

# THE MAKING AND UNMAKING OF **BULLIES**

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***Jack Hirose Seminars***  
Six Hour Online Course

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**BULLIES: their making and unmaking**

*a fresh look from an attachment-based developmental perspective, shedding light on the dark side of human nature*

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**FOUR PREVAILING PROJECTIONS -> EXPLANATIONS -> APPROACHES**

BEHAVIOUR LEARNING problem

**PURPOSE**

“Six-year-old Zane hits, kicks and punches his twin brother when no one is looking and calls him a crybaby if he makes a fuss.”

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**FOUR PREVAILING PROJECTIONS -> EXPLANATIONS -> APPROACHES**

POWER IMBALANCE problem

**POWER**

“Six-year-old Zane hits, kicks and punches his twin brother when no one is looking and calls him a crybaby if he makes a fuss.”

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**FOUR PREVAILING PROJECTIONS -> EXPLANATIONS -> APPROACHES**

**CARING and LACK of SKILL**

*SOCIAL SKILLS or EMPATHY problem*

“Six-year-old Zane hits, kicks and punches his twin brother when no one is looking and calls him a crybaby if he makes a fuss.”

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**FOUR PREVAILING PROJECTIONS -> EXPLANATIONS -> APPROACHES**

**Lack of VALUES & can feel CONFLICTED**

*HUMAN VALUES problem*

“Six-year-old Zane hits, kicks and punches his twin brother when no one is looking and calls him a crybaby if he makes a fuss.”

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**FOUR PREVAILING PROJECTIONS -> EXPLANATIONS -> APPROACHES**

**BULLYING**

*attachment • emotion • development •*

*BEHAVIORAL LEARNING problem* *OVERCONFIDENCE problem* *SOCIAL SKILLS or EMPATHY problem* *HUMAN VALUES problem*

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**the making of the bully response**

highly moved to displace + LACKING FEELINGS of CARING & RESPONSIBILITY = the BULLY response to perceived weakness & vulnerability

*- to assert dominance by exploiting vulnerability -*

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**the making of the bully response**

highly moved to displace + LACKING FEELINGS of CARING & RESPONSIBILITY = the BULLY response to perceived weakness & vulnerability

**Feelings of caring** include feelings of concern, empathy, devotion, love, attachment, compassion, sympathy, investment. Also includes feeling moved to care for, care about, and take care of.

**Feelings of responsibility** include feelings of guilt and remorse as well as feeling badly when things do not work out others. Also feeling moved to make things better for or make things work for.

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**STRESS RESPONSE** → inhibition of feeling

Feelings that would interfere with performing or functioning in stressful circumstances are inhibited

If the interval is too great for the thinking brain to connect the emotions, circumstances and emotional feedback from the body, feelings cannot be identified and the capacity to bounce back is compromised.

If stress does not diminish over time, or conditions are not conducive for feelings to bounce back, the stress response gets stuck, with corresponding loss of feeling.

Feelings that have been inhibited bounce back to enable optimal functioning and the realization of potential

*Resilience Response*

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- FEELINGS MORE LIKELY TO BE DEFENSIVELY INHIBITED**
- feelings of **vulnerability** and **woundedness** (hurt, pain, suffering)
  - feelings of **separation** (missing, loss, lack, emptiness, loneliness)
  - feelings of **dependence** (neediness, insecurity, lack of control)
  - feelings of **embarrassment** including blushing
  - feelings of **shyness** and timidity
  - feelings of **shame** (something is wrong with me)
  - feelings of **futility** (sadness, disappointment, grief, sorrow)
  - feelings of **alarm** (apprehension, unsafe, anxiety, fear)
  - feelings of **caring** (attachment, concern, empathy, devotion, love investment, compassion, engagement, sympathy)
  - feelings of **responsibility** (feel badly, guilty, sorry... feel like making things better or making things work for)

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**BULLYING**

- an emotional problem characterized by being stuck in the stress mode where *feelings are defensively inhibited*

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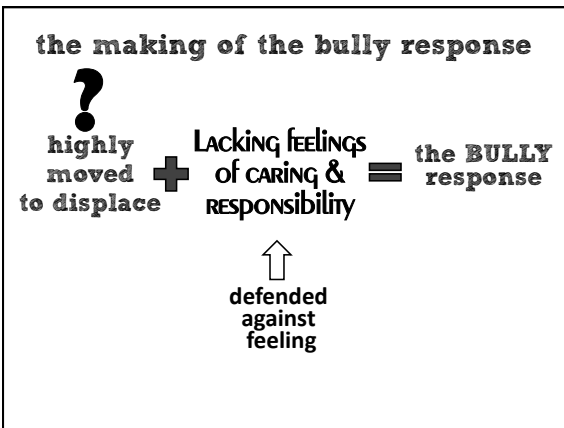
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*Examples of common displacement instincts*

- to take charge, to take over, to take the lead
- to command attention, to take centre stage
- to talk louder, to talk over, to talk for another
- to be first, to be the best, to be on the top
- to demand deference, to give the orders, to take command
- to give the directions, to provide the meanings
- to trump interaction, to have the last word
- to be in the know / to be the most knowledgeable

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**MOVED TO DISPLACE**

- an attachment-based emotion/instinct that is meant to move us to take charge, to lead, and to protect those who depend upon us
- this 'alpha response' should NOT be characteristic of a person but rather a characteristic of situations where one senses the neediness or vulnerability of another
- displacement should alternate with being moved to depend when in the presence of someone who could 'answer' our attachment needs

**- the displacement response can also be part of a stress reaction when it does not feel safe to depend**

- when the stress response is STUCK , this becomes a **defense against depending** and can become characteristic of a person

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**BULLYING**

- an emotional problem characterized by being stuck in the stress mode where *feelings are defensively inhibited*
- an attachment problem characterized by being stuck in the alpha mode where *dependence is defended against*

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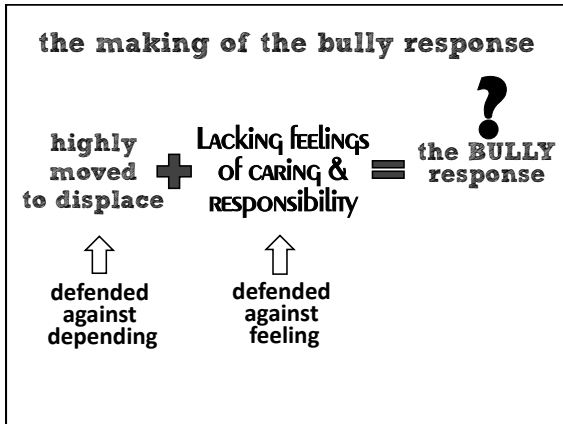
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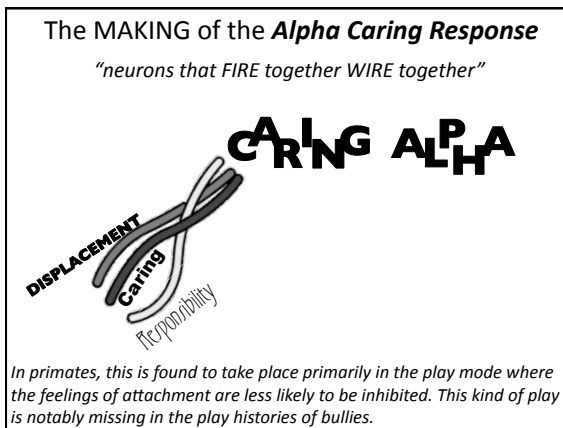
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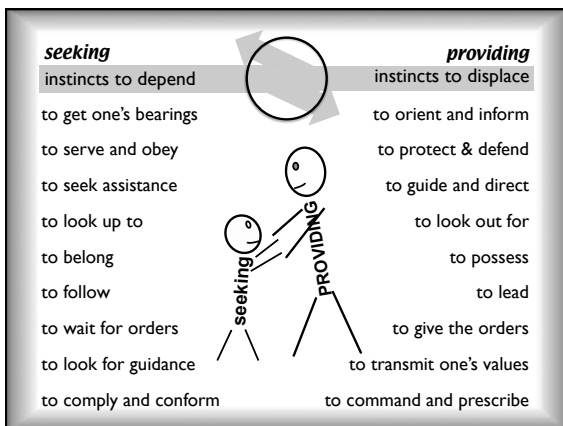
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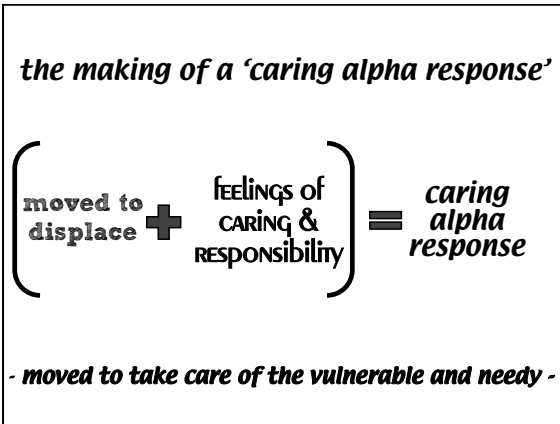
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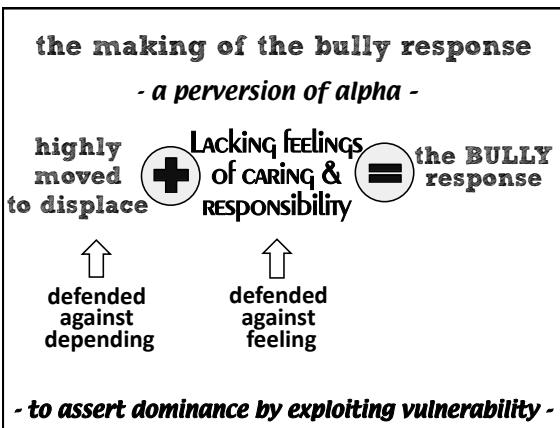
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**BULLYING**

- an emotional problem characterized by being stuck in the stress mode where feelings are defensively inhibited
- an attachment problem characterized by being stuck in the alpha mode where dependence is defended against
- an alpha perversion that evolves when stuck in elevated displacement instincts while devoid of the feelings of caring and responsibility that are meant to accompany
- a deep-seated drive to assert dominance by taking advantage of the weak and by exploiting the vulnerability of others

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**the bully response**

**- to assert dominance by exploiting vulnerability -**

- can be physical, through the senses, emotional or psychological
- can be experienced, expressed, vicarious, or fantasized

- through fear and intimidation
- through put-downs, shaming & humiliation
- through exposing and embarrassing
- through tricking and conning

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**the making of the bully**  
*- a perversion of alpha -*

highly moved to displace + Lacking feelings of CARING & RESPONSIBILITY = the BULLY response

↑                      ↑  
 defended against depending      defended against feeling

**- to assert dominance by exploiting vulnerability -**

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**the UNmaking of the bully**  
*- a perversion of alpha -*

highly moved to displace + Lacking feelings of CARING & RESPONSIBILITY = the BULLY response

**- to assert dominance by exploiting vulnerability -**

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**SESSION 2**

**The Alpha Perversion Model of bullying explains ...**

- the relationship to other alpha syndromes
- the co-existence with other emotional problems
- the relationship to attachment problems including peer orientation
- how the bullied can become bullies
- the existence of a bully syndrome that can mask the true personality

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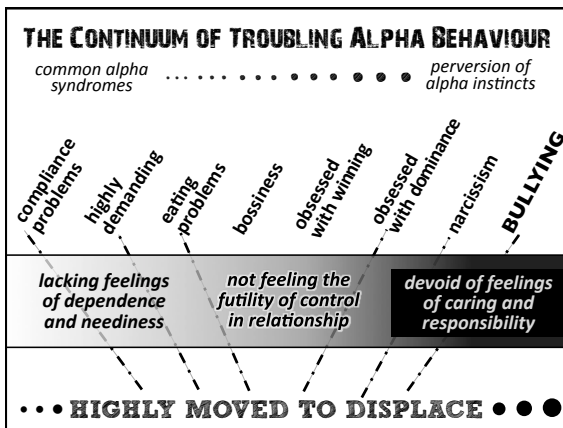
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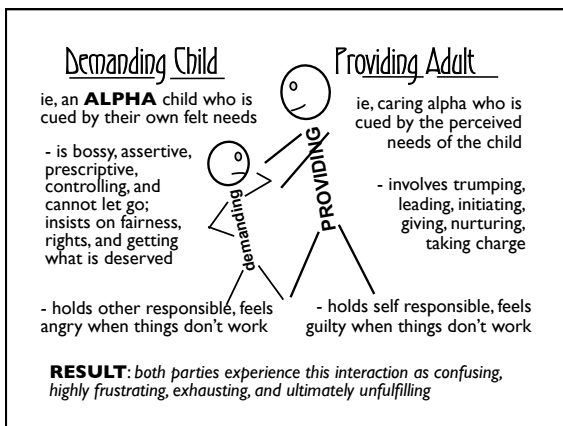
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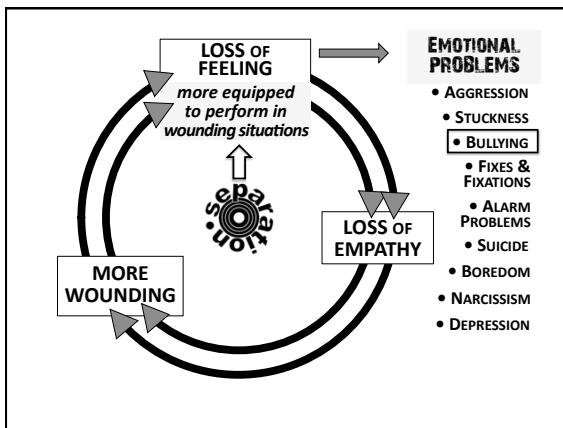
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**PROBLEMS OF NON-ADAPTATION**

- fails to recover from loss and lack
- fails to develop the ability to deal with limitations and restrictions, including not getting one's way
- fails to transcend learning disabilities and handicaps
- fails to develop resilience to handle adversity

- fails to realize the futility of controlling others
- fails to learn from consequences as well as negative experiences
- frustration turns foul and seeks to erupt in aggression and self-attack

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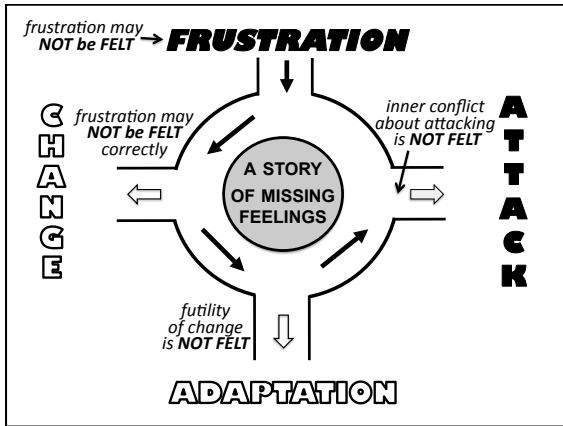
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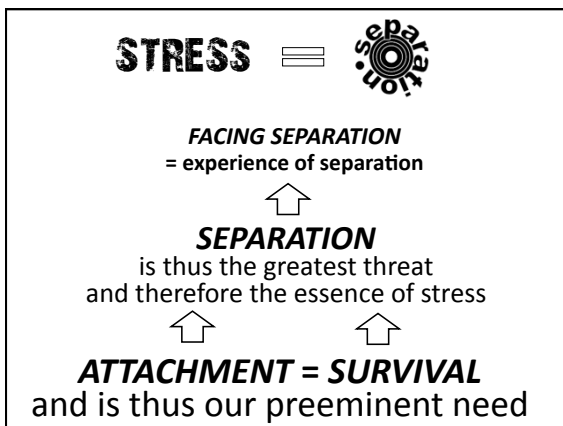
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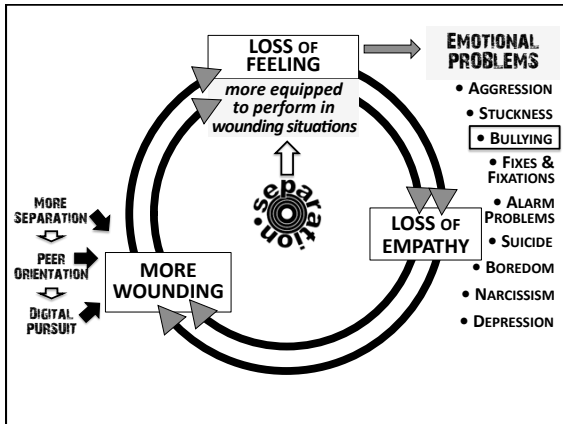
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**peer orientation**

- a phenomenon of attachment where peers **DISPLACE** the adults in a child's life, resulting in the child revolving around other children or the peer group instead of the adults responsible for the child
- using one's peers to get one's bearings and for the cues as to what matters most as well as how to act, talk and dress
- for peers to matter more; to prefer the company of one's peers over that of the adults in one's life
- where attachments to peers **COMPETE** with the attachments to adults (eg, the child does not seek for his peers and adults to be together)

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**peer orientation and the making of bullies**

1. When peers become attached to each other, the attachment brain must arrange them hierarchically, placing some over others but without a corresponding role of responsibility for care-taking.
2. Peer interaction is the major source of wounding for children, regardless of whether they are peer attached or not. The more peers matter to each other however, the more they can get hurt by each other, often leading to a vulnerability too much to bear.
3. In the peer pop culture, vulnerability is shamed and invulnerability is venerated, even in the early grades.

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*peer orientation and the making of victims*

1. Some are predisposed to defer to and to depend upon their peers, rendering them highly vulnerable to the insensitive relating.
2. The highly dependent will be instinctively moved to expose their fears and their vulnerabilities in order to elicit care-taking and protection. This is highly provocative to bullies, creating natural prey.
3. The vulnerability of being peer oriented is typically too much to bear, leading to defenses that create blind spots, either drawing them into harm's way or rendering them unable to stay out of harm's way.
4. The emotional hardening renders them less resilient and adaptive, unable to handle adversity and unable to learn from their failures in keeping clear of the bullies.
5. Their peer orientation cuts them off from adult support, protection and shielding.

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**SESSION 2**

**The Alpha Perversion Model of bullying explains ...**

- *the relationship to other alpha syndromes*
- *the co-existence with other emotional problems*
- *the relationship to attachment problems including peer orientation*

- *how the bullied can become bullies*

- *the existence of a bully syndrome that can mask the true personality*

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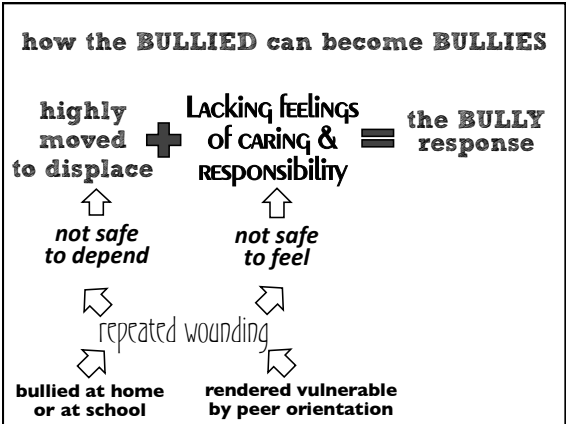
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**The Bully Syndrome**  
- the 12 traits of the bully syndrome -

⑨ typically demanding & 'entitled'  
 ⑩ highly sensitized to slight  
 ⑪ predisposed to aggression  
 ⑫ highly polarized attachment

① **alpha as defense** + ② **defended AGAINST CARING AND RESPONSIBILITY** = ③ **the bully response**

④ can be difficult to parent and teach      ⑥ **FEARLESS** with resulting alarm dysfunction  
 ⑤ predisposed to resist the will of those in charge      ⑦ **TEARLESS** with resulting failure to adapt  
 ⑧ **UNTEMPERED** in experience & expression

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PERCEIVED NEED OR VULNERABILITY (IN THE OTHER)

- fear or upset
- wounds or weakness
- naïveté or confusion
- unguarded / defenseless
- helplessness
- for safety & comfort
- for contact & closeness
- to belong & to matter
- to be liked & loved

PERCEIVED ALPHA CHALLENGES (BY THE OTHER)

- talking back
- lack of respect
- lack of deference
- lack of submission
- lack of compliance
- lack of conforming
- show of superiority
- attempts to displace

**alpha mode**

MOVED TO ASSERT DOMINANCE, ASSUME RESPONSIBILITY, CARE FOR AND TAKE CARE OF

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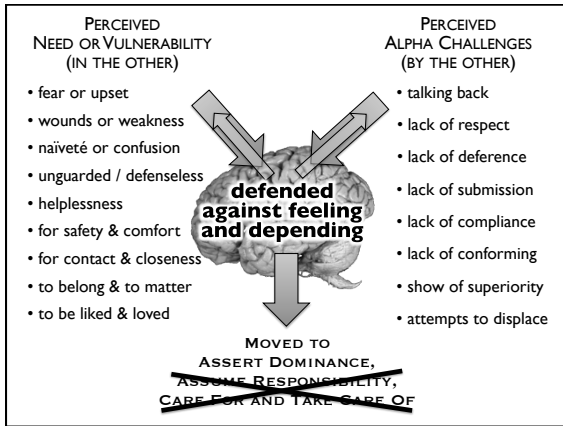
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<b>positive polarity</b>	<b>negative polarity</b>
seeks to be with	shies away from
makes contact	resists contact
endears	alienates
looks up to	looks down upon
attends & listens to	ignores & disregards
imitates & emulates	mocks & mimics
possesses	disowns
is loyal to	opposes & betrays
holds dear	holds in contempt
attempts to find favour	ridicules and derides
makes things work for	spoils things for
seeks to matter to	discounts as not mattering
seeks to please	annoys and irritates
befriends	eschews
loves	loathes
shares secrets with or keeps the secrets of	keeps secrets from or creates secrets about

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**CONFESSIONS OF A SCHOOL BULLY**

I hated everyone. I was the kid who knew that one thing that I could say or do to make you cry in front of everyone. If you were a prep I knew that if I embarrassed you in front of everyone then you would break down in tears. If you were poor I would point it out and watch as others laughed at you. If you were overweight I would tell you that you were fat enough and didn't need that extra burger. I was a horrible person to everyone except the handicapped children and for them I was a hero. They all loved me. I spent my spare time helping them in their classes and was suspended on three separate occasions for fighting others who were picking on them. I didn't understand why I did this back then but I get it now. I didn't bully those who were weaker than me. I bullied the people who thought that they were better than me. The poor kids thought that they were tougher, the preps thought that they were richer, the geeks thought that they were smarter, and the jocks thought that they were stronger. I needed to prove to myself that they were weaker than me in some way and I found it no matter who the person was. I always found their weakness and exploited it. The strangest thing back then was my lack of fear. The jocks that I embarrassed would be mad and come after me but not once did I ever run. I would smile widely and tell them to give me their best shot. They would and I would go home bruised or bleeding. I didn't care back then. I had hurt their pride and image more than they had hurt me physically.

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**SNAPSHOT OF A 78 YEAR OLD BULLY**

Pierre's daughter took her father to visit his wife in a nursing home. Taking a break, he went to play cards with some men he knew in the seniors complex. Upon returning, he found his wife visiting with another woman in the nursing home - about the same age and suffering from Alzheimer's. He had been told by his wife previously that this woman sometimes forgot that her husband had died and would often ask for him or go looking for him. Upon being asked by this woman where he had gone, Pierre replied that he had just been playing cards with this woman's husband. It amused him immensely to see the look of excited anticipation in this woman's eyes.

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**A CASANOVA SNAPSHOT**

*You will laugh when you learn that I thought nothing of deceiving idiots, scoundrels and fools when I needed to do so. As for my deception of women, these are not the sort to be tallied, since when love has a hand in things, each party usually dupes the other. Fools, however are another matter entirely. I always take great delight in remembering those I have lured into my traps, for fools are insolent and their presumptions insult the mind. Thus we avenge intelligence when we deceive a fool, and the victory is worth the trouble, for he is protected as if with armor, and we do not know where to strike him. Deceiving a fool, in short, is worthy of a man of wit. What has instilled in me, since my birth, an invincible hatred of this breed, is that I feel like a fool whenever I find myself in their company.*

from an autobiography of Giacomo Casanova, 1725-1778

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**The UNmaking of a bully**  
*changing the bully's heart and mind*

**SESSION 3**

- an overview of a 3-pronged approach to intervention
- addressing societal conditions that give rise to bullies
- retreating from a futile battle against symptoms
- providing for safe and constructive expression of alpha

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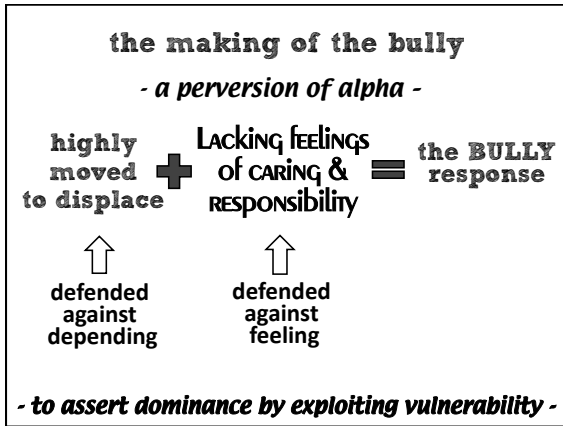
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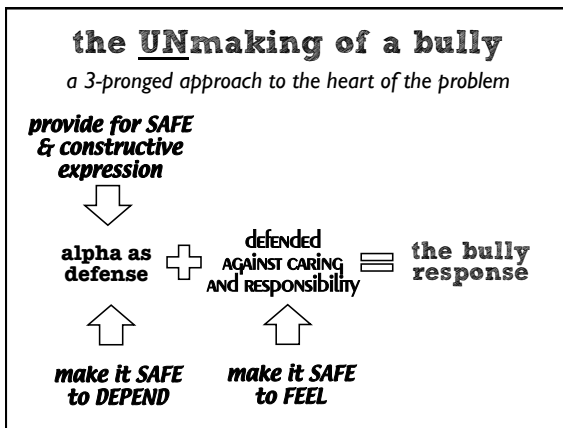
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**What is happening to our children?**

1. Many are losing their attachments with the adults who care for them and teach them, revolving around their peers instead.
2. Many are evolving into alpha children, no longer depending upon the adults who care for them and teach them.
3. Many are in a flight from vulnerability, losing the feelings that would render them fully human and humane.

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**What is happening in our society?**

1. We are losing the customs and the scripts that foster and preserve healthy child-adult attachments.
2. Our schools have drifted outside of our children's villages of attachment, creating conditions that foster peer orientation and bullying.
3. The loss of child-adult attachments and the resulting peer orientation have created a vulnerability too much to bear for our children.

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**the UNmaking of a bully**  
*involves reversing the conditions that give rise to bullies*

**alpha as defense** + **defended AGAINST CARING AND RESPONSIBILITY** = **the bully response**

↑      ↑

- dependence is often an aversive state for children
- adults seem to be having difficulty assuming alpha roles
- the concept of hierarchy has little support today
- peer orientation is escalating and largely unrecognized

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conventional discipline →      ← declaring it unacceptable  
 empathy training →      ← conveying hurt feelings

**bully response**

**an alpha perversion**

defended against depending + defended against feeling

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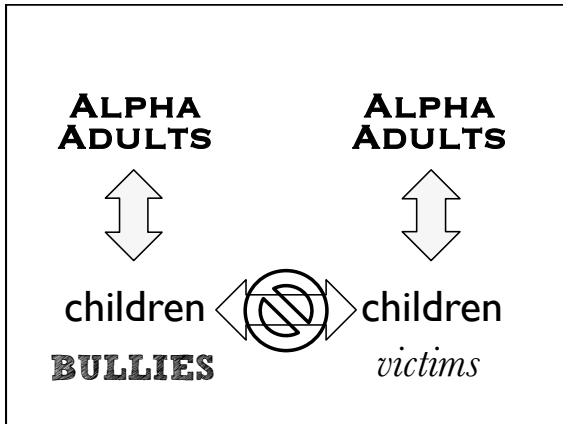
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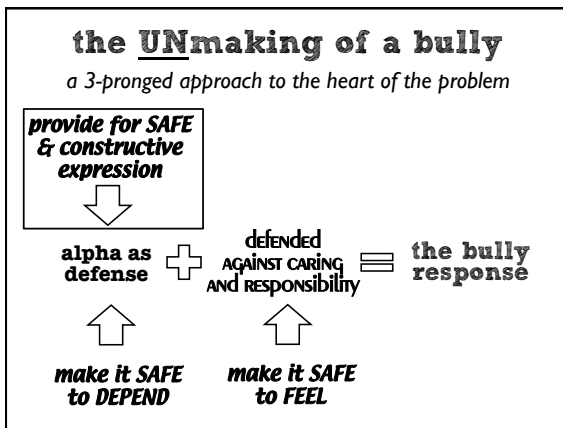
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- Provide for SAFE and CONSTRUCTIVE expression of alpha**
1. **MATCHMAKE** with younger children or with those in need of being taken care of (where the bully's superiority is not threatened).
  2. Appeal to a bully's '**SUPERIORITY**' to enroll and engage them in caring alpha activities and roles (eg, cooking, supervising, in charge, teaching, helping, policing, acting as a resource).
  3. Use **PLAY** as a safe medium for displacing and expressing the bully's need to win, to dominate and to come out on top.

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### competitive play and caring

- games of competition and conquest are often mistakenly assumed to be antithetical to caring (and even a cause of bullying) and therefore to be eliminated or at least not encouraged
- the ancient Greeks believed that playful competition provided a harmless outlet for the alpha instincts, rendering individuals more civilized and peaceful in real life
- some play theorists (eg, Johan Huizinga) argue that the loss of playing out the displacement instincts is what sets the stage for the insidious bullying on the world stage and the unmitigated quest for supremacy in real life
- the current science of play would confirm the ancient Greeks - that playful competition and conquest take the raw displacement instincts out of real life and place them in a context where they can be tamed - thus rendering us more likely to be caring and civilized

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### play as a safe outlet for alpha expression

- alpha play is one of the most common forms of play for young mammals, sometimes mistaken as 'play fighting' or 'mock aggression' although usually no aggression is involved
- alpha play includes games or fantasies of being a superhero, person or animal in charge (boss, owner, parent, lion), the most important person (king, prince, princess), the most famous person, and so on
- *displacement play* includes games of competition but involves anything where one displaces another (including in fantasy & stories) in attention, in placement, in word, in knowledge, in strength, in space, in importance, in focus, etc
- most sports revolve around the theme of displacement in one way or another
- playing the *alpha roles* include playing the doctor, rescuer, teacher, parent, boss, fireman, policeman, leader, conductor, etc

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### competitiveness vs bullying

- both are driven by elevated displacement instincts, but competitiveness alone does not indicate the existence of a bully response
- competitiveness is **NOT** indicative of a deeper alpha perversion if it only occurs in situations where one is NOT responsible for taking care of others (a game, a competition, sports, academics, etc)
- competitiveness **IS** indicative of a deeper alpha problem if involves competing for care, or when it involves exploiting the vulnerability of others in order to win
- competitiveness is exacerbated in our society by our practice of treating children (including siblings) as 'equals' as well as by placing children with their 'equals' instead of in more natural hierarchical arrangements where they would be more naturally inclined to take care of each other

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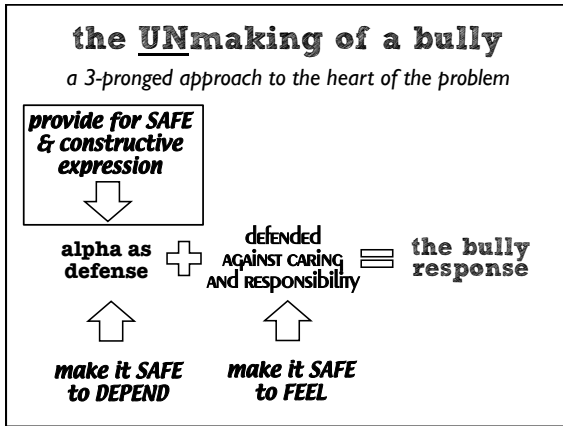
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**The UNmaking of a bully**  
*changing the bully's heart and mind*

**SESSION 4**

- make it safe to depend
- make it safe to feel

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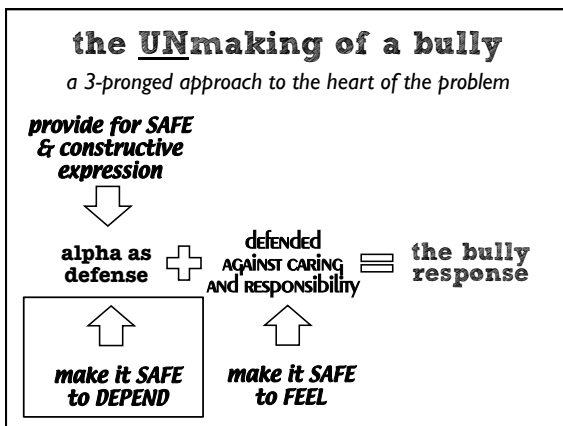
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***Make it SAFE to DEPEND***

**about the CHALLENGE**

- getting a bully to depend upon us (or anyone for that matter) is a daunting challenge because of the deep systemic (and thus self-evident) defense against depending
- while daunting, softening the defenses against depending is absolutely pivotal to changing the heart and mind of the bully
- winning the bully's trust will typically require first winning the bully's heart. While many bullies are incredibly charming and endearing, this is not always the case, especially when the bullying behaviour is rather offensive and off-putting.

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***Make it SAFE to DEPEND***

**about the construct of DEPENDENCE**

- we need to see through the 'fierce independence' of the bully to realize that it is not a healthy individuated type of independence but rather a defense against dependence that paradoxically renders them stuck in dependency needs
- we may need to get past society's love affair with independence that only serves to eclipse the true nature of the bully's problem
- we may need to get past our own reticence regarding inviting dependence, lest in giving it the proverbial inch, it might take a mile

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***Make it SAFE to DEPEND***

1. Invite into relationship by **CAREFULLY COLLECTING**, using play as a primer when needed, or by 'playing' to their 'superiority' to get to first base.
2. Make the relationship safe by **BRIDGING** anything that could divide.

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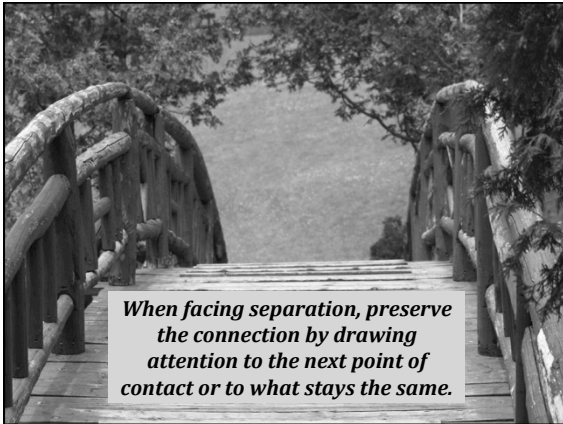
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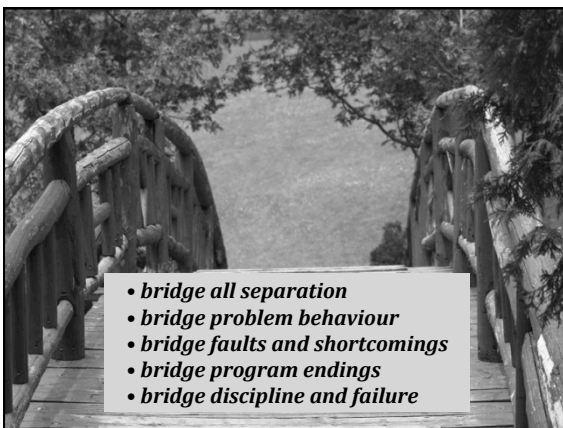
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**Make it SAFE to DEPEND**

1. Invite into relationship by **CAREFULLY COLLECTING**, using play as a primer when needed, or by 'playing' to their 'superiority' to get to first base.
2. Make the relationship safe by **BRIDGING** anything that could divide.
3. **DEPERSONALIZE** any discipline used so that it doesn't threaten the relationship.

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*The use of consequences: a dilemma*

**imposing consequences  
can fuel the bully problem**

alpha as defense + defended AGAINST CARING AND RESPONSIBILITY = the bully response

*However, not imposing consequences can sabotage social justice, erode social values, undermine alpha posture, and inadvertently convey a lack of support for the violated.*

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**Make it SAFE to DEPEND**

4. Invite dependence by assuming and preserving an **ALPHA STANCE** that is not at the expense of the bully.

- find your best alpha presentation and posture before entering into interaction where bullies are around
- don't show any fear of bullies and don't come across as a victim
- playfully 'invite the inevitable' when necessary
- win the alpha challenges you can without being a bully oneself
- avoid or escape the alpha challenges that you may not win
- don't set the stage for revealing one's own impotence (eg, making demands they can foil, saying 'I won't let you do this', or giving threats that you cannot fulfill)

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**Make it SAFE to DEPEND**

4. Invite dependence by assuming and preserving an **ALPHA STANCE** that is not at the expense of the bully

5. Invite dependence by assuming the **ALPHA ROLES** in the relationship - *home base, compass point, provider, advocate, protector, defender, comforter, anchor, refuge, etc*

6. Invite dependence by conveying the message "**I will take care of you**".

- that is, have your back, be your advocate, protect & defend, stand up for you, make things work for you, find my way to your side
- demonstrate this concretely if necessary and possible

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**Make it SAFE to DEPEND**

7. Invite dependence by acting as an **ANSWER** to their basic attachment needs: *sameness, belonging, loyalty, significance*.
  - read the bully's needs and take the lead in being the answer
  - provide a 'touch of proximity' for them to hold on to and depend upon
8. **Arrange scenarios** in which there is no real option except to depend upon the adult in charge
9. **Matchmake** with caring alpha adults who are not easily threatened.

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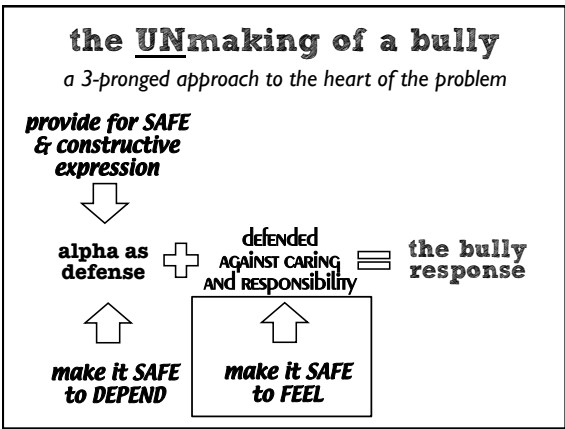
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**Make it SAFE to FEEL**

1. **REDUCE** wounding as well as the separation the bully faces and thus the need for emotional defenses.
  - eg, peer interaction, separation-based discipline, shaming and put-downs, harsh criticism, character judgements, aversive consequences
2. **SHIELD** the bully's heart with safe emotional connections to caring adults (also the answer for potential victims).
3. Draw into **EMOTIONAL PLAYGROUNDS** in order to reverse the inhibition of feelings (also the answer for potential victims).

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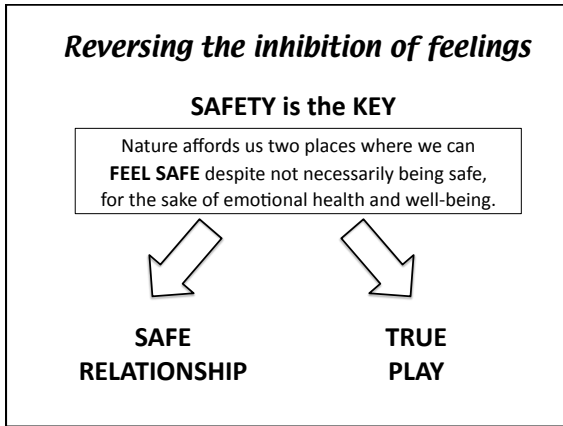
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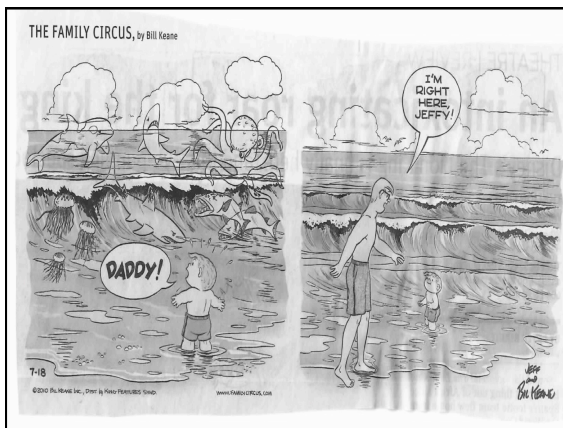
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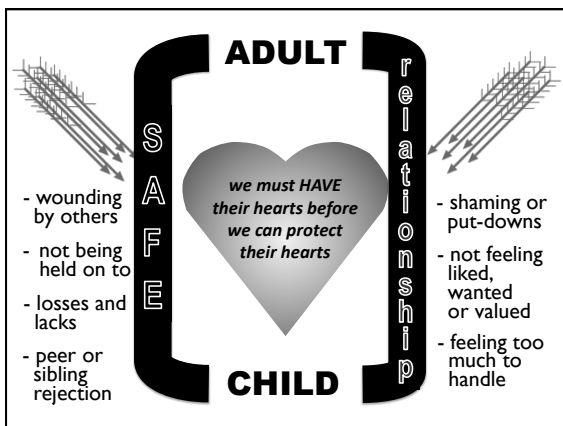
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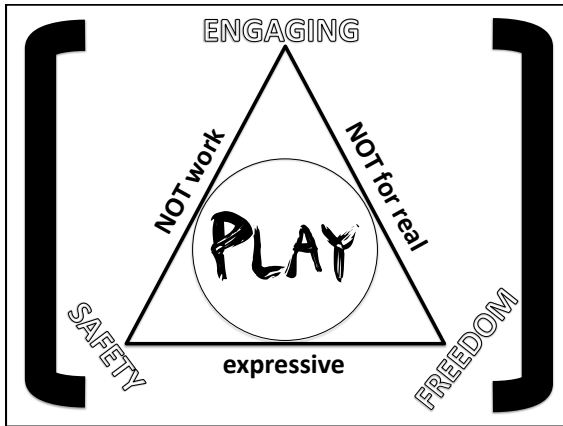
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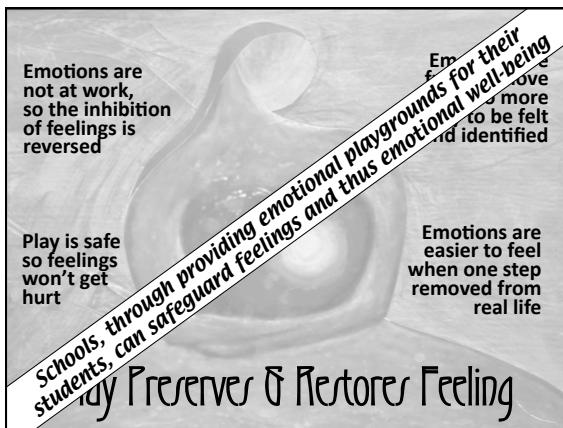
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**How play can move us to tears**

- by rendering defenses unnecessary and thus making it easier to feel
- by giving something to cry about that is one step removed and thus not too much to bear
- by setting the stage with fantasies that reveal the futility
- by shifting the locus from the HEAD to the HEART, from thinking to feeling, from doing to being, from secondary to primary emotion

- by playing directly to our emotions as in melancholy music, poetry, or a sad story
- by removing the impediments to tears, or making them easier to address
- by removing the self-consciousness, shame, fear, and social sanctions around tears
- by providing safe release for stuck emotion, thus making it easier to fall into our tears in the wake of intense expression

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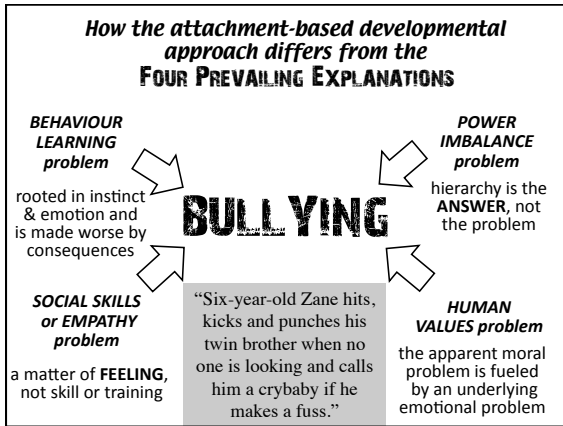
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**the UNmaking of a bully**

- **RIGHT RELATIONSHIPS**
- **SOFT HEARTS**

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**BULLIES: their making and unmaking**

*a fresh look from an attachment-based developmental perspective, shedding light on the dark side of human nature*

Gordon Neufeld, Ph.D.  
Developmental & Clinical Psychologist  
Vancouver, Canada

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## **Information regarding the NEUFELD INSTITUTE, including our VIRTUAL CAMPUS and ONLINE COURSES**

The *Neufeld Institute* is a world-wide nonprofit organization created for the purpose of putting developmental science into the hands of those responsible for our children. Our way of doing this is through disseminating the more than twenty-five courses that have been developed by Dr. Gordon Neufeld that articulate the attachment-based developmental approach. We have about 25 faculty and over 200 course facilitators delivering our courses in more than 10 languages to parents, teachers and helping professionals.

Our online courses can be taken at anytime and from anywhere. Individuals can take these courses through scheduled online classes or through individual self-paced study. Groups of ten or more can arrange for their own customized support. The online courses consist of much more than the video-material: study guides, discussion forums, supplemental material, as well as access to all the resources on campus.

Our online courses are housed on a virtual campus that is filled with resources, support materials and discussion forums. The online campus is open to anyone who has taken one of our courses, whether it has been delivered live by Dr. Neufeld or a faculty member, as a video-course by a Neufeld Course Facilitator, or as an online campus course. Watching the DVDs alone does not count as a course. Campus membership is \$150 for the initial year and \$120 for renewal. Benefits of course membership include product discounts, access to the campus library, discussion forums, periodic Q&A classes with faculty, and much more. The most significant benefit for many campus members is having continued access to the particular course materials that correspond to the course or courses they have taken. Our campus typically is home to about 2500 subscribers and students on study-passes at any given time.

Our courses are aimed for parents, teachers and helping professionals. The *Power to Parent* series is typically the best way for parents to get immersed in the attachment-based developmental approach. This can be augmented by other courses such as *Discipline, Counterwill, Alpha Children, Anxiety, Aggression* or *Adolescence*, depending upon the particular problems they may be experiencing. Educators are more likely to start with the *Aggression* course or the *Teachability Factor* as well as the *Preschoolers* course or *Adolescence* course, depending upon the age of their students. This too can be augmented by the problem-centred courses.

Helping professionals will definitely want to take the *Attachment Puzzle, Transplanting Children, Science of Emotion*, and *Resilience* courses.

Serious students who want to master the attachment-based developmental paradigm in order for it to become their way of thinking as well as their modus operandi will want to take the three Neufeld Intensives: *Making Sense of Kids, The Separation Complex* and *Becoming Attached*. These Intensives lay the conceptual foundations of this approach in such a way that the application becomes universal.

Our Intensives open the door to further study and support for sharing the material. We also have a support program for fully credentialed helping professionals, as well as further training in implementing the attachment-based developmental paradigm in therapeutic practice.

**NOTE re Campus Membership Qualification:** This course qualifies you to register for campus membership. An annual subscription fee applies (see above). Please indicate that you have taken this course when you go to register for campus membership at our campus portal page - [campus.neufeldinstitute.org](http://campus.neufeldinstitute.org). You will be given access to the corresponding course on our campus (*Aggression* and/or *Bullying*), including recordings and support materials.

For further information about the Neufeld Institute, including its courses and programs,  
please consult our website - [NeufeldInstitute.org](http://NeufeldInstitute.org).