



# DEVELOPING RELATIONSHIPS VIRTUALLY

## MODULE 1 WORKBOOK

Use this workbook alongside the course lectures and videos to engage in reflective practice and deepen your thinking.

Judith Norman  
MS, LPC, RPT-S  
[BraindropsPlayTherapy.com](http://BraindropsPlayTherapy.com) © 2021

## **Module 1: A Paradigm Shift**

### **Welcome to the class: (2:11)**

These are universal concepts that apply to relationships in general.

### **Transition Back to School: (13:29)**

1. Orienting – My space, Your space, “I’ve got you!”
  - Creating a safe container for all of us.
  - Making the unknown, known
2. Grounding – Helping us get present`
3. Allowing Space – Checking in, where are you right now?

Polling questions [www.menticom](http://www.menticom)

Symbol that lets you know that they need you to check in with them individually

**WHAT IDEAS DO YOU HAVE FOR INCORPORATING ORIENTING, GROUNDING, AND ALLOWING SPACE, INTO YOUR DAILY ROUTINE?**

### **Family Culture: (15:38)**

1. What do we learn from our families?
  - Hierarchy & Roles
  - Rules and Acceptable behavior
  - Relationships
2. What do we know about building relationships?
3. The need to be Intentional and Explicit
4. Strategies Time-Line
  - When and how to be explicit
  - Strategies that bring about focal attention

### **Why is a paradigm shift necessary?**

Hold this question in mind while exploring the following...

- Introduction to Family Culture
- Different Goals and Roles
- Relationship Building Strategies First Glimpse
- Important Concepts

Feelings	<i>“Be Real About How You Feel” “Name it to Tame it”</i>
Body Sensations	<i>“Communication of Physical Sensation”</i>
What We See Happening	<i>“Voice their Choice”</i>
What is Happening Between Us	<i>“Recognizing Relationships”</i>
What I Am Thinking	<i>“Cognitive Comments”</i>

*“When we intuitively sense that we cannot regulate our emotions healthily, then a feeling of emotional security is beyond our reach.” Allen Schore p. 219*

WHAT ARE YOUR THOUGHTS ON THE STRATEGIES YOU'VE RELIED UPON IN THE PAST FOR GETTING TO KNOW STUDENTS, AND TEACHING THEM ABOUT EXPECTATIONS?

### Different Goals and Roles: (28:05)

#### Section 1: Introduction to Brain states

- Cortex – Calm and Aroused
- Limbic Region – Alarm
- Midbrain – Fearful

WHY DO YOU THINK IT MIGHT BE HELPFUL TO UNDERSTAND THAT WHEN A CHILD IS FEELING FEARFUL OR TERRORIZED, IT'S EASILY MISINTERPRETED AS ANGER OR RAGE?

#### Connecting with Different Parts of the Brain

- What I Am Thinking
- What We See Happening
- What is Happening Between Us
- Feelings
- Body Sensations
- Movement & Sounds

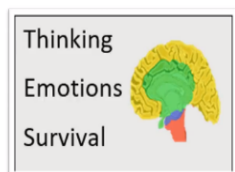


Image 1

Feelings	"Be Real About How You Feel" "Name it to Tame it"
Body Sensations	"Communication of Physical Sensation"
What We See Happening	"Voice their Choice"
What is Happening Between Us	"Recognizing Relationships"
What I Am Thinking	"Cognitive Comments"

Image 2

LOOK AT THE TWO IMAGES. THINK ABOUT THE POSSIBLE IMPLICATIONS OF THE INFORMATION. HOW MIGHT THIS BE HELPFUL? WHAT ARE YOUR THOUGHTS AND YOUR QUESTIONS?

WHAT STANDS OUT FOR YOU ABOUT BRAIN STATES?

### Section 2: Connection Between Brain states and Strategies

The Strategies handout is broken down into 3 categories:

- **Teaching and Learning**
- **Promoting Connection**
- **Grounding and Regulating**

Each category corresponds to a set of goals for specific interactions with a student. Meeting the different sets of goals, requires us to assume different roles.

**Teaching and Learning** - when our goal is to teach, have students learn, and/or have us learn from them.

**Promoting Connection** - when our goal is to get to know a student on a deeper level.

**Grounding and Regulating** - when there is dys-regulation our goal MUST SHIFT to supporting regulation.

WHAT DO YOU THINK OF THE STATEMENT, “DIFFERENT SKILL SETS ARE NEEDED FOR DIFFERENT GOALS AND ROLES?”

4

WHY DO YOU THINK PROMOTING CONNECTION WOULD BE LINKED TO FEELING SAFE?

WHY DO YOU THINK OF THE IDEA THAT OUR GOAL MUST SHIFT TO SUPPORTING REGULATION WHEN SOMEONE IS DYS-REGULATED?

### Section 3: Example of Applying Strategies

- Interacting with a child

DO YOU THINK IT’S IMPORTANT TO DIFFERENTIATE BETWEEN THE TWO GOALS OF GETTING TO KNOW A CHILD AND PROMOTING DEEP CONNECTION? WHY OR WHY NOT?

WHAT WAS YOUR EXPERIENCE WATCHING THE VIDEO?

THINK ABOUT THIS QUESTION AGAIN... WHY DO YOU THINK PROMOTING CONNECTION WOULD BE LINKED TO FEELING SAFE?

- Sitting in Discomfort

**A New Skill:**

*Understanding that if I name what is going on relationally between us, I can connect with someone more deeply.*

DID YOU FEEL UNCOMFORTABLE WATCHING THIS? WHAT OTHER THINGS DID YOU FEEL OR NOTICE?

**Relationship Building Strategies: (5:43)**

- Scenario with Anna Online

Read the scenario used in the video along with examples of each strategy. Think about how each strategy fits within one of the 3 main categories of 1) Teaching and Learning, 2) Promoting Connection, or 3) Grounding and Regulating.

We will be spending much more time on these strategies, including learning the neuroscience behind why they work. **It's ok if some of them don't make sense to you, yet.** For now, I want you noticing which most resonant with you. Which feel like things you might say, and which just feel awkward or uncomfortable? You get to choose which work for you. Keep in mind, they don't all work in all situations, so it's good to have several up your sleeve.

DID ANY OF THESE STRATEGIES OR EXAMPLES FEEL LIKE THEY FIT WELL FOR YOU? WHICH ONES?

DID ANY OF THESE STRATEGIES OR EXAMPLES FEEL VERY UNCOMFORTABLE, OR BRING UP A STRONG REACTION? WHICH ONES?

CHOOSE ONE STRATEGY FROM EACH CATEGORY AND EXPLAIN WHY YOU THINK THAT STRATEGY MIGHT WORK OR WHY YOU CHOSE IT.

6

TEACHING & LEARNING:

PROMOTING CONNECTION:

GROUNDING & REGUALTING:

### **Important Concepts: (27:37)**

1. The Set-Up
2. Growing Windows of Tolerance
3. Bottom-Up AND Top-Down Interventions
4. Interoception

*Concept 1: What do we mean by the Set-Up?*

**Our ability to feel what other people are feeling.**

#### **A New Skill:**

**Understanding and using the ability to feel what is going on for another person is going to help me connect with them in a much deeper way.**

IN THE VIDEO, WHEN YOU WATCHED ME DEMONSTRATE THE CONCEPT OF THE SET UP, WHAT DID YOU FEEL, AND WHAT DID YOU NOTICE HAPPENING IN YOUR BODY?

CAN YOU THINK OF TIMES WHEN YOU HAVE EXPERIENCED OTHERS' FEELINGS?

CAN YOU THINK OF ANY TIMES WHEN HAVING UNDERSTOOD AND FELT ANOTHER PERSON'S EXPERIENCE, OR WHEN SOMEONE ELSE HAVING UNDERSTOOD AND FELT YOUR EXPERIENCE, MIGHT HAVE BEEN BENEFICIAL IN CONNECTING OR DEVELOPING A RELATIONSHIPS WITH THAT PERSON?

*Concept 2: Growing Windows of Tolerance*

**Our windows of tolerance refer to our ability to handle our perception of an experience.**

- When we feel like we can tolerate, handle, or manage whatever is going on, we are inside our window of tolerance. When we feel like we can't tolerate, handle, or manage what is going on for us, we are outside our window of tolerance.
- When we are outside our window of tolerance, we become dys-regulated.

**We won't feel safe unless we feel that we can handle what is going on around us and inside of us.**

**We need to be intentionally working on growing students' windows of tolerance, this means using the opportunities that arise.**

***A New Skill:***

**Naming when challenges and dys-regulation are occurring, and then regulating, supports growing windows of tolerance.**

HOW DO YOU THINK NAMING WHEN CHALLENGES AND DYS-REGULATION ARE OCCURRING, AND THEN REGULATING, SUPPORTS GROWING WINDOWS OF TOLERANCE?

WHAT'S YOUR REACTION TO THIS STATEMENT...*"WHAT'S THE GOAL? IF I JUST LET IT PASS WHEN THINGS GO WRONG, I MISS INCREDIBLE LEARNING OPPORTUNITIES. THE GOLDEN NUGGET IS STOPPING AND TEACHING STUDENTS HOW TO DEAL WITH ANXIETY AND FRUSTRATION. WE NAME THAT THERE WAS A CHALLENGE AND I MODEL HOW TO MOVE THROUGH IT. THAT'S THE KEY. THINK ABOUT HOW EASY IT IS TO LOSE SIGHT OF THAT AND JUST MOVE ON, KEEPING US ALL STUCK IN THE TENSION AND DYS-REGULATION."*



*Concept 3: Bottom-Up AND Top-Down Approaches*

**These approaches are focused on communicating and connecting with the correct part of the brain.**

If I am trying to communicate and connect with someone stuck in the lower regions of their brain, I need to use a Bottom-Up approach. However if that person has access to the higher regions of their brain, then a Top-Down approach can work.

**WHY ARE BOTH BOTTOM-UP AND TOP-DOWN APPROACHES IMPORTANT WHEN IT COMES TO BUILDING RELATIONSHIP?**

*Concept 4: What is Interoception?*

**Our 8th sense, it is the ability to know what is happening in my body.**

- The way feelings show up in our bodies are through physical sensations.

**If I don't have the ability to notice what those physical sensations are, I will not be able to learn to self-regulate.**

**If I can't notice the physical sensations in my own body it will be difficult for me to be attuned to another person, which means feeling and understanding the set-up will be challenging.**

**WHAT ARE YOUR THOUGHTS ON THE FOLLOWING QUESTIONS...**

**IS IT POSSIBLE TO BE ATTUNED, AND TO SELF-REGULATE, WITHOUT BEING ABLE TO NOTICE WHAT IS HAPPENING IN YOUR OWN BODY?**

**IF YOU ARE NOT ABLE TO FEEL IF YOU OR A STUDENT ARE DYS-REGULATED. DO YOU THINK YOU'LL BE EFFECTIVE AS DETERMINING THE MOST APPROPRIATE GOAL IN THE MOMENT?**

WHAT ARE YOUR THOUGHTS ON THESE QUESTIONS...

DO YOU THINK A CHILD CAN FEEL FELT OR SEEN BY YOU IF YOU CANNOT FEEL YOURSELF?

HOW WELL DO YOU THINK YOU NOTICE YOUR OWN BODY?

**Wrap Up:** (6:44)

<b>Why is a paradigm shift necessary?</b>	<ul style="list-style-type: none"> <li>• The need to be intentional and explicit</li> </ul>	<ul style="list-style-type: none"> <li>• The need for different skill sets. I can learn to show up differently if my goals are different.</li> </ul>
<ul style="list-style-type: none"> <li>○ Understanding and using the ability to feel what is going on for another person.</li> </ul>	<p><b>New Skills</b></p> <ul style="list-style-type: none"> <li>○ Naming what is happening relationally, between us.</li> </ul>	<ul style="list-style-type: none"> <li>○ Naming when challenges and dys-regulation are occurring to support growing windows of tolerance.</li> </ul>
 <p>Intentionally taking opportunities to create connection.</p>	<p>Actively work to increase windows of tolerance.</p>	<p>This is going to be messy and feel uncomfortable.</p>

WHAT ARE YOUR BIGGEST TAKE AWAYS FROM THIS MODULE?