

# Monday July 8th 2024

## Agenda:

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- Welcome
- Housekeeping
- Introductions
- Module 1 – Recap
- Module 2 – A Polyvagal Informed Lens

## Welcome

### **The Scribblededo® Doers Certified Training Programme.**

- Every Week It Is The Same [Zoom Link:](#)
- Facebook Group [Here](#)
- Yasmin Shaheen–Zaffar: Best Way To Contact Me:
  - What's App **07709175901**
- Confidentiality Agreement can be found [here](#)

Welcome, everyone, to the first cohort of our training program! I view each one of you as pioneers in this journey, I'm aware that there might be a few bumps along the way as I tweak and refine the training. Content repeated every Thursday evening, new notes and recording sent out Friday evening.

I truly appreciate your willingness and trust in me to join and your belief in the potential of this program.

Your feedback and participation are invaluable, and I want to thank you all for being early adopters and for your support in us jointly making Scribblededo® a success.

# Welcome

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## **Schedules & Comfort.**

I understand that we all have busy lives, so if you can, please drop a message in the chat today with the time you need to leave if you have to depart early or if you have any other commitments.

Additionally, I recognise that many of us are neurodivergent, so feel free to turn off your cameras, stand up, or walk around if needed. It's perfectly okay. Let's also ensure we stay hydrated, so if you need to grab some water or a drink to have nearby, now is a good time to go get that.

## notes

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# Welcome

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## **Awareness Of Body**

- Sensations
- Posture
- Sitting Position
- Hands
- Feet

## **Short Movement Exercises for Online Group Training of Scribbledeedo Doers - [Click here](#)**

### 1. Shoulder Rolls and Arm Stretches

Duration: 2-3 minutes

Instructions:

1. Sit or stand comfortably.
2. Slowly roll your shoulders forward in a circular motion five times.
3. Reverse the direction and roll your shoulders backward five times.
4. Stretch your right arm across your body and hold it with your left hand, keeping the arm straight. Hold for 10-15 seconds and switch to the left arm.
5. Repeat the stretches twice.

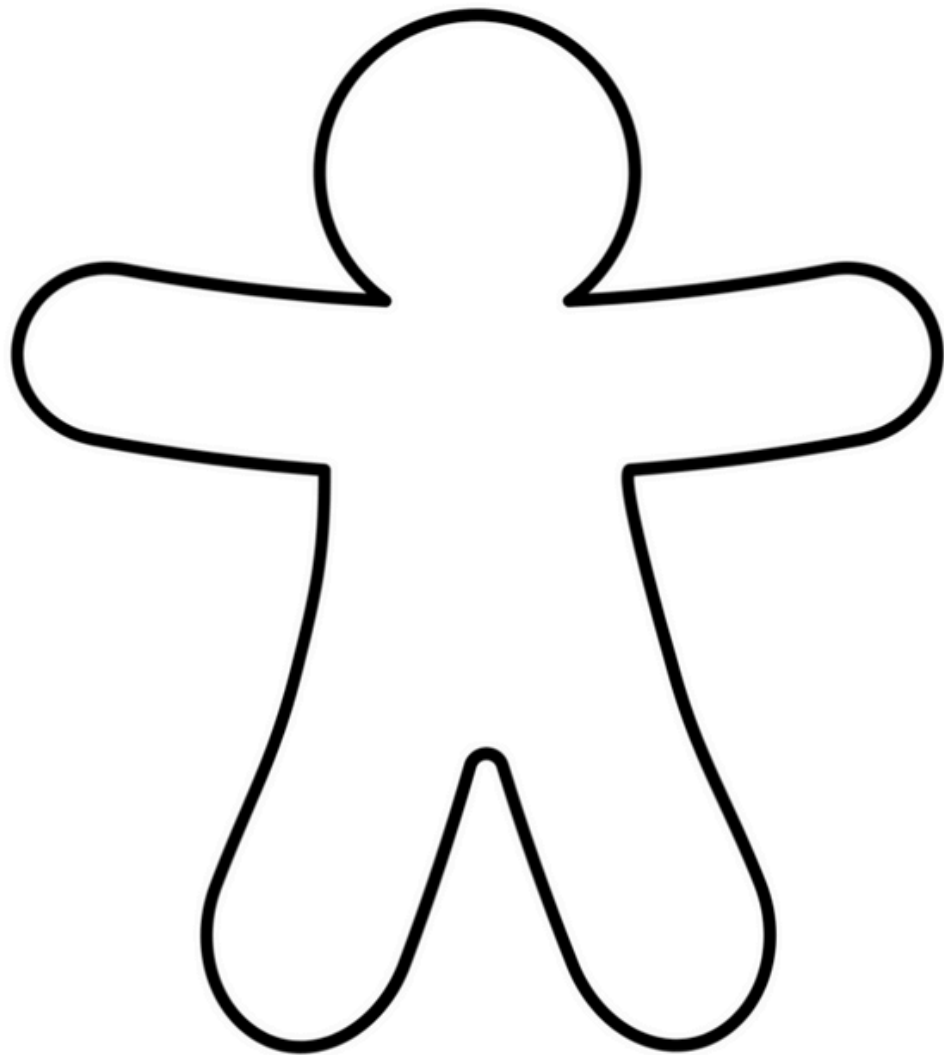
Objective: Release tension in the shoulders and upper back, improve circulation.

## notes

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# Welcome

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notes

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# Housekeeping

## Misunderstandings and Rupture & Repair

I want to acknowledge that misunderstandings can happen, even though I try really really hard to create a safe and empathetic space.

If there's something you need to discuss, please don't hesitate to email me at [Yasmin@watotoplay.com](mailto:Yasmin@watotoplay.com) or message me on What's App. **07709175901**

In the past, I've sometimes avoided addressing issues, which has in hindsight hindered my progress and connection with people. I am always open to constructive insights. I would describe myself as perfectly imperfect. Messy.

We are humans coming together on this journey. Just the fact there is interaction - it's not always going to go the way we hope. No concern is too sensitive or silly, and I can occasionally say things that come out wrong. I've been known to say some pretty dumb stuff.

Your feedback is important, and I'm here to listen and importantly learn. Polyvagal Theory which we touch on in module 2 later on today - the rupture and repair is crucial, so my intention that if it comes to it which i kinda hope it doesn't, but if it does we have opportunity for growth.

## notes

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# Housekeeping

## **Enthusiastic Overlap**

I've know definitely for me enthusiastic overlap can definitely take hold.

By that I mean things can blurt out. Which I know can be a bit much for some people. Also, I tend can forget my train of thought if I have to wait, which can be frustrating .. therefore interrupting.

Do you have any thoughts on how we might manage this better? I want to be fair to everyone's needs. I found jotting things down helpful, maybe raising a hand? But then what if it's not noticed. Or shall we have "check-ins,, whilst you jot things down?

## **The Unexpected**

When unexpected interruptions happen, how would you feel about just typing a message in the chat or waving? That way, we can acknowledge it if we notice, but no pressure if we're deeply focused. How does that sound to you?"

How are we going to do this? Any ideas welcome.

## notes

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# Housekeeping

## Staying Safe

Since we are a small group, we will be sharing information about ourselves and potentially discussing clients. To protect everyone's privacy, please ensure you have signed the **confidentiality agreement**.

Here are a few tips to keep yourself safe when sharing information:

- it feels kinda easy to say “be mindful of what you share,,
- remember that it's okay to set boundaries and say no - try notice what your body is letting you know.
- to give yourself more time to process helpful statements such as “I just need some more time to process this,, if this feels uncomfortable maybe you can find a reaction on the zoom dashboard which tells us, me the group that.
- being mindful that we are limited by constraints with time - i'll try stay on time.
- I relate to the feeling of oversharing and then feeling regretful. The shame hangover.

This training is not **just** about training to deliver workshops, but firstly embracing this learning into our lives. Its about nurturing and showing compassion towards ourselves first

If we can commit to supporting each other in creating a safe and respectful environment and set an intention?

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# Introductions

- Name, Where you are in the country, Type of practice & who you work with or anything you feel comfortable sharing.
- Discuss item you have brought to the meeting that has special meaning to you (e.g., a favorite book, a souvenir, a photo, dress, wig, photo etc.).
- Show your item and explain why it is important to you.
- If you are comfortable sharing any learning difference, disability or condition you think the group should know about.
- Time for any follow-up questions or comments from the group.
- We all get 5 minutes each for this activity - I have a timer.
- I thought if we start in alphabetical order of the city/ town you live in?

## notes

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# 1a. The Scribbledeedo® Way

## What Is A Scribbledeedo®?

A Scribbledeedo® is a joyous **therapeutic journey** through a **polyvagal informed** lens of **shared learning** that encapsulates **five** core elements:

- Scribbles
- Doodles.
- Colours
- Shimmies
- Shimmers.

**Therapeutic journey** - our nervous systems are on a continuous journey changed with every encounter.

**Polyvagal Informed** - we take from Polyvagal theory a language that creates connection & makes it accessible to our participants.

**The Shared Learning (psychoeducation):** we are not gatekeepers of this knowledge. We may deliver training and have knowledge but with each encounter we also are changed. A shared experience.

**Trauma Informed and Beyond.** We know we cannot eradicate trauma - but we can work towards reducing it. This approach can impact also future generations through genetics and [epigenetic change](#) in developing children.

## notes

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# 1a The Scribbledeedo® Way

## **The Vision**

- Bigger than me - Sharer's of knowledge
  - The Ripple effect
  - Empower Parents and families
  - The model is set up to provide additional income stream
- 
- Submitted for research

**notes**

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# 1a The Scribbledeedo® Way

## **The Role Of A Scribbledeedo® Doer**

- Sharer's of knowledge
- To deliver online and face to face
  - Workshops
  - Training Days
  - Schools
  - Social Workers
  - PTA fundraisers
  - Corporate Wellbeing Days
  - Parent Programs
  - Young people & Adolescents
  - Communities

### Important to know:

- Where-ever your people/ your network are
- Whichever way you feel most comfortable delivering
- Further along the line - For early adapter's the opportunity of training new Scribbledeedo® Doers

## notes

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# Module 1b - The Scribbledeedo® Message

**Objective:** Understand the core mission and values of Scribbledeedo®.

**Content:**

**1.** Introduction to the Scribbledeedo® Way  
Philosophy

**Mission Statement:**

*To empower individuals, families, and communities in realising their potential and building better connections through creative engagement and movement.*

*Our values being acceptance, inclusivity and diversity.*

## notes

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# Module 1b - The Scribbledeedo® Message

## Understanding the Mission Statement - Statement Breakdown:

*To **empower individuals, families, and communities** in realising their potential and building better bonds through creative engagement and movement. Our values being acceptance, inclusivity and diversity.*

- **Empower Individuals, Families, and Communities:**

- **Definition:** Helping individuals, families, and communities realise and maximise their unique capabilities and strengths. To support them feel comfortable in recognising and seeking the support they need.
- **Application:** Encouraging holistic self-expression (the mind-body connection), fostering self-confidence, and promoting personal and communal growth through creative activities.
- **Outcome:** Participants feel more capable, confident, and motivated to explore their potential in various aspects of life, strengthening familial and community bonds.

## notes

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# Module 1d – The Scribbledeedo® Message

## Understanding the Mission Statement – Statement Breakdown:

*To **empower individuals, families, and communities** in realising their potential and building better bonds through creative engagement and movement. Our values being acceptance, inclusivity and diversity.*

## Example

### Empowering Individuals, Families, and Communities:

- **Scenario:** A participant struggling with low self-esteem engages in creative scribbling exercises. Over time, they begin to see their creativity and unique ideas reflected in their work, which builds their confidence.
- **Outcome:** The participant feels more empowered and capable, translating this newfound confidence into other areas of their life.

## notes

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# Module 1b - The Scribbledeedo® Message

## Understanding the Mission Statement - Statement Breakdown:

*To empower individuals, families, and communities in realising their potential and building better bonds through **creative engagement** and movement. Our values being acceptance, inclusivity and diversity.*

- **Creative Engagement:**

- **Definition:** Active participation in creative activities such as scribbling, doodling, colouring, movement and other forms of artistic expression.
- **Application:** Offering a variety of creative exercises that are accessible and enjoyable for all participants, regardless of their artistic skill level.
- **Outcome:** Enhanced emotional expression, reduced stress, and increased mental flexibility through regular engagement in creative practices.

## notes

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# Module 1b - The Scribbledeedo® Message

## Understanding the Mission Statement - Statement Breakdown:

*To empower individuals, families, and communities in realizing their potential and building better bonds through **creative engagement** and movement. Our values being acceptance, inclusivity and diversity.*

### Example

#### **Creative Engagement:**

- **Scenario:** In a corporate setting, employees participate in a Scribbledeedo® workshop during a team-building event. They use doodling to solve problems creatively and brainstorm new ideas.
- **Outcome:** The team discovers innovative solutions to work challenges and improves their collaborative skills, resulting in a more dynamic and productive workplace.

## notes

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# Module 1c - The Scribbledeedo® Message

## Understanding the Mission Statement - Statement Breakdown:

*To empower individuals, families, and communities in realising their potential and building better bonds through creative engagement and **movement**. Our values being acceptance, inclusivity and diversity.*

- **Movement:**

- **Definition:** Incorporating gentle physical activities and movement into the creative process to promote holistic well-being.
- **Application:** Integrating activities like "Shimmies" and "Shimmers" that combine movement with creativity to stimulate both the mind and body, especially beneficial for trauma and stress relief. These activities help release physical tension associated with trauma and reduce stress by activating the parasympathetic nervous system.
- **Outcome:** Improved physical health, better emotional regulation, and a stronger mind-body connection.

## notes

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# Module 1c - The Scribbledeedo® Message

## **Understanding the Mission Statement - Statement Breakdown:**

*To empower individuals, families, and communities in realising their potential and building better bonds through creative engagement and **movement**. Our values being acceptance, inclusivity and diversity.*

## **Example**

### **Movement:**

- **Scenario:** During a community mental health program, participants engage in "Shimmies" and "Shimmers" while they doodle. This combination of movement and creativity helps them release built-up stress and connect with their emotions. Incorporating music and diverse cultural movements further enriches the experience, making it more dynamic and inclusive.
- **Outcome:** Participants report feeling more relaxed, joyful, and connected to their bodies, significantly enhancing their overall mental and emotional well-being.

## notes

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# Module 1e - The Scribbledeedo® Message

## **Understanding the Mission Statement - Statement Breakdown:**

*To empower individuals, families, and communities in realising their potential and building better bonds through creative engagement and movement. Our values being **acceptance**, inclusivity and diversity.*

## **Our Values - Acceptance:**

- **Importance:** Acceptance means recognising and honoring each individual's unique experiences and perspectives. It creates a safe space where participants feel valued and understood. Its OK to be different.
- **Application:** Encouraging participants to express themselves freely without judgment, fostering an environment where all feelings and thoughts are welcomed.
- **Outcome:** Participants experience a sense of its “OK to be me,, and validation, which is crucial for personal growth and emotional healing.

## notes

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# Module 1F – The Scribbledeedo® Message

## ***Understanding the Mission Statement – Statement Breakdown:***

*To empower individuals, families, and communities in realising their potential and building better bonds through creative engagement and movement. Our values being acceptance, **inclusivity** and diversity.*

## **Our Values – Inclusivity:**

- **Importance:** Inclusivity ensures that everyone, regardless of their background, abilities, or experiences, has equal access to participate and benefit from Scribbledeedo® activities.
- **Application:** Designing workshops and events that accommodate diverse needs and preferences, making sure activities are accessible to all.
- **Outcome:** A diverse and rich environment where everyone feels they are an integral part of the community, enhancing collective creativity and empathy.

## notes

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# Module 1G – The Scribbledeedo® Message

## ***Understanding the Mission Statement – Statement Breakdown:***

*To empower individuals, families, and communities in realising their potential and building better bonds through creative engagement and movement. Our values being acceptance, inclusivity and **diversity**.*

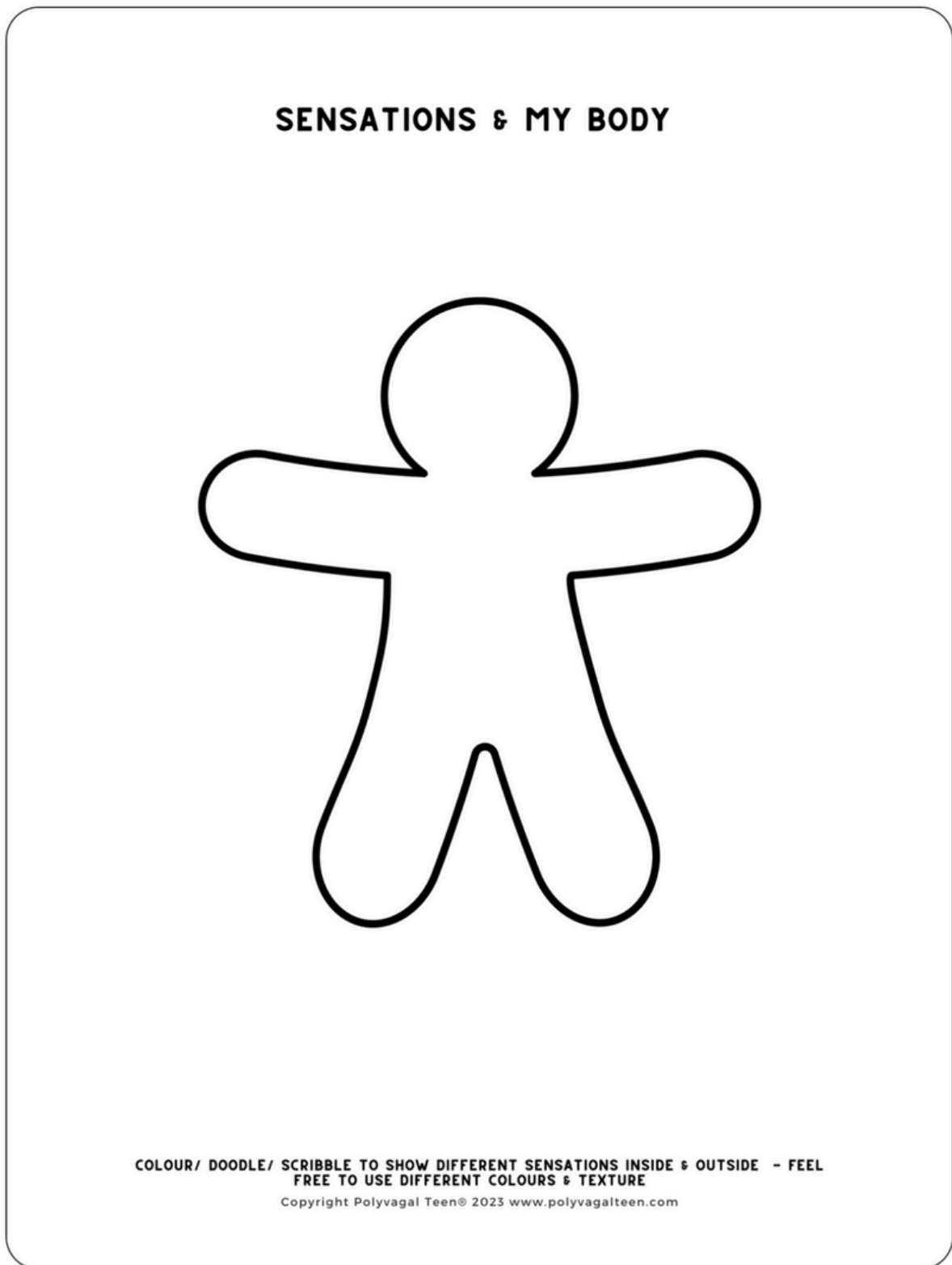
## **Our Values – diversity:**

- **Importance:** Embracing diversity means celebrating difference, The different cultures, ideas, and perspectives that participants bring. It enriches the creative process and fosters a deeper understanding of one another.
- **Application:** Incorporating a wide range of creative practices and perspectives into workshops to reflect the diverse backgrounds of participants for example colour, symbols, movements, music.
- **Outcome:** A vibrant, dynamic community where diverse voices contribute to richer, more innovative outcomes.

## notes

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# Module 1G - The Scribbledeedo® Message



**notes**

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# Module 1G – The Scribbledeedo® Message

## SENSATIONS IN MY BODY?

<b>ELECTRIC</b>	<b>FLEXIBLE</b>
<b>INTENSE</b>	<b>SLUSHY</b>
<b>COSY</b>	<b>ICY</b>
<b>PUFFY</b>	<b>FOGGY</b>
<b>FLUFFY</b>	<b>FLOATY</b>
<b>ELASTIC</b>	<b>POINTY</b>
<b>BOUNCY</b>	<b>PRICKLY</b>
<b>SQUIDGY</b>	<b>CREAKY</b>
<b>SQISHY</b>	<b>TOXIC</b>
<b>TICKLY</b>	<b>BURNING</b>
<b>JUMBLY</b>	<b>RAW</b>
<b>STRETCHY</b>	<b>FIREY</b>
<b>TWITCH</b>	<b>KNOTTED</b>
<b>KICK</b>	<b>THROBBING</b>
<b>FUZZY</b>	<b>ITCHY</b>
<b>FLUTTERY</b>	<b>SHIMMERY</b>
<b>STICKY</b>	<b>FLOWING</b>
<b>BUZZY</b>	<b>STILL</b>
<b>SPONGY</b>	<b>BUBBLY</b>
<b>FEATHERY</b>	<b>BUZZY</b>
<b>FLIMSY</b>	<b>MELTING</b>
<b>STEELY</b>	<b>PINCHING</b>

**IF I FEEL UNSAFE .. MY BODY  
LETS ME KNOW**

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## notes

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# Module 1G – The Scribbledeedo® Message

## Awareness of:

- **Visual.**
- **Auditory.**
- **Olfactory (smell) System.**
- **Gustatory (taste) System.**
- **Tactile System (touch)**
- **Vestibular (sense of head movement in space) System.**
- **Proprioceptive (sensations from muscles and joints of body) System.**
- **Interoceptive System**
- **sensations related to the physiological/physical condition of the body**

## notes

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# Module 1H – What is a Scribbledeedo®?

## The 5 core elements:

Scribbledeedo® integrates multiple elements to create a holistic and transformative journey of sharing of knowledge. Let's explore the Scribbledeedo® core elements:

- **1. Scribbles: Unleashing Unconscious Creativity**

- **Explanation:** Scribbling taps into the unconscious mind, allowing for spontaneous and unfiltered expression. It helps release pent-up emotions and uncovers hidden thoughts.
- **Example:** Participants start with random scribbles and gradually see patterns and images emerge, revealing insights into their subconscious.
- **Instruction:** Think of a topic that is coming up for you and think of words associated to it. Bring into your awareness any sensations in your body. Start by drawing a circle freehand – the size of the circle is determined by how impactful this topic is in your life. Close your eyes and scribble freely onto your paper.

- *The “scribble technique” described in [Florence Cane’s](#) book, *The Artist in Each of Us*, (1983)*
- *Neurographia® Academy - [here](#)*
- *[Neurographics for beginners You Tube Video](#). (6.11min)*
- *[Using Scribbles to Release Subconscious Thoughts and the Benefits of Neurographia](#)*

## notes

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# Module 1H - What is a Scribbledeedo®?

## The 5 core elements:

Scribbledeedo® integrates multiple elements to create a holistic and transformative journey of sharing of knowledge. Let's explore the Scribbledeedo® core elements:

- **2. Doodles: A Visual Language of the Mind**
- **Explanation:** Doodling serves as a form of visual communication, expressing ideas and emotions that may be difficult to articulate verbally. It engages the mind in a relaxed and imaginative way.
- **Example:** Through building on their scribbles with doodling - creating shapes, symbols, figures participants can explore themes like gratitude, stress, or personal goals, creating visual representations of their thoughts.
- **Instruction:** Using your scribbles as guiding lines create doodles out of your scribbles. Become aware of body sensations, the pressure you are applying, your thoughts,
- [The Thinking Benefits of Doodling](#)
- [The Benefits of Doodling: Enhancing Health and Creativity](#)
- [Recent Research Studies on benefit of doodling](#)

## notes

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# Module 1H - What is a Scribbledeedo®?

## The 5 core elements:

Scribbledeedo® integrates multiple elements to create a holistic and transformative journey of sharing of knowledge. Let's explore the Scribbledeedo® core elements:

- **3. Colouring: Therapeutic Artistry**

- **Explanation:** The act of coloring is meditative and therapeutic, promoting relaxation and focus. It engages both the creative and logical parts of the brain.
- **Instruction:** Using your scribbles and doodles begin colouring/shading your creation. Do not spend too much time thinking about the colours when you choose them initially. Once completed spend some time on the significance the colours have for you and what thoughts/ sensations they bring up for you.

- The Benefits of Colouring
- Colour Activities to Explore Subconscious Thoughts'
- The Manchester Colour Wheel
- Research on the Impact of Colour on Mental Health
- Integrating Colour Accessibility into Scribbledeedo® for a Holistic and Transformative Experience
- Considerations for Using Colour with Individuals Who Have Trouble Seeing Colour - Types of Colour Differences

notes

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# Module 1H – What is a Scribbledeedo®?

## The 5 core elements:

Scribbledeedo® integrates multiple elements to create a holistic and transformative journey of sharing of knowledge. Let's explore the Scribbledeedo® core elements:

- **4. Shimmies : Incorporating Movement**
- **Explanation:** Shimmies: Integrating Movement into Reflection. Shimmies involve gentle, rhythmic movements that complement the creative process. They help release physical tension and enhance the mind-body connection. The physical movement can also be used as a metaphor for moving energy, home, life transitions,
- 
- **Example:** During a workshop, participants might take breaks to engage in simple movements like shoulder rolls or hip sways, which help them stay grounded and connected.

[Shimmies: Integrating Movement into Reflection](#)

[How Shakes Close the Stress Cycle in Animals: An Explanation and Research Overview](#)

[Shimmies and Cultural Movements](#)

[The Benefits of TRE Therapy: Shakes, Movement for Physical and Mental Wellbeing, and Somatic Therapy](#)

[The Benefits of Adding Music to Activities Such as Shaking and Shimmers](#)

## notes

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# Module 1H – What is a Scribbledeedo®?

## The 5 core elements:

Scribbledeedo® integrates multiple elements to create a holistic and transformative journey of sharing of knowledge. Let's explore the Scribbledeedo® core elements:

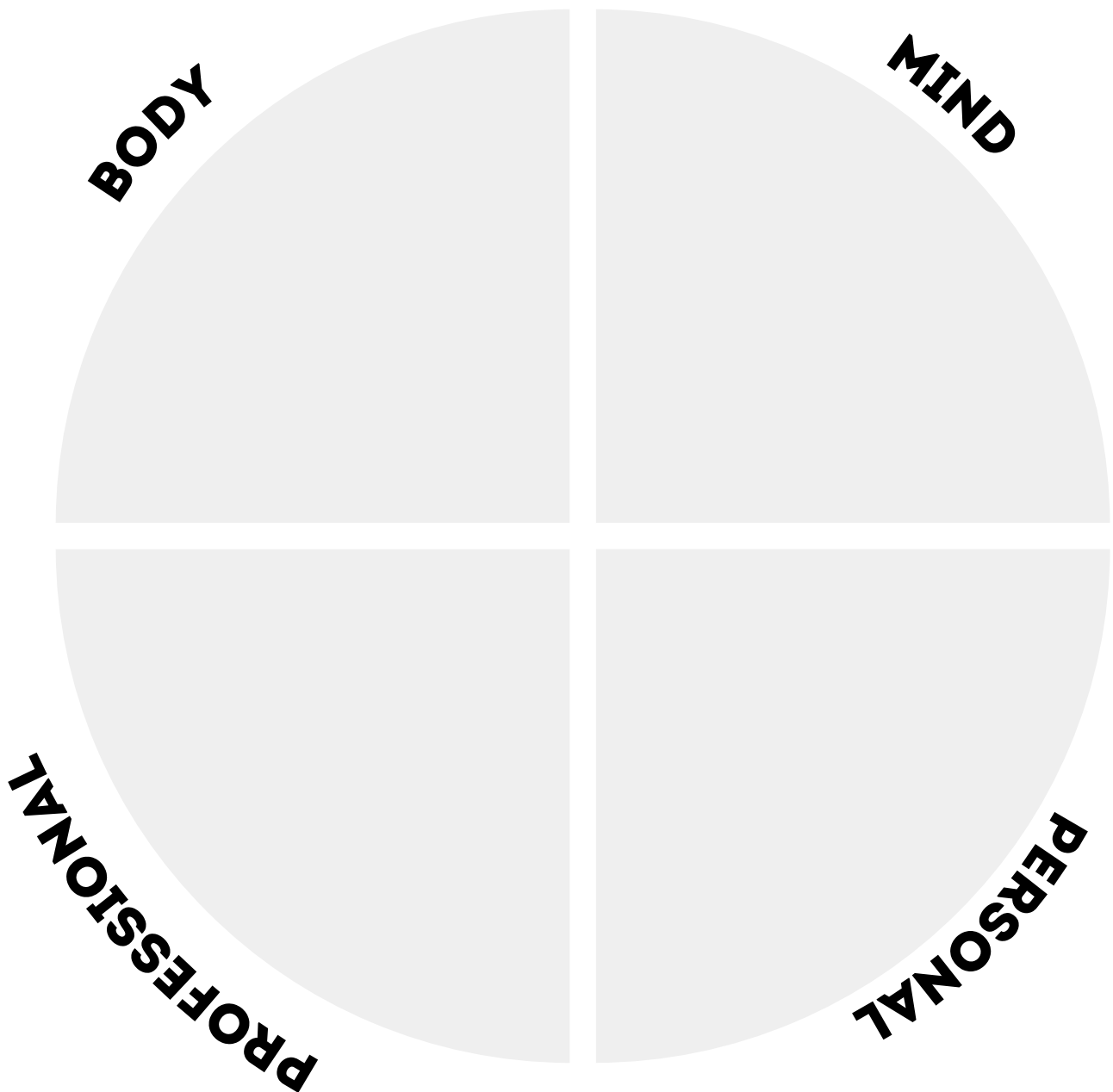
### 5. Shimmers

- **Instruction:** Shimmers: Illuminating Joy through the Mind-Body Connection
- **Explanation:** Shimmers are moments of joy and lightness that arise from the integration of creativity and movement.
- They are a combination of glimmers ( term coined by Deb Dana) and shimmies, they represent the spark of life and energy that comes from holistic engagement.
- Example: Activities that combine playful movements with creative tasks, like dancing while doodling, can create moments of sheer joy and vitality.

## notes

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# Module 1H – Reflective Exercise’s scribble – doodle – colour “the now,,



notes

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# Shimmies and Doodles Dance

Materials:\*\* Music, paper, markers.

## Instructions:

- Play rhythmic music and encourage participants to engage in gentle shimmies, shuffles and shakes.
- After a few minutes, switch to doodling on paper, letting the movements inspire the doodles.
- Alternate between shimmies and doodles, allowing the energy of the dance to flow into the artwork.
- Objective: Integrate physical movement and creativity, promoting relaxation and joy.

## notes

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# Group Energy Release

**\*\*Materials:\*\*** Music (preferably upbeat and rhythmic).

**\*\*Instructions:\*\***

- Stand in a circle and start with gentle shimmies, gradually increasing the intensity.
- Introduce different movements like arm waves, shoulder rolls, and hip sways.
- Allow each participant to lead a movement, which the group follows.
- Conclude with a group discussion on how the movements affected their energy and mood.
- Objective: Release group tension and build a sense of community through shared movement.

**notes**

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# Reflections

notes

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# Module 2A - Polyvagal Theory - The Science Of Safety

Polyvagal theory developed by Dr. Stephen Porges is recognised often as a **holistic** or **biopsychosocial framework** that integrates

- 1.the biology So the body, physiological,
- 2.and psycho - the mind and
- 3.social aspects of human health and disease.

- This comprehensive approach acknowledges the complex interplay between our physical health, mental state, and social environment.
- The theory emphasises the importance of the Autonomic Nervous system as the central link connecting our mind and body.
- It reinforces that our feelings of safety have a measurable neurophysiological basis deeply connected to our nervous system's operations.
  - Neurophysiology is a branch of physiology and **neuroscience that studies nervous system function rather than nervous system architecture.**

## notes

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# Module 2A - Polyvagal Theory - The Science Of Safety

- It also suggests that understanding the principles of the nervous system can influence the shaping of our neural pathways and impact our overall well being.
- In terms of its social implications, Polyvagal theory underscores the significance of **creating supportive environments** that **recognise** the importance of **social** and **emotional connections** in promoting mental and emotional health.
- It proposes that by recognising the **nervous system's role** as a **bridge** between **internal** and **external** experiences can lead to more fulfilling and connected lives.
- It forces us to question whether our society provides sufficient and appropriate opportunities to experience safe environments and trusting relationships.

## notes

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# Module 2A - Polyvagal Theory - The Science Of Safety

## SUMMARY

**Polyvagal theory is a comprehensive framework that bridges the gap between the mind, body and social dimensions of human health and wellness.**

This theory, often used in conjunction with attachment theory, emotional regulation research and stress models, is frequently referred to as the **science of safety**.

- It provides a deep understanding of how our brain and body responds to stress or danger.
- This theory delves into the evolution of our nervous system, illustrating how our brains have developed over time different circuits or pathways to manage threats.
- Central to this is the autonomic nervous system, which functions involuntarily and serves as the crucial connector between our mind and body.

## notes

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# Module 2A - Polyvagal Theory - The Science Of Safety

## SUMMARY

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## notes

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# Module 2A - Polyvagal Theory - The Science Of Safety

- Historically, allopathic medicine has treated the mind and body as separate entities. This division led to different specialists treating physical and mental health separately.
- However, focusing on the autonomic nervous system can bridge this divide and bring about an **integrated approach** to healthcare.
- Dr. Stephen Porges suggests that feelings of safety have a measurable neurophysiological basis, thereby changing our perception of safety from an experience to objective science.
- In essence, our feelings are deeply linked to the functioning of our nervous system, which serves as a bridge between our internal experiences and the external world

*Allopathic medicine is another term for conventional, or modern Western medicine. It is an evidence-based system where doctors and other healthcare professionals treat symptoms using conventional medications.*

## notes

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# Module 2A – Polyvagal Theory – The Science Of Safety

So, understanding the principles of the nervous system like

- neuroplasticity,
- the role of neurotransmitters
- and the impact of stress responses

can provide insights into how our experiences shape our neural pathways and influence our overall wellbeing.

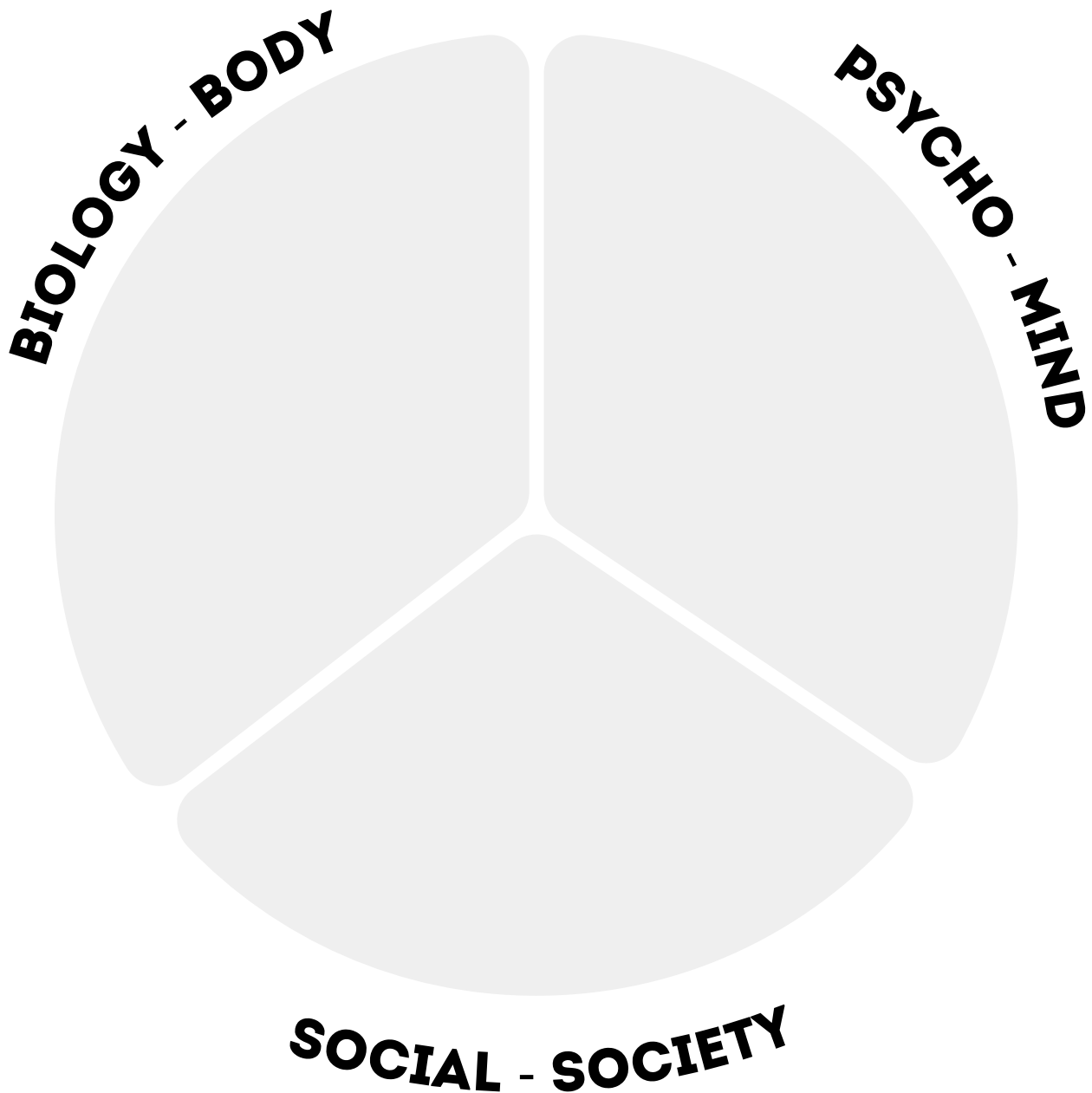
- Polyvagal theory emphasises creating supportive environments that recognise the importance of social and emotional connections, which can positively influence individuals development and promote their overall mental and emotional health.
- Empathy and emotional intelligence are rooted in our ability to understand and respond to others emotions which are interconnected with our nervous system's functions.
- It underscores the need for a more integrated approach to healthcare that recognises the interconnectedness of physical and mental health.

A key point to hold onto as we move forward is **polyvagal theory, the science of safety.**

## notes

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Module 2A - Reflective Exercise  
scribble - doodle - colour  
“biopsychosocial,, personal meaning  
to you



notes

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# Module 2A – Polyvagal Theory – The Emotions Hierarchy

- What does this mean? Multiple studies suggest that our emotions are not just a jumbled mix, but rather they flow hierarchy structure.
- According to research, this hierarchy ranges from basic emotions like fear and joy to more complex ones such as pride and guilt.
- These studies also reveal that our emotional responses can be organised based on their intensity, frequency, and the situations that activate them.
- Polyvagal Theory suggests that our need to feel safe is what primarily guides our emotional behaviour.
- But how does this relate to the emotions hierarchy? Well, polyvagal theory and the emotions hierarchy are two sides of the same coin.
- They both help explain why we experience certain emotions to specific situations.
- For instance, when we detect danger, our nervous system activates a fear response which sits high on the emotional hierarchy.

## notes

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# Module 2A – Polyvagal Theory – The Emotions Hierarchy

- The need to feel safe is a powerful motivator for our emotions and behaviour.
- For instance, a study published showed that our emotional life is organised in a hierarchy, with safety related emotions taking precedence.
- This means that when our safety is threatened, our emotional responses are heightened, driving us to take action to protect ourselves.
- It suggests that there's an order or ranking to our feelings, with some being more important than others, and it states within this hierarchy Feelings of safety form the core of an enduring motivational system.
- In the ranking of feelings, feeling safe enough is the most important. It trumps all other feelings and forms the basis for a system that keeps us going and motivated.
- And it's this motivation of feeling safe which shifts our autonomic state, which then influences our behaviours, emotions and thoughts.

## notes

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# Module 2A – Polyvagal Theory – The Emotions Hierarchy

- Feeling safe can change our automatic state bodily responses like heart rate, breathing or sweating. And this in turn affects how we act, how we feel emotionally, and what we think, what we say, what we do.
- Feeling safe is a. Basic bodily state that helps us to grow, stay healthy, and interact with others.
- So often when we detect threat or feel unsafe, ur behaviours are often motivated in such circumstances for us to feel safe.
- Our behaviours are often defensive behaviours in order to try and protect ourselves.
- So I'd want you to take this opportunity to start noticing how we're moving away from a language where behaviours as seen as bad or naughty behaviours, and we are starting to view challenging behaviours as defence mechanisms, as coping strategies.

## notes

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# Module 2A – Polyvagal Theory – The Emotions Hierarchy

- Although some may be maladaptive, we are viewing them more so as making a shift from bad, naughty behaviour to behaviours that are giving us clues into a person's autonomic nervous system, and they are coping strategies to protect ourselves because after all, if we are not safe, we may not survive.
- So in conclusion, understanding the emotions hierarchy and polyvagal theory can give you a greater insight into your own emotional responses behaviours and of others.
- So the next time you find yourself reacting strongly to a situation, take a moment to reflect. Could it be your inherent need for safety that's driving your response?

## notes

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# Module 2AA - Polyvagal Theory - 3 Principles of Polyvagal Theory

- **NEUROCEPTION:**
- **THE HIERARCHICAL STATES DEVELOPED OVER EVOLUTION**
- **CO-REGULATION**

notes

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# Module 2B – Polyvagal Theory – The Science Of Safety

## NEUROCEPTION:

- Neuroception is a term coined by Dr Stephen Porges. It is our subconscious system for detecting cues of threats and safety in our environment.
- This process involves both external and internal cues, as well as interaction between different nervous systems. e.g in a classroom, school, workplace or community.
- Neuroception uses sensory input from our senses, sight, touch, hearing, smell, taste, to evaluate the environment.
- For instance, it can pick up visual clues such as body language or facial expressions, auditory cues like tone of voice, or even cues from certain smells.

## notes

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# Module 2B – Polyvagal Theory – Neuroception

- This sensory information is processed by our nervous system, allowing us to subconsciously gauge whether our surroundings are safe or dangerous, whether we feel threat or safety.
- Understanding neuroception gives us insight into why we may react strongly to certain situations or people, even without conscious awareness.
- It underscores the importance of subconscious processes in our daily experiences and interactions.
- This system operates subconsciously. Much like a home security system, a radar that works in the background. It's always on 24x7.
- Always checking and always ready to alert us. If something isn't quite right, you don't need to consciously control it, it just does its job automatically.
- Just as a surveillance system uses sensors to detect movement or heat, our neuroreceptive system uses sensory input from our senses to assess potential threats or safety cues.

## notes

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# Module 2B – Polyvagal Theory – Neuroception

So, let's take a look how **neuroception** works.

## A. **So firstly:**

- there's a detection of environmental cues. Our senses continuously take in information about our environment. This could be sights, sounds, smells, or even vibes we get from people around us.
- And remember, it can happen externally, internally, and between different nervous systems.
- Our senses are constantly scanning to pick up clues of safety or threat.

notes

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# Module 2B – Polyvagal Theory – Neuroception

So, let's take a look how **neuroception** works.

## **B: The next stage is subconscious assessment.**

- This sensory information is then processed subconsciously by our neural circuits.
- Based on this processing, our brain makes an instant judgment about whether the situation is safe, dangerous or life threatening.
- Then there's a physiological response. Depending on the assessment, our brain triggers a corresponding physiological response.
- If a situation is detected as safe, our parasympathetic nervous system, the rest and digest or relaxed system, is activated, leading to feelings of relaxation and safety.
- If a situation is detected as dangerous or life threatening, our sympathetic nervous system, the fight or flight system, is activated kicking in preparing us for potential threat.

## notes

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# Module 2B – Polyvagal Theory – Neuroception

So, let's take a look how **neuroception** works.

C. The next stage is behavioural responses.

- These physiological responses then influence our behaviour.
- If we feel safe, we're more likely to be open and social and feel safe enough to connect.
- If we feel threatened, we may become defensive or aggressive.
- Faulty neuroception refers to when the system misinterprets environmental cues or signs of perceived safety or threat between different nervous systems, so perceiving threats where there are none.
- This can lead to chronic activation of the fight or flight response and is thought to play a role in a number of conditions, including anxiety disorders, depression, and PTS.

**“Re-framing Behaviour as a clue to what the nervous system is doing”**

notes

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# Module 2B – Polyvagal Theory – Neuroception

## **Introception,**

- on the other hand, is the sense of the internal state of the body.
- It's how you know if you're hungry, thirsty, or need to go to the bathroom.
- Introception is also involved in feeling emotions. In fact, many emotions are felt in the body.
- For example, when you're nervous, you may feel your heart rate increase or your stomach churn.
- Both neuroception and introception are involved in the body's stress response.
- When the neuroceptive system detects a threat, it can trigger a fight or flight response.
- The introceptive system then provides feedback to the brain about the physiological changes occurring in the body, which can influence how we consciously assess the level of threat.

## notes

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# Module 2B – Polyvagal Theory – Neuroception

## **Neuroception and Introception**

- The connection between neuroception and introception is crucial for understanding human behaviour and emotions.
- Both systems work together to help us navigate our environment, reacting to potential threats and regulate our emotional responses.
- Introception functions as our body's internal GPS, providing real time updates about a physiological state.
- Neuroception acts as our body's radar system, constantly scanning the internal external environment and the space between different nervous systems for cues of perceived safety.
- Together, interception and neuroception collaborate to guide our responses to our surrounding environment appropriately.

## notes

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# Module 2B – Polyvagal Theory – Neuroception

## **Introception and Neuroception**

- Individuals with interoceptive challenges may struggle to interpret physical cues from their bodies, leading to difficulties in emotional regulation, task focus, and social interaction.
- Misfiring neuroception has been associated with conditions such as autism, schizophrenia, anxiety, depression and reactive attachment and PTSD.
- The good news is that like any skill, interoception can be enhanced with regular practice and support leading to improved body awareness and better management of related challenges.

**notes**

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# Module 2C – The Hierarchy & Different States

- Recap, polyvagal theory is known as the science of safety and our primary motivator is to keep safe because if we are not safe we don't survive.
- Word polyvagal comes from the Greek prefix poly, meaning more than one, and the vagus nerve, which comes from the Latin word for wondering.
- At the heart of the autonomic nervous system is the vagus nerve, one of the longest nerves in the body, sometimes known as the wandering nerve.
- It plays a vital role maintaining heart rate, controlling muscle movement, keeping a person breathing and transmitting a variety of chemicals throughout the body.
- It is also important in signalling to the brain what is going on in the body's organs and it connects the brain and the body together.
- In the brain, the vagus nerve helps control mood and anxiety.
- Signals travelling from the gut influence it's monoaminergic neurotransmitters. monoaminergic means working on mono amine neurotransmitters and these include serotonin, dopamine, histamine.

## notes

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# Module 2C – The Hierarchy & Different States

## **The Vagus Nerve :**

- In the heart, it controls the variability and rate of the heartbeat, as well as blood pressure.
- In the lungs, it links breathing depth with bronchi constriction.
- In the liver and pancreas, it helps control glucose storage and the balance of glucose in the blood.
- In the gut, it elevates stomach acidity and digestive juices, And gut triggers peristaltic action.
- Peristalsis is the involuntary muscle movement that moves food through your gastrointestinal tract. It begins in your throat and esophagus.
- If we move down to the kidneys, it provides parasympathetic intervention, releasing dopamine in the kidneys, which helps remove sodium and lower blood pressure.
- And in the gallbladder, the vagus nerve helps to release bile, which is central not only for breakdown of fats, but also for the elimination of harmful toxins.
- The sympathetic and parasympathetic nervous systems are part of our autonomic nervous system, which controls many of the body's automatic state functions.

## **notes**

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# Module 2C – The Hierarchy & Different States

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## **notes**

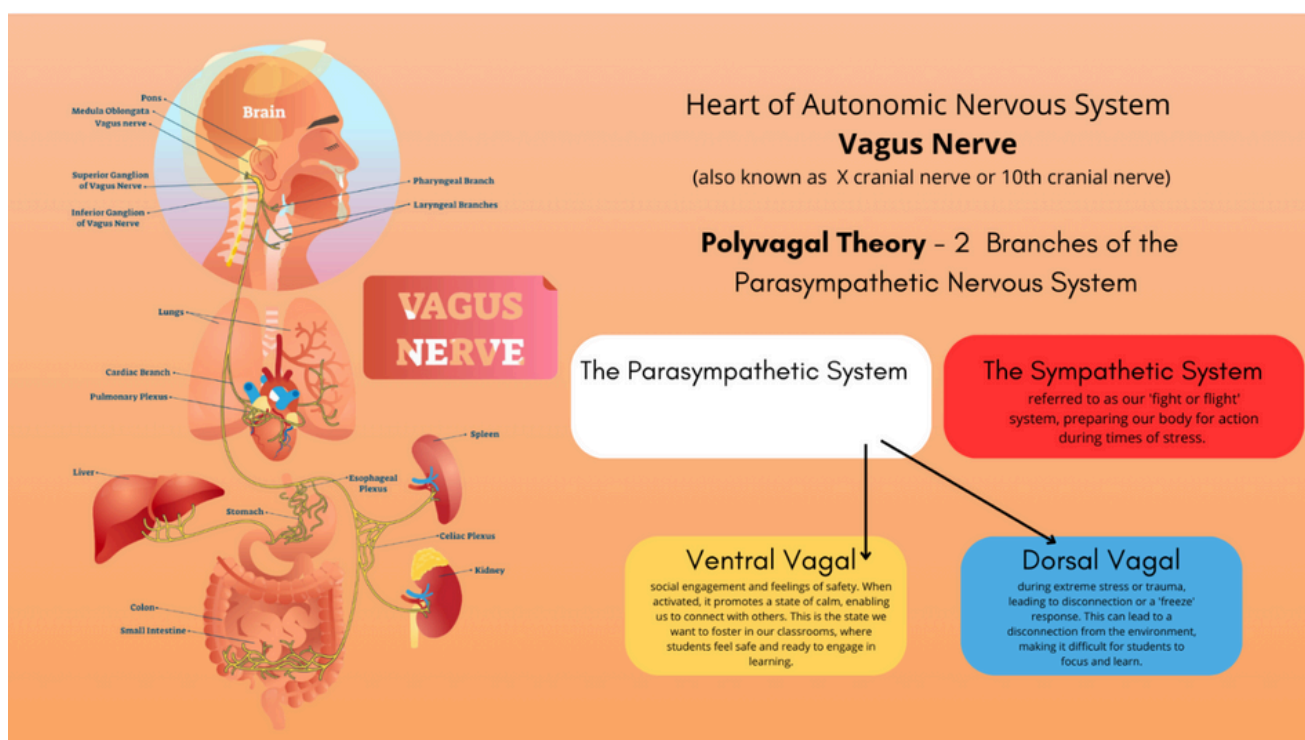
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# Module 2C – The Hierarchy & Different States

## The Vagus Nerve :

- The sympathetic and parasympathetic nervous systems are part of our autonomic nervous system, which controls many of the body's automatic state functions.
- Polyvagal theory introduces a new perspective on the vagus nerve by dividing it into two branches, the ventral vagal complex and the dorsal vagal complex.
- Each branch responds differently to signals of perceived safety and perceived danger.
- So according to polyvagal theory, the vagus nerve has two branches, the ventral vagal complex and the dorsal vagal complex.



## notes

# Module 2C – The Hierarchy & Different States

- According to polyvagal theory the hierarchy of the autonomic nervous system was formed over the course of evolution.
- The theory proposes that there are three systems, each representing a different evolutionary stage and survival strategy.
- These systems are from oldest to newest.
- Dorsal vagal complex.
  - This is the oldest branch rooted in our reptilian ancestry. It's related to the freeze response, which is essentially shutting down or playing dead when faced with extreme threat.
  - This is the last resort response when social engagement and mobilise are not sufficient. It can also be known as the immobilised state.
- Sympathetic nervous system.
  - This evolved later in mammals and is associated with the fight or flight response. When faced with a threat, this system prepares the body for vigorous activity, either to confront or flee from the threat.

## notes

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# Module 2C – The Hierarchy & Different States

## 3. Ventral Vagal Complex:

- or sometimes known as Safe and Social or Relaxed state. This is the newest branch.
- It can also help calm heart rate after activation of the sympathetic nervous system.
- This hierarchical model explains how our body responds to perceived stress and danger.
- When we perceive threat or danger, our body first tries to use the social engagement system, the ventral vagal complex, to defuse the situation.
- If that doesn't work, activates the fight or flight system, the sympathetic nervous system.
- If neither of these strategies work, as a last resort, our body may trigger the freeze response, the dorsal vagal complex.

## notes

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# Module 2C - The Hierarchy & Different States

- Over time, through evolution, this hierarchy has been refined, allowing us to better respond to threats and stress in our environment.
- Neuroception and its influence on the vagus nerve is a key concept in understanding how our body responds to perceived safety or danger.
- When we sense safety, the ventral vagal complex is activated, fostering feelings of calm and connection. When we perceive danger or threat, the dorsal vagal complex triggers a defensive response.
- Essentially our behaviour serves as a reflection of these internal processes.
- And it's three states as therapists. This knowledge allows to, allows us to better identify signs of stress or discomfort in our clients and provide them with psychoeducation to facilitate change.

## notes

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# Module 2C - The Hierarchy & Different States

- It also helps clients to link, emotions and behaviours. So, for example, let's consider a practical example.
- A student who has experienced trauma at home upon entering school, their dorsal vagal complex may be activated, leading to disconnection or a freeze response.
- By helping them recognise these signs and providing support, we can foster a sense of safety that encourages a shift towards the safe and social state of the nervous system.
- Similarly, when working with educators or parents, we can guide them in creating a nurturing environment characterised by perhaps warmth, acceptance, and reducing uncertainty.
- Actions such as maintaining consistent routines, using a calm and friendly tone, and demonstrating understanding and empathy can send signals of safety to the nervous system.
- This can significantly improve communication and relationships. It also feels important to point out that perceived safety and threat can mean different things for different people.

## notes

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# Module 2C - The Hierarchy & Different States

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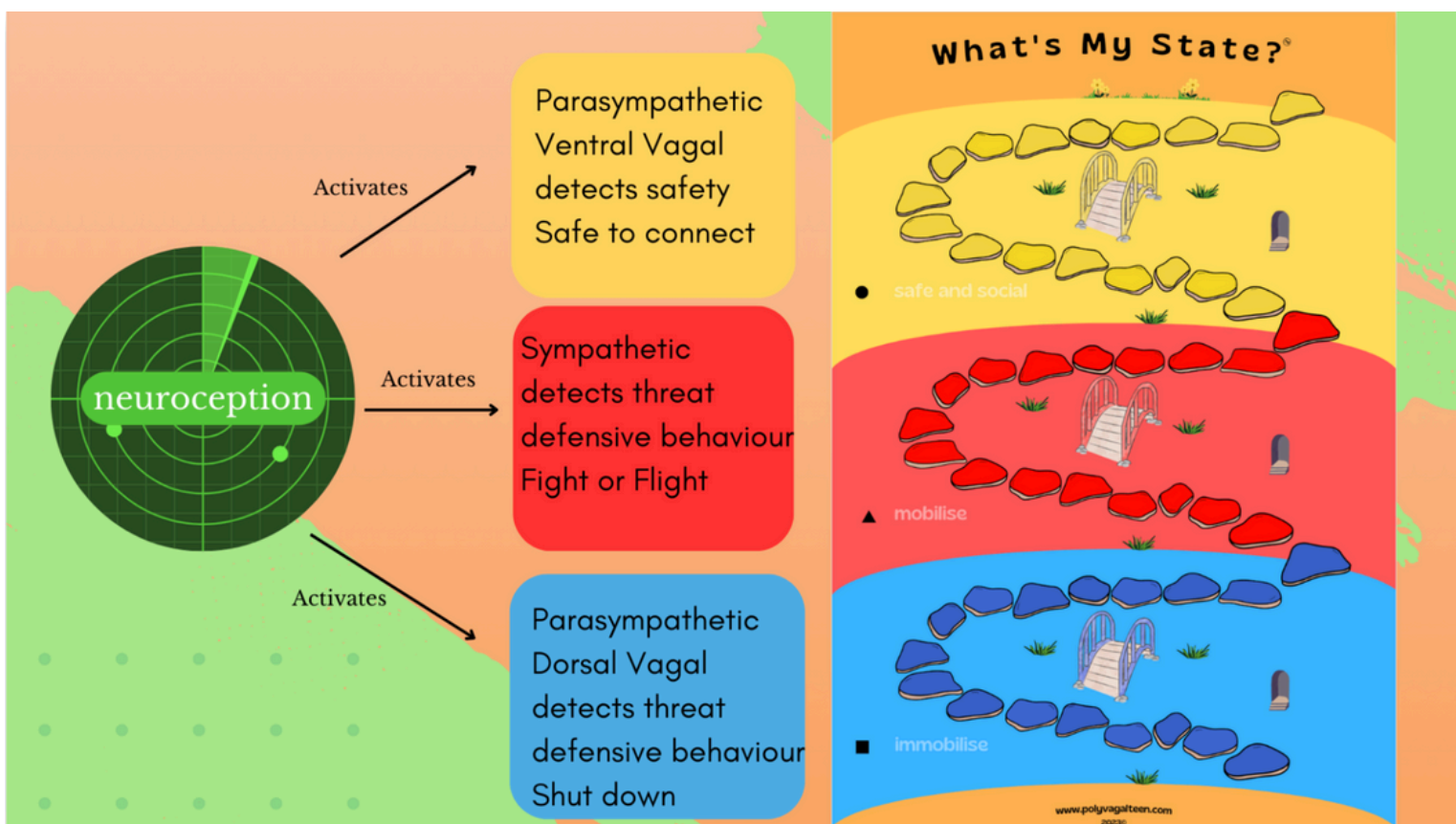
## notes

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# Module 2C - The Hierarchy & Different States

Now, if you're thinking, how are you going to explain this hierarchy to your clients, don't worry. Deb Dana uses the metaphor of the ladder to explain the hierarchy.

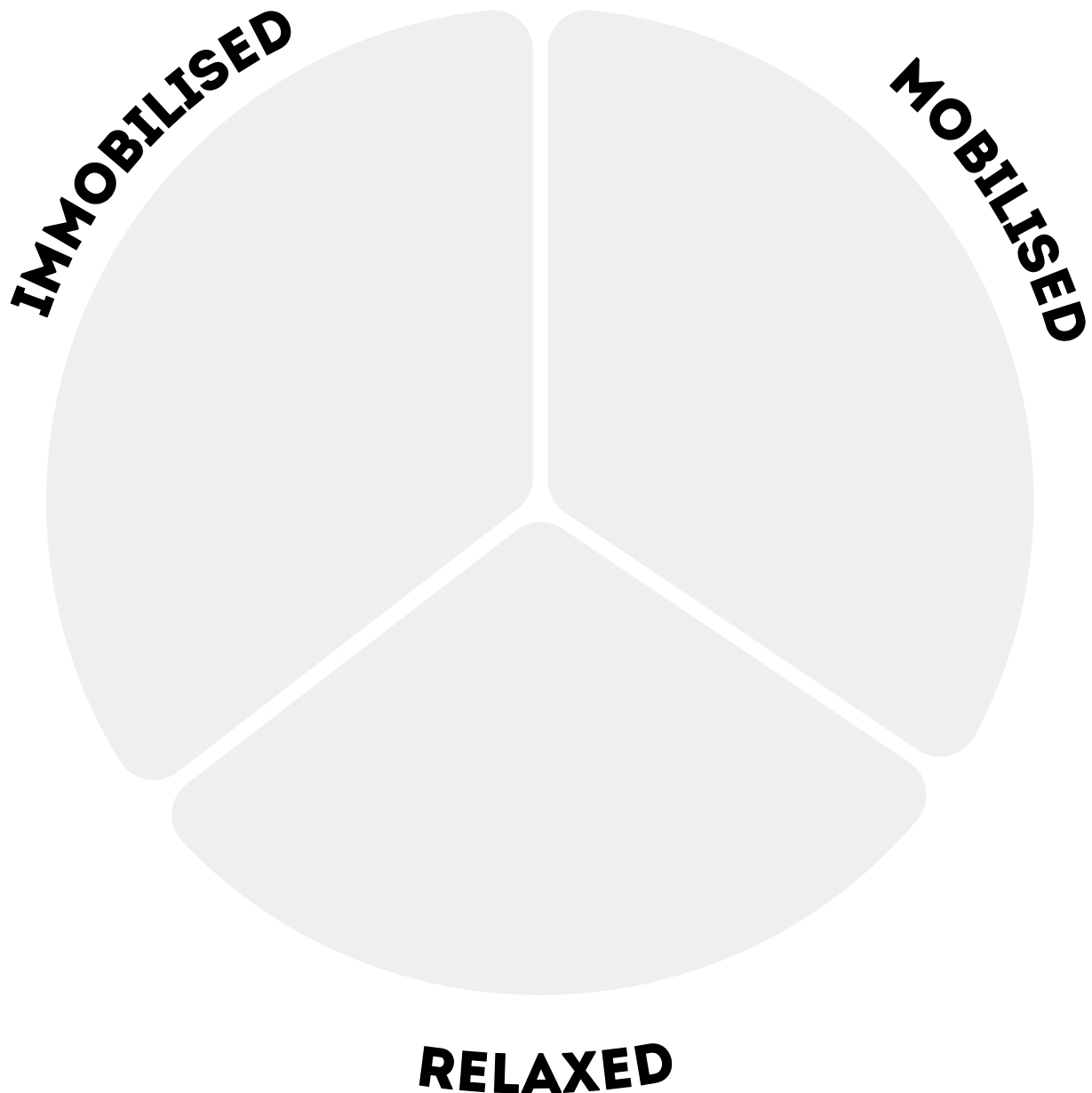
I created the metaphor of a track, the teen track, to help explain the hierarchy in a metaphor form.



## notes

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Module 2A - Reflective Exercise  
scribble - doodle - colour  
“biopsychosocial,, personal meaning  
to you



notes

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# Module 2d - Co-regulation

The third principle of polyvagal theory, which is co-regulation

Significance from the very beginning.

- In the early stages, even before birth, we experience the world through our mother's sounds, vibrations, movements and rhythms.
- Our nervous systems are continually being co-regulated as we develop in the womb. At the moment of birth, our connection with our bodies is instinctive and profound.
- However, as we mature, societal norms and cultural influences subtly encourage a detachment from our bodies, eroding that bond, shifting our focus predominantly towards our minds.
- Despite this shift, it's essential to remember that our bodies continually respond to experiences via our autonomic nervous systems, which regulate our involuntary bodily functions.

## notes

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# Module 2d - Co-regulation

The third principle of polyvagal theory, which is co-regulation

- The polyvagal theory explains how our nervous system responds to stress and how it influences our social interactions.
- It describes three different neural pathways that regulate our physiological state, especially in response to danger and safety signals.
- Co-regulation is a process where individuals mutually influence and adjust their emotional and physiological states to achieve a sense of balance and connection with the other.
- It's a way of helping regulate emotions through understanding and connecting with others.
- Co-regulation refers to the dynamic process where two or more individuals influence and adjust their physiological and emotional states to create a sense of balance and connection.

## notes

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# Module 2d - Co-regulation

The third principle of polyvagal theory, which is co-regulation

- It's a fundamental aspect of human interaction that helps us manage our emotions and responses to stress.
- The term steady in this context can be related to the stability and consistency that co-regulation provides, the word steady, opposed to calm.
- When we engage in co-regulation, it helps us maintain a steady state of emotional and physiological balance. This steadiness is particularly important when we're faced with stressful situations or challenging emotions.
- For instance, consider when a young person is upset. A caregiver may use soothing words, comforting touch, and a calm presence to help the child return to a more balanced, steady state.
- This process represents co-regulation.

## notes

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# Module 2d - Co-regulation

The third principle of polyvagal theory, which is co-regulation

- The caregiver is helping the child to steady their emotional state.
- When we feel safe enough and connected with others, the ventral vagal complex is activated, promoting feelings of calm and social engagement. This is how co-regulation helps us maintain a steady, balanced state, even in the face of distress or stress.
- Co-regulation can be thought of as we share each other's nervous system to steady the other. So we can use our nervous system to bring calm or steadiness to the other when they are overwhelmed.
- Co-regulation is mutual, meaning all involved parties participate in managing and regulating their emotions and responses to stress. It's like a dance where each person adjusts their movements, in response to their partner, helping each other maintain balance, steadiness and harmony.

## notes

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# Module 2d - Co-regulation

The third principle of polyvagal theory, which is co-regulation

- Another phrase used is shared embodiment. Shared embodiment is more about empathy and understanding another person's experiences as if they were their own.
- It's about sharing the same feelings, sensations or experiences at a deep, empathetic level. So, while both concepts involve a deep connection between individuals, their focus differs slightly.
- Shared embodiment emphasises shared experience and feelings, while mutual support in managing and regulating emotional and physiological responses.
- If I just explain a little further, co regulation and shared embodiment are interconnected in the sense that they both require a deep level of empathy and understanding between individuals.

## notes

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# Module 2d - Co-regulation

The third principle of polyvagal theory, which is co-regulation

- Shared embodiment allows individuals to deeply empathise with each other, feeling and understanding each other's experiences as if they were their own.
- This shared understanding and empathy then forms the basis of co-regulation, where individuals mutually influence and help each other manage their emotional and physiological responses.
- In essence, the deep connection formed through shared embodiment can facilitate effective co-regulation, helping individuals maintain emotional balance and manage stress together.

## notes

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# Module 2d - Co-regulation

The third principle of polyvagal theory, which is co-regulation

- So what does co regulation look like? What does a shared embodiment look like?
- When we speak of co regulation as a shared embodiment, we delve into a complex interplay of physiological and emotional exchanges that go beyond our spoken word.
- This concept recognises how our bodies and nervous systems engage with each other in a subtle dance of non verbal communication which significantly influences our interactions and relationships.
- For example, our tone of voice can convey a spectrum of emotions that words may fail to express.
- A soothing tone can communicate understanding and empathy, helping to regulate another person's emotional state.

## notes

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# Module 2d - Co-regulation

The third principle of polyvagal theory, which is co-regulation

- **Body language** too plays a vital part. A simple nod can validate feelings, a comforting touch can provide reassurance, and an open posture can make one feel accepted and safe.
- **Our heart rate and breathing patterns** are also part of this shared embodiment. When we're calm and relaxed, our slow and steady heart rate or breath can have a calming effect on those around us, contributing to co-regulation.
- **The volume, prosody, melodic and rhythmic** aspects of our voice and our facial expressions all contribute to this process of co-regulation.
- **A gentle smile or softened facial features** can send a reassuring message, while maintaining a soft and comfortable eye contact can foster connection.
- **Movement and gestures, proximity and touch** contribute to the dance of co-regulation. A gentle pat on the back, a warm hug, or simply being physically close can offer comfort and a sense of safety.

## notes

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# Module 2d - Co-regulation

The third principle of polyvagal theory, which is co-regulation

- **The rhythm, timing, intensity, motion and pitch** of our verbal and non verbal cues also play into co regulation.
- **The rhythm of our speech**, the timing of our responses, the intensity of our reactions, the motion of our gestures, and the pitch of our voice, they all add layers of meaning and emotion to our interactions.
- Finally, **maintaining a receptive and acceptable** stance, both physically and emotionally, fosters an environment where co regulation can thrive.
- It signals openness and willingness to engage, to understand, and to share in the emotional experiences of others.

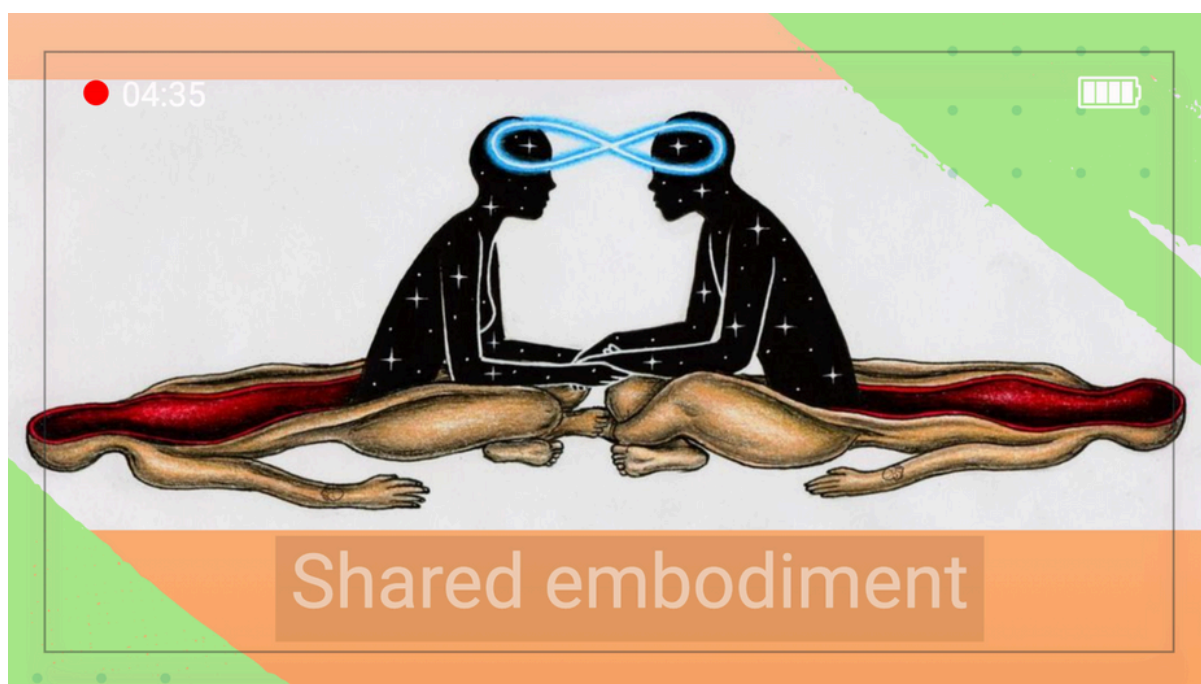
## notes

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# Module 2d - 3.Co-regulation

The third principle of polyvagal theory, which is co-regulation

- Co regulation as a shared embodiment is a rich multifaceted process that involves not just our words, but our entire being.
- It's a mutual dance where we tune into each other's cues, responding in ways that help regulate emotions and promote connection.
- The ability to steady the other through our own autonomic nervous system.



notes

# Module 2d - 3. Co-regulation

The third principle of polyvagal theory, which is co-regulation

## The Journey Of Our Nervous System



notes

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# Module 2e - 3. What Co-regulation is not

- Coercive co regulation is a term that describes interactions where one person attempts to control or manipulate the other's emotional state or behavior. through force, threats, or domination.
- This approach does not foster safety or connection, which are core components of effective co regulation. Instead, it can lead to feelings of fear, anxiety, and resistance.

Here are seven key points to help identify coercive co regulation.

- **Where there's an imbalance of power.** Coercive co regulation often involves a significant power imbalance where one person dominates and the other submits.
- **A lack of consent.** The regulating person may impose their will without considering or respecting the other person's feelings or needs.
- **The use of fear or threats.** This could involve using fear or threats to control behavior, such as threatening punishment if a student or a partner doesn't comply with a directive.
- **Manipulation.** This can, this can include using guilt, shame, or obligation to influence the other person's behavior or emotional state.

## notes

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# Module 2e - 3. What Co-regulation is not

- **Resistance and disconnection.** In response to coercive tactics, the regulated individuals may show signs of resistance or disconnection, such as withdrawal or defiance.
- **A lack of emotional safety.** Coercive co regulation does not promote a sense of safety, which is essential for genuine co regulation and learning.
- **Impacts on self-regulation.** Over time, individuals exposed to coercive co-regulation may struggle to develop effective self-regulation skills.

As a reflection point, are there instances where coercive co regulation might be occurring in your life or in your classroom?

How can we shift these dynamics towards genuine co regulation?

## notes

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# Module 2e - 3. What Co-regulation is not

- Understanding the difference between genuine co regulation and coercive co regulation is crucial.
- As educators, as partners, as parents, our goal should always be to foster a safe, supportive environment promotes mutual regulation and connection.
- Coercive co-regulation can also manifest in therapeutic settings and personal relationships, though it is, of course, not the desired dynamic in either scenario.
- For example, in a therapy room. An example of coercive co regulation may be, may involve a therapist their perspective or interpretation onto the client without considering the client's feelings, experiences or perspectives. This could lead to the client feeling unheard, invalidated or pressured to conform to the therapist's viewpoint.
- Effective therapy should instead promote a sense of safety, mutual respect and collaboration, where both therapist and client work together to understand and navigate the client's experiences.

## notes

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# Module 2e - 3. What Co-regulation is not

- In personal relationships, coercive co regulation can take many forms. It could involve one person using guilt, blame or manipulation to control the other person's emotions or behaviours.
- This may look like one partner criticising or belittling the other to make them feel bad about themselves or using threats of punishment to control their actions.
- Such dynamics can lead to feelings of resentment, fear, and disconnection, damaging the relationship.
- Healthy relationships, on the other hand, are characterised by mutual respect, open communication, and shared decision making.
- By fostering genuine co regulation based on empathy, understanding, and mutual respect, we can create more supportive, connected, and fulfilling interactions and relationships.

## notes

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# Module 2e – 3. What Co-regulation is not

- Coercive co regulation with its inherent power imbalance and manipulation can have profound and damaging effects on individuals and relationships.
- It can lead to feelings of fear, anxiety and resentment, eroding trust and connection.
- In educational settings it can hinder learning and development. as students may feel unsafe and unsupported.
- Over time, exposure to coercive co regulation can impact an individual's ability to self regulate their emotions and behaviours effectively. This can lead to difficulties in managing stress, resolving conflicts, and forming healthy, balanced relationships.

So, if we were to conclude, recognising and addressing coercive co regulation is not just necessary but vital.

By promoting genuine co regulation based on empathy, understanding, and mutual respect, we can foster environments and relationships that support emotional well being, personal growth, and positive social interactions.

## notes

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# Module 2f – 4. Emotional Contagion

- Emotional contagion is a physiological phenomena where we catch the emotions of those around us. It's like when you see someone laughing and you can't help but smile, even if you don't know what they're laughing about.
- This happens because our brains are wired to mirror the emotions and actions of others, a process crucial for empathy and social bonding.
- Co regulation, on the other hand, refers to how we adjust our emotional states. in relation to others. It's an essential part of our social interactions and relationships. For instance, a mother soothing her crying baby is an example of co regulation.
  - The distress of a baby triggers a response in the caregiver who then acts to alleviate the baby's therefore changing the baby's emotional state.

## notes

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# Module 2f – 4. Emotional Contagion

Now, let's connect the dots. Emotional contagion sets the stage for co regulation.

- When we pick up on the emotions of others, we can adjust our own emotional responses accordingly. This mutual adjustment of emotions is what we call co regulation.
- A classic example is a team working towards a common goal. If the team leader is enthusiastic and positive, this emotion can spread to the members, fueling motivation and productivity
- But like all dances, it requires skill and practice. If we're not careful, emotional contagion can lead to emotional overload.
- Imagine being in a room full of stressed people. If you're susceptible to emotional contagion, you may leave the room feeling stressed yourself, even if you weren't initially. This is where the skill of co regulation comes in handy.
- Co regulation helps us navigate these emotional waters. By being aware of our own emotions and those of others, we can consciously choose how to respond.

## notes

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# Module 2f – 4. Emotional Contagion

Now, let's connect the dots. Emotional contagion sets the stage for co regulation.

- Instead of getting swept away and up in the stress, we can offer steadiness. We can share our steady nervous system. Sharing our steady nervous system in turn can help others find their own steadiness. That's the power of co regulation.
- If we take a look, for example, at social media platforms, they have become a significant part of our daily lives, impacting not only the way we communicate, but also how we process and express our emotions, think emojis.
- Studies suggest that emotional contagion can occur online, even in the absence of nonverbal cues, typical of in person interactions.
- This means that their emotions, that the emotions expressed in posts, comments and shares, can influence the emotional state of readers or viewers, leading to a ripple effect of shared emotional experiences.

## notes

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# Module 2f – 4. Emotional Contagion

- For example, consider a scenario where a friend shares post about a personal hardship. Their experiencing reading their post might activate feelings of empathy and sadness within you, even though you're not physically present with them.
- This is an instance of emotional contagion through social media, and sometimes it can spread like wildfire.
- It's worth noting that this contagion isn't just limited to negative emotions. A positive positivity as well.
- However, the constant exposure to a wide variety of emotions on social media, Social media can potentially impact our nervous system.
- It can activate stress responses, especially when exposed to negative or distressing content affecting our mental and physical health.

## notes

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# Module 2f – 4. Emotional Contagion

- How do your own emotional reactions to social media content influence your overall mood and well being?
- Are there changes you could make to your social media usage, perhaps to better support your emotional health?
- So to conclude,
- emotional contagion and co regulation are intertwined. Understanding them not only enhances our relationships, but also our own emotional well being.

**notes**

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