

NEUFELD'S MODEL OF attachment

a comprehensive model for all ages and applications

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JACK HIROSE WEBINARS

Live-Streamed Seminar

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Neufeld's Model of Attachment

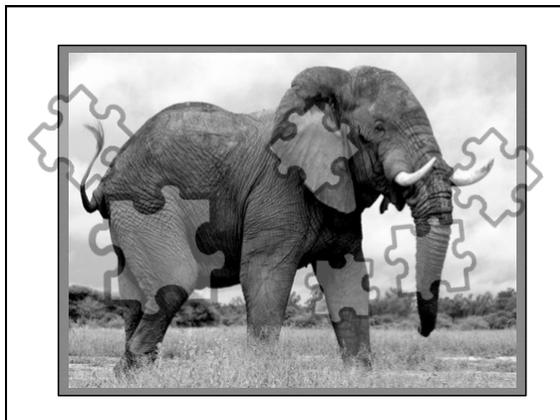


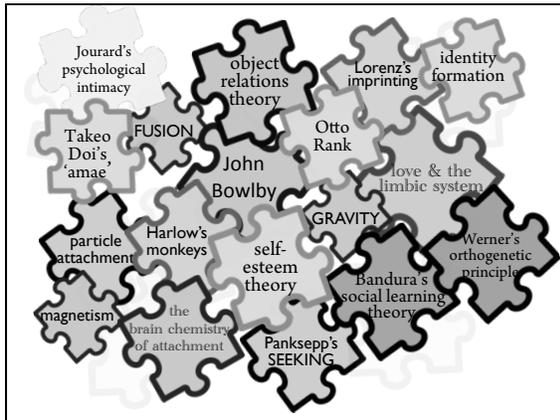
a comprehensive model for all ages and applications

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Attachment is

- ... the accepted word for the science of relationship
- ... a term for the human predisposition for *togetherness*
- ... the preeminent characteristic of all things, both living and nonliving
- ... that drive or relationship characterized by the pursuit and preservation of proximity





Neufeld's Model of Attachment
Course Outline – 4 Sessions



- the **WORK** of attachment
- the **NATURE** of attachment
- the **POWER** of attachment
- the **INSTRUMENTS** of attachment

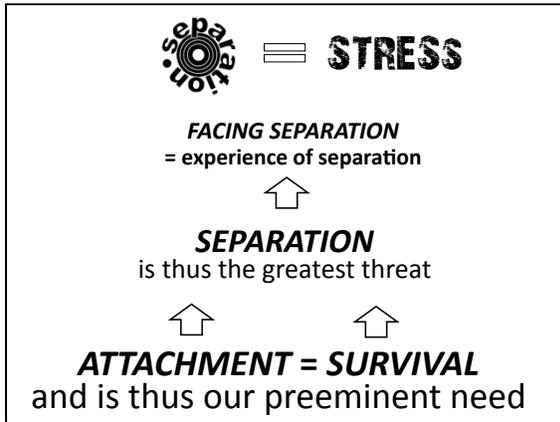
Neufeld's Model of Attachment

to reduce separation to nurture potential

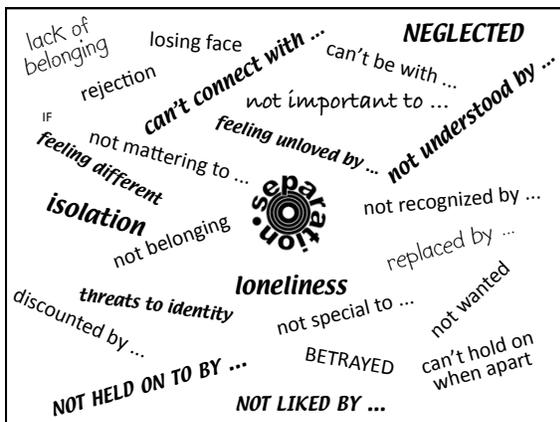
the WORK of attachment

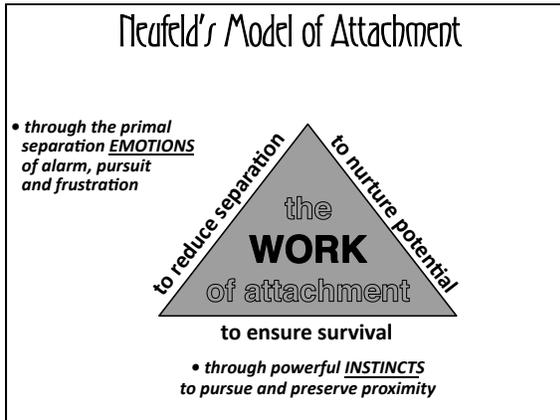
to ensure survival

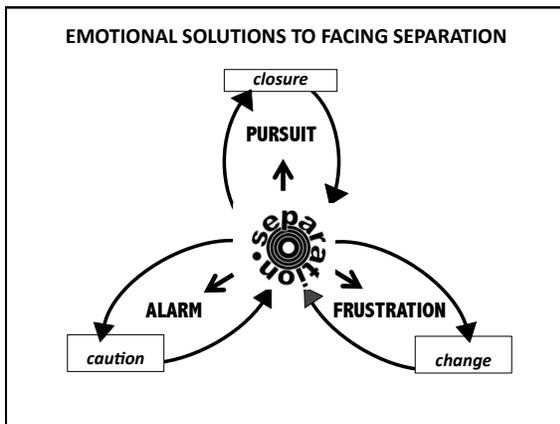
- through powerful instincts to pursue and preserve proximity

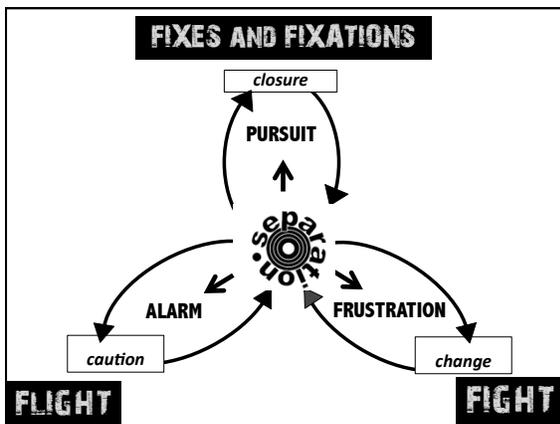


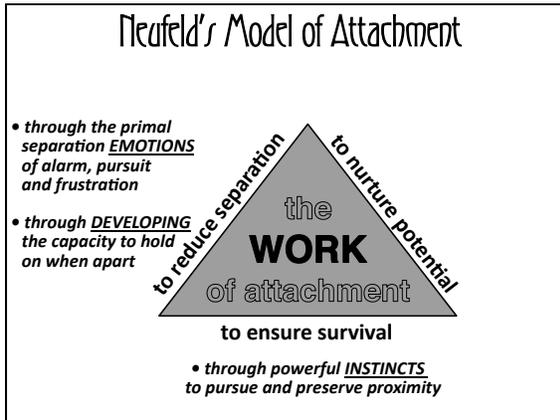


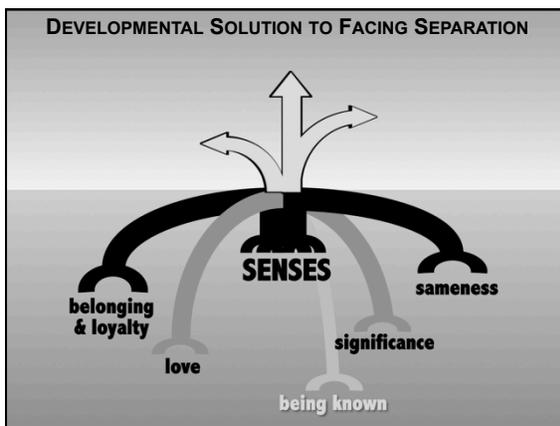


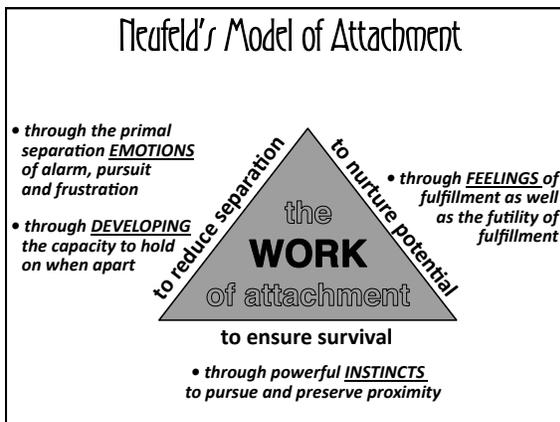


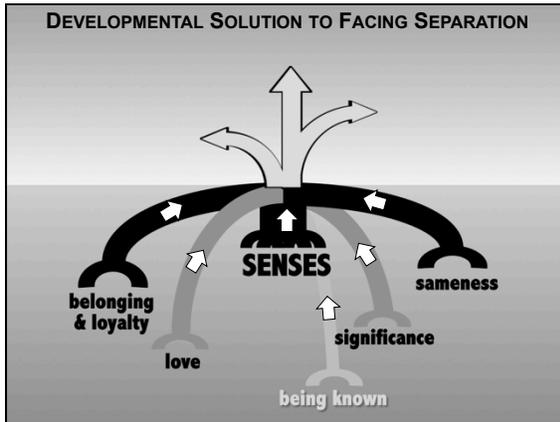


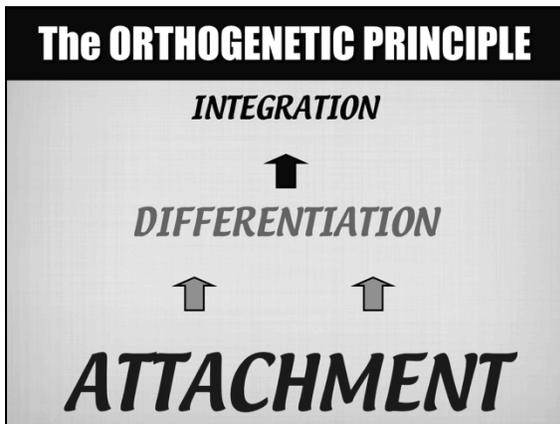


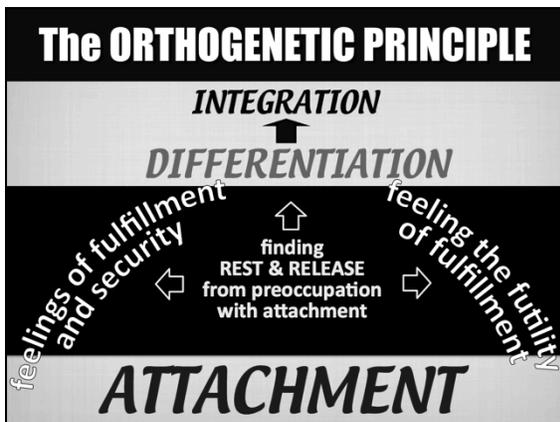


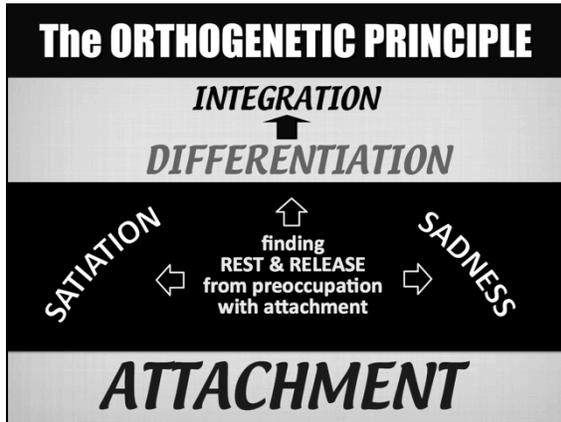


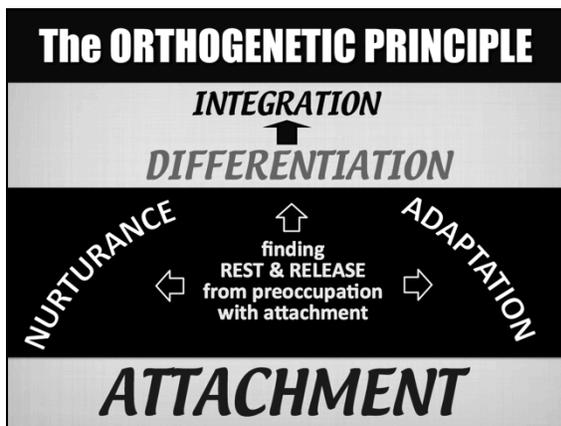








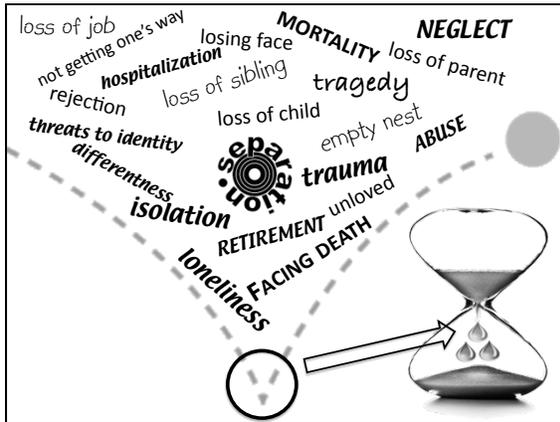


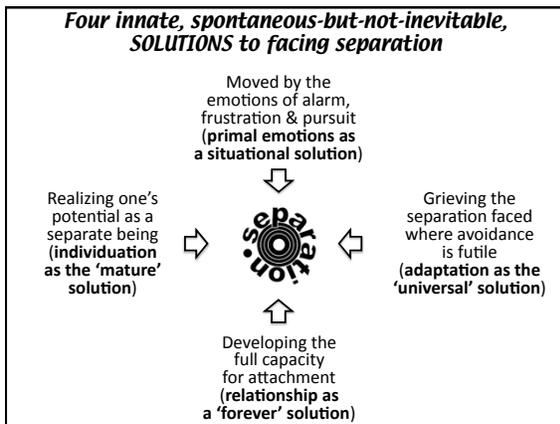


ADAPTING to the SEPARATION FACED
Grieving (ie, sadness) as a solution to facing separation

- **RELEASE** of stuck emotion
- **RELIEF** from instinct & emotionally-driven behaviour
- **REST**, both situationally and systemically
- **RECOVERY** from loss, lack & trauma
- **RESILIENCE** in the wake of the tears

- enables letting go
- cultivates the strength to face separation, including rejection, disapproval, isolation and loneliness
- prepares one to face mortality
- able to transcend handicaps & disabilities
- able to accept limitations and restrictions
- able to accept not getting one's way

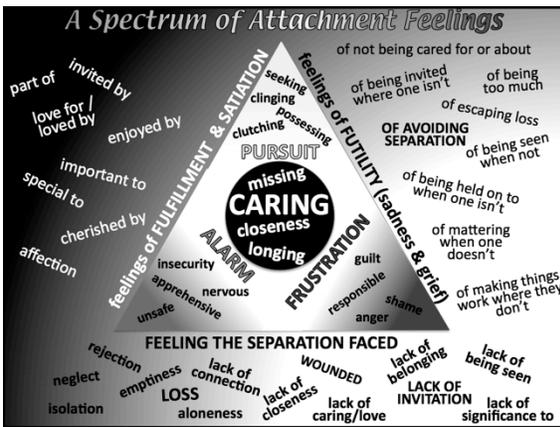


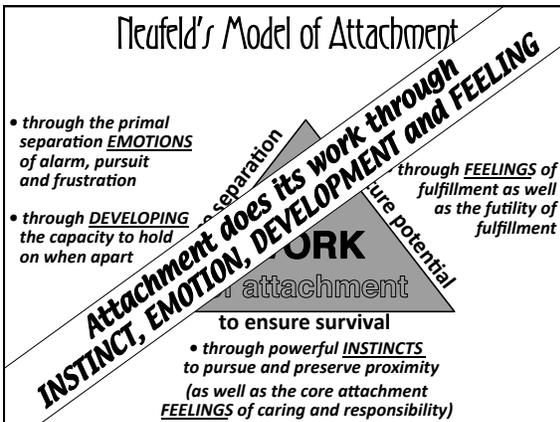


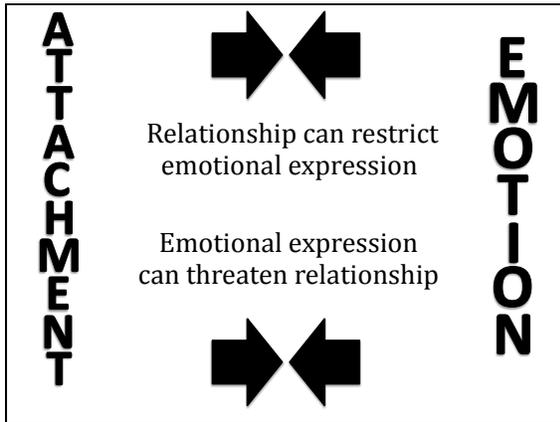
All FOUR SOLUTIONS to separation require access to FEELING for proper resolution

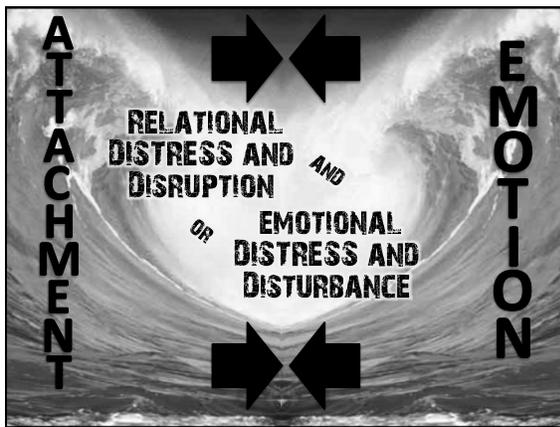
- where **FEELINGS** must be differentiated from EMOTION. One can feel other things besides emotion (instinct, attachment, bodily states, pain, wounds, separation, etc) and one can have emotion without feeling it.
- **FEELINGS** are best thought of as the cerebral cortex's interpretations of feedback signals coming back into the brain from the body as to how one has been stirred up or moved
- **FEELINGS** are fragile and fleeting – easily hurt and easily lost
- **FEELINGS** are defensively inhibited when distressed or needing to perform and are only recovered if and when conditions are conducive
- **FEELING DEFICITS** are the common denominator in almost all problem behaviour and troubling syndromes
- **FEELINGS** are the single most important factor in healthy development and emotional health, and also the most misunderstood and overlooked

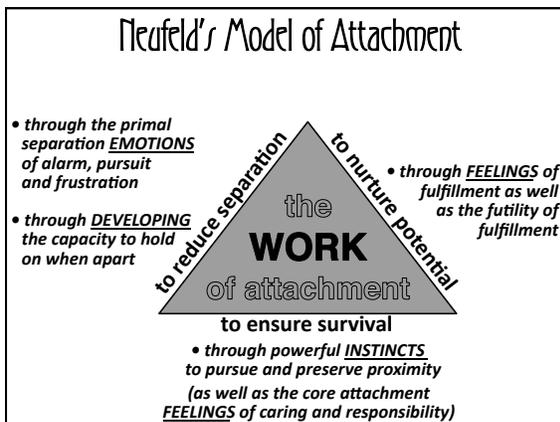
**For attachment to do its best work
one must not only BE attached
but must also FEEL attached.**

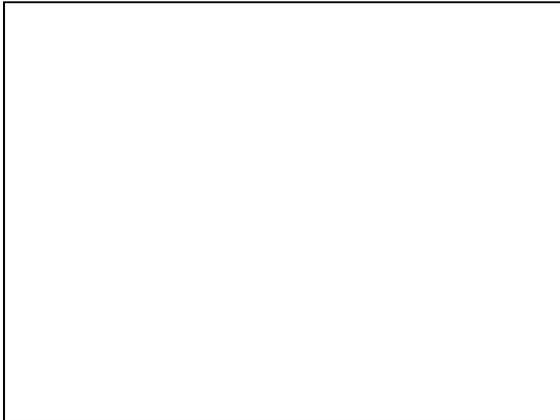












Neufeld's Model of Attachment

Course Outline – 4 Sessions

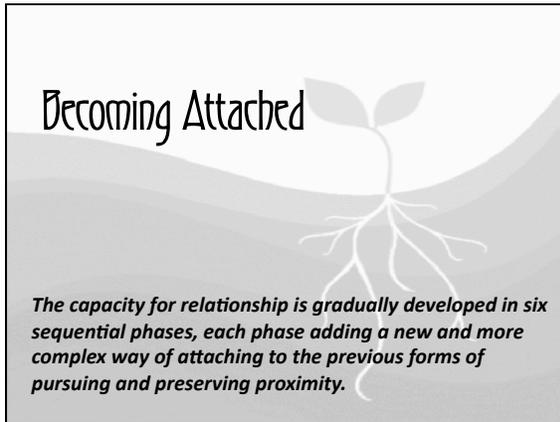


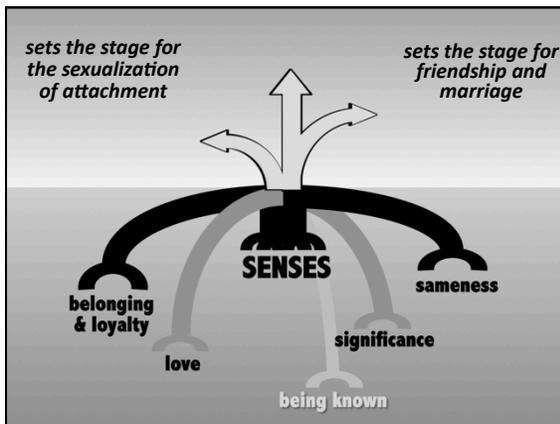
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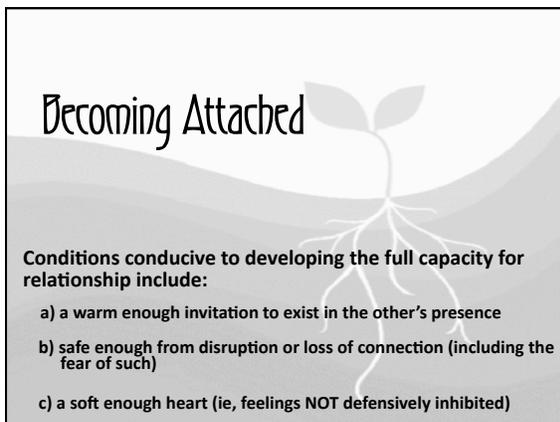
Neufeld's Model of Attachment



- requires several years and conducive conditions to realize the full potential for relationship and sexuality







The flight from vulnerability can disrupt and distort the development of attachment:

- becoming **STUCK** in the first stages of attachment (to be with, to be like, to be part of, to be on the same side as) and impeding the development of emotional and psychological intimacy
- a retreat to **SAMENESS** as the least vulnerable way of attaching. This modality favours attachments to peers, often resulting in peers replacing the adults in a child's life.
- a preference for **NON-HUMAN** attachments where the inherent vulnerability of attachment is less
- towards the **DEPERSONALIZATION** and **FRAGMENTATION** of attachment, where vulnerability is less but neither fulfillment nor futility is possible, rendering one stuck in attachment

The Depersonalization & Fragmentation of Pursuit

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

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	

Additional examples of depersonalized attachment

SENSES – obsessions with looks, hugs, smiles, attachment devices, being in touch; fixations with contact & connection

SAMENESS – attachments to roles, groups, teams, race, country; obsessions with fashion and being normal

BELONGING – attachments to belongings and possessions, collecting, hoarding, materialism, acquisition

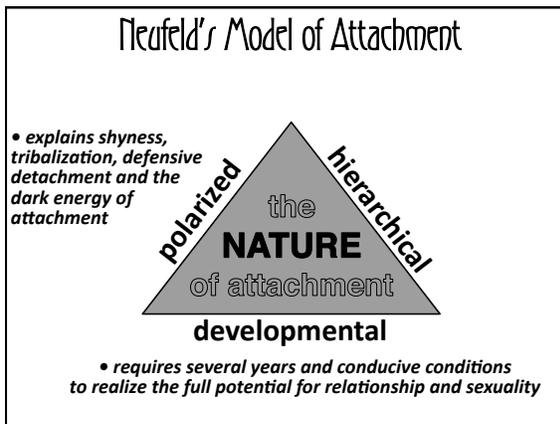
LOYALTY – obsessions with deference, respect, tattling, obedience, service, side-taking

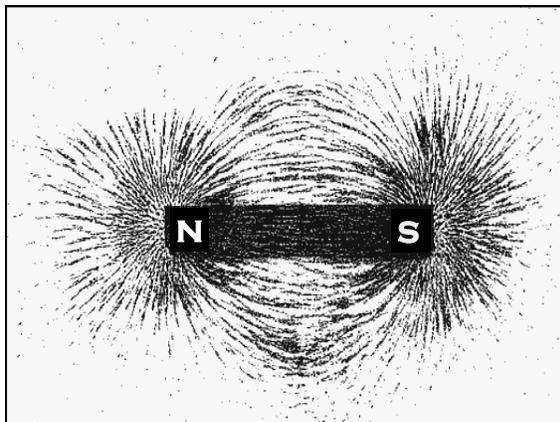
SIGNIFICANCE – obsessions with approval, rewards, marks, awards, status, recognition, placing, winning, prizes

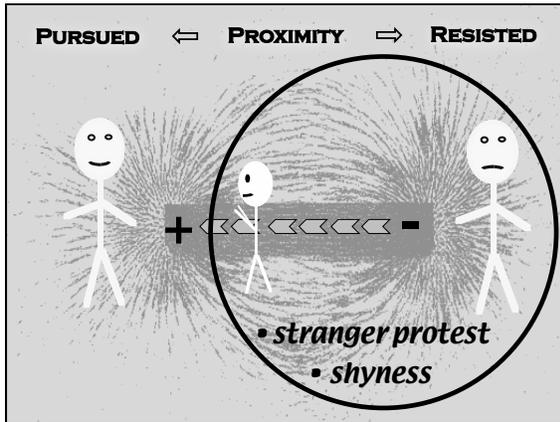
LOVE – more about being loving and lovable than the person

BEING KNOWN – more about secrets than relationships

SEX – pornography, sex as experience versus relationship



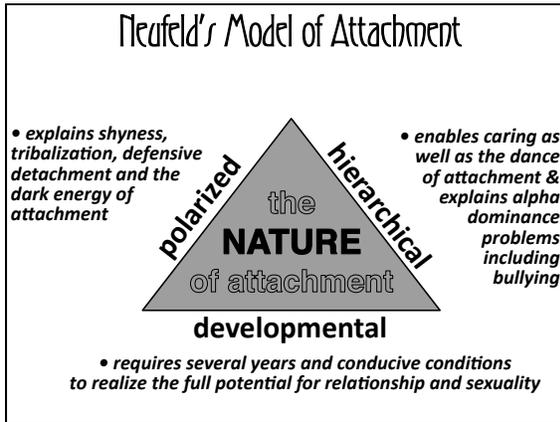


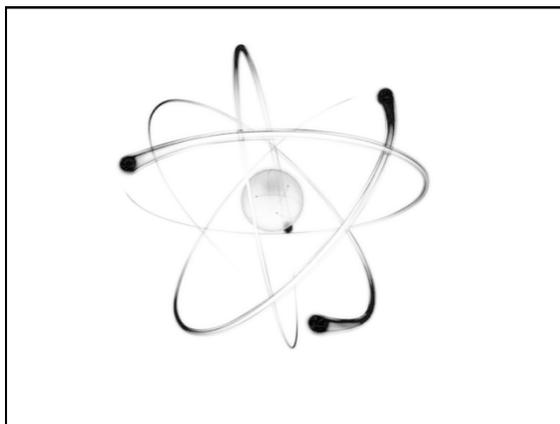


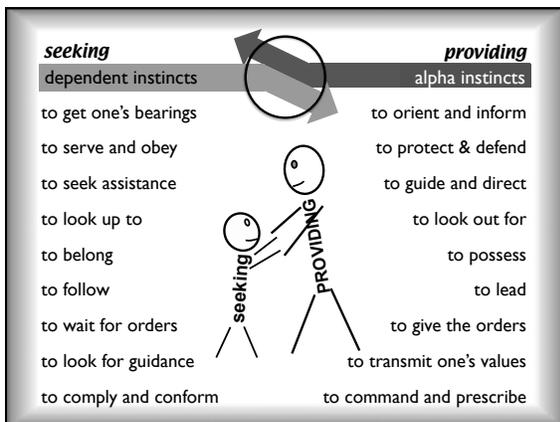
positive polarity	negative polarity
seeks to be with	shies away from
makes contact	resists contact
endears	alienates
looks up to	looks down upon
attends & listens to	ignores & disregards
imitates & emulates	mocks & mimics
possesses	disowns
is loyal to	opposes & betrays
holds dear	holds in contempt
attempts 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

DEFENSIVE DETACHMENT is an automatic reversal of attachment instincts and energy

- typically in response to facing separation but can also be triggered as a desperate defense to sensory overload (eg, typical in autism)
- in contrast to shyness, this instinctive reaction happens in the context of a working attachment – the more the attachment matters, the more threatened by separation
- can be brief or transitory, or stuck in a chronic state
- most commonly experienced as a resistance to proximity, a loss of the will to connect, an impulse to distance oneself, or as a sudden loss of caring
- because defensive detachment creates more separation by default, it triggers huge emotional waves of alarm, frustration and pursuit
- if defensive detachment is deep enough psychologically (affecting the self) it can cause disorientation







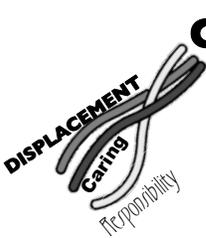
Common Manifestations of ALPHA Children (& adults)

- predisposed to take charge, to take over, to take the lead
- tend to demand deference, to give orders, to take command
- inclined to command attention, to take centre stage
- insist on being the one to give directions and define the meanings
- moved to talk louder, to talk over, to talk for another
- compelled to trump interaction, to have the last word
- compelled to be first, to be the best, to be on the top
- often need to be in the know, to be the most knowledgeable



THE NATURAL ROOTS OF THE CARING ALPHA RESPONSE

"neurons that FIRE together WIRE together"



The alpha instinct to displace in the context of **FEELINGS** of caring and responsibility

ALPHA INSTINCTS UNTAMED by FEELINGS of CARING & RESPONSIBILITY



- drive to dominate and displace
- exploitation of the vulnerable & needy
- fantasies of rape
- bullying
- competing with 'loved ones' for care
- narcissism – where everything is about 'me'
- drive for superiority and supremacy
- unable to depend, submit or take direction
- obsessed with winning, placing, status, coming out on top
- impulse to 'lord it over'
- fueled slavery, colonization, & ethnic cleansing

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 -

Alpha children are more predisposed to ...

- **eating problems** because they are **NOT** dependent upon adults for food nor taking their cues from the adults in charge
- **attention problems** because their attention cannot be commanded by the adults in charge
- **alarm problems** (including anxiety) because they cannot make themselves feel safe
- **behaviour management problems** because it doesn't feel right to do the bidding of those attached to
- **aggression problems** because of elevated frustration, both systemically & situationally, & the absence of feelings of futility

Neufeld's Model of Attachment

• explains shyness, tribalization, defensive detachment and the dark energy of attachment

the NATURE of attachment developmental

• enables caring as well as the dance of attachment & explains alpha dominance problems including bullying

• requires several years and conducive conditions to realize the full potential for relationship and sexuality

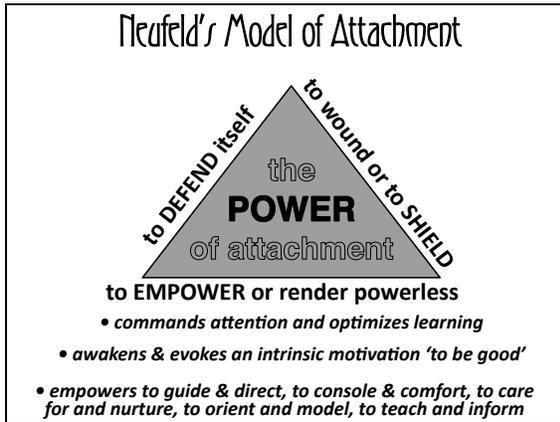
SIX STAGES of ATTACHMENT	ATTACHMENT PROFILE Re _____	SIGNS
seeks to be WITH <small>(from the beginning)</small>		
seeks to be LIKE <small>(from the second year)</small>		
seeks and gives belonging & loyalty <small>(from the third year)</small>		
seeks & gives significance <small>(from the fourth year)</small>		
seeks & gives heart-felt love <small>(from the fifth year)</small>		
seeks to be known and understood <small>(from the sixth year)</small>		

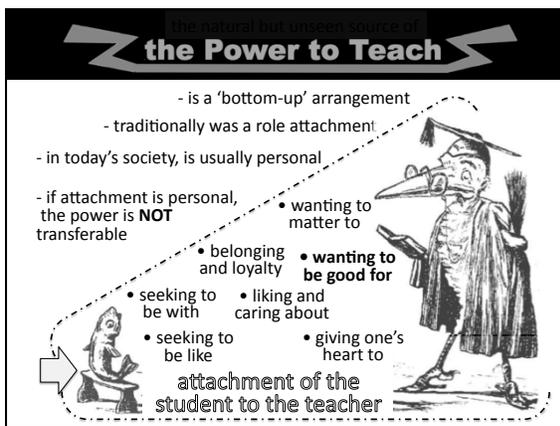
Neufeld's Model of Attachment

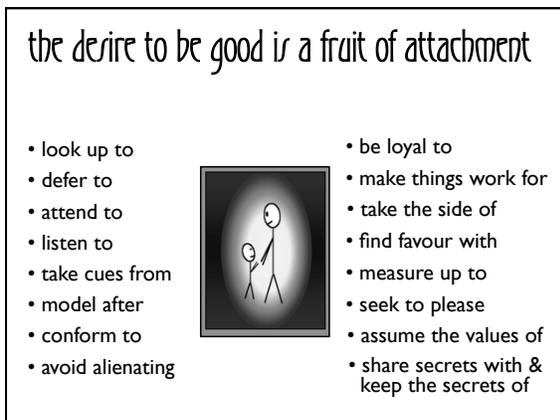
Course Outline – 4 Sessions



- the **WORK** of attachment
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Empowering Effect of Attachment

We are more ...

- inclined to **FOLLOW**
- likely to **ATTEND** to
- able to feel **AT HOME** with
- prone to assume the **FORM** of
- predisposed to **TALK** like
- apt to feel like being **GOOD** for
- willing to **AGREE** with
- likely to **TAKE DIRECTION** from
- open to being **INFLUENCED** by
- predisposed to **MEASURE UP TO**

... those to whom we are attached.

Neufeld's Model of Attachment

• *defends existing working attachments through SHYNESS*

• *commands attention and optimizes learning*

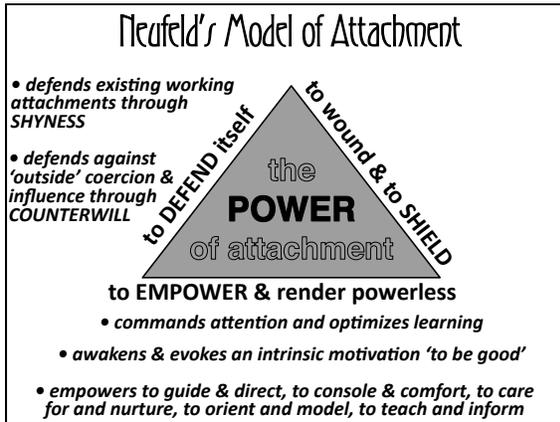
• *awakens & evokes an intrinsic motivation 'to be good'*

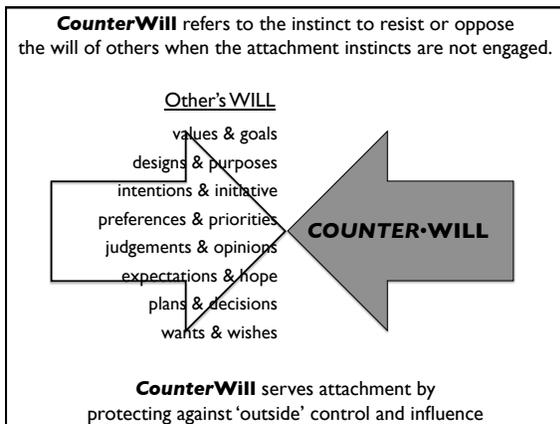
• *empowers to guide & direct, to console & comfort, to care for and nurture, to orient and model, to teach and inform*

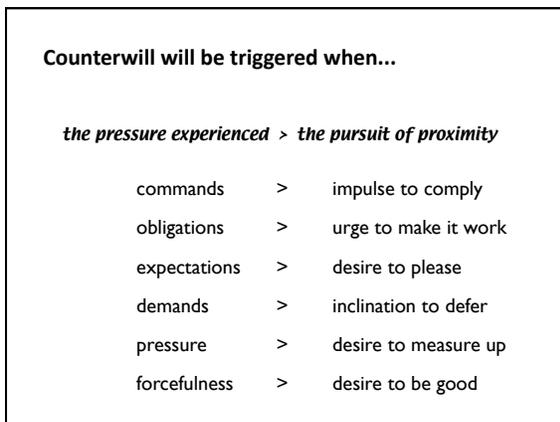
SHYNESS as a defensive attachment instinct

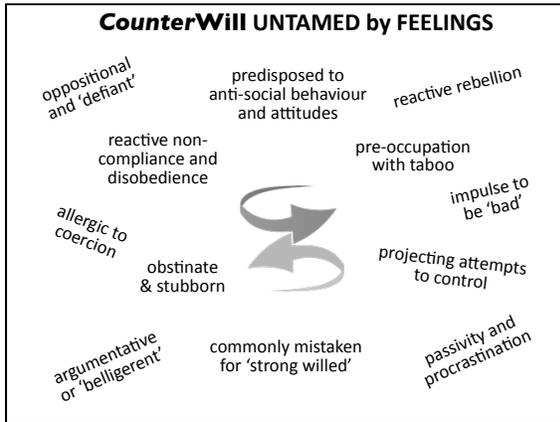
- no matter how shy a child may be to the outside world, they are not shy **INSIDE** their attachments
- has a significant **GENETIC** component as well as shaped by culture and child-rearing factors
- becomes more **PRONOUNCED** & potentially incapacitating as the child's village becomes smaller, attachments become more exclusive, and society increasingly relies upon 'outsiders' to help raise children
- in children, is typically **MISINTERPRETED** as social deficits, social anxiety, rudeness or insolence, introversion, antisocial nature, selective mutism, parent alienation syndrome and reactive attachment disorder
- creates huge **CHALLENGES** for role-based teaching, child-care, step-parenting, foster parenting, and adoptive parenting

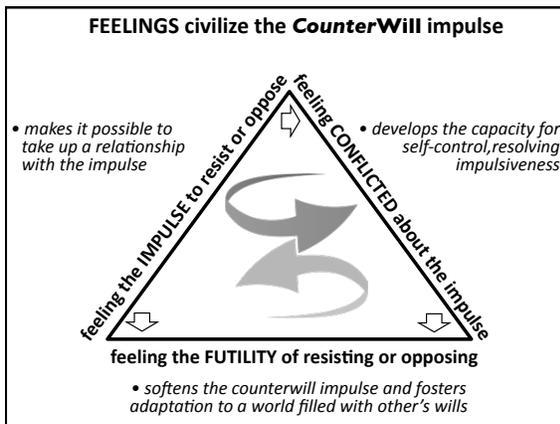
- what is typically **RESERVED** are certain forms of connectivity like eye-contact, talking, touch, receiving comfort, and even smiles
- the instinct is **ELEVATED** when dependency needs are high as in the young & immature

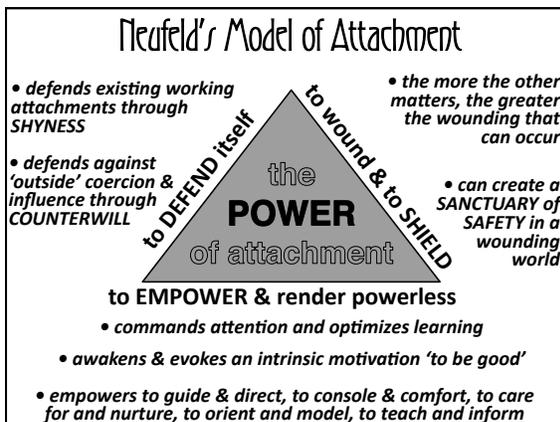


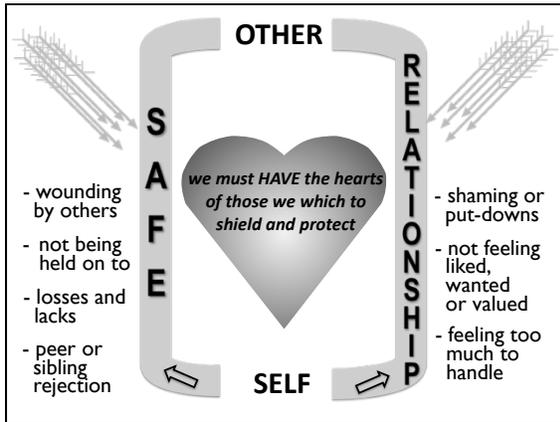






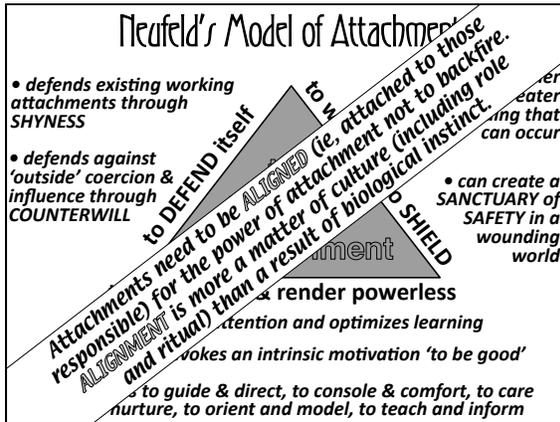


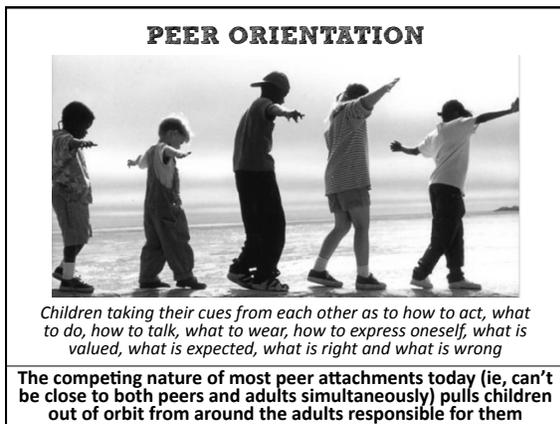












THE PROBLEMS WITH PEER ORIENTATION

- does **NOT** serve survival as children were not meant to take care of each other
- breeds **ALPHA** children, with all the problems that ensue
- destroys the natural context for raising & educating children
- fuels a preoccupation with digital devices and **social media**, which further compete with family
- robs adults of the **power** they need to parent, teach and treat
- is not conducive to **feeling**, as the vulnerability is too much to bear
- the more peers matter, the more separation to be faced, resulting in escalating **insecurity** and **wounding**
- can result in chaotic polarization & **tribalization** which in turn can create a 'lord of the flies' scenario
- robs children of the shielding and protection they need to live in an wounding world

CHALLENGE - to embed in CASCADING CARE

- to **ADDRESS** peer orientation and alpha stuckness
- to create a safe **SANCTUARY** for feeling
- to **EMPOWER** those responsible to take care of/teach/treat their charges

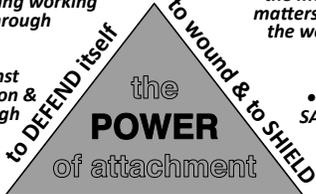


- to evoke the natural **DEFERENCE** required for the adults-in-charge to manage the behaviour of their dependents
- to **SHIELD** against external wounding
- to provide **PURPOSE** and **FULLFILLMENT** to our elderly

- that is, hierarchical relationships in which care and instruction can be delivered to those who in need of it -

Neufeld's Model of Attachment

- defends existing working attachments through **SHYNESS**
- defends against 'outside' coercion & influence through **COUNTERWILL**
- the more the other matters, the greater the wounding that can occur
- can create a **SANCTUARY** of **SAFETY** in a wounding world



to EMPOWER & render powerless

- commands attention and optimizes learning
- awakens & evokes an intrinsic motivation 'to be good'
- empowers to guide & direct, to console & comfort, to care for and nurture, to orient and model, to teach and inform

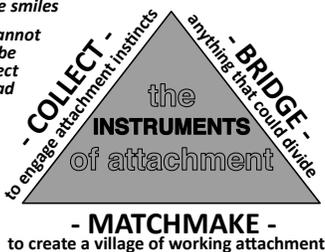
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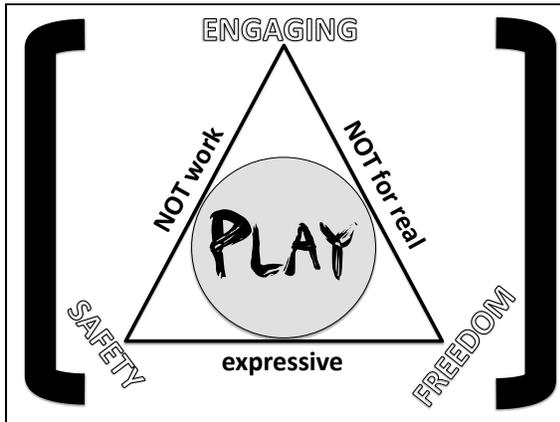
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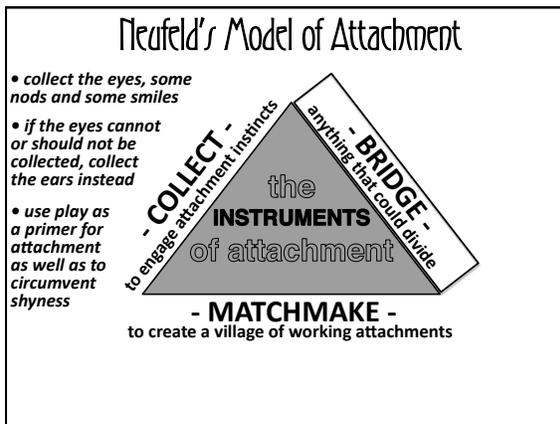
- collect the eyes, some nods and some smiles
- if the eyes cannot or should not be collected, collect the ears instead
- use play as a primer for attachment as well as to circumvent shyness



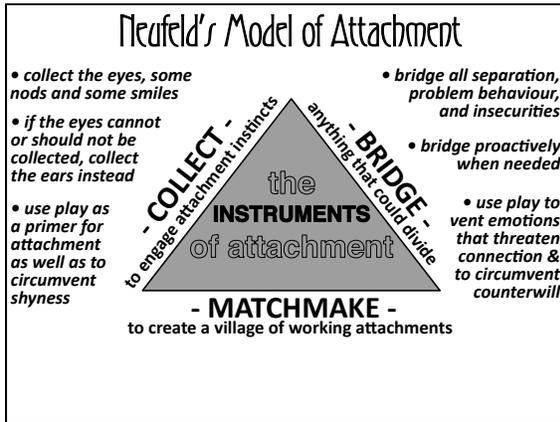
PRIME ATTACHMENT THROUGH PLAY

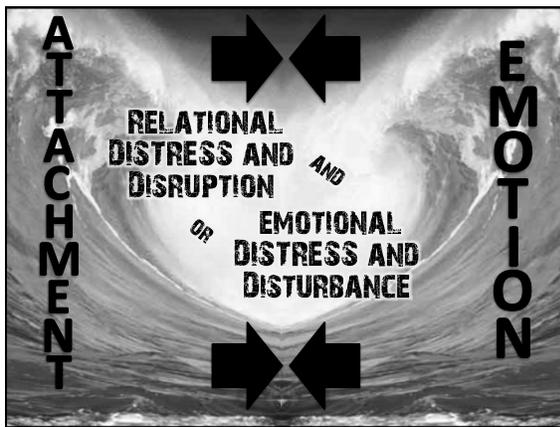


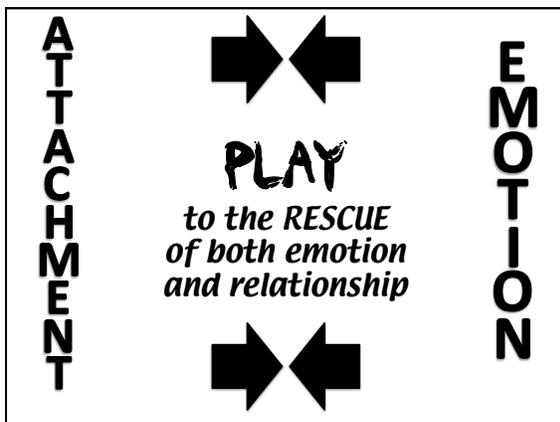


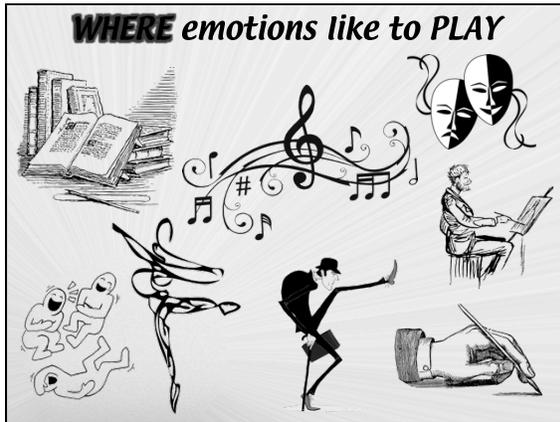












Using PLAY to tame aggression

<p>venting frustration through playful construction</p> <p>providing a safe place to express frustration by effecting change & making things work</p> <ul style="list-style-type: none"> • constructing and crafts • organizing and orchestrating • making things work • designing perfection 	<p>venting frustration through playful destruction</p> <p>providing a safe place for impulses to attack or destroy (ie, to relieve oneself of foul frustration)</p> <ul style="list-style-type: none"> • destroying and demolishing • hitting and throwing • kicking and screaming • war games, attacking games
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Using PLAY to CIRCUMVENT counterwill

the will is preserved in play, making counterwill redundant

- play is ideally suited to manage behaviour in children predisposed to counterwill and therefore should be the primary instrument of choice with these children (as opposed to augmenting one's will, revealing one's will through rewards, or controlling the consequences)
- play is also ideally suited to manage behaviour where choice cannot or should not be an option (eg, eating, eliminating, seat-belts, getting ready, dressing, obeying the rules, meeting expectations)
- to use play effectively, one must first let go of one's own work (eg, teaching the child a lesson) as well as of imposing the work mode on the child (eg, thinking in terms of outcomes)

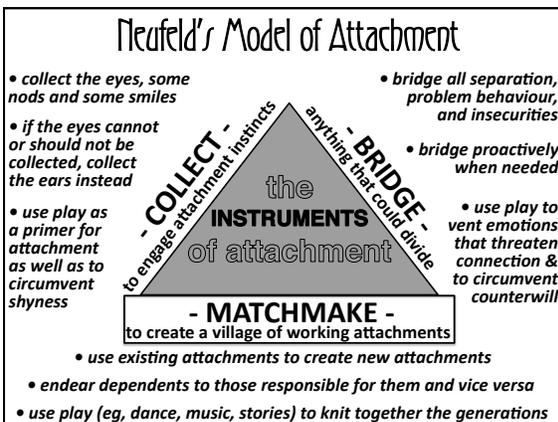
Using PLAY to CIRCUMVENT counterwill
the will is preserved in play, making counterwill redundant

Some examples of using play as an instrument of behaviour management:

- turning work into play and injecting some fun into routine tasks and chores
- turning eating, toilet training, dressing and bedtime into play
- preempting the resistance by blindsiding with a playful activity that will get the job done (eg, some magic, a playful contest, a playful challenge, etc)
- using playfulness to orchestrate, chide, tease or admonish where necessary, thus saving face and removing coerciveness (in a song, in a story, in a singsong voice, in a play voice, etc)

Using PLAY to safely indulge ALPHA instincts that could otherwise alienate or wound

- using games of competition and conquest to safely vent the quest for dominance and supremacy
- through stories, drama, role play and theatre
- in music – providing opportunities for directing, orchestrating and leading
- using play to indulge the alpha instincts of a child to take care of the adult, to feed or groom the adult, to boss the adult around
- playfully inviting alpha expressions when inevitable - to have the last word, to one-up the other, to come out on top – in order to take the sting out of the interaction and preserve one’s own alpha



Some examples of matchmaking

- arranging introductions
- acting friendly or facilitating proximity with a protected attachment to open up to being collected
- collecting parents, grandparents and siblings of a child in order to elicit their support and matchmaking
- priming dependent or alpha instincts to facilitate care-taking
- endearing children to their parents, students to their teachers, spouses to their partners, and vice versa

TOWARDS FRUITFUL ATTACHMENTS

invite to exist and to be oneself

COLLECT

the primary INSTRUMENTS of attachment

BRIDGE

assume the caring alpha roles

MATCHMAKE

fulfill attachment hunger and come alongside

Assume a caring alpha lead ...

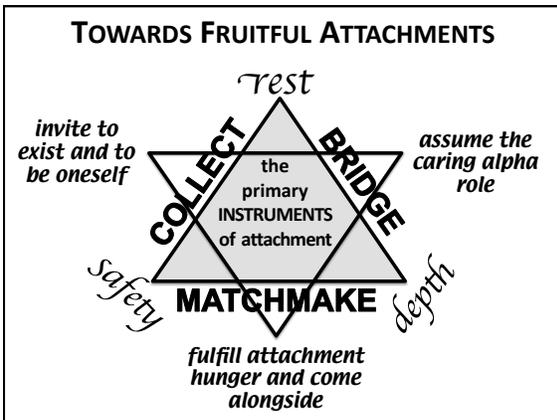
- **ORIENT** the other, serving as a 'compass point'
- present oneself as an **ANSWER** to their attachment needs
- provide a '**TOUCH OF PROXIMITY**' to hold on to
 - a sign of belonging, or something special that belongs to us
 - a likeness or similarity, something held in common
 - a touch of loyalty – that we will come to their side and alongside
 - a sign of significance, something beyond the role expectations
 - a touch of warmth or delight, something that suggests liking
 - a sign that we truly get them or understand them
 - some sign of being welcomed and invited into our presence

Assume a caring alpha role in order to invite and inspire dependence ...

- make it safe and easy for the other to depend upon you
- convey a strong alpha presence, taking charge and concealing own needs, fears, and insecurities
- do NOT indulge demands - read the needs and take the lead in being the answer
- invite the evitable to preserve one's alpha and convey that the relationship can take the weight
- assume the alpha roles where appropriate - compass point, home base, guide, agent of futility, comforter
- with children and adolescents, arrange scenarios where the other must depend upon you

Assume the WORK of attachment in order to provide some REST & RELEASE ...

- provide **MORE** than is pursued
- assume **RESPONSIBILITY** for the relationship
- aim to **FULFILL** (ie, to take to the turning point)
 - enough closeness and affection to satisfy
 - enough warmth and enjoyment to feel invited
 - enough contact to feel connected
 - enough significance to feel important
 - enough invitation to feel wanted
 - enough understanding to feel known



Neufeld's Model of Attachment

- collect the eyes, some nods and some smiles
- if the eyes cannot or should not be collected, collect the ears instead
- use play as a primer for attachment as well as to circumvent shyness

COLLECT -
to engage attachment instincts

BRIDGE -
to bridge attachment insecurities

PLAY -
to play with attachment

AGENTS OF ATTACHMENT
to use play to circumvent counterwill

MATCHMAKE -
to create a village of working attachments

DEPENDENTS
to dependents to those responsible for them and vice versa

KNIT -
to knit together the generations

What is needed most are AGENTS OF ATTACHMENT in a world that is coming undone.

Agents of Attachment
to use play to circumvent counterwill

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Neufeld's Model of Attachment



- the **WORK** of attachment
- the **NATURE** of attachment
- the **POWER** of attachment
- the **INSTRUMENTS** of attachment

Neufeld's Model of Attachment



*a comprehensive model for
all ages and applications*

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

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.