



Trauma Resource Institute

www.traumaresourceinstitute.com

www.communityresiliencymodel.com

Community Resiliency Model®



Presentation written by Elaine Miller-Karas

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.

Resiliency training has been brought to Mexico, the Ivory Coast, China, Kenya, Rwanda, Somalia, Darfur, the United States, Guatemala, the Philippines, Haiti, Uganda, Nepal, Germany, Northern Ireland, South Africa, Tanzania and Kenya



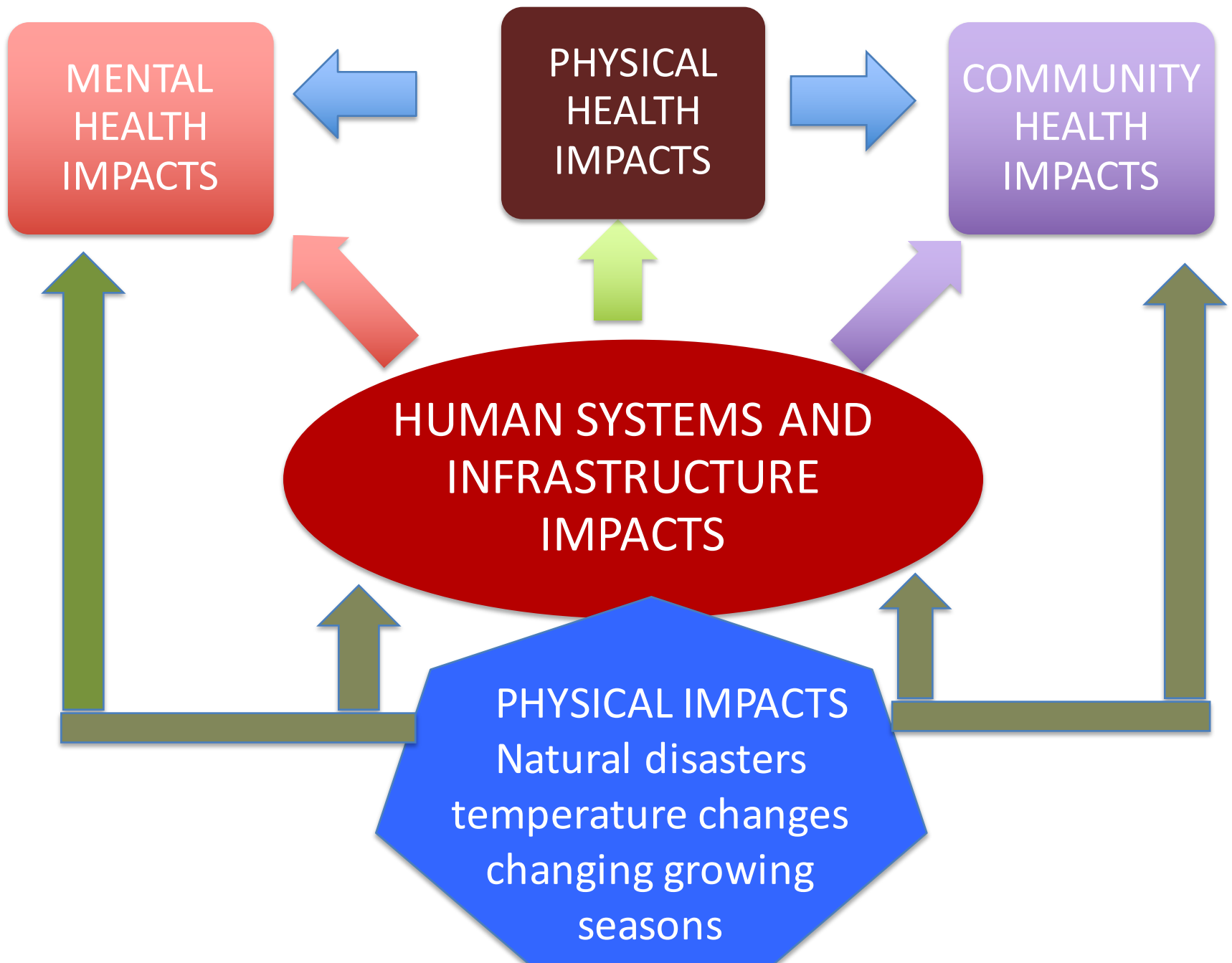
Two Resiliency Models

Trauma Resiliency Model ® Level 1 and Level 2 Mental Health Practitioners

- ❖ To deepen the “Resilient Zone” so one is better able to adapt to the stressors of life with flexibility and decreased traumatic stress reactions
- ❖ For self-care
- ❖ To reset the nervous system
- ❖ To reprocess traumatic memories

Democratization of Mental Health Community Resiliency Model® Six Wellness skills of TRM

- ❖ To create a cadre of CRM trained community members who are informed by
 - ❖ The biology of trauma/stress reactions
 - ❖ The biology of resiliency
- ❖ To deepen the “Resilient Zone” for self, family and extended community
- ❖ To share the wellness skills to children and teens in age-appropriate ways



Factors that can increase communities' susceptibility to the psychological effects of climate change

- Large populations of older adults, children and infants, disabled people, and recently arrived immigrants, migrants, or refugees
- Outdated physical infrastructure
- High levels of poverty
- High levels of social inequality
- High numbers of residents lacking access to health care
- Low education levels
- Low levels of social cohesion and connectedness
- Low levels of trust

Why Resiliency Skills are Critical

The American Psychological Association & EcoAmerica reported that the likely impacts of climate change on adults and children are as follows:

- post-traumatic stress disorder (PTSD)
- distress, depression, and anxiety
- hopelessness
- increases in violence, aggression, and crime
- strains on social relationships

Children and Women are particularly vulnerable

Beyond Storms & Droughts: The Psychological Impacts of Climate Change June 2014 by American Psychological Association and EcoAmerica

Community Action Prepare For Climate Change

- ✓ Strengthening existing social groups and networks
- ✓ Biological stability
 - ✓ Learning to read the autonomic nervous system
 - ✓ The Community Resiliency Model is one strategy of preparedness
- ✓ Psychological Preparedness-taking steps to prepare for the psychological impacts
- ✓ Community Collaboration across public and private organization to plan for the mental health impact following disasters, for example
 - ❖ TRI's collaboration with UUSC/ADRA International-The Philippines Hurricane Yolanda Projects
 - ❖ Community Resiliency Model Trainers of the Philippines

Who can CRM help?

- ❖ Children, teens, parents, caregivers, teachers, administrators, school staff, security officers, siblings and other family and community members
- ❖ For Self-Care



Interventions are easy to Learn The Skills are Accessible

- ❖ You don't have to talk about the past
 - ❖ Even if reading and writing are difficult
 - ❖ Useful for people of different cultures, ages and ethnic backgrounds
-
- ❖ Educational materials have been developed (iChill App, wristbands, resiliency pens) that reinforce the wellness skills
 - ❖ www.ichillapp.com on the web.



**WHY
BIOLOGICAL
MODELS
LIKE CRM?**



Adverse Childhood Experiences Study (ACES)

The largest study of its kind ever done to examine the health and social effects of adverse childhood experiences over the lifespan (Felitti & Anda)

17,337

- ❖ Adverse Childhood Experiences profoundly impact the developing child
- ❖ These experiences greatly impact the emotional and physical health of a human being into adulthood

Adverse Childhood Experiences Study

ACE Score: the number of categories of adverse childhood experience to which a person was exposed 0-18 years of age

Abuse and Neglect

- ☐ Child physical abuse
- ☐ Child sexual abuse
- ☐ Child emotional abuse
- ☐ Child verbal abuse
- ☐ Child Neglect

Indicators of Family Dysfunction

- ☐ Mentally ill, depressed or suicidal person the home
- ☐ Drug addicted or alcoholic family member
- ☐ Witnessing domestic violence
- ☐ Loss of parent– indicated by divorce, separation, abandonment or death
- ☐ Incarceration of any family member

Disruptions due to climate change challenges place children at risk for ACE.

There is a strong link between adverse childhood experiences and adult onset of chronic illness. Those with ACE scores of 4 or more:

- ✧ Had significantly higher rates of heart disease and diabetes
- ✧ Chronic pulmonary lung disease increased 390 percent
- ✧ Hepatitis, 240 percent
- ✧ Depression, 460 percent
- ✧ Suicide attempts, 1,220 percent
- ✧ Those with an ACE score of 6 or more
 - ✧ had a 4,600 percent increase in the likelihood of becoming an IV drug user
 - ✧ died nearly 20 years earlier on average than those without ACES of 0 — 60.6 years versus 79.1 years.

Biological Lens

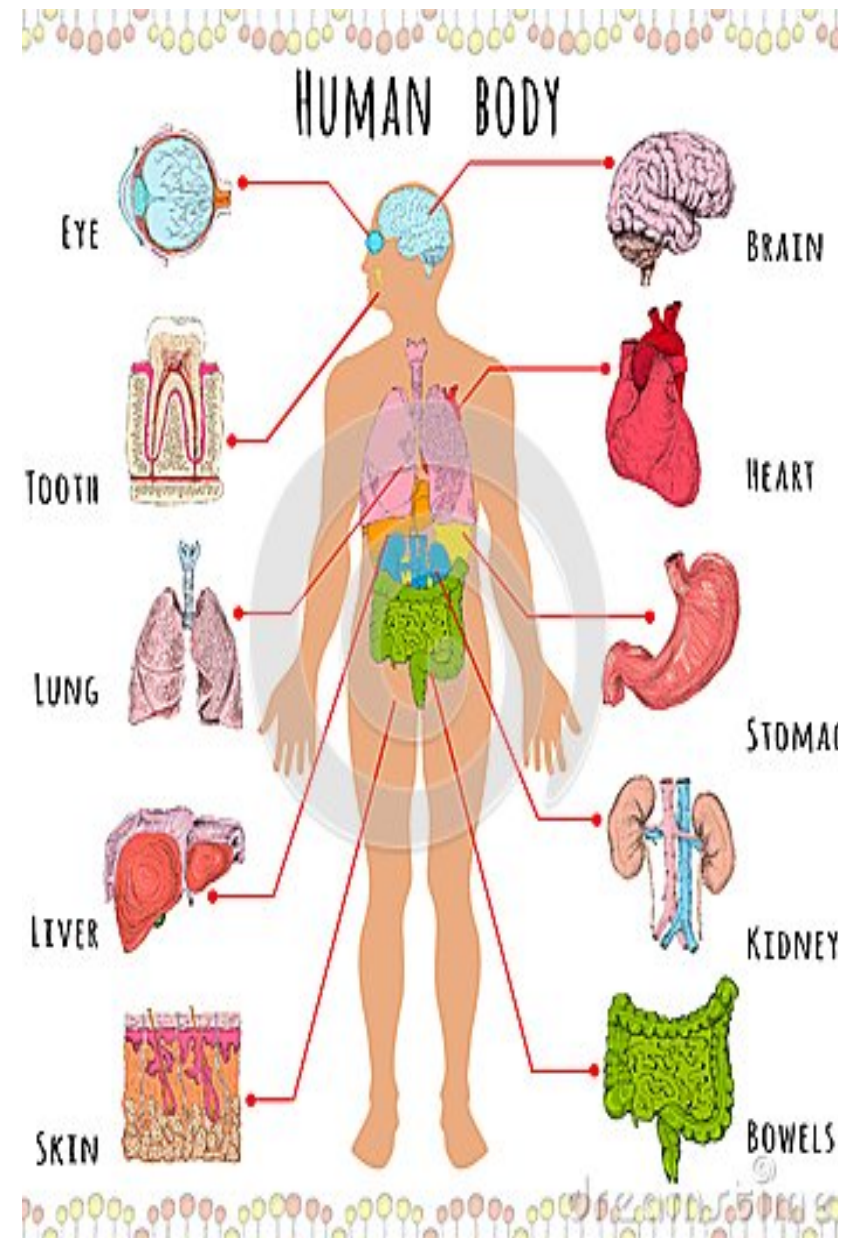
Physiological Distress

- ❖ Some individuals exhibit acute physiological distress after a traumatic event:
 - ❖ Elevated heart rate and respiration rate.
- ❖ Acute physiological reactions measured during or immediately after a traumatic event have been shown to predict the later development of PTSD. (Bryant, et al 2008)
- ❖ Highly distressed individuals are more likely to react unfavorably to cognitive-based early intervention that focus on retelling the trauma story than non-distressed individuals. (Mayou 2000)

The Primary Focus
of CRM is

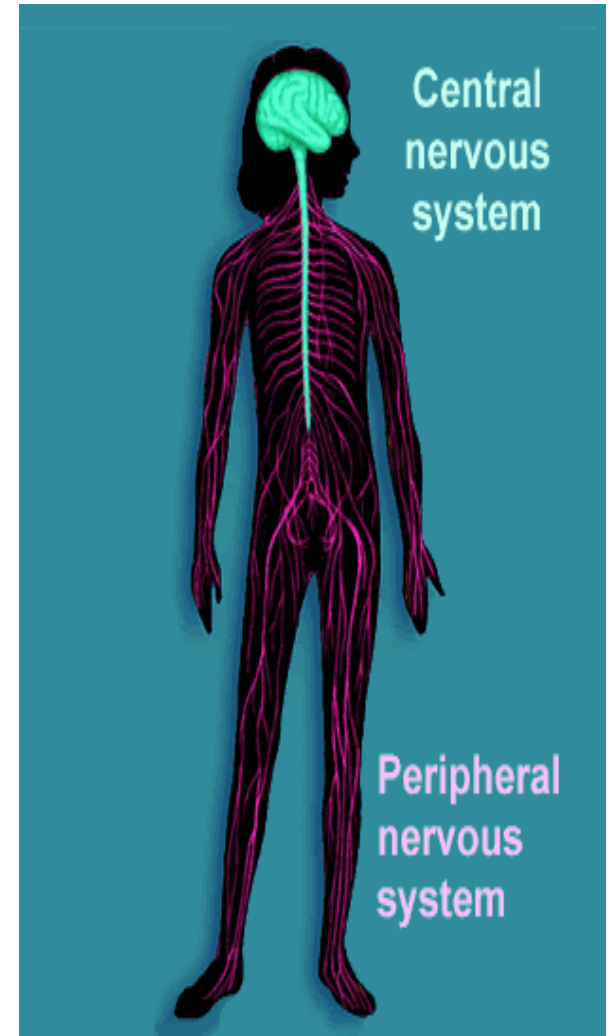
BIOLOGY

NOT
MENTAL
WEAKNESS



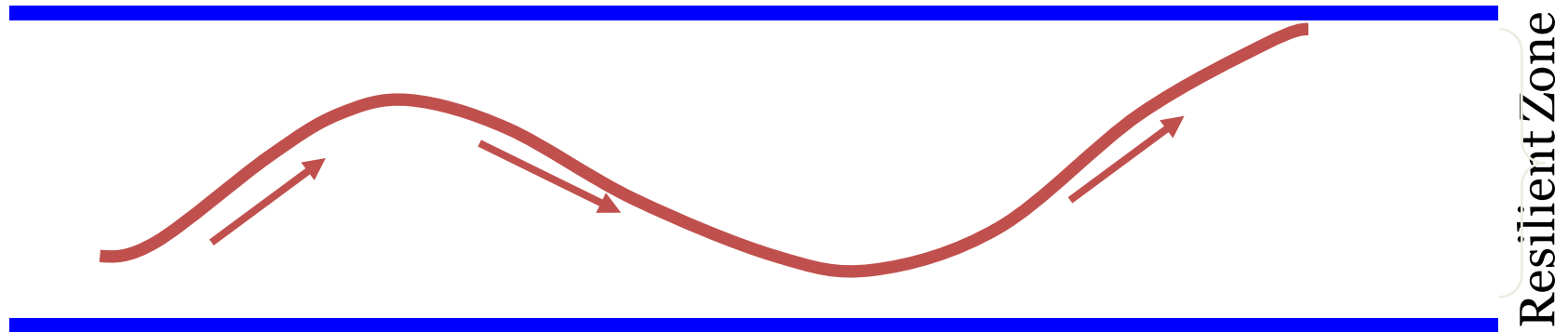
Primary Focus of the Community Resiliency Model: Biology vs. Mental Weakness

- ❖ CRM's focus is on the biology of stress and trauma.
- ❖ There are common human reactions to traumatic events that effect the mind, body and spirit.
- ❖ CRM helps individuals and communities shift perspectives from human weakness or pathology to biology
- ❖ This vista makes interventions more accessible to those who are not “psychologically-oriented”.



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



Perspectives from the aftermath of Natural Disasters

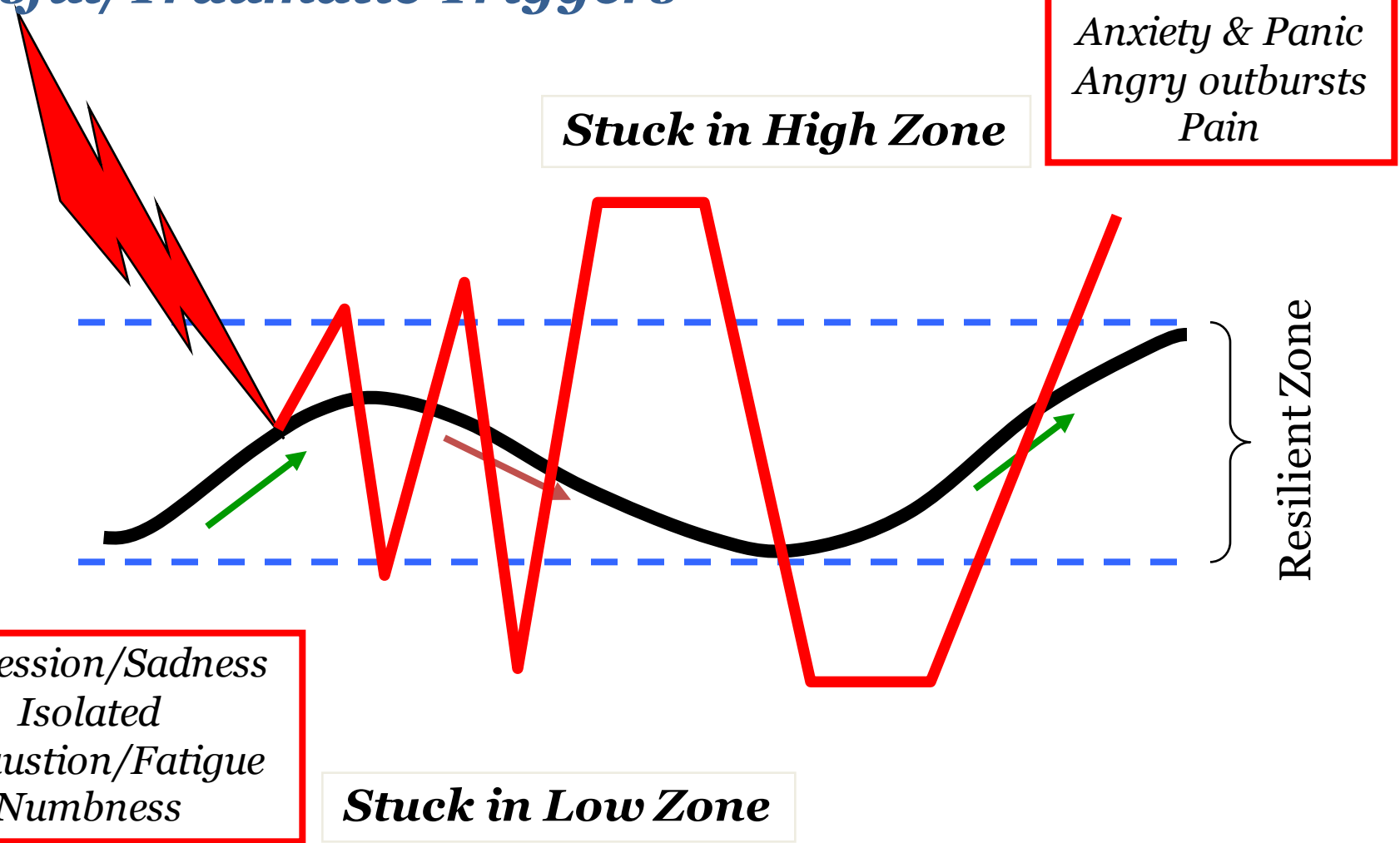
- Individuals who can access their Resilient Zones
 - engage in self-care and care of their families
 - help rebuild their communities
 - are more open to new ways of creating better communities to meet the challenges from the past, present and future

Many individuals around the world are not psychologically oriented.

Thinking outside the box and offering menu choices of skills that increase resiliency can positively impact individuals, families and communities



Traumatic/Stressful Event or Stressful/Traumatic Triggers



**Trigger
or Stressful Event**

Stuck in the High Zone



Resilient Zone



Stuck in the Low Zone

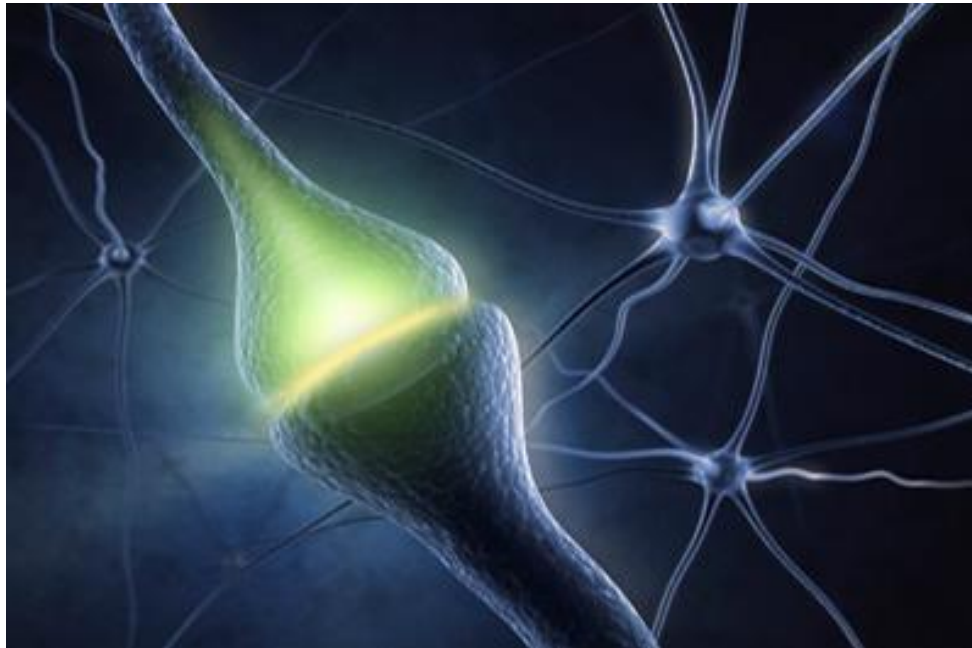
Elegant Design

Laws of Nature
The Brain is Changeable



What we pay attention to grows because

**Brain cells that fire together
wire together!** Carla Schatz





Resiliency

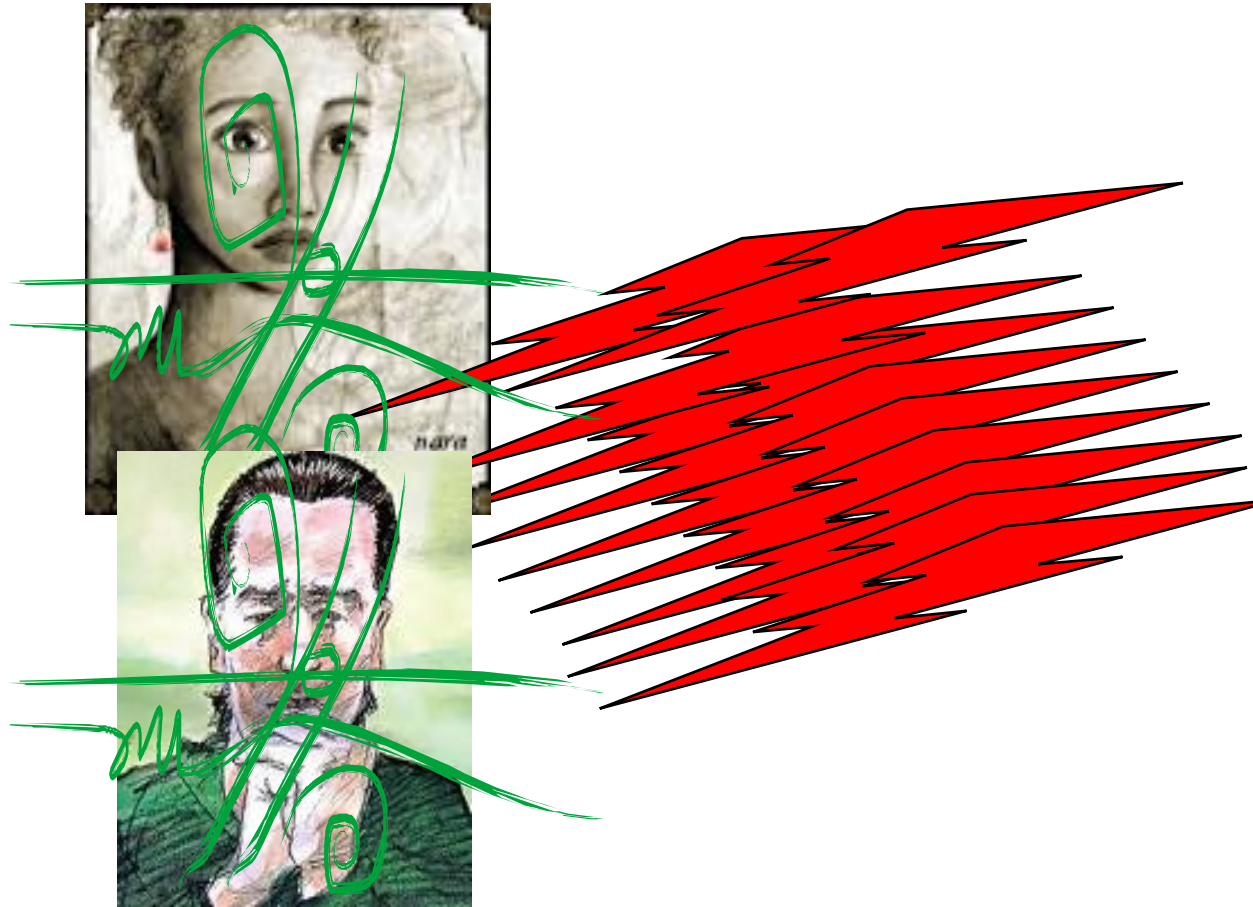
“Is an individual’s and community’s ability to identify and use individual and collective strengths in living fully in the present moment, and to thrive will managing the activities of daily living.”

Miller-Karas (2013)

A person’s ability to use skills throughout the day to manage all the challenges they encounter.

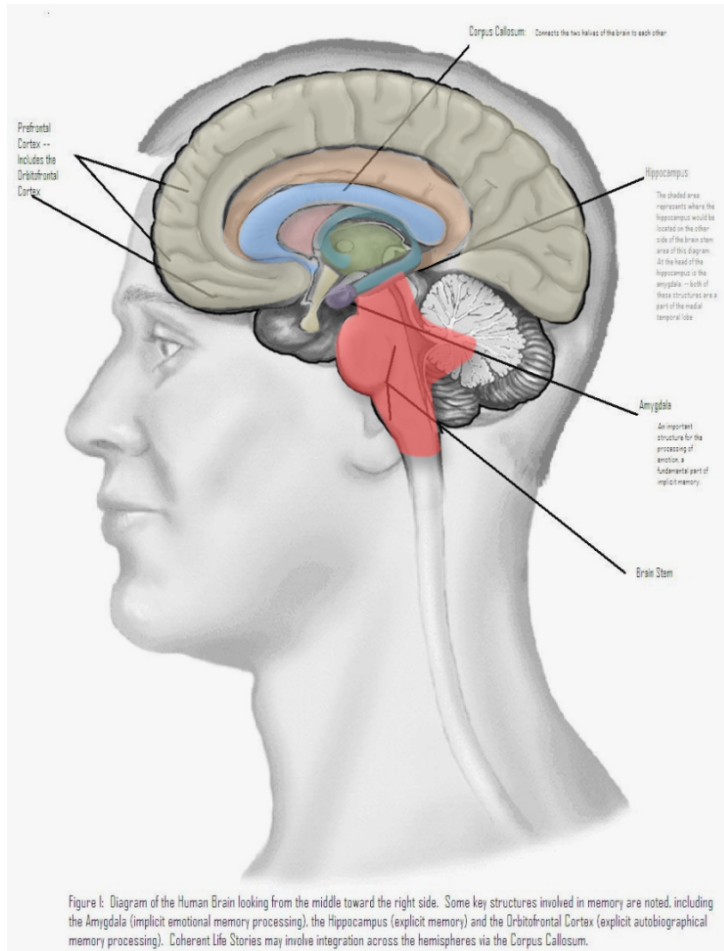
Trauma/Stress

TOO much
& TOO fast!
TOO little
TOO much
TOO long



Perception is key

Organizing Principle: Three Parts of The Brain



Cortex: Thinking

Integrates input from all 3 parts.
Cognition, beliefs, language, thought, speech.

Limbic Area: Emotional

Assesses risk.

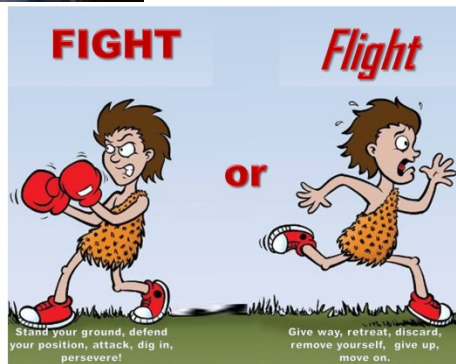
Expression and mediation of emotions and feelings, including emotions linked to attachment.

Survival Brain: Instinctual

Carries out "fight, flight, & freeze."
Unconscious.

Digestion, reproduction, circulation, breathing - responds to sensation.

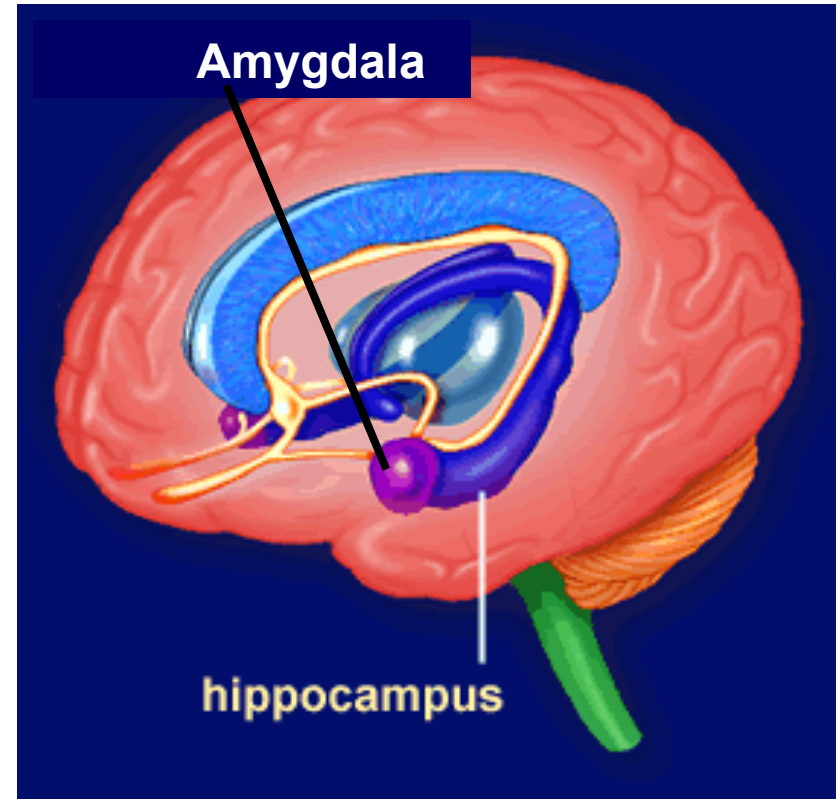
Survival Responses: Tend & Befriend, Fight, Flight & Freeze



- ❖ Survival Responses are automatic responses that occur during times when we perceive a threat.
- ❖ We respond instinctually to survive.
- ❖ If the environment is threatening or perceived to be threatening, the person may live in a constant state of distress.
- ❖ This can reset the NS so even small triggers can release an automatic survival response.

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.



AMY GDALA'S SUITCASE OF MEMORIES



Memory

Explicit



Is the process of conscious learning and storing of information like facts and events.

Accessed by our intention.

- ❖ Facts.
- ❖ Life history on a timeline.
 - ❖ There is a sense of self & time.
 - ❖ Develops 18-24 months of age.

Implicit



Includes body memories like sensations associated with traumatic memories.

Cues trigger implicit memories.

- ❖ Does not have a sense of self & time.
- ❖ Develops before birth.
- ❖ Can be triggered out of the blue.

External Trigger



*Visuals
(people,
places
&
things)*



Sounds



Internal Trigger

Internal body sensation



Muscle tension



headache



Stomachache

Memory Capsule

*pain, numbness, dizziness,
trembling, paralysis,
nausea, palpitations,
anxiety, terror, shame, anger, rage,
flashbacks, nightmares or
intrusive thoughts*



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

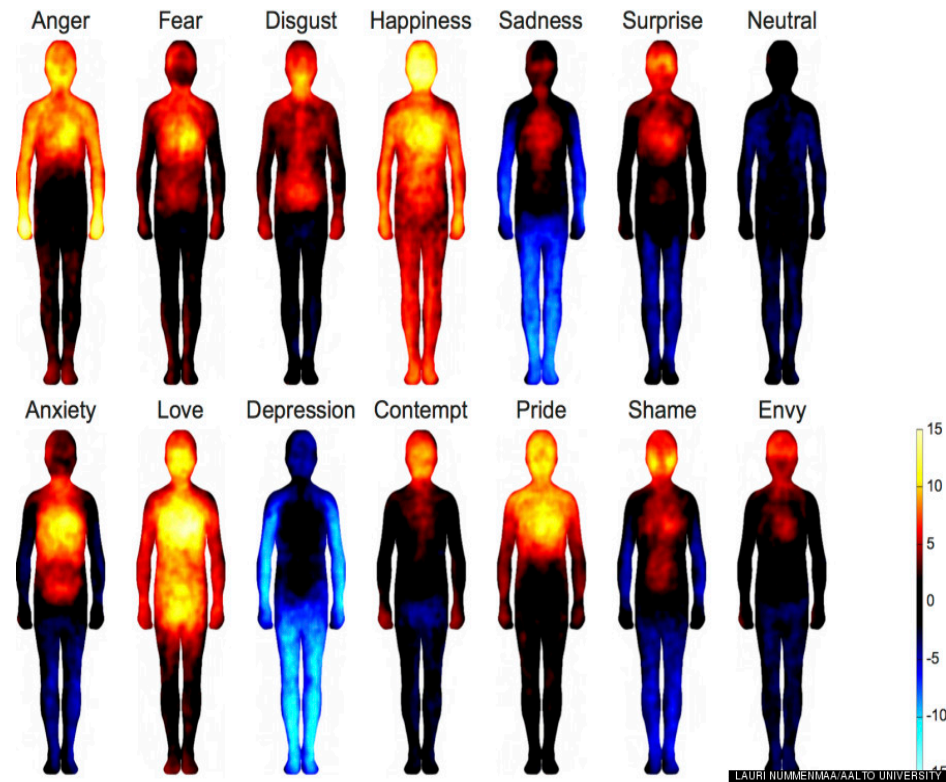
*Tracking refers to
paying attention to sensations*

- ❖ 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.

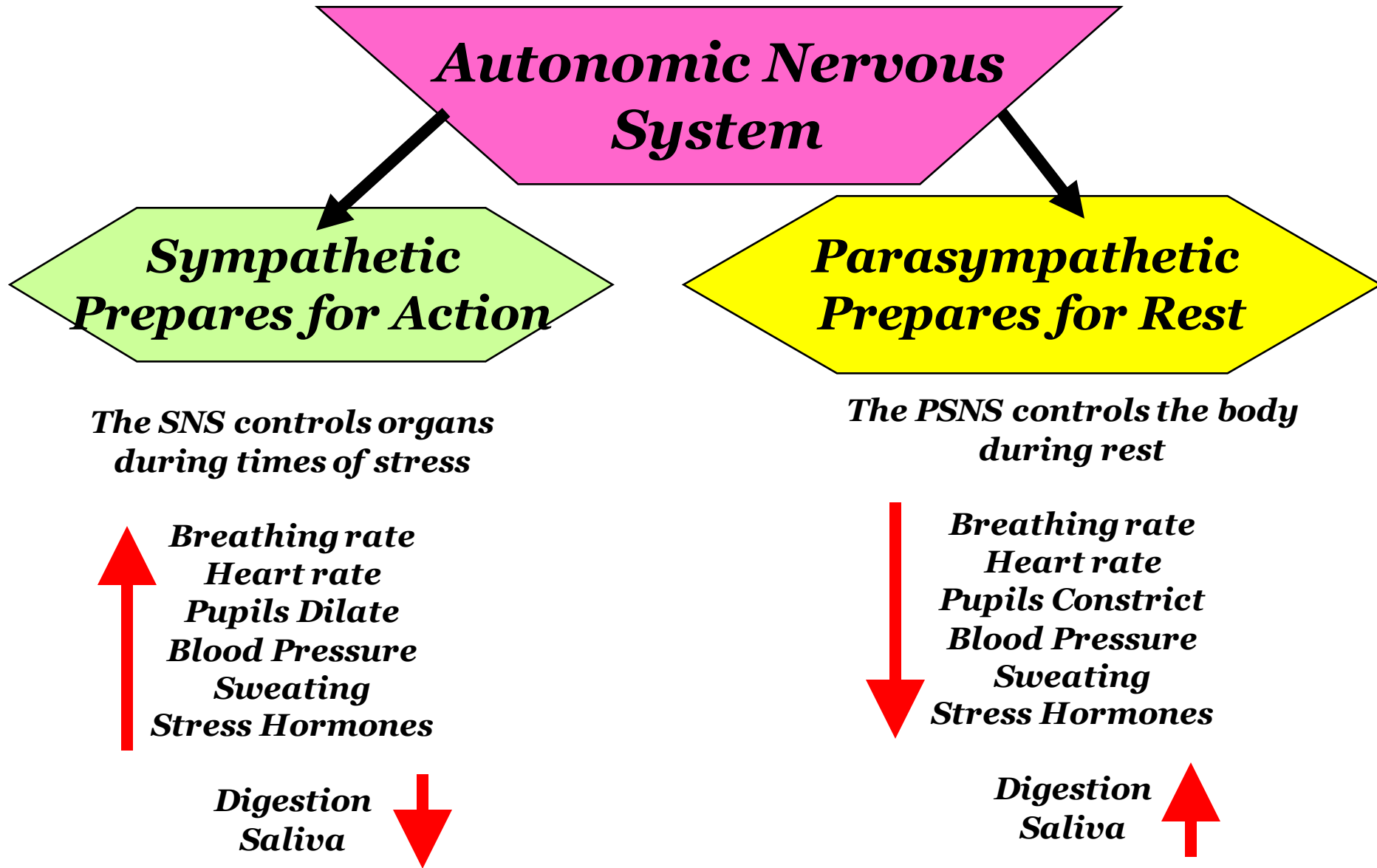


Developing the Language of Sensation

- ❖ 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



Tracking the Autonomic Nervous System



Tracking Nervous System Release



- ❖ A biological process that happens automatically when your body releases stress energy and comes back into balance
- ❖ Sensations can include trembling, tingling, yawning, stomach gurgling, burping, warmth, cooling down.
- ❖ If you notice any of the sensations of Release, continue to be aware of them. Noticing the sensation will help reset the nervous system.

Skill 1: How do we Track?

Learning Sensation Words

Vibration	Size/Position	Temperature	Pain	Muscles
Shaking	Small	Cold	Intense	Tight
Twitching	Medium	Hot	Medium	Loose
Trembling	Large	Warm	Mild	Calm
Quick/Slow	Up/Down/Center	Neutral	No pain	

Breathing	Heart	Temperature	Density	Weight
Rapid	Fast	Cold	Rough	Heavy
Deep	Slow	Hot	Smooth	Light
Shallow	Rhythmic	Warm	Think	Firm
Light	Flutters	Neutral	Thin	Gentle

Sensations

Stress & Trauma	Resiliency	Release
Shallow Breath	Deeper Breath	Shaking
Rapid Heart Rate	Slower heart rate	Trembling
Tense Muscles	Relaxed Muscles	Burping
Pain	Grounded	Yawning
Cold/chill	Calm	Heat/warmth
Numbness		Vibration/tingling

- ❖ For some people, even sensing pleasant or neutral sensations can trigger unpleasant, even painful sensations
- ❖ If you find yourself sensing uncomfortable sensations, you can try to bring your attention to pleasant or neutral sensations
- ❖ If this is too difficult, you can stop

Skill 1: Tracking

Asking questions - Invitation

- ❖ **The person** who helps a child or an adult learn to track is called a CRM guide.
- ❖ **The CRM Guide** helps the person become more aware of his/her sensations in the present moment by using invitational rather than directive language.
- ❖ **The Guide:**
 - ❖ Does not interpret or assume meaning
 - ❖ Asks open-ended questions
 - ❖ Gives the child or adult time for sensations to develop
 - ❖ Is non-judgmental
 - ❖ Does not direct, but observes and stays one step behind.

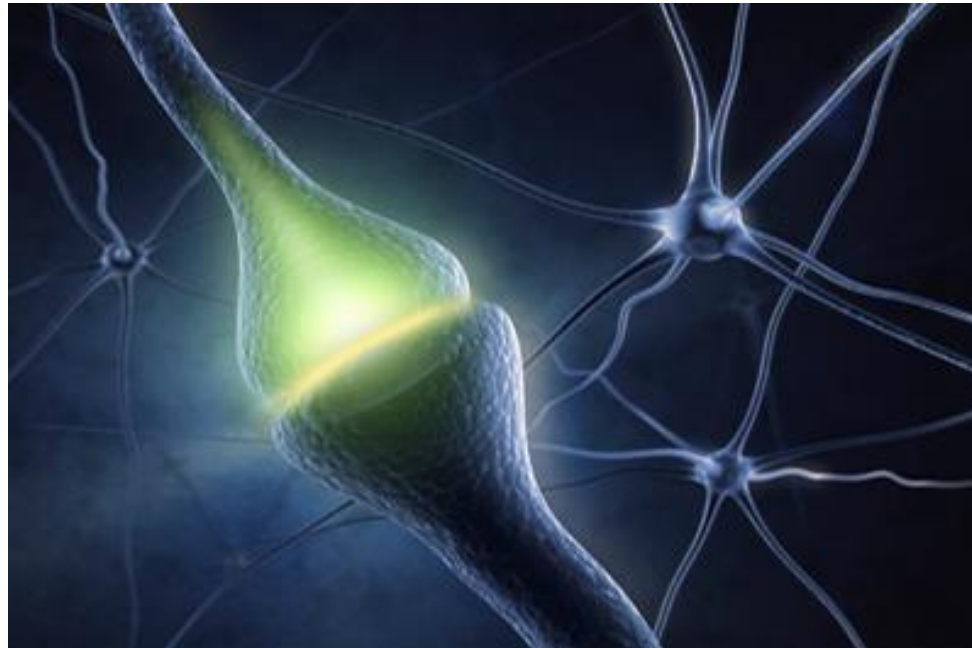






We Develop Resources to Track Our Neutral and Pleasant Sensations BECAUSE

**Brain cells that fire together
wire together!** Carla Schatz



Skill 2: Resourcing

- ❖ *External Resources* include positive experiences and memories and can include the people, places, activities, skills, hobbies, spiritual guides and animals that give you joy, peace or calm.
- ❖ *Internal Resources* include an individual's:
 - ❖ Personal characteristics such as kindness, compassion and humor.
 - ❖ Body resources such as strong legs, body's ability to heal from illness, etc...
- ❖ *Imagined Resources*-i.e. super heroes, characters from books, etc..





Creating Resource with Kids

a resource can be anything that gives comfort, calm, or joy



- ✧ Ask about a specific resource
- ✧ It can be real or imagined

“Can you tell me about a favorite toy, activity, friend, person, experience or place?”

***BE SURE TO ASK FOR DETAILS
ABOUT THE RESOURCE!***



Draw the resource!!!

Skill 2: Resourcing

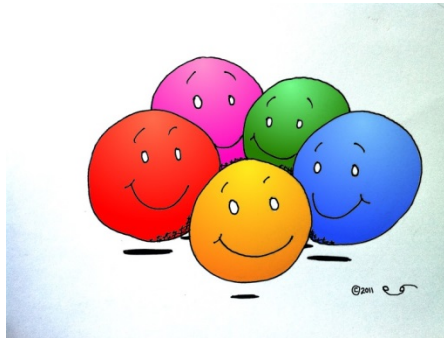
- ❖ Resourcing builds a sense of internal strength and resiliency and reinforces a sense of one's own abilities and capacities.
- ❖ Pleasant and/or neutral sensations connected to individualized resources can bring a direct experience of well-being that helps stabilize the nervous system.
- ❖ A person can experience new hope that there are other sensations that can help bring them back into their Resilient Zone.



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.

SEE HANDOUT



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?

Questionable

- The CRM Guide may need to ask about the questionable resource first before the person may be open to explore healthier resources.

CRM Nugget



STEALTH

Resourcing and Tracking

CRM Guides may interweave skills in a conversational way when talking to someone who may be in a state of distress, we call this Stealth CRMMING

The CRM Guide 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 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



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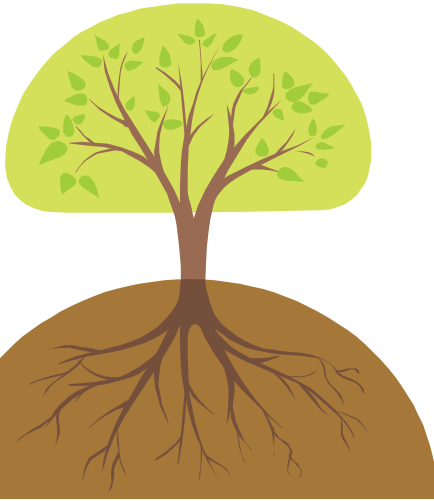
Grounding

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.

Skill 3: Grounding Caution

- ❖ Some children and adults who have experienced physical and emotional trauma may have difficulty with the skill of “Grounding.”
 - ❖ Begin with Resource and Resource Intensification
 - ❖ If the child or adult is able to sense pleasant or neutral sensations with Resourcing, introduce Grounding
- *For some children and adults, Grounding can increase sensations connected to traumatic memory.

Skill 4: Gesturing and Spontaneous Movements

- ❖ A movement usually of the body or limbs that expresses or emphasizes an idea, sentiment, or attitude.
- ❖ The use of motions of the limbs or body as a means of expression. (Merriam Webster Dictionary)
- ❖ Movements and/or gestures that do not cause self-injury or self-harm.



Movements and Gestures

Self-Calming



Release



Protection



Joyful and Powerful



(c) Trauma Resource Institute

Universal



Skill 4: Gestures & Movements

adapted from an exercise by Rachel Padilla, LMFT

- ❖ Take 3 seconds to think about a self-soothing gesture...count 1, 2, 3 and then make the gesture.
 - ❖ As you make a gesture of self-soothing, notice what happens inside...
- ❖ Take 3 seconds to think about a gesture of confidence...count 1, 2, 3 and then make the gesture.
 - ❖ As you make a gesture of confidence, notice what happens inside...
- ❖ Take 3 seconds to think about a gesture of joy...count 1, 2, 3 and then make the gesture.
 - ❖ As you make a gesture of joy, notice what happens inside...



Skill 5: Help Now! Strategies

A 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. Open your eyes if they have a tendency to shut.
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 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.

In The Zone

How often have you been in your Resilient Zone today?



Never	Occasionally	Sometimes	Frequently	All the Time
1	2	3	4	5

The Trauma Resource Institute



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www.ichillapp.com



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