

Preparing for ParentHood: relationship matters

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Pregnancy Outreach Programs
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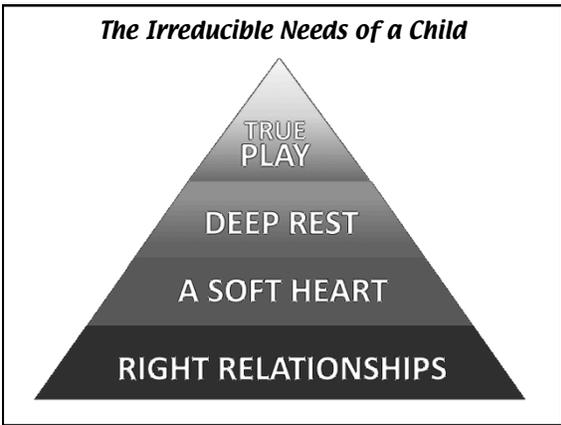
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Preparing for ParentHood

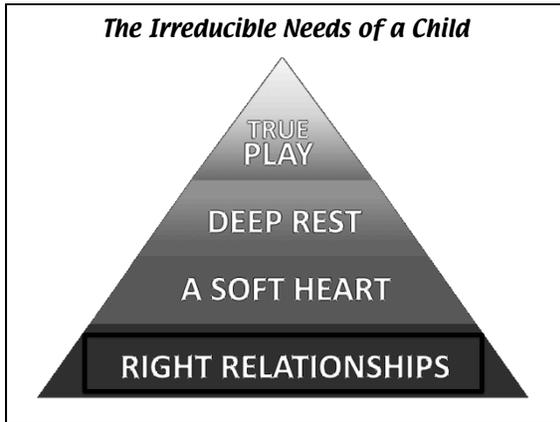
Taking the steps to become
the parent your child will need.

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SKETCH for the COURSE

- regarding each of the four irreducible needs: **WHAT** it looks like, **WHY** it matters and **HOW** to do it
- typically limited to three key points for each of the subtopics, in order to make it somewhat digestible
- contains the basic scientific knowledge that every new parent should know in the absence of cultural wisdom (plus supplemental knowledge for those supporting expecting and new parents)
- includes 'what about me' slides as well as some very basic advice regarding bedtime, sleep, breastfeeding and discipline
- the material can be used for equipping the adults who are helping the parents who don't have the luxury of engaging in conceptually-based learning themselves

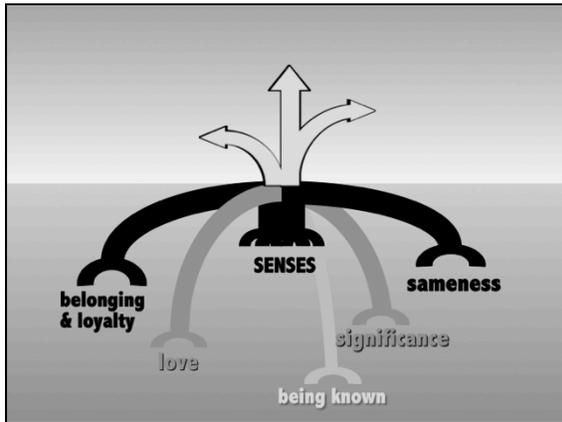


Attachment is

- ... a 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

RIGHT RELATIONSHIP
WHAT it looks like

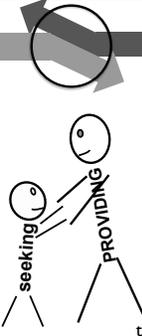
1. **SEEKING** contact and closeness with the adults responsible for them.
2. Falling progressively more **DEEPLY** into attachment with the adults responsible for them.

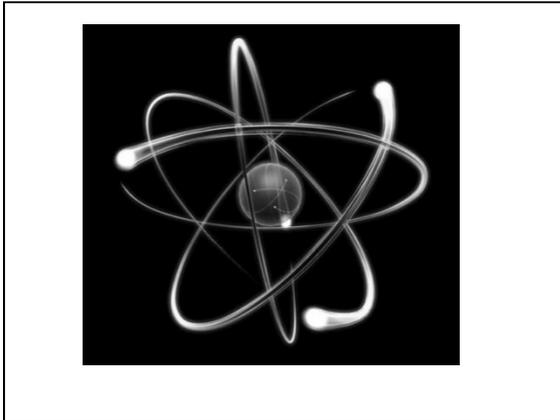




RIGHT RELATIONSHIP
WHAT it looks like

1. **SEEKING** contact and closeness with the adults responsible for them.
2. Falling progressively more **DEEPLY** into attachment with the adults responsible for them.
3. Attaching comfortably in the **DEPENDENT** mode to an alpha caring provider.

<i>seeking</i>		<i>providing</i>
dependent instincts		alpha instincts
to get one's bearings		to orient and inform
to serve and obey		to protect & defend
to seek assistance		to guide and direct
to look up to		to look out for
to belong		to possess
to follow		to lead
to wait for orders		to give the orders
to look for guidance		to transmit one's values
to comply and conform		to command and prescribe

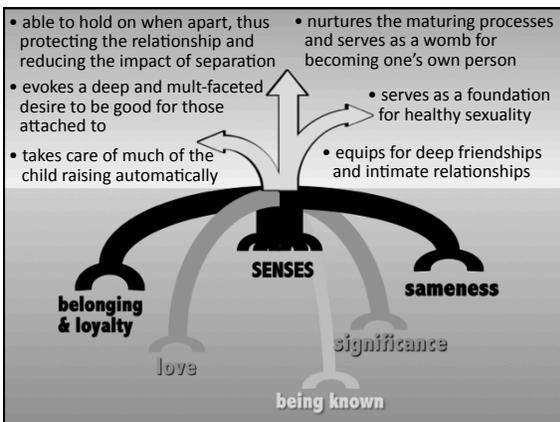




RIGHT RELATIONSHIP

WHY it matters

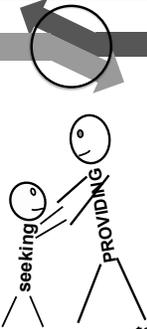
1. Creates the **CONTEXT** for raising the child, including rendering **RECEPTIVE** to care and evoking the desire to be **GOOD** for those attached.
2. Provides the **NATURAL POWER** to do the work of parenting.





RIGHT RELATIONSHIP
WHY it matters

1. Creates the **CONTEXT** for raising the child, including rendering **RECEPTIVE** to care and evoking the desire to be **GOOD** for those attached.
2. Provides the **NATURAL POWER** to do the work of parenting.
3. Helps the parent find their natural **ALPHA CARING INSTINCTS**.



<i>seeking</i> dependent instincts	<i>providing</i> alpha instincts
to get one's bearings	to orient and inform
to serve and obey	to protect & defend
to seek assistance	to guide and direct
to look up to	to look out for
to belong	to possess
to follow	to lead
to wait for orders	to give the orders
to look for guidance	to transmit one's values
to comply and conform	to command and prescribe



RIGHT RELATIONSHIP
HOW to cultivate it

1. Engage the attachment instincts by playfully **COLLECTING** the child and then providing a 'touch of proximity' for the child to hold on to.

Collecting



Step 1 - Get in the child's face (or space) in a friendly way, playfully collecting the eyes, some smiles (and later some nods).

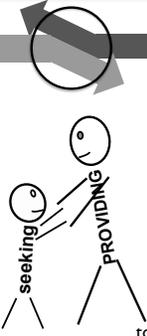
Step 2 - Take the lead by providing a 'touch of proximity' for the child to hold on to. In holding onto it, they will be holding onto you.



RIGHT RELATIONSHIP

HOW to cultivate it

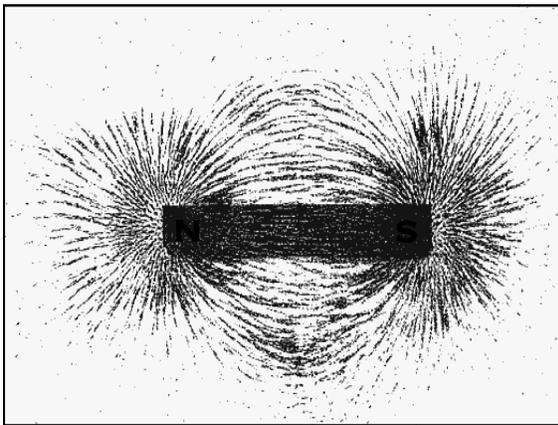
1. Engage the attachment instincts by playfully **COLLECTING** the child and then providing a 'touch of proximity' for the child to hold on to.
2. Assume the **CARING ALPHA** role, presenting oneself as the child's **ANSWER**.

<p>seeking dependent instincts</p> <ul style="list-style-type: none"> to get one's bearings to serve and obey to seek assistance to look up to to belong to follow to wait for orders to look for guidance to comply and conform 		<p>providing alpha instincts</p> <ul style="list-style-type: none"> to orient and inform to protect & defend to guide and direct to look out for to possess to lead to give the orders to transmit one's values to command and prescribe
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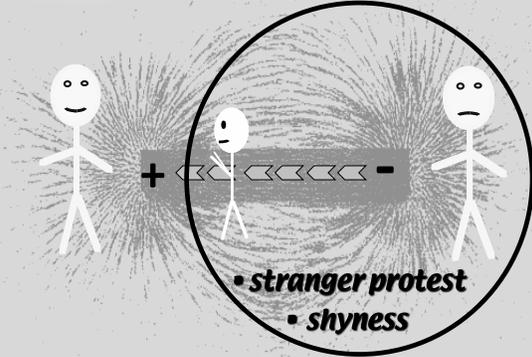


RIGHT RELATIONSHIP
HOW to cultivate it

1. Engage the attachment instincts by playfully **COLLECTING** the child and then providing a 'touch of proximity' for the child to hold on to.
2. Assume the **CARING ALPHA** role, presenting oneself as the child's **ANSWER**.
3. **MATCHMAKE** to other adults involved in caring for your child.



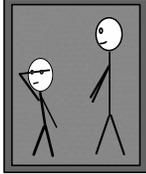
PURSUED ⇐ **PROXIMITY** ⇒ **RESISTED**



- *stranger protest*
- *shyness*

Meaning of Shyness

... an instinctive resistance to proximity in order to protect existing working attachments



- before the onset of stranger protest, the child is relatively 'open' to forming new attachments
- after the onset of shyness, the child is most receptive to forming new attachments through existing working attachments
- shyness decreases with increasing individuation and is tempered by integrative functioning (ie, mixed feelings)
- resistance to proximity increases with perceived incompatibility of attachment (ie, can't be close to both simultaneously)

Matchmake to create the village of attachment your child needs

what children need most is an attachment network of caring adults in their lives

- ❖ children to extended family members or their surrogates
- ❖ children to their caregivers and their teachers
- ❖ children to any helping professionals that may need to be involved

How to Matchmake

- ❖ set the stage for the two parties to smile and nod at each other and assume an invitation to exist in each other's presence
- ❖ prime a connection through drawing attention to a liking, a likeness, a significance
- ❖ create situations, structures, rituals and traditions where matchmaking and collecting can happen (eg, special interactions, holidays, celebrations, meals, gatherings, walks, outings, games)

Don't worry about breastfeeding!

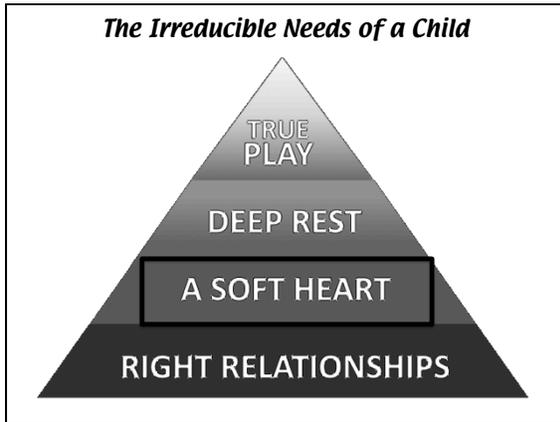
- Yes it is the most natural way of feeding a child, but the lack of it does not necessarily put your child's attachments or development at risk.
- Given that the baby can receive nurturance in other ways, the main concern is that of the baby's attachment to you.
- Whether you breastfeed or bottlefeed, holding the infant both before AND after feeding is much easier on their digestive system, which tends to work better when in touch with those they are attached to.
- The lack of connection via breastfeeding can easily be compensated for by playfully collecting your baby and by holding your baby.
- The reflexes by which a child breastfeeds are part of the family of attachment reflexes. Playfully collecting your child will be the most effective way of getting these breast-feeding reflexes operational.

What about my own attachment needs?

- Fortunately for adults, regardless of one's childhood, fulfillment can also come through being an ALPHA CARING PROVIDER, that is, being the ANSWER to another.
- If there is an ALPHA CARING PROVIDER in your life somewhere who is willing for you to lean, make sure to take them up on their invitation.
- If there is a relationship that can be cultivated with an elderly someone who is looking to be useful and inspires your trust and confidence, then make sure to ask.
- If there is a religious or secular community that takes care of its people and that would not require you to be other than yourself, consider becoming a part.

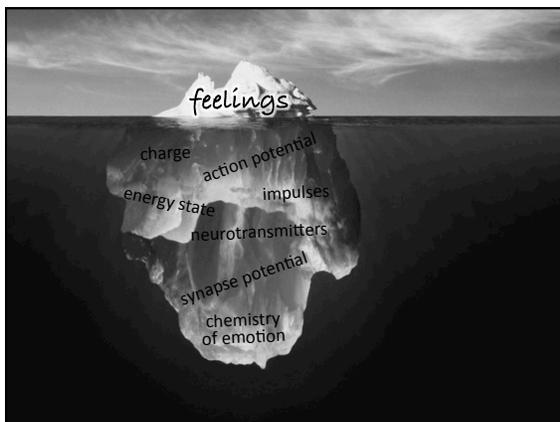
Online courses with **RIGHT RELATIONSHIP** as a theme or topic

- Power to Parent I – *THE VITAL CONNECTION* – 8 sessions
- ALPHA CHILDREN – 4 sessions
- MAKING SENSE OF PRESCHOOLERS – 6 sessions
- MAKING SENSE OF COUNTERWILL – 4 sessions
- MAKING SENSE OF DISCIPLINE – 4 sessions
- THE ATTACHMENT PUZZLE – 8 sessions - for helping professionals
- TRANSPLANTING CHILDREN – 8 sessions re adoption/fostering/step-parenting
- Neufeld Intensive I – *MAKING SENSE OF KIDS* - 20 sessions
- Neufeld Intensive II – *THE SEPARATION COMPLEX* – 15 sessions
- Advanced Intensive – *BECOMING ATTACHED* – 15 sessions



SOFT HEART
WHAT it looks like

1. Able to **FEEL** (*ie, the brain is able to receive and interpret the feedback re*) body states and emotions (eg, hunger, tiredness, discomfort, bladder pressure, excitement, fulfillment, comfort).
2. **CARES** intensely and (once there is language) can talk easily about **MISSING** and about being **SCARED**.
3. Easily moved to **TEARS of FUTILITY** when up against that which one cannot control or when not getting one's way.



Vulnerable feelings more likely to be filtered out

- feelings of shyness and timidity
- feelings of embarrassment including blushing
- feelings of shame (that something is wrong with me)
- feelings of futility (sadness, disappointment, grief, sorrow)
- feelings of fulfillment (satiated, loved, enjoyed, wanted, invited)
- feelings of emptiness (neediness, missing, loneliness, insecurity)
- feelings of appreciation (thankful, grateful, indebted)
- feelings of caring (empathy, compassion, devotion, concern, invested in)
- feelings of alarm (apprehension, anxiety, not safe, nervous, afraid)
- feelings of responsibility (guilt, remorse, to make things better)
- feelings of woundedness (hurt feelings, anguish, pain)



SOFT HEART
WHY it matters

1. The **FEEDBACK** from the body is needed for optimal development as well as for optimal functioning of the brain.
2. Feeling the **FUTILITY** (sadness and disappointment) one encounters is absolutely necessary **TO ADAPT** to one's circumstances, including disabilities and handicaps.
3. The ability to feel one's bladder pressure and bowel pressure greatly facilitates **TOILET TRAINING** and reduces accidents.



SOFT HEART
HOW to protect it

*Enable the child to FEEL SAFE
and keep relatively FREE of STRESS*

TYPICAL STRESS RESPONSE

MORE EMOTION AND...

... **LESS FEELING**
 - emotional feedback is inhibited to order to keep feelings from getting in the way of the **WORK** of emotion, as well as to keep feelings from getting hurt

... **LESS REST**
 - the primal emotions (eg, frustration, alarm, seeking) are elevated and the sympathetic nervous system is activated in a general attempt to make things **WORK**

... **LESS PLAY**
 - playfulness is a luxury that cannot be afforded when the system is in the **WORK** mode



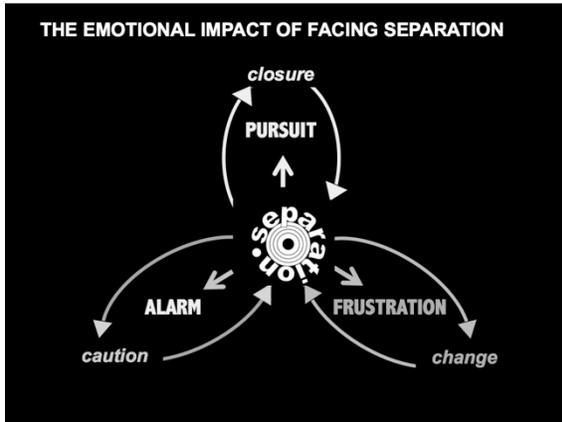
SOFT HEART
HOW to protect it

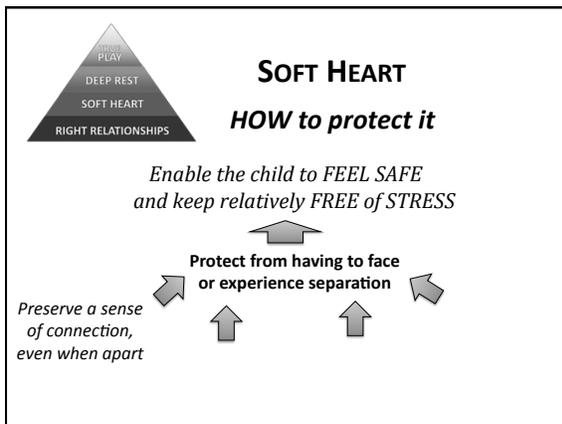
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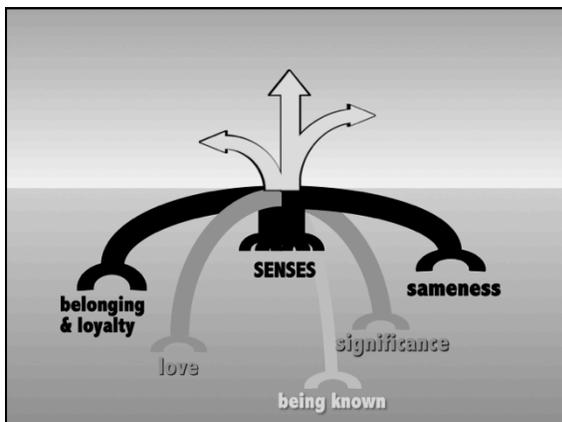
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Protect from having to face
 or experience separation

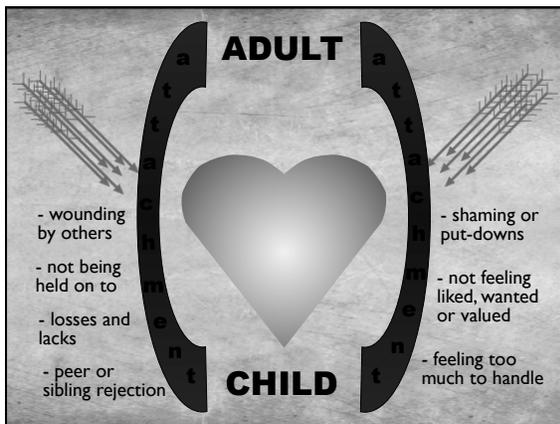


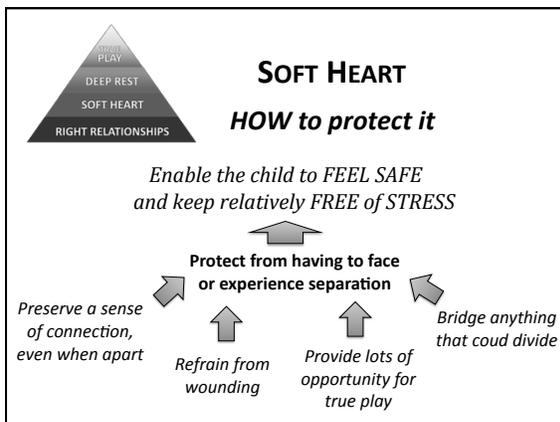


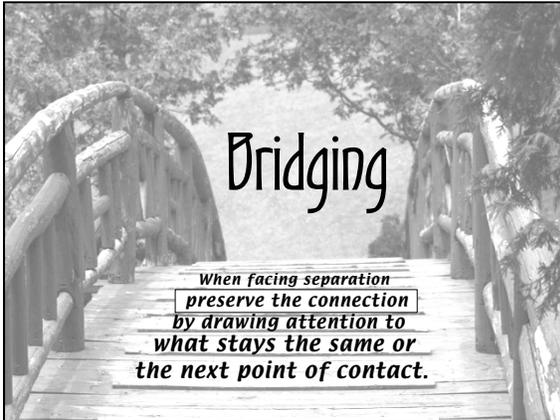


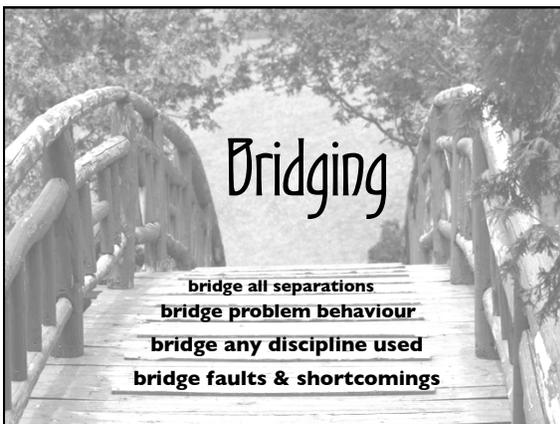












Don't listen to the sleep experts!

- Sleep experts are not developmentalists. Sleep problems need to be addressed within the wider context of healthy attachments, emotional health and optimal development.
- The key problem with going to sleep is that one loses contact and closeness with those attached to. This is especially stressful before a sense of identity has formed and the capacity for relationship has developed.
- The challenge with bedtime, as with all separation, is to preserve a sense of connection when physically apart. There are many ways that parents can do this (co-sleeping is only one) until the child is developmentally capable of doing it oneself.
- The problem with pushing a child's face into separation and letting the child cry it out, is that it can evoke desperate defenses, which ironically include the sleep response. The success is for all the wrong reasons which can backfire with regards to healthy attachment and emotional development.
- The challenge of bedtime is to preserve a sense of connection when apart and to draw attention to the next connection rather than the separation (once developmentally ready).

What about my own feelings?

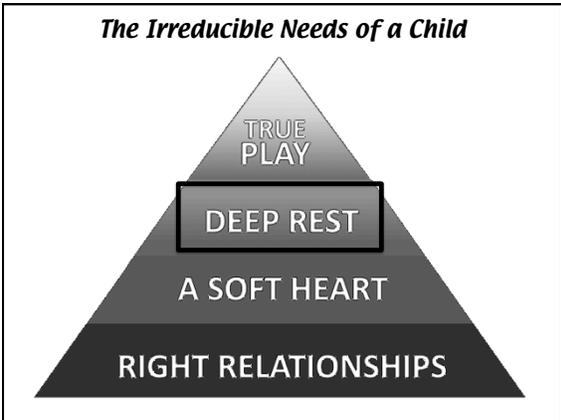
- Don't let anyone tell you how you should feel or not feel. Our feelings are complex enough without adding restrictions or expectations. Let yourself feel what you feel, knowing that the best way to get some perspective is letting yourself move through the feelings.
- Finding our way to the middle of our feelings brings out the best in us, creates character, and renders us more tempered as a parent.
- Remember that stress can inhibit our feelings, taking away our restfulness and playfulness and making us feel depressed. Once the urgency recedes and we have had our tears, these capacities will return.
- The explosion of emotions during childbirth and after, can render one's feelings overwhelming and unintelligible. Giving oneself permission to cry without explanation will ease the load and set the stage for bouncing back.
- A common cause for depression for new mothers is hidden losses and frustrations that result from having a baby. Once we make room for the sadness and disappointment, the depression will lift.



Online courses with **EMOTIONS / DEFENSE / FEELINGS** as a theme or topic

- Power to Parent III – *COMMON CHALLENGES* – 8 sessions
- SCIENCE OF EMOTION* – 6 sessions
- MAKING SENSE OF PRESCHOOLERS* – 6 sessions
- MAKING SENSE OF AGGRESSION* – 4 sessions
- MAKING SENSE OF ANXIETY* – 4 sessions
- MAKING SENSE OF ATTENTION PROBLEMS* – 4 sessions
- MAKING SENSE OF RESILIENCE* – 5 sessions
- Neufeld Intensive I – *MAKING SENSE OF KIDS* - 20 sessions
- Neufeld Intensive II – *THE SEPARATION COMPLEX* – 15 sessions
- Advanced Intensive – *MAKING SENSE OF THERAPY* – 15 sessions

The Irreducible Needs of a Child





DEEP REST
WHAT it looks like

1. **FEELS FULFILLED** when closeness & contact is generously provided and **CAN LET GO** (after some tears) when not getting one's way.
2. Child is **NOT STUCK** in chronic restlessness or agitation.
3. Experiences some **RELIEF** from the relentless pursuit and preservation of proximity, including in depersonalized forms.

SIGNS of a child WORKING at attachment

- feeling responsible for pursuing and preserving proximity – closeness, contact, connection – of any kind
- needing to hold on through clinging, clutching, imitating, conforming, making contact, trying to fit in
- striving to belong, to fit in, to be good, to measure up, etc, in order to preserve a sense of closeness and connection
- working for attention, approval, significance, mattering, love, status, recognition, specialness
- having to be pretty, smart, charming, good, a winner, no trouble, etc, in order to be liked or loved
- a deep sense of restlessness and stuck in immaturity



DEEP REST
WHY it matters

1. All true **GROWTH** emanates from a place of rest – physical, physiological, and emotional.
2. **EMOTIONAL HEALTH** and **OPTIMAL FUNCTIONING** depend upon being able to find sufficient deep rest.
3. **RECOVERY** and **HEALING** can only take place in the rest mode.



DEEP REST
HOW to provide it

1. Do the **WORK** of attachment so that the child can rest.

Doing the WORK of ATTACHMENT

- to **ANSWER** their seeking: *to be with, to be like, to belong, to be on the same side, to matter, to be loved, to be known*
- to **TRUMP** their seeking - *provide more than is pursued*
- to **COME ALONGSIDE** – *to always find a way to their side*
- to convey an unconditional **INVITATION** to exist in our presence
- to assume **RESPONSIBILITY** for the relationship and for the continuity of connection, especially when apart
- to convey that the **RELATIONSHIP IS BIGGER** than any problem; that they are not too much to handle; that nothing will divide



DEEP REST
HOW to provide it

1. Do the **WORK** of attachment so that the child can rest.

2. Provide **COMFORT** to the child when futility is encountered, making it easy to find the tears of sadness and disappointment.

3. **BRIDGE** all problem behaviour and convey an invitation to exist in the context of shortcoming.

What about finding my own REST?

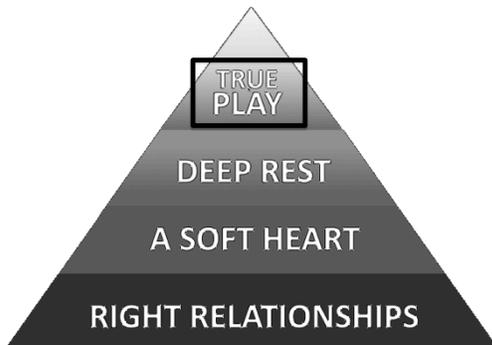
- What sometimes is exhausting is all the work we are doing to influence how others think and feel about us. Resting from this work may be hard to do but ultimately brings immense relief.
- As a parent, it is important to remember that Nature is doing most of the work automatically through the child's attachment to us. We can retreat to the basics and let Nature take care of the REST.
- There is a deep-rooted dignity that comes from fulfilling one's biological and developmental destiny – that of having and raising a child. No other achievement can quite compare. We can REST in that.
- There is a profound REST that can come from ceasing the WORK of finding answers to one's own attachment needs. Surprisingly, fulfillment can come instead from BEING the ANSWER to one's child's attachment needs.



Online courses with **REST** as a theme or topic

- Power to Parent II – *HELPING CHILDREN GROW UP* – 8 sessions
- MAKING SENSE OF PRESCHOOLERS – 6 sessions
- MAKING SENSE OF RESILIENCE – 5 sessions
- Neufeld Intensive I – *MAKING SENSE OF KIDS* – 15 sessions

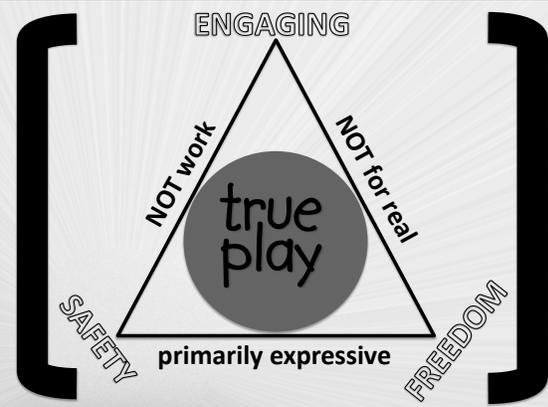
The Irreducible Needs of a Child





TRUE PLAY
WHAT it looks like

1. Completely **ENGAGED** in an activity without any pressing concern for the outcome
2. True play is **EXPRESSIVE**, coming from within
3. True play is **SET APART** from the real world – freely entered and free of alarm





TRUE PLAY
WHY it matters

1. PLAY is Nature's 'greenhouse' and **HEADSTART** program for all true growth, including brain and emotional development
2. PLAY should be the default instrument for **BEHAVIOUR MANAGEMENT** in the toddler and preschooler stages

Using *PLAY* to circumvent resistance

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
- preempt 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 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)

Play is 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, etc)

Don't try to teach your baby a lesson and go easy on your toddlers & preschoolers as well

- Children are not able to truly learn from consequences until capable of mixed feelings, which should occur optimally between 5-7 years of age.
- When we try to teach a lesson via consequences and sanctions, we are depending upon their brain being in the 'work mode' which is outcome based. Toddlers and preschoolers are characteristically in the attachment mode or the play mode, not the work mode.
- Until the child is developmentally ready, it is safer to use more traditional measures to manage behaviour: structures and rituals where possible; removing them or something from them to keep them out of trouble; and drawing attention to a simple option to defuse resistance.
- The magical tool for toddlers and preschoolers is PLAY, as it immediately engages as well as defuses all resistance. It is also much easier on the emotions, on relationships and on personal dignity.



TRUE PLAY
WHY it matters

1. PLAY is Nature's 'greenhouse' and **HEADSTART** program for all true growth, including brain and emotional development
2. PLAY should be the default instrument for **BEHAVIOUR MANAGEMENT** in the toddler and preschooler stages
3. PLAY is the best **PRIMER** for attachment as well as a **SAFE VENTING PLACE** for all troubling emotions (including frustration and alarm)

PLAYING INTO CONTACT & CONNECTION

- collect the eyes, nods and smiles in play
- play into physical contact and connection through games and teasing where it doesn't count for real
- playfully blindside with quick 'accidental' contact that is brief and so 'doesn't count', making sure to stay within the thresholds of play
- play into sameness, which is a less vulnerable modality
- play into the alpha instincts by emulating them first, setting the stage for emulating in reverse
- play into their caring alpha by playing the baby, the dependent, the tiny creature that requires taking care of

Playfully collecting the highly resistant

- be sensitive to what is too much for the child, toning down where necessary and **leaving lots of space to respond** when they are ready (may involve expectant waiting)
- after an initial attempt at collecting, to run away and hide, sneaking just a peek to see if you have captured the child
- with lots of smiles, sparkly eyes and warm voice, but not so much as to overwhelm
- engaging in a play activity that you know they would enjoy, doing it quietly and without fanfare, leaving room to join when they are ready but not making an issue of it
- using a singsong voice to say their name, comment on their activity, make an invitation, all the while showing respect for their own will
- employing 'samesees' in reverse, without fanfare and without any hint of mocking, occasionally initiating a move to see if there is emulation in reverse – a signal for the dance to begin

Play and the Displacement Principle

***Play should be
the lightning rod for
the thunderbolts of aggression.***

eg, play fighting, mock aggression, war games, attack games, sword play, attack sports, attacking in fantasy, insult games, as well as attacking energy in art, music, wit, writing and stories

Play, if given the opportunity, should naturally and automatically attract any stuck or residual attacking energy

*Until frustration can
be adequately TALKED OUT,
it would need to be **PLAYED OUT**,
especially if ACTING OUT of the impulses
could cause problems in working relationships.*



TRUE PLAY
HOW to foster it

1. Create a **CULTURE** of play (rituals and customs) to protect it from being lost to other activities such as entertainment, instruction, screen time and videogames.

Create a Culture of Playful Collecting
- activities that make it easy to collect eyes, smiles and nods -

- take the cues from where culture is still more intact, for play rituals and customs that can be incorporated into the family
- create out of holidays and recurring special events, playful activities that can turn into traditions (religious and civic holidays, cultural events, birthdays, beginning and ending of school events, end-of-phobia celebrations, the loss-of-teeth celebrations, etc)
- take the cues from the play bent of one's children, for play opportunities & materials that can serve attachment at the same time
- create games or playful activities that foster the needed relationships, especially for the shy and hard to collect, and with regards to individuals who may not otherwise interact

Create rituals, customs and traditions for play

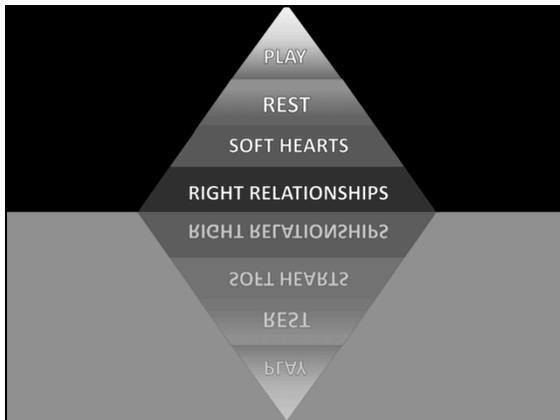
- begin by creating a daily play ritual for each child, taking the cues for the particular emotion that needs an outlet and the particular bent for self-expression
- try to incorporate a weekly play ritual to foster family connection
- establish some seasonal play traditions that the family can count on
- look for ways to turn work into play, especially in areas where resistance is encountered
- establish some play spaces and provide the materials that can be used for crafts, for construction, for making music, for creating art, for writing poetry, etc
- identify trouble spots that could benefit from a regular injection of play
- look for areas where emotions are stuck or self-realization is lagging and cultivate an emotional playground to invite play to the rescue

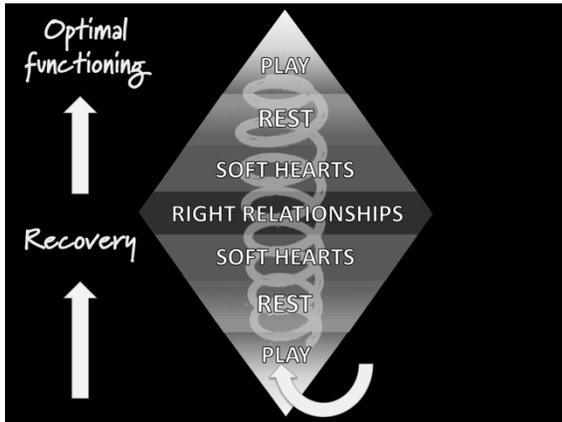


TRUE PLAY

HOW to foster it

1. Create a **CULTURE** of play (rituals and customs) to protect it from being lost to other activities such as entertainment, instruction, screen time and videogames.
2. **DRAW OUT** aggression into play, bring alarm-based compulsions into play, and desensitize the easily-alarmed child in play.
3. Rely on play to help your child **RECOVER** from stress and trauma.





How to recover one's own playfulness

- Play serves us best when there is a clear beginning and an end – a bubble of freely-entered engagement in a world of reality and outcomes. Don't try to be playful all the time, only for short periods of time.
- Make daily play dates with yourself where you invite your emotions out to play in your favourite playground – music, movement, stories, drawing, imagination, fantasy, writing, humour, drama, etc.
- Don't decide what emotions should come out to play. As in your dreams, let the emotion that most needs expressing take the director's seat. Make plenty of room for sadness as it tends to be underplayed.
- Remember that playfulness is a form of rest. If you are restless, see if you can find your play.
- The best way to recover one's playfulness is by imagining or even pretending one is playful for a short and clearly designated period of time.

Neufeld Institute
GORDON NEUFELD PHD

Making Sense of Kids
Developmental Science in Practice

Online courses with **PLAY** as a theme or topic

PLAY 101 – a primer - 4 sessions

MAKING SENSE OF PRESCHOOLERS – 6 sessions

MAKING SENSE OF RESILIENCE – 5 sessions

PLAY & ATTACHMENT – 6 sessions

PLAY & EMOTION – 8 sessions

Information regarding the NEUFELD INSTITUTE, NEUFELD VIRTUAL CAMPUS and our 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 courses that have been developed by Dr. Gordon Neufeld that articulate the attachment-based developmental approach. We have about 20 faculty and over 120 course facilitators delivering our courses in more than 9 languages to parents, teachers and helping professionals.

We have three ways of delivering our courses. Our faculty deliver these courses live through power-point presentations. Our course facilitators deliver these courses through showing the video-material of Dr. Neufeld's lectures and then supporting this material either in onsite or online sessions. The most common way of taking the courses is online through our *Virtual Campus*. This can be done 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 campus 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 Virtual Campus houses our campus courses, our diploma programs for course facilitators and parent consultants, as well as our support centres for course facilitators, for helping professionals and for our faculty. The campus is filled with resources and discussion forums.

Our Virtual Campus is open to anyone who has taken a Neufeld Course, 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, monthly 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. The Neufeld Campus has become a community of like-minded individuals who have a common language to support each other regarding their concerns. Our numbers are typically between one and two thousand, depending upon the number of 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. The *Teachability Factor* is typically the best way to be introduced to the approach as educators, and then 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* and the *Science of Emotion* course.

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 *Intensive One: Making Sense of Kids* and *Intensive Two: The Separation Complex*. These Intensives lay the conceptual foundations of this approach in such a way that the application becomes universal.

Intensives I and II also open the door to further study, whether through our advanced online courses, our advanced Intensives, our *Neufeld Course Facilitator* diploma program, or our *Neufeld Parent Consultant* diploma program.

NOTE re Campus Membership Qualification: This day seminar qualifies you to register for campus membership. An annual subscription fee applies (see above). Please indicate that you have taken this seminar 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.

Preparing for ParentHood

*Taking the steps to become
the parent your child will need.*

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