

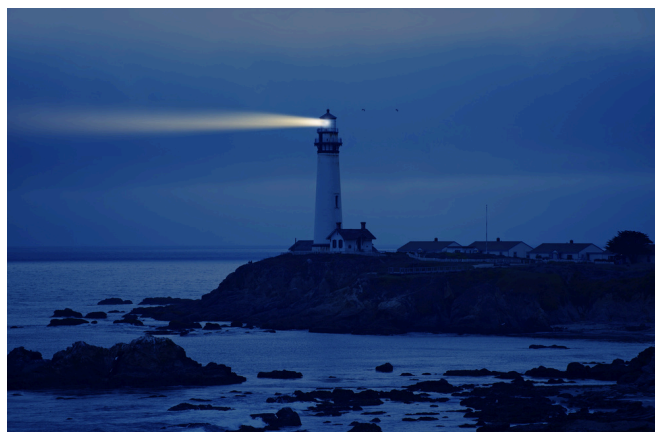
## Orienting – A Supportive Practise

Through orienting regularly as a practise we can use the eyes, ears, touch, smell, taste and movement to seek cues of safety in the environment and support with regulation. This can be drawn upon in times of possible stress such as sitting exams.

### Visual Orienting Exercise

*Note – this exercise is invitational only as visual orienting can be disruptive for some people, there are options to orient through the other senses – described below. Do what feels good to you.*

Consciously look around and see your environment as it is.



Allow your eyes to go to where they want to go. What are you drawn to?

You are not using your thinking brain to choose now, you are using your lower brain to be led by colours, shapes. You might notice what happens in your body.

Allow the environment to come to you, softly turning your head like a light house at sea, an anchor of safety.

We might notice a plant, a tree outside, a bird flying by. Be curious and see if you can say to yourself ‘this is what is happening now’. Parents/caregivers can do this too to support themselves and model it for their child.

### Alternate Orienting Exercises

#### Orienting through the senses.

Searching for objects that feel resourceful to **touch** (Tactile orienting) or look at, for eg. A smooth or rough pebble, a beautiful shell, a sensory fidget tool, squeezing a warm wet flannel, feeling warm water on your hands, squeezing warm water out of a sponge, stroking a pet. You might collect a bundle of objects to use as a resource at home.

Orienting through **sound** – what can you hear?

Orienting through **smell** – what can you smell, what are your favourite smells. Imagine them if you don’t have any around to actually smell. Smell can be a powerful up or down regulator.

Orienting through **taste** – what can you taste? Imagining tasting your favourite foods.