

*Why would feelings
be missing?*

STRESS RESPONSE

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

STRESS

TRAUMA

NEGLECT

loneliness

DAYCARE

ABUSE

RETIREMENT

DIVORCE

being LOST

CHANGING

isolation

disability

failure

school

hospitalization

losing face

both parents working

wounding

moving

loss of loved one

another sibling

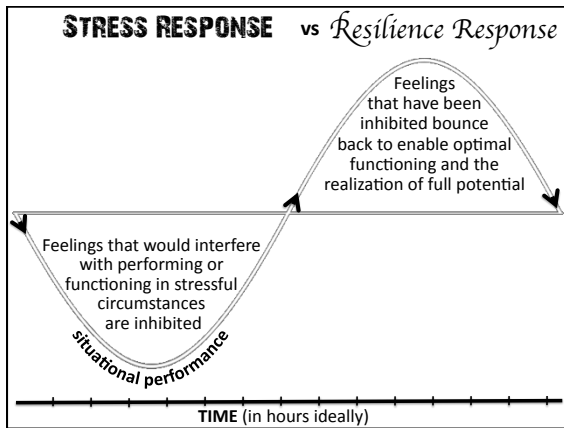
adoption

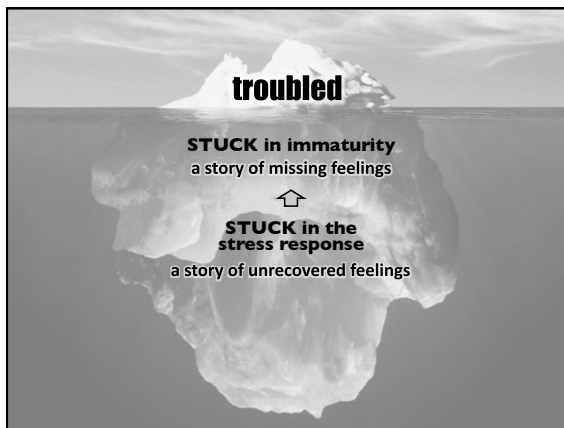
secrets

threats to identity

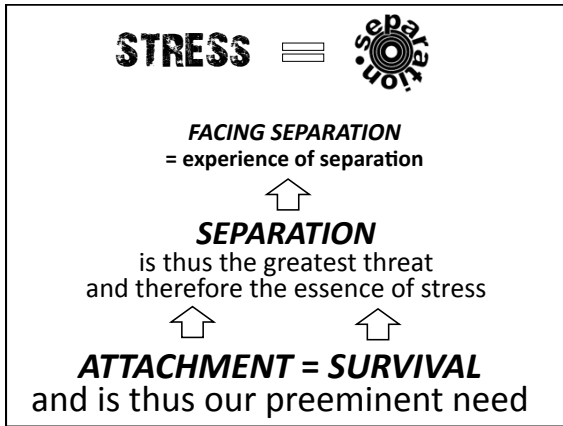
residential school

facing DEATH

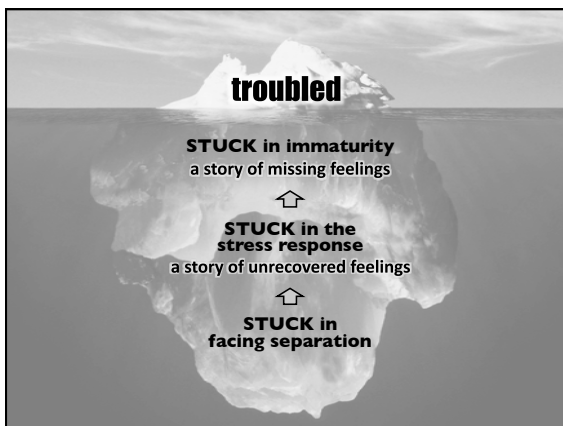




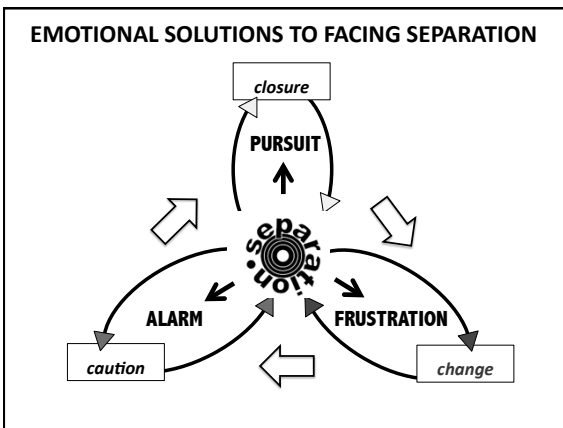
What causes stress?

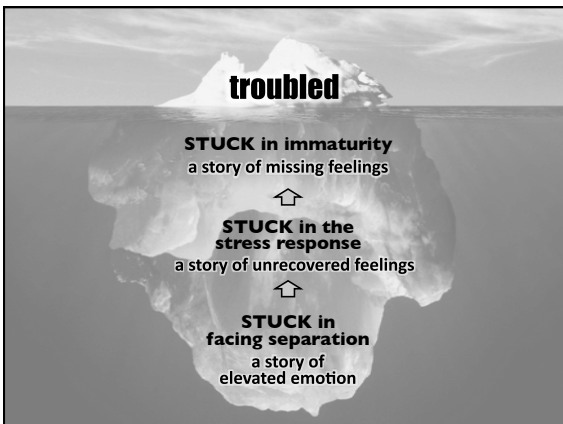




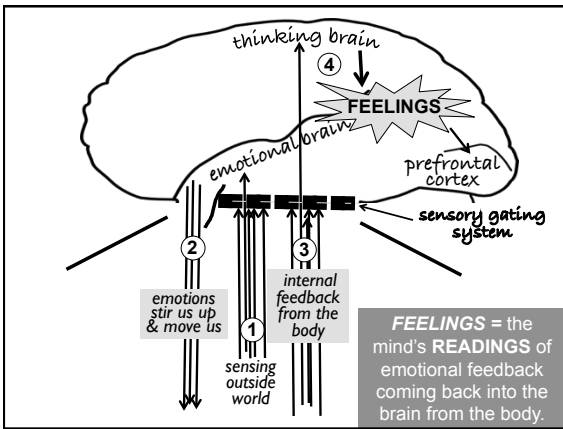


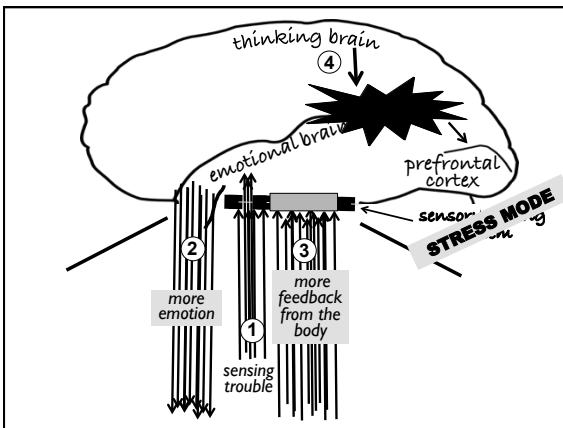
***What happens
when facing
separation?***

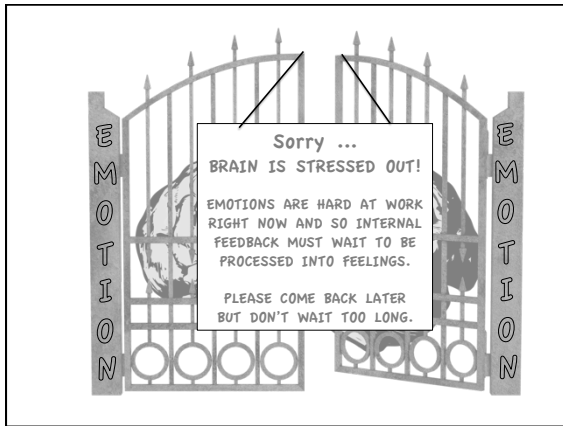


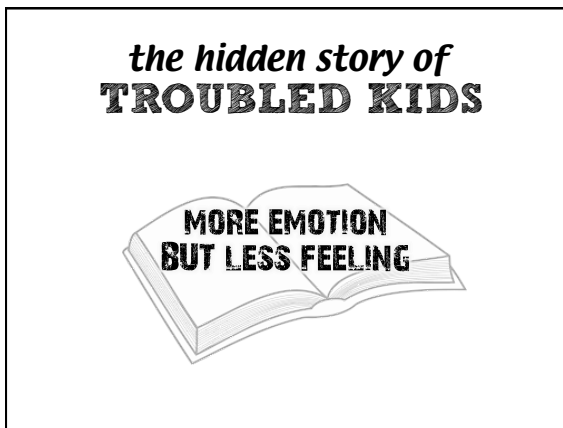


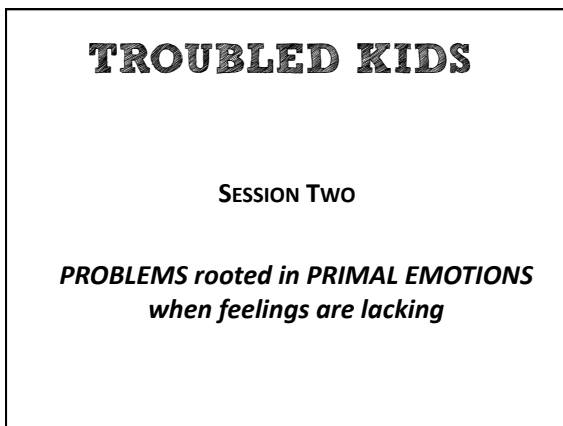


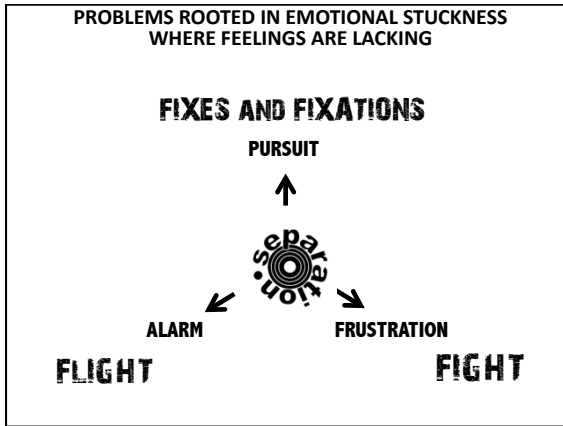


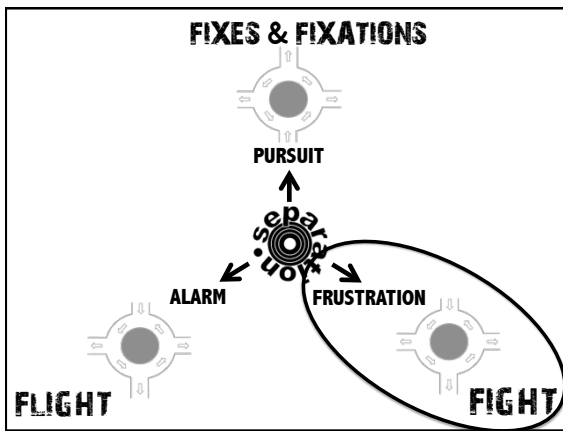


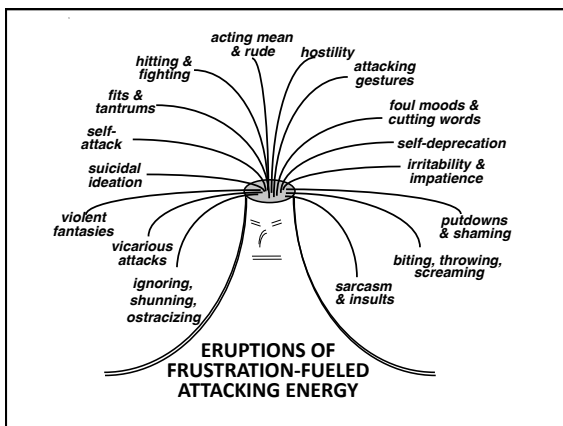


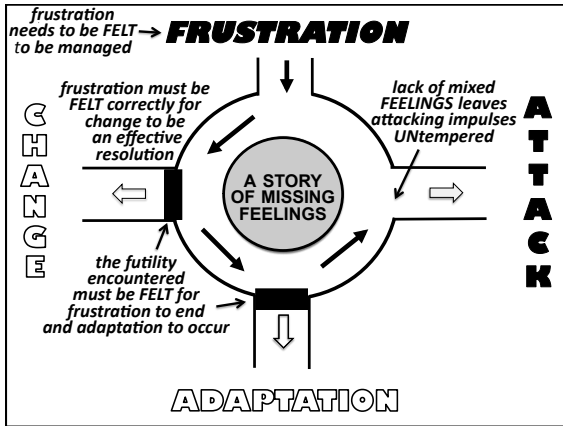


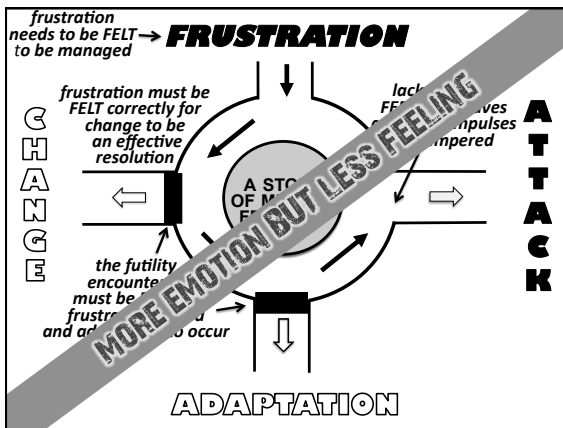


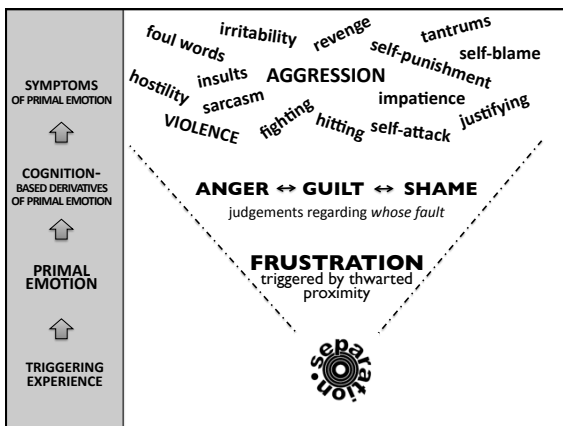


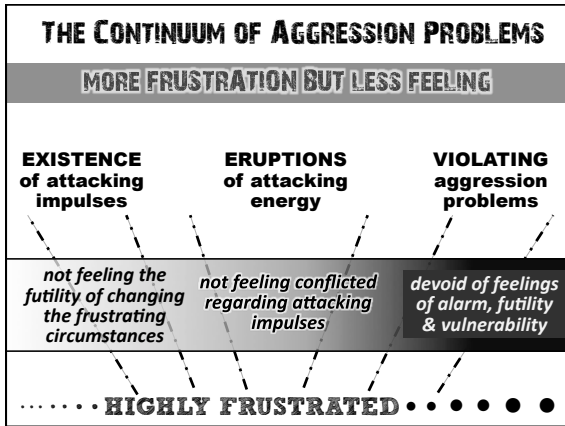


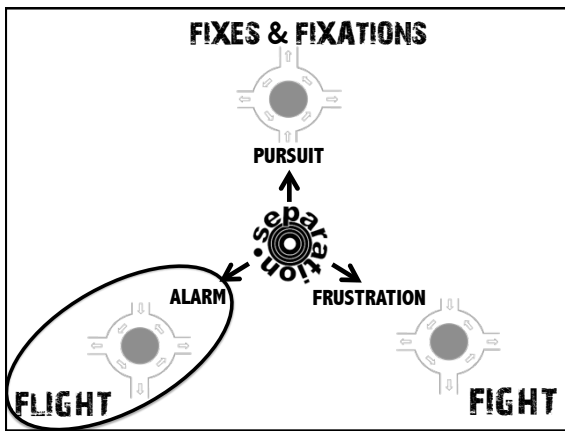


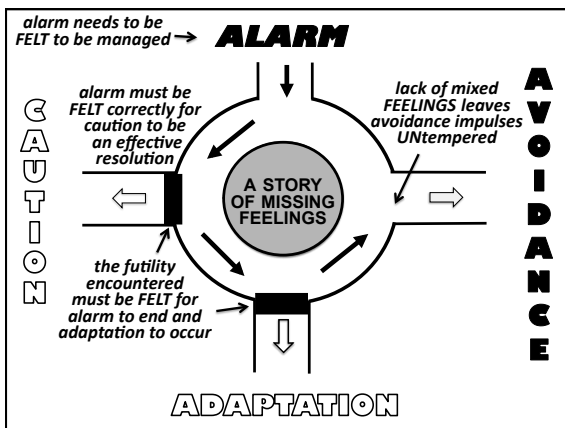


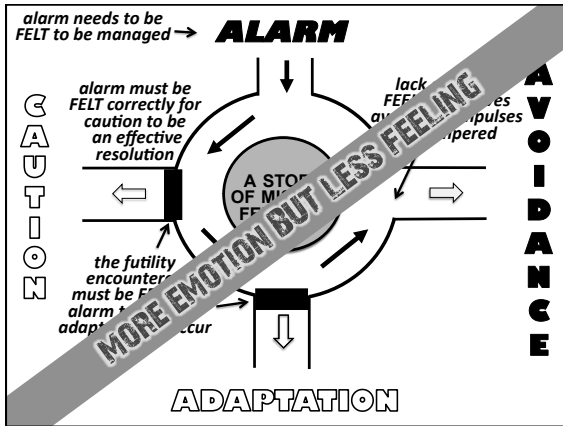










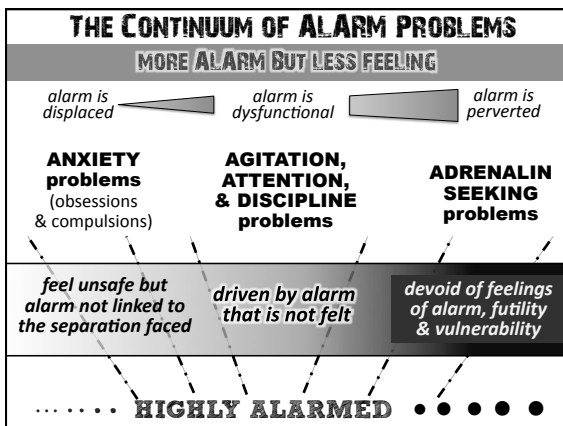


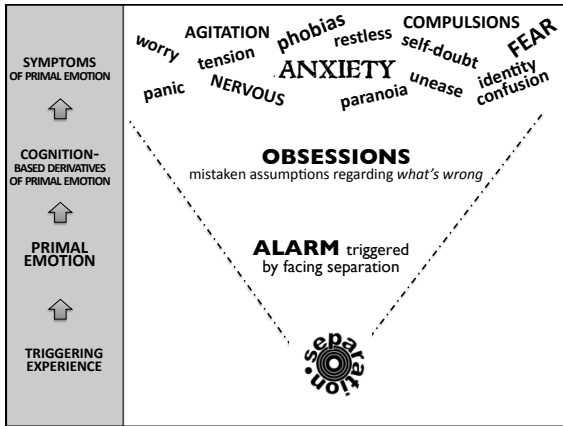
ALARM - BASED AVOIDANCE

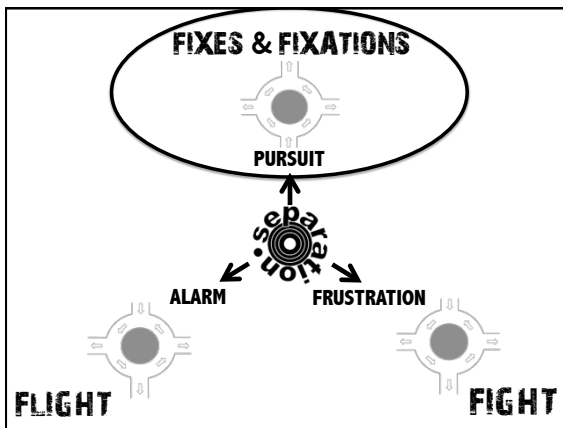
LEVEL 1 – ANXIETY PROBLEMS
 - *avoiding alarming things and situations* – results in obsessions and compulsions, including phobias and paranoia, as well as a preoccupation with staying out of trouble

LEVEL 2 – AGITATION & ATTENTION PROBLEMS
 - *avoiding attending to what alarms* - results in significant attention deficits, not being able to stay out of trouble, not being moved to caution, recklessness and carelessness

LEVEL 3 – ADRENALIN SEEKING PROBLEMS
 - *avoiding any sense of vulnerability* – the adrenalin rush involved in doing alarming things when devoid of a sense of vulnerability results in being attracted to what alarms and a predisposition for being a trouble-maker





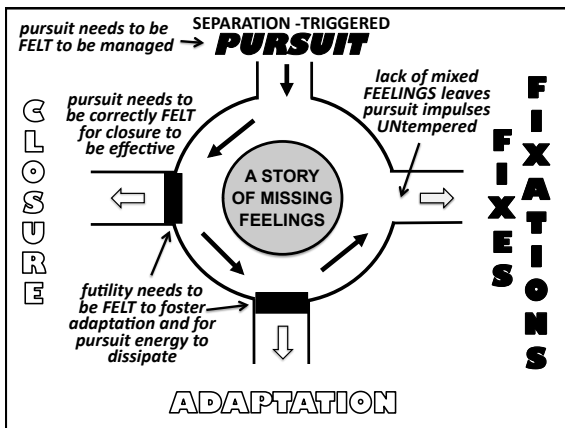


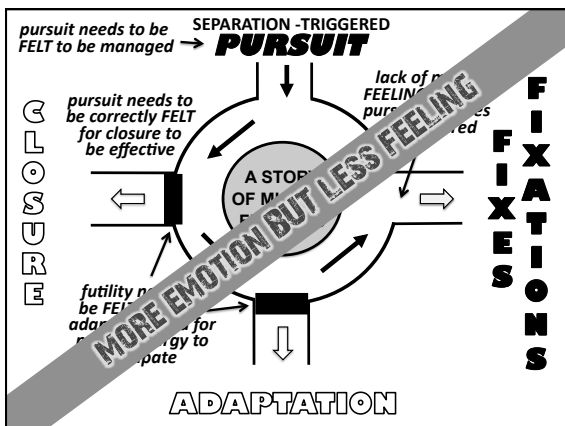
The Depersonalization & Fragmentation of Pursuit

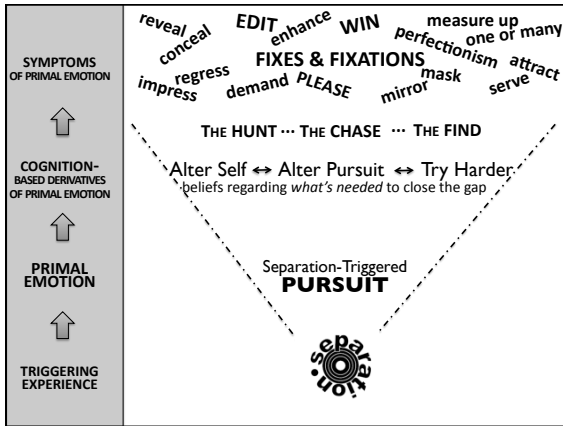
the PURSUIT of PROXIMITY with a PERSON			
ATTRACTING	the	ATTENTION	of <u>Sarah</u>
WINNING	the	APPROVAL	of <u>Matthew</u>
MEASURING UP	to be	VALUED	by <u>Genevieve</u>
DEMANDING	to be	SPECIAL	to <u>Rorie</u>
IMPRESSING	to be	ESTEEMED	by <u>Scott</u>
HELPING	to be	IMPORTANT	to <u>Ms. Kerr</u>
BEING NICE	to be	LIKED	by <u>Kendall</u>
BEING CHARMING	to be	LOVED	by <u>Sherry</u>
SEEKING STATUS	to be	RECOGNIZED	by <u>Uncle Jack</u>

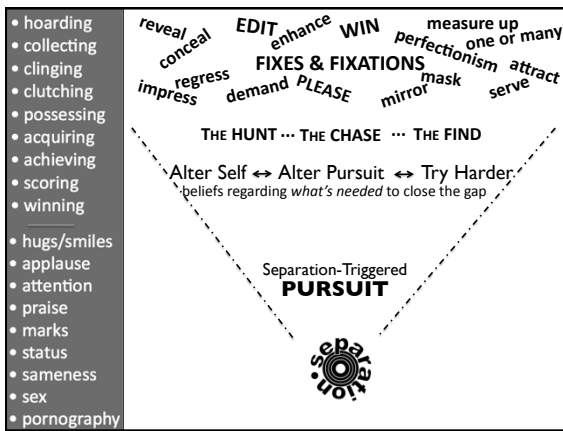
The Depersonalization & Fragmentation of Pursuit

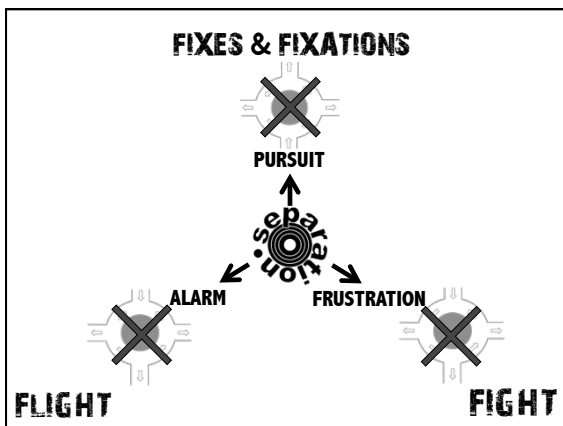
the PURSUIT	
ATTRACTING	<p>The absence of timely feelings results in losing the connection between the separation faced and the triggered pursuit that was meant to fix this.</p> <p>The result is fragmented and depersonalized 'fixes' that are divorced from their original purpose. These 'fixes' often develop into obsessive 'fixations' that can permeate our personalities.</p>
WINNING	
MEASURING UP	
DEMANDING	
IMPRESSING	
HELPING	
BEING NICE	
BEING CHARMING	
SEEKING STATUS	











FIXES & FIXATIONS

*symptoms are often troubling
because they seem to come
out of the 'blue'*

FLIGHT **FIGHT**

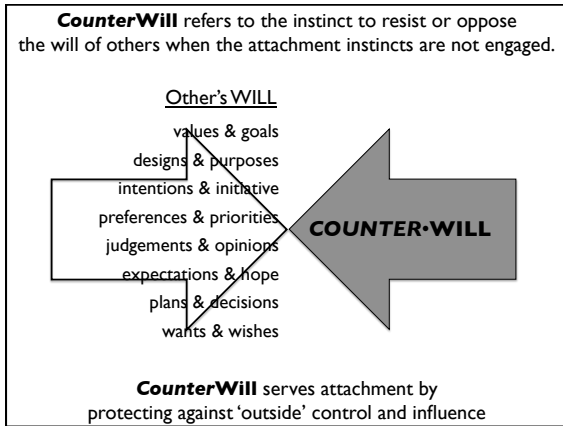
TROUBLED KIDS

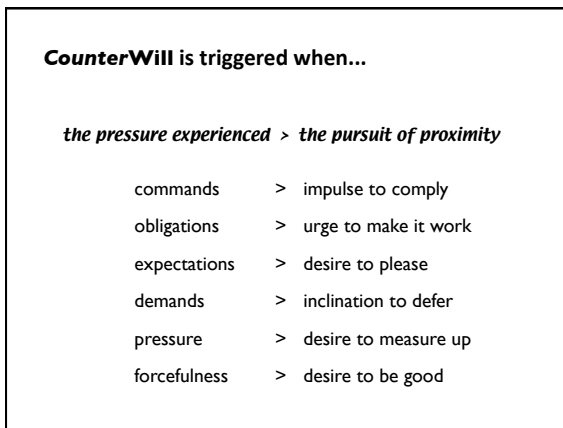
SESSION THREE

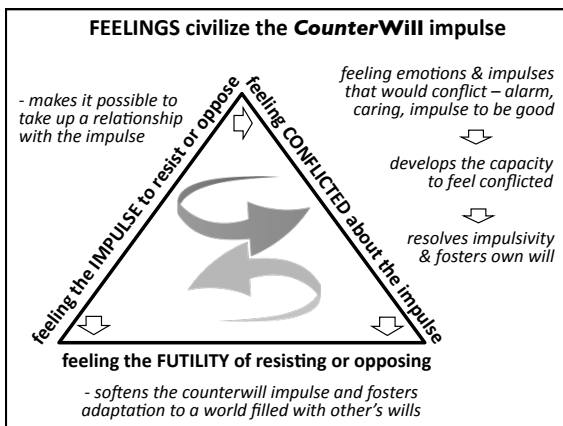
*PROBLEMS rooted in BASIC INSTINCTS
when feelings are lacking*

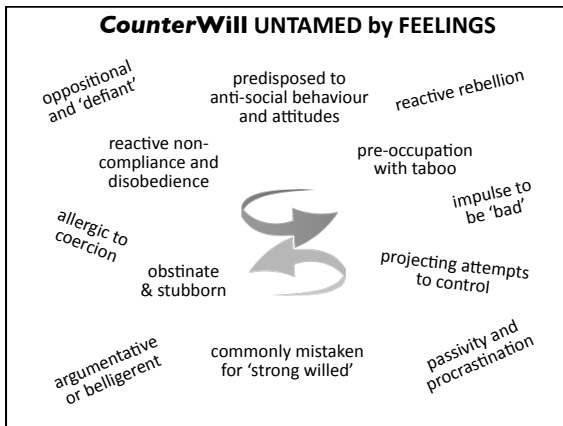
*PROBLEMS rooted in BASIC INSTINCTS
when feelings are lacking*

- counterwill instinct
- alpha or displacement instinct
- boredom and the play instinct









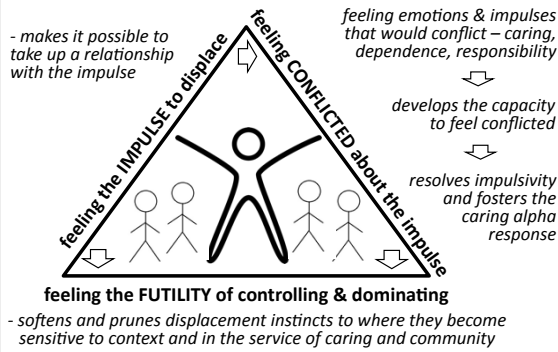
- PROBLEMS rooted in BASIC INSTINCTS when feelings are lacking**
- counterwill instinct
 - alpha or displacement instinct
 - boredom and the play instinct

- Common manifestations of the DISPLACEMENT instinct**
- 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

about the ALPHA or DISPLACEMENT instinct

- a basic attachment instinct manifest in all mammals, seeking a match with instincts to depend in another, for a good attachment dance
- as the ultimate purpose of attachment is CARE, the basic division of attachment instincts into alpha & dependent is to facilitate this care
- interferes with being taken care of and so is not suitable for childhood. It is therefore given expression in play (the primary dynamic for all mammals) where it is also properly developed for later use in adulthood.
- whereas the 'dependent instincts' do not require development, the 'alpha instincts' require significant development before they can effectively serve their intended function – *taking care of others*
- is often mistaken in our society for strength, independence, or individuality, which eclipses the nature of the underlying dynamic
- tends to characterize many North American kids and is more likely when dependence is an aversive experience, when parents present as weak or give their children the lead, or when peer oriented

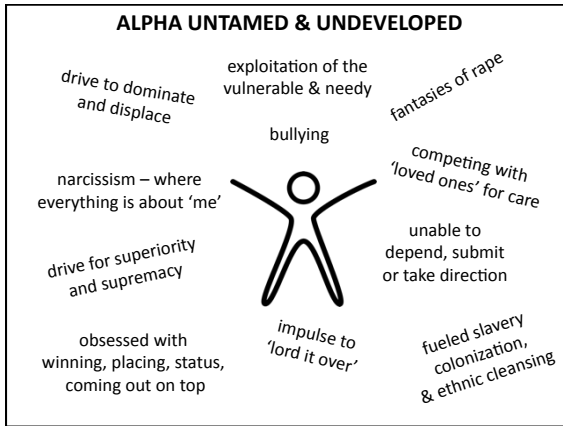
FEELINGS civilize & cultivate the ALPHA instincts

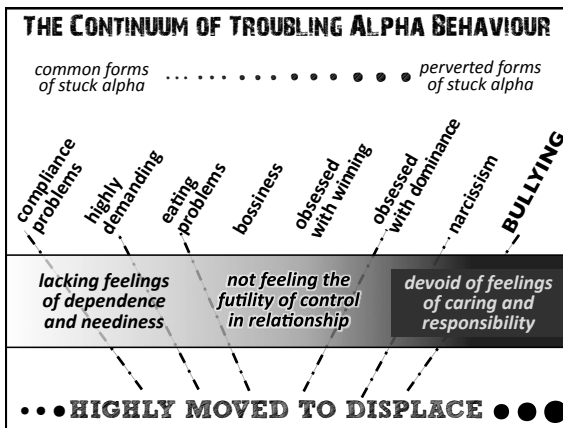


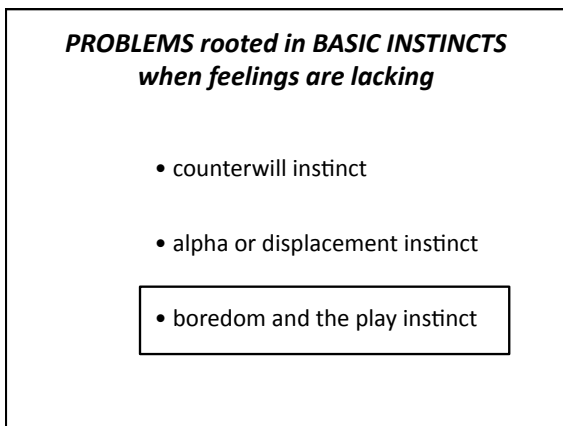
How **FEELINGS** develop the *Alpha Caring Response*

"neurons that FIRE together WIRE together"










What BOREDOM is about

What bores a hole in us is ...

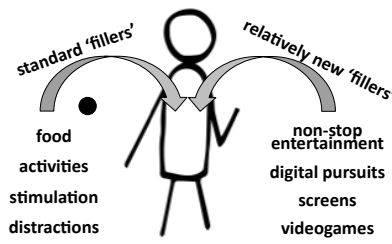
... separation from attachments



... lacking sense of emerging self

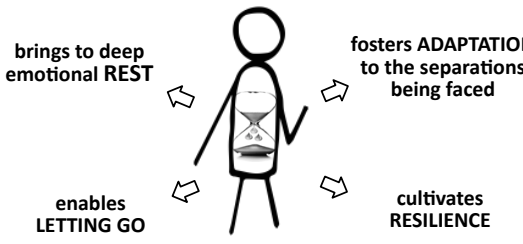
When this hole is **NOT** sufficiently **FELT**, it is experienced as **BOREDOM**.

When experienced as BOREDOM, the temptation is to fill the hole from the OUTSIDE.



These 'fillers' not only fail to cure boredom (other than momentarily relief) but also exacerbate the flight from feeling which is the root cause.

If one **FEELS** the hole as **MISSING** (an 'attachment hole') and the **FUTILITY** of filling the hole with anything else is also felt, the void will be filled with **SADNESS** which effects a **CURE**.



If one resists the temptation to fill the hole from the outside, boredom will evoke the basic human 'recovery' **INSTINCT to PLAY**, which not only **CURES boredom** but also helps to **RESTORE FEELINGS**, thus addressing the emotional root of other troubling symptoms as well.

brings to deep emotional REST

incubates the EMERGENT SELF

can restore FEELING

can reverse TROUBLING SYMPTOMS

SESSION FOUR

reaching the hearts of
TROUBLED KIDS

reducing the emotional load and reversing the loss of feeling that is at the root of the troubling symptoms

troubling symptoms

having trouble

troubled thoughts

making trouble

troubled emotions

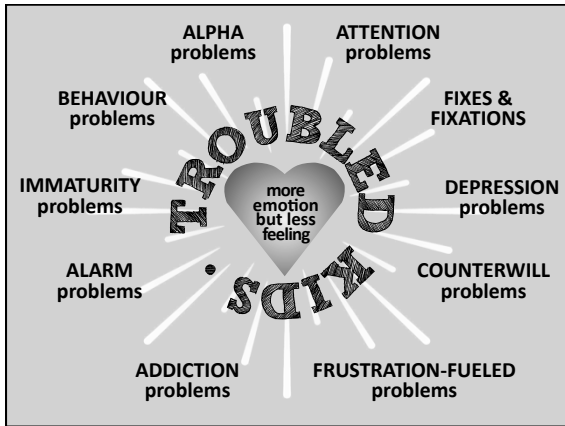
getting into trouble

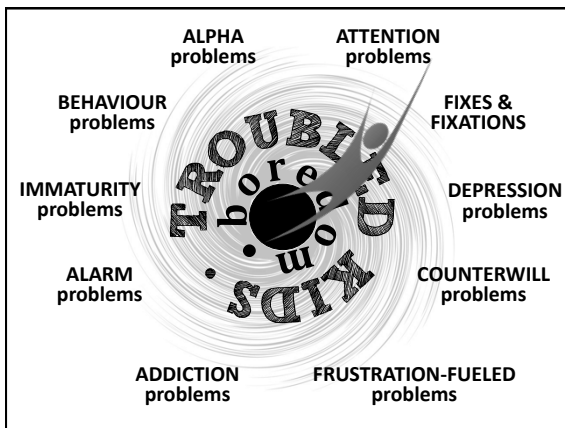
troubling behaviour

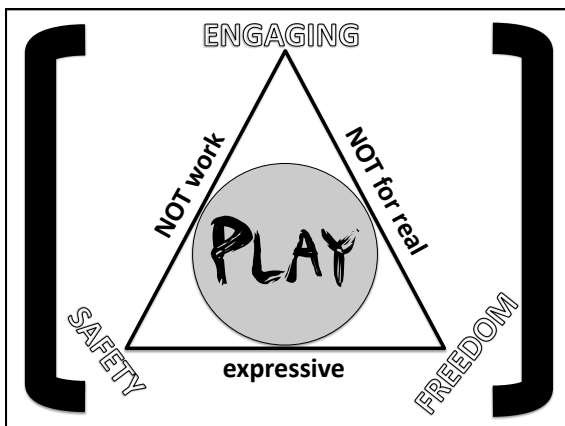
trouble functioning

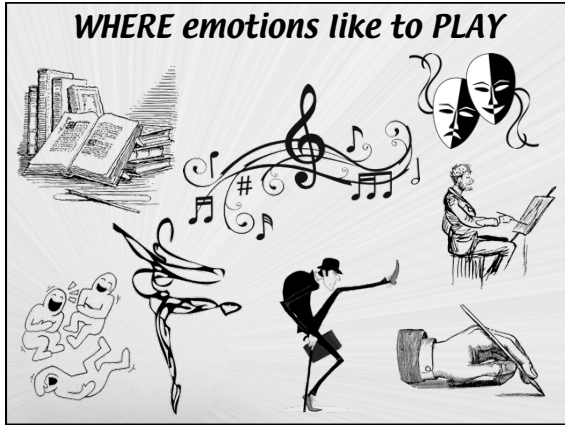
TROUBLED KIDS

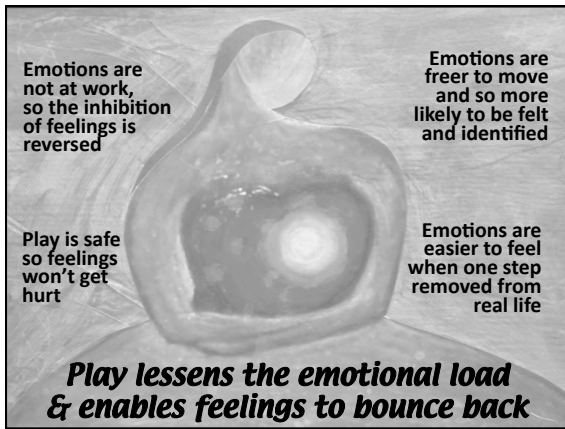
more emotion but less feeling

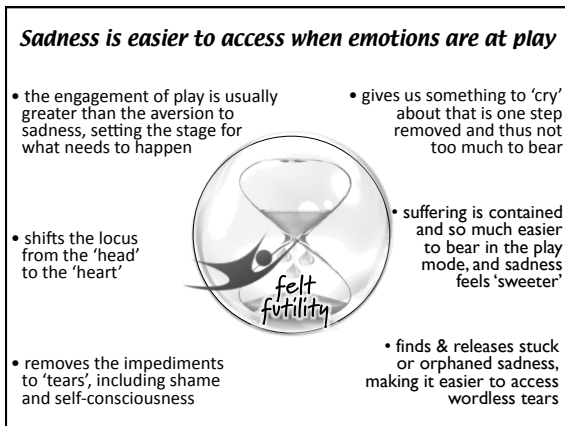


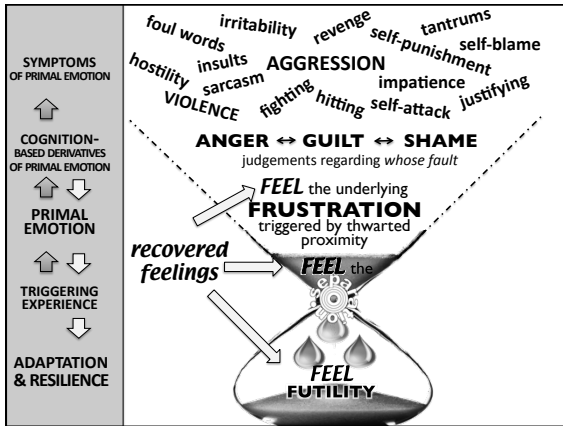






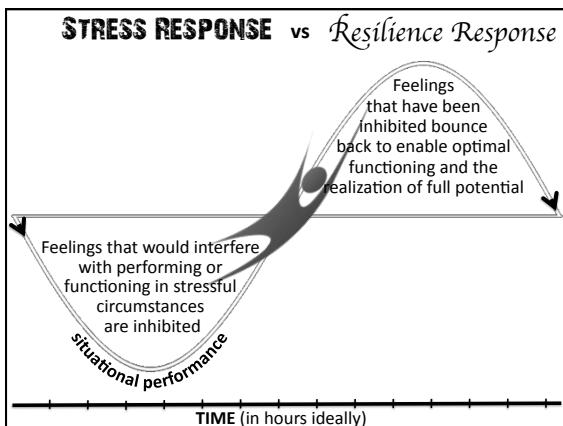






about EMOTIONAL PLAYGROUNDS

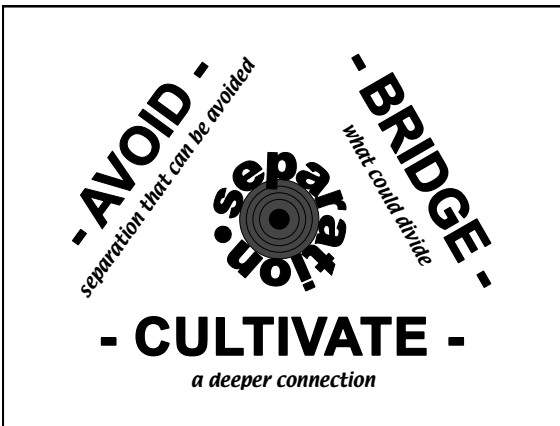
- any activity – social or solitary – in which emotions are at play or can be played out safely, without repercussion for relationships
- where play is expressive instead of stimulating in nature. Most screen play is emotionally evocative, not emotionally expressive.
- where play is freely entered and thus does not evoke any resistance or counterwill. One can never be forced to play.
- where one is free of the concept of performance or working towards an outcome
- emotional playgrounds can be anything in the imagination or in real life where emotions are at play and so can be felt



How can we reduce their emotional load and help to recover their feelings?

- **EMOTIONAL PLAYGROUNDS**
- **SAFE RELATIONSHIPS WITH CARING ADULTS**

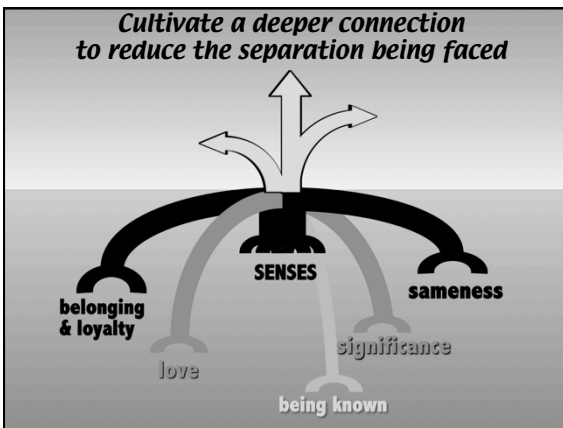
- free of wounding and facing separation because the caring adult is doing the work of preserving the connection (ie, of holding on)

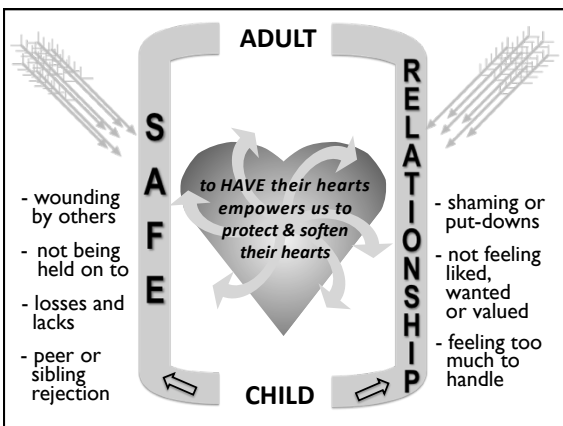


AVOID unnecessary separation

- get adults in the child's life to assume more responsibility for providing proximity generously
- refrain, if possible, from all separation-based discipline and reactions
- reduce separation experiences wherever possible; help a child hold on when apart
- reverse peer orientation if possible
- try to keep the troubling symptoms from causing more separation

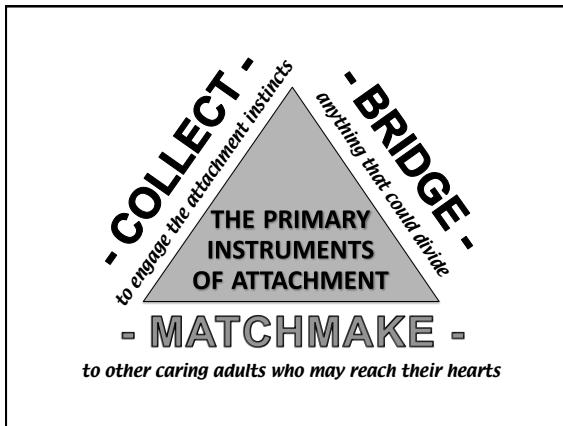






Create timely spaces for feelings to bounce back

- **AFTER** times of stress including separation, school, strained interactions, discipline, special performances, wounding, loss, etc
- ideally **BEFORE** sleep or the passing of time interferes with the ability of the thinking brain to interpret emotional feedback and link to the situations that stirred one up
- **FREE** of digital pursuit (social or videogames) and other competing activities
- **FREE** of problem solving, judgment, correction or teaching
- through **RITUALS** involving safe relationships and/or emotional playgrounds

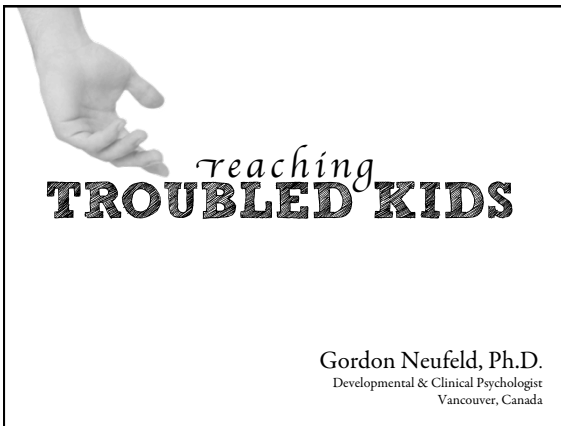


Cultivating a SAFE RELATIONSHIP:

- **COLLECT** the child or student at the beginning of each day and at least a few times throughout the day, where there is no apparent reason to engage other than to affirm the relationship
- use the engaging power of **PLAY** if necessary to jump-start a relationship (especially if there is reticence to attach)
- position oneself as an **ANSWER** by orienting the child or student and providing a 'touch of proximity' to hold on to
- find some way of conveying the **INVITATION** to exist in one's presence – very few will turn this invitation down
- take care to **BRIDGE** anything that would threaten the union or togetherness of the relationship

Summary & Review:

- underlying a diverse manifestation of troubling symptoms is a condition of **elevated primal emotion and basic instincts** together with the **failure of feelings to bounce back** after a time of stress
- **feelings** are critical for optimal functioning, for healthy development, for adaptation, and for rendering us fully human and humane
- the experience of **boredom** resulting from a loss of feeling, was likely the trigger for 'Nature's Cure' in cultures where true play would have resulted. This is less likely for today's over-stimulated children.
- **reducing the emotional load** of troubled kids can be done through providing **rest** to primal emotion – via **true play** and in **relationships safe** from wounding and separation
- the **recovery of feelings** is most likely to happen naturally and spontaneously and without outside intervention, when emotions are in the **play mode** and when in the context of **safe relationship**



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

The *Neufeld Institute* is a world-wide nonprofit charitable 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 seminars or 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. 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 – if that applies. 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.

Our new series on the Science of Play is some of Dr. Neufeld's most exciting material – relevant to anyone and everyone. **Play 101** sets the stage for the more advanced courses: *Play & Attachment* and *Play & Emotion*.

NOTE re Campus Membership Qualification: This seminar 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.

For further information about the Neufeld Institute, including its courses and programs,
please consult our website - NeufeldInstitute.org.