

Table 9.5. Increasing Flexibility in Character Roles Across Emotional Themes

Aggressor (Bully)	Victim	Protector
<p><i>Has intent to commit, or take pleasure in, aggressive/destructive actions such as:</i></p> <ul style="list-style-type: none"> Hateful killing/destructive feelings Intent or pleasure in destroying property Intent or pleasure in hurting other’s feelings Intent or pleasure in winning at all cost 	<p><i>Carries out non-dominant role in ways such as:</i></p> <ul style="list-style-type: none"> Feeling powerless Showing pain Accepting what can’t be changed Bearing difficulty/grief Showing righteous anger 	<p><i>Implements defensive safeguarding in ways such as:</i></p> <ul style="list-style-type: none"> Stopping Abuse Mirroring the victim’s pain Providing empathy/support for victim—helps build tolerance Providing empathy/support for victim—helps build tolerance Providing empathy/support for victim—helps build tolerance
<p><i>Transition from taking pleasure in destructive acts to straightforward anger expressed in progressive developmental levels such as:</i></p> <ul style="list-style-type: none"> Using sounds to express anger (e.g., screams, yells, roars) Using body to act out anger (e.g., hitting, biting, kicking) Using words to communicate needs, wants, hurt Feeling own anger and at the same time, notice other’s distress Wanting to repair 	<p><i>Transitions to more dominant expressions such as:</i></p> <ul style="list-style-type: none"> Making self-protective choices Expressing distress, shows pain Wanting payback Developing assertiveness and problem-solves what can be changed Rejecting repair effort Accepting repair effort 	<p><i>Transitions to empowering others in ways such as:</i></p> <ul style="list-style-type: none"> Helping victim consider options, such as words/actions for self-care (e.g., saying “Stop!”, “I don’t like this,” or walking away) Mirroring the distress in the victim; mirrors the shift from destructiveness to angry feelings in the bully Providing empathy for the victim’s hurt; provides support for the bully to shift to the use of words instead of actions Supporting the bully’s use of words for self-expression Considering problem-solving options for present problems between the victim and the bully Anticipating, choosing, and planning for the future respectful problem-solving options

Note. This table was created in collaboration with Debra Kessler.