

INYUVATE

A WHITE PAPER

Adaptive Organisation in Human Experience

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*This publication presents the conceptual framework and broad practical orientation of INYUVATE.
Detailed instructional architecture and training methodology remain outside its scope.*

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Overview

INYUVATE is a structured, non-clinical training programme concerned with the processes through which human experience becomes organised and with how adaptive updating can be supported.

Its central framework is adaptive organisation: the developing relationship between physiological readiness, felt significance, attention and interpretation as a person meets changing demands. INYUVATE emphasises recognising relevant shifts earlier and with greater precision, and using that access to support responsiveness as circumstances evolve.

The established 16-session core programme gives this orientation practical form through four areas: Physiological Adaptability, Emotional Integration, Cognitive Flexibility and Adaptive Updating. Together, they provide distinct points of access to that organisation and support engagement with it from each of those areas.

Cognitive Integrity is a specialised post-core extension for contemporary informational environments. It applies the same framework where framing, repetition, attentional competition, social signals and technologically mediated exposure can influence how judgement is formed. This becomes increasingly important as digital systems become more personalised, generative and shaped through ongoing interaction.

The White Paper sets out the scientific context, conceptual structure and training orientation of the framework, together with the rationale for Cognitive Integrity.

Introduction

1.1 Adaptability and Anticipatory Organisation

Previous learning can influence how a situation is understood from its earliest stages. It can affect what attracts attention, the significance given to what is happening, and the preparation that begins to develop. Some of that preparation may relate to demands that are only anticipated.

INYUVATE uses adaptive organisation to describe the developing pattern through which physiological readiness, felt significance, attention and interpretation contribute to how a situation is met. Previous learning gives this pattern continuity; adaptive updating refers to how it changes as new information alters interpretation or preparation.

This leads to the central question of INYUVATE:

How does human experience become organised, and how can training support adaptive updating at progressively earlier points in that process?

1.2 Purpose and Scope

INYUVATE is a structured, non-clinical training programme. This White Paper sets out the conceptual framework that informs it and situates that framework within relevant scientific work.

The framework draws selectively on predictive processing, anticipatory physiological regulation, interoception and affective science, alongside research on attention and learning. These perspectives are used where they help clarify particular aspects of adaptive organisation.

The scientific literature cited here concerns the component relationships on which the framework draws. Their integration and translation into a structured training programme are specific to INYUVATE.

The chapters that follow develop adaptive organisation in relation to this scientific context, show how the framework is expressed within the established programme, and consider its extension to informational and technologically mediated environments. Detailed instructional architecture and training methodology remain proprietary.

The Organisation of Experience

2.1 Prior Experience and Continuity

Past experience can shape how a new situation is met. Familiar features can make particular outcomes seem more likely, influencing attention and preparation before all the relevant information is available. A familiar tone of voice, for example, may alter what stands out or what seems likely to happen next without requiring deliberate recollection of a particular event.

Predictive-processing accounts provide one way of describing this relationship. Perception is understood as involving interaction between prior expectations and currently available sensory information (de Lange et al., 2018). Because information is often incomplete and arrives over time, previous experience can support a working interpretation before every detail is known, helping direct attention and preparation while further information becomes available. Incoming information can then reinforce or modify that interpretation. Recent work has also emphasised continuing questions about how predictive processing is defined and tested, and about the scope of its explanatory claims (Furutachi and Hofer, 2026). Selection history can affect what receives priority alongside present goals and salient features of the immediate environment (Theeuwes, 2025).

What has been learned before can provide useful continuity. Familiarity may make one interpretation or response more readily available, while differences in present circumstances alter what is relevant or required. Previous learning can guide perception and preparation, but how it applies remains responsive to the information now available.

2.2 Anticipatory Preparation and Present Conditions

That continuity also supports preparation for what may happen next. Physiological activity can be adjusted in relation to anticipated need before the demand occurs. Allostatic accounts describe this form of regulation as prospective as well as responsive, allowing resources to be mobilised in advance when future demands are sufficiently predictable (Sterling, 2012; Schulkin and Sterling, 2019).

Such anticipation is part of ordinary adaptation. Preparing for a likely demand can support readiness when that demand occurs. As more information becomes available, however, that preparation can adjust.

A person waiting to give a presentation, for example, may show changes in breathing, muscle tone and cardiovascular activity as their turn approaches, even though they have not yet begun to speak. If the presentation is delayed, shortened or shifted to a more informal format, those responses can adjust to the revised circumstances. Physiological readiness may also continue to reflect the original expectation

when earlier learning remains influential or when the new circumstances do not yet provide a strong enough basis for adjustment.

2.3 Coordination Across Experience

Bodily state, felt significance, attention and interpretation can influence one another as a situation develops. Interoceptive processing is one part of this relationship. Signals originating within the body are integrated with information from other sensory sources and play a role in physiological regulation as well as affective experience (Quigley et al., 2021).

Emotional significance also depends on how circumstances are evaluated. Appraisal research shows systematic relationships between emotional states and evaluations made in relation to goals, concerns and expectations (Yeo and Ong, 2024). For INYUVATE, this is relevant to how emotional significance develops as events are interpreted in context.

These relationships become particularly visible when new information alters one aspect of experience before others have adjusted. An unexpected delay in receiving information needed for a decision may initially draw attention towards signs of a problem. A later explanation may make a different interpretation more plausible, while the bodily readiness associated with the earlier uncertainty takes longer to settle.

Different aspects of experience can adjust at different rates. A shift in interpretation does not necessarily coincide with a shift in bodily readiness or attention, and the sequence and pace of adjustment can vary across situations.

2.4 Adaptation and Updating

Adaptation depends on continuity as well as responsiveness. If preparation had to be rebuilt whenever circumstances changed, previous learning would provide little advantage. Some persistence is useful while information remains incomplete or when a demand may recur.

Persistence can become less appropriate when current conditions no longer call for the same preparation. Attention may remain directed towards something that is no longer central, or readiness may continue to reflect a demand that has passed. Mismatch refers here to a discrepancy between ongoing preparation and current conditions.

Updating builds on what is already established. New information may reinforce an existing expectation or alter how that expectation applies in a particular context. Research on memory updating provides one example: events consistent with prior expectations can become integrated with existing knowledge, while unexpected information can produce different patterns of integration or separation depending on context and the nature of the discrepancy (Bein et al., 2023).

Updating can therefore alter how established learning applies in the present. The next question is how these relationships can be understood together within a practical framework.

The INYUVATE Framework

3.1 Adaptive Organisation as the Integrating Framework

Within INYUVATE, adaptive organisation considers how physiological readiness, felt significance, attention and interpretation relate as a situation develops.

The role of physiological readiness, felt significance, attention or interpretation depends on how each relates to the others and to the circumstances. Heightened bodily readiness may support concentrated effort in one context and accompany uncertainty in another. Close attention to one aspect of a situation may sharpen performance when that information is decisive, yet become limiting if conditions change and other information becomes important.

What matters is how these features relate to one another and to the demands of the situation as it develops. Their significance cannot be understood fully from any one element in isolation.

For training, this raises a practical question: where within that developing organisation can meaningful engagement begin?

3.2 The Practical Point of Entry

Many of the processes contributing to adaptive organisation are not directly available to awareness. Some of their effects can, however, become noticeable within experience: a shift in bodily readiness, a stronger pull of attention, or a change in the significance a situation seems to carry.

INYUVATE locates its practical point of entry at this experiential level. A noticeable shift gains meaning through its relationship to other aspects of the developing organisation and to the circumstances in which it occurs. Recognition functions as the point from which the training moves into engagement with the wider organisation.

The value of this access is partly temporal. When that relationship can be recognised with sufficient clarity, engagement can begin before the pattern becomes more established. The training is designed to use that earlier opportunity to support adaptive updating while conditions continue to change and further information arrives.

The wider question is how responsive the organisation can remain to what the situation continues to require.

3.3 Adaptive Range and Changing Conditions

Whether a response remains useful depends on the demand it serves. Concentrated attention, considerable effort or heightened alertness may be exactly what a situation requires, sometimes for an extended period.

Within INYUVATE, adaptive range describes the capacity to sustain preparation that remains useful while retaining the ability to adjust as demands change. Stability is part of that range, as is the capacity to move away from a pattern that no longer serves the circumstances.

Adaptive range can include very different levels of activation, effort and attentional focus. A person may remain highly mobilised when the demand continues to justify it, or shift towards lower mobilisation when that demand has passed. The relevant question is whether the organisation remains responsive to what the situation continues to require.

Greater discrimination helps distinguish preparation that still serves the demand from preparation that has become less relevant. Responsiveness may involve sustaining considerable intensity, altering the direction of attention, or allowing readiness to diminish when it is no longer needed.

The structured training programme gives this orientation practical form through four areas of development.



Figure 1. Conceptual relationships within the INYUVATE framework. The elements shown are relational rather than sequential.

The Training Framework

4.1 Four Areas of Development

The established 16-session core programme gives the framework practical form through four areas: Physiological Adaptability, Emotional Integration, Cognitive Flexibility and Adaptive Updating. Each provides a different point of access to adaptive organisation, while the relationships among them remain in view throughout.

Physiological Adaptability uses bodily signalling as a practical focus within the wider organisation. It develops finer discrimination of how physiological state participates in the way a situation is being met, and of how closely that state matches present conditions. Practice builds the capacity to influence physiological patterns in relation to what the situation requires, whether those requirements persist or change.

Emotional Integration concerns emotional significance and readiness within adaptive organisation. How a situation is felt can be shaped by the interaction of current physiological state, expectation, context and earlier learning before its meaning is fully settled. This area strengthens the capacity to remain engaged with emotional experience without requiring its significance to be reduced prematurely to a single explanation.

Cognitive Flexibility addresses how attention, interpretation and language participate in the organisation of meaning. What becomes salient, how it is named and the context in which it appears can influence which interpretation gains prominence. Practice develops flexibility in these processes, allowing attention to remain focused where that serves the situation while keeping meaning open to revision as further information becomes available.

Together, the first three areas prepare the ground for the fourth, Adaptive Updating. Its substantive concern is temporal: how anticipated demands can begin shaping the present, how an emerging direction may continue beyond the circumstances that first gave rise to it, and how later information can modify what is already under way. This area builds earlier recognition of those temporal relationships and greater capacity to influence the course of a response already in progress.

4.2 Contexts of Application

These capacities become especially relevant when demands continue to evolve before a settled response is possible. Under uncertainty, action may be required while information remains incomplete. Complex situations can involve competing priorities whose relative importance changes over time. Performance may require sustained mobilisation, precision and concentration even as conditions shift. Across these contexts, adaptation depends on preserving what continues to serve the task while remaining responsive to what changes.

Interpersonal situations add another layer because meaning develops through the exchange itself. Previous experience can influence what receives attention from the early stages of an interaction, while later information may alter the significance of what has already occurred. Bodily readiness, felt significance and interpretation can remain active while the meaning of the exchange continues to develop.

Informational environments raise a related question because the conditions of exposure can influence what receives attention and significance. The implications of these conditions for judgement form the focus of Cognitive Integrity in Chapter 5.

Cognitive Integrity in Contemporary Informational Environments

5.1 Informational Conditions and the Formation of Significance

Information is encountered within contexts that can influence how familiar, prominent or significant it becomes. A claim may be repeated, framed in a particular way, carry emotional emphasis or appear alongside visible social responses. These features can shape the setting from which evaluation begins.

Framing can alter judgement even when the underlying information is closely comparable (Levin et al., 1998). Repetition operates differently. A recent meta-analysis drawing on 182 studies found a reliable tendency for repeated statements to receive higher truth ratings than novel ones, while also showing considerable variation according to the material and conditions of exposure (Ye et al., 2026).

Digital environments add further influences. Human preferences for moral and emotional information can interact with systems that select and rank content, affecting what gains visibility and attention (McLoughlin and Brady, 2024). Social signals can also influence judgement, although their effects depend on what those signals convey. Across five experiments, endorsement cues that altered perceptions of wider social consensus increased misinformation susceptibility, while engagement counts such as numbers of likes did not show the same susceptibility-increasing effect (Traberg et al., 2024).

These influences can occur together. Material may become more familiar through repetition, more prominent through presentation or circulation, and more significant through emotional or social cues. They therefore contribute to the conditions from which evaluation proceeds.

For INYUVATE, this matters because information can enter judgement with very different levels of familiarity, visibility and felt importance.

5.2 Interpretation and Judgement

Judgement is selective. Attention cannot give equal priority to everything available, and what receives further consideration is interpreted in relation to existing knowledge, expectations and the apparent significance of the material.

Familiarity, prominence or social reinforcement can influence what attracts attention or appears immediately plausible, while further consideration may strengthen, qualify or revise an initial interpretation.

Doubts about a source may arise while the account associated with it remains familiar. New information may weaken a conclusion while its emotional force persists. Material that initially attracts strong attention may carry less weight after closer examination.

Cognitive integrity concerns the capacity for judgement to remain responsive as interpretations are tested against what the available information supports. Confidence may strengthen, weaken or remain stable as the basis for a conclusion changes. Stability and revision both have a place when they remain proportionate to the support available.

5.3 Cognitive Integrity as a Specialised Extension

Cognitive Integrity is a specialised post-core development of INYUVATE concerned with how judgement develops under contemporary informational conditions.

The core programme provides its foundation through engagement with developing organisation, including the capacity to remain responsive to what becomes relevant as circumstances change. Cognitive Integrity extends that orientation to settings where exposure, framing and context can affect what receives priority during judgement.

Source evaluation and critical reasoning remain central to determining what a claim warrants. Cognitive Integrity also brings the circumstances surrounding that evaluation into consideration alongside the information itself.

This becomes especially important in digital settings where what is presented can change according to prior use.

Adaptive Organisation in Technologically Mediated Environments

6.1 Informational Environments Shaped by Use

Previous experience can influence what a person expects. In some digital environments, previous activity can also affect aspects of what is encountered next.

Recommendation systems can draw on earlier choices and patterns of engagement when selecting subsequent material (Adomavicius et al., 2022). Generative systems operate differently, but can also incorporate the course of an exchange and other available context when producing responses. In both cases, what has happened through prior use can become part of the conditions shaping what follows.

For adaptive organisation, this creates an additional relationship. Earlier activity can influence what a person expects and, in some settings, aspects of what they subsequently encounter — information that may reinforce that expectation, challenge it or provide little reason for it to change.

The role of this history may not be apparent to the person. Material can seem simply relevant or timely even when its selection or generation partly reflects earlier engagement.

Experimental work adds evidence that interaction with AI can influence later human judgement. Across a series of controlled studies involving 1,401 participants, Glickman and Sharot (2025) found that repeated interaction with biased AI outputs shifted later perceptual, emotional and social judgements in the direction of those biases. In the perceptual task, interaction with an accurate algorithm improved independent judgements, while participants tended to underestimate the extent of the AI's influence.

When inaccurate or misleading material is involved, repetition can take on additional significance. In personalised environments, related material may recur partly because of earlier engagement. A misleading account can therefore gain familiarity within a pattern that has developed across continued use.

These relationships suggest that expectations and exposure can become linked in both directions. What a person already expects may influence what they attend to, select or respond to; those actions can then affect aspects of what they encounter later. In some settings, the information available to challenge an expectation may be partly shaped by behaviour arising from that expectation itself.

This gives Cognitive Integrity particular relevance within technologically mediated environments, and that relevance is likely to increase as digital systems become more personalised, generative and integrated into everyday activity. As these systems play a greater role in selecting, ordering and

producing information, technological interaction becomes a larger part of the setting in which judgement develops.

Cognitive Integrity remains focused on how those conditions affect what receives priority, what acquires significance and how interpretation develops. Earlier recognition provides a practical point of entry before such patterns become more established, helping preserve the flexibility through which subsequent information can modify existing expectations.

Its longer-term relevance lies in preserving that flexibility as the technologies themselves change. The forms of mediation may evolve considerably, while human judgement will continue to develop within informational environments that are increasingly personalised, generated and shaped through interaction. Maintaining the capacity for new information to alter what has already become established becomes an increasingly important dimension of adaptive organisation.

Framework Definition and Intellectual Scope

7.1 The INYUVATE Contribution

INYUVATE's intellectual contribution lies in the framework of adaptive organisation, through which established scientific relationships are integrated into a coherent account of how physiological readiness, felt significance, attention and interpretation contribute to the developing organisation of experience.

The framework gives these relationships an applied orientation by defining a practical point of entry within experience and translating that orientation into a structured training architecture. Its contribution includes both the conceptual organisation presented in this White Paper and the practical distinctions through which that organisation is developed in training.

The INYUVATE framework and training programme were created and developed by Alex Lappon.

7.2 Scope of this White Paper

This White Paper presents the conceptual framework, its scientific grounding and the broad practical orientation of INYUVATE. It describes the established core training and the rationale for Cognitive Integrity while keeping the detailed instructional methodology outside the scope of publication.

That methodology includes the sequencing and organisation of training, session architecture, exercises, cues, calibration and forms of individualisation through which the framework is implemented.

These elements remain proprietary to INYUVATE.

Conclusion

Across INYUVATE, the central question is what becomes possible when developing organisation becomes discernible early enough for practical engagement to begin as circumstances are still changing.

Timing matters because experience can acquire direction before a response is fully established. Physiological readiness, felt significance, attention and interpretation may already be contributing to how a situation is met even as its demands shift. Earlier access to these relationships allows engagement with the wider organisation while current conditions and incoming information can still influence what follows.

Adaptive agency describes greater scope within processes already under way for later developments to influence their direction.

The significance of this extends well beyond any single setting. People often have to act while demands, meaning and available information are still changing. Technologically mediated environments add a further dimension because aspects of the surrounding context can themselves reflect prior interaction. Across very different contexts, the same question recurs: to what extent can a response in progress remain informed by what the situation later presents?

INYUVATE brings together a framework for understanding how human experience is organised with structured training designed to develop greater adaptive agency within that process.

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