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EMORY

NELL HODGSON  
WOODRUFF  
SCHOOL OF  
NURSING



# COMMUNITY RESILIENCY MODEL (CRM)<sup>®</sup>

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Trauma Resource Institute

Book: Building Resilience to Trauma:

The Trauma and Community Resiliency Models



# Objectives

1. *Explain how stress and trauma affect our bodies and minds.*
2. *Describe the Resiliency Zone.*
3. *Explain how the Community Resiliency Zone skills can help you cope with stress, anger, or sadness.*
4. *Use the 6 skills of CRM for your own self-care or to help others.*

The presenters have no conflicts of interest to disclose.

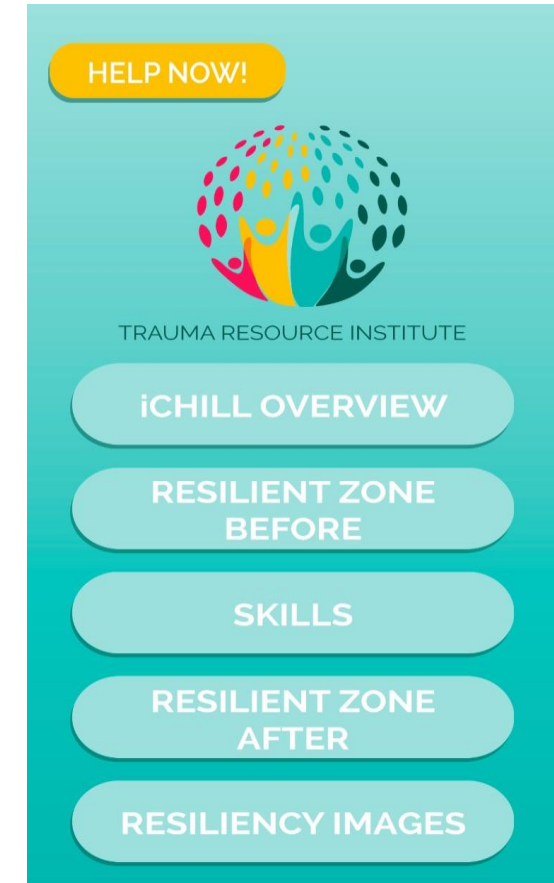


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# The Community Resiliency Model (CRM)



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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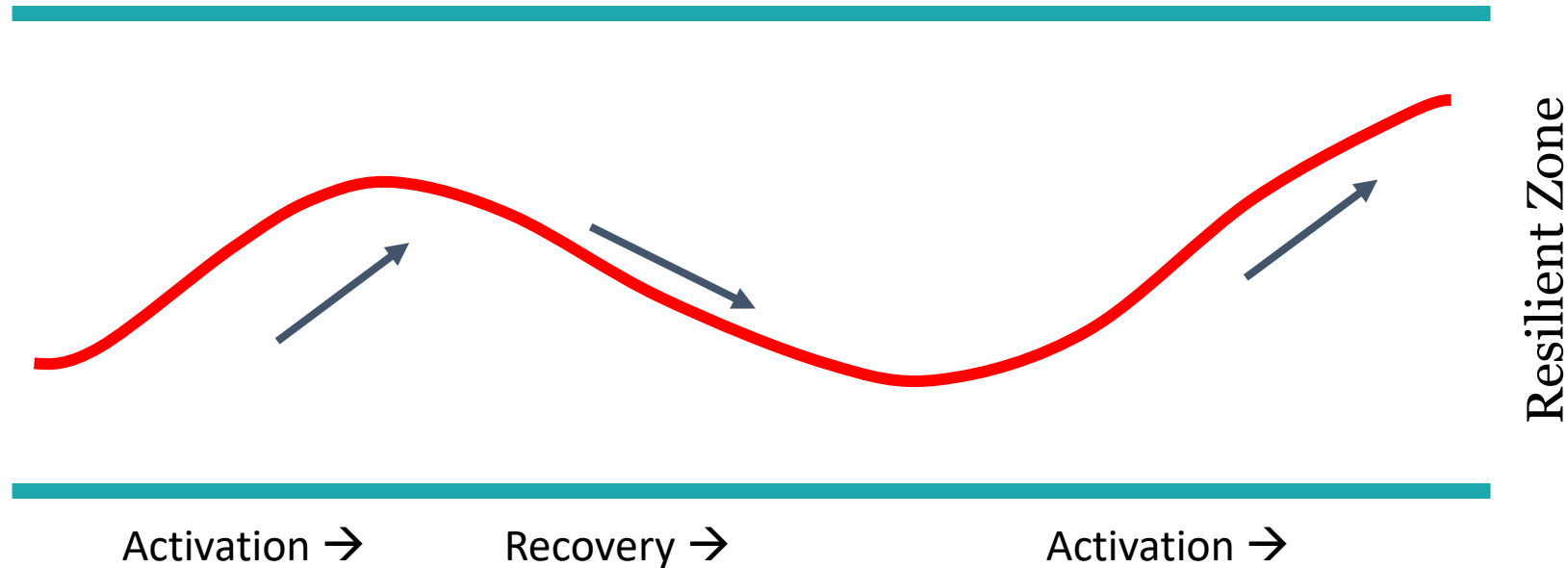


**KEY CONCEPT 1:**

**THE RESILIENT ZONE**



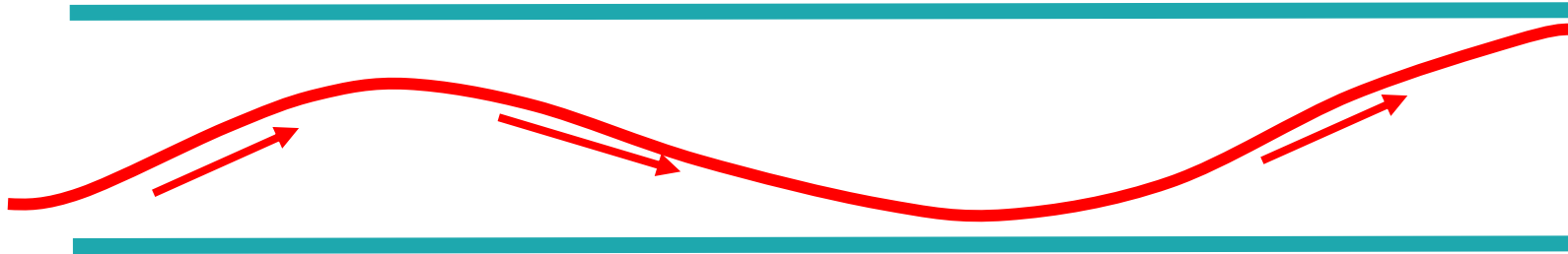
## *The Resilient Zone- “OK” Zone*



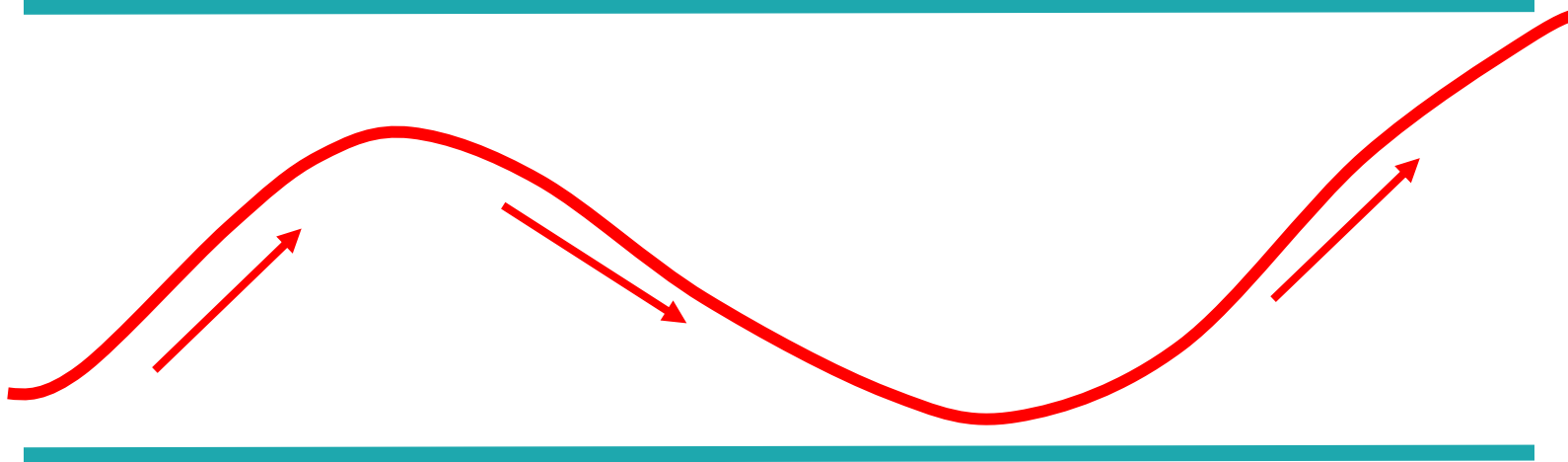
### *GOALS:*

*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

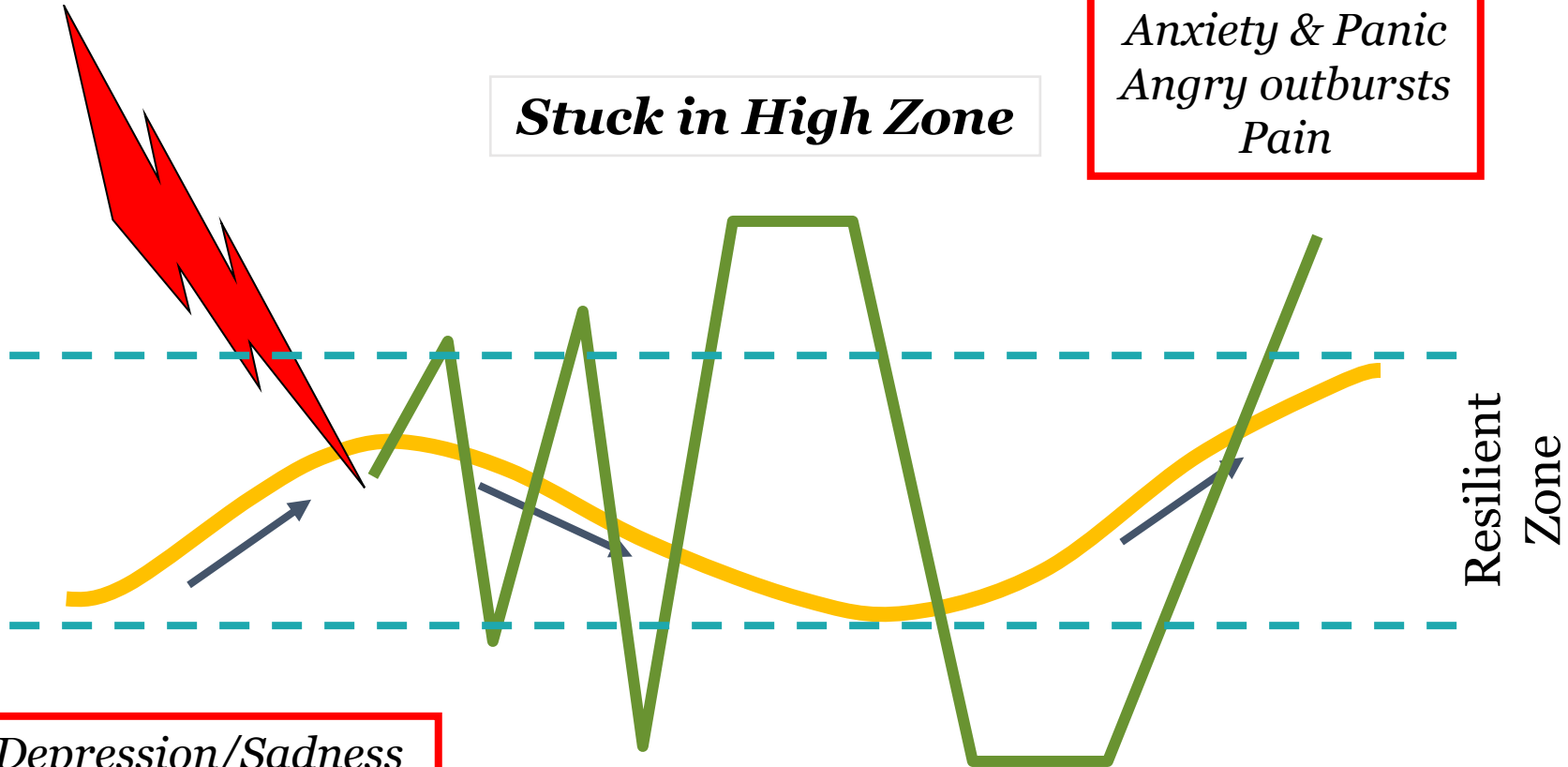


Wide Resilient Zone: greater capacity to stay within your Resilient Zone even when faced with life stressors

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

**Stuck in High Zone**

*Edgy  
Irritable  
Mania  
Anxiety & Panic  
Angry outbursts  
Pain*



*Depression/Sadness  
Isolated  
Exhaustion/Fatigue  
Numbness*

**Stuck in Low Zone**

**Resilient  
Zone**

# 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

## Physical

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

## Spiritual

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

## Emotional

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

## Relationships

Angry at others  
Isolation  
Missing work  
Overly Dependent  
Irritability  
Clinging  
Regressive

## Behavior

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





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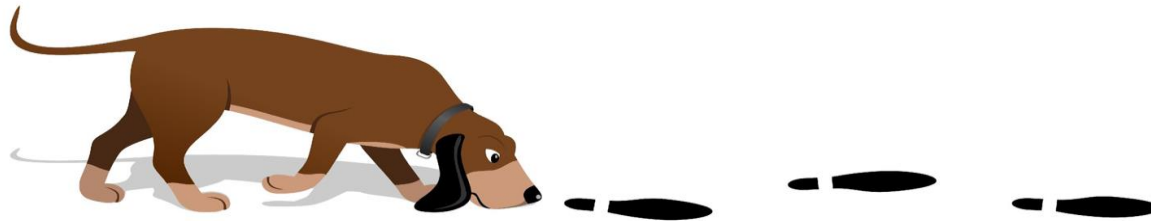
SKILL 1:

**Tracking**  
(Exercise)



# Tracking (Reading Sensations)

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



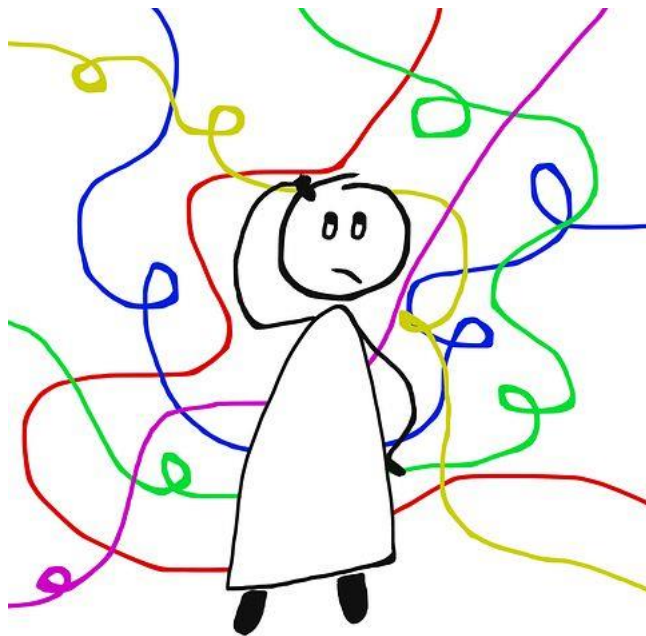
Sitting or staying with sensations that are pleasant or neutral

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

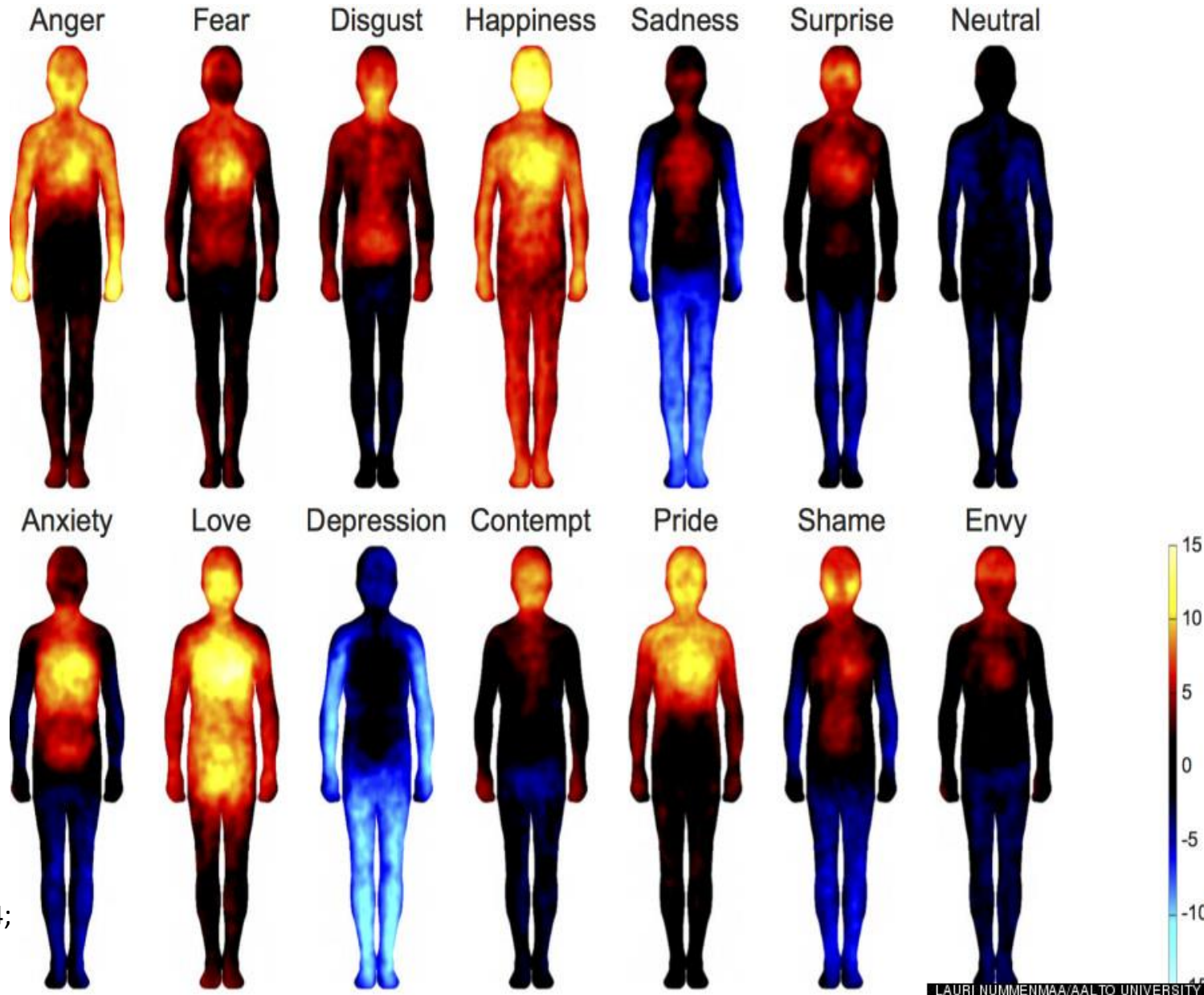
We can learn to discern the differences between sensations of distress and well being....

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 countries)  
colored bodily regions where they felt energy increasing or decreasing when exposed to emotional words, stories, movies, or facial expressions.

Nummenmaa et al, 2014;

Volynets et al, 2020





# *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



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*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?*



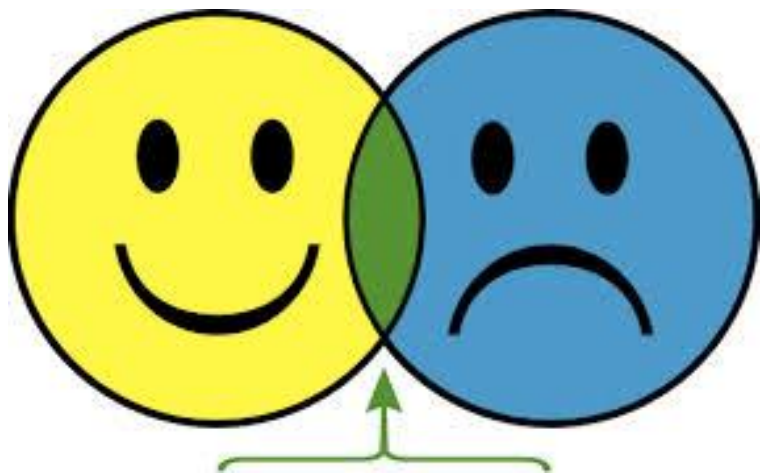
# ***RESOURCING***

- 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.

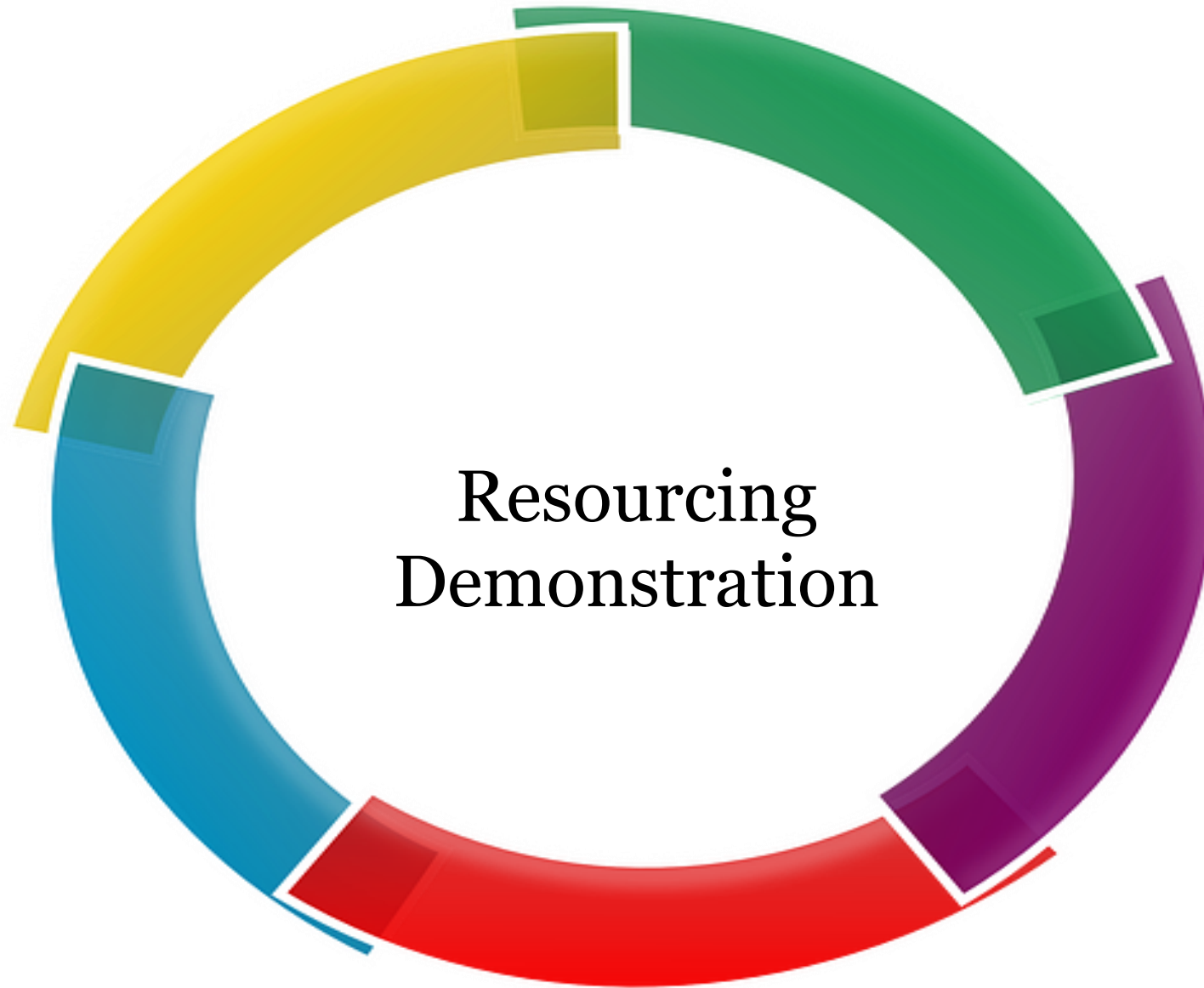


If this happens, acknowledge the sadness.

You might ask a resiliency question.  
("What did you love most about .....your 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”).
- 4. As you talk about this resource, notice what is happening on the inside of your body RIGHT NOW. Can you describe the sensations?***
- 5. 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

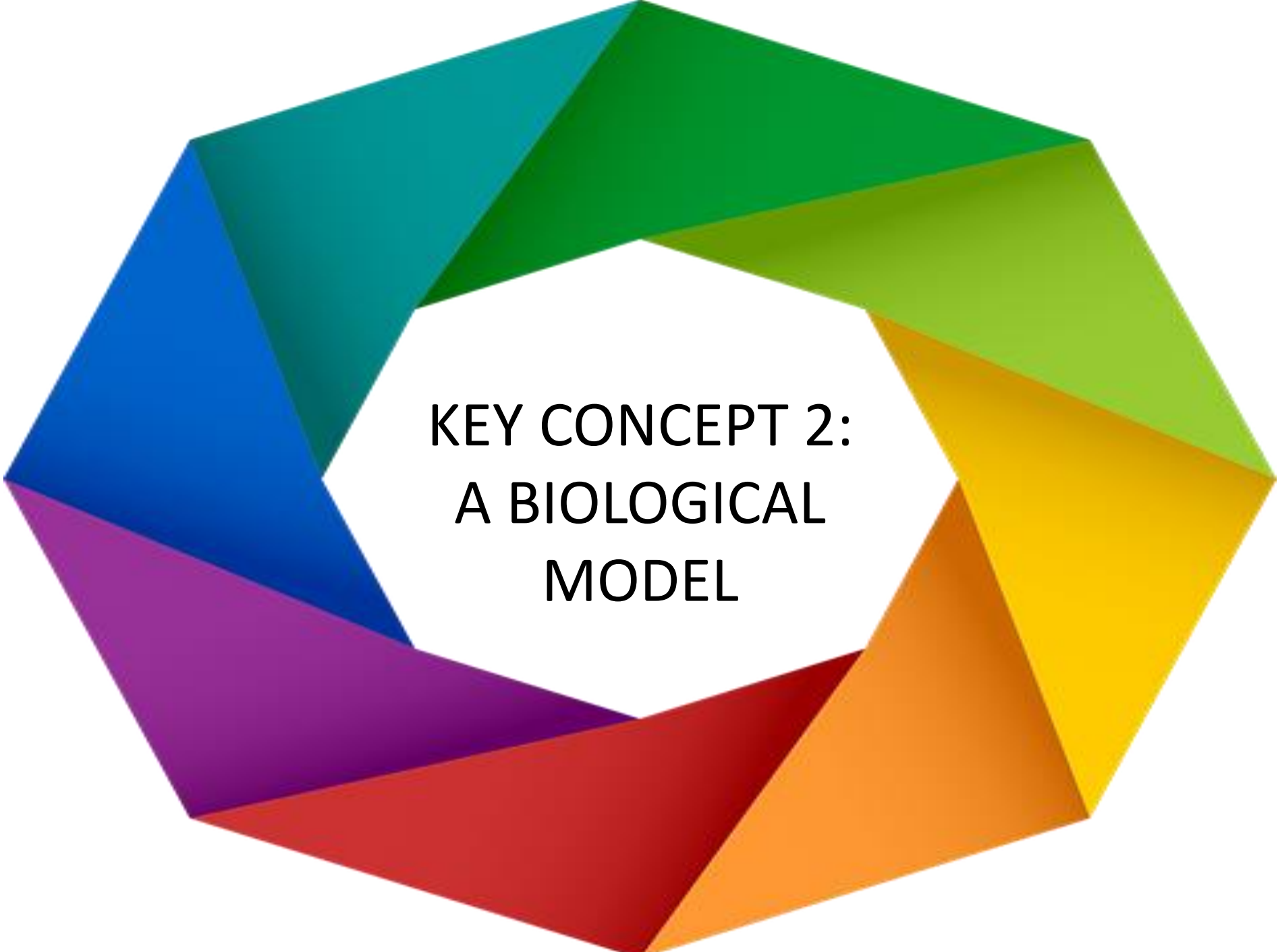
- Consider what is helpful about a questionable resource?







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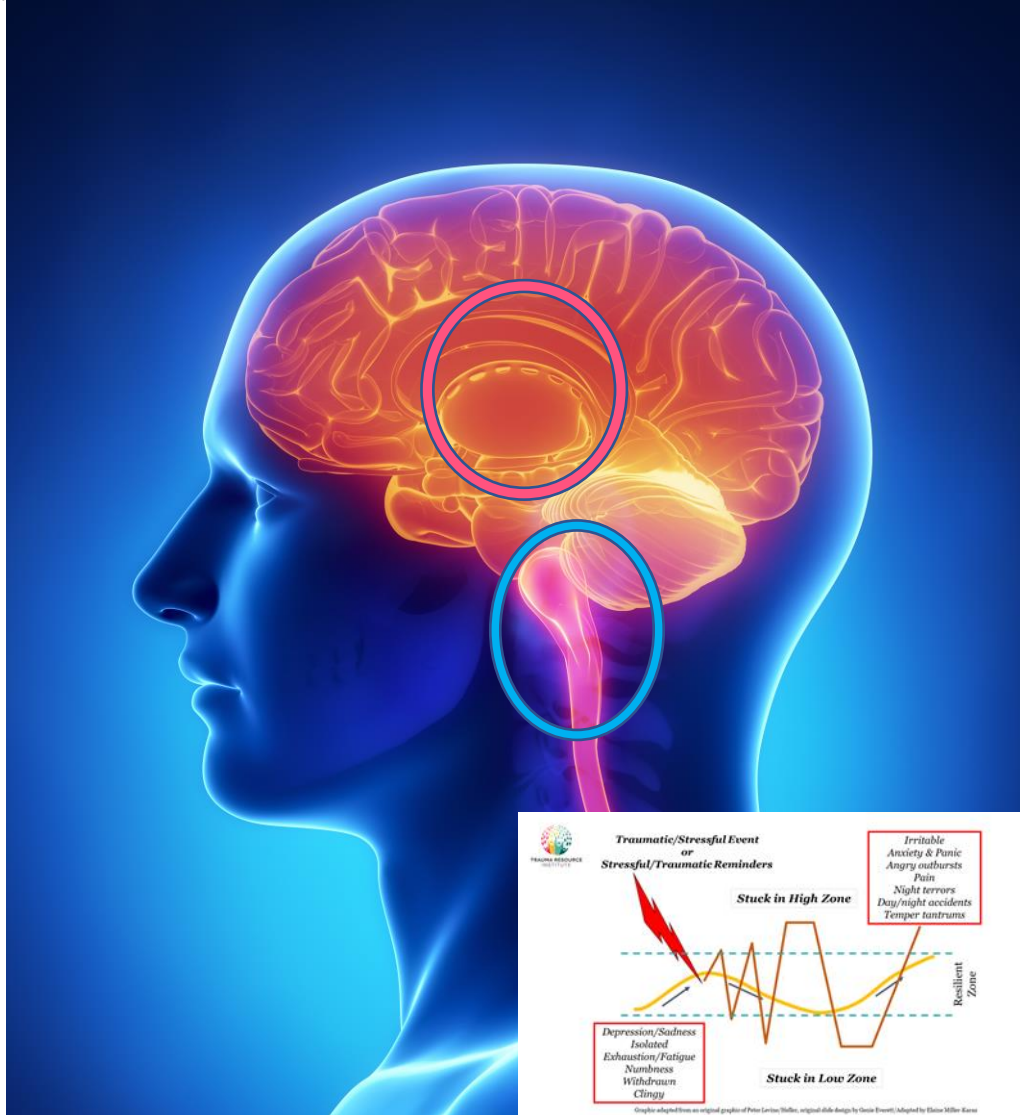


KEY CONCEPT 2:  
A BIOLOGICAL  
MODEL



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# Organizing Principle: Brain Networks



## Cortex: Thinking Network

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

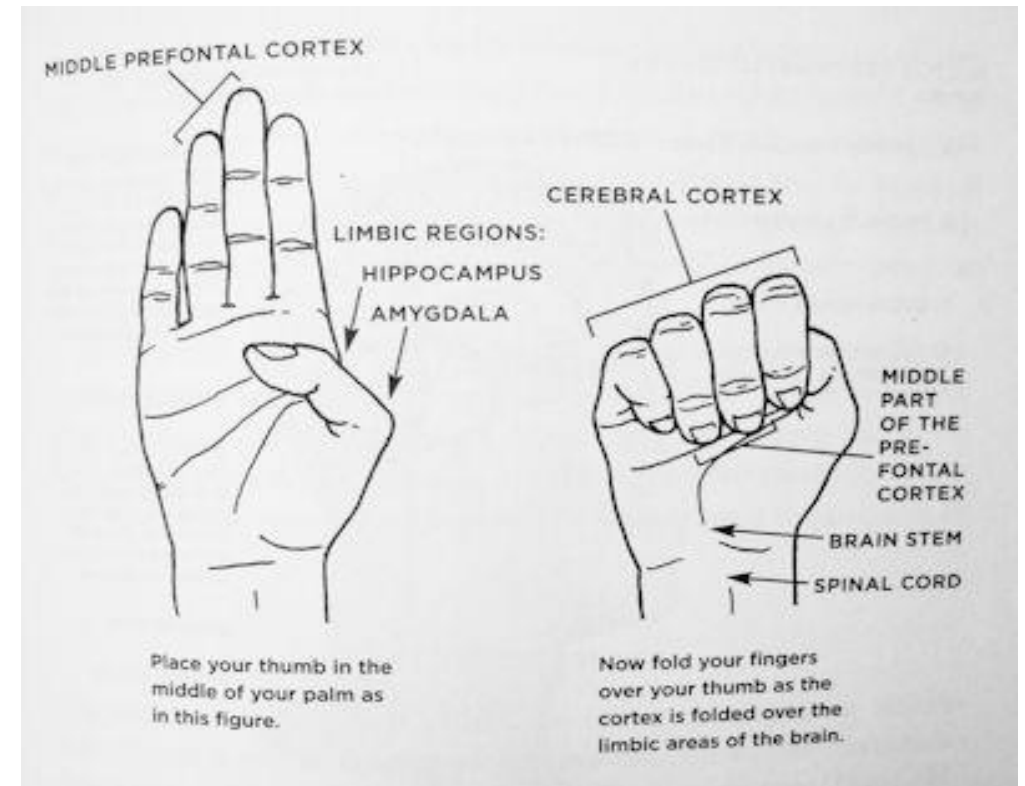
## Limbic Area: Emotional Network

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

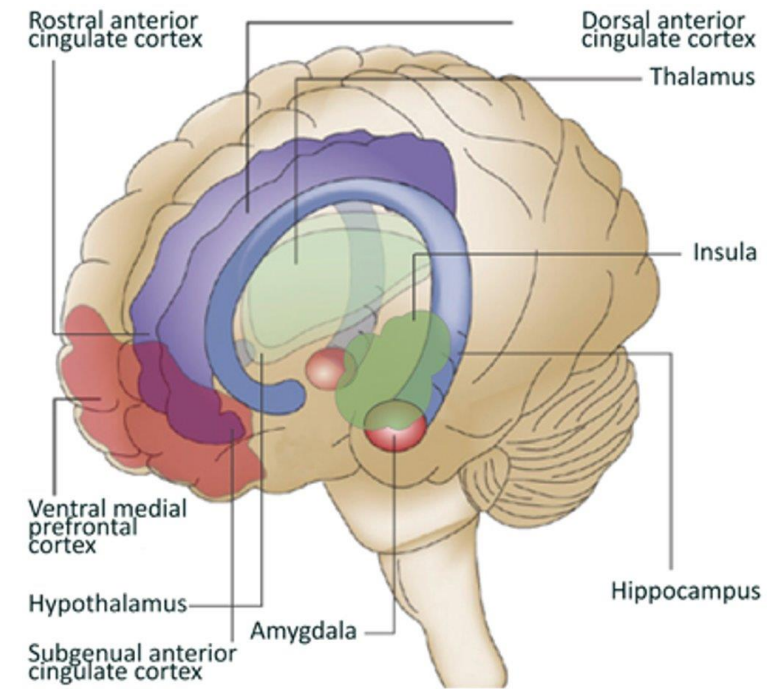


<https://www.youtube.com/watch?v=gm9CIJ74Oxw>

# 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)



*ADVERSITY  
IS NOT  
DESTINY*

- 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**

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

Bethell, C, et al, Positive Childhood Experiences and Adult Mental and Relational Health in a Statewide Sample Associations Across Adverse Childhood Experiences Levels, JAMA, 2019



**Enjoyed participating  
in community activities**

**Sense of belonging  
in high school**

**Supportive  
Friends**

**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.**

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





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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.
- 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.

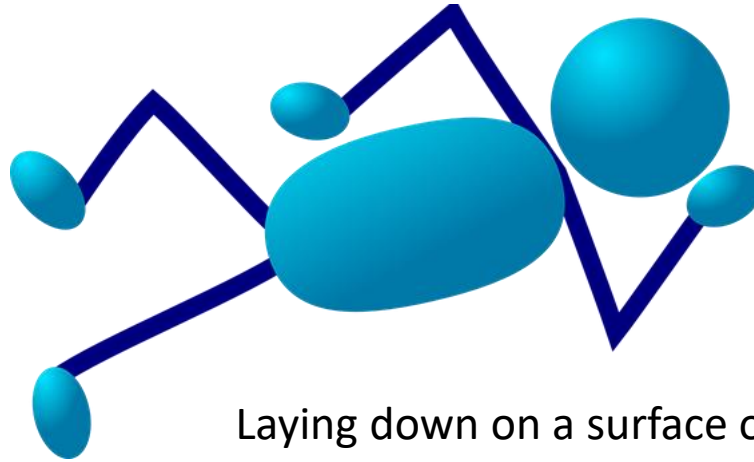


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# YOU CAN GROUND IN MANY POSITIONS



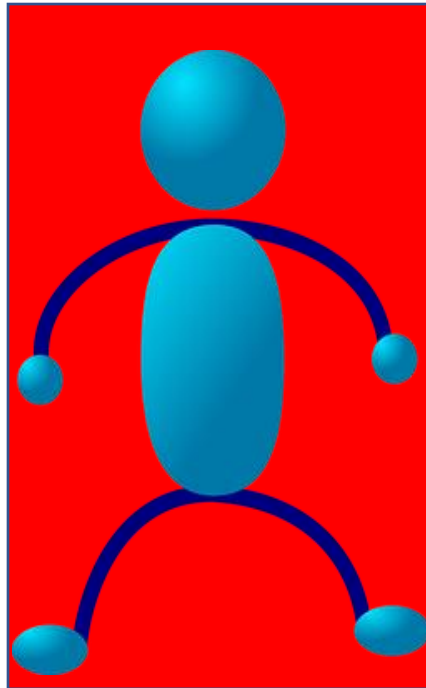
Walking and paying  
Attention to steps



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

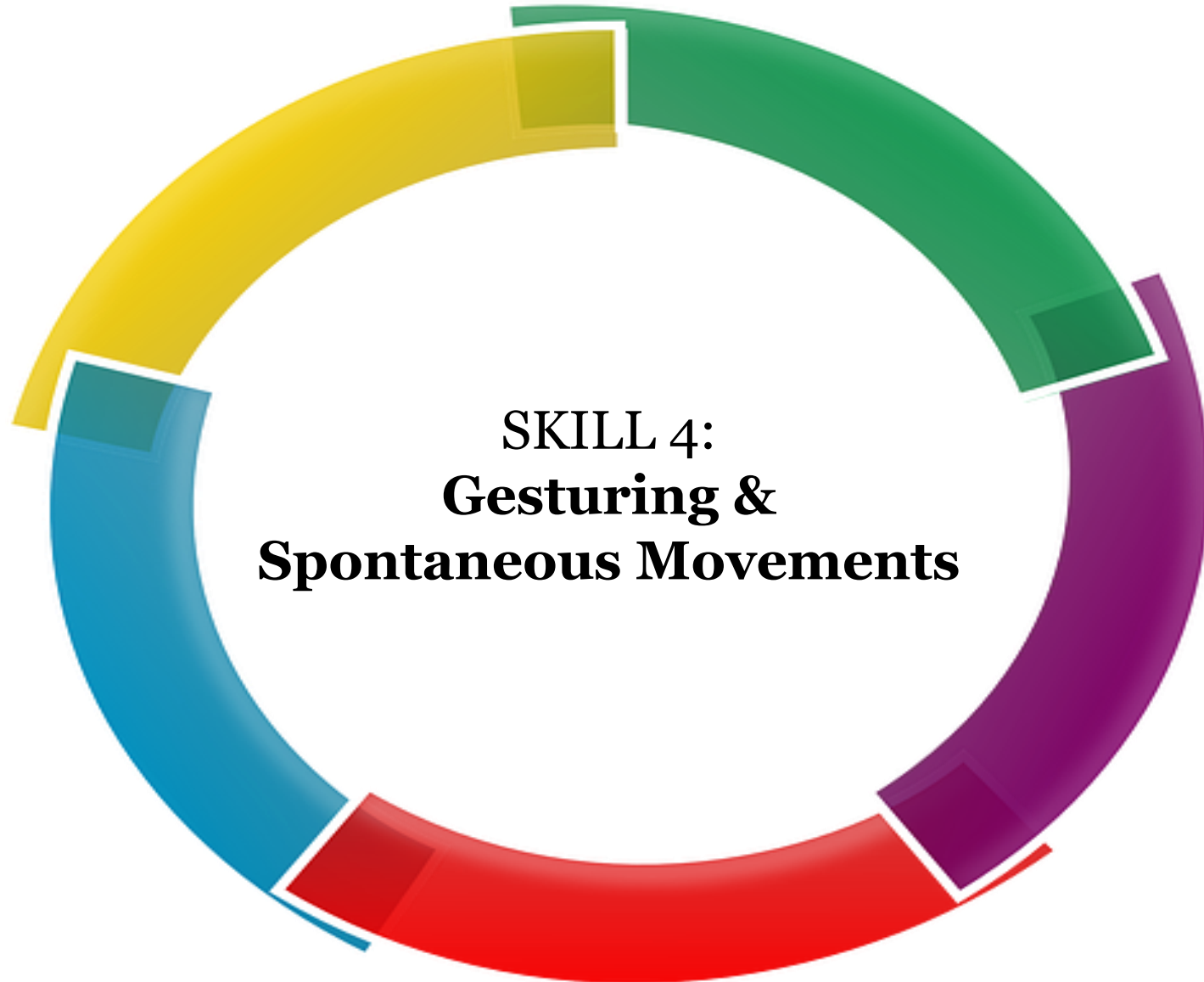




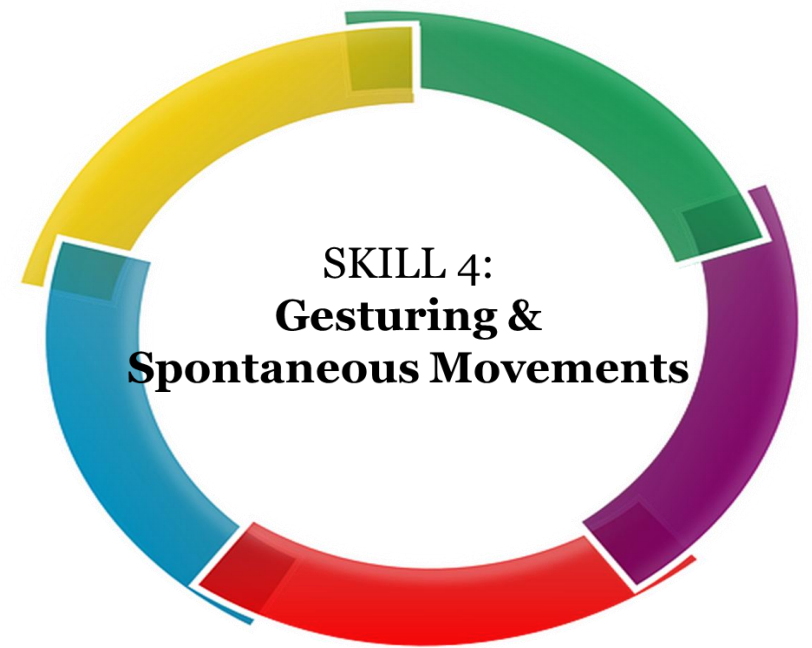
- Some children and adults who have experienced physical and emotional trauma may have difficulty with the skill of “Grounding.”
- For some children and adults, “Grounding” can increase sensations connected to traumatic memory.
  - Shift to a sensation that is more comfortable.
  - Stop at any time



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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.



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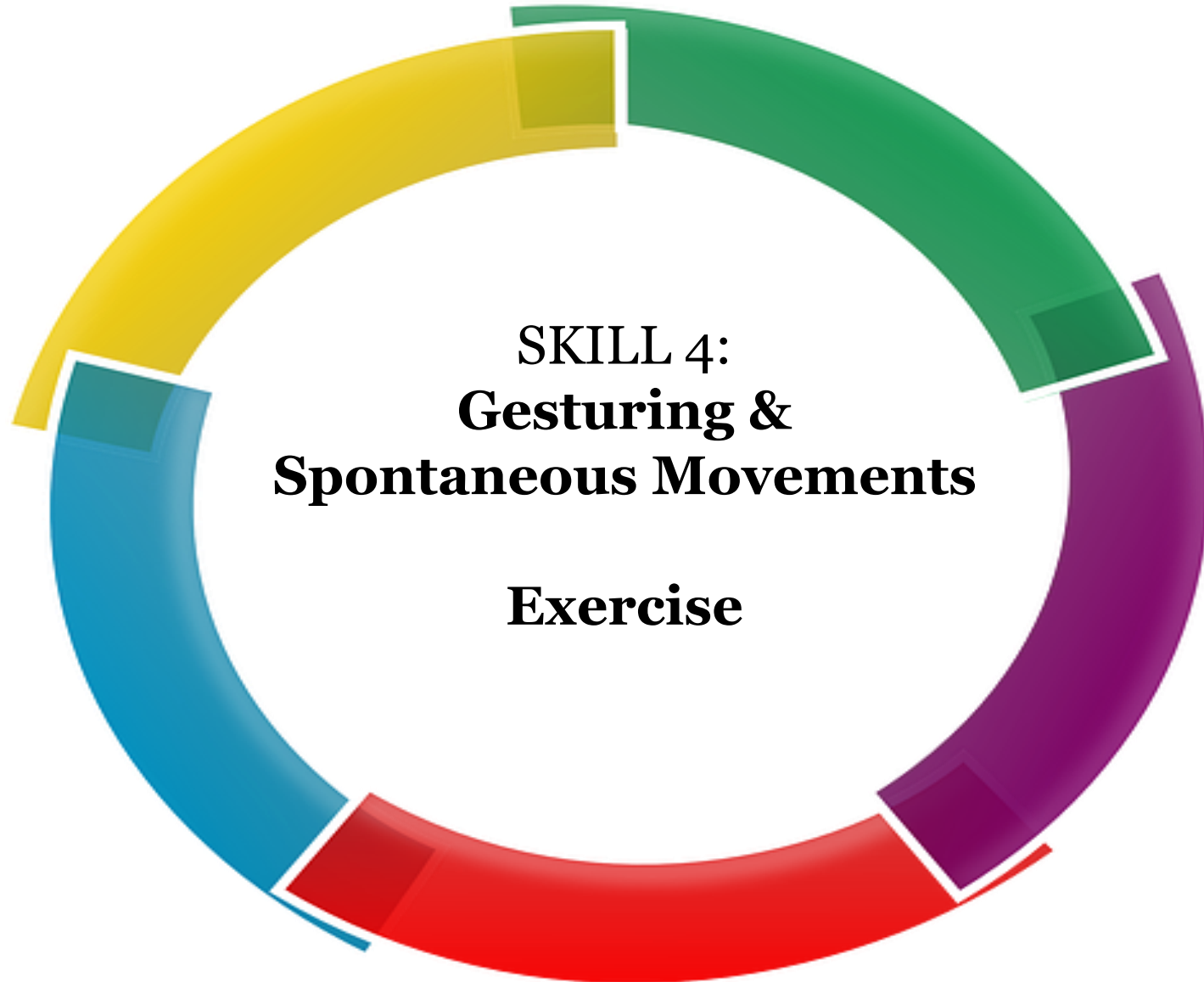
# *Movements and Gestures*

Self-Calming





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**SKILL 4:  
Gesturing &  
Spontaneous Movements**

**Exercise**





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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.

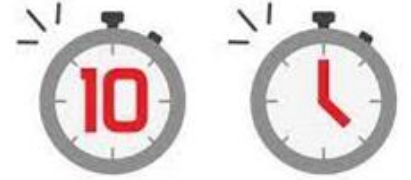


Name six or  
more colors in  
your space.

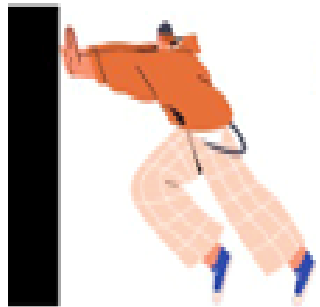


Touch  
something  
inside or  
outside.

Count down  
from 10 or 20.



Push hands or  
back against a  
wall.



Notice the  
temperature  
outside.



Notice your  
surroundings.

## 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:

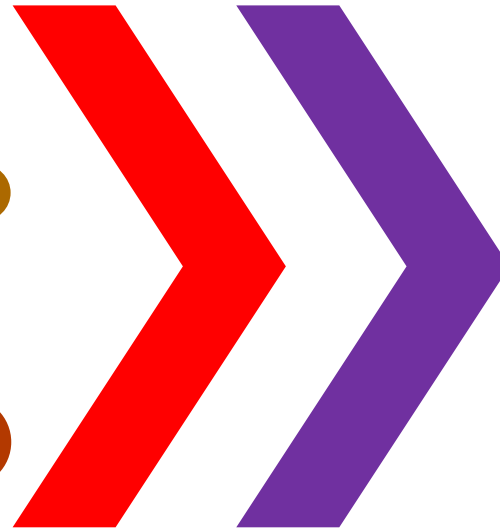
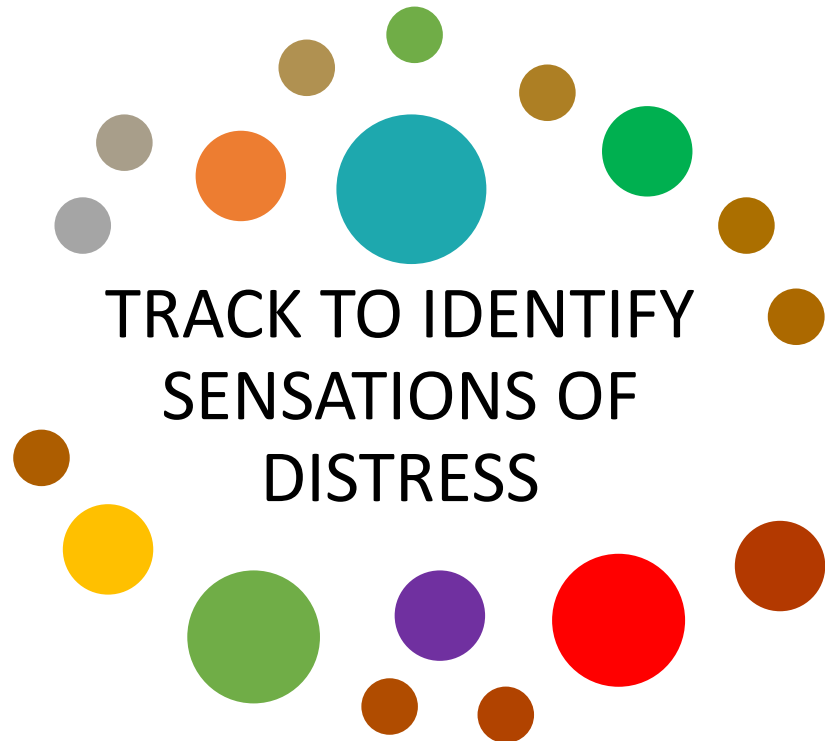
**Shift and Stay**





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## Skill 6: SHIFT AND STAY



SHIFT TO:  
RESOURCE  
GROUNDING  
HELP NOW!  
GESTURE  
PLEASANT OR  
NEUTRAL  
SENSATION

***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

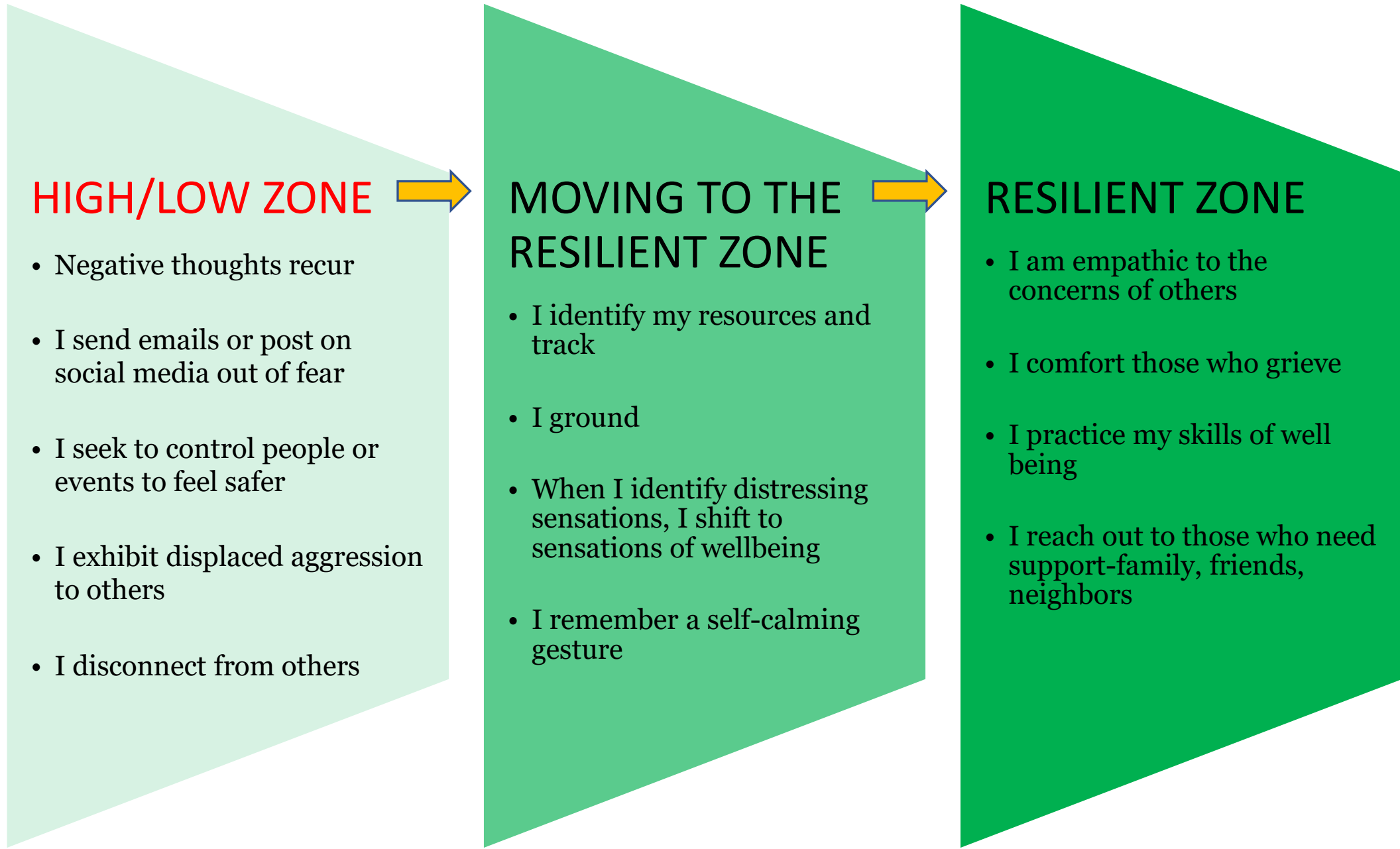
## When

- **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?



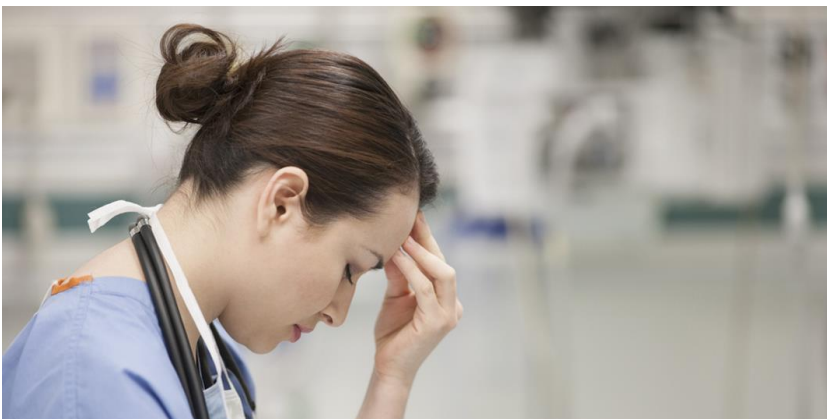


# *A Little CRM History and Evidence*

- ❑ 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)



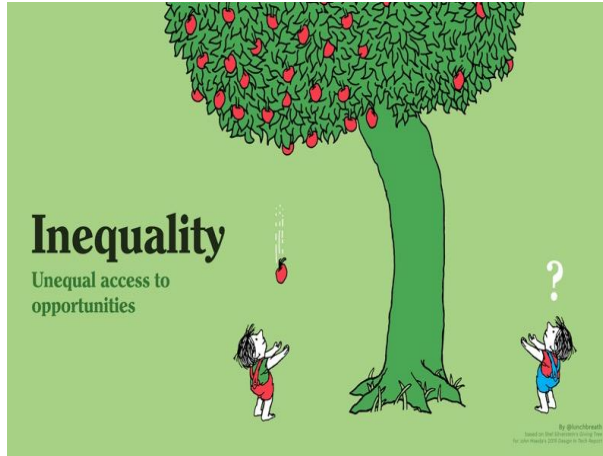


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# Skills in the Palms of your Hands



\*Created from idea by Nobuko Hattori, PhD and Certified CRM Teacher

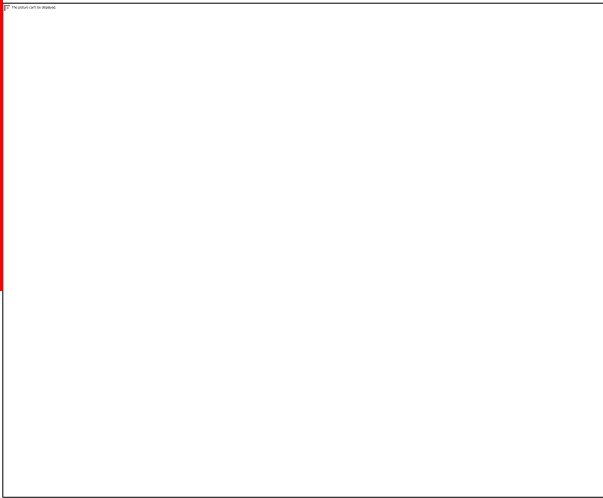


**Inequality** means not treating people equally as in status, rights, and opportunities. Leads to social disparities.

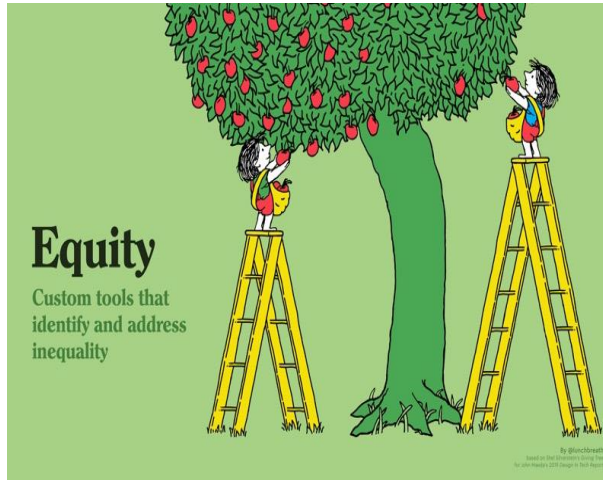
Does not consider individual needs of people

**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**

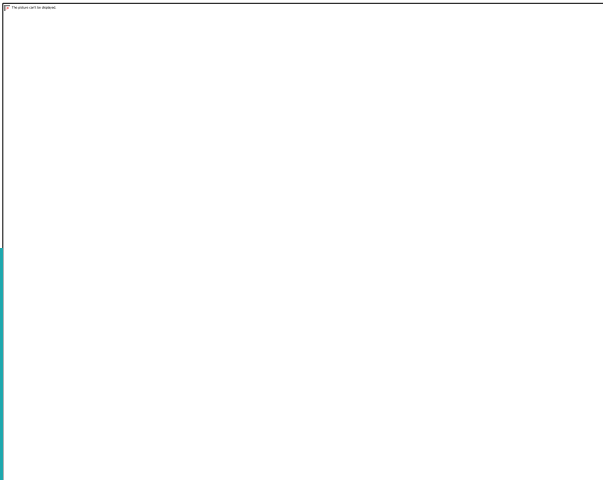


**Equity** means treating people with fairness and impartiality

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





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HELP NOW!



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iCHILL OVERVIEW

RESILIENT ZONE  
BEFORE

SKILLS

RESILIENT ZONE  
AFTER

RESILIENCY IMAGES



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



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	<b>Improved collaboration/teamwork</b>

[www.crmgeorgia.org](http://www.crmgeorgia.org)  
 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](http://www.traumaresourceinstitute.com)

CRM free app (Spanish, Ukrainian, and English) ichill or [www.ichillapp.com](http://www.ichillapp.com)

CRM information [www.crmgeorgia.com](http://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?*

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