

Audio Tape Descriptions 2005

Relational Strategies: Awareness and Contact in the Development of Social Interest in Adlerian Brief Therapy (ACT)

James Robert Bitter, Ed.D.

Relationship accounts for more change in therapy than any component other than the qualities of the client. Since relationship can actually be developed consciously, awareness and contact processes are used to promote social interest in demonstrations with clients.

Educational objective #1: Participants will learn the relationship of awareness processes in therapy to the development of Social Interest in clients.

Educational objective #2: Participants will learn the relationship of contact processes in therapy to the development of Social Interest in clients.

Resolving Power Struggles in Love and Marriage (ACT)

Richard R. Kopp, Ph.D., A.B.P.P.

Using Adlerian/Dreikursian principles and methods, a four-step Stop-Look-Listen-Act method is presented for resolving power struggles in love relationships. Practical tools and action strategies are presented and illustrated with real-life case histories, demonstrating how to create a *powershift* that can transform conflict-driven, power-seeking interactions into cooperation-driven, solution-seeking relationships.

Educational objective #1: Participants will learn a four-step Stop-Look-Listen-Act method for resolving power struggles in love relationships using Adlerian/Dreikursian principles and methods.

Educational objective #2: Participants will learn real-life examples that demonstrate how individuals have used these methods to create a *powershift* that changed conflict-driven, power-seeking interactions into cooperation-driven, solution-seeking interactions in their intimate relationships.

Anxiety: Explanation and Treatment from an Adlerian Perspective (ACT)

Roger A. Ballou, Ph.D.

This session will familiarize participants with definitions of anxiety, its symptomology and diagnoses; the pervasiveness of anxiety in contemporary society; and its prevention and treatment from an Adlerian perspective.

Educational objective #1: Participants will learn Adler's perspective on anxiety and its etiology.

Educational objective #2: Participants will learn statistics and related information about the pervasiveness of anxiety as a formal diagnosis in contemporary society.

Understanding and Working with the Military Family (ACT)

Lynn K. Hall, Ed.D., N.C.C., N.S.C.S.

Counselors are often unsure of how to work with military families; yet because of recent global events, we are often faced with this unique family structure. This seminar will explore the unique dynamics, the stress and the difficulties faced by military families as well as focus on intervention modalities.

Educational objective #1: Participants will learn the unique characteristics of the American military family.

Educational objective #2: Participants will learn suggestions for incorporating Adlerian family concepts into counseling with military families and their children.

Early Recollections: Unblocking Conflict in Couple Therapy (ACT)

Clair Hawes, Ph.D.

Since Alfred Adler introduced early recollections as an important therapeutic tool, the procedure has been a focus of many investigations and applications in clinical practice. There seems to be a paucity of information in Adlerian literature however, about using early recollections in couple therapy. This presentation attempts to address that important issue.

Educational objective #1: Participants will learn how to process an early recollection with both partners present.

Educational objective #2: Participants will learn how to integrate the insight from the early recollection to help the couple move forward.

Practical Strategies that Help AD/HD Clients (ACT)

Susan Pye Brokaw, M.A., L.I.C.S.W., L.M.F.T.

Children and adults with AD/HD have numerous problems with short term memory, organizing time management, prioritizing, breaking down tasks/projects, planning, and problem solving. This makes it difficult to manage things. They must learn strategies to help them compensate in these areas. Participants will learn practical strategies proven to be helpful to the client.

Educational objective #1: Participants will learn that those with AD/HD can learn to compensate for their problems.

Educational objective #2: Participants will learn many strategies proven helpful to those with AD/HD.

Enhancing Lifestyles with Enneagrams (ACT)

Lee Marie Schnebly, M.Ed.

The Enneagram helps Adlerian counselors discern a client's beliefs and goals for a better understanding of his/her lifestyle. Used along with the traditional lifestyle studies, it highlights objectives and provides insight into purposive behavior. The Enneagram/lifestyle combination can replace guilt and blame with understanding and optimism, thus encouraging new solutions.

Educational objective #1: Participants will learn the importance of lifestyles in counseling.

Educational objective #2: Participants will learn the advantages of including additional tools.

Does Adlerian Parent Education Work? A Study in Progress and Preliminary Results (ACT)

Jody McVittie, M.D. & Mark Stone, Psy.D., Ed.D.

Early results of the multi-center collaborative Parent Education Evaluation Project (PEEP) will be shared. The project was designed to test the effectiveness of Adlerian parent education by measuring parents' perception of how their behavior has changed. The data was collected by Adlerian parent educators around the world. This project evolved from several meetings of the Family Education Section at NASAP.

Educational objective #1: Participants will learn how to use simple tools to evaluate their parent education program.

Educational objective #2: Participants will learn the preliminary results of an ongoing study of Adlerian parenting programs.

The Intrapsychic Genogram Interview: Peeking into Private Logic (ACT)

R. Jeff Lupient, M. Div.

This demonstration is a unique genogram interview method integrating elements of Adlerian Psychology and Bowen Systems theory. As a result of the interview, clients feel a stronger rapport with the therapist, more connection with their own family system, and are more able to release "shoulds" while embracing concrete growth goals.

Educational objective #1: Participants will learn to playfully, and respectfully establish rapport with clients as they establish a family system's perspective.

Educational objective #2: Participants will learn to use genogram techniques to uncover self concept, self ideal and typical relationship patterns and generate a modest treatment plan.

Supervising from the Sand! Using Sandplay and Early Recollections in Clinical Supervision (ACT)

Kenneth McCurdy, Ph.D., L.P.C.

This session introduces sandplay as a tool to facilitate recounting early recollections of supervisees during clinical supervision. Participants will learn a model of Adlerian supervision utilizing sandplay to review supervisees' early recollections, to overcome therapeutic impasses, in clinical supervision; supervising from the sand!

Educational objective #1: Participants will learn about using early recollections in supervision and using sandplay in supervision.

Educational objective #2: Participants will be presented an Adlerian based supervision model that incorporates the use of sandplay to conceptualize supervisee' early recollections to overcome impasses in the therapy process.

Alternative Recovery Resources (ACT)

Kent W. Baker, M.S., & Tony Detra

The presenters will discuss two rational alternatives to Alcoholics Anonymous: Alternative Recovery Resources (ARR), which uses REBT and Adlerian concepts, and a system for working with court mandated offenders integrating Adlerian and Reality Therapy concepts.

Educational objective #1: Participants will learn about REBT/Adlerian/Reality Therapy based recovery systems.

Educational objective #2: Participants will learn how to set up Alternative Recovery Resources programs in their communities.

Introduction to Individual Psychology (Board)

Al Milliren, Ed.D.

This session will offer an integrated overview of Adlerian Theory. Concepts to be covered include: Social embeddedness, private logic, subjective perception, choice, teleology (purposiveness), holism, and social interest.

Educational objective #1: Participants will learn seven basic elements of Adlerian theory and where they will be connected to methodology and practice.

An Adlerian Perspective on Guided Visual Imagery for Stress and Coping (ACT)

Jason Kaufman, Ph.D.

Stress is a state that affects millions of people in the U.S. each year. Research suggests that guided visual imagery and related hypnotic techniques can ameliorate such stress. The goal of this session is to assist clinicians to use guided visual imagery and related techniques from an Adlerian perspective.

Educational objective #1: Participants will learn about the use of guided visual imagery and related hypnotic techniques.
Educational objective #2: Participants will learn how to apply such techniques to stress and coping from an Adlerian perspective.

Adlerian Psychology Applied to Workplace Problems (OD)

Eva Dreikurs Ferguson, Ph.D.

The goal of this session is to show how Adlerian principles help us understand human relations generally and work problems specifically. Adlerian psychology focuses on individual goals and beliefs as well as interpersonal relationships. When we understand how our beliefs and goals impact our actions, we can make new choices that better meet “the needs of the situation” and that improve democratic processes in work tasks and relationships.

Educational objective #1: Participants will learn basic Adlerian principles.

Educational objective #2: Participants will learn the application of these principles to human relations generally and workplace specifically.

Efficacy of Classroom Meetings in Middle Schools (ED)

Dana Edwards, Ph.D., Fran Mullis, Ph.D. & Gloria Keegan, M.Ed.

Educators are extremely aware of the need for a positive school climate and the role that alienation, discouragement, and bullying have on student attendance and school climate. Research based on the use of classroom meetings in three diverse middle schools will be discussed with respect to these issues.

Educational objective #1: Participants will learn the purposes of classroom meetings.

Educational objective #2: Participants will learn the efficacy of classroom meetings in the middle school setting.

School Counselors as Advocates for Children (ED)

Joyce A. DeVoss, Ph.D., Sue Moore, B.A. & Charles Scott, M.Ed.

The goal of this presentation is to present rationale for systems’ change initiatives in schools, to describe a model for school counselor advocacy for K-12 students developed by the Education Trust and to provide examples and tips on how to initiate systems’ change in K-12 schools.

Educational objective #1: Participants will learn about rationale for and tips for initiating systems’ change in schools.

Educational objective #2: Participants will learn about a model for school counselor advocacy for students in K-12 schools.

“I Have This Student...” – Assessing School Behavior Problems (ED)

Lois Ingber, M.S.W., L.C.S.W. & Kelly Yengst, M.S.

This presentation describes the use of an original assessment tool in understanding school behavior problems. The “Adlerian School Behavior Assessment” explains the various contexts of the traditional school as a system. The tool shows how behavior problems have meaning within these contexts, enabling the most effective interventions to occur.

Educational objective #1: Participants will learn the various contexts of the traditional school as a system.

Educational objective #2: Participants will learn the use of a tool to understand problem behaviors within these contexts.

Creating Encouraging Classrooms (Opportunities and Options) (ED)

Patricia Kyle, Ph.D.

Opportunities and Options provide valuable Adlerian tools to have a positive impact upon teaching, discipline and management in schools to foster learning, encouragement and responsible behavior. This interactive presentation is uniquely organized around four major components emphasizing the integration of effective teaching (CLEAR), proactive preventive strategies (PACE), practical corrective strategies (ABC’s of Intervention), and positive supportive techniques (RESPECT).

Educational objective #1: Participants will learn to identify CLEAR teaching strategies that benefit all students.

Educational objective #2: Participants will learn to apply creative environments more conducive to learning through PACE preventive strategies.

Implementing an Adlerian Approach to Family Education for Safe Teen Driving (FE)

Cheryl Wicker, M.S. & Mary Parker, B.A.

Participants will learn ways to successfully construct a “planning for safe teen driving” course and market it to the community. The session will present a curriculum for a short class for parents and teens, including ways to engage participants in respectful exploration of family agreements to keep teen drivers safe.

Educational objective #1: Participants will learn methods to engage parents, teens and the community in planning for safe teen driving.

Educational objective #2: Participants will learn how to teach families to utilize Adlerian based agreements to strengthen relationships between teens and parents as they learn to drive.

Parenting Assessments: A New Adlerian Tool (FE)

Mary Jamin Maguire, M.A., L.P., L.I.C.S.W.

A solution-based, collaborative process to assess the strengths and challenges of parents, and their families, will be discussed. The Parenting Assessment is a bridge between a clinical Lifestyle Assessment and Parent Education; it can be used to set goals with parents, and informs therapeutic work with families in crisis.

Educational objective #1: Participants will learn the theory behind an Adlerian based process to assess a clients' strengths and challenges in relation to their parental role.

Educational objective #2: Participants will learn a process of completing a holistic assessment of a clients' strengths and challenges as a parent, including a plan to address the challenges.

Teaching about Power with Parents of Teens (FE)

Mary Hughes, M.H.R. & Gary Hughes, M.S.

Through interactive, experiential activities that teach the heart as well as the mind, participants will better understand the developmental reasons why power 'struggles' so quickly arise between parents/teens. Ways to empower the parent *and* the teen will be experienced, explored, and discussed. You will leave with new teaching tools for your parents-of-teens sessions.

Educational objective #1: Participants will learn how the typical adult response to youth who seek belonging and connection through power struggles only heightens the misbehavior and distorts the adult/teen relationship.

Educational objective #2: Participants will learn how adults (parents and other adults who work with teens) can empower themselves AND the teens without power struggles and, more importantly, without losing authority.

Open Forum: Family Counseling Demonstration (Board)

Betty Lou Bettner, Ph.D.

This session will feature an overview of the methodology of Adlerian Family counseling, followed by a demonstration of the techniques involved. Betty Lou will demonstrate that family problems can be discussed and solved in an open atmosphere of mutual respect and encouragement. The family will be guided to freely participate in developing specific agreements for improving their family life.

Educational objective: Participants will learn how to create an atmosphere of cooperation with this Adlerian counseling method that promotes conflict resolution.

Parents/Teachers Helping Parents/Teachers Problem-Solving Steps (FE)

Jane Nelsen, Ed.D.

PHPPSS is an Adaptation of the Dreikurs Family in Focus. A volunteer will help with the demonstration and will follow 14 steps that include identifying the mistaken goal, role plays, and brainstorming for solutions.

Educational objective #1: Participants will learn how they can be consultants to each other to find encouraging solutions to behavior challenges.

Educational objective #2: Participants will learn a process that can be used in parent/teacher study groups.

Calming the Family Storm: Anger Management for Moms, Dads, and All the Kids (FE)

Gary D. McKay, Ph.D., & Steven A. Maybell, Ph.D.

The goal of this session is to assist participants in helping parents assess the effects of anger in their relationships with family members, and provide techniques for anger management. Through lecture and audience participation, attendees will learn how to help families manage anger. The program will include: understanding anger, deciding whether or not to be angry; how to express anger appropriately; creating "cool thoughts" and positive purposes; techniques for managing anger on the spot and for the long term.

Educational objective #1: Participants will learn how inappropriately managed anger interferes with positive family relationships.

Educational objective #2: Participants will learn how to assist family members in effective communication of anger and in managing their anger through re-examining and creating new purposes, beliefs and behaviors.

Our Stories are Our Lives: Family Stories that Heal (PC)

Rachell N. Anderson, Psy.D.

The presenter contends that our stories are our lives and must be written or they die and we lose access of who we are. This presentation focuses on the art, processes, and practice of writing family stories as a tool for self. Such stories also serve as an adjunct to traditional therapy. Using sample stories and guided writing exercises, participants are taught techniques for writing about their family experiences and shown ways to use them in traditional therapy with clients with diverse clinical needs.

Educational objective #1: Participants will learn use of creative tasks to heal clients with diverse clinical needs.

Educational objective #2: Participants will learn to use creative pursuits to accomplish multi-level therapeutic intervention with clients.

Questioning the Efficacy of Couples Treatment with a Narcissistic Personality Disordered Client (PC)

Mary F. Schneider, Ph.D. & Wendy Sadler, B.A.

The goal of this session is to call into question current therapeutic practices of routinely employing couples counseling when one member presents with a narcissistic personality disorder (NPD) the presentation discusses the traits of NPD's and coping styles of the (often co-dependent) partner as well as the standard challenges that face the therapist during couples work. An alternative model of individual therapy and support group work is offered.

Educational objective #1: Participants will learn presentation styles/patterns of NPD and Co-dependant Partner.

Educational objective #2: Participants will learn the standard challenges of couples counseling when NPD is present: triangulation with therapist, control of the therapeutic agenda, compliance issues and the presence of fear bonds.

Early Recollections: A Multiple Perspective Interpretation Process (PC)

Arthur J. Clark, Ed.D.

An interpretation process will be introduced for assessing early recollections from multiple viewpoints. The approach evaluates early memories from subjective, interpersonal, and objective perspectives. A contextual procedure integrates the appraisal findings. Examples will be cited from clinical and counseling contexts. Current research relating to early recollections will be discussed.

Educational objective: Participants will learn to understand and interpret early recollections from multiple perspectives.

Personality-Based Therapy for the Developing Clinician: Understanding and Working with Life-Style Types (PC)

Roseanne Boldt, Psy.D.

This workshop will offer a comprehensive description of common lifestyle types with effective responses and interventions geared to respond to the individual lifestyle type. It is designed for the beginning clinician to learn common lifestyle types from core convictions found in Early Recollections. Understanding the patterns and traits that usually appear together will enable the clinician to predict resistance and choose individually appropriate interventions for their clients.

Educational objective #1: Participants will learn to recognize common lifestyle types through core convictions and traits found in Early Recollections.

Educational objective #2: Participants will learn effective responses and interventions with individual types presented.

Building Cultural Respect among Adversaries Using Peer-Based Training (MC)

Teen Panel: Lauren Peate, Marissa Peate, Hannah Ebner, Katie Quigley, Ray Stoesser, & Soorosh Behshad (Introduced by Wayne F. Peate, M.D., M.P.H.)

The goal of this session is to learn how an adolescent peer-based training program can enhance mutual respect among adversarial religious groups. The Tucson Ulster Project brings together Catholic and Protestant teens from Northern Ireland during July to stay with American teens and families. The teens participate in a peer-based program, building mutual respect and tolerance.

Educational objective #1: Participants will learn how an adolescent peer-based training program can enhance mutual respect among adversarial religious groups in Northern Ireland.

Educational objective #2: Participants will learn how the same program can be and has been expanded to include other religious groups.

Coming Out is Hard to do: A Lesbian Lifestyle (PC)(MC)

Rocky Garrison, Ph.D.

The goal of this session is to utilize lifestyle data to illuminate lesbian identity formation and the common stressors and strengths of lesbians. Lifestyle data of a lesbian woman will be presented. The case will be used to illuminate lesbian identity formation and the common stressors and strengths of lesbians. Strategies for creating a lesbian friendly lifestyle interview will be discussed.

Educational objective #1: Participants will learn a six stage conceptualization of lesbian identity development.

Educational objective #2: Participants will learn some of the common stressors and strengths of lesbians as a group.

Stress Coping and Individual Psychology (TR&T)

William Curlette, Ph.D.

Participants will see how lifestyle themes relate to stress coping through the BASIC-A Inventory and the Coping Resources Inventory for Stress (both available on Internet for research and clinical use). The relationship of existing stress models, a transactional model and conservation model, to Individual Psychology will be discussed with participants.

Educational objective #1: Participants will learn how Individual Psychology relates to stress coping based on empirical research and will learn how to conduct their own research using the BASIS-A Inventory and the Coping Resources Inventory for Stress (CRIS) which are available on the Internet.

Educational objective #2: Participants will see the agreement between existing stress coping models in the literature and Individual Psychology and they will be provided with examples of research designs and results which can be used in college and university teaching.

Reframing Adler's 3 Life Tasks to Illustrate the Difference between the Physical World and the Abstract-Creative World (TR&T)

Martin Nash, B.A., M.D.

Using Adler's basic principles of individual creative interpretations and goal orientation, we will see how the human mind with its emotional component, evolved to deal with both the physical world of survival and the non-measurable belief world of relationships and future.

Educational objective #1: Participants will learn to see human nature in 2 different organizational frameworks.

Educational objective #2: Participants will learn to understand human nature from an evolutionary viewpoint.

Research and Writing for Publication (Board)

William Curlette, Ph.D.

The goal of this session is to provide ways for participants to conduct research to be submitted for publication. Participants will learn to design research, both quantitative and qualitative, using data from their work or other settings which furthers Adlerian psychology. Then, participants will learn how to write a research manuscript for publication to disseminate the research findings.

Educational objective #1: Participants will learn several research designs including ways of collecting data in their settings for research.

Educational objective #2: Participants will learn basic ways to analyze data from both quantitative and qualitative research designs and also guidelines for how to write research manuscripts for publication.

Faith Reclaimed – Discovery and Connection through Spiritual Inquiry (TR&T)

Gloria McArter, Ph.D.

Through discussion and demonstration, participants will be shown ways to explore and learn from the faith experience. Faith needed to leave the resignation, the despair of fear and pain, becomes vibrant and liberating through spiritual questioning and reflection. Trusting inherent faith emphasizes an intensity of effort guided by a holistic vision of life and living.

Educational objective #1: Participants will learn the concepts of "spiritual faith" and "spiritual inquiry" as they relate to Adlerian psychology as well as how to work professionally with these concepts in the clinical setting.

Educational objective #2: Participants will learn how spiritual questions and experiences of spiritual reflection enhance trust in self, others, and the world and stimulate positive change.

To Drug or Not to Drug: The Use and Misuse of Psychotropic Medication – Plenary Session

Dr. Gary D, McKay, Dr. Wayne Peate, Dr. Kevin Leehey, Dr. Nicholas Calvino and Dr. Timothy Hartshorne (moderated by Kent Baker, M.S. & John Newbauer, Ed.D.)

These panelists will present differing opinions and a variety of options on the important topic of the use of psychotropic medication in the treatment of children. Question time will be provided for audience participation.

Individual Psychology and Eating Disorders: Practical Techniques for Mental Health Professionals (ACT)

Susan E. Belangee, Ph.D.

This session will go beyond the basics of Individual Psychology and eating disorders by focusing on practical techniques that a mental health professional can easily learn and use with eating disordered clients. The techniques that will be demonstrated and discussed include lifestyle and early recollections. Handouts will be provided.

Educational objective #1: Participants will learn Individual Psychology constructs and techniques through demonstrations of lifestyle and ERs.

Educational objective #2: Participants will learn how to use these techniques with clients struggling with eating disorders and disordered eating.

Helping Couples Stay Together: Applying 12 Principles to Adlerian Couples Therapy (ACT)

Steven A. Maybell, Ph.D.

Based on 30 years of couples therapy experience, the presenter has identified 12 principles to help couples stay together. The presentation will describe how the 12 principles are interwoven into the couples therapy process.

Educational objective #1: Participants will learn to apply 12 principles to therapy with couples.

Brain Research, Attachment Theory, EMDR: the Implications for Adlerian Psychology, the use of Early Recollections, and the understanding of the Style of Life (TR&T)

Robert B. Armstrong, Ph.D.

Basic principles of neuropsychology and the development of the self, attachment theory and trauma treatment are outlined. The application of this new understanding as it applies to Adlerian work with early recollections, therapeutic attunement (encouragement) and mistaken perceptions of self and others and life learned in childhood are presented.

Educational objective #1: Participants will learn the latest research from neuropsychology and early attachment history, the implications for optimal parenting and the development of the style of life and how this information validates and enhances Adlerian practice.

Educational objective #2: Participants will learn the neuropsychology of personality development, the inherent social basis for development of the self and the implications for Adlerian treatment.