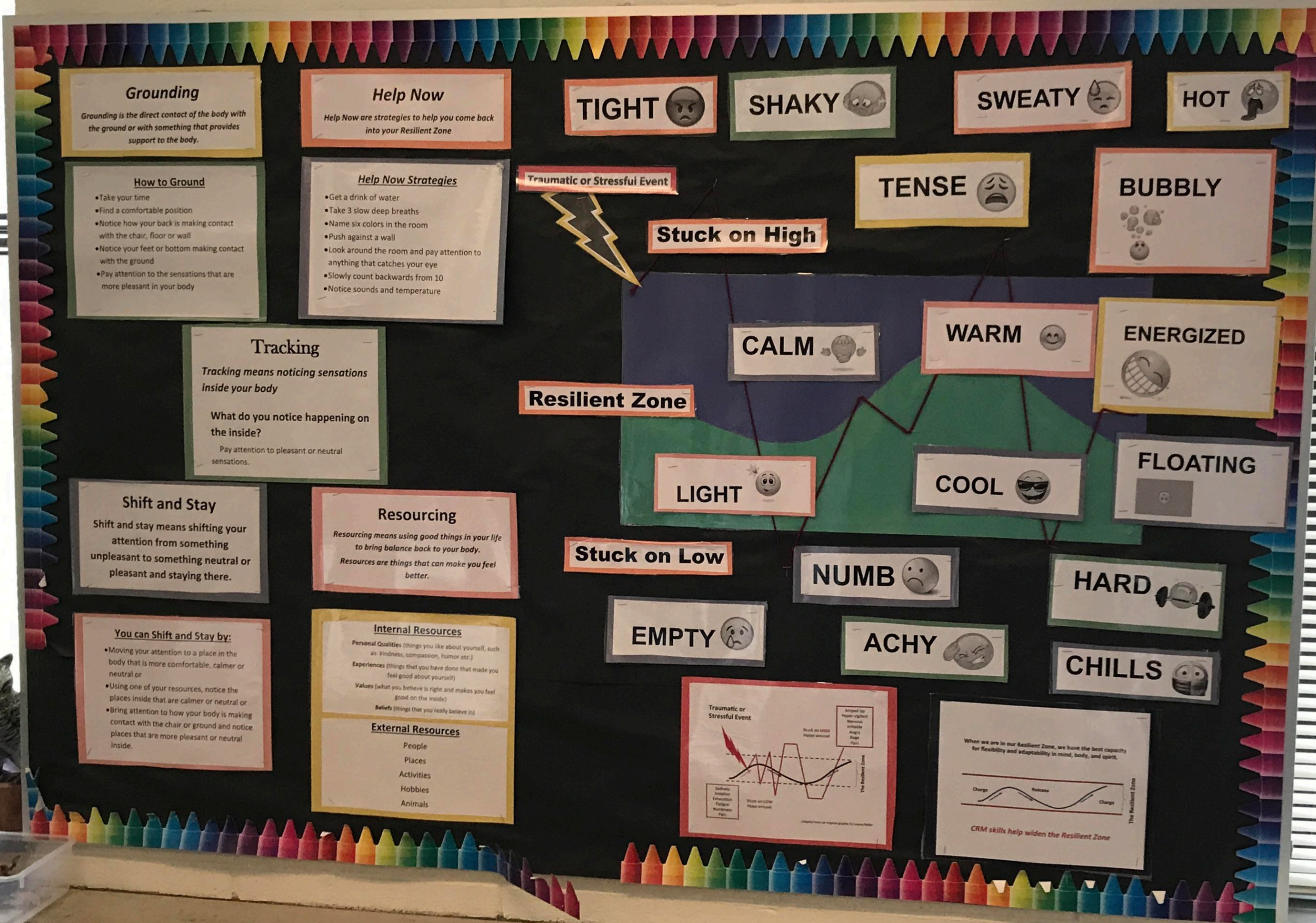
10. Open Eyes

If you have a tendency to close your eyes, open them gently; keep them relaxed and soft.



by Heidi Hanson The Art of Healing Trauma Blog www.hello-dynavox.com





Grounding
Grounding is the direct contact of the body with the ground or with something that provides support to the body.

- How to Ground**
- Take your time
 - Find a comfortable position
 - Notice how your back is making contact with the chair, floor or wall
 - Notice your feet or bottom making contact with the ground
 - Pay attention to the sensations that are more pleasant in your body

Help Now
Help Now are strategies to help you come back into your Resilient Zone

- Help Now Strategies**
- Get a drink of water
 - Take 3 slow deep breaths
 - Name six colors in the room
 - Push against a wall
 - Look around the room and pay attention to anything that catches your eye
 - Slowly count backwards from 10
 - Notice sounds and temperature

Tracking
Tracking means noticing sensations inside your body

What do you notice happening on the inside?
Pay attention to pleasant or neutral sensations.

Shift and Stay
Shift and stay means shifting your attention from something unpleasant to something neutral or pleasant and staying there.

- You can Shift and Stay by:**
- Moving your attention to a place in the body that is more comfortable, calmer or neutral or
 - Using one of your resources, notice the places inside that are calmer or neutral or
 - Bring attention to how your body is making contact with the chair or ground and notice places that are more pleasant or neutral inside.

Resourcing
Resourcing means using good things in your life to bring balance back to your body.
Resources are things that can make you feel better.

- Internal Resources**
Personal Qualities (things you like about yourself, such as strengths, competencies, humor and so on)
Experiences (things that you have done that make you feel good about yourself)
Values (what you believe is right and makes you feel good on the inside)
Beliefs (things that you really believe in)
- External Resources**
People
Places
Activities
Hobbies
Animals

TIGHT 😞

SHAKY 😞

SWEATY 😞

HOT 😞

Traumatic or Stressful Event

Stuck on High

TENSE 😞

BUBBLY 😞

Resilient Zone

CALM 😊

WARM 😊

ENERGIZED 😊

LIGHT 😊

COOL 😊

FLOATING 😊

Stuck on Low

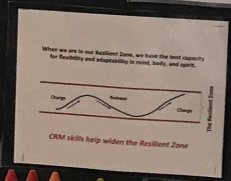
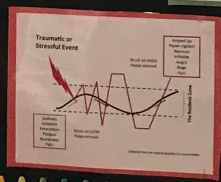
NUMB 😞

HARD 😞

EMPTY 😞

ACHY 😞

CHILLS 😞



The Trauma Resource Institute



iChill Info

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www.traumaresourceinstitute.com

**“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**