

[00:00:00] **Ann Kelley:** Hey everyone.

[00:00:04] **Sue Marriott:** Hey, Ann Kelley, how are you?

[00:00:05] **Ann Kelley:** I'm great, Sue. How are you? It's fun to be back.

[00:00:11] **Sue Marriott:** It's been a minute.

[00:00:12] **Ann Kelley:** - it's been a minute. We took a nice break. I mean, I guess it was a break. We've been working our butts off.

[00:00:18] **Sue Marriott:** Totally. We've been extremely busy but we have tons of updates. To really just dive back in, maybe we should let folks know kind of some of what we've been up to, where our thinking has been and where it's going related to some of the stuff on attachment and podcasting. Where do you wanna lead us?

[00:00:41] **Ann Kelley:** Well, I guess to what we're working our butt off in is very exciting. We are making super good progress in our book on secure relating. And so it's top of mind, isn't it? It's top of mind. And for myself clinically when I'm working with people top of mind with life it's really fun to dive into it

[00:01:03] **Sue Marriott:** I tell you, the most interesting thing has been in writing together. At one moment, you know, we're heady and we're explaining and teaching and then we can drop down and like, oh no, this is actually what it means between us. And when we, you know, hit a snag or something like that, it's like, okay, wait, what is this? You know, how does this relate? Like, I mean, it's, it's really interesting, but I have hoping that it's gonna represent the book with real life. You know, this is not somebody on some mountaintop acting like they have it all together, but more of like that, you and I walking together as we figured this out, and apply this incredible resource and rich science that is out there.

[00:01:51] **Ann Kelley:** I love bringing it to the real world.

[00:01:53] **Sue Marriott:** That's right.

[00:01:53] **Ann Kelley:** To dropping into this idea of like, wait, where am I right now with you in this moment? And it's so funny you, you said to be writing about it and then stop and do it. Whether it's I'm anxious about a paragraph I'm writing and I think you're critical of it, and yet you're not, cause you haven't even read it. That's what happened recently.

[00:02:17] **Sue Marriott:** Yeah.

[00:02:18] **Ann Kelley:** Right? Like I had written a bunch of stuff and you were reading it -

[00:02:22] **Sue Marriott:** I wasn't though

[00:02:23] **Ann Kelley:** but you weren't, but you had an expression on your face and I'm like, oh crap. I knew, you know, like it was so funny. It was like I had this interpretations and in the end just really chuckled about it because it's like the real life application of it. You weren't even reading it and -

[00:02:41] **Sue Marriott:** No, I was stressing out cause something, I don't remember what I was reading, but I was really stressed and trying to do something and then you projected into that I was criticizing you, which is terrible and I'm so sorry that you feel that way. It's kind of like somebody waking up from a dream and being mad at their partner.

[00:02:57] **Ann Kelley:** Exactly. Well, even in this, the funny thing is I wasn't even thinking you were criticizing me. It was actually stirring this. God. I thought what I wrote right there was so good, but maybe it wasn't, you know,

[00:03:08] **Sue Marriott:** More your insecurity.

[00:03:09] **Ann Kelley:** Yeah.

[00:03:10] **Sue Marriott:** Yeah.

[00:03:11] **Ann Kelley:** My insecurity. I thought it was really good. I was waiting for this like expression of, yes, you nailed it, Ann.

[00:03:17] **Ann Kelley:** And instead I didn't get my anticipated, you know, that a girl instead, you know? Cause I thought I felt really powerful about what had written. Instead, I got this look that was like consternation. It was like, and I'm like, oh crap. And I walked away and it was like, it made me think of that. It was two seconds later that you wrote and said, by the way, I haven't even read anything. Sometimes like I couldn't care less what you think cause we're gonna go back and forth. But you know, that time I'm like, man, that was a great example. And so I loved that because it made me walk away and go, okay, and apply what it is we're writing about. And I feel like that's what we're being challenged to do constantly. Not just tell, but really know what it is and use it.

[00:04:03] **Sue Marriott:** That's right. And you know, these things show up. So we're gonna be focusing specifically on internal working models because it is, that's the key concept really about attachment and what brings it from infant attachment to adult attachment, all the cool things. So we're definitely gonna do that. But we're particularly vulnerable to moving into some of our dumb narratives that we're holding that we don't know in the absence of information or in kind of blank spaces.

[00:04:28] **Sue Marriott:** So part of what happened is I was being really quiet because I thought something was happening, and so I was contained and then focused on the thing I was focused on. So there's like the absence of information in some ways.

[00:04:42] **Ann Kelley:** Right.

[00:04:43] **Sue Marriott:** And then you, as you leave, you said, oh, you said something like you were disappointed, but you had to run. And that's why I texted you. I was like I haven't even started reading it.

[00:04:53] **Ann Kelley:** Yeah. And then you were really positive. I love this example.

[00:04:56] **Sue Marriott:** I loved it. I totally loved it. I guess to the internal working model part. Okay, so there was a little bit of blank, you know, there was a little bit of unknown, but also you had a level of like - we don't normally do this when we're all resourced and we're feeling good. Right. You wouldn't necessarily have done that. So you had written, you were a bit anxious about that. You were also anxious about being late. Like in other words, you weren't in a perfectly green regulated state. Nothing was wrong, but you just had a little bit of stress to you, which was enough then to tip us over into doing those negative assumptions.

[00:05:33] **Ann Kelley:** Right? It was just my whole experience was heightened. As we were talking about, its heightened our internal working model, especially that part of what comes up in insecurity really comes to the forefront. As we go in to talk about this, for those that go, "okay, think I know what internal working model is", or for new listeners are going, "what the hell are y'all talking about?" Let's talk about what an internal working model is of attachment. For some this might be a reminder, but when we're talking about that, we're talking about what goes in from our early attachment experiences, our relationship with our early care to throughout our life. It impacts the way our brain was developed. It impacts our assumptions about ourselves, about, those in our lives, about the world. It's like an internal working map.

[00:06:30] **Sue Marriott:** So Baldy actually was the one, the originator of attachment theory, which by the way came out of this kind of repressive psychoanalytic drive theory. Meaning that everything was, it was much more about the inside the person, right? So if you imagine psycho. I mean, I know, you know, but just sort of setting the stage where that the analyst is focusing on your insides, on your internal world, and you're focusing on your internal world. Well, but this was kind of a pushback to that attachment theory. There's something going on between the two of you. Which therapists were conveniently like, "no, I'm just the surgeon here and this is the patient", or whatever. Many of us have come far away from that. Even the idea of intrapsychic world was a psychoanalytic term and it's a static idea. It's like there's a world in there. And so Bowlby in using internal working model, he got the concept from somebody who had been studying mammals. There was something about how the animals remembered and it was more about their body. So to me, it's really interesting that he wanted to use those terms instead of things like cognitive map as something that's static or anything, any language. So basically it's something that is dynamic and it changes and it elaborates as we move through space and time.

[00:08:10] **Ann Kelley:** And as we move through relationships and experiences, right? Like it's not a static thing in general. I mean, just to bring back our original example, in general, I feel pretty good about what I'm writing, feeling pretty good internally, feel fairly secure, highly much more activated because of stress and deadlines. Internal working model is more activated by the relationship right now between you and I, and so it's very impactful on the relationship between us. It's not just what happens within me static, it's the relationship that's happening between us.

[00:08:46] **Sue Marriott:** Absolutely. Yeah. And that's, and you know, and, and one of the other things was that they thought of it before, as you know, when you really break it down, it's like, little kids will begin to babble and if you kind of have a camera and then whatever, they kind of, one of the things they're babbling about is just they're narrating their day. They can also like narrate, if you tell them a story, they'll narrate it. So one idea of it was that it was thoughts.

[00:09:11] **Ann Kelley:** Mm-hmm.

[00:09:12] **Sue Marriott:** I am worthy or I am unworthy, or like, kind of deeper down, but still like in the form of a thought. And some of what the new neuroimaging, it's not that new now, but a couple decades, is showing is that it is not about language and it is not narrative. Although it is, it can be. Some of it is conscious. But that the bulk of an internal working model really is Bowlby was right.

[00:09:45] **Ann Kelley:** right?

[00:09:45] **Sue Marriott:** Bowlby's, he really was onto something and he was prescient basically, that it's embodied state. So most of an internal working model is unconscious. And it's maybe another example where it's just like a body reaction like an internal working model might be, where I'm thinking, where you, where you feel it.

[00:10:17] **Ann Kelley:** an embodied reaction. Yeah. I think coming back to the unconscious embodied is one of the most important aspects of this because we're not aware of it when it's being activated often, but we're responding to

the embodied experience of it. So maybe an example of somebody that has an internal working model that emotion are fairly charged.

[00:10:38] **Sue Marriott:** Oh, that's a great example. Yeah.

[00:10:40] **Ann Kelley:** So because of early experiences, uh, around emotionality being maybe rejected or, n not attuned to and emotions feel, they're not rewarding. Right. So

[00:10:54] **Sue Marriott:** Well beyond that even

[00:10:55] **Ann Kelley:** good point. They can be threatening like too many emotions in the room. Threatening.

[00:10:59] **Sue Marriott:** Wait, wait. And so can you slow down? So why would I, why would I conclude that?

[00:11:05] **Ann Kelley:** If your internal working model was developed throughout early childhood where your caregivers to begin with couldn't, maybe because of their functioning, couldn't connect with you and your emotions, your emotions overwhelmed them, your intensity overwhelmed them because of their internal working model.

[00:11:22] **Ann Kelley:** They could have maybe as you emotionally expressed, your need for nurturance and you're exuberant and, and, uh, too active, and that overstimulate. your caregiver, and they work to shut you down. Like that's too much, you know, but your, your, your loved person tries, tries to, to stop. You either gets angry or withdrawn. if you have this need and you're wanting this exuberance, you're feeling this emotional expression, and it in fact then gets thwarted and rejected. And in fact, that caregiver, instead of meeting your needs, goes away, right? Rejects you. You can, you can feel how that hits in an embodied.

[00:12:00] **Sue Marriott:** Totally as, I mean, I love this example because it's so painful, but also just so normal.

[00:12:07] **Ann Kelley:** right?

[00:12:08] **Sue Marriott:** um, so just taking half a step back, you know, we're born, we have this biology, our stress response, you know, is constantly going off. We're being comforted, you know, so our body's learning. This is something you had just written, uh, you know, like what brings your caregiver closer

[00:12:25] **Ann Kelley:** Mm-hmm.

[00:12:26] **Sue Marriott:** pushes them away unintentionally.

[00:12:28] **Sue Marriott:** Um, so for, you know, as I'm crying because I'm starving or think I'm starving or because I can't tolerate any kind of discomfort and I'm responded to, then I'm having, I'm not thinking anything. These aren't anything about thoughts, right? It's just my body begins to anticipate that when I'm in distress, somebody's gonna be there.

[00:12:48] **Ann Kelley:** so, so let's even like slow it down just a second. So

[00:12:50] **Sue Marriott:** Yeah.

[00:12:51] **Ann Kelley:** that infant

[00:12:51] **Sue Marriott:** Right,

[00:12:52] **Ann Kelley:** an embodied experience.

[00:12:53] **Sue Marriott:** right.

[00:12:54] **Ann Kelley:** you've described the elevation and then this caregiver picks you up and soothes you, and you could feel. Just ensues voice, how the nervous system then would just calm down

[00:13:03] **Sue Marriott:** Relief. There's a feeling of relief. Right.

[00:13:06] **Ann Kelley:** So I have emotional expression and it is rewarded in a sense of I have comfort and relief and, and that con, that experience over and over again signals to your body that that emotionality the other person is very rewarding and that that's

[00:13:25] **Sue Marriott:** Right. It gets linked. Exactly. It gets linked with pleasure because there's a relief of distress. So then we want, you know, we want, we begin to, Believe that our distress can be helped, you know, there's somebody out there for us. Um, and, and then also we begin to associate even specific people, especially that lady over there with the boobies, love her

[00:13:48] **Ann Kelley:** Yes.

[00:13:49] **Sue Marriott:** she, she provides me a lot of relief. So I'm gonna orient specifically to my caregiver. Um, and then what's also cool is once, well, let me slow down. Um, cause I like this going really slow. So we're having these biological. Um, stress responses that get, hopefully, that get responded to or if they don't get responded to.

[00:14:09] **Sue Marriott:** We're learning about that too.

[00:14:10] **Ann Kelley:** Mm-hmm.

[00:14:11] **Sue Marriott:** then that gets repeated and repeated and we're growing and we're figuring this out, and our brain is an anticipation machine. So it's trying to calculate very quickly, um, and learn, and learn and learn very quickly around, um, like you said, what brings people closer? Uh, do I need to, do I need to mask?

[00:14:29] **Sue Marriott:** Um, do I need to yell super loud,

[00:14:32] **Ann Kelley:** That's when we would talk about learning. I love going this slow and really bringing the embodied part because oftentimes when we talk to people about what they've learned, they think of it in their head. They think of the cognitive understanding. And then we believe, we really believe as adults that it's about cognitive understanding.

[00:14:49] **Ann Kelley:** So if you explain something to somebody, then that will be, means. They will learn. They'll learn that about us, and then they'll change. Right. And. we know that doesn't work, right? And so this is why it's about the internal working model inside you. And you, you mentioned, let's go back to the, the infant who's crying, crying, crying, but instead of the, the caregiver coming closer and rewarding.

[00:15:15] **Ann Kelley:** Instead, you imagine a scary face, an angry face, a push away face, or a, you know, a hard, intense pickup, not once or twice, but repeatedly over

[00:15:26] **Sue Marriott:** right? Because we've all, we've all done all of those things to our kids. Probably

[00:15:30] **Ann Kelley:** don't freak out. I'm like, yes, I got mad at my kid last night.

[00:15:33] **Sue Marriott:** no, this is a pass fail. You, you could, you could be a 70, 70%

[00:15:37] **Ann Kelley:** that's

[00:15:38] **Sue Marriott:** and you're fine. Good enough.

[00:15:40] **Ann Kelley:** 40% at one point. But

[00:15:42] **Sue Marriott:** We love the idea of good enough, good. It just has to be good enough.

[00:15:45] **Ann Kelley:** good enough that if over a consistent period of time, for example, if that, if you now can imagine, isn't like being the. imagine seeing the scary face and imagine the removal of affection. Then just the experience of that emotional intensity. That in and of itself feels horrible because if you don't get it, re if you don't get it, say shit.

[00:16:07] **Ann Kelley:** If you don't get it taken care of, then you're highly elevated without some sense of reward. So there's multiple things that are being learned there. One, emotional expressing expression, socks having needs. and then in the most professional sense of the word sucks,

[00:16:26] **Sue Marriott:** That's the, that's the clinical term.

[00:16:28] **Ann Kelley:** clinical term. But then if you imagine that, oh, I need to bring that person closer, and the more emote, the less I get.

[00:16:35] **Ann Kelley:** Well then. Emoting does not bring a reward. It, it, we have to do it, but it brings anxiety. So there's the, the, the threat and this is the threat that becomes unconscious. This is the threat that, oh, when I cry and I have this intensity, it's gonna lead to something bad, but it's a biological innate thing for me to do.

[00:16:55] **Ann Kelley:** But now it feels threatening to

[00:16:58] **Sue Marriott:** Yes.

[00:16:58] **Ann Kelley:** that.

[00:16:59] **Sue Marriott:** And to your point, nobody thinks that way. Like we are, we are creating a narrative that doesn't exist for this little infant. Um, which is an, which is important because these are unthought, you know, Bo uh, not Bulby, who was it? Bolus talked about the unthought known. So it's not even, it's not a, it's not a cognitive thought at all.

[00:17:18] **Sue Marriott:** It's not even close yet.

[00:17:20] **Ann Kelley:** the, the,

[00:17:20] **Sue Marriott:** The unthought known the unthought.

[00:17:23] **Ann Kelley:** known.

[00:17:23] **Sue Marriott:** Yeah, that's, that's Christopher Bolus. But, so it's funny cuz now we're narrating it, but like, so we, the way that we explain it is that we're learning before we, even though we're learning, you know, we, we, there's no cognition, um,

[00:17:41] **Ann Kelley:** right?

[00:17:41] **Sue Marriott:** coherent cognition, there's no narrative anything happening.

[00:17:44] **Sue Marriott:** But, so that's what we mean by our nervous system is being wired in.

[00:17:48] **Ann Kelley:** Mm-hmm.

[00:17:49] **Sue Marriott:** So I, and then like, let's say the same toddler. Um, learns to come up to mom but not put their arms up and just kind of turn their back, but kind of be somewhat near. That would be an example of now it's in their body. I can get a little bit close to her and not have her kind of pull her feet up, like I'm imagining her sitting on the couch or something.

[00:18:08] **Sue Marriott:** She doesn't pull her feet up and away from me. She kind of stays still cuz I'm not threatening, you know, I. Overtly needing her, and I'm looking like I'm really happy, which makes her happy. So I've,

I'm learning these things. If you don't approach directly, um, look good, look happy, . Um, so these things are being wired in.

[00:18:29] **Sue Marriott:** This is what we're, you know, you kind of try this and you try this and you try this, you figure it out that that is what works. So then that gets wired in. And then, and then now we fast forward to say, now we're five years old

[00:18:39] **Ann Kelley:** And when you say wired in, you really mean literally just to be concrete here, that neurological wiring, the firing has happened. We've mentioned this before, Dan Siegel's. You know what wires what? Fires together, wires together. So we are learning like pathways towards what emotional expression feels like and looks like.

[00:18:59] **Ann Kelley:** It's impacting our brain development as a matter of. The size of our amygdala, it's, it's impacting the resources we need to be able to learn these patterns. So learning is, and, and even though we don't remember, it's unconscious. It's in our memory, it's in our implicit, it's in our internal memory. body remembers, right.

[00:19:18] **Ann Kelley:** Our body keeps that and is responding

[00:19:21] **Sue Marriott:** you're not, this isn't metaphorical. So internal working models are not a metaphor. They're a real thing. And so as she's saying, it's in your body. We're gonna link a couple of articles that are, um, have some neuroanatomy in it. We're not gonna go into that only because I think it'll make some people's eyes cross.

[00:19:37] **Sue Marriott:** And, but those of you that are nerdy enough to wanna know that stuff, it's gonna be in the show notes. Um, and it'll show you, it'll document. at all kinds of cognitive and, uh, studies and neuro imaging that what we're saying, which is that internal working models are literally, you can see them in the body.

[00:19:57] **Sue Marriott:** I mean, that's kind of a weird way to say it, but, um, I'll let them convince you cuz they're better at that cuz I'm not a neuroscientist, but it, but, and it's not just one part of the brain that it lives in. It's, and it's systematic. And they're also able to show that animals, for example, have internal working models.

[00:20:14] **Sue Marriott:** Part of what that means is, you know, they're not thinking in narrative thought, but boy, they know, you know certain things and they remember based on early experience things to do and things not to do related to different members of their species. The other really important concept of internal working model is that it starts with primary one, two people, you know, and then, but it doesn't just stay there.

[00:20:37] **Sue Marriott:** So a lot of times, one mistake about attachment is that it's about your relationship with your mother and if. Disorganized. I mean, I'm say, let's say you're dismissing that you're gonna be dismissing for the rest of your life and that is not

[00:20:49] **Ann Kelley:** get. You get what you

[00:20:50] **Sue Marriott:** what you get, don't throw a fit

[00:20:51] **Ann Kelley:** Right,

[00:20:52] **Sue Marriott:** Um, but that actually, fortunately, and this is part of what fires you and I up, I think fires eye up fire, you and me up

[00:20:59] **Sue Marriott:** What fires us up is that this is all changeable and no matter how. Geriatric you are , or how young you are, or what your background is that this, our brains continue to change and grow. That's why we're invested in teaching about this and learning ourselves, frankly. Um, but what was I saying? Oh, so it starts out with the, with a diotic, you know, with the one or two people.

[00:21:23] **Sue Marriott:** But what we know now is the internal working model begins to generalize. And get, and it gets much more elaborated. Uh, it begins to enclose friends, teachers, coaches, significant, you know, significant relationships. And so it gets more and more complex, less, um, brittle. And, and then it also does a thing where it categorizes.

[00:21:45] **Sue Marriott:** So, you know, people that, let's say, um, let's say mom was warm, but dad was, uh, super playful and just kind of lost interest with. Emotionality. Um, well that again sets up, I, I hate that cause it's such a gendered example, but it does set up even without gender as a construct in the world, it sets us up to okay, people that are like Dad, you know, these ki these, these generalities.

[00:22:15] **Sue Marriott:** I e men or guys with big bellies and beards or whatever. The brain just doesn't care about that stuff. It just knows somebody like that. I need to be this way with, and somebody like that. I need to be this way with, so, and we could just flip it and say, um, mom was the one. Well, you know, I might get along really well with women that don't remind me of my mom or men or, you know what I mean, people that are gender queer, because that doesn't remind me of my mom.

[00:22:43] **Sue Marriott:** All that's good. I might, doesn't activate me, but somebody like this, you know, that ends up hitting that category. It will stimulate my implicit memory. And then I'm gonna have a little bit. Like that old representation is gonna be more active.

[00:23:00] **Ann Kelley:** I love what you're saying. So it's in different relationships. Different associations that you have that have been consistent enough. It's not every single but consistent enough to form a pattern of association that goes deeper and deeper and deeper, and that it is also about different experiences, and that is, One is how are this is where, um, socialization really gets impactful, right?

[00:23:21] **Ann Kelley:** How do, how are we socialized around emotions? How are we social? How, what is our experience of threat or reward around having emotionality versus rational thinking versus expressiveness versus, so these things do matter. We get rewarded to those. That learning happens and becomes part of our more global internal work, internal working.

[00:23:46] **Sue Marriott:** Totally. And, and just if we go back for just another second, so we're saying that it starts out with the biology and the stress response system patterning,

[00:23:54] **Ann Kelley:** Hmm.

[00:23:55] **Sue Marriott:** and then, well, first of all, it just starts out with the body and the stress response system, period, like you're having these individual experiences.

[00:24:00] **Sue Marriott:** Then over time it begins to pattern, you know, look for patterns. So then you begin to have patterns. Then you're gonna show behavior. Based on how your stress response system is going, and that behavior is what, like Mary Ainsworth noticed with a, you know, strain situation and things like that, that there's behavioral rep, behavioral, um,

[00:24:20] **Ann Kelley:** Manifestations.

[00:24:20] **Sue Marriott:** manifestations.

[00:24:21] **Sue Marriott:** What's a normal way of saying that

[00:24:23] **Ann Kelley:** thank you,

[00:24:25] **Sue Marriott:** behave.

[00:24:26] **Ann Kelley:** keep

[00:24:26] **Sue Marriott:** You know, just people act, people act right or they don't act right. . No. So, um, these little kids, Would basically have these pattern behaviors where they run to the parents or they avoid the pa, you know, all the things that the strain situation was measuring is a, is the outward expression of the stress response system.

[00:24:43] **Sue Marriott:** Right?

[00:24:44] **Ann Kelley:** Right.

[00:24:45] **Sue Marriott:** then, okay. Right. So, but we still don't have good narrative stuff. We're still little bitty, um, but we're showing our behavior and then very slowly we begin to form language and, and um, you know, this is what we talk about with attachment representations, that word representation. It's being able to hold something in mind.

[00:25:03] **Sue Marriott:** So this is where we begin to form story. So the story over time might be something like, um, I'm not worth picking up.

[00:25:14] **Ann Kelley:** Mm.

[00:25:15] **Sue Marriott:** we begin to create elaboration in whichever way it goes. Right? But like, that's that story I'm not worth picking up is a safer story than, no, I'm good, but I'm screwed because. I'm sitting here crying, you know, like it's just a natural thing would be, it must be me

[00:25:33] **Ann Kelley:** Mm-hmm.

[00:25:35] **Sue Marriott:** So then that let, so there basically there's a representation, then there's language. And this is how we begin to develop stories about ourselves like that are stories that we can actually get to about ourselves and about the world. And some of those stories are not conscious, or at least mostly not conscious.

[00:25:50] **Sue Marriott:** And then some of them are, are very deliberate, like, um, it gets really internalized, like, uh, keep your dirty laundry in the house. , right? Don't talk to other people. You know, what, what goes on in here stays in here. You know, like those are, those are also representations about relationships, but those are the really, the kind of the low hanging fruit.

[00:26:10] **Sue Marriott:** Those are the ones that we know that we have. We can name. Um, but notice by the time that we got there, did you see how long it took me? , like, it's like from the bottom of the brainstem, it goes a little higher, then a little hi. Finally, by the time it gets to the top of the brain where we have words and we can represent them, and we can speak them, you know, that's way down the road.

[00:26:27] **Sue Marriott:** So by the time that we have words, we, and, and it's also one other quick thing is that we can tabulate. So, mm, let's say I just know I, I roll when somebody cries, let's just say that. Then I'm. Try to make that make sense. It's like, well, crying is weak and, um, you shouldn't, you know, you're not supposed to put your la dirty laundry out, and this person's doing their dirty laundry.

[00:26:51] **Sue Marriott:** That's wrong. Like, so in other words, I will, to me, I, I don't know that I'm having a particular reaction to that. Right. A physi I am because I think that it's normal, because the world, you shouldn't show people your weakness. Right. So we're trying to separate out, you have a model that's actually giving you a physiological squirt of good, bad, or, you know, run or go closer and then we create a story to make that little squirt make sense?

[00:27:19] **Sue Marriott:** That's what I'm trying to get to there. Did that ever, did that make sense?

[00:27:21] **Ann Kelley:** Yeah. I think that that was a lot, but I think it all made sense and, and to the, the last point really I think brought it home and that is that that element of like, okay, I get the squirt, I get the what we mean by squirts. Let's say like a, a, a rush of cortisol or stress where, you know, we get this warning sign that there's this sense of

[00:27:42] **Sue Marriott:** Or even a squared of oxytocin, the feel good stuff, like, oh, that feels really good,

[00:27:47] **Ann Kelley:** squirts. What we mean by squirt,

[00:27:49] **Sue Marriott:** Yeah.

[00:27:49] **Ann Kelley:** but so you, so you have this, like this rush of an experience inside of you that is based on the learning and the feelings of the learning

[00:27:58] **Sue Marriott:** Of your Of yeah. Of your learn, of your unconscious learning.

[00:28:01] **Ann Kelley:** your unconscious learning. But we don't always, we are. we are a bit self-referential, right? Like we

[00:28:08] **Sue Marriott:** Yeah.

[00:28:09] **Ann Kelley:** so we don't, when we get that, it tells us what's normal, what's right, right? Because it's familiar to us. So we then tell the story based on our own personal experience of what feels threatening and what's not. Right? So now you're Eye-rolling, right? And

[00:28:24] **Sue Marriott:** Oh, I never eye roll. . I've never gotten in trouble from you by for Eye-rolling. I swear.

[00:28:32] **Ann Kelley:** check out the book, you'll find out that's not true. But No, no, but so like, yeah, if somebody eye rolls, right? It's somebody's being emotional and you eye roll. You're, I love that example. You're making up the story. It's because, the emotions are weak. And then you can point to a lot of what you've learned in society around that.

[00:28:50] **Ann Kelley:** Right? But to tune in, and this is where we get to, uh, the connection between really knowing your internal working model and how to really bring that into relating securely. And that is to recognize that actually that internal threat around emotion. That created that eye roll that said, ah, I can't feel these emotions.

[00:29:11] **Ann Kelley:** And you're eye rolling. That's a, when we kind of give dismissing characteristics at which we all have, by the way, eye roll as well. Um, but we have dismissing characteristics. What we're dismissing is that emotional intensity inside of us. In this case, we don't wanna experience that. And so we're gonna eye roll and like, ah, that's ridiculous.

[00:29:29] **Ann Kelley:** And now your point is that we make up a story about that and then we believe our story and,

[00:29:34] **Sue Marriott:** Well, even, even, even that's ridiculous is a story.

[00:29:37] **Ann Kelley:** That's true.

[00:29:38] **Sue Marriott:** And, and yeah. So I think that what, what you're saying is like that story then makes it, we're not examining our story. We don't even know we have a story. We just know that we might not even know we I rolled, but if somebody points it out, it's like, well that was ridiculous, you know,

[00:29:54] **Ann Kelley:** Right.

[00:29:54] **Sue Marriott:** Um, so we're not, so I think what we're working to do is like help people slow down and include their own body's reactions. With any interpersonal interaction that like and saying, we're self-referential, meaning we think what we think is right, , and that what we're feeling is right and that everybody's probably feeling it.

[00:30:12] **Sue Marriott:** And if they're not feeling it, there's something, it's just a normal human thing, but in order to really get this downward that we're secure relating. And, you know, basically, and we'll do a separate thing on this, but, um, it really includes both people. So if I'm not, if you're, if you're giving me feedback about eye-rolling, which I never do, And Right.

[00:30:35] **Sue Marriott:** There's all these stories that can go in on that. And what I would want you to be doing, as you're giving me feedback about eye-rolling, is being aware that you're having your personal, like your, your unique reaction to whatever I just did.

[00:30:49] **Ann Kelley:** right,

[00:30:49] **Sue Marriott:** You know what I mean?

[00:30:50] **Ann Kelley:** I'm having. Right.

[00:30:51] **Sue Marriott:** It,

[00:30:52] **Ann Kelley:** if you're eye rolling,
[00:30:54] **Sue Marriott:** like somebody else might just eye roll with me, right?
[00:30:56] **Sue Marriott:** Like, oh God, that Right,
[00:30:58] **Ann Kelley:** not so threatening.
[00:30:59] **Sue Marriott:** right.
[00:30:59] **Ann Kelley:** to experience an eye roll, what does that activated
[00:31:01] **Sue Marriott:** and you right.
[00:31:02] **Ann Kelley:** a more secure kind of space where I'm feeling
[00:31:08] **Sue Marriott:** You're feeling the love. Yeah.
[00:31:10] **Ann Kelley:** And the stress is not high around me, cuz we have deadlines, et cetera, that eye roll is gonna be, Hey, what's going on?
[00:31:15] **Ann Kelley:** Why are you rolling? Right? Like, what's, what, what did I say That kind of threw you off, right? Or another way is like,
[00:31:21] **Sue Marriott:** Or it'll just be endearing and cute.
[00:31:23] **Ann Kelley:** was gonna, I was just gonna add the endearing or it would be the endearing kind of like thing. Oh, okay. That's really activating for her. Um,
[00:31:31] **Sue Marriott:** you don't think like that. You're talking like a Therapist
[00:31:34] **Ann Kelley:** okay, lemme try but I
[00:31:37] **Sue Marriott:** don't.
[00:31:37] **Ann Kelley:** do think this way,
[00:31:38] **Sue Marriott:** I know that is true. We're so nerdy. That
[00:31:42] **Ann Kelley:** So it's true, it's true. But what I'm saying is, is like if instead of like, how dare you eye roll
[00:31:47] **Sue Marriott:** right? Right.
[00:31:48] **Ann Kelley:** Well, I mean, I guess let's go back to the initial example, right? You weren't necessarily eye rolling, but you were at the computer and you had this look right? And, um,
[00:31:57] **Sue Marriott:** Which I thought I was having privately in my defense. I didn't know anyone was looking
[00:32:02] **Ann Kelley:** So let's just say that was an eye roll. Like you read something, your eye roll, like
[00:32:06] **Sue Marriott:** All right. I'm immediately feeling defensive, but go ahead,
[00:32:09] **Ann Kelley:** and I'm not in my more secure place. A, I could make it about me like, oh my God, she didn't like it. I'm like, she didn't even bother taking, like, I could make it about you, or I could make it about B. I could do, depending on my internal working model, I could do all sorts of things with that. But if we're gonna use as an example to secure relating, I felt like we sort of engaged in this in the real way,
[00:32:30] **Sue Marriott:** Oh yeah, that's true. That's what we did.
[00:32:32] **Ann Kelley:** we went away.
[00:32:32] **Ann Kelley:** It's like, okay, wait, like I feel good about that paragraph. It's. Right? I really did. It's like, it's fine if
[00:32:37] **Sue Marriott:** It was good.
[00:32:38] **Ann Kelley:** but, but I, but I had to come back. I had to come back into myself and going, aware, and this is what our point is, whether it's an eye roll or whatever. It's like the part about it is to get into your own story.
[00:32:50] **Ann Kelley:** What story am I making up about the eye roll? Even if it is an exasperated, I can't believe you wrote this stupid paragraph, which it wasn't, but let's just say that's what you were feeling, which you have the freedom to feel right. If I am. If I'm in my own secure play and secure, again, when we say secure, we want you to really realize we're talking about it like a verb, where it's an action.
[00:33:12] **Ann Kelley:** It's not I'm a secure person all times. It's that in that moment, if I'm feeling in a secure state of mind, I can be in tune to myself and my own internal working models, as well as my own experience of the moment and yours and Sues. So I could. you know, that that eye roll might be your way of, like, you're feeling that sense of threat and activation in your body, right? Um, and then I can be more aware of myself around that experience than you instead of just make it all about you. You know, your eye roll and now I'm making it all about you, you, you, you, rather than I really, here's, here's the example. This is what I could say. I really have a hard time around eye rolls in general.
[00:33:54] **Ann Kelley:** I don't know what that is. It just activates something in me. And I'm sure that's not what you're saying, but it really does activate me. What are you saying? Like, like aware that an eye roll activates me rather than you sock for eye rolling. Right.

[00:34:07] **Sue Marriott:** would a wonderful example a Anne because, um, It makes me think of the germ thing too, that you, that you do that really well, , you're like, uh oh. I'm just, you know, I'm just, I'm really sensitive about germs, you know, and she'll come behind people, you know, and like clean up versus saying, you slob or whatever.

[00:34:22] **Sue Marriott:** Like there's something, again, it's endearing, but it's also like you're aware. That your cleanliness level, it doesn't necessarily match everybody else's. It's not right or wrong, but your, you have a certain level. I mean, we don't even sometimes think that it's like, we just think it's right. You just clean this way, that's the right way.

[00:34:38] **Sue Marriott:** Versus, no, this is the way that makes me comfortable. Actually, that's probably a good, you know, segue into kind of just every day real world stuff. So if Ann's saying, , oh, I'm so sorry. I've gotta come back here because I just have this weird thing about blah, blah, blah, blah. Then she still gets to clean up and make herself feel comfortable.

[00:34:57] **Sue Marriott:** But the other person, you know, knows her, knows you a little more. You're saying something about yourself, but you're also, it is a boundary. You are kind of saying, what you've done made me a little uncomfortable and I'm gonna come behind you. So I think these are just two quick, two quick good examples that you just gave us.

[00:35:12] **Sue Marriott:** Um, around the, again, the both. So.

[00:35:17] **Ann Kelley:** Can I

[00:35:18] **Sue Marriott:** You? Yeah.

[00:35:19] **Ann Kelley:** I add to that? Because I think we said something earlier that I wanna come back to, cuz it's a really, really important point. And that is that we're talking about this learning not being intellectual embodied learning that we have. Right. And so if my embodied learning, let's just say it's around these germs, I'm, I'm not a germophobe, I'm like talking about I'm not alright, just wanna say,

[00:35:39] **Sue Marriott:** Oh, you're totally not a dermoid. That's actually why I said it is because it, you really have a very natural cleaning level. You know it.

[00:35:46] **Ann Kelley:** But it's, but it's a great example that let's say, oh no, that's not a good example. Like, what I'm trying to, what I'm trying to represent is that so often, let's go back to the, to the, to the person who's learned that feelings are threatening. Okay. And the point I wanna get back to is, When our internal working models, we realize that ours and those that we love are more ingrained, they're more embodied, then we're more patient and generous with it, because then it's not, I tell you, I need you to be more emotional and you won't. and I keep telling you, I want you to talk about your feelings and you won't. And no matter how many times I tell you, you don't even try, that makes me feel unloved. It pisses me off. Like now I'm intellectually telling you to be different because I need you to be different. But I'm not aware that the emotional expression of some, I'm talking to this person who's grown up not attached to feelings or if feelings are threatening. Um, if I'm, if somebody's saying to that person, Be emotional.

[00:36:56] **Sue Marriott:** up and feel.

[00:36:57] **Ann Kelley:** feel? I get so and I'm getting, first of all, I'm gonna get mad at you cuz you're not in touch with your feelings, right? So that's gonna activate insecure relating in that person then you're telling them you really needed a change to do something that I need or that the other person needs, but is actually embodied, very to that person. So saying to somebody to be emotional or to sit with my emotions when it's actually threatening. If we. If we're not generous enough to recognize that that's not an intellectual decision, that can really impair the way we feel with one another in a more secure way.

[00:37:37] **Sue Marriott:** and, you know, um, part of what makes me think about this is just how difficult it is, first of all to be two humans trying to relate, or three or four or how many, you know, group or families that you've got all this going on under the surface. You know, most of us don't get this. And even when we do know it, we still do it.

[00:37:57] **Sue Marriott:** And, um, so there's, there's all this complexity and, um, the, the good news here. I've just totally lost my train of thought. What was I gonna say? You can read my mind. , please.

[00:38:12] **Ann Kelley:** I think what you were trying to say, that the

[00:38:15] **Sue Marriott:** Oh,

[00:38:15] **Ann Kelley:** Oh, go ahead.

[00:38:17] **Sue Marriott:** Oh my God. This is a d d Live.

[00:38:20] **Ann Kelley:** Oh, I love

[00:38:20] **Sue Marriott:** Um, Because I do sometimes have trouble with this cuz I took too long to say it. What? I shoot, I think I forgot again. . Wait, wait, wait. Oh, okay. I was imagining somebody listening and what you were saying was really right on about, you know, if, if you're really wanting somebody to do something that they have, that they don't know, that they've really shut off, that they can't do, it's not a cognitive thing.

[00:38:47] **Sue Marriott:** They can't just turn on and go, oh, here, let me tell you the feelings. You know? Um, because actually most of the time what happens is like, okay, I'll tell you, what do you want me to tell you? Like, they're, they're not holding stuff that they're not telling. It's, it's a different experience.

[00:38:57] **Ann Kelley:** not being stubborn. I like

[00:38:59] **Sue Marriott:** No, they're

[00:39:00] **Ann Kelley:** somebody's not being stubborn

[00:39:01] **Sue Marriott:** No, no.

[00:39:02] **Ann Kelley:** to do something, they really are struggling and they might not be aware of that though.

[00:39:09] **Sue Marriott:** but my point, I'm so scared. I'm gonna lose it again. . Shoot. . I was like, um, Oh, okay. . So you're being kind about that. Yes, but I'm, I was just channeling the people that are listening that are in the other person's position that really do want, want and need and legitimately need the emotional expression

[00:39:32] **Ann Kelley:** Mm-hmm.

[00:39:33] **Sue Marriott:** the um, the closeness that.

[00:39:36] **Sue Marriott:** The other person doesn't know they're not giving. So I just wanted to sort of represent for a second, it's not that you have to stuff your feelings or that your feelings aren't legitimate. We're not saying, oh look man, your partner had this bet, had this, you know, these avoidant parents. So they've just kind of zipped up and they, it's not natural to them.

[00:39:54] **Sue Marriott:** It's not easy, just live without it. Not at all. Um, but it's more about like, you know, this is what I was about to say. Then I finally got back to it, is that because of all these complexities and everything, , um, you know, we can't do this right this second, but we are very interested in continuing to expand.

[00:40:11] **Sue Marriott:** Like what does that person do in that moment? Um, and again, that's some of what the book is gonna be about, but, we'll, you know. Kind of looking ahead, we're gonna really wanna deep dive into some of these things that are just so hard. And it, the idea is we're not gonna leave anybody out there hanging. Um, so if you're aware of your needs, things like that, don't worry.

[00:40:31] **Sue Marriott:** I know before, um, when we talked about this a long time ago, there was a lot of people that were saying like, but wait a minute. You know, just because they're more dysregulated, you know, I'm always the one having to do all the work and, um, that kinda stuff. So we have, we have lots of thoughts about all that.

[00:40:45] **Sue Marriott:** Today though, as far as uh, internal working models, I think that we've had a good representation of that. Um, we're gonna keep talking about it for sure. Cuz this is just so on our minds and, and we, what mainly what we're working about is like how do we translate this rich science decades. Decades in si of science into those practical things.

[00:41:03] **Sue Marriott:** So maybe, and you wanna think of something like how do we wrap this up in a practical way for the listener that they could do something right now?

[00:41:13] **Ann Kelley:** in your example. It's a great one about what you can do right now. So the answer would be instead of like, for that person out there that's saying, but I have emotional needs, being with somebody who, who doesn't have access to that, of the things to do is to be aware. that your, your desire for that emotional needs is, is a good desire, right?

[00:41:36] **Ann Kelley:** It's not something to shut down. It's part of your internal working model. And think about how you go about trying to get those needs met, because that might reflect more right. On your own internal working model, do you. Do you feel incredibly anxious when that person's shut down? Do you feel impatient?

[00:41:58] **Ann Kelley:** Do you feel maybe bad about yourself?

[00:42:01] **Sue Marriott:** Oh, that's great. That's great. That's cuz that's what we said earlier, right? It's two, two people.

[00:42:06] **Ann Kelley:** people. So, so if you, if you can like underst, like we might be in a place of being secure. Relating in this moment, again, as a verb would be, I really get that the emotional shutdown is there for a reason. And yet you still don't give up your need and desire for it.

[00:42:23] **Ann Kelley:** But what we're asking you to do in this episode is to focus more on your internal working model to get to know yours. How do you ask for those emotional needs? And you know, one thing we said earlier, which I think we can end with, and that is we tell these stories, be curious about your stories, right?

[00:42:40] **Ann Kelley:** Like, we'll give you some broad ones. Be curious, what is your story around emotions? Are they good, healthy to be expressed bad? Threatening unnecessary, you know? Or is rational thought the only thing that we should really value? Or if I turn to get some help, I think people will want to be there and help me.

[00:43:01] **Ann Kelley:** Or why should I bother? They're just gonna interrupt and make me slower. Like, these are some ways to start to ease in to what are your, are your stories, and to realize that our beliefs about many things. are

actually, and our values are actually based on our intern, our working model. They're not based on facts of this is the way the world should work.

[00:43:22] **Sue Marriott:** I'm so glad that you, that you, um, went there because I was thinking, I didn't mean, I didn't wanna leave people hanging with like, oh, and we have all these great things to say. We're not gonna say 'em now. So that did feel like you resolved a, you know, something there. So resolved attention . Um, and it's a great example and I think it's really good and I love you ending with the idea of going inward.

[00:43:45] **Sue Marriott:** Um, and we should all have that capacity for sure. And so, yeah, I. Don't need to elaborate on that, but would you you wanna say just a couple of things about also some things that we're thinking of going forward, um, that we, we don't have it totally mapped out yet, but just some, some things that are in our mind, um, that we're gonna be talking about this season, this year.

[00:44:04] **Ann Kelley:** Yeah, we have some exciting things. One of the things is that we want to continue to ha add to the conversation we're having now is we're talking more in depth about secure relating. So we want to talk about more how to put these kind of things into action in your everyday life. And we will also have some real excitement about stuff coming up.

[00:44:21] **Ann Kelley:** We've got, uh, episodes on dreams and how, what those represent. And we are gonna talk about the feeling of awe, and I'm really excited about that. They're kind of a little related, but the experience of awe and, you know, I can relate almost everything back to what we're talking about right now. But, um,

[00:44:42] **Sue Marriott:** yeah. We're gonna talk about climate and, and our relationship to, um, this overwhelming stimulus out there. What were you gonna say?

[00:44:51] **Ann Kelley:** very excited about that and it's likely gonna be a little bit of a series. And you know how we like to get into our series, mainly because we get in a topic and we wanna dig and dig and dig. And this one is, you know, we talk about secure relating in a way of how do you, um, if we think about security, being able to count on people or count on things to be okay.

[00:45:12] **Ann Kelley:** But we're in a world where there's so much stress. And you mentioned the climate. We mentioned racial tensions, like there's so much stress out in the world. How do you get inside of yourself and relate to the world? Relate to yourself and the world in a secure way when there's so much out there activating our insecurity and activating our stress response and heightened because it's an important, important time to be looking at that.

[00:45:38] **Ann Kelley:** So

[00:45:38] **Sue Marriott:** Oh, totally. That's really good. And in that vein, um, we've got an interview coming up with someone who focuses specifically on trauma, um, systematic trauma about how. You know, unhealthy systems or discriminating systems or um, violent systems that we might live in affect us. Um, and so that's gonna be great.

[00:46:01] **Sue Marriott:** And then also there's gonna be one on neurodiversity and That's cool. Super excited about that. That's been a long time coming, um, and a bunch of other stuff up our sleeves, so, but we just wanted that since we, since it's been a while, we thought we'd give you a little peak there. And I think we're good.

[00:46:17] **Ann Kelley:** All right. Just a little

[00:46:19] **Sue Marriott:** we'll keep you posted, we'll keep you posted on the book. It's gonna be a while, unfortunately, just cuz publishing takes forever. But, um, but you guys, if y'all tune in, you're gonna get all kinds of, uh, stuff in live as it happens. So

[00:46:32] **Ann Kelley:** All right. Well,

[00:46:33] **Sue Marriott:** you won't have to wait that long. Sorry,

[00:46:36] **Ann Kelley:** for

[00:46:36] **Sue Marriott:** Sorry, sorry, sorry.

[00:46:39] **Ann Kelley:** sorry, All right. If, if, um, what we are sharing with you. Makes a difference in your life. You feel like you're gaining some something from this, take the time to pass it on to somebody else. That's our goal out here, is to be able to bring this wealth of information that we get from all these scholars out there in the world to, uh, to people far and wide to make a difference, to add to the conversation of security one conversation at a time.

[00:47:07] **Ann Kelley:** So pass it. Rate and review us. if you also feel so inclined, think about becoming a a Patreon member, just go to the back of the website and go to Therapist Uncensored slash uh, join. Did I get that right?

[00:47:24] **Sue Marriott:** Almost Therapist sun sensor.com/not to you join slash join. Um, and also we want to give a shout out to, we've had a sponsor from the, from the beginning that we love, that we use all the day, um, all the day, every day, all the time, um, called Athletic Greens. Oh no, shoot. I had one right here, but um, I don't have it right here, but I, I, Dr.

[00:47:52] **Sue Marriott:** Drink it every morning. Um, totally love it. And in particular with all this stuff about gut health, um, I don't, I'm still learning about it. I wanna know kind of what to do and stuff like that, but this is my answer to. All the trying to feed my biome . So, um, by this one, it's not one dose, but it's, it comes in powder and you shake it up.

[00:48:12] **Sue Marriott:** It's real easy and do that every day, and it's been great and we appreciate them. They're sponsors of the show, [athletic greens.com/](https://athleticgreens.com/) Therapist Uncensored.

[00:48:23] **Ann Kelley:** Slash Therapist and

[00:48:25] **Sue Marriott:** Slash what did I say? Backslash. Oh God, yeah. Our listener has corrected us. Yes. Um, but really, and, and any of our other sponsors that we've mentioned, it is because of them that we can keep this free and accessible to everybody.

[00:48:38] **Sue Marriott:** So you're actually helping us out, if you will, just go check them out and see if there's anything there. And we, we almost always, there's some deal that by using our link and things like that, that you can get, so, okay.

[00:48:49] **Ann Kelley:** All right. Thanks for joining us, and we'll see you around the bin.