

Welcome to Hidden Sparks Without Walls. We will be starting at 8:30pm.

To alleviate background noise and ensure a quiet session, your audio connection has been muted.

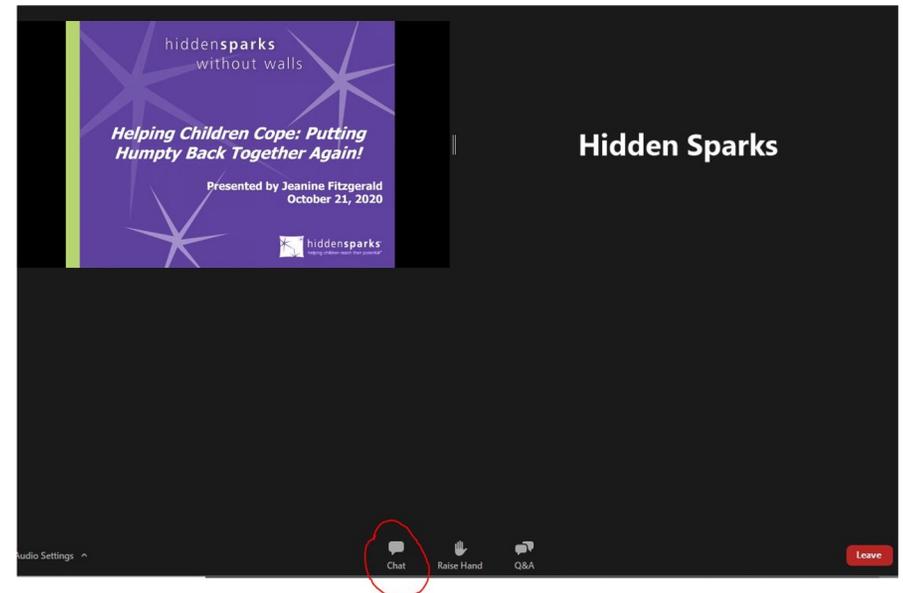
Chat: Asking Questions & Sharing Thoughts

You are encouraged to ask questions and share your thoughts on the chat.

Please activate the chat feature on the bottom of the screen. You may choose to chat to panelists and all attendees or just panelists.

Audio:

If you would like to call in via phone for audio, please look up the call in number, webinar id, and passcode information on your webinar invite.



ABOUT HIDDEN SPARKS

Hidden Sparks helps educators and Jewish day schools nurture the Hidden Spark within each student, facilitating professional development to increase understanding and support for the broad range of learners in the classroom.

Offerings include:

- award-winning **Learning Lenses** course on understanding learning and behavior
- 1:1 **coaching** for teachers
- **Internal** and **Peer Coach mentoring** within schools
- workshop on **Differentiating Instruction**
- **Hidden Sparks Without Walls** webinar series
- **Parent Learning Center (PLC)**
- new in Summer 2025: **Parent Learning Series**

hiddensparks
without walls

***Cultivating Resilience—Tools for
Regulation and Renewal for Educators***

**Presented by Inez Tiger
Wednesday, November 19, 2025**



hiddensparks®
helping children reach their potential™

Our Guest: Inez Tiger



Inez Tiger, LMFT, brings over 30 years of experience as an educator, school leader, and mental health professional. She has served as an elementary and middle school teacher, counselor, principal, and most recently as Director of Wellness at The Pressman Academy. Inez is a senior faculty trainer of the Community Resiliency Model® (CRM), a practitioner of the Trauma Resiliency Model® (TRM), and a longtime facilitator and trainer in the practice of Council. Specializing in self-regulation, somatic trauma healing, and the power of storytelling, Inez recently transitioned from her role as a school-based educator to focus more deeply on healing and wellness. A collector of stories, she finds meaning in listening to the resilience of students, parents, and teachers as they navigate their school journeys.

Originally from South Africa, Inez lives in Los Angeles with her husband, while her two adult children have launched into the world. She finds joy in art-making, meaningful collaboration, and long walks with their dog, Chase. One of her guiding mottos comes from Maya Angelou: *“People will forget what you said, people will forget what you did, but people will never forget how you made them feel.”*

Overview of the Session

This webinar offers educators practical, science-based tools from the **Community Resiliency Model (CRM)** of the **Trauma Resource Institute (TRI)** to support self-regulation, balance, and renewal. Participants will learn simple body-based strategies to recognize and shift stress responses, restore emotional steadiness, and strengthen resilience. Through these techniques, educators can cultivate greater well-being for themselves and bring calm, connection, and compassion into their classrooms and school communities.

Cultivating Resilience - Tools for Regulation and Renewal for Educators

www.traumaresourceinstitute.com

***Presented by:
Inez Tiger, LMFT***

www.traumaresourceinstitute.com

***Developed by Elaine Miller-Karas,
LCSW***



GOALS

SELF-CARE

To learn the basic 3 wellness skills.

To use the skills during your tasks of daily living at home, at work, and at play.

CRM GUIDE

To become a CRM Guide.

A CRM Guide is a person who learns the six wellness skills and shares them with others.

THE MIND AND BODY CAN HEAL

To learn basic concepts about neuroscience to help understand mind and body reactions to traumatic experiences.



What or who uplifts you?
What or who gives you strength?
What or who gets you through hard times?



What do you notice in your body
when you think about one of
your answers

The Wellness Skills of the Community Resiliency Model

The six wellness skills can be shared:



during and after a disaster



across cultures

across the lifespan
with different abilities



for community healing



with diverse people

PERSPECTIVE SHIFT

Assumption →

Awareness →

Action →

Reflection

CONVENTIONAL

People are bad.

People need to be punished.

What is wrong with you?

TRAUMA-INFORMED

People are suffering.

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

What happened to you?

RESILIENCY-INFORMED

People are resilient.

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

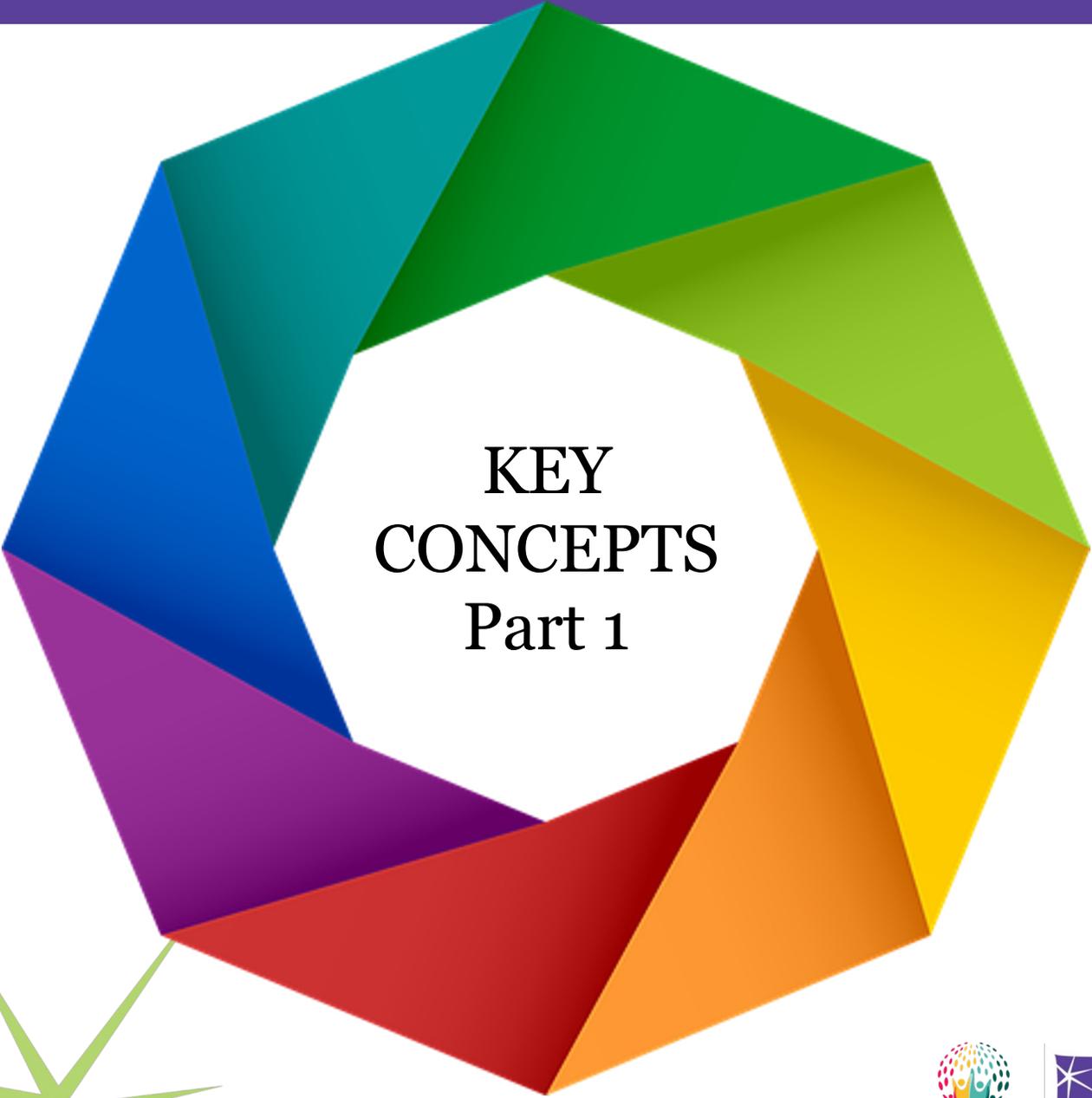
*What is right about you?
What are your strengths?*

TRAUMA RESILIENCY-INFORMED

People can change and grow.

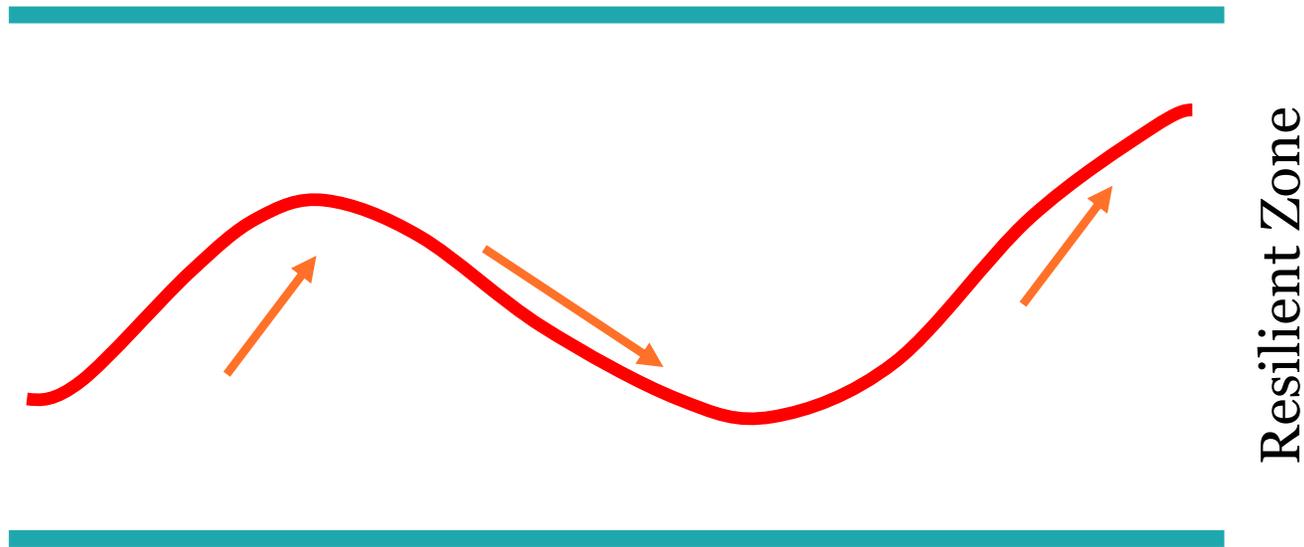
People can learn to read their own nervous systems to build resiliency in themselves and others

People can learn that empathic listening to another's trauma leads to a balanced nervous system.

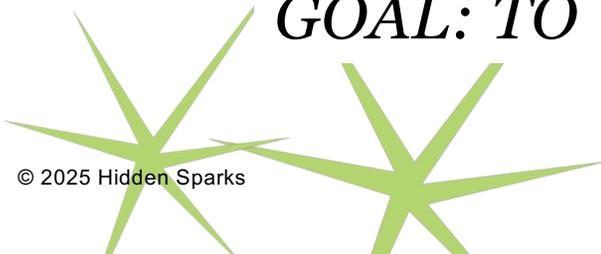


KEY
CONCEPTS
Part 1

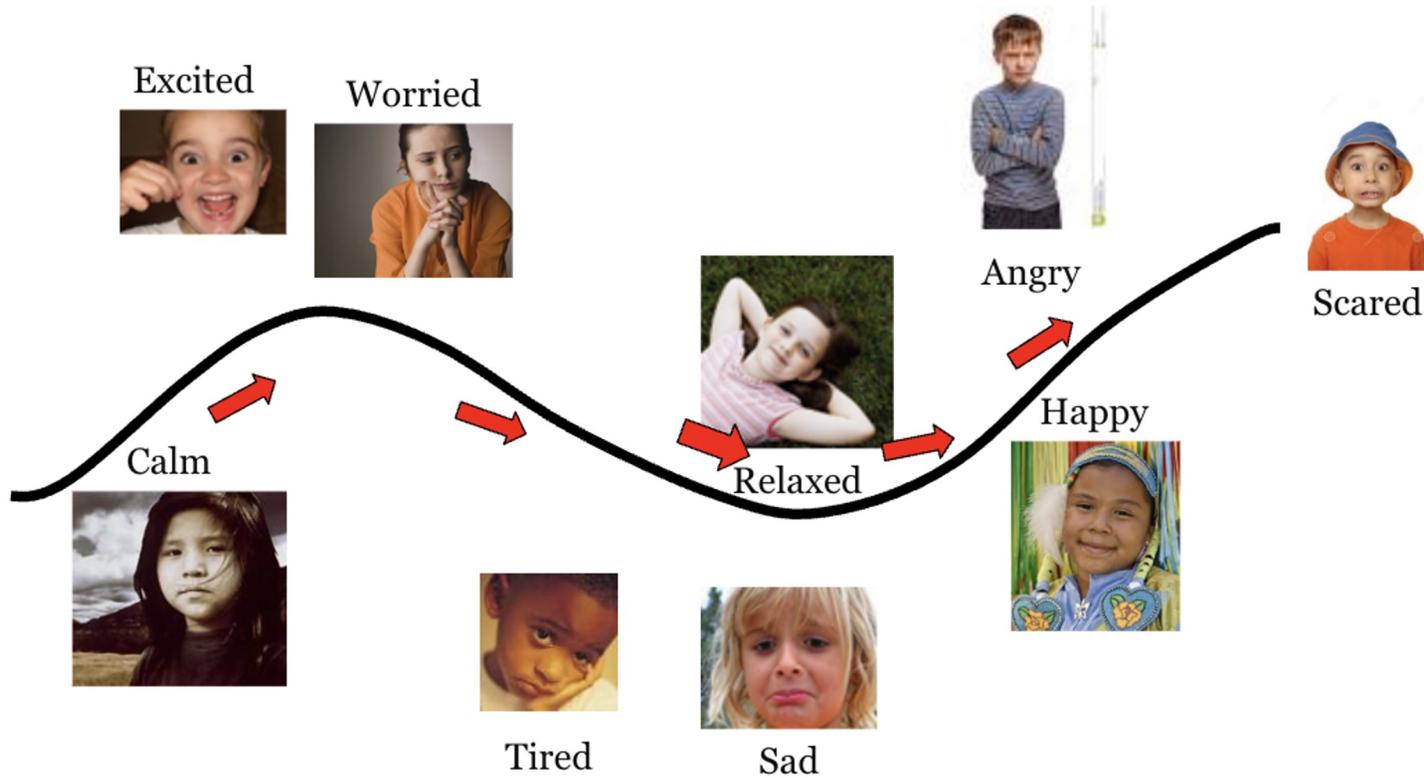
The Resilient Zone - “OK” Zone



GOAL: TO WIDEN YOUR RESILIENT ZONE



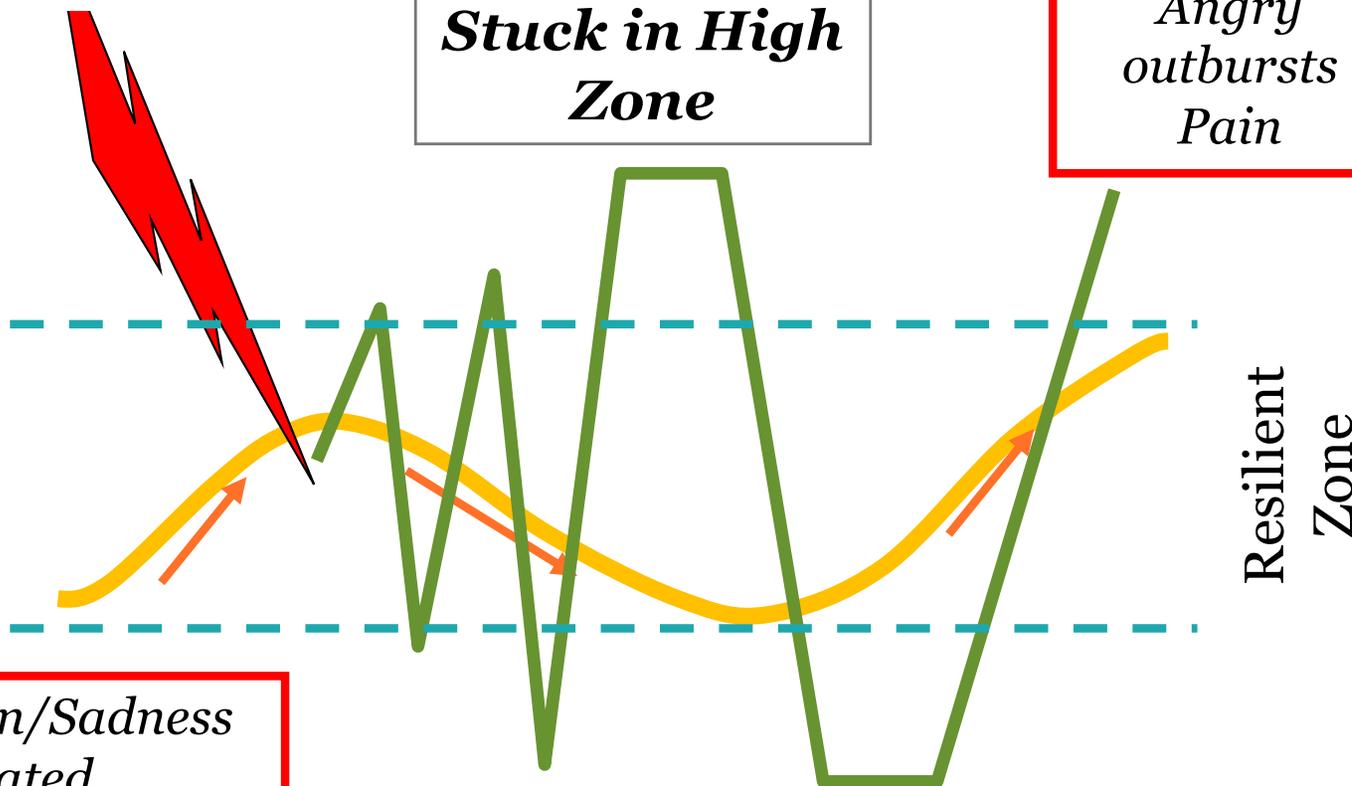
Things happen in life and our thoughts, feelings and reactions move around in the OK ZONE



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

*Edgy
Irritable
Mania
Anxiety &
Panic
Angry
outbursts
Pain*

**Stuck in High
Zone**

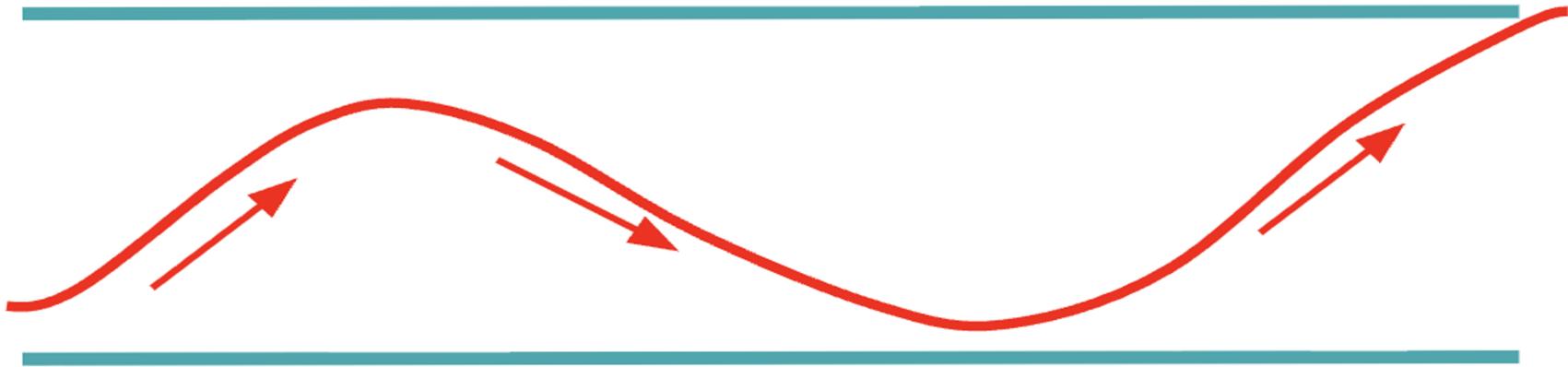


*Depression/Sadness
Isolated
Exhaustion/Fatigue
Numbness*

**Stuck in Low
Zone**

Graphic adapted from an original graphic of Peter Levine/Heller, original slide design by Genie Everett/Adapted by Elaine Miller-Karas

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





- 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.
- The neuron "**mirrors**" the behavior of the other, as though the observer were itself acting.
- For example, if you see someone smile, your mirror neurons for smiling activate, which helps you understand and even feel what the other person is experiencing.

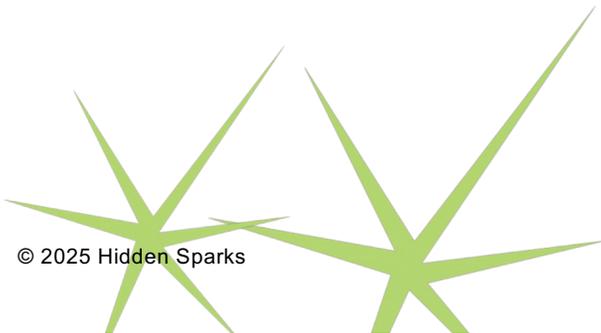


A person in their OKAY Zone can create a positive feedback loop where their well-being influences others, helping them achieve a state of balance.

This interconnectedness, facilitated by mirror neurons, can lead to healthier and more supportive relationships.

CRM Activity

What Zone are you in?





THE BASIC
THREE
SKILLS
AND
HELP NOW!

Caregivers of Children

- **Apply your resiliency mask first!**
- Are you in your Resilient Zone?
- Try a wellness skill to help you be in your Resilient Zone to then help a child.
- If you notice a child being bumped out of their Resilient Zone, pause and help them with skills that cultivate well-being.



SIX Skills are in the Palms of your Hands



SIX Skills are in the Palms of your Hands



FREE iChill App

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

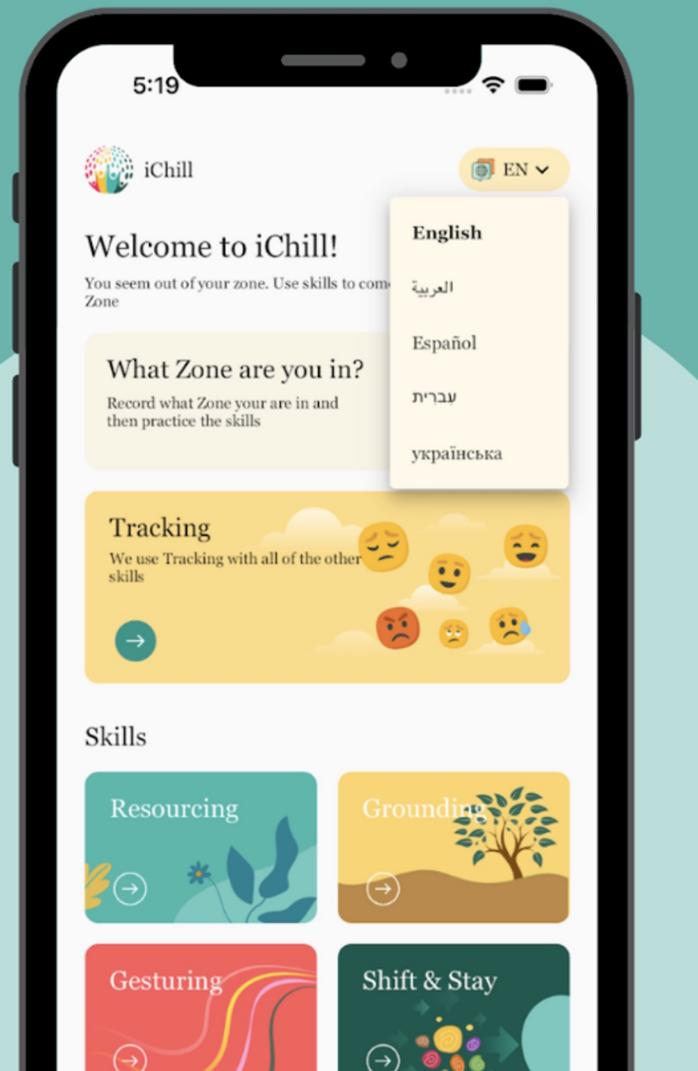


iChill is our FREE wellness app.

ENGLISH . ARABIC . SPANISH
HEBREW . UKRAINIAN



Use the iChill app on your phone or use iChill online at iChillapp.com



The Basic Three





**SKILL 1:
TRACKING
(READING
SENSATIONS)**



How We Can Feel Better

Doorways That Help Us Grow Well-Being



Thinking



Sensing



Feeling

Tracking is noticing or paying attention to what is happening inside your body at the present moment.

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?

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*

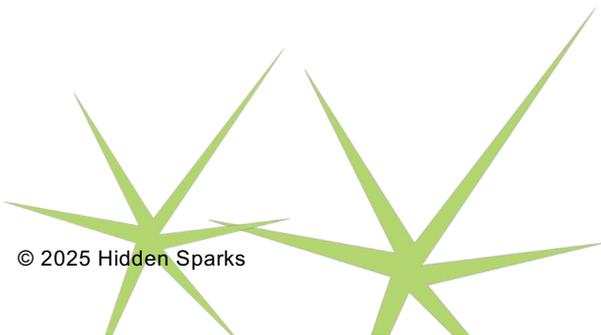
**Parasympathetic
Prepares for Rest**

*The PNS controls the body
during rest*

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

*Digestion
Saliva*

*What we pay
attention to
grows*



Anger

Fear

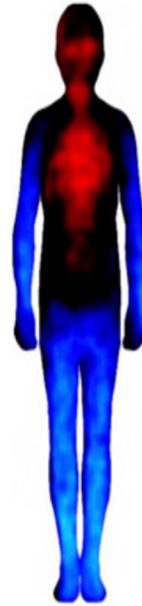
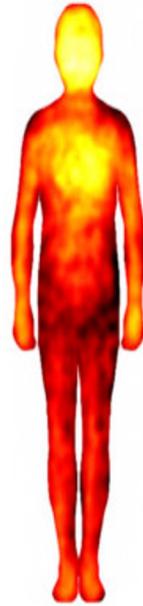
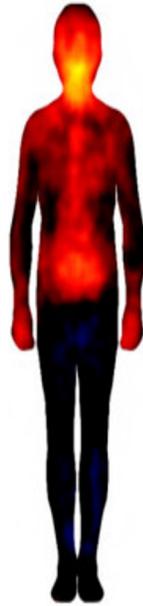
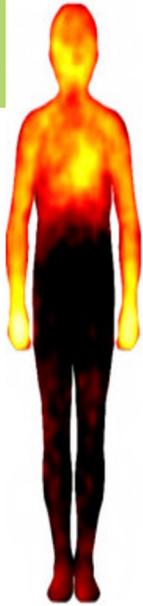
Disgust

Happiness

Sadness

Surprise

Neutral



Anxiety

Love

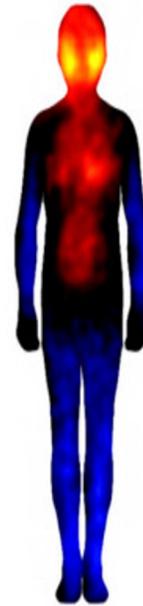
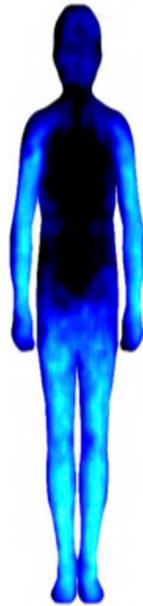
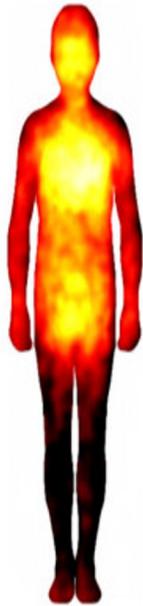
Depression

Contempt

Pride

Shame

Envy



A sensation is a *physical experience* in the body.

Sensation originates in billions of receptors distributed in every part of the body.

Life experiences, including our thoughts and feelings, have a corresponding sensation within the body.



LAURI NUMMENMAA/AALTO UNIVERSITY

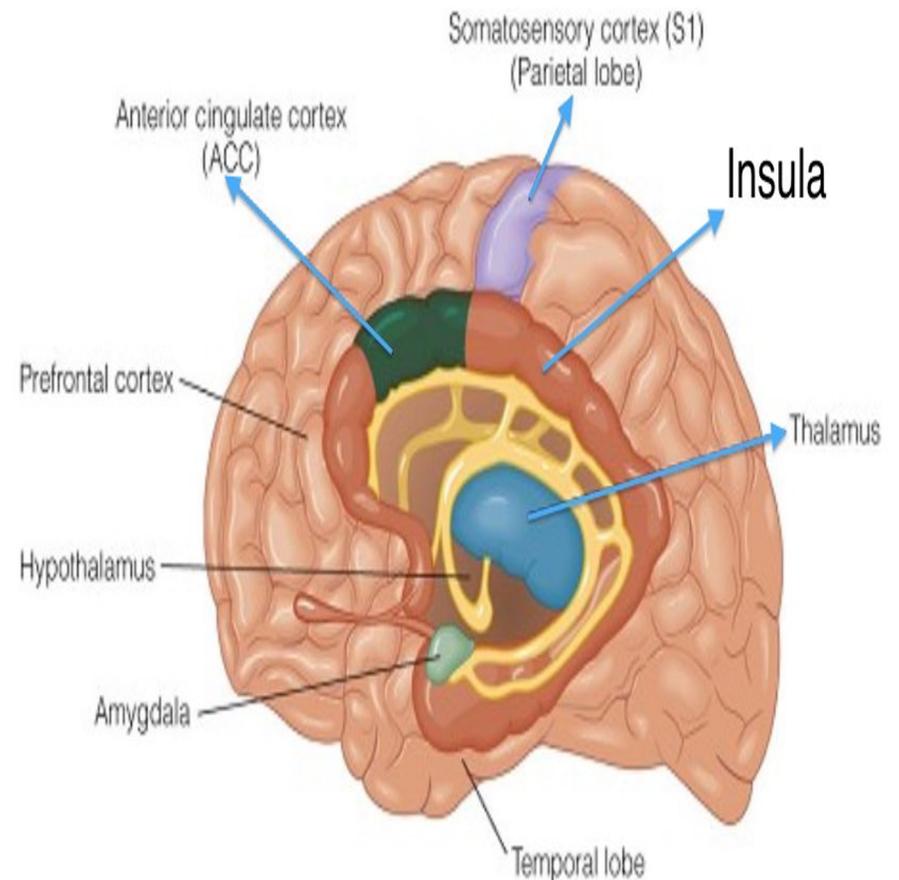
© 2025 Hidden Sparks
Yellow shows regions of increased sensation while blue areas represent decreased feeling in these composite images. Image created by Lauri Nummenmaa, Enrico Gleran, Riitta Hari, and Jari Hietanen.



Interoception & the Insula

*Our ability to observe body sensations
in response to how we think, feel and move*

- The insula is a part of the brain that helps body and mind communicate to one another.
- It reads physical states of the body (sensations) like pain, an itch, temperature
- It communicates to the Medial Prefrontal cortex (thinking brain) to take action to keep the body in a state of internal balance
- Body awareness can reduce impulsivity and promote emotion regulation and clearer thinking.



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

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



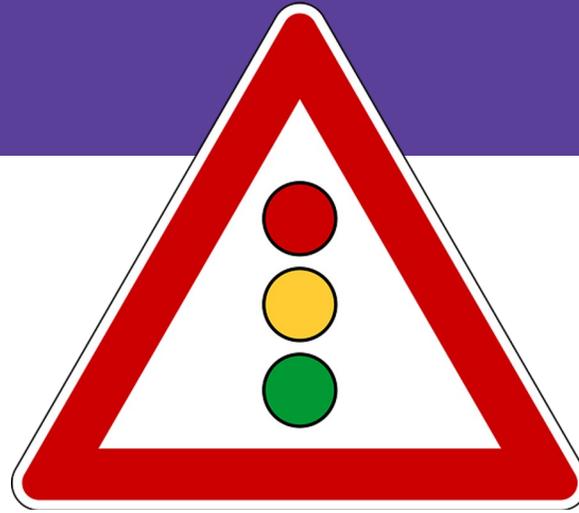
Notice sensations - Tension and Heat
Feeling-Anger - High Zone



Use a Skill
Notice Sensations that are
more pleasant



Notice sensations - Cooling Down
Feeling-Calmer and less Tension-
Resilient Zone



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, always give a person the choice to stop learning the skills.



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

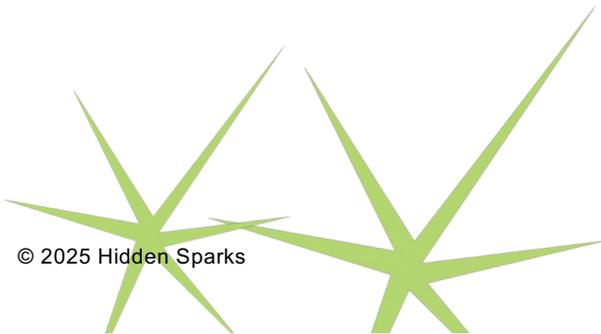
DENSITY

ROUGH
SMOOTH
THICK
THIN

WEIGHT

HEAVY
LIGHT
FIRM
GENTLE

CRM Activity Tracking Exercise Hand Rubbing





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SKILL 2: RESOURCING





A Resource can be something or someone, real or imagined.
Resources can be internal and external.



It can be a supportive person, a place, an idea, a favorite sport, an animal, one's family, a game, faith, a movie, a singer, a T.V. show, music, a prayer, or remembering an act of generosity or kindness...



When the resource and its details are brought into conscious awareness with intention, it can result in an embodied sense of well-being.



Expanding the Sensory Experience of a Resource

<p>SMELL</p>	<p>SIGHT</p>	<p>TOUCH</p>	<p>TASTE</p>
<p>SOUND</p>	<p>PLACES</p>	<p>PEOPLE</p> <p>FAMILY</p> <p>FRIENDS</p>	<p>TRADITIONS</p>

RESOURCES can be anything that can give an individual a sense of joy, peace, or calm

Skill 2: Resources Can Have Many Natures

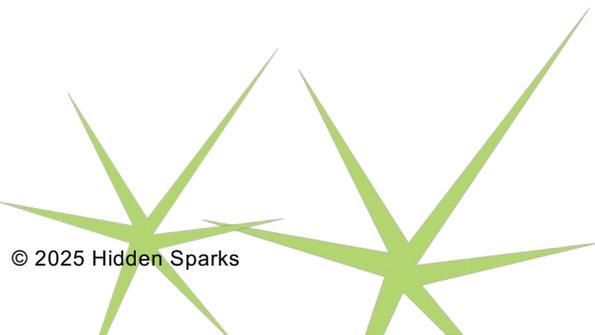
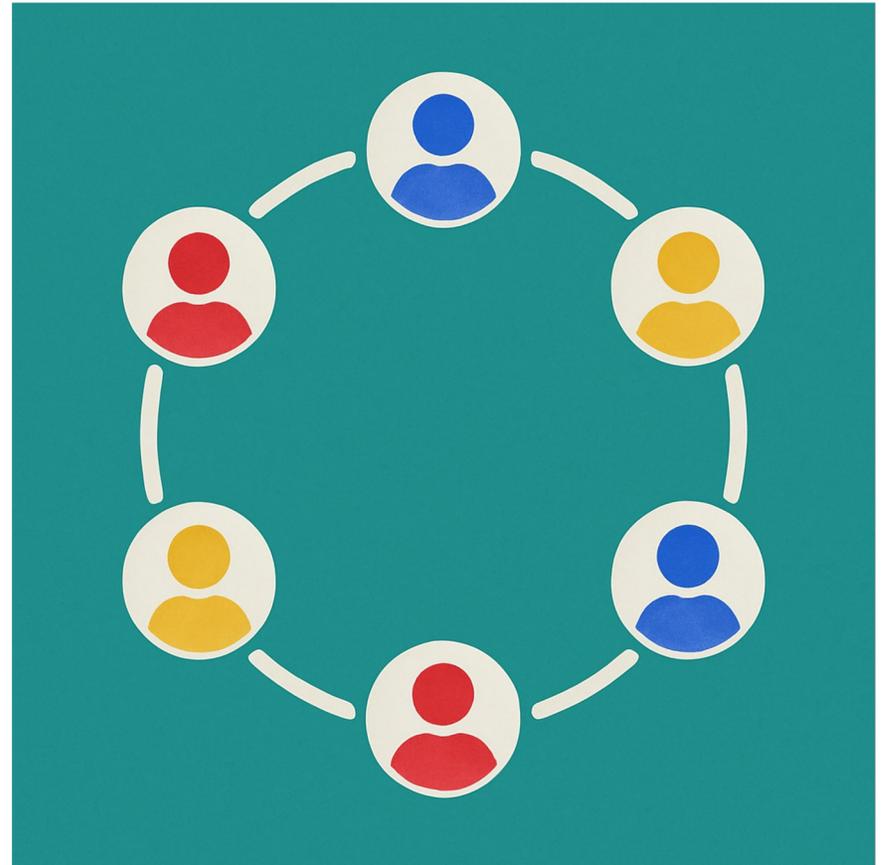
Discussion of a Resource can sometimes shift out of pleasant sensations and into difficult memories and/or uncomfortable body sensations. This can be a common occurrence.



- Acknowledge the shift (i.e. notice tears)
- Gently invite awareness to more pleasant memories of the resource
- Invite awareness to part of the body that feels more comfortable or neutral

If this is too hard, ask if it would be helpful to think of a different resource.

CRM Activity Resourcing Exercise



Resourcing Recipe



1. Can you take a moment to think about something that gives you a sense of calm, joy, peace, or comfort? It can be a memory, a person, a place, an animal, faith, an activity, or something about yourself that gives you strength or peace.
1. Describe three things about it. (For example, use your senses; is there a comforting sound or smell—this is “resource intensification”).
1. As you think about this resource, notice what is happening on the inside.
1. Are the sensations pleasant, unpleasant, or neutral? (Are there any changes in breathing, heart rate, or muscle tension?)
1. Stay with the sensations for at least 12-15 seconds if the sensations are pleasant or neutral.

CONVERSATIONAL RESOURCING

Phase
3



During other difficult times in your life, what or who helped you get through?

Is there anyone or anything providing support for you right now?

These questions can begin a dialogue to remembering that although a person may be suffering, there are ways to manage their life with their resources and connections to people.

As people gently asked these strength-based questions, they often become more aware of the present moment.

SKILL 3: GROUNDING



Skill 3: Grounding

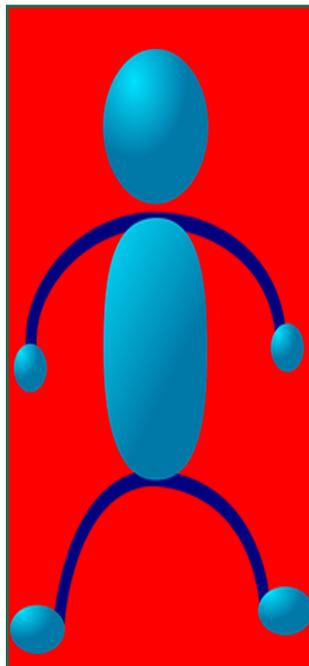
The direct contact of the body or part of the body with something that provides support in the present moment

- Gravitational security is the foundation upon which we build our interpersonal relationships.
- If our relationship to the earth is not safe, then all other relationships do not develop optimally.
- 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.

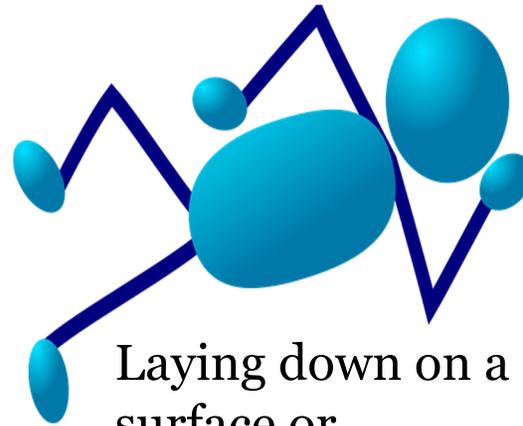
YOU CAN GROUND IN MANY POSITIONS



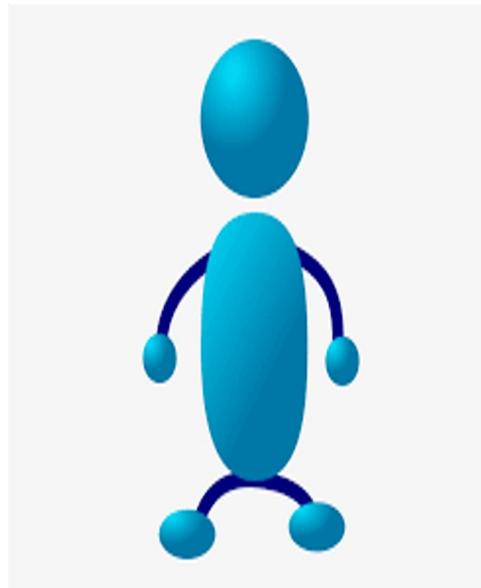
Walking and paying attention to steps



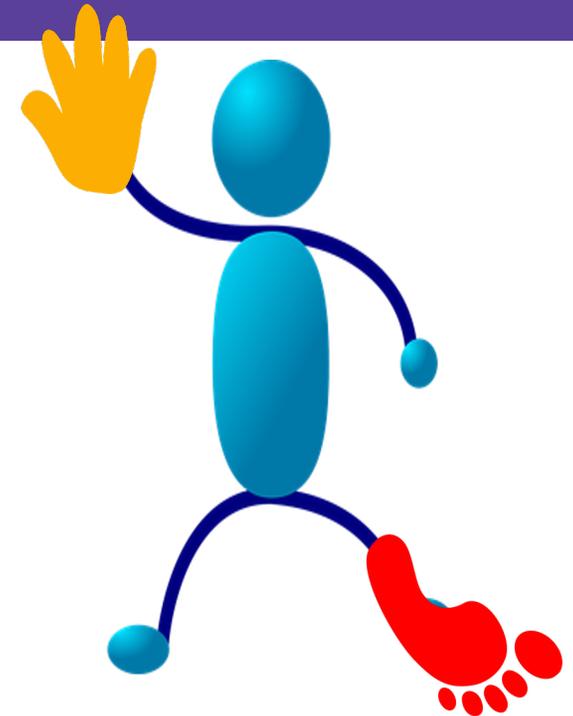
Standing against a wall



Laying down on a surface or Floating in water



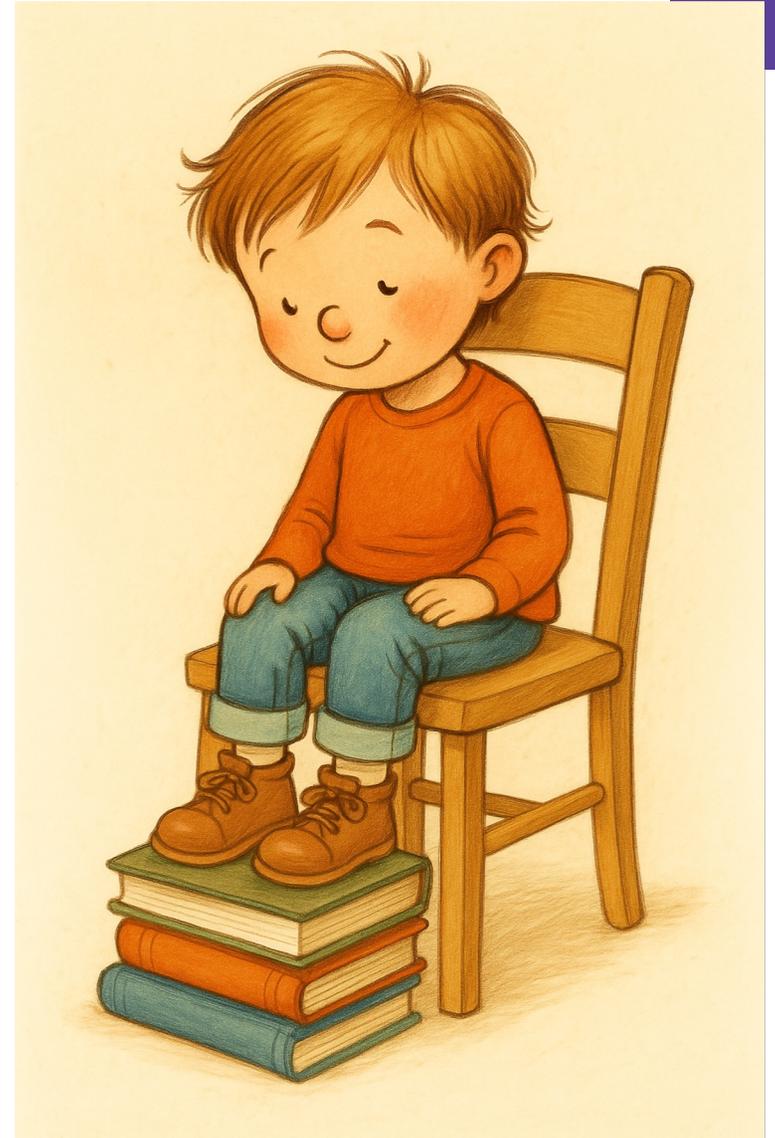
Sitting on a chair, sofa or ground

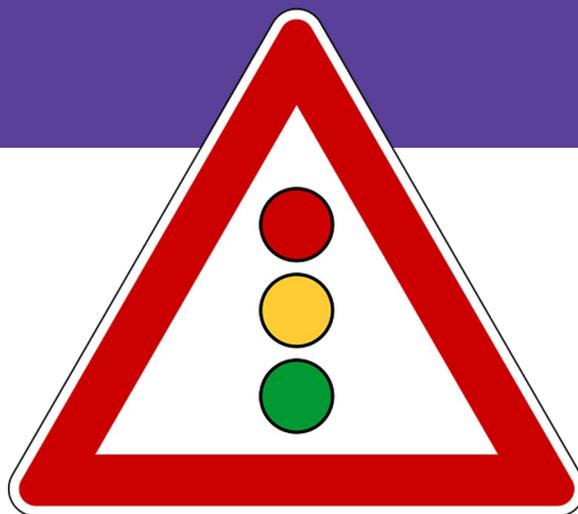


Through a part of your body like your hands or feet

TIPS ON GROUNDING

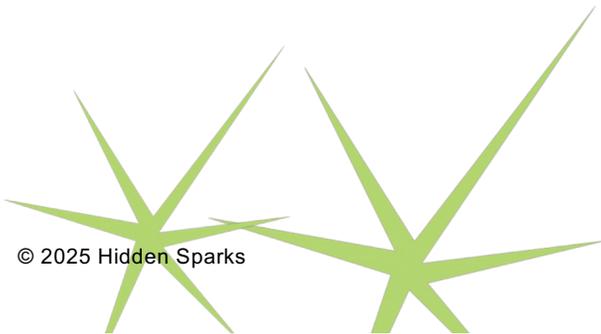
- Chairs are often not made for children or adults of shorter stature.
- Place books, a backpack, a box, etc., under the feet so they can experience their feet making contact with a surface.
- They can keep shoes on or off, whichever is more comfortable.





- 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.

CRM Activity Grounding Exercise



CONVERSATIONAL GROUNDING

Phase 3

Can you notice how the chair is supporting your body? Find a comfortable position.

Sometimes, changing positions can help you feel more comfortable. If you want, as we talk, you can stand, sit in the chair, or on the floor. We can walk together and talk too.

Notice what is most comfortable for you.





**SKILL 5:
HELP NOW!
RESET NOW!**



When a person becomes stuck in the High Zone or Low Zone, HELP NOW! to RESET NOW! can be helpful!

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

Practice this skill and find out which ones of the strategies are the most helpful.



HELP NOW! RESET NOW!

**DRINK A
GLASS OF
WATER, TEA
OR JUICE.**



**LISTEN TO
SOUNDS
INSIDE OR
OUTSIDE.**

**NOTICE
VIBRATIONS.**



**COUNT DOWN
FROM 10 OR
20.**



**GO FOR A
WALK,
NOTICING
YOUR FEET
MAKING
CONTACT TO
THE GROUND.**



**NAME SIX OR
MORE
COLORS IN
YOUR SPACE.**



**NOTICE THE
TEMPERATURE
INSIDE OR
OUTSIDE.**



**TOUCH
SOMETHING
INSIDE OR
OUTSIDE.**



**PUSH HANDS
OR BACK
AGAINST THE
WALL.**



**NOTICE YOUR
SURROUNDINGS.**



**Conversational
HELP NOW!
to
RESET NOW!**

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?

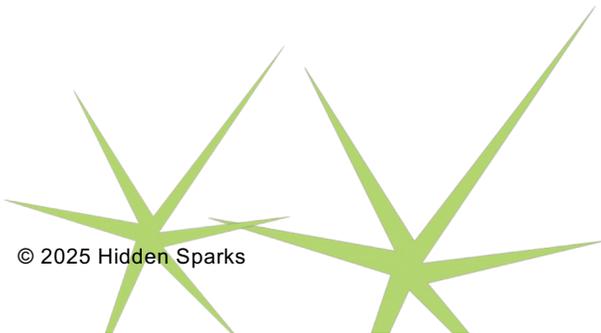
Sometimes it can help to look around the room, and see what catches your attention? Is there a color you like for example?

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.

CRM Activity Help Now! Strategies



Educator Well-Being: CRM reinforces the well-being of adults in the educational system. CRM skills can be integrated to reduce stress and burnout during post-crisis recovery and mitigate stress contagion between teachers and students.

Learning Environments: Increased capacity to sustain calm, safer classrooms, enhancing academic engagement.

Family-School Partnerships: Development of shared wellness frameworks between parents and caregivers of children and educators.

Trauma- and Resiliency-Informed Foundations: Strengthened capacity to meet the academic and psychosocial needs of children impacted by adversity.

Implications for Educational Systems

Reflections for Caregivers of Children



A SELF-CARE PLAN

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

COMMUNITY PLANNING

- 1) How could you use CRM Skills in your community?
- 2) What steps would you need to take first to begin to use CRM Skills in your community?
- 3) What strengths does your 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?



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Other Resources

Community Resiliency Model (CRM)[®]

- **Website** of the Trauma Resource Institute, California, USA
www.traumaresourceinstitute.org
- Selection of **scientific studies** on the impact of the Community Resiliency Model (CRM)[®] and the Trauma Resiliency Model (TRM)[®]
www.traumaresourceinstitute.com/research
- **Books and workbooks** of the Trauma Resource Institute
www.traumaresourceinstitute.com/materials

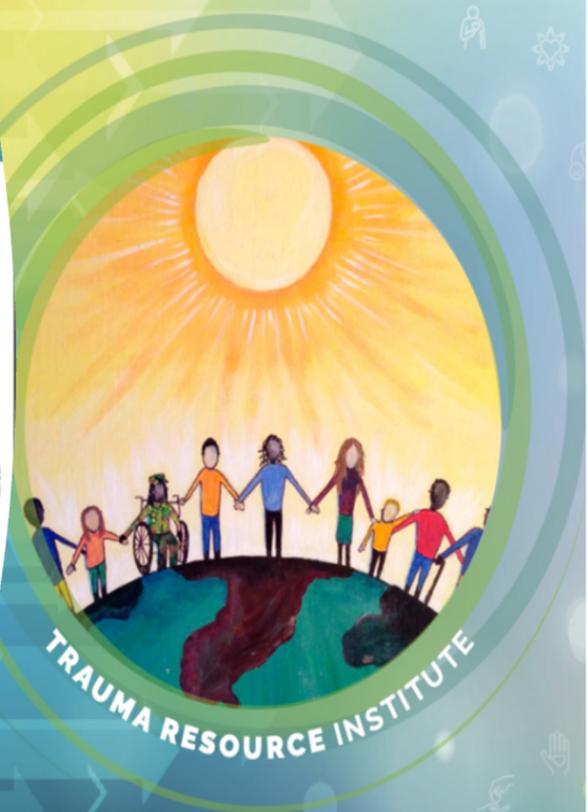
Building Resilience to Trauma The Trauma and Community Resiliency Models

SECOND EDITION



Elaine Miller-Karas

Community Resiliency Model (CRM)[®] WORKBOOK



By Elaine Miller-Karas, LCSW

References: Evidence-Based

www.traumaresourceinstitute.com/research

The Body Can Balance the Score: Using a Somatic Self-Care Intervention to Support Well-Being and Promote Healing

Nicholson, W. C., Sapp, M., Karas, E. M., Duva, I. M., & Grabbe, L. (2025). The Body Can Balance the Score: Using a Somatic Self-Care Intervention to Support Well-Being and Promote Healing. *Healthcare*, 13(11), 1258. <https://doi.org/10.3390/healthcare13111258>

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Upcoming Hidden Sparks Without Walls Sessions

Tuesday, January 6, 2026 For Teachers	From Text to Experience: Bringing Experiential Education into Your Judaic Studies Classroom Presented by Sarah Gordon
Monday, February 9, 2026 For Teachers	Using Literacy Strategies to Gain Deep Mathematical Understanding Presented by Kateri Thunder

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