THE COMMUNITY RESILIENCY MODEL®
INTRODUCTION
GOALS OF THE COMMUNITY RESILIENCY MODEL

- To teach the wellness skills to adults, children and teens
- To integrate the CRM skills into activities of daily living including at work, school and at home
- To increase well being in mind, body and spirit
Resiliency-Informed
People are resilient.

Many people care, but lack understanding and skills.

We need to learn how trauma impacts a child’s and adult’s development.

Any person can learn self-regulation skills based on science.

What happened to you?

What is right with you? What are your strengths?

Conventional
People are bad.

People need to be punished.

People just don’t care.

We need to stop making excuses for people.

What is wrong with you?

Trauma-Informed
People are suffering.

People need our compassion as they learn new skills.

We need to learn how trauma impacts a child’s and adult’s development.

What is right with you? What are your strengths?
FACTS ABOUT CRM?

Community Resiliency Model can be used:
- across the lifespan
- across cultures
- with different literacy abilities
➢ When CRM skills are taught to parents/teachers/caregivers
➢ They can model the skills & make better choices and respond with compassionate boundaries to challenging behaviors

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

Apply your Resiliency Mask First
“Resiliency is an individual’s and community’s ability to identify and use individual and collective strengths in living fully with compassion in the present moment, and to thrive while managing the activities of daily living.”

~Miller-Karas (2020)
CRM’s focus is on the biology of the human nervous system.

There are common human reactions to stressful/traumatic events that effect the mind, body and spirit.

CRM helps individuals learn to read their nervous system to return to their zone of well being, called the Resilient Zone through the use of simple wellness skills.
POST TRAUMATIC RESILIENCY
COMMON REACTIONS

Resilience
Strength and Courage
Renewed Relationships
Gratitude
 Advocate
Appreciation of loved ones
Forgiveness
Hope & Faith
Wisdom
Compassion for self and others
New Meanings
ACEs Connection accelerates the global movement to prevent and heal adverse childhood experiences (ACEs), and supports communities to work collaboratively to solve our most intractable problems. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. The ACEs in these three realms intertwine throughout people’s lives, and affect the viability of organizations, systems and communities.

1. HOUSEHOLD
- incarcerated family member
- divorce
- homelessness
- physical and emotional neglect
- domestic violence
- bullying
- maternal depression
- alcoholism and drug abuse
- emotional and sexual abuse

2. COMMUNITY
- historical trauma
- substandard schools
- structural racism
- violence
- substandard wages
- lack of jobs
- poverty
- poor housing quality

3. ENVIRONMENT
- CLIMATE CRISIS
  - record heat & droughts
  - wildfires & smoke
  - record storms, flooding & mudslides
  - sea level rise
- NATURAL DISASTERS
  - tornadoes & hurricanes
  - volcano eruptions & tsunamis
  - earthquakes
Laws of Nature

The natural rhythms in nature also exist within the human nervous system.

We do not have to be trapped by the storms of our body: sensations of discomfort and pain. We can draw our attention to sensations of well-being and transform our experience.
“Neuroplasticity” - the lifelong capacity of the brain to change and rewire itself in response to the stimulation of learning and experience...Hope!

Neurogenesis is the ability to create new neurons and connections between neurons throughout a lifetime.” (Goldberg, 2013)
Brain cells that fire together wire together!

Carla Schatz
**Anatomy** -- the study of the structures of body parts and their relationships to one another

**Physiology** -- the study of the functions of the body

CRM uses observation and knowledge of patterns of the nervous system to help people learn to distinguish between sensations of distress and well being
Tracking the 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 PNS controls the body during rest

- Breathing rate
- Heart rate
- Pupils Constrict
- Blood Pressure
- Sweating
- Stress Hormones
- Digestion
- Saliva
KEY CONCEPT 1
The Resilient Zone - “OK” Zone

GOAL: TO WIDEN YOUR RESILIENCY ZONE

(c) Trauma Resource Institute
Things happen in life and our thoughts, feelings and reactions move around in the OK ZONE

- Excited
- Worried
- Relaxed
- Happy
- Angry
- Calm
- Scared
- Tired
- Sad
Trigger or Stressful Event

Stuck in the High Zone
- Edgy
- Irritable
- Hyper
- Anxiety & Panic
- Angry outbursts
- Pain

Stuck in the Low Zone
- Depression/Sadness
- Isolated
- Exhaustion/Fatigue
- Numbness

OK 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
- pain

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
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.
Students created charts representing 24 hours of the activity of their Autonomic Nervous Systems and hung these up in classroom.

Students noticed that “Just Like Me”, my classmates also get bumped into or stuck in the high zone and low zones. “I thought I was the only one.”
After adjusting for differences in cortisol levels due to age, gender, and time of awaking, higher morning cortisol levels in students could be significantly predicted from higher burnout levels in classroom teachers.

Stress contagion theory states that within a shared social setting, stress can cross over from one person to another.

Researchers found that elementary school children who are part of stressful classroom environments, partly characterized by teachers who received less respect from colleagues, exhibited more behavioral and adjustment problems in school.

Eva Oberle a, *, Kimberly A. Schonert-Reichl (2016) Social Science and Medicine, The University of British Columbia (UBC), School of Population and Public Health (SPPH), Human Early Learning Partnership (HELP), Canada
Classrooms where students exhibit higher cortisol levels might be indicative of more stressful and challenging work environments for teachers. Teachers of those classrooms might therefore have more troubling interactions with students, experience more occupational stress, and consequently experience higher rates of burnout.

Eva Oberle and Kimberly A. Schonert-Reichl (2016) Social Science and Medicine, 59: 30-37
The University of British Columbia (UBC), School of Population and Public Health (SPPH), Human Early Learning Partnership (HELP), Canada
GROUP ACTIVITY
WHAT ZONE ARE YOU IN?
Are you in your ZONE?

The Community Resiliency Model

- Traumatic or Stressful Event
- Stuck on HIGH Hyper-arousal
- Amped Up Hyper-vigilant
  - Nervous
  - Irritable
  - Angry
  - Rape
  - Pain
- Learning can happen only when you are in your zone.
- Stuck on LOW Hypo-arousal
- Sadness
  - Issolation
  - Exhaustion
  - Fatigue
  - Numbness
  - Pain
A COMMUNITY RESILIENCY MODEL GUIDE is a person who shares the wellness skills of the Community Resiliency Model with others.
The Community Resiliency Model - The Basic Three

- Tracking
- GROUNDING
- RESOURCING
- HELP NOW!
- SHIFT & STAY
- GESTURING

AND HELP NOW!
SKILL 1 - TRACKING
READING SENSATIONS
Tracking is the foundation for helping stabilize the nervous system

Tracking is noticing or paying attention to sensations - to what is happening inside the body in the present moment
What we pay attention to grows
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.
When we learn to discern the differences between sensations of distress and well being

We begin to have CHOICE of what to pay attention to on the inside
Tracking is noticing or paying attention to what is happening inside your body at the present moment.

Determining if the sensation is pleasant, unpleasant or neutral.

Sitting or staying with sensations that are pleasant or neutral.

Curiosity questions:
What do you notice on the inside?
Are the sensations pleasant, unpleasant or neutral?
Learning Sensation Words

- **VIBRATION**
  - SHAKING
  - TWITCHING
  - TREMBLING
  - FAST/SLOW

- **SIZE/POSITION**
  - SMALL
  - MEDIUM
  - LARGE
  - UP/DOWN
  - CENTER

- **TEMPERATURE**
  - COLD
  - HOT
  - WARM
  - NEUTRAL

- **PAIN**
  - INTENSE
  - MEDIUM
  - MILD
  - THROBBING
  - STABBING

- **MUSCLES**
  - TIGHT
  - LOOSE
  - CALM
  - RIGID

- **BREATHING**
  - RAPID
  - DEEP
  - SHALLOW
  - LIGHT

- **HEART**
  - FAST
  - SLOW
  - RHYTHMIC
  - FLUTTERS
  - JITTERY

- **TASTE**
  - SPICY
  - SWEET
  - SOUR
  - JUICY
  - BLAND

- **DENSITY**
  - ROUGH
  - SMOOTH
  - THICK
  - THIN

- **WEIGHT**
  - HEAVY
  - LIGHT
  - FIRM
  - GENTLE
For some people, even sensing pleasant or neutral sensations can spark unpleasant, even painful sensations.

Learning and working with the CRM skills is a CHOICE. So if learning sensory language is too distressing, always give a person the choice to stop learning the skills.
GROUP ACTIVITY
Notice Sensations
SKILL 2 - RESOURCING
One of the best ways to learn how to develop your sensory vocabulary is through identifying a personal resource and then noticing sensations on the inside.

What might be pleasant for the people and the dog?
A Resource is any person, place, thing, memory or part of yourself that makes you feel calm, pleasant, peaceful, strong or resilient.

A Resource can be real or imagined

A Resource can be internal or external
Resource Intensification

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

Resource intensification strengthens the “felt sense” of the resource and overrides attention that automatically goes to unpleasant sensations.
Skill 2: Resources Can Have Many Natures

Discussion of a Resource can sometimes shift out of pleasant sensations and into difficult memories and/or uncomfortable body sensations. This can be a common occurrence.

✿

- Acknowledge the shift (i.e. notice tears)
- Gently invite awareness to more pleasant memories of the resource
- Invite awareness to part of the body that feels more comfortable or neutral

*If this is too hard, ask if it would be helpful to think of a different resource.*
CREATE A BOOK OF RESOURCES
DRAW WITH YOUR CHILDREN

Ask children and teens, resource oriented questions?
Who is your favorite, friend, pet, etc?
What is your favorite activity? i.e. game, jump rope, soccer, etc.
Who is your favorite character in a book, tv, movie, etc..?
GROUP ACTIVITY
Identify One Of Your Resources
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

- Gravitational security is the foundation upon which we build our interpersonal relationships.
- If our relationship to the earth is not safe, then all other relationships do not develop optimally.
- When we are grounded, we have a sense of self in relationship to present time and space.
- We are not worried about the past or the future.
YOU CAN GROUND IN MANY POSITIONS

Walking and paying attention to steps

Laying down on a surface or floating in water

Through a part of your body like your hands or feet

Standing against a wall

Sitting on a chair, sofa or ground
Some children and adults who have experienced physical and emotional trauma may have difficulty with the skill of “Grounding.” For some children and adults, “Grounding” can increase sensations connected to traumatic memory.
GROUP ACTIVITY
Grounding Exercise
Help Now!

- Drink a glass of water
- Count backwards from 20
- Go for a walk
- Listen to the sounds
- Name six colors you see
- Push against a wall
- Notice your surroundings
- Touch the furniture
- Touch something in nature
- Notice the temperature

HELP NOW!
A Randomized controlled trial parallel design to test the effectiveness of a 3-hour Community Resiliency Model®

Methods
Registered nurses in two urban tertiary-care hospitals were invited to participate, which entailed attending a single 3-hour “Nurse Wellness and Well-being” class;

196 nurses consented and were randomized into the CRM intervention or nutrition education control group to determine if the CRM group would demonstrate improvement in well-being and resiliency, secondary traumatic stress, burnout, and physical symptoms.

Findings
Purpose
Pre/post data were analyzed for 40 CRM and 37 nutrition group members. Moderate-to-large effect sizes were demonstrated in the CRM group for improved well-being, resiliency, secondary traumatic stress, and physical symptoms. Participants reported using CRM techniques for self-stabilization during stressful work events.

Conclusion
CRM shows promise as a brief resiliency training for hospital-based nurses.

Nursing Outlook article: https://www.ncbi.nlm.nih.gov/pubmed/31894015
Addiction is associated with trauma, and a body-based approach may help attenuate the long-term impacts of trauma, including addiction and mental disorders.

The study provided a single 5-hour Community Resiliency Model® class in an urban drug treatment center for impoverished women in the Southeastern US.

Using a pre-post mixed methods design, data collected from 20 women on well-being, physical symptoms, anger, depression, anxiety, and spirituality.

Participant somatic complaints, anger, and anxiety symptoms had declined significantly, with a moderate to large effect size; well-being increased significantly, with a small effect size. Participants found the skills and concepts of CRM helpful and shared them with others.

CRM is a feasible, inexpensive, and acceptable training that may be valuable for persons with addictions.
Research Underway

- Fairfield University
- Loma Linda University, California
- Emory University, School of Nursing
- Michigan State University
- Duke University
- University of Kigali, Rwanda
- Claremont Graduate University
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Through SEE Learning: 102 Countries

United Nation’s Online Learning Portal
UNITED NATIONS-TAYLOR AND FRANCIS (ROUTLEDGE) selects

*Building Resilience To Trauma,*

*The Trauma and Community Resiliency Models*

By: Elaine Miller-Karas

Online curated library
Sustainable Goals Online-: [https://www.taylorfrancis.com/sdgo/](https://www.taylorfrancis.com/sdgo/)

To support the UN’s call to action to end poverty, fight inequality and injustice and protect the planet.
The See Learning Program
Emory University

https://seelearning.emory.edu

The Social, Emotional, and Ethical (SEE) Learning is an innovative K-12 education program developed by Emory University. SEE Learning™ provides educators with the tools they need to foster the development of emotional, social, and ethical intelligence for students and themselves.

SEE Learning™ represents the state of the art in education by enhancing SEL programming with key additional components, including attention training, compassion and ethical discernment, systems thinking,

SEE Learning empowers students to engage ethically as part of a global community and provides educators with the tools to support student well-being.

The wellness skills of the Trauma Resiliency Model, the Community Resiliency Model concepts are in Chapter 2 of this curriculum. The curriculum is free and so is the online learning platform. Elaine Miller-Karas, one of the developers of TRM and the Community Resiliency Model has been a Senior Consultant to this project.
“Our compassion cannot be limited only to those who look like us or who share our citizenship or religion; it must be extended to encompass everyone on the basis of our common humanity.”

The Dalai Lama

“Diversity inclusion would be a world where people of all religions, races, sexual orientation and gender identification were equally respected, included and welcomed.” (Miller-Karas, 2019).