



Southeast (HHS Region 4)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration



The Community Resiliency Model (CRM) as a Self-Care Practice to Reduce Burnout and Promote Resiliency in Schools

Presenters: Dr. Lindy Grabbe & Barbara Gibson

School Mental Health Initiative

Southeast Mental Health Technology Transfer Center (MHTTC)

Rollins School of Public Health, Emory University

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SAMHSA

Substance Abuse and Mental Health
Services Administration



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Disclosure/Disclaimer

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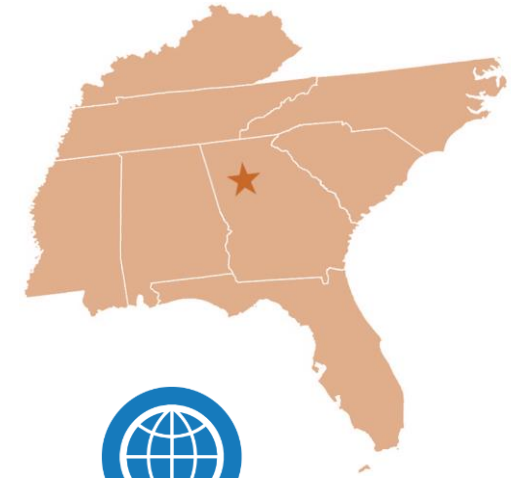
About the Southeast MHTTC

The **Southeast MHTTC** is located at the Rollins School of Public Health, Emory University.

Serve states in HHS Region IV: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.

Our Mission: To promote the implementation and sustainability of evidence-based mental health services in the Southeastern United States.

Our Vision: Widespread access to evidence-based mental health services for those in need.



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COMMUNITY RESILIENCY MODEL (CRM)[®]

Linda Grabbe, FNP-BC, PMHNP-BC, PhD

Barbara Gibson, BA

CREATED BY: ELAINE MILLER-KARAS

Trauma Resource Institute

Book: Building Resilience to Trauma:
The Trauma and Community Resiliency Models

Presenters



Linda Grabbe, FNP-BC, PMHNP-BC, PhD

Professor Emeritus, Emory University School of
Nursing
Family & Psychiatric Nurse Practitioner



Barbara Gibson, BA

Housing Services Director
Women's Resource Center to End Domestic Violence

Objectives

1. *Describe how stress and trauma affect mental and physical health.*
2. *Describe how CRM can protect and heal via sensory-motor awareness..*
3. *Explain the 6 CRM skills.*
4. *Understand how CRM can help reduce burnout and promote resiliency.*

The presenters have no conflicts of interest to disclose.

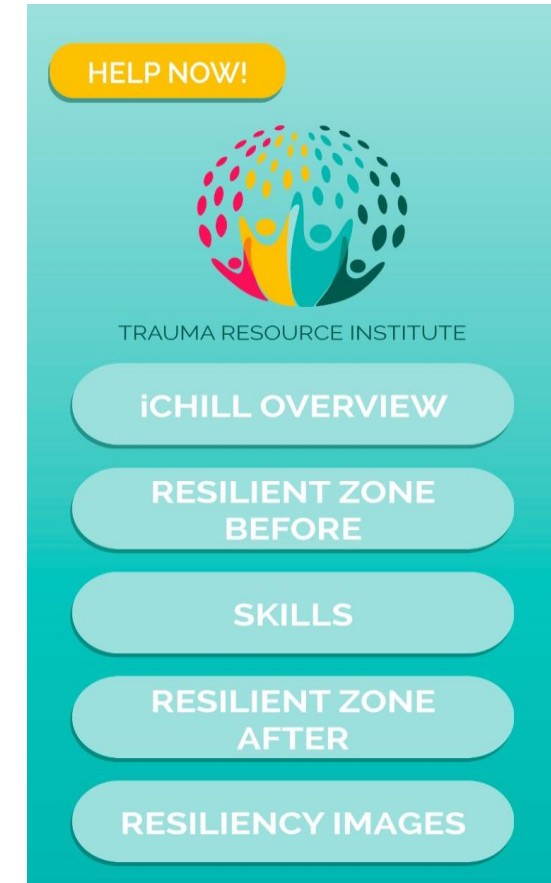


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The Community Resiliency Model (CRM)



Free app: “iChill”



DOORWAYS OF EXPANDING WELL BEING



THOUGHTS



SENSATIONS



EMOTIONS

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

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



**As you think about your source of strength, what do you
notice happening in your body?**

PERSPECTIVE SHIFT

CONVENTIONAL *Assumption*

People are bad.

People need to be punished.

What is wrong with you?

TRAUMA-INFORMED *Awareness*

People are suffering.

People need to learn how
trauma impacts a child's and
adult's development.

What happened to you?

RESILIENCY INFORMED *Action*

People are resilient.

People need to learn how
skills of well-being can be
cultivated and how they can
reduce suffering.

*What is right about you?
What are your strengths?*

Resiliency and
Trauma Informed



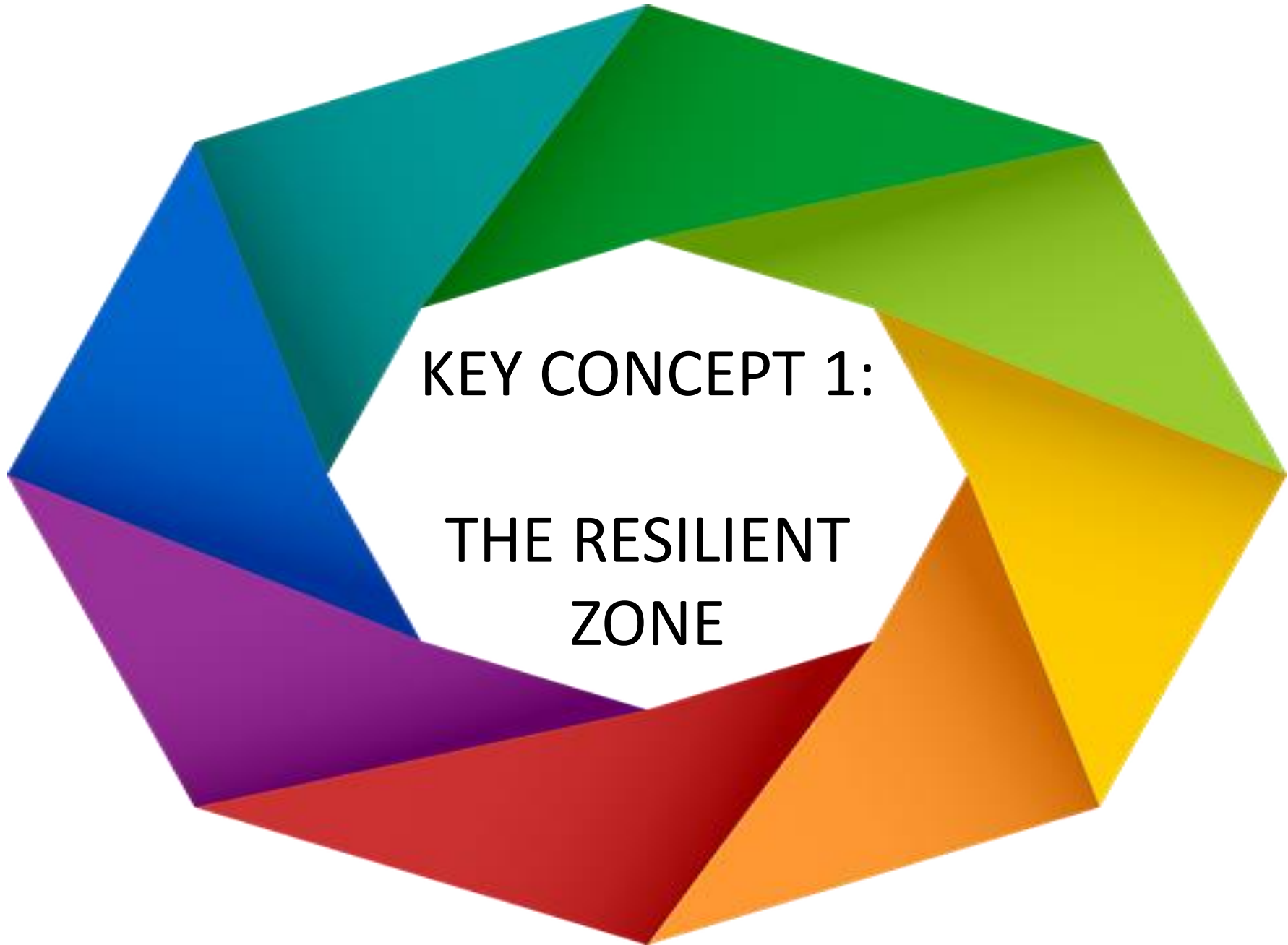
CRM Wellness Skills

- Is it a kind of mindfulness?
 - Based on the biology of the nervous system
 - Universal and acceptable
 - Used across cultures, races, ages, languages
 - Taught easily and quickly
-
- Normalize common stress/trauma reactions
 - Reduce stigma
 - May increase acceptance of formal behavioral health care (therapy/meds)





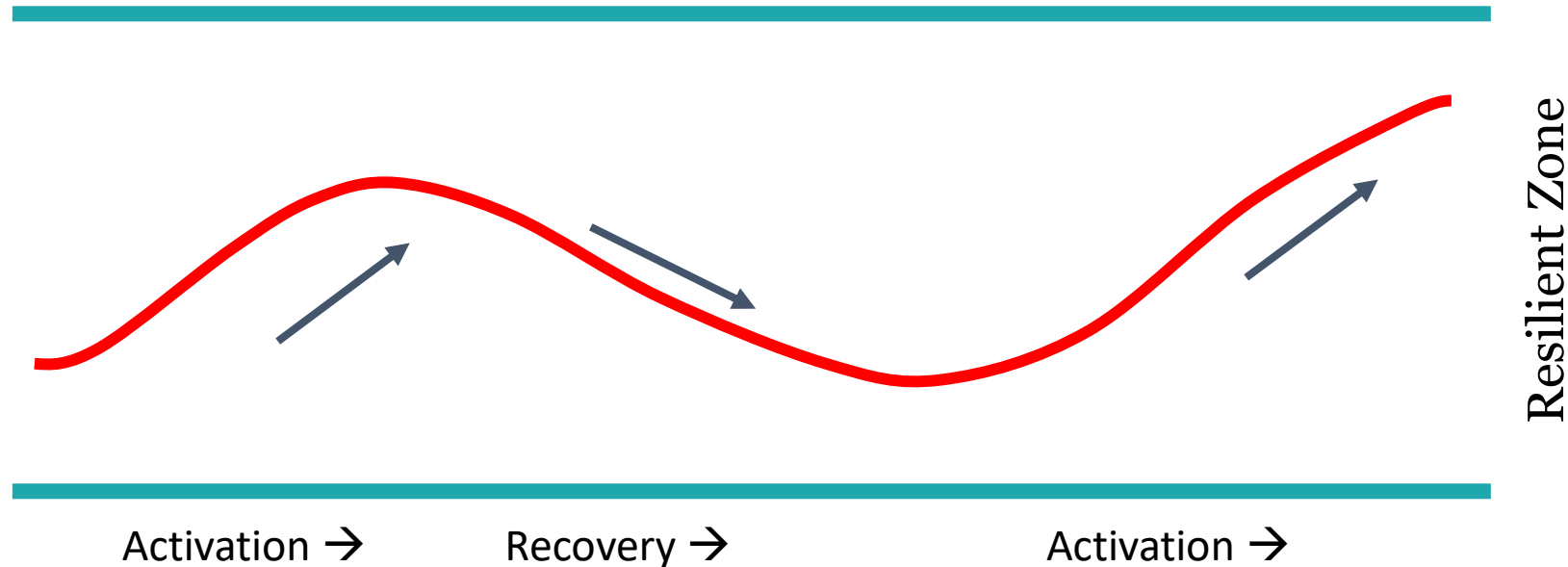
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KEY CONCEPT 1:

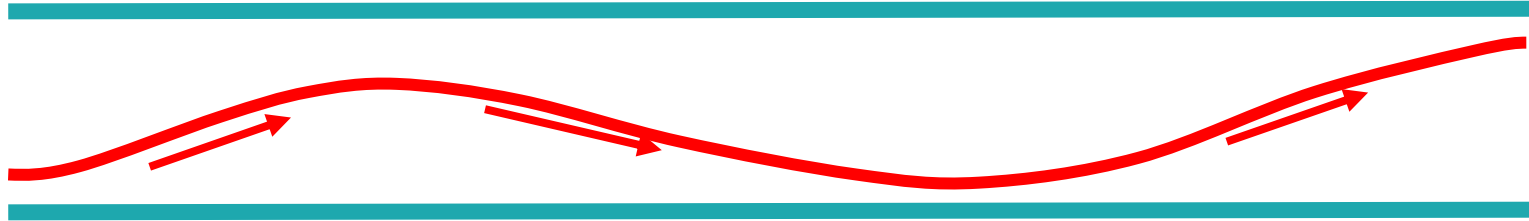
THE RESILIENT
ZONE

The Resilient Zone- “OK” Zone

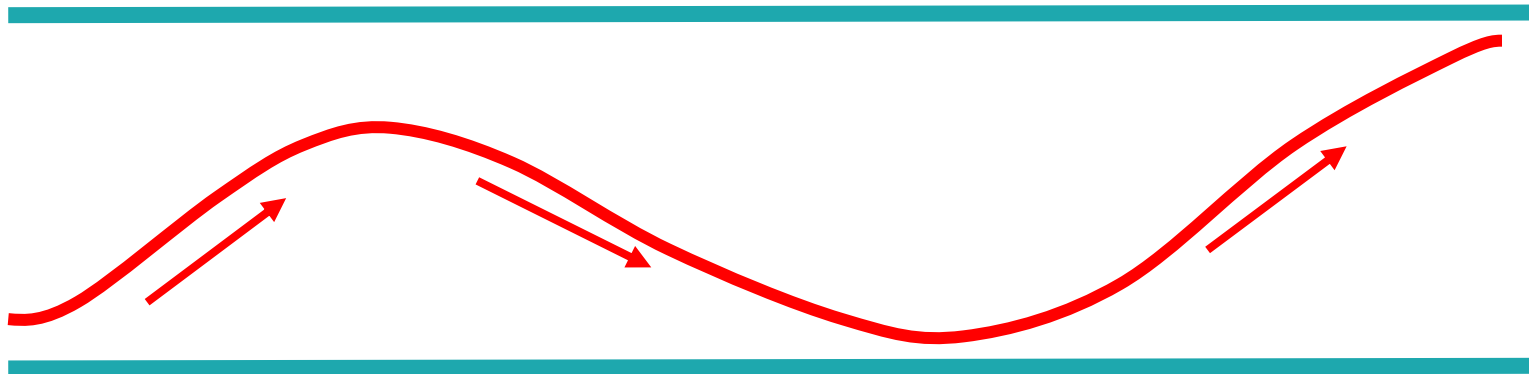


GOALS: TO WIDEN YOUR RESILIENCY ZONE and GET BACK IN WHEN KNOCKED OUT

The Resilient Zone- “OK” Zone

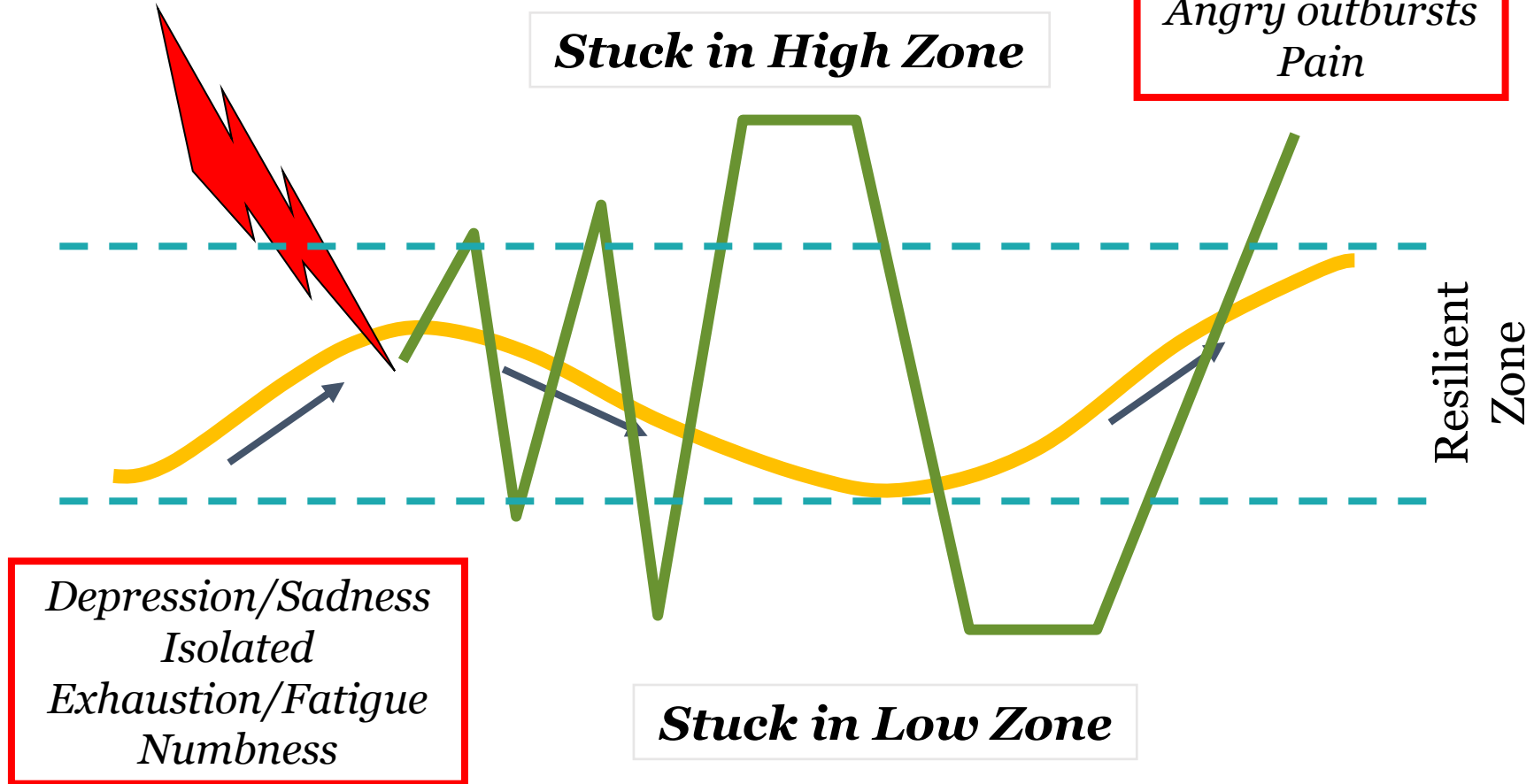


Narrow Resilient Zone: small stressors can bump a person into the Low/High Zone



Wide Resilient Zone: greater capacity to stay within your Resilient Zone even when faced with life stressors

***Traumatic/Stressful Event
or
Stressful/Traumatic Reminders***



Tracking the Autonomic Nervous System

*Sympathetic
Prepares for Action*

*Parasympathetic
Prepares for Rest*

The SNS controls organs during times of stress

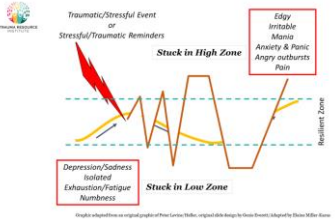
- Breathing rate
- Heart rate
- Pupils Dilate
- Blood Pressure
- Sweating
- Stress Hormones

Digestion
Saliva

The PNS controls the body during rest

- Breathing rate
- Heart rate
- Pupils Constrict
- Blood Pressure
- Sweating
- Stress Hormones

Digestion
Saliva



The 6 Domains of Stress Response: What happens when we are pushed out of the Resilient Zone?

Emotional

What are 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?

*Stuck in
High Zone*



Common Reactions to Stress and Trauma



*Stuck in the
Low Zone*

Thinking

- Paranoid
- Nightmares
- Dissociation
- Forgetfulness
- Poor Decisions
- Distorted Thoughts
- Suicidal/Homicidal

Emotional

- Rage/Fear
- Nightmares/Night Terrors
- Avoidance
- Depression
- Grief
- Guilt
- Shame
- Anxiety

Physical

- Numb/Fatigue
- Physical Pain
- Rapid heart rate
- Rapid breathing
- Tight Muscles
- Sleep Problems
- Stomach Upset
- Hypervigilance
- Trembling

Relationships

- Angry at others
- Isolation
- Missing work
- Overly Dependent
- Irritability
- Clinging
- Regressive

Spiritual

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

Behavior

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





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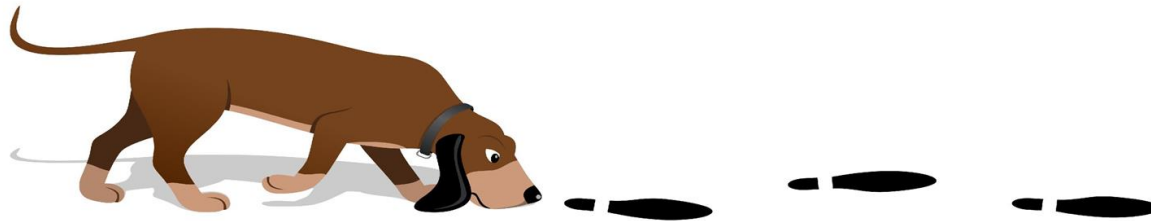
SKILL 1:

Tracking
(Exercise)



Tracking (Reading Sensations)

Determining if the sensation is **pleasant**, **unpleasant** or neutral



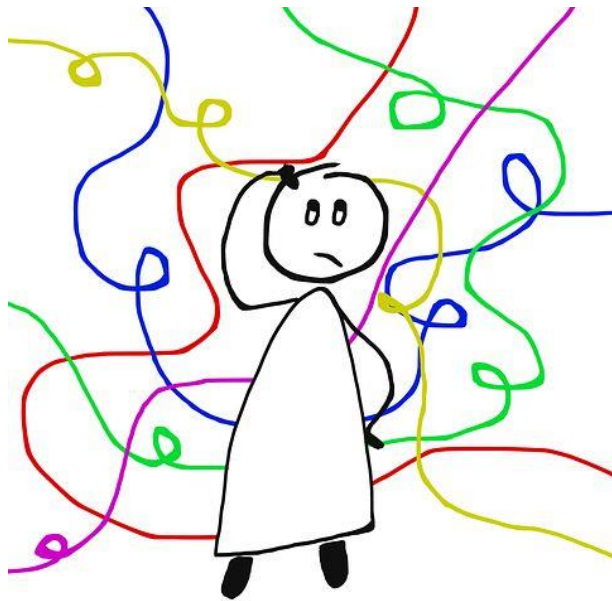
Sitting or staying with sensations that are pleasant or neutral

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

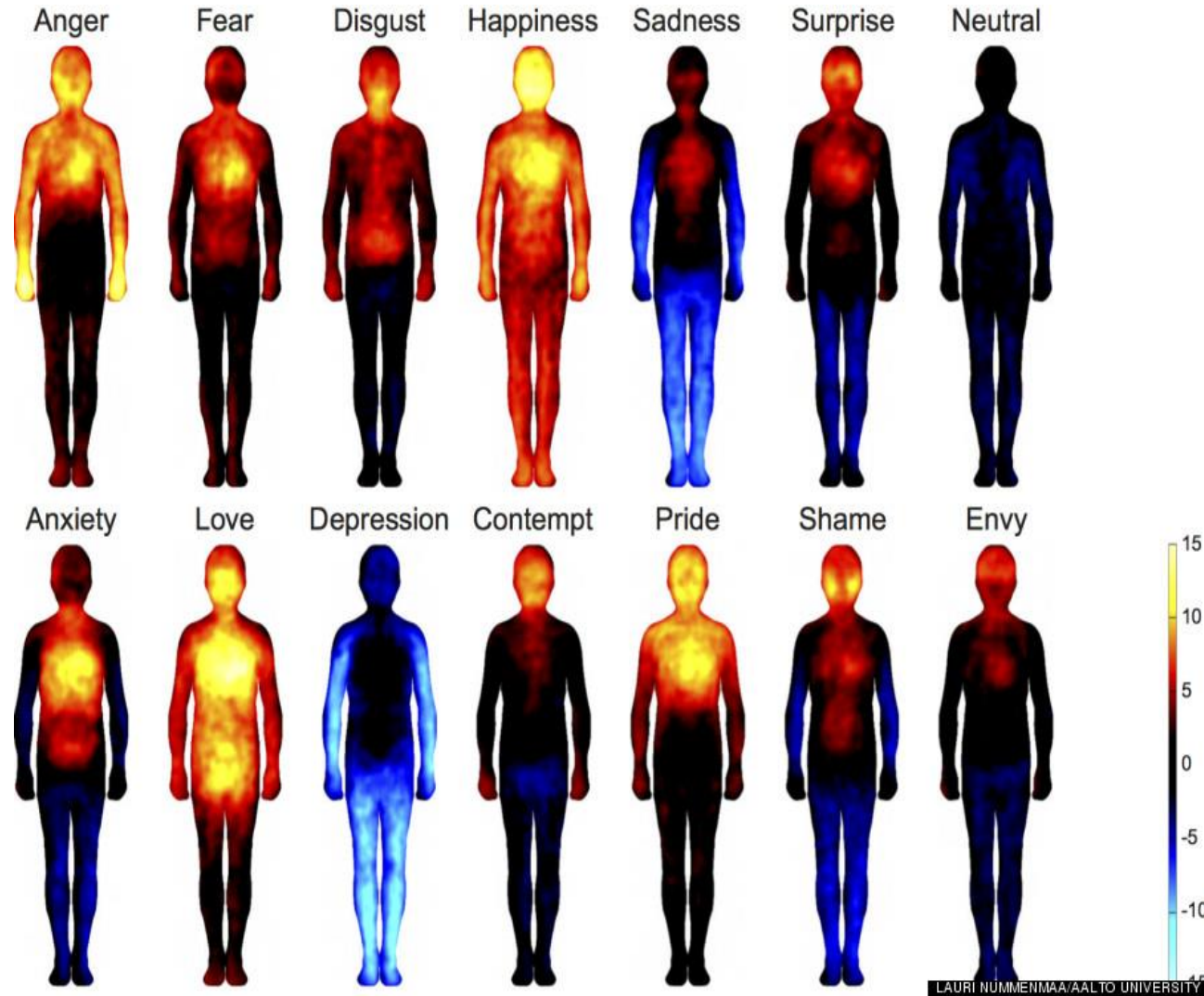
We can learn to discern the differences between sensations of distress and well being....

When we do....

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



Developing the Language of Sensation: “Felt Sense”



A sensation is a physical experience in the body

Yellow and red = increased sensation, activation, or energy

Black = neutral

Blue = no energy or sensation

4,000 participants (100 counties)
colored bodily regions where they felt energy increasing or decreasing when exposed to emotional words, stories, movies, or facial expressions.



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

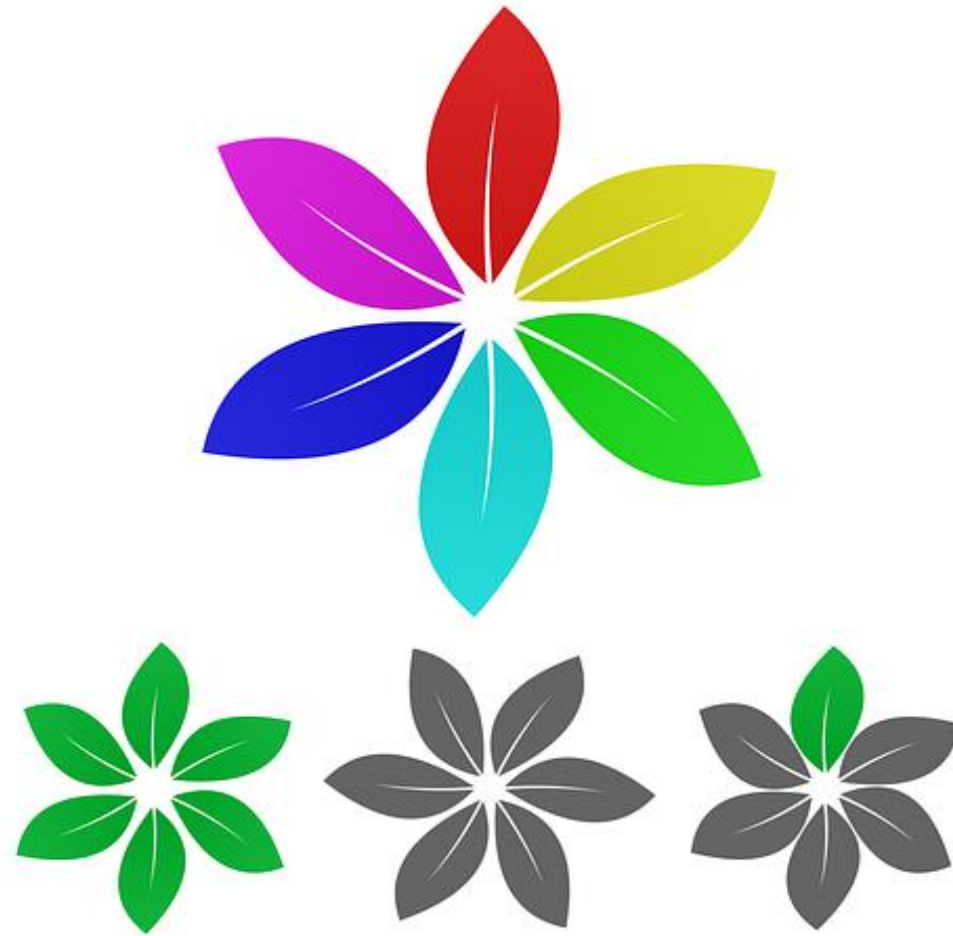
DENSITY

ROUGH
SMOOTH
THICK
THIN

WEIGHT

HEAVY
LIGHT
FIRM
GENTLE

*What we pay
attention to
grows*



When we Track our nervous system for pleasant or neutral sensations,
we are
expanding our Resilient Zone, or our Zone of Wellbeing, and
rebalancing our nervous system.



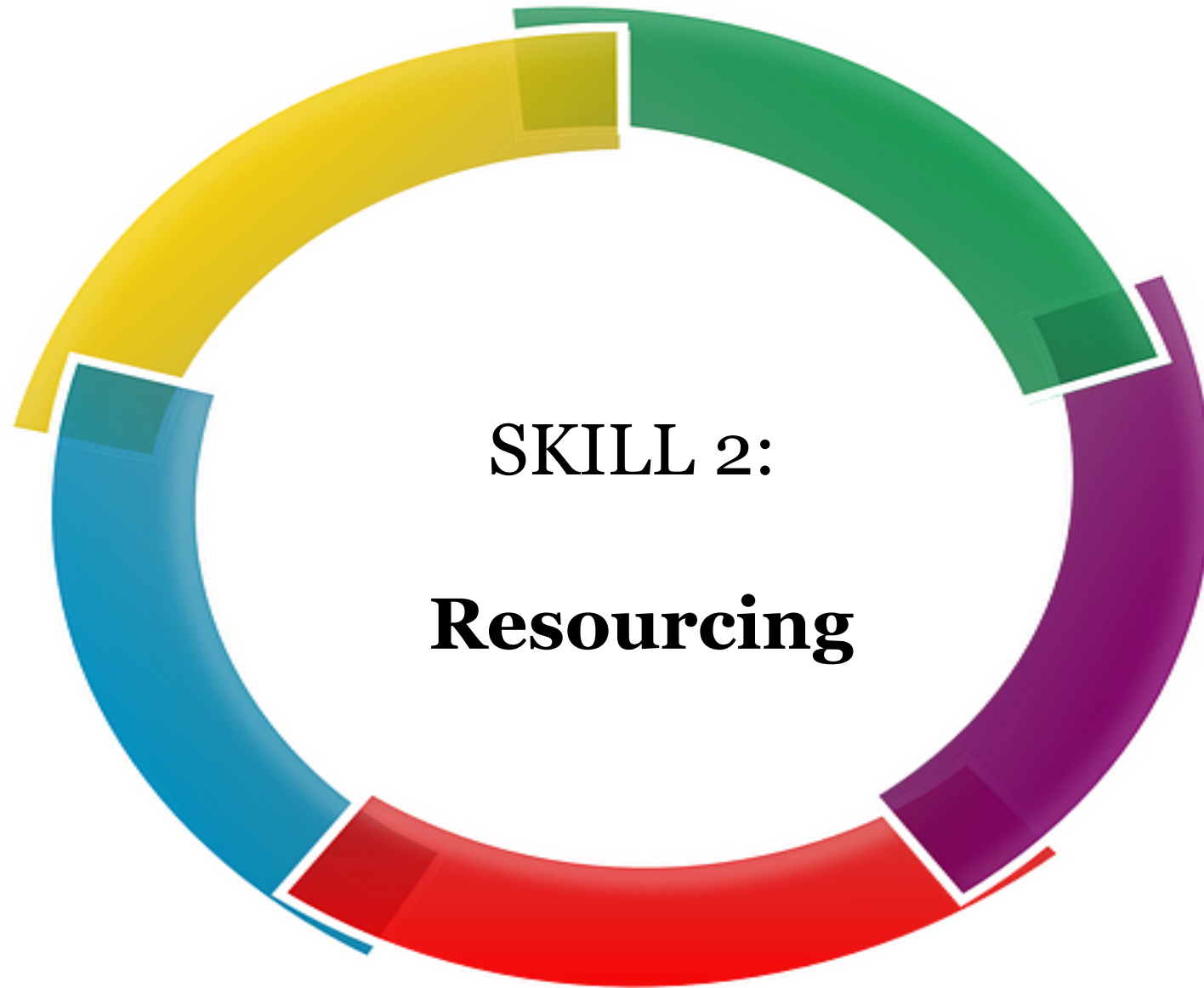
For some people, even sensing pleasant or neutral sensations can spark unpleasant, even painful sensations.

Learning and working with the CRM skills is a CHOICE. So if learning sensory language is too distressing, you have the choice to stop learning the skills.

Starting with external sensations may be a good starting point.



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SKILL 2:
Resourcing



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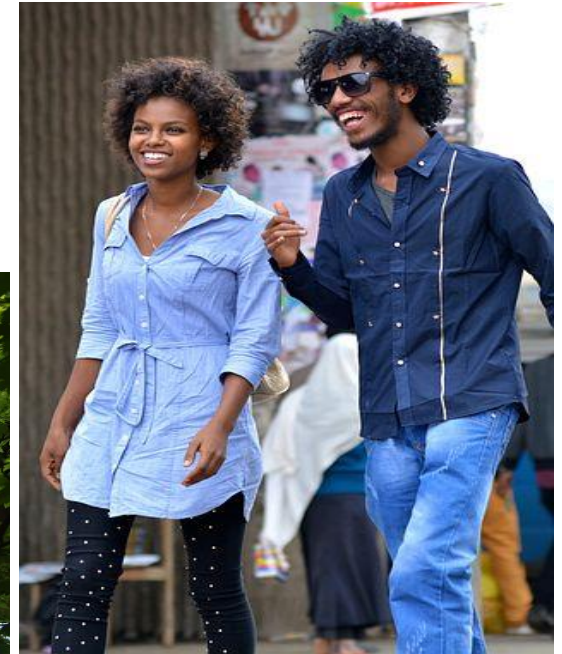
One of the best ways to learn how to develop your sensory vocabulary is through identifying a personal resource and then noticing sensations on the inside



What might be pleasant sensations for the people in this photo?

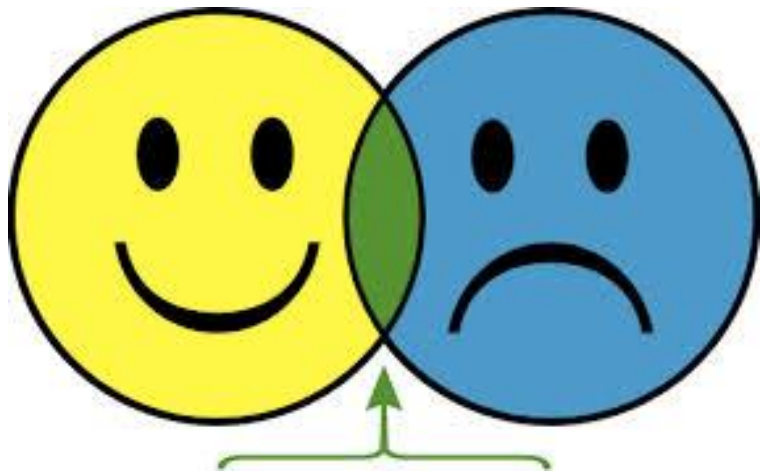
RESOURCING

- A Resource is any person, place, thing, memory or part of yourself that helps you feel calm, pleasant, safe, peaceful, strong or resilient.
- A Resource can be real or imagined
- A Resource can be internal or external



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.

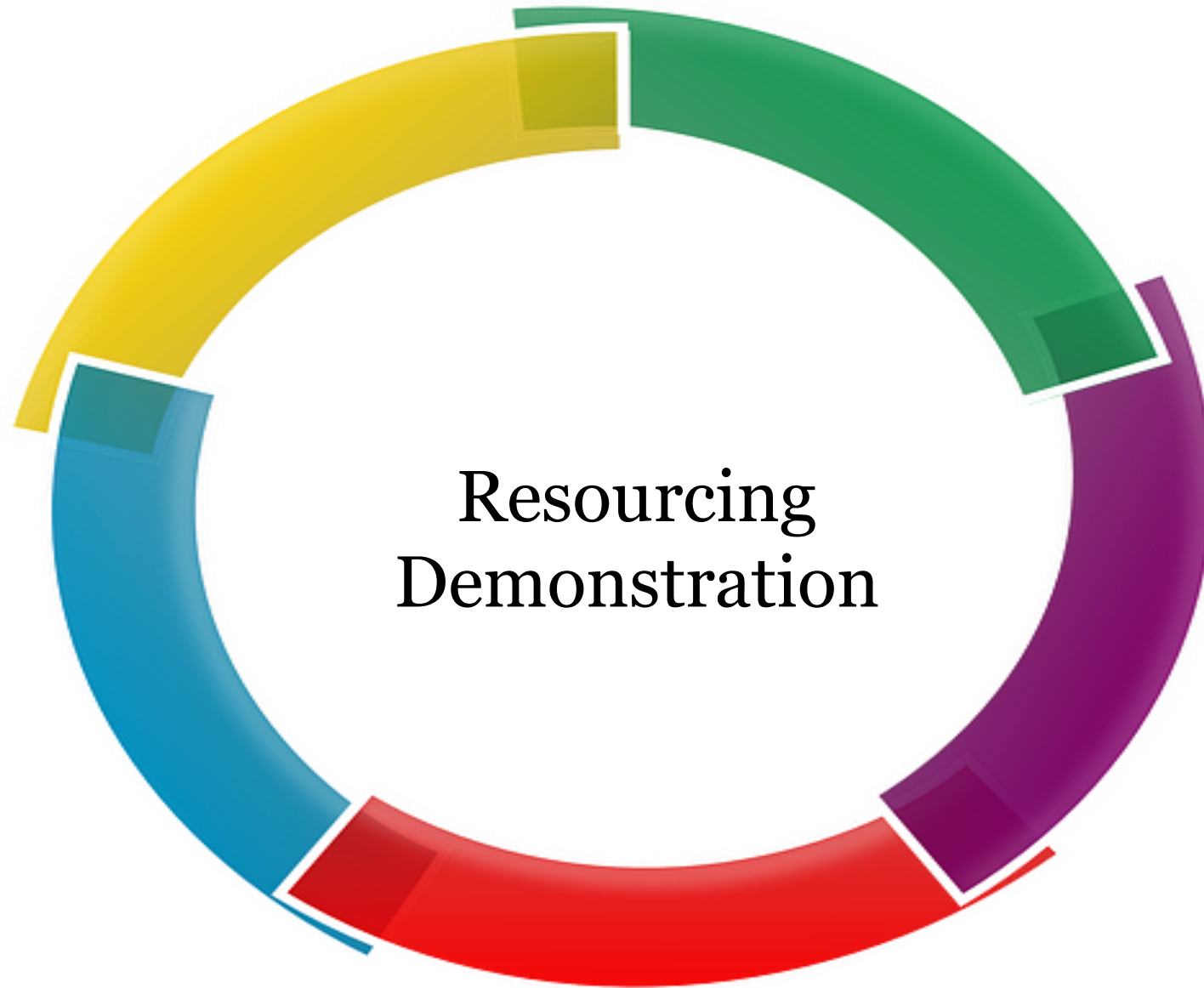


If this happens, acknowledge the sadness.

You might ask a resiliency question.
("What did you love most aboutyour aunt?")
If too difficult, ask about another resource.



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Resourcing
Demonstration



How to resource someone

- 1. Can you tell me about something that gives you a feeling of calm, joy, peace, or comfort? It can be a memory, a person, a place, an animal, an activity, or something about yourself that gives you strength?***
- 2. Tell me 3 things about it.*** (Then, ask a few questions to *develop* the resource, especially details about the senses—this is “resource intensification”).
- 3. As you talk about this resource, notice what is happening on the inside of your body RIGHT NOW. Can you describe the sensations?***
- 4. Are the sensations pleasant, unpleasant or neutral?*** (You can ask about any changes in breathing, heart rate, muscle tension).
- 5. If the sensations are pleasant or neutral, stay with them for at least 10-15 seconds. You can think about your resource when you notice you are outside your resilient zone.***

A COMMUNITY RESILIENCY MODEL GUIDE is a person who shares the wellness skills of the Community Resiliency Model with others

- Does not interpret or assume meaning.
- Asks open-ended questions.
- Gives the person time for sensations to develop.
- Is non-judgmental.
- Observes and stays one step behind and does not direct.



Conversational CRM: Resiliency 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 them?
- What did you like to do together?
- What kind of words of encouragement would they say to you during difficult times?

Questionable

- Consider what is helpful about a questionable resource?





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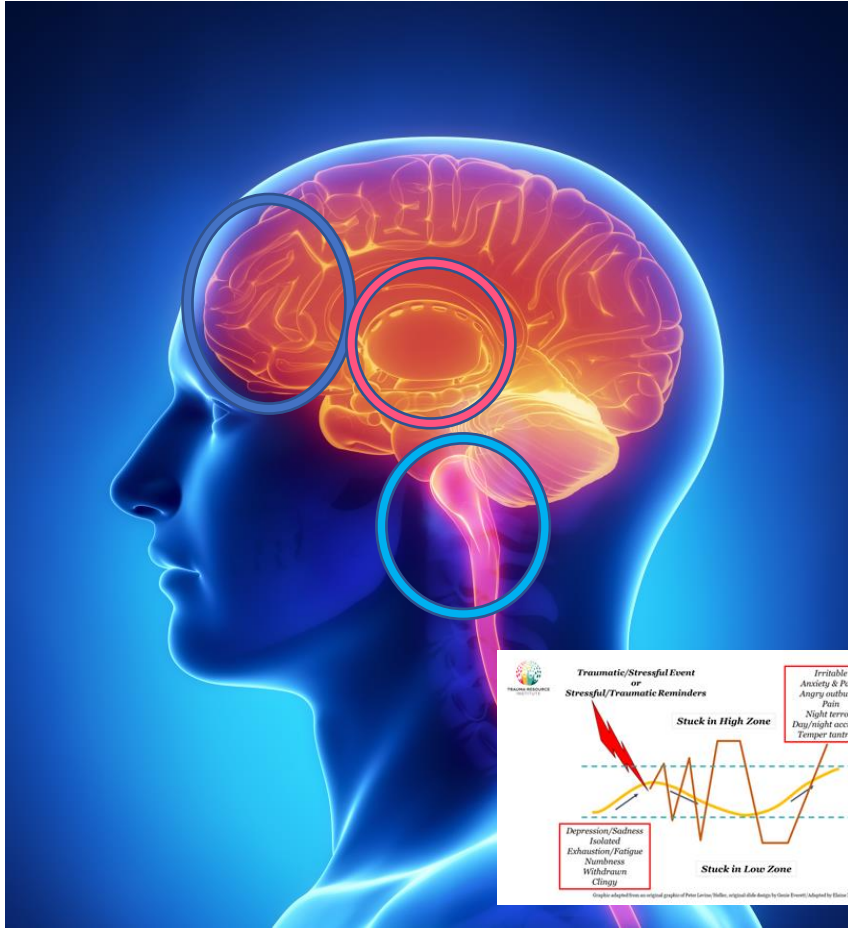


KEY CONCEPT 2:
A BIOLOGICAL
MODEL



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Organizing Principle: Brain Networks



Cortex: Thinking Network

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

Limbic Area: Emotional Network

Assesses risk.

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

Survival Network: Instinctual

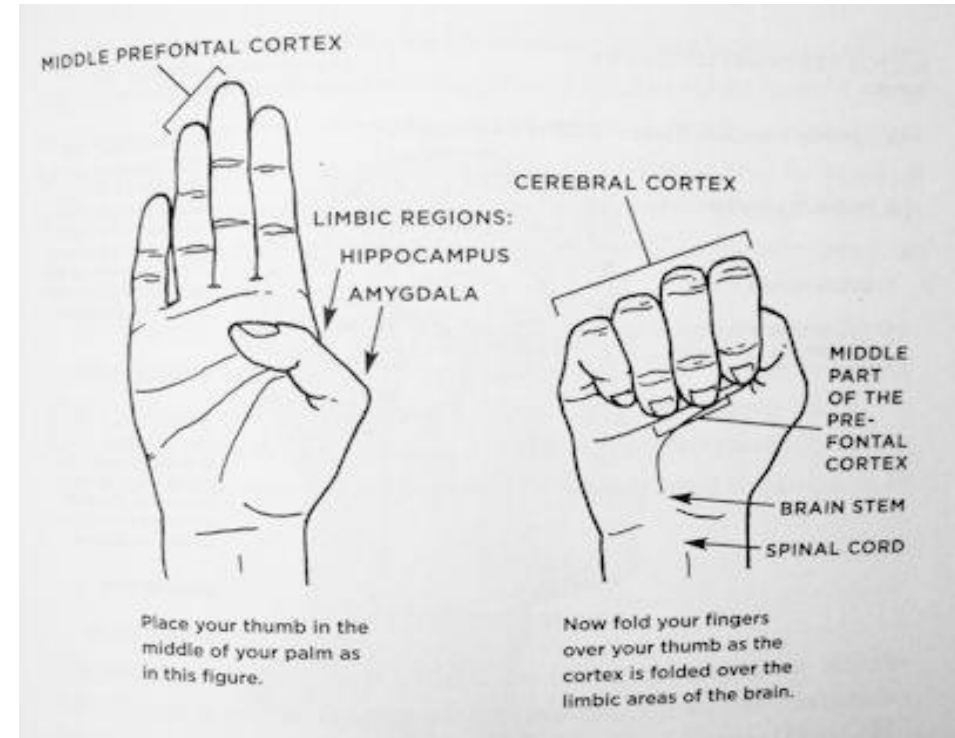
Carries out “fight, flight, & freeze.”
Unconscious.

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

A Hand Model of the Brain by Dan Siegel



<https://www.youtube.com/watch?v=gm9CIJ74Oxw>



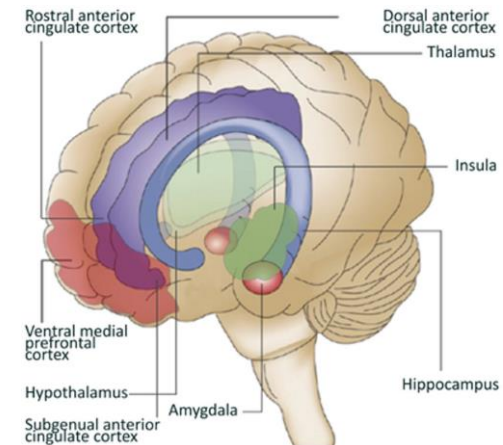
How to practice CRM

**Through
your 5
senses:** sight,
smell, sound,
feel, taste

By noticing
sensations in the
body: For example
lightness,
shivering, warmth,
heaviness, hunger,
fatigue, pain....


When you use CRM, you are making a difference in your brain. This may affect:

- *Body sensations awareness*
- *Emotion regulation*
- *Getting along with people (social interaction/empathy for self and others)*
- *Your sense of who you are*





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WHAT WE KNOW
ABOUT STRESS AND
TRAUMA

The Spectrum of Positive, Tolerable and Toxic Stress

POSITIVE

TOLERABLE

TOXIC STRESS

THREE LEVELS OF STRESS

Body responses to a mild/moderate stressor

Brief stress response increases heart rate, blood pressure & hormone levels

Balance returns quickly

Time-limited stress response results in short-acting changes

Balance returns with help from support system and other interventions

Ongoing and relentless body responses to Intense Stressors

Prolonged activation of stress response systems in the absence of protective relationships.

STRESSFUL OR TRAUMATIC EXPERIENCES ARE EXPERIENCED BASED UPON A CHILD'S OR ADULT'S PERCEPTION



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Adverse Childhood Experiences (ACEs)



ACEs Take-Aways

- The majority of us have at least 1 ACE
- At least 15% of us have multiple ACEs
- ACEs can have an impact on our health lifelong
- <https://www.cdc.gov/violenceprevention/aces/index.html> (CDC ACEs)



- ACEs can be counteracted in childhood (Bethell et al., 2019)
- Practicing body-based wellness skills may be healing



Positive Child Experiences

**Talked about
Feelings with Family**

Family stood by them

**Two nonparental adults
who showed genuine
interest**

**Enjoyed participating
in community activities**

**Sense of belonging
in high school**

**Supportive
Friends**



*There are some
things you can do in
your families and
communities to
counteract ACEs!*

**Positive Childhood Experiences
can give you greater well-
being and help you create
healthier relationships despite
the hard things in your life.**

**In addition to positive
experiences, you can
also build up your own
well-being capacity with
CRM skills.**

**You already have within
yourself strengths that
you can pay attention to
and grow.**





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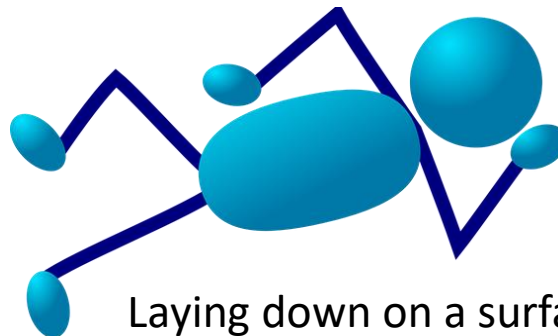
Skill 3: Grounding

- The direct contact of the body or part of the body with something that provides support in the present moment.
- 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.
- Grounding frees us to think clearly and control our emotions.

YOU CAN GROUND IN MANY POSITIONS



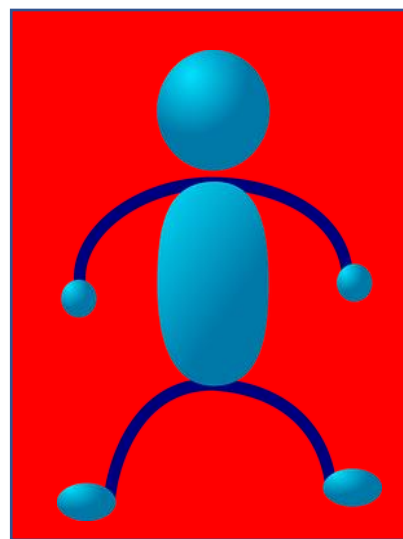
Walking and paying attention to steps



Laying down on a surface or floating in water



Through a part of your body like your hands or feet



Standing against a wall



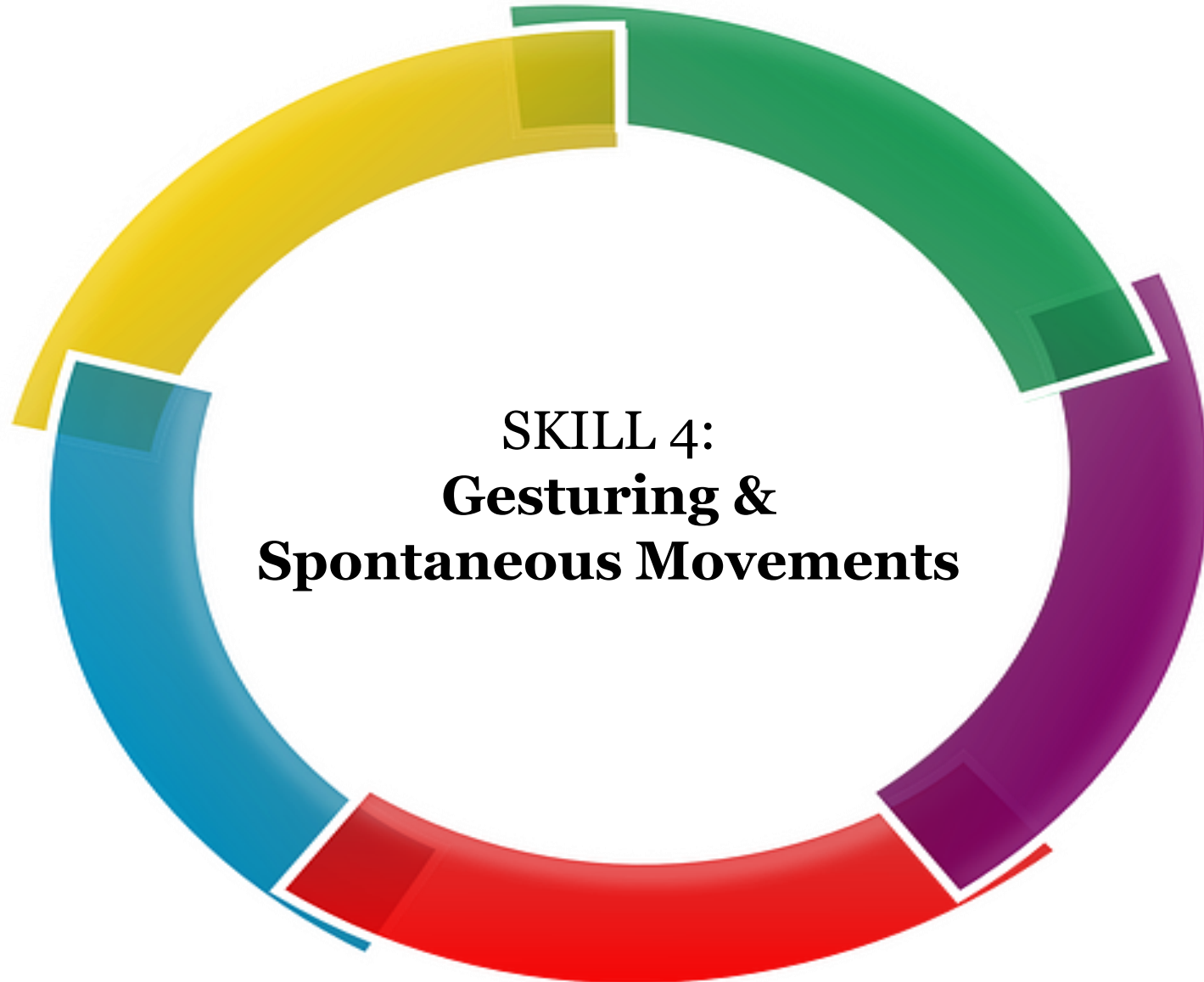
Sitting on a chair, sofa or ground



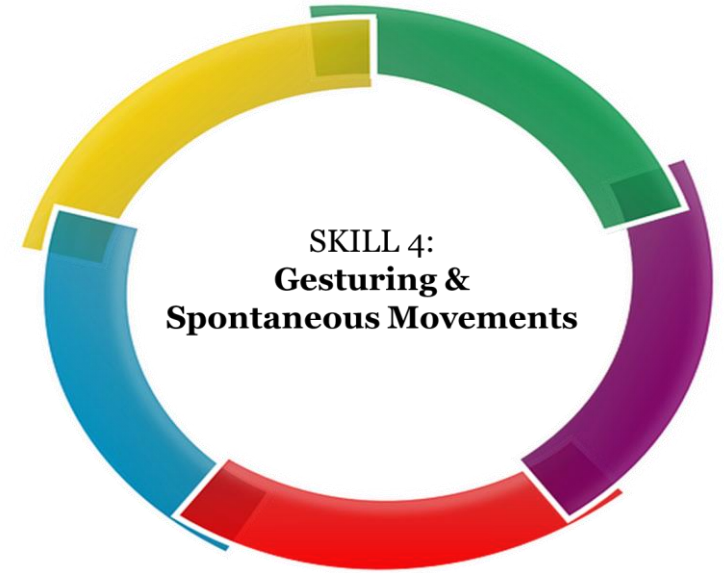
- Some children and adults who have experienced physical and emotional trauma may have difficulty with the skill of “Grounding.”
- For some children and adults, “Grounding” can increase sensations connected to traumatic memory.
 - Shift to a sensation that is more comfortable.
 - Stop at any time



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**SKILL 4:
Gesturing &
Spontaneous Movements**



- A movement usually of the body or limbs that expresses a thought or a feeling.
- May occur below level of awareness.
- **Question: Can you identify a calming gesture?**
- Such a gesture should not cause self-injury or self-harm.

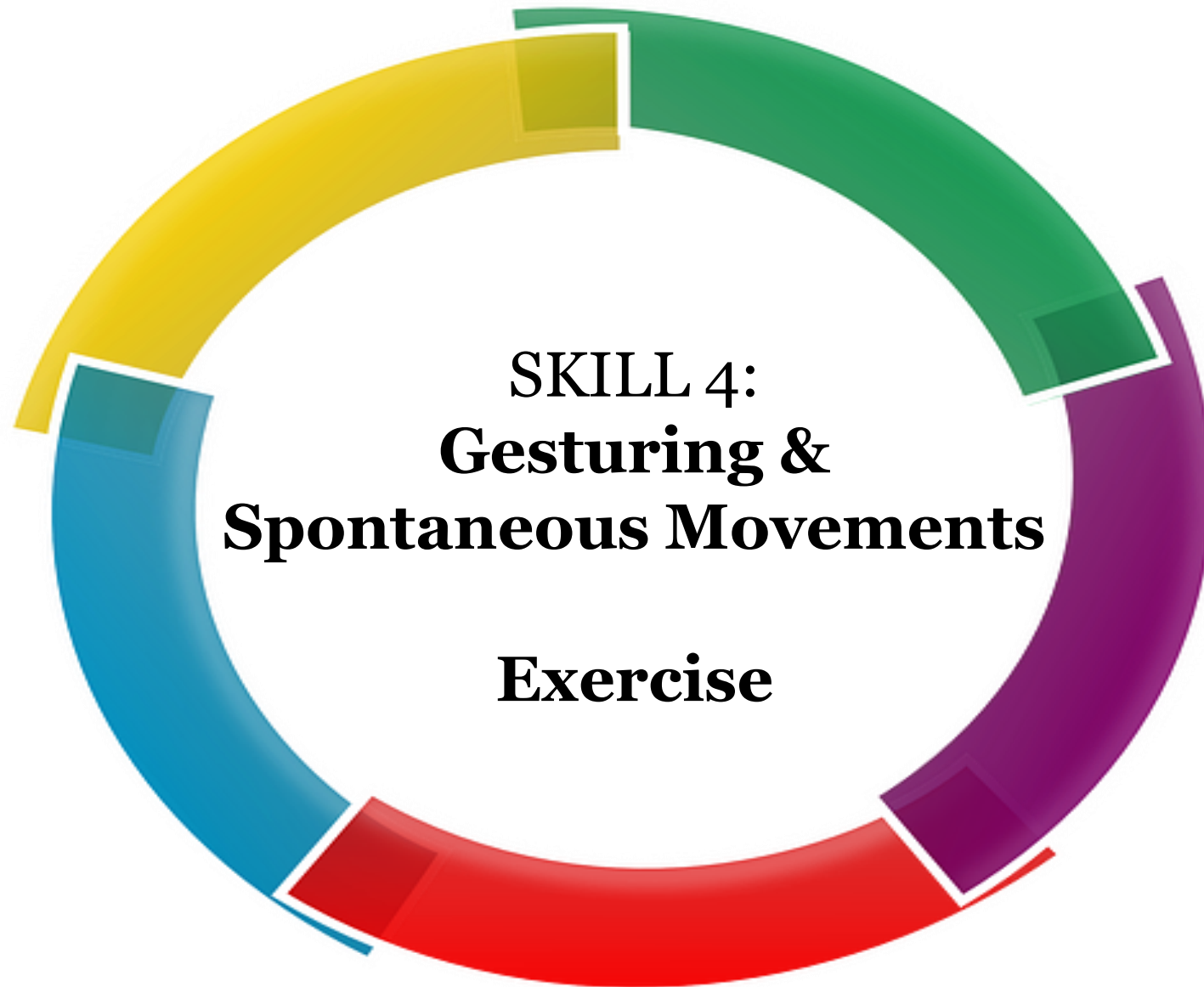
Movements and Gestures

Self-Calming





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SKILL 5:

HELP NOW!

When we get stuck in the High Zone or Low Zone, we need **HELP NOW!** To **RESET NOW!**



This skill is a way to quickly help move the nervous system back in the direction of the Resilient Zone.



These skills are essential to practice in order to see which ones you like the most.





Drink a glass of water
or juice.



Listen to sounds
outside or inside



Go for a walk, notice
your feet making
contact with the
ground.



Name six or more
colors in your space.



Touch
something
inside or
outside.

Count down from 10 or
20.



Notice the temperature
outside.

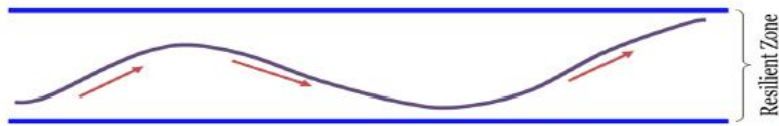


Notice your
surroundings.

Push hands or back
against a wall.



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



Notice the
temperature



Touch the
furniture



Touch
something
in nature



Quick sensory actions to induce a
“Resiliency Pause” in a moment of
stress

Examples:

If you notice you are upset or nervous,
look around you—what colors/objects
do you see? What texture can you feel?

If you see someone who is upset or sad,
offer them help— **“I know something that might help you
feel better.....would you like to try it?”**

(Always take an “invitational” approach with CRM!)



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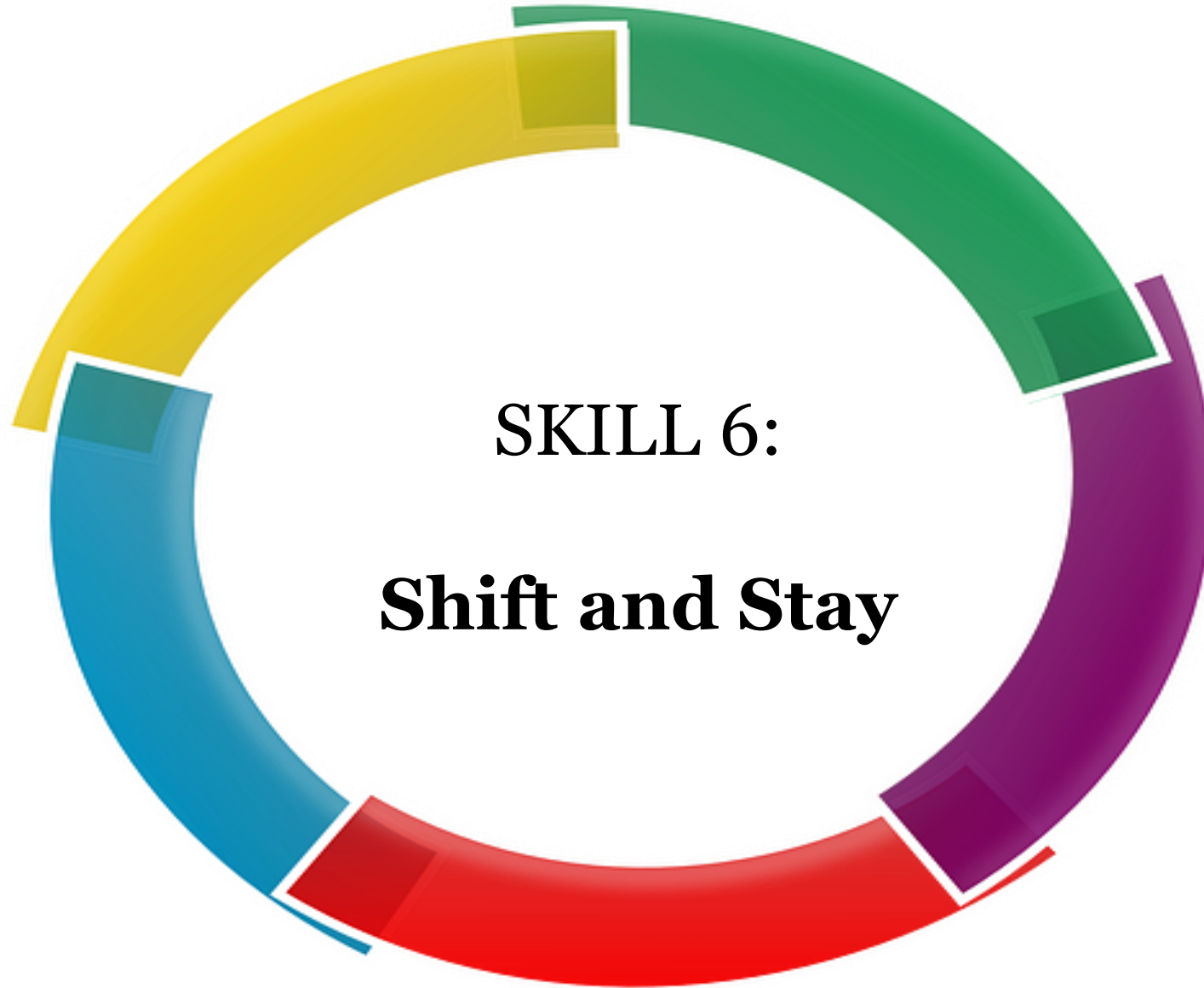
SKILL 5:

HELP NOW!

Exercise



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SKILL 6:

Shift and Stay

Skill 6: SHIFT AND STAY



***Stay with a sensation of strength or well-being
for about 12 seconds(lean into it/linger a bit/sit with it)***

Apply your Resiliency Mask First:

Learning skills to stay in your zone to help others





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.

2021 Qualitative Data: Example Quotes from Nurses

What

- touch my ring
- Concentrate on the fabric of my scrubs
- be still
- Push against the wall
- pay attention to smells, sensations
- be mindful of my body/my surroundings
- resource and track on my way home

When

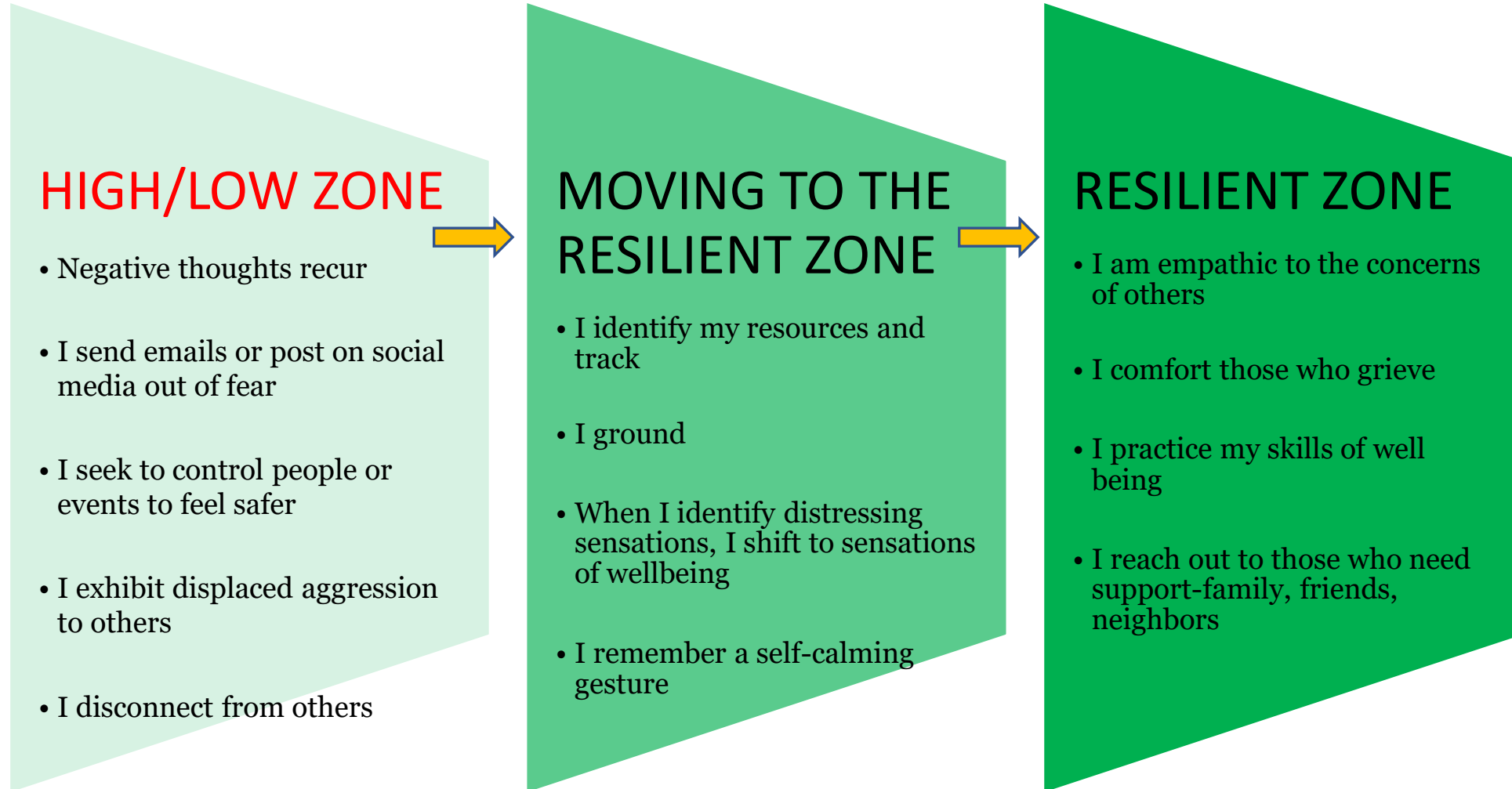
- stressful/scary' situations/codes
- midst of the chaos, ...when it's hectic
- When upset, anxious or unsettled.
- with dying patients
- after a difficult shift, a traumatic or distressing experience
- at bedtime....on my way home

Effect

- Stress relief
- Calm down to solve the problem
- Maintain professionalism
- Cool my temper
- More control over physical feelings
- Get my lost energy back
- Deescalate my emotional response



How am I focusing my attention when stressed?



A Little CRM History and Evidence

- ❑ Environmental disasters for acute trauma →
reduced incidence of PTSD
(see Grabbe and Miller-Karas, 2018)

- ❑ Chronic trauma → **improved mental health**
(Habimana et al. 2021; Freeman et al., 2021)

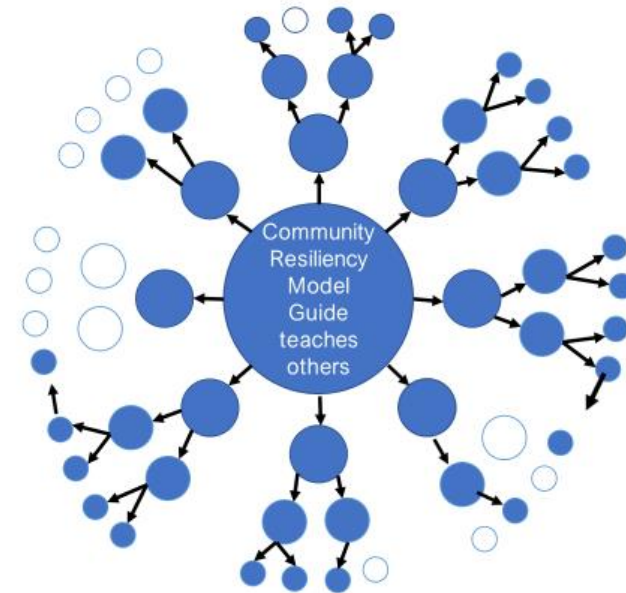


- ❑ High stress occupations →
lower secondary stress and improved sense of well-being
(Duva et al, 2022; Grabbe et al, 2020)

How can you use CRM?

- Use body awareness skills for your own well being
- Communicate with others often and with compassion
- Share CRM concepts & use CRM language as a “CRM Guide”
- Use and share the app “ichill”
- CRM teacher training

<https://www.traumaresourceinstitute.com>



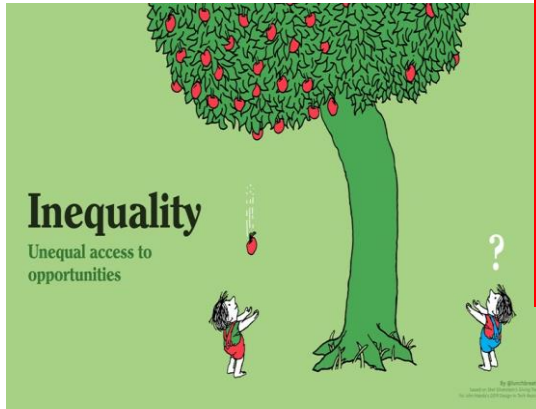
CRM can be a model for our communities



www.crmgeorgia.org

Skills in the Palms of your Hands



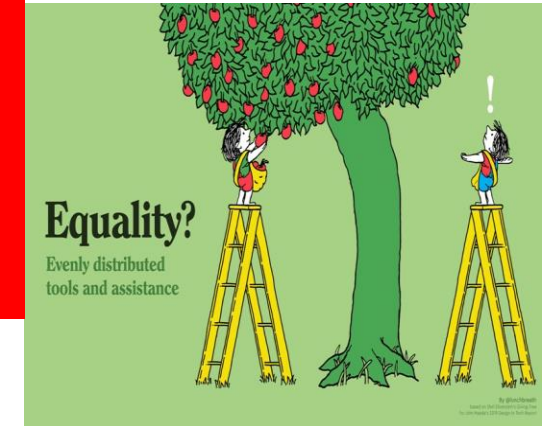


Inequality means not treating people equally as in status, rights, and opportunities. Leads to social disparities.

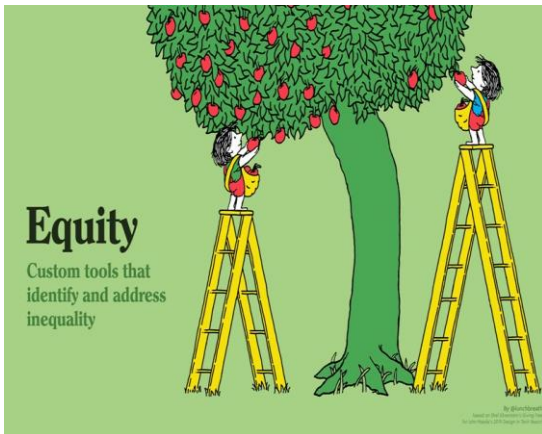
Does not consider individual needs of people

Equality means treating people in the same manner, irrespective of their differences

Does not consider individual needs of people



Natural Leaders as community ambassadors for change

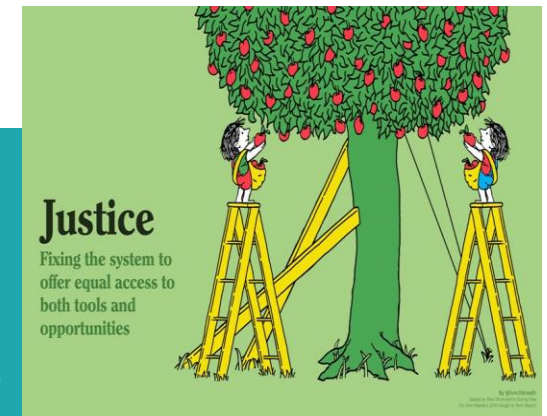


Equity means treating people with fairness and impartiality

Considers individual needs of people

Justice means treating people in a manner that makes things right

Considers altering systems to meet the needs of people





TRAUMA RESOURCE
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CRM Research Findings (Grabbe et al. 2019-2021; Duva et al., 2022)



www.crmgeorgia.org

Subjects	Design	Well-being WHO	Secondary Traumatic Stress	Physical symptoms SSS-8	Other
77 nurses (3 months and 1 year out)	RCT 3 hours (<i>Nursing Outlook</i>)	Improved	Reduced	Reduced	Improved resiliency; reduced burnout
104 health and social service workers (3 months and 1 year out)	Pre/post tests 3 hours (<i>Medical Care</i>)	Improved	Reduced	Reduced	Improved resiliency
20 women with drug addiction treatment (5 weeks out)	Pre/post tests (<i>Int. J of Mental Health and Addiction</i>)	Improved		Reduced	Reduced anger, anxiety
252 hospital workers (3 months out)	RCT during Covid 1 hour virtual* (BMJ--Quality)	Improved	Reduced	Reduced	Improved collaboration/teamwork

Most changes:
moderate-large effect size

*Analysis Post-randomization (CRM=48; Control=108):

Intervention group significant ($p \leq 0.001$) group by time effects for

- well-being (D=0.66),
- **teamwork (D=0.41)**,
- secondary traumatic stress (D=-0.46)

References

TRM and CRM (Teacher) Training www.traumaresourceinstitute.com

CRM free app (Spanish, Ukrainian, and English) ichill or www.ichillapp.com

CRM information www.crmgeorgia.com

Free CRM recording <https://ce.emorynursingexperience.com/courses/cultivating-our-best-selves-in-response-to-covid-19>

Campaign for Trauma-Informed Policy and Practice: <https://www.ctipp.org/>

BODY-BASED MENTAL HEALTH APPROACHES FOR TRAUMA

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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.”

~Miller-Karas (2020)



Thank you!

Questions?

lgrabbe@emory.edu



SOUTHEAST MHTTC SCHOOL MENTAL HEALTH RESOURCE CATALOGUE



THE SOUTHEAST MENTAL HEALTH TECHNOLOGY TRANSFER CENTER

The Southeast Mental Health Technology Transfer Center (MHTTC) is funded by the Substance Abuse and Mental Health Services Administration. The mission of our center is to disseminate evidence-based mental health programs and practices to the eight states in Health and Human Services Region IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee) through the provision of trainings and technical assistance as well as the development of resources. Our center is housed in the Department of Health Policy and Management at the Emory University Rollins School of Public Health.

The Southeast MHTTC School Mental Health Initiative is led by Dr. Janet Cummings, a mental health services researcher and national expert on mental health care access and quality among children and adolescents. Our team includes faculty and staff with expertise in public health, mental health systems, health economics, policy, finance, equity, and implementation science. As the regional MHTTC center that specializes in school mental health policy, finance, and workforce, many of the trainings and resources that we have developed address topics related to funding and sustainability of comprehensive school mental health systems.



School Mental Health Resource Catalogue

You can find the links to all Southeast MHTTC's resources (including the resources we introduce in today's webinar) in this resource catalogue.



Southeast (HHS Region 4)

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