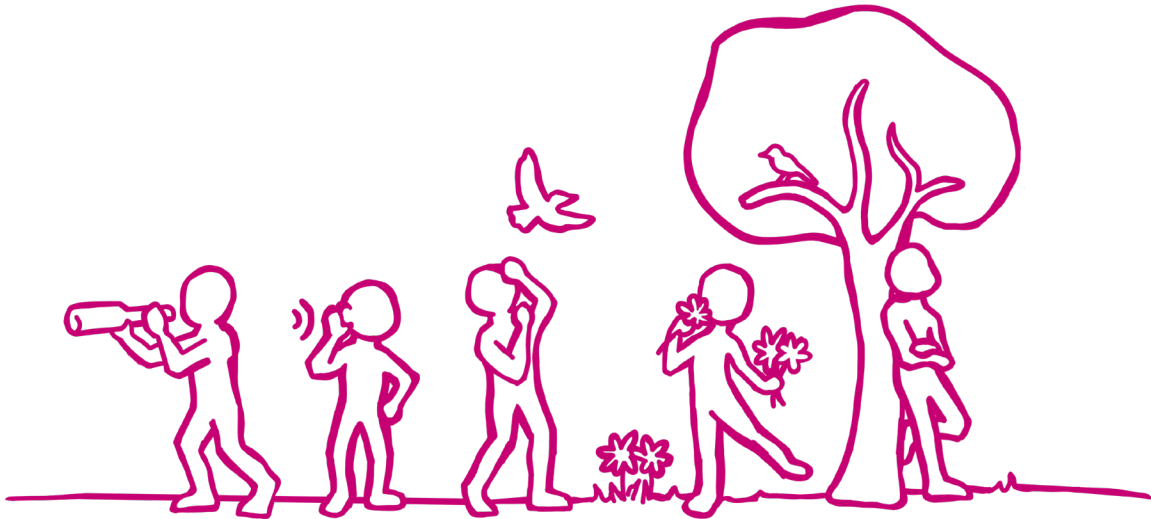


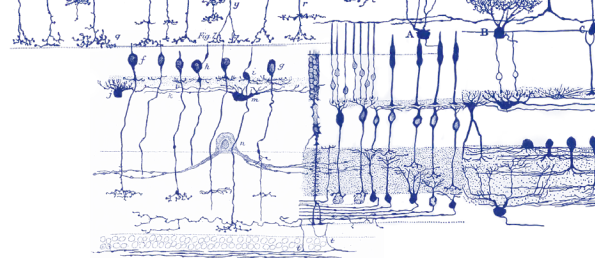
THE MANY HATS OF ORIENTING

HANDOUT 3



KEY THEMES

- Defensive and exploratory orienting
- Why we want to cultivate exploratory orienting
- What is a sign of defensive orienting?
- How do we complete a defensive orienting movement (i.e. stored survival stress procedural memory)?

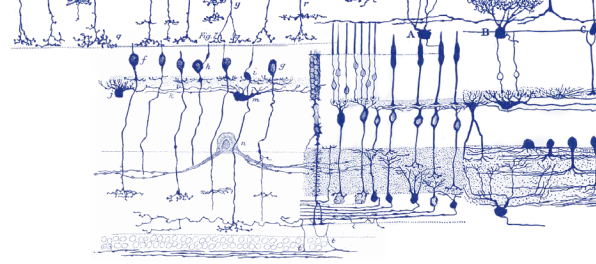


Examples of Defensive Orienting

In the box above, jot down examples that you and/or your peers came up with in class for different kinds of defensive orienting (extreme - middle - low).

Exploratory Orienting Language

In the box above, jot down some statements that would guide a person, or group, to connect and explore to their environment via this intentional practice of orienting. Bring in examples of visual orienting, but also auditory, tactile, olfactory, and kinesthetic. These can be statements that came up in class, or others you come up with.



Field Work Assignment/Homework Preparation

When we meet again live, you'll be guiding one person through a neurosensory exercise that focuses on orienting. Your partner will be randomly assigned to you via Zoom breakout rooms.

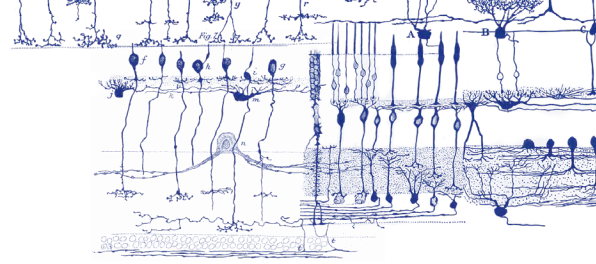
1 - TO PREPARE FOR THIS BREAKOUT EXERCISE IN CLASS:

- Practice orienting solo daily for 5-10 minutes (or more). Consider how YOU follow your impulse to guide *yourself* through orienting organically.
- Do you bring in more than one sense? Meaning, how do you bring in more than the visual field (i.e., sound, kinesthetic, smell, vibrations, etc.)
- Consider how you might NOT enjoy certain directives from an outsider who is guiding you to orient? (This of course is something that changes intra-individually - some days are different for what we like and don't like.)
- Bring into your awareness how you might need to shift your plan and guidance based on the person in front of you. How can you be organic in the moment, given the person (or group) we are interacting with.

2 - SCHEDULE 60 MINUTES WITH YOUR SELF-CARE PARTNER BEFORE OUR NEXT LIVE CALL:

When on the call, preferably video:

- Choose Person A and Person B.
- Person A will share how their self-care project is going for 5-10 mins (remember to connect to our key principles for Beta while sharing! This is for both for Person A & Person B).
- Person B will listen and attune to Person A. Conversation and acknowledgement between the two of you is fine, just no "fixing" or "coach work."
- Then, Person B will guide Person A through a 5-10 minute orienting neurosensory exercise. Consider this an opportunity for Person A to settle into and integrate what they just shared around their self-care project.



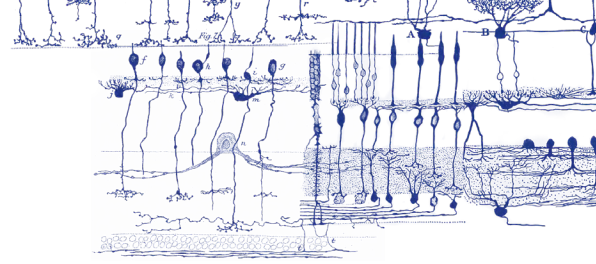
- While Person B is guiding, they can be creative and use their impulse (intuition) to guide Person A based on their shares on their self-care project.
- Be flexible with the time and your guidance, but keep bringing it back to the theme of orienting:
 - Meaning, if Person A needs a moment to integrate or feel/sense an emotion, or do a movement, allow that to happen (don't keep forcing them to orient!), but keep the process 'oriented' to them staying 'oriented' to the here and now.

Switch roles and repeat the above.

Reflection

1. Continue to document how 'following your impulse' from week to week contributes to self-regulation and self-care. What are you noticing? Where do you find yourself ignoring your biological impulses and needs?

2. What are you noticing about your own capacity to orient in an exploratory manner when you find yourself in high survival stress states?



3. Do you know when your system goes into a defensive orienting response? How do you know this is defensive? How can you begin to bring more awareness to these defensive (autonomic) responses, and then track what is happening in your internal physiology.

4. Can you think of a time in your SBSM experience and/or other somatic healing journeys, wherein you experienced a completion of a defensive orienting response? (For example. *“That movement, and the sensations and emotions after it, were the completion of that old car accident - shock trauma - from college”*).

5. How might this week’s and previous weeks’ learning be applied to your personal life or professional scope of practice (themes of titration, interoception, orienting, nervous system science, etc.).