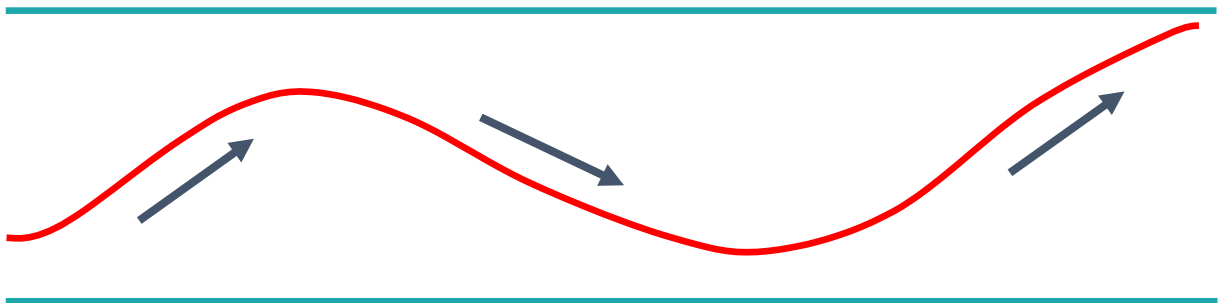


Are you in your Resilient Zone (OK Zone)?

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.

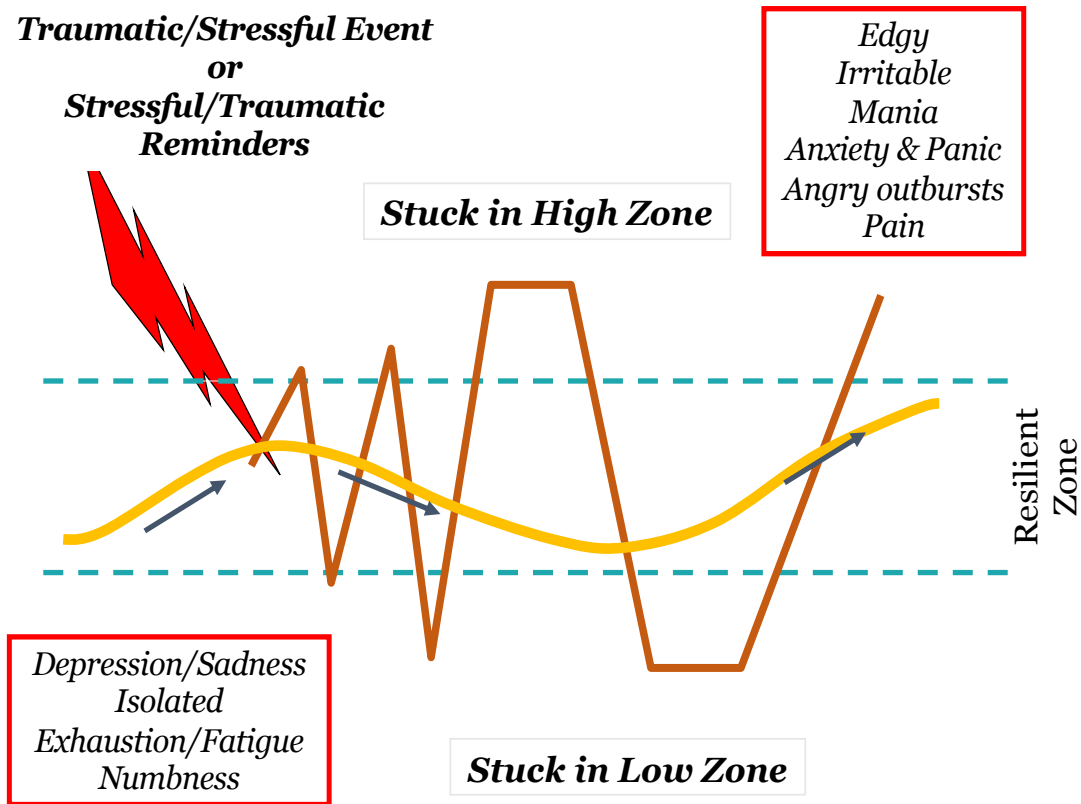
The most important part of being in “the zone” is that we can make the best decisions for ourselves and for our children. All children and adults have the capacity to develop a wider Resilient Zone.

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.



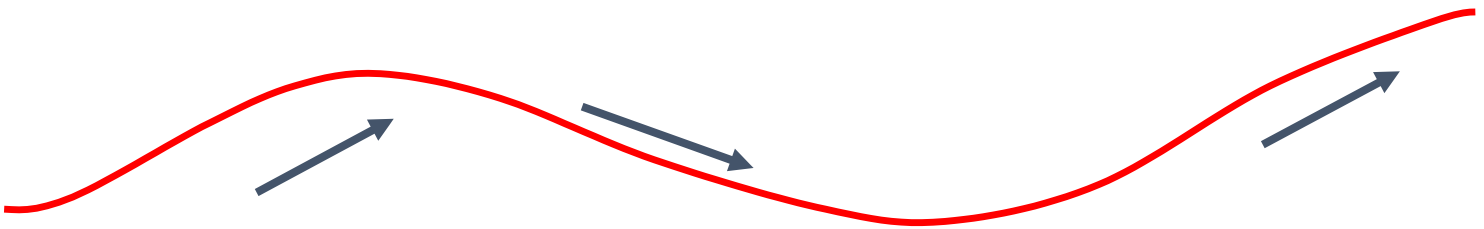
Graphic adapted from an original graphic of Peter Levine/Heller, original slide design by Genie Everett/Adapted by Elaine Miller-Karas

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

RESILIENT ZONE – OK ZONE



LOW ZONE

What are the Common Reactions During or After 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?

Thinking

What are the common thinking/cognitive reactions?

What have been your challenges during these challenging times?

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

Tracking Exercise

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?”

Tracking Exercise

OPTION 1: Sensory Walk in Your Space

1. Walk around your space, find a variety of items to help you practice developing sensory language.
 - a. For example, a piece of fruit, a pillow, a pen, paperclip, a penny, a pillowcase, etc.
2. Describe the item using sensory language.
 - a. For example, if you are touching a table, as you touch it: is it soft, hard, squishy or something else? Does it have a temperature: is it cool, warm, cold or hot?
 - b. As you describe the item, what are you noticing on the inside? Is the sensation pleasant, unpleasant or neutral?
3. Bring one item back with you that you will share with your break-out group to practice developing your sensory language.
 - a. Don't let the other group members see the item.
 - b. Describe the item using just sensory language.
 - c. Group members can try to guess what the item might be.
 - d. Take turns until everyone has had a turn.

OPTION 2: Hand Rubbing

1. Holding your hands together, with palms facing each other. Rub your hands together slowly increasing the speed gradually.
 - a. What sensations do you notice as you increase the speed?
 - b. What is the temperature of your hands?
2. Now, stop rubbing your hands. What do you notice?
 - a. What are the temperature of your hands now?
 - b. 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.

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. It can be real or imagined.
 - 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 relaxation. Stay with that for a few moments.

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

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.