



# THE COMMUNITY RESILIENCY MODEL

## ACTIVITY BOOKLET



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## REMINDING US OF WHAT ALSO IS TRUE



**What or who uplifts you?**

**What or who gives you strength?**

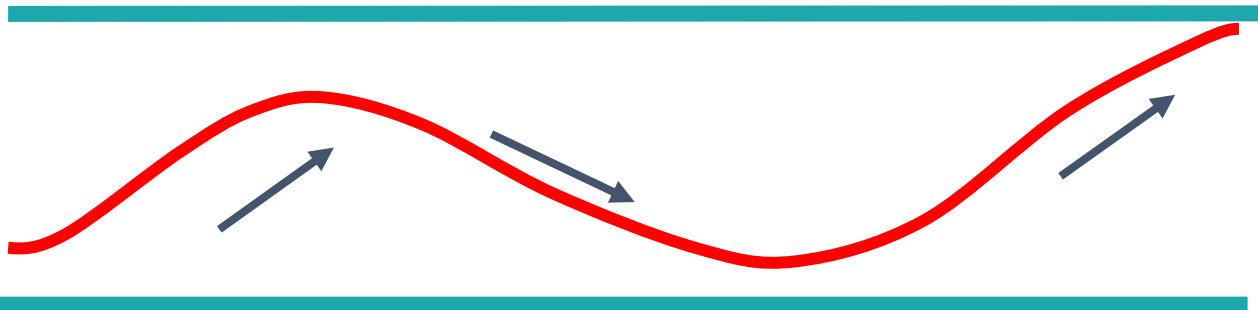
**What or who helps you get through hard times?**

## **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.

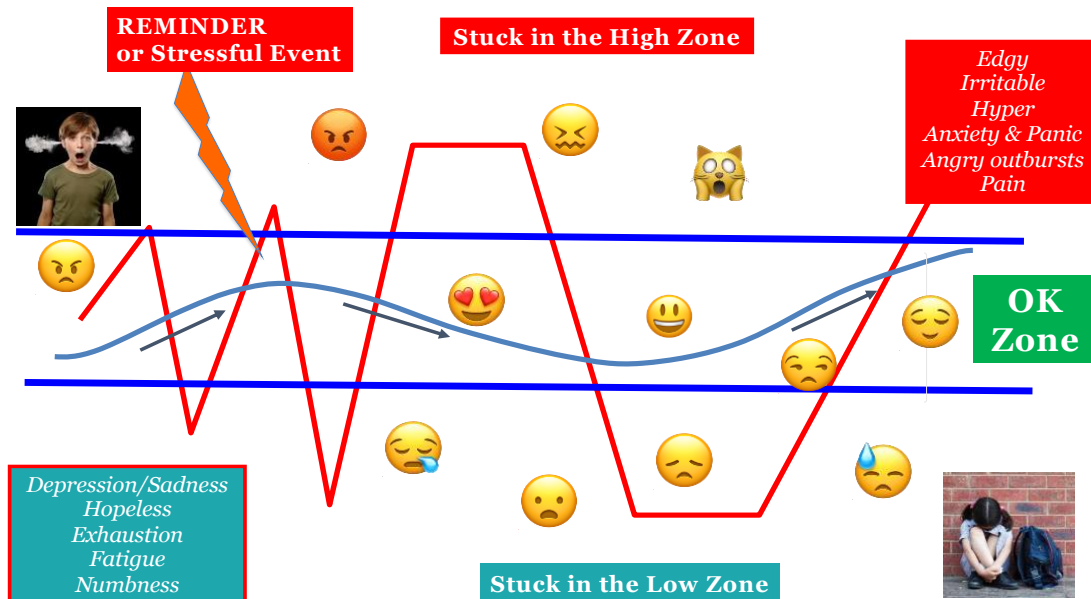
The most important part of being in “the zone” is that we can make the best decisions for ourselves and for our children. All children and adults have the capacity to develop a wider Resilient Zone.

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.



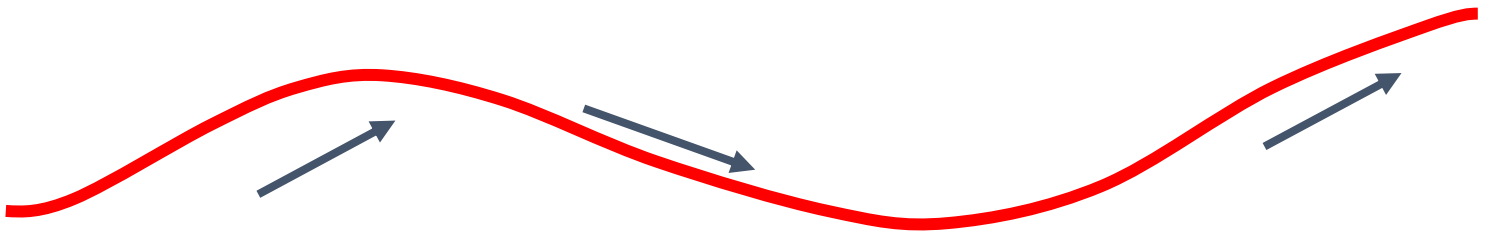
There are times when we can get bumped out of our Resilient Zone. We can get pushed into the High Zone or Low Zone. This is not uncommon. It can become a problem if we become stuck in the High Zone or Low Zone.

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

## HIGH ZONE

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RESILIENT ZONE – OK ZONE



LOW ZONE



## HELP NOW! TO RESET NOW! STRATEGIES

- Would it be helpful to go for a walk together?
- Sometimes it helps to get the energy of anxiousness out by pushing against the wall with our hands or pushing our back against the wall. Do you want to do it with me?
- Can I get you a drink of water?
- Sometimes it can help to look around the room, and see what catches your attention? Is there a color you like for example?
- When I am not feeling like my best self, I have found it helpful to remember a time in my life that was better than this moment.
- If I am really anxious, sometimes it helps me to count down from 20, would you like to try it with me?
- I found this app called iChill and I listen to it when I am down or too anxious. You might want to think about using it when you are stressed or down.

Write down your top three favorite Help Now Strategies:

1.

2.

3.

In what situation could you use Help Now Strategies for yourself and for others?



## **HELP NOW! BINGO INSTRUCTIONS**

**Help Now! Bingo** is one way to develop the Help Now! There are ten original Help Now strategies. As you can see with Help Now! Bingo, you can add additional strategies that can be helpful too. Help Now! Bingo is one example.

### **A. Set up stations:**








You and your children can make stations for each of the BINGO activities. This can be a collaboration with your child and can be fun. You can be as creative as you want and even add to some of the activities.

### **B. Playing Help Now! Bingo:**

1. Give a Help Now! Bingo card to each person in the household who wants to play.
2. Each adult and child engage in the activity at each station.
3. The first to accomplish a BINGO column, wins.
4. Depending on the amount of time you have, you can do two rounds of the activity, a black-out BINGO or just one round.

*GO TO PAGE 11 TO SEE THE BINGO CARD THAT CAN BE PRINTED. YOU CAN ALSO MAKE YOUR OWN BINGO CARD WITH YOUR CHILD.*

# Help Now! Bingo

<p>Name 6 colors you see in the room.</p>	<p><b>Partner Activity –</b> Describe your favorite place or how to make your favorite meal in as much detail as possible.</p>	<p>Stretch your body.</p> 	<p>Notice the sounds in the room or outside.</p>	<p><b>Grounding Station 5 - Look</b></p> 
<p>Name a different animal for the first 10 letters of the alphabet.</p> 	<p>Say a positive statement or compliment yourself.</p>	<p><b>Grounding Station 1 – Drink</b></p>	<p><b>Partner Activity –</b> Tell your partner about a song, poem, or quote that you find inspiring, soothing, or peaceful.</p>	<p>Walk around the room, counting backwards slowly from 20.</p>
<p><b>Grounding Station 4 – Push</b></p>	<p>Wash your hands in cool or warm water.</p> 	<p><b>FREE SPACE!</b></p> 	<p>Take 4 deep breaths. Notice the sensations as you <b>slowly</b> breathe in and out.</p>	<p><b>Grounding Station 6 – Interact</b></p>
<p>Jump up and down 4 times.</p>	<p>Put some lotion on your hands.</p>	<p><b>Partner Activity –</b> Tell your favorite (APPROPRIATE) joke.</p>	<p><b>Grounding Station 3 – Smell</b></p> 	<p>Notice the temperature in the room.</p>
<p><b>Partner Activity -</b> Play the Categories Game and name at least 10 items.</p>	<p><b>Grounding Station 2 – Touch</b></p> 	<p>Name 4 objects in the room that start with the letter “C”.</p>	<p>Walk around the room and notice your feet making contact with the floor as you walk.</p>	<p>Dance or sing!</p>

**\* Check the back for suggestions of positive things to say to yourself and categories for the Categories Game.**



# SENSATION EXERCISE

## OPTION 1 SENSORY WALK IN YOUR SPACE.

1. Find a fabric or surface to touch. As you touch the fabric or surface, is it soft, hard, squishy or something else?
2. Find something to smell (fruit, lotion, flower). As you smell, is it fragrant or not?
3. What is the temperature of the room you are sitting in? Is it warm, cool, cold, hot, neutral?

## OPTION 2 HAND RUBBING

1. Holding your hands together, with palms facing each other. Rub your hands together quickly.
  - a. What do you notice?
  - b. What is the temperature of your hands?
2. Now, stop rubbing your hands, what do you notice now?
  - a. Are your hands still warm?
  - b. Are they cooling down?
  - c. Are they tingling?
  - d. What else do you notice?

## OPTION 3: Making Sensation Bags or Boxes with your Children

1. Make a sensation bag or box with your child.
2. Your child can decorate the outside of their box or bag.
3. Walk around your space and find items to put in the bag or box.
  - a. Penny
  - b. Paperclip
  - c. Cotton ball or piece of cloth
  - d. Piece of candy
  - e. Rock
  - f. Other items
4. Take turns with your child reaching into the box or bag and describe the item using sensation words.

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*

*The SNS controls organs  
during times of stress*

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

*Digestion  
Saliva*

*Parasympathetic  
Prepares for Rest*

*The PNS controls the body  
during rest*

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

*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?”**

## DEVELOPING RESOURCES

- A resource can be anything that helps a person feel better.
- It can be something the person likes about him/herself, 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.**

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**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 pleasant.



## **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.

## 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.

- 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 thigh....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 WITH YOUR CHILDREN

- 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.

## CONVERSATIONAL RESOURCING DURING AND AFTER A CRISIS

During or after a stressful or traumatic event, some people will want to speak about what happened and some will not. We guide the storyteller in a different way in order to avoid being bumped out of the Resilient Zone.

These questions can be integrated as “resiliency pauses” as the person is relating their experience or can be gently asked in a conversational way.

Introduction: you can tell me as little or as much as you want about what is happening or what has happened. If you want to tell me about what is happening, can I ask you a few questions as you begin?

### **During a Crisis:**

- Who or what is helping you the most now?
- What gives you the strength to get through this now?
- When you have experienced other difficult times in your life, what or who helped you get through?

### **After a Crisis:**

- Who helped you the most in the beginning?
- Can you remember the moment that helped arrived?
- Can you remember the moment that you knew you were going to survive?
- Who else made it through?

As the person brings attention to the present moment, they can access the Resilient Zone more readily.

After a resource question is interwoven into the interchange, you can ask the person, if they would like to continue with the story or not.



## CONVERSATIONAL RESOURCING DURING AND AFTER A LOSS

There have been many losses caused by the Pandemic. In addition, life has happened to all of us. Many of us have experienced losses before the pandemic. People have lost their jobs, their social networks and some have experienced the illness and death of a loved one. Being separated from our loved ones can be especially difficult during this time.

### **Death of a Loved One**

Be present with the grief. If there are tears, notice the tears and give a kind invitation to talk about their loved one. If they seem in shock, you can ask if they would like a blanket or something to drink, which could start to wake up the nervous system.

In a respectful way you can begin to develop a resource that is related to the loss:

- Can you tell me some of your meaningful memories?
- What did you like to do together?
- What kind of words of encouragement would they say to you during difficult times?
- If they would have known they were going to die and you survived, do you have any idea what they would have said to you?

If they witnessed death, there may be complicated feelings of wanting to save them but being helpless. They may have gone into a survival response and feel shame. Explain to them what we call “neuroscience nuggets” – these responses are automatic and happen without thinking; this is part of the survival brain. Reinforce there is no blame as this can reduce shame.

### **Losses Connected to the Pandemic**

There is a wide variety of possible reactions. It is important not to minimize a person’s perception of loss. A conversational resource can include:

- When you have experienced other difficult times in your life, what or who helped you get through?
- Is there anyone who stands out who provides support for you right now or not?
- What else is true right now? What has not changed since the pandemic?



- Are there even small things helping you get through right now?



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**CREATE YOUR OWN CONVERSATIONAL RESOURCING  
QUESTIONS:**

## GESTURING

A gesture is a movement of the body or the arms or legs that expresses a feeling or helps you to communicate an idea.

Most of the time these gestures happen automatically, and we don't think about them very much, but if you start paying attention to gestures that are self-soothing, your gestures can help you to calm and stay within your Resilient Zone.

1. Take a few seconds to think about a self-soothing gesture. On the count of three 1...2...3 you are invited to, with intention, to make your self-soothing gesture. Notice what happens on the inside.
2. Take a few seconds to think about a movement or gesture of confidence. On the count of three 1...2...3...you are invited to, with intention, to make your movement or gesture of confidence. Notice what happens on the inside.
3. Take a few seconds to think about a movement or gesture of joy. On the count of three 1...2...3...you are invited to, with intention, to make your movement or gesture of joy. You are free to make a vocalization too. Notice what happens on the inside.

Write down your self-soothing gesture.

Are there movements or gestures you can make that could help you move back into your Resilient Zone?



## SHIFT AND STAY

Think about a situation from your own life experience that is mildly upsetting but routine in your life. What happens inside?

If distressing sensations are experienced:

1. bring your attention to a place in the body that feels better or neutral
2. think of one of your resources and notice the sensations
3. Ground
4. do a self-soothing gesture
5. try a Help Now! Strategy

Track neutral or pleasant sensations and notice the change.



## 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.



# COMMUNITY PLANNING

How could you use CRM Skills in your community?

What steps would you need to take first to begin to use CRM Skills in your community?

What strengths does your community have that would support bringing CRM Skills to more people?

What challenges would you expect?

When can you start and with whom?

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## RESOURCES

### National Lifeline Suicide Prevention 1-800-273-8255

- The **Trauma Resource Institute Facebook** page. We post our ongoing efforts to bring healing to the world. <https://www.facebook.com/traumaresourceinstitute>
- The **Trauma Resource Institute** website where you can find information for additional trainings given by TRI. [www.traumaresourceinstitute.com](http://www.traumaresourceinstitute.com)
- **Transformational Resiliency Coalition-The Trauma Resource Institute** is a founding member of this organization that is dedicated to bring awareness to the toll on humanity of climate change. The ITRC's mission is to promote and support comprehensive preventative initiatives in North America and internationally. <http://www.theresourceinnovationgroup.org/intl-tr-coalition>
- **ACES CONNECTION** supports communities to accelerate the use of ACEs science...to solve our most intractable problems. ACES CONNECTION is a human and digital catalyst that unites the people, organizations, systems and communities in the worldwide ACEs movement. They are an information exchange and resource. They support hundreds of local, state and national ACEs initiatives. <https://www.acesconnectioninfo.com>
- The **Social, Emotional, and Ethical (SEE) Learning** is an innovative K-12 education program developed by Emory University. SEE Learning™ provides educators with the tools they need to foster the development of emotional, social, and ethical intelligence for students and themselves. TRM wellness skills are Chapter 2 of this free curriculum, available online. Elaine Miller-Karas is a Senior Consultant to this program, inspired by His Holiness the Dalai Lama. [www.seelearning.emory.edu](http://www.seelearning.emory.edu)
- **The Taylor and Francis and United Nations** curated library. The *Building Resilience to Trauma, the Trauma and Community Resiliency Model* (2015) written by Elaine Miller-Karas has been chosen to be included in the world's largest specialist library to support the United Nations' Sustainable Development Goals initiative. <https://www.taylorfrancis.com/sdgo>
- **Greater Good in Education, Science Based Practices for Kinder, Happier Schools** has valuable tools for educators, parents and children including short videos teaching wellness skills. Elaine Miller-Karas has been an advisor to this project. <https://ggia.berkeley.edu/>