



**THE COMMUNITY RESILIENCY MODEL**  
*Accessible, Affordable, Portable, Adaptable*

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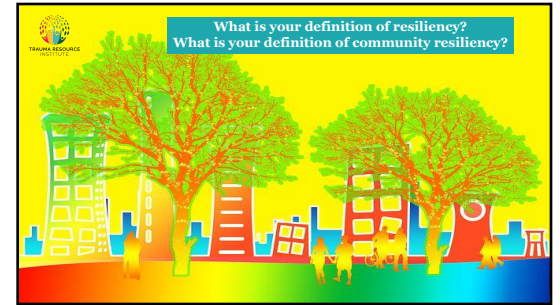
Model Co-Created by  
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[www.traumeresourceinstitute.com](http://www.traumeresourceinstitute.com)

Rev. 05.25.2020

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Today

- Why this model and my involvement with the model nationally and locally
- This model as a foundational tool
- Research
- For you first (other districts)
- The Resiliency Zone
- The Basic Three Skills + Help Now
- "The Why" will be sprinkled throughout--brain science, research, trauma/stress information, etc.



What is your definition of resiliency?  
 What is your definition of community resiliency?

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*"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."*

-William R. Dancy (2000)



What or who uplifts you?  
What or who gives you strength?  
What or who helps you get through hard times?



## Community Resiliency Model® Or "CRM"

- Set of 6 skills to increase sense of well-being
- Skills derived from neuroscience
- Uses language of sensation
- Impacts autonomic nervous system, body-based
- To widen the "Resilient Zone" so one is better able to handle life stressors

**Six Skills:**  
1. Tracking  
2. Resourcing  
3. Grounding  
4. Gesturing  
5. Help Now!  
6. Shift and Stay

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### Community Resiliency Model 3-hour Class Randomized Controlled Trial\*

#### At baseline, more than 1/3 experienced the following:

- poor mental well-being
- low resiliency
- possible PTSD
- high or very high somatic (body) symptoms
- burnout symptoms often or sometimes



#### \*RCT Findings: 77 adults (nursing profession)

CRM group (3-hour class) one year later:

- Large effect size—improved well-being
- Medium effect size—reduced secondary traumatic stress and physical symptoms



### Research with Adults: Emory University Randomized Controlled Trial Application of skills after the 3-hour Community Resiliency Model class

#### After learning the skills:

- tracking sensations
- resourcing to calm down
- grounding to release my stress
- just pushing up against a wall.
- my ring for grounding
- I touch the fabric of my scrubs to ground myself
- just being still with myself and noting sensations
- touching different surfaces and noticing the physical sensations.
- ...used nature and paying attention to smells and sensations
- mindful of my body and surroundings

Grabbe et al, 2019, Nursing Outlook


#### When did they use the skills:

- walking (out of work); at bedtime
- ....during 'clinical stressful/scary' situations with patients.
- .....in the midst of the chaos
- .....things become way to hectic
- ....I am dealing with family dynamics
- ....I feel myself getting upset ....if I'm feeling anxious or unsettled.
- .....during codes, and when dealing with dying patients
- .....after a difficult shift at work
- .....after a traumatic or distressing experience
- .....during a stressful day
- ....feeling overwhelmed....., tachycardia, heavy breathing, sweating

### Why is it Important for Adults to Learn Resiliency Skills

The single best predictor of positive outcomes for children is the coping ability of significant adults





### Perspective Shift

Conventional (Assumption)	Trauma-Informed (Awareness)	Resiliency-Informed (Action)
<ul style="list-style-type: none"> <li>• People are bad.</li> <li>• People need to be punished.</li> <li>• People just don't care.</li> <li>• We need to stop making excuses for people.</li> </ul> <p>What is wrong with you?</p>	<ul style="list-style-type: none"> <li>• People are suffering.</li> <li>• People need an effective intervention.</li> <li>• Many people care but lack understanding and skills.</li> <li>• We need to learn how trauma impacts a child's and adult's development.</li> </ul> <p>What happened to you?</p>	<ul style="list-style-type: none"> <li>• People are resilient.</li> <li>• People need our compassion as they learn new skills.</li> <li>• Any person can learn self-regulation skills based on science.</li> <li>• We need to learn how skills of well-being can reduce suffering.</li> </ul> <p>What is right with you? What are your strengths?</p>

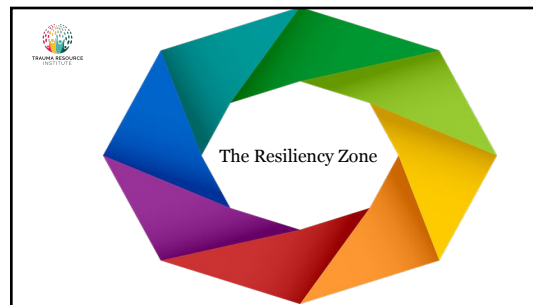
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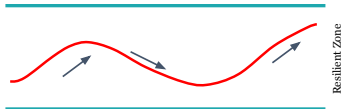
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### The Resilient Zone- "OK" Zone



GOAL: TO WIDEN YOUR RESILIENCY ZONE

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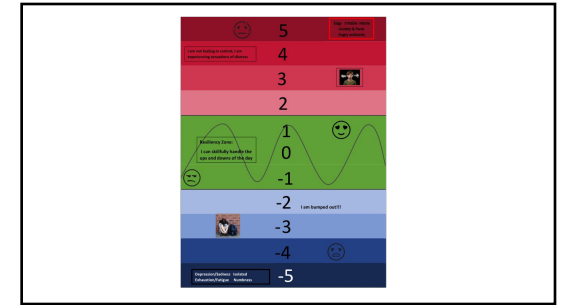
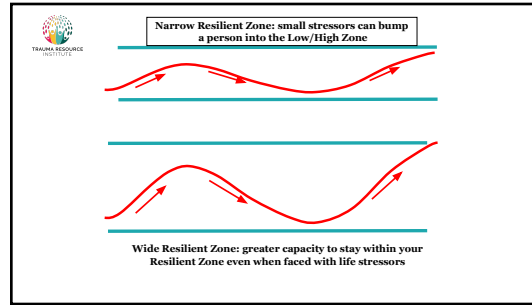
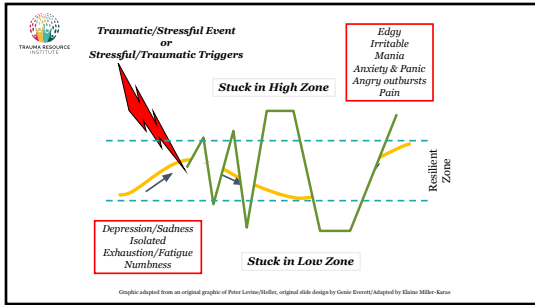
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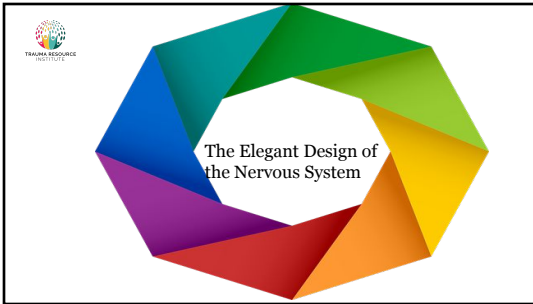
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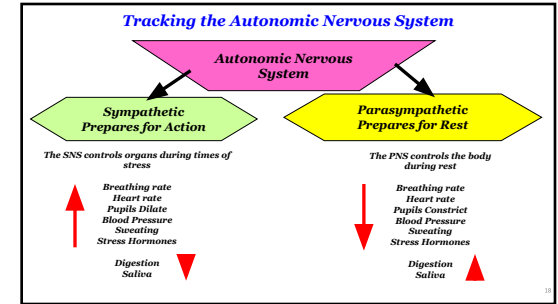


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**Biology vs. Mental Weakness**

- ❖ CRM's focus is on the biology of the human nervous system.
- ❖ There are common human reactions to stressful/traumatic events that affect 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



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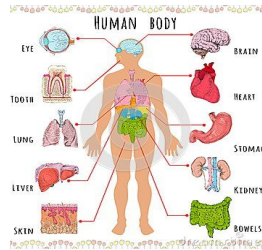
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The Primary Focus is




**BIOLOGY**  
**NOT**  
**MENTAL WEAKNESS**



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**The Community Resiliency Model  
can be used:**

- across the lifespan
- across cultures
- with different literacy abilities



Trauma defined

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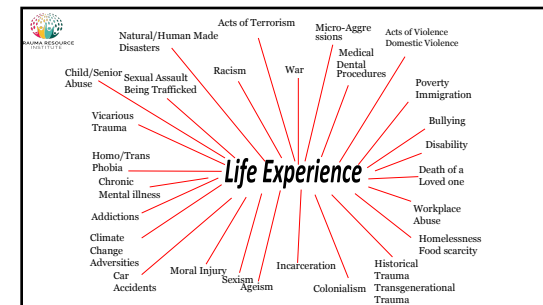
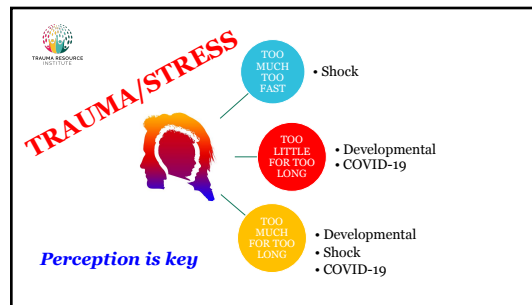
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**Trauma/Stress**

**TOO much & TOO fast!**

**Too little or Too much for TOO LONG**

**Perception is key**




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INTERSECTIONALITY

The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups.

*"Diversity inclusion would be a world where people of all religions, races, sexual orientation and gender identification were equally respected, included and welcomed."*  
(William Kattar, 2019)


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Common Reactions During & After a Stressful/Traumatic Event

Emotional

What are the common emotional reactions?

Physical

What are the common physical reactions?

Spiritual

What are the common spiritual reactions?

Behavioral

What are the common behavioral reactions?

Relational

What are the common relationship reactions?

Thinking

What are the common thinking reactions?


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Thinking

Paranoid  
Nightmares  
Dissociation  
Forgetfulness  
Poor Decisions  
Distorted Thoughts  
Suicidal/Homicidal

Emotional

Rage/Fear  
Avoidance  
Depression  
Grief  
Guilt  
Shame  
Apathy  
Anxiety

Physical

Nausea/Fatigue  
Physical Pain  
Rapid heart rate  
Breathing problems  
Tight Muscles  
Sleep Problems  
Stomach Upset  
Hypervigilance  
Trembling

Spiritual

Hopelessness  
Loss of Faith  
Increase in Faith  
Deconstruction of Self  
Guilt  
Doubt

Behavior

Isolation  
Tantrums  
Self-Injury  
Violent behaviors  
Addictions  
Eating Disorders  
Abusive Behaviors

Relationships

Angry at others  
Isolation  
Missing work  
Overly Dependent  
Irritability

COMMON REACTIONS

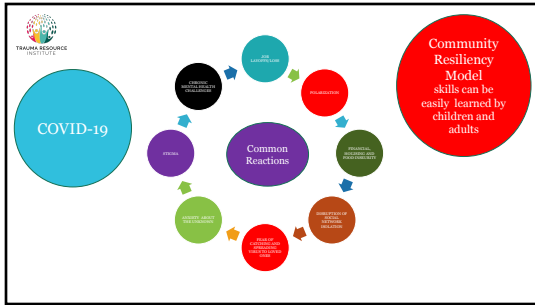
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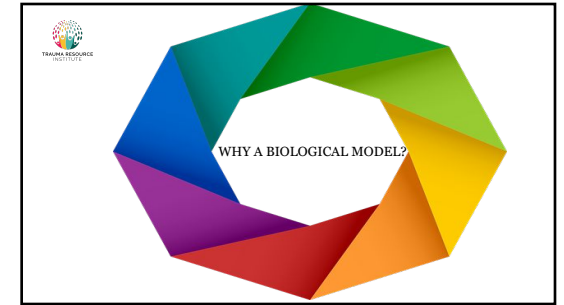
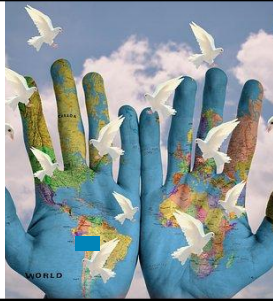
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### Possible Growth Reactions

- Strength and Courage
- Coming together with a joint purpose
- Gratitude
- Advocate
- Appreciation of loved ones
- Hope
- Increased Faith
- Wisdom
- Compassion for self and others
- Forgiveness
- Transformation



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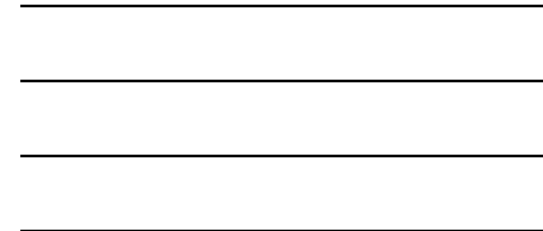
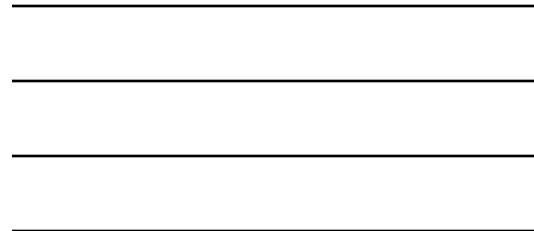
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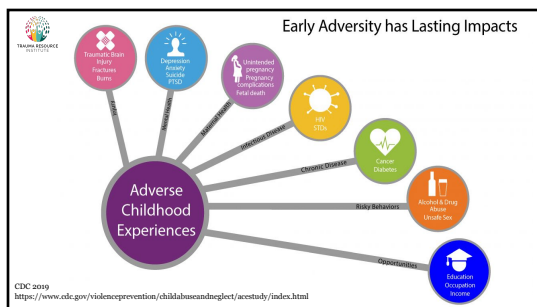
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### ACES AND DRUG USE

Research has demonstrated a link and strong graded relationship of ACEs and lifetime drug use.

Compared with people with no ACEs, people with > or = 5 ACEs were 7- to 10-fold more likely to report drug use problems, addiction, and parenteral drug use.

56%-67% of individuals with drug use problems, addiction, and IV drug use had high ACE scores.

Tilton(2018) Adverse Childhood Experiences (ACEs): An Important Element of a Comprehensive Approach to the Opioid Crisis  
 NCMJ vol. 79, iss. 3, www.ncmjjournal.com

**CCW** Christopher Wall Cruse

### Resiliency Pause

**Staying Calm when Faced with a Challenge**  
 ACE scores & Children's Development and Lifelong Health.

Resilience defined as "staying calm and in control when faced with a challenge."

Children ages 6–17 who stayed calm when faced with a challenge reduced the negative impact of ACEs

There were higher rates of school engagement among children with high ACEs who demonstrated resilience.

Christina D. Ruffolo, Paul Newsome, Roy Brown and Noel Hallin  
 Adverse Childhood Experiences: Assessing The Impact On Health And School Engagement And The Mitigating Role Of Resilience  
 Health Affairs, 35, 10, 1912-1919 (2016)

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## ACES TAKEAWAYS

A Physiological Response Begins In Childhood

Implications For Physical And Mental Health Outcomes Throughout A Lifetime

What Are Commonly Viewed As Behavioral And Public Health *Problems* Are Often Personal *Efforts To Cope* With Adverse Childhood Experiences



**ADVERSITY  
IS NOT  
DESTINY**

**Break!**



Please download the free "iChill" app

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## REAL WORLD APPLICATION

The CRM can be utilized as a Prevention, Intervention, and Postvention tool.

### Prevention/Intervention:

The model is taught when people are not in crisis as a way to learn tools to call upon in times of stress, crisis, or trauma. Some of these applications include, but are not limited to:

- Integrated into the academic setting separate and/or via Social Emotional Learning Curriculum
- Hospitals
- Pregnant Mothers
- Families
- Assisted Living facilities
- Crisis Response Teams

### Intervention/Postvention:

Some examples where CRM has been implemented in the wake of man-made or human-made crisis:

- Returning Servicemen and their families
- Post Earthquake in China
- Hurricanes Katrina and Rita
- The fires in San Bernardino
- Haiti Earthquake Relief Project
- Sierra Leone following the Ebola Crisis
- Dayton, OH following mass shootings
- Pre/Post Surgery
- Domestic Violence Shelters
- Emergency Food Pantries



*Apply your Resiliency Mask First:  
Learning Skills to Stay in Your Zone  
To Help Others*



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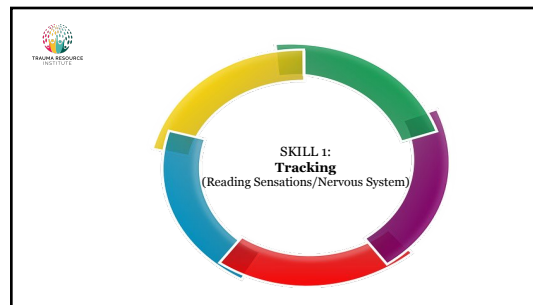
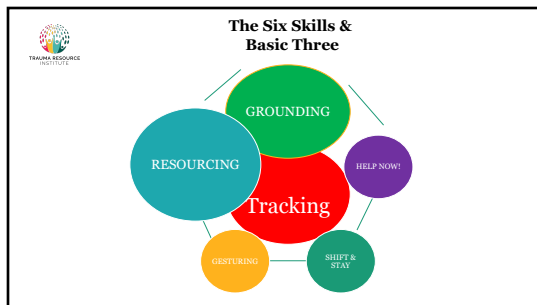
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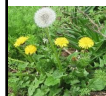
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- Tracking is the foundation for helping stabilize the nervous system
- Tracking is noticing or paying attention to sensations - to what is happening inside the body in the present moment
- Learn to tell the difference between sensations of stress and well-being

Explores sensations of well-being (key!)



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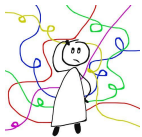
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When we learn to discern the differences between sensations of distress and well being

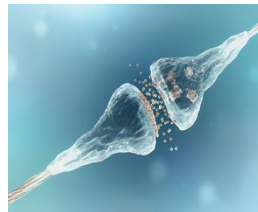
We begin to have CHOICE of what to pay attention to on the inside



### Scientific Research About Building Resiliency

Brain cells that fire together wire together!

Carla Schatz



### Tracking Sensations

#### Stress and Trauma

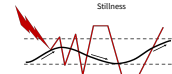
Shallow breath  
Rapid heart rate  
Tense muscles  
Pain  
Cold/chill  
Numbness

#### Resiliency

Deeper breath  
Slower heart rate  
Relaxed muscles  
Grounded  
Stillness

#### Release

Shaking  
Trembling  
Burping/yawning  
Heat/warmth  
Vibration/tingling



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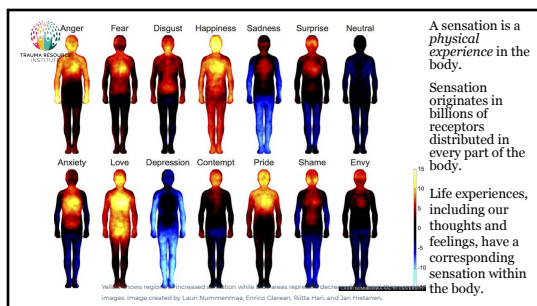
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**Skill 1: How do we Track?**  
**Learning Sensation Words**

- What is going on with your
  - Heart rate?
  - Respiratory rate?
  - Muscle tone?
  - Body temperature
- Do you notice any sensations with
  - Shape?
  - Vibration?
  - Size?
  - Position?
  - Pressure?
  - Discomfort?

**How do we Track?**  
**Using Sensation Words**

Fluttery	Twitchy
Rough	Ball-shaped
Tight	Bubbly
Soft	Trembling
Firm	Hard
Hot	Calm
Thick	Down
Large	Quick
	Made-up words

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## 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...



## 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.



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### 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.



If your or someone else's resource shifts, you can

- 1) invite them to notice something inside that is more pleasant or neutral OR
- 2) you could ask them if it is possible for them to shift back/[Pivot](#) to the part of the resource that is uplifting and/or brings them strength.

PRACTICE

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### Skill 3: Grounding

*The direct contact of the body or part of the body with something that provides support in the present moment and noticing sensations that are safe, pleasant, and/or neutral.*

#### 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



Notice temperature, texture, moisture...

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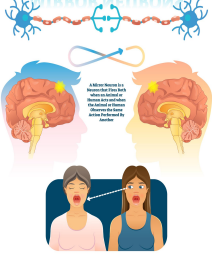
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### MIRROR NEURONS



A mirror neuron is a neuron that fires both when a person takes an action and a person observes the same action being made by another.

**What we see, we become ready to do...to mirror another's actions in our own behaviors.**


**When you are in your Resilient Zone it is mirrored to those around you-your family, friends, co-workers, and students**



**Modeling, which is also called observational learning or imitation.**


When a person does the wellness skills for self-care, the other people in their life including adults, teens and younger children have a greater chance of adopting the behavior as they learn it by observation.

Modeling is sometimes called vicarious learning, because your child or another adult need not actually perform the behavior in order to learn it.



### Secondary Traumatic Stress:

Being exposed to the trauma of others



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Learning the wellness skills helps people realize:

- **Many reactions to stress and trauma cannot be “talked away” but they can be “sensed away.”**
- People learn their symptoms are about **biology not** mental weakness
- This concept can result in a sense of RELIEF and greater feeling of well being.



### The Community Resiliency Model



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### Help Now! Strategies

- When stuck in the High Zone or Low Zone, a Help Now! Strategy
- Can help you get back to your Resilient Zone by calming the survival part of your brain!



### 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.
  1. Name six colors you see in the room (or outside).
  2. Open your eyes if they have a tendency to shut.
  3. Count backwards from 10 (or from 100 if an adult). This can also be done while walking.
  4. If you're inside, notice the furniture, and touch the surface, noticing if it is hard, soft, rough, etc...
  5. Notice the temperature in the room.
  6. Notice the sounds within the room and outside.
  7. Walk and pay attention to the movement in your arms and legs and/or how your feet are making contact with the ground.
  8. Push your hands against the wall or door slowly and notice your muscles in your arms and/or your legs. Stand with your back against a wall and push your body against the wall. Notice any changes.

### Resilience Building "Help Now!" Activities

These are some activities that can help you get back to your Resilient Zone when you are stuck in the High Zone or Low Zone.

<b>1. Walk</b> Take a walk outside or in a room. Notice the air, the ground, the walls, the ceiling, the floor, the furniture, the people, the sounds, the smells, the tastes, the feelings.	<b>2. Push against a wall</b> Stand with your back against a wall and push your body against the wall. Notice any changes.	<b>3. Look for colors of objects</b> Look around the room or wherever you are and name six colors you see. This can also be done while walking.
<b>4. Count backwards</b> Count backwards from 10 (or from 100 if an adult). This can also be done while walking.	<b>5. Drink something</b> Drink a glass of water or juice or cup of tea.	<b>6. Touch things</b> Touch the furniture, the walls, the ceiling, the floor, the furniture, the people, the sounds, the smells, the tastes, the feelings.
<b>7. Temperature</b> Notice the temperature in the room.	<b>8. Listen to sounds</b> Notice the sounds within the room and outside.	<b>9. Notice</b> Notice the movement in your arms and legs and/or how your feet are making contact with the ground.
<b>10. Open Eyes</b> Open your eyes if they have a tendency to shut.		

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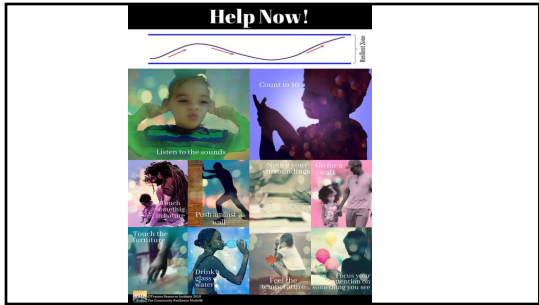
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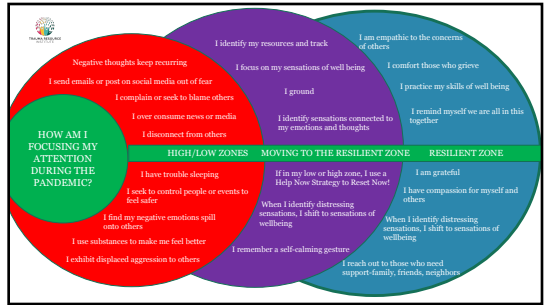
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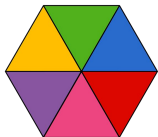


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## RESILIENCY PAUSE



- Sharing a traumatic memory or story from start to finish in chronological order can retraumatize the nervous system
- Resiliency pauses are ways to strategically interrupt stories so that the person does not retraumatize themselves and so that we do not take on their trauma story in our nervous system as our own.
- "Do you mind if I interrupt for a second to ask, 'when did you know you were going to be ok?'" or "Wow, it sounds like 'so-and-so' is a huge support person for you".

**Remember the Community Resiliency Model is not therapy or a replacement for therapy.**

### Resource Questions

#### Crisis

- Can you tell me the moment you knew you were going to be ok?
- 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.

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### PERSONAL RESILIENCY PLAN

1. What are you doing to widen your Resilient Zone?
1. If you found the CRM skills helpful, how could you weave the skills into your daily routine? Which skills would be the most helpful?
1. What specifically do you need to do differently to embark on a better self-care plan if you think yours needs improvement?
1. Write a statement of encouragement to yourself, strengthening your resolve to improve your self-care.

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### PERSONAL RESILIENCY PLAN

1. Read your statement of encouragement to yourself.
2. As you read the statement of encouragement to yourself, pay attention to the sensations inside your body.
3. Draw your attention to the neutral or pleasant sensations.
4. New beliefs, feeling or meanings may come up. As something new and positive comes up, pay attention to sensations that are pleasant or neutral.



### COMMUNITY PLANNING

- 1) How could you use CRM Skills with your school community?
- 2) What steps would you need to take first to begin to use CRM Skills in your school community?
- 3) What strengths does your school community have that would support bringing CRM Skills to more people?
- 4) What challenges would you expect?
- 5) When can you start and with whom?




Thank you for your time.

1. Look for upcoming training opportunities
2. Look for post-survey at some point and I WILL share the information--thank you for doing that!
3. Please contact me if you need any support.

[lstrand@blaineschools.org](mailto:lstrand@blaineschools.org)  
208.578.5443

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