



THE COMMUNITY RESILIENCY MODEL (CRM)[®]

Presentation Guide



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REMINDING US OF WHAT ALSO IS TRUE



What or who uplifts you?

What or who gives you strength?

What or who helps you get through hard times?

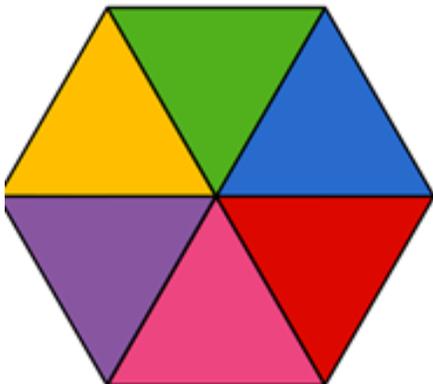


RESILIENCY PAUSE

Resiliency Pauses can help bring you back into a balanced state in mind and body.

During difficult times it is so important to remember what else is true.

So, for a moment we will pause to INVITE you to call to mind your answers to the resiliency questions.





What is your definition of resiliency?

What is your definition of community resiliency?



Perspective Shift

Conventional

- People are bad.
- People need to be punished.
- People just don't care.
- We need to stop making excuses for people.
- What is wrong with you?

Trauma-Informed

- People are suffering.
- People need an effective intervention.
- Many people care but lack understanding and skills.
- We need to learn how trauma impacts a child's and adult's development.
- What happened to you?

Resilience-Focused

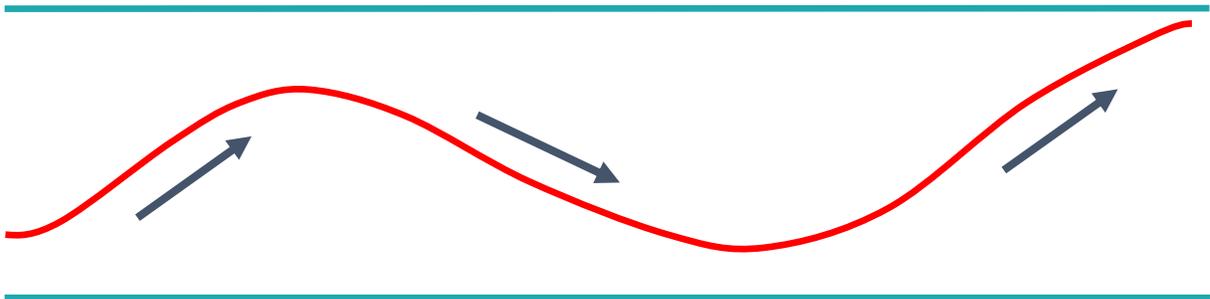
- People are resilient.
- People need our compassion as they learn new skills.
- Any person can learn self-regulation skills based on science
- We need to learn how skills of well-being can reduce suffering.
- What is right with you? What are your strengths?

Are you in your Resilient Zone (OK Zone)?

The Resilient Zone or the “OK” Zone is also called our zone of wellbeing. When we are in our Resilient Zone we can be “OK” sad or “OK” mad. We can manage our feelings and thoughts.

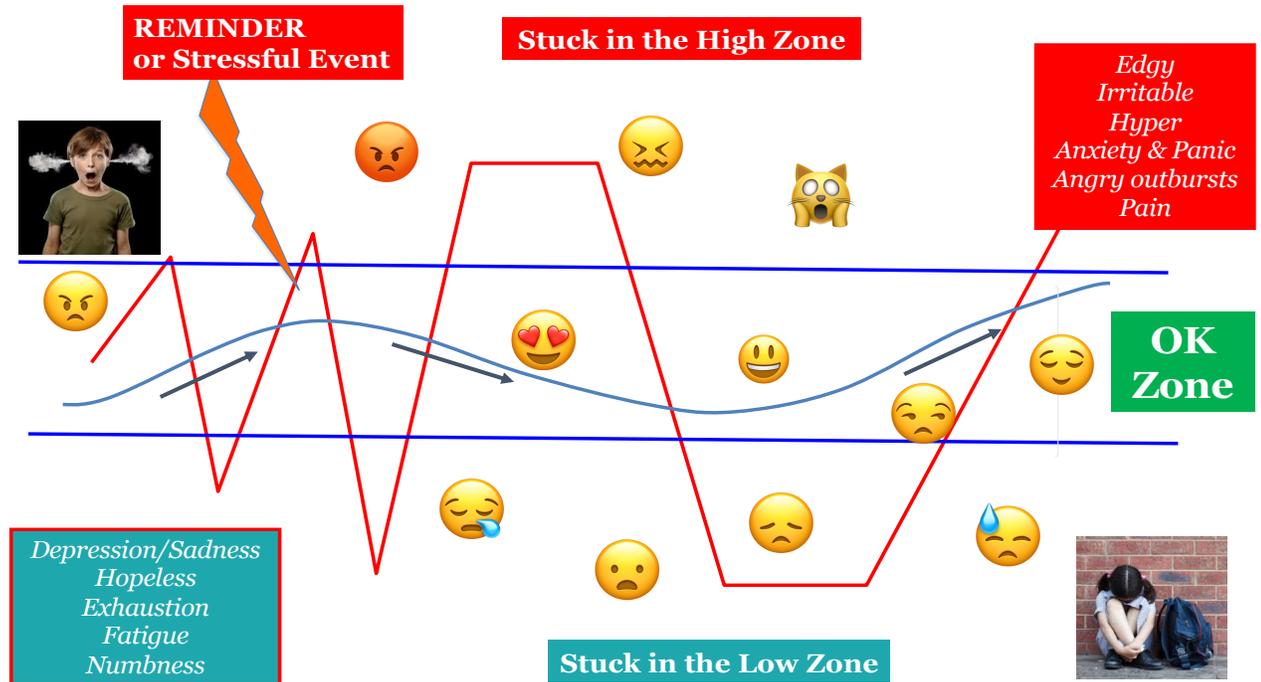
The most important part of being in “the zone” is that we can make the best decisions for ourselves and for our children. All children and adults have the capacity to develop a wider Resilient Zone.

When we widen our Resilient Zone, we can respond to our child’s behaviors that challenge us and be in a calmer state. We can also help our child learn to expand their ability to get back into their OK Zone.



In the Resilient Zone, we can be sad, mad, happy, calm, worried and distressed. We feel we can manage our variety of emotions. Emotions are not right or wrong, they just exist.

There are circumstances in life that can bump us out of our Resilient Zone. We then may be operating out of our survival brain and our responses can cause hurt and damage to others.



There are times when we can get bumped out of our Resilient Zone. We can get pushed into the High Zone or Low Zone. This is not uncommon. It can become a problem if we become stuck in the High Zone or Low Zone.

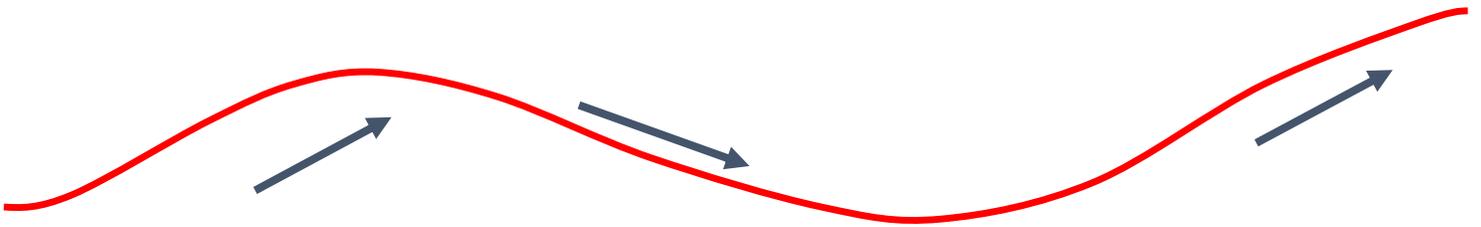


TRAUMA RESOURCE
INSTITUTE

Draw an emoji or image, indicating which zone you are in at this moment.

HIGH ZONE

RESILIENT ZONE – OK ZONE



LOW ZONE



What are the Common Reactions During or After a Stressful/Traumatic Experiences?

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 relational reactions?

Cognitive

What are the common cognitive reactions?

What are Possible Growth Reactions/ Responses During or After a Stressful/ Traumatic Experiences?

Emotional

What are the possible emotional reactions?

Physical

What are the possible physical reactions?

Spiritual

What are the possible spiritual reactions?

Behavioral

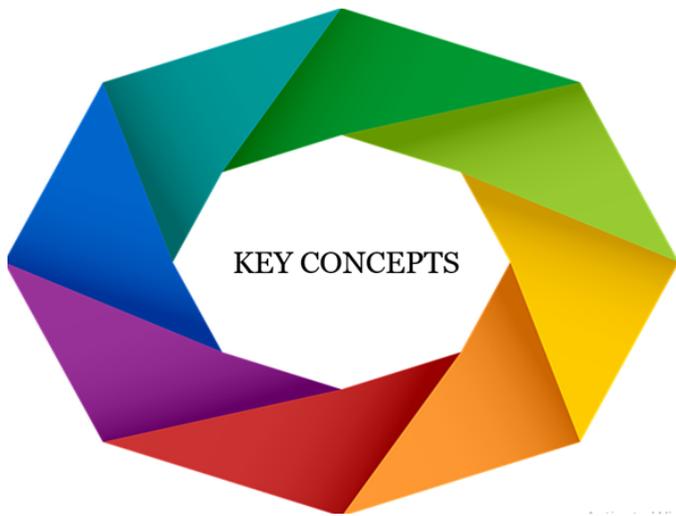
What are the possible behavioral reactions?

Relational

What are the possible relational reactions?

Cognitive

What are the common cognitive reactions?



“Neuroplasticity” - the lifelong capacity of the brain to change and rewire itself in response to the stimulation of learning and experience...Hope!

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 effect the mind, body and spirit.
- ❖ CRM helps individuals learn to read their nervous system to return to their zone of well being, called the Resilient Zone through the use of simple wellness skills

Help Now Resources



SKILL 1 - TRACKING

READING SENSATIONS

Reading your Nervous System means paying attention to the rhythms of your body. When you are in the High Zone, you may be distressed and experience a rapid heart rate, faster breathing and tight muscles. When you notice the distressing sensations, you can use the wellness skills to tap into sensations of wellbeing and your natural ability to rest, slowing the heart rate, and experiencing deeper breaths and more relaxed muscles.

Tracking the Autonomic Nervous System

*Sympathetic
Prepares for Action*

*Parasympathetic
Prepares for Rest*

*The SNS controls organs
during times of stress*

*The PNS controls the body
during rest*

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

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

*Digestion
Saliva*

*Digestion
Saliva*

LEARNING TO SPEAK SENSATION LANGUAGE

Here is a list of words to help you learn to describe what you are noticing on the inside using sensation words.

Learning Sensation Words

VIBRATION	SIZE/POSITION	TEMPERATURE	PAIN	MUSCLES
SHAKING TWITCHING TREMBLING FAST/SLOW	SMALL MEDIUM LARGE UP/DOWN CENTER	COLD HOT WARM NEUTRAL	INTENSE MEDIUM MILD THROBBING STABBING	TIGHT LOOSE CALM RIGID
BREATHING	HEART	TASTE	DENSITY	WEIGHT
RAPID DEEP SHALLOW LIGHT	FAST SLOW RHYTHMIC FLUTTERS JITTERY	SPICY SWEET SOUR JUICY BLAND	ROUGH SMOOTH THICK THIN	HEAVY LIGHT FIRM GENTLE



Asking the following questions helps us learn about sensations.

“What are you noticing on the inside?”



SKILL 2 - RESOURCING

Developing Resources

- A resource can be anything that helps a person feel better.
- It can be a positive memory, a person, place, animal, spiritual guide, faith, or anything that provides comfort.
 - What or who uplifts you?
 - What or who gives your courage and strength?
 - What or who helps you get through hard times?

Write down three resources.

1.

2.

3.

Circle one resource.

Write down 3 or more details about your resource that you circled.

1.

2.

3.

Now read to yourself the resource and the three details you have written down about your resource.

Notice what is happening inside as you think about the resource and notice the sensations that are pleasant to you or neutral. **Notice** what is happening to your breath...heart rate...muscle tension. Stay with that for a few moments.

Write down the sensations that you notice on the inside that are neutral or pleasant.

IDENTIFYING RESOURCE DYAD PRACTICE

Practice 1

1. The person with the shortest hair goes first, called person “A”.
2. Person “A” will ask Person “B”, the person with the longer hair, about the resource they identified in the exercise.
3. Person “A” will ask at least three questions to intensify the details of the resource identified by Person “B”.
4. Person “A” will ask the question, “What do you notice on the inside?” and then “Is the sensation pleasant, unpleasant or neutral?”
5. Person “A” will invite Person “B” to continue to notice the pleasant sensations.

Practice 2

1. The person with the longer hair goes next, called person “B”.
2. Person “B” will ask Person “A”, about the resource they identified in the exercise.
3. Person “B” will ask at least three questions to intensify the details of the resource identified by Person “A”.
4. Person “B” will ask the question, “What do you notice on the inside?” and then “Is the sensation pleasant, unpleasant or neutral?”
5. Person “B” will invite Person “A” to continue to notice the pleasant sensations.



DEVELOPING RESOURCES WITH CHILDREN

Helpful questions to explore the meaningful resources of children, include:

- What is your favorite sport or game?
- Who are your closest friends?
- What is your favorite animal or stuffed animal?
- Where is your favorite place?

Resource Recipe for Children:

1. Gather paper and crayons, markers and colored pencils for the exercise.
2. Invite your child to use a drawing instrument of their choice to draw a picture or a symbol of their resource.
3. Remind your child to include all the things that come to their mind when they think about their resource like the smells, sounds and images.
4. It is fine to also write words in your picture.



SKILL 3 - GROUNDING

Grounding

Grounding is the direct contact of the body with a surface or with something that provides support to the body.

You can ground by sitting in a chair, standing against a wall, walking and paying attention to how your feet make contact to the ground, lying down on the floor or on a bed. Some individuals ground by floating in the water or ground through a part of their body like their hand.

When you are grounded, you are aware of your body the present moment. You are not worried about the past or the future.

Grounding Exercise:

- Find a comfortable position, sitting, lying down or standing, take your time. Open or close your eyes, whichever you prefer. Notice how your body is making contact with a surface.
- If sitting, bring attention to your seat making contact with the sofa, chair, etc....now notice your legs...and then your feet making contact with a solid surface.
- Notice the sensations that are more pleasant to you or neutral within your body...take your time...notice your breathing...heart rate...muscle relaxation.
- If you become aware of uncomfortable sensations, bring your attention to places that feel neutral or more comfortable.
- As you bring your attention to neutral or comfortable sensations, notice any change.
- Spend some moments noticing sensations that are pleasant and/or neutral.
- As we get ready to end, slowly scan your body and bring your attention to all sensations that are pleasant or neutral.

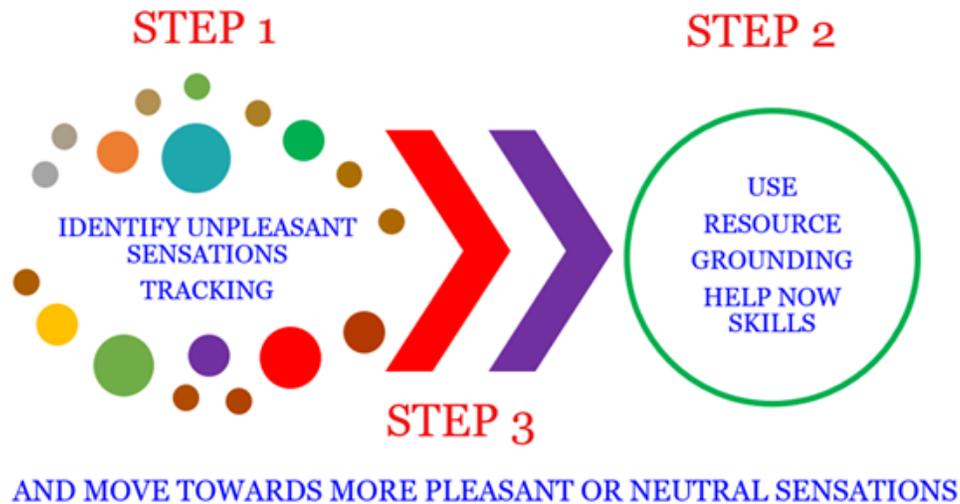
Grounding Like A Tree

- Stand like your favorite tree, imagine the trunk of your tree. Stand in the way you would like to stand paying attention to the trunk of your body. Notice the sensations.
- Bring your attention to your feet and imagine the roots growing into the earth. Pay attention to how the roots are going into the earth. Notice the sensations.
- Imagine the branches of your tree as you move your arms. Move the branches of your tree.
- Notice the sensations.
- Imagine what the tree would feel like on the inside when you imagine yourself being your favorite tree. Notice the sensations.
- Bring attention to your whole body and move in any way you would like, being aware of what happens on the inside. Notice the sensations.
- Pay attention to the sensations that are pleasant or neutral and notice what happens next.

If at any time the exercise is uncomfortable, you are invited to stop.

Children can ground while playing with playdough, sand play, listening to music or when moving. This can bring them to present moment awareness.

SELF-CARE STRATEGY



Self-Care Plan

What are you already doing in your life to widen your Resilient Zone?

If you found the skills helpful, how could you weave the skills into your daily routine? Which skills would be the most helpful?

What specifically do you need to do differently to embark on a better self-care plan if you think yours needs improvement?

Write a statement of encouragement to yourself that could strengthen your resolve to improve your self-care plan and stay with it.



Interested More Training

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TRAININGS

- 4 hr. [CRM Model](#)
- 6 hr. [RFTI Certification](#)
- 6 hr. [TBRI Youth Worker](#)