

Descriptions of Presentations NASAP 2006

Section A: PRE & POST CONFERENCE WORKSHOPS

Practical Strategies that Help AD/HD Clients

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

Participants learn strategies that help those with AD/HD compensate for their problem. Children and adults who have AD/HD have numerous problems including short term memory, organization, time management, prioritizing, breaking down projects or tasks, planning, and problem solving. This makes it difficult for them to manage their lives.

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

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

Emotional Reorientation: Using Emotions to Alter Private Logic

Paul R. Rasmussen, Ph.D.

The goal of this workshop is to use the client's emotions to direct treatment. Included will be discussion of the adaptive purpose of emotional expression using an Adlerian and Evolutionary Model. The role of emotions as a personal feedback mechanism is emphasized, which is discussed relative to critical life-task failures. Strategies for assisting clients to gain emotional self-reliance are also presented.

Educational objective #1: Participants will learn a new way to think about emotions.

Educational objective #2: Participants will learn new treatment strategies.

The Structure and Process of Empowerment Circles

Al Milliren, Ed.D. & Wes Wingett, Ph.D.

This workshop will focus on the design and demonstration of a new approach to groups – The Empowerment Circle. The Empowerment Circle is a strengths-based approach that helps group members to identify their positive private logic, assets, and resources.

Educational objective #1: Participants will learn the structure and process involved in conducting an Empowerment Circle.

Educational objective #2: Participants will learn the relevant elements of Adlerian Theory that support this activity.

Section B: FULL DAY WORKSHOPS

Adlerian Family Counseling & Therapy: From Prevention to Remediation

James Robert Bitter, Ed.D., Oscar C. Christensen, Ed.D., & William G. Nicoll, Ph.D.

This day-long program will devote the morning to an explanation and demonstration of Adlerian family counseling by Oscar Christensen. In the afternoon, Drs. Bitter and Nicoll will present cases and demonstrate remedial processes involved in Adlerian Family Therapy. The goal is to demonstrate and differentiate Adlerian family practice with functional families and those that require remediation.

Educational objective #1: Participants will learn Adlerian Family Counseling as a preventative model.

Educational objective #2: Participants will learn adjustments to the process to address the needs of more severe family concerns and issues as might be addressed by Adlerian Family Therapy.

Parenting Assessment: A New Adlerian Tool

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

The presenter will demonstrate a method for Parenting Assessment based upon Adlerian principles. This assessment is appropriate for use by counselors/therapists with parents involved in issues of abuse/neglect, in the process of divorce, as well as those parents interested in greater insight and growth as a parent.

Educational objective #1: Participants will learn the principles and techniques of a Parenting Assessment.

Educational objective #2: Participants will learn the process of completing and writing a Parenting Assessment.

Section C: 60 Minute Presentations

Connecting Couples

Betty Lou Bettner, Ph.D.

Couples fall in love in order to connect. Their methods may be wrong but the goal is still related to being connected, to love and be loved, and to feel significant to each other. This session will demonstrate through a case study that uses early memories to uncover strengths and methods for reaching their goals.

Educational objective #1: Participants will learn the importance of finding strengths in couples.

Educational objective #2: Participants will learn to enable couples to build a constructive relationship.

Early Recollections and Empathy

Arthur J. Clark, Ed.D.

Alfred Adler believed that empathy and empathic understanding were integral to the accurate interpretation of early recollections as a projective technique. Building on Adler's views, the session features the application of a multiple perspective approach in utilizing empathy in the assessment of early recollections. After an introduction of the evaluation model, the approach will be demonstrated and clarified.

Educational objective #1: Participants will learn to understand the relationship between early recollections and empathy.

Educational objective #2: Participants will learn the application of multiple perspectives of empathy to the interpretation of early recollections.

Approaches to Working with Parents of Children with Low Incidence Disabilities

Timothy S. Hartshorne, Ph.D.

Having a child with a low incidence disability is a stressful experience for parents, and they must learn unique ways of coping. Conflicts with the school can easily develop and lead to significant problems for teachers, parents, and child. Strategies for supporting parents and improving relationships are addressed.

Educational objective #1: Participants will learn to understand the unique experience of the parents of children with low incidence disabilities.

Educational objective #2: Participants will learn the major sources of conflict between parents of children with disabilities and schools.

The Misbehaving Child

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

Participants will learn Adlerian strategies that address the four goals of misbehavior. Parents need easy, practical strategies to use in dealing with their child's misbehavior. By understanding the goal of the behavior they can use strategies that lead to a change in behavior. Counselors need to offer specific solutions to the problems parent face.

Educational objective #1: Participants will learn how to recognize the four goals of misbehavior.

Educational objective #2: Participants will learn practical Adlerian strategies to change the behavior.

Adler and Spirituality: A Dialogue about the Place of Spiritual Perspectives in our Psychology and our Clinical Practice

Erik Mansager, Ph.D. & James Robert Bitter, Ed.D.

The presenters will discuss Adler's historical positions on religion and spirituality and also discuss their 21st century positions. The possibilities for a holistic spirituality will be discussed along with new considerations of faith, belief, prayer, hope, and caring.

Educational objective #1: Participants will learn Adler's original positions on spirituality.

Educational objective #2: Participants will hear two perspectives on the place of spirituality in counseling and therapy as well as a dialogue about the importance of spiritual interventions.

Research and How Lifestyle Relates to Stress Coping: BASIS-A Inventory On-line and the Coping Resources Inventory for Stress Including Suggested Items on Spirituality

William Curlette, Ph.D. & Michelle Frey, Ed.S.

The goal is for participants to learn how to administer, conduct research, and clinically interpret the BASIS-A Inventory On-line (Internet) for lifestyle themes and relationships to the Coping Resources Inventory for Stress (CRIS). Proposed items to measure spirituality as a coping resource on CRIS and research needed will be discussed.

Educational objective #1: Participants will learn how to design research related to stress coping and Adlerian psychology.

Educational objective #2: Participants will learn how to interpret the BASIS-A Inventory and Coping Resources Inventory for Stress and participate in discussions of spirituality as a coping resource.

Individual Psychology Supervision (IPS): Encouraging the Supervisee's Style of Counseling
Matthew Lemberger, M.Ed. & Collette Dollarhide, Ph.D.

In this session, participants will be exposed to an Adlerian-based model for clinical counseling supervision, Individual psychology Supervision (IPS), and will be offered a brief demonstration of its application.

Educational objective #1: Participants will learn about the constructs and processes associated with an Adlerian-based model for clinical supervision.

Educational objective #2: Participants will learn how "style of counseling" issues influence clinical practice with clients and strategies for supervisors to work with supervisees to enhance their professional practice.

Jon Carlson, Psy.D., Ed.D. "Touched by the Spirit"

"We are not human beings having a spiritual experience. We are spiritual having a human experience." Pierre Teilhard de Chardin

This program will discuss spiritual transformation with the help of sample experiences that others have described as transcendent. These experiences resulted in a life-changing path that gave greater meaning, purpose, and fulfillment in the person's life. Jon Carlson, Psy.D., Ed.D. is Distinguished Professor in the Division of Psychology and counseling at Governors State University and psychologist at the Lake Geneva (Wisconsin) Wellness Clinic. John has published books, articles, and DVD's for both the professional and the trade markets. He has danced with the !KUNG Bushman in Namibia, dialogued with the Dalai Lama at his home in India, chanted with monks in Thailand and Nepal and interviewed prominent rabbis, monks, educators, theologians, shamans, social activists, and authors.

Effective Co-parenting Post-Divorce: A Couple Counseling Model for Working with Couples Divorced and Co-parenting

Louise Florence Giroux, Ph.D.

From her struggle and positive outcome with co-parenting, post-divorce, Louise has developed a working model. This session's goal is to encourage and to practice with participants who are interested in working with co-parenting and divorced couples. This session will be a useful tool in your work as it has been in Louise's own practice.

Educational objective #1: Participants will learn a model and it's interventions in working with divorced/co-parenting couples.

Educational objective #2: Participants will learn to integrate Adlerian interventions in this model.

Adler and the Feminist Agenda for Counselors

Jane Griffith, M.A., M.A.T.

This presentation addresses Adler's feminism with emphasis on early influences on his thinking, his feminist awareness in the development of Individual Psychology Theory, ways in which Individual Psychology practice reflects feminist treatment priorities, and Individual Psychology relative to today's feminist agenda.

Educational objective #1: Participants will learn congruencies between Individual Psychology Theory and practice and feminist standards for psychotherapeutic intervention.

Educational objective #2: Participants will learn to track the development of Adler's ideas regarding human equality.

Lunch with Francis of Assisi & Alfred Adler – Repair my House: The Challenge of Resiliency, Balance, & Flourishing

Jerry Hiller, Psy.D. & Marilynn J. Rochon, M.A., L.C.P.C.

What contributions from 13th century Francis of Assisi, and the practical/positive psychology of Adler *decrease* anxiety and depression, and *increase* resiliency, balance, and flourishing in a consumer, materialistic, and compulsive culture? How can these mind, body, and soul disciplines affect heart diseases, gastrointestinal disorders, and back pain/chronic pain?

Educational objective #1: Participants will learn how the contributions of Francis and Adler can decrease anxiety & depression and increase resiliency, balance & flourishing.

Educational objective #2: Participants will learn how these contributions can influence heart, gut, & back.

Chief Joseph and Adler had Something in Common: Blending Native American Spirituality and Adlerian Psychology

Darline Hunter, Ed.D.

This session will draw a parallel between Native American Spirituality and Adlerian Psychology and will present a group counseling program based on the blend of these philosophies. The group counseling program presented is based on the newly released book, *How to Reach Defiant, Resistant, Disrespectful Kids through Native American Teachings*.

Educational objective #1: Participants will learn the similarities between Native American Spirituality and Adlerian Psychology.

Educational objective #2: Participants will learn group counseling techniques which blend the two.

A Psychologist Looks at Religion and a Theologian Looks at Psychology

Robert L. Powers, M.Div., M.A.

The goal of this presentation is to consider how psychological theory and practice can meet theological reflection in mutually instructive dialogue. The presenter, educated in both theology and psychology, will engage participants in a seminar format.

Educational objective #1: Participants will learn to use psychology to understand religious ideas and behavior.

Educational objective #2: Participants will learn to consider how psychological theory and practice can be studied and pursued as a devout extension of religious fidelity.

No Fault Marital Assessment: “Getting Off to a Great Start”

Steven J. Stein, M.A., M.Ed.

At the commencement of marital therapy, this workshop delineates a structured interview designed to strengthen motivation for change by: minimizing conflict, maximizing empathic understanding, and gaining a commitment to raise the bar of marital satisfaction. Marital therapy’s positive outcome is built upon a successful beginning.

Educational objective #1: Participants will learn a structured format for the first marital interview, leading to a positive commencement of marital therapy.

Educational objective #2: Participants will learn to sequence the interview so as to minimize conflict and maximize motivation for change.

Adlerian Values and Beliefs Expressed by Mother and Daughter in Work Life

Margaret Wadsley, B.Ed., M.Phil. & Kirsty Wadsley, B.A.

This seminar will set out to invite participants to identify and reflect on the influences they believe impacted on their choice of occupation. Theoretical connections to Individual Psychology will also be drawn up. The seminar will combine listening and active participation to enable participants to make connections between Adlerian life-experience and its relevance to the learning outcomes.

Educational objective #1: Participants will learn to appreciate how the basic theoretical assumptions and philosophy of Adlerian Psychology expressed in the family field of experience impacts on the life task of work.

Educational objective #2: Participants will learn to identify the factors of maternal influence impacting on the choice of occupation.

The Courage for Harmony: On Suffering and Social Interest

Julia Yang, Ph.D. & George Drabik, B.A.

Why do we differ? How does an aesthetic virtue like harmony give courage and deliver us from vulnerability?

The program presents how Adlerian ideas of social interest resembles the teleological worldview of eastern and western philosophies of the perfect community in which we belong by making both material and spiritual provision for it.

Educational objective #1: Participants will learn Adlerian perspectives of suffering and how they relate to the spiritual calling for courage and harmony.

Educational objective #2: Participants will learn the Adlerian, Taoist, Confucian, and Christian teachings of harmony as means and ends of social interest, mental health, and spiritual belongingness.

The Doctor and the Archbishop: A Report on the Adler-Temple Research Project

Robert L. Powers, M.Div., M.A., & Jane Griffith, M.A., M.A.T.

The goal of this session is to acquaint participants with a research project studying the relationship between two 20th century giants: Alfred Adler, the psychiatrist, and William Temple, the churchman. Their views will be discussed against the background of the historical-cultural context of their period (late 1800's – WWII)
Educational objective #1: Participants will learn about the Adler – Temple relationship.
Educational objective #2: Participants will learn about the historical-cultural context of the period.

Section D: 90 Minute Presentations

Introduction to Alfred Adler and Individual Psychology

Susan E. Belangee, Ph.D., L.P.C., N.C.C.

This session will provide an integrated approach to understanding Individual Psychology in terms of theory, research, and practice. Constructs that will be covered include: lifestyle, social interest, birth-order, purposefulness of behavior, among others.

Educational objective #1: Participants will learn who Alfred Adler was and his relevance to psychology.

Educational objective #2: Participants will learn the main constructs of Individual Psychology.

How to Improve Work: Goal Identification and Social Interest can be Learned

Eva Dreikurs Ferguson, Ph.D.

Mistaken goals lead to self-destructive behavior and to actions that are counterproductive for work. We can learn to change these. Adler-Dreikurs theory is optimistic and effective for helping us to identify mistaken goals and to change them to be in line with, and to increase, social interest.

Educational objective #1: Participants will learn basic concepts of Adler-Dreikurs Theory and how they are valuable for organizations.

Educational objective #2: Participants will learn how to identify goals, private logic, and increase Social Interest.

The Typical Day “Play”

Lois Ingber, L.C.S.W.

This presentation demonstrates an innovative application of the Adlerian/Dreikursian family counseling technique of assessing a “Typical Day.” Having the family “act out” its typical day, using miniature figures, results in more dynamic information than verbal descriptions frequently reveal. A video using this interactive approach will be shown and discussed.

Educational objective #1: Participants will learn about an engaging technique for conducting the Typical Day assessment.

Educational objective #2: Participants will learn how to apply this in their work with families.

Counseling Children with Origami: Making PaperWork Fun and Therapeutic

David M. Colestock, M.Ed., N.C.C., L.P.C.

Participants will learn basic origami figures and how to use origami in all phases of the Adlerian counseling process. Particular focus will be placed on the use of origami figures as metaphors to encourage clients to gain insight into their current situations and to identify ways to change behaviors.

Educational objective #1: Participants will learn simple origami figures to use with children.

Educational objective #2: Participants will learn applications to integrate origami into all phases of the Adlerian counseling process.

Plenary Session: “Holistic Spirituality: Contributions by Individual Psychologists.”

Moderator: Mary Frances Schneider. Panel: John Carlson, Psy.D., Ed.D., Manu Bazzano, B.A., & Robert Powers, M.Div., M.A.

“An Evening with Margo Adler”

Margot Adler is a National Public Radio correspondent based in NPR's New York Bureau as well as the host of NPR'S [Justice Talking](#), a weekly one-hour show. Her work as a correspondent can be heard regularly on [All Things Considered](#), [Morning Edition](#), and [Weekend Edition](#). In her work as an NPR correspondent, Adler specializes in in-depth, and, since September 11, 2001, has spent much of her time focused on reporting the human story in New York City. Her recent work has shed light on the many stories surrounding the aftermath of the attacks, including reports on those who have been dispossessed of their homes, those who have lost their jobs, those grieving, and those involved in relief efforts. She is the author of the book, *Drawing Down the Moon*, a study of contemporary nature religions and *Heretic's Heart*, a 1960's memoir. She continues to educate people about Wicca and Earth-based spirituality, in lectures, workshops, and rituals around the

country. She has given sermons at Unitarian Churches and has even performed legal Wiccan weddings. Adler received a bachelor of arts in political science from the University of California, Berkeley in 1968 and a master's degree from the Graduate School of Journalism at Columbia University in New York in 1970. She was a Nieman Fellow at Harvard University in 1982. The granddaughter of Alfred Adler, the renowned Viennese psychiatrist, Adler was born in Little Rock, AR and grew up in New York City where she lives with her husband, John, and her son, Alexander.

Growing Encouragement: Creating a Support Structure for Discouraged Kids

Lois Ingber, L.C.S.W. & Jody McVittie, M.D.

This interactive workshop will introduce practical student assessment tools that will facilitate Adlerian based assessment of challenging and challenged students. This leads to effective and encouraging interventions.

Participants will have an opportunity to practice and enhance skills using one of their own cases.

Educational objective #1: Participants will learn about a practical, encouraging structure for student assessment and intervention.

Educational objective #2: Participants will learn how to use the tools by practicing several of the assessments tools on their own cases.

Creating Encouraging, Holistic Classrooms that Promote Responsible Behavior

Patricia Kyle, Ph.D.

Counselors and teachers can create encouraging, holistic learning environments through effective, comprehensive discipline/management options. This interactive presentation emphasizes the integration of effective teaching (CLEAR), proactive preventive strategies (PACE), practical corrective strategies (ABC'S of Intervention), and positive supportive techniques (RESPECT) to creating encouraging classrooms where students learn and practice responsible behavior.

Educational objective #1: Participants will learn practical strategies to create an encouraging classroom in which students are dealt with in a more holistic manner that promotes responsible behavior choices.

Educational objective #2: Participants will learn how a comprehensive approach to classroom discipline and management connects with a more holistic, encouraging classroom being created.

Working with Children after a Traumatic Event

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

This presenter will outline assessment and intervention methods for counselors/therapists to use with children after they have experienced a major crisis, a traumatic event (such as a terrorist attack, a deadly flood, or a school shooting). Participants will also learn techniques for working with the children's family and teachers.

Educational objective #1: Participants will learn methods to assess children who may have been traumatized.

Educational objective #2: Participants will learn methods of intervention for children who may have been traumatized.

Play It Out: Helping Children Meet Their Crucial C's After a Crisis or Disaster through Play

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

Participants will be introduced to how crises and disasters affect children. They will learn through demonstration and application how the power of play can help children feel connected to others, feel like they count, feel as if they are capable, and instill in them the courage to go on.

Educational objective #1: Participants will learn about how crises and disasters affect children.

Educational objective #2: Participants will learn, through demonstration and application, how to use various types of toys to help children cope with the ramifications of crises and disasters.

Planting Seeds for Parents to Succeed: Intentional Scaffolding of a Parent Education Class

Jody McVittie, M.D.

This experiential workshop will teach how Adlerian concepts apply not only to *what* we teach but *how* we teach: building a class that is effective and meets our parents where they are. This workshop will also explore the process of creating space for change: shifting perceptions, interpretations and beliefs to allow parents to gracefully incorporate new stances and behaviors with their children.

Educational objective #1: Participants will learn how to structure a parent education class to maximize the parents' ability to discover and learn.

Educational objective #2: Participants will learn tools for recognizing the scaffolding problems when there is resistance and "it isn't working."

Encouragement for Aging

Mim Pew, M.S.W., L.M.F.T., L.I.C.S.W., Edna Nash, M.Ed., & Leo Gold, Ph.D.

The goal of this session is to raise consciousness about growing older in our profession. The leaders, 80 plus years old, will share how an encouraged attitude has influenced their aging process while staying involved in their Adlerian work. Through storytelling and group interaction, this workshop will provide participants wisdom and inspiration about their own aging process, and continue to feel an integral part of their family, social and professional tasks of living.

Educational objective #1: Participants will learn how encouragement affects attitudes towards aging.

Educational objective #2: Participants will learn to use an encouraging attitude for living well and remaining productive in their life tasks.

Adler and Neuro-Linguistic Programming: A Match Made in Heaven

Helen Graves, B.A.

Aimed at HR professionals, managers, and coaches, this session focuses on the parallels between Adlerian theory and Neuro-Linguistic Programming (with a nod to quantum physics). A specific strategy for helping individuals and teams access more internal resources when dealing with challenges will be taught.

Educational objective #1: Participants will learn how Adlerian theory is mirrored by Neuro-Linguistic Programming principles.

Educational objective #2: Participants will learn a specific process they can use to help individuals and teams access more internal resources when dealing with challenges.

A Forum for College Professors, Part 4: Adler and Spirituality

Stephen Saiz, Ed.D., Rebecca LaFountain, Ed.D., Frank Main, Ed.D., and William McHenry, Ph.D.

For some time now many Adlerians have recognized spirituality as the fourth life task. Yet, in the college classroom encouraging your students to access the power of spirituality can be difficult and awkward. Join these college educators as they explore and share how they introduce and encourage the use of spirituality to facilitate client change. Come to this session ready to learn and ready to share.

Educational objective #1: Participants will learn how spirituality is an important component in the training of therapists.

Educational objective #2: Participants will learn and share with others how to tap into the wellspring of spirituality to facilitate client change.

Accepting “What is” with Spiritual Inquiry and Conversation

Gloria McArter, Ph.D.

The spirit of inquiry is fundamental to living life to its fullest. Acknowledging and genuinely experiencing thoughts, feelings, and dilemmas enhance wisdom and integrity. Respectful connection encourages awareness, creativity, and self-determination. Participants will come to know the internal and interrelated presence of spirit for wholehearted clarity and well-being.

Educational objective #1: Participants will learn the concepts of “what is” and “spiritual inquiry” as they relate to Adlerian psychology and the benefits of applying these concepts in counseling.

Educational objective #2: Participants will learn how the practice of listening and watching for what comes to awareness enhances wholeness and interconnectedness.

Sparking Social Interest by Fanning the Flames of Moral & Emotional Development

Linda E. Jessup, M.P.H., F.N.P.

This session will share a developmental scale with an Adlerian twist. This scale provides a memorable guide for parents, educators, and clinicians committed to stimulating and sustaining growth toward moral and mental maturity – including Social Interest.

Educational objective #1: Participants will learn how moral and emotional development is linked.

Educational objective #2: Participants will learn to use a developmental scale for assessment & stimulation development.

Section E: 120 minute Presentations

Therapeutic Enactment: A Group Based Treatment for Trauma Repair

Douglas Cave, Ph.D., Teal Maedel, M.A., and Marvin Westwood, Ph.D.

This workshop will provide participants with information on an innovative group based therapeutic intervention to deal with trauma. Therapeutic Enactment is an innovative group-based intervention. Clients

“reenact” critical events which have caused personal injury. Clients are able to reach a resolution, lessening or eliminating symptoms associated with traumatizing events. This action-based approach, emphasizing movement allows for the integration of traumatic events and facilitates improvement in life tasks.

Educational objective #1: Participants will learn the theory behind therapeutic enactment.

Educational objective #2: Participants will learn the practical application of therapeutic enactment with clients.

Adlerian Insight Oriented Therapy and Intuition

Roseanne Boldt, Psy.D. & Mary Frances Schneider, Ph.D.

Insight enables change in core perceptions about the self, the world, and others. Intuition, and inner voice that gives rise to understanding, is an essential component of insight. Participants will learn daily practices of mindfulness and study their own unique intuitive strengths and weaknesses to use them in insight therapy.

Educational objective #1: Participants will learn to awaken and learn to trust their own intuition using the mind-body network.

Educational objective #2: Participants will learn to study their unique intuitive strengths and develop them.

When You're About to Go Off the Deep End, Don't Take Your Kids With You: Step by Step Guide to Get What You Want AND Give Your Children What They Most Need!

Kelly Nault, M.A.

This session will provide an entertaining and educational workshop that offers time-tested, child-proofed and fun parenting tools that work so well in motivating kids to be happy, compassionate, and responsible that you can look forward to never *having* to remind, argue or punish again (and it's surprisingly simple to achieve!).

Educational objective #1: Participants will learn how to raise children to have towering self-esteem without raising a spoiled brat.

Educational objective #2: Participants will learn new ways to encourage children to bring out their very best.