



FAMILY!

Email Sparks Ideas

Here's a teaser for you to consider with regard to the Vancouver conference next May. On-line correspondence sparked a call for presentations on the topic of "anger" to be addressed for the specific purpose of family educators.

Proposed by member **Ingeborg Heinje**, who queried the email list on this subject, within days, our FE Section Co-Chairs received at least three such proposals.

Responding by email, Section Co-Chair **Mary Hughes** suggested incorporating this topic into our newsletters, seeking brainstorming. She wrote, "how about an article on handling anger--one that gives helpful hints for the various developmental ages and stages--from toddlers through adults?... (M)aybe include other feelings that give parents a hard time--like fear, selfishness, handling losses, etc..."

How about it, readers? ■

New Feature

Dear Addy...

Many of our membership deal with countless examples of family education challenges. As with Open Forum Counseling, we can all learn from the examples others provide, and their expert commentary.

We hope to begin a new feature in the next issue of *FAMILY!*, by printing a "Letter to the Adlerian Family Educator" or "Dear Addy", and inviting responses. Your participation is most welcome! ■

NASAP 2002 50th Anniversary Conference

A Personal Report

by Judi Riley

In Chicago last May 23-25, I attended my first NASAP conference, even though I have been teaching Parent Study Groups on and off for 30 years. It was a very intense three days of workshops and connecting with the Adlerian community (or is that 'family'?).

I was fortunate to be chosen to receive a scholarship from the Family Education Section of NASAP, which covered my registration for two of the three days. This was a welcome contribution toward my expenses (I am a Canadian, and the exchange rate is formidable!), and all that was asked in return was that I contribute a few hours staffing the Book Room, which I enjoyed doing.

The workshops were varied and interesting. The list of presenters included many well-known names in the field of Adlerian Psychology, and I was fortunate to hear some of them.

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FE Section Co-Chairs Report...

Crisp, cool air signals the arrival of fall, as do excited children bearing oversized backpacks and the blush of changing leaves. As school starts, Parent Education classes will also begin for many of us, part of the life-long teaching-learning cycle, which adds zest and depth to life, much as the snap, crackle and rich aroma of autumn adds spice and definition to this season of the year.

Those who were able to attend the blockbuster NASAP Convention in Chicago may still be feeling fortified by the giant "backpack" of ideas, information and relationships carried away from that spectacular gathering. The experience may even have produced some changes, which now color one's thinking and understanding in some new and delightful ways. By the way, the benefits of those events are not confined to the conference participants. Audiotapes are available for anyone from the NASAP website so we all can continue learn and share.

The conference certainly offered the Family Education Section a bountiful harvest of food for thought. **Judi Riley** writes about her perceptions of the event as a parent educator. A workshop on anger has stimulated some continuing exploration of this intriguing subject, which begins here, and which we hope will be of help to you personally and in your parent education groups. One of the high points of any conference is the wonderful chance to exchange information with a variety of others involved in Parent Education. This issue of *FAMILY!* provides an inside look at PEP, a thriving FEC model, as part of our on-going series on Adlerian parenting programs.

The NASAP Board and the Council of Representatives (COR) meets in Hershey, PA September 20-22. We will both attend these meetings. Part of the business at hand in the fall is reviewing workshop proposals for the next NASAP Conference, to be held in May 29-31, 2003. The COR is also responsible for re-examining NASAP dues and fees periodically, communicating how NASAP can strengthen the interest sections and learning how our members can, in turn, strengthen the larger organization. Please let us know your concerns, bright ideas and suggestions so we can represent both you and Adlerian Family Education faithfully.

An interesting side note is that many of the other Board members or COR representatives (academics, therapists, psychologists, counselors and business people) have also been - or still are - involved in parent education. The result is that within NASAP parent education is considered very important, there is great interest in what's happening in the field, and support for our efforts is always high!

Helen Iriate has signed on as Family Education Treasurer, and we are glad to welcome her to the leadership of this NASAP Section. An Adlerian group is made richer by the contributions of many and we thank her for stepping up to the job!

Enjoy the many valuable and provocative tidbits in these pages. Consider how you can join the conversation on-line. Think of some great ideas for the next issue, or a "Dear Addy" problem to throw out to the group. Then write us with your own thoughts, favorite materials or information about what works (or doesn't work - that's useful too!) for you. Your input and ideas certainly make a more lively, exciting *FAMILY!* ■

Warm regards, *Mary & Linda*

Adlerian Wisdom

- *Misbehaving children are "discouraged children" who have mistaken ideas on how to achieve their primary goal -- to belong. Their mistaken ideas lead them to misbehave. We cannot be effective unless we address the mistaken beliefs rather than just the misbehavior.*
- *Use encouragement to help children feel "belonging" so the motivation for misbehaving will be eliminated. Celebrate each step in the direction of improvement rather than focusing on mistakes.*

--from **Positive Discipline**
by Jane Nelsen

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Book Review Looking Back at PEP

from the *Chicago Tribune* Sunday
Family Section, Published June 2, 2002

THE QUICK Q&A

A peace initiative for daily battles Parental self-control can ease no-win situations

Interview by Joanne Trestrail

Focus: **Carolyn Crowder**

Background: Carolyn Crowder's "Eating, Sleeping, and Getting Up: How to Stop the Daily Battles with Your Child" (Broadway Books, \$12.95) applies the philosophy of Viennese psychologist Alfred Adler (1870-1937) to three situations in which parents and children often are at loggerheads. Crowder is a Tucson-based psychologist and the co-author of two other books, "Backtalk" and "Whining."

Q. What is your child-rearing approach based on?

A. I am a disciple of Rudolf Dreikurs and his teacher, Alfred Adler. They had a very broad and coherent philosophy about how to raise kids. One of the main things they thought was that when children are not allowed or encouraged to belong in positive ways, through contribution and thoughtfulness, they misbehave. Misbehavior is an attempt to belong, to find a place of significance.

Modern parents have two ways of responding to misbehavior. They either come across autocratically—"You'll do what I say when I say it"—or they throw up their hands and let the child do whatever. Neither way trains children how to behave. Maybe they get you through the incident at the supermarket, but they don't teach the child anything.

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by Linda Jessup, PEP founder

*Editor's Note: FAMILY! is running a series of articles highlighting the various Adlerian parenting approaches in use. Last issue, we looked at **Positive Discipline**; next issue, we'll feature **STEP**, then **Active Parenting**. We invite your feedback and contributions.*

The Parent Encouragement Program (PEP), Inc., celebrates its 20th birthday this year! A question I am being asked repeatedly is, "What is the secret of PEP's success?" Looking back from this vantage point, as one of PEP's founders, I marvel at the organization's growth and development, even at its survival, given the hazards we've encountered along the way and observing other parenting programs which have come and gone in the same time period. I see PEP much as I see my now adult children, feeling awed at the unique paths they have taken, becoming different and so much more than I ever anticipated.

PEP was born, unexpectedly, from disagreement about how best to educate parents in Adlerian principles. Having benefited personally (as a desperate parent!) from a traditional Family Education Center located near Washington, D.C., over a period of five years I developed what I thought was a complimentary series of curricula based in experiential, multi-sensory learning, which added a graduated series of skills to gradually translate these exciting Adlerian ideas into well-established behaviors, habits and, eventually, the attitudes necessary to sustain these new relationship patterns.

Sadly, this more experiential approach instead created a

division between the older group leaders, to whom I still feel profound gratitude, and newer group leaders who embraced this more hands-on teaching-learning method. Leaving the parent organization, where these ideas had created such dissention, was one of the hardest moves I've ever made. I was surprised and concerned when three good friends, all experienced group leaders who had joined me in pioneering these methods, also left in protest.

The four of us were more surprised still when parents who had been in our groups began calling, requesting continuing classes. So, in 1982, a group of twelve parents gathered in a leader's living room to continue the learning process they'd begun under different auspices. Over the next year, as the demand continued and slowly grew, the organization was christened the Parent Encouragement Program, ("PEP, energizing family relationships!") and my bedroom office became the fledgling organization's headquarters – for the next eight years!

Twenty years later PEP has survived the crucial transition from Founding Director to an innovative new Executive Director, and its wide variety of programs and services are offered year round. While PEP's classes and workshops enroll between 150 and 250 parents each quarter and are located in Maryland, Washington D.C. and Northern Virginia, PEP's Family Encouragement Center has been housed in the wing of a centrally-located church, for the last dozen years, and the services

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PEP...continued from page 3

provided are highly personalized. An office staff of eight, (two full-time and six part-time employees) mean that callers are answered by real people and the Center welcomes parents and their children to classes, the library, bookstore and playroom daily. Additionally, an extremely responsive Class Leadership cadre, now numbering more than eighty group leaders and trainees, constantly introduce new energy and ideas from their work with parents into PEP's programs.

These developments have come as small, steady gains over time. What are some of the other factors that account for PEP's survival and vitality? First, having a substantial, well-tested variety of curricula, (8 to 10 weeks each) to which additional curricula for parents of teens, 'tweens, pre-schoolers and couples have been added over the years, means that parents come, find value in their first class, and over half tend to return for additional classes, Open Forum Counseling demonstrations, private consultations, talks and workshops as their children grow and change.

Second, we decided early on to create a "peer empowerment" model, rather than a professionally led parent education model. Preparing credible instructors in the fast-paced Washington, D.C. environment, where lawyers, psychiatrists, and diplomats participate alongside parents who are court-ordered or from local homeless or treatment shelters requires leaders with well-developed confidence and considerable skill. PEP's class leaders, all experienced parents themselves, who have been through the three core classes (a total of 28 weeks) plus a 7-week Leadership Training Class, are

highly trained in what ends up being a two to five-year progressive certification process. In addition, these leaders are required to participate in continuing education as long as they are actively involved in class instruction.

PEP's demanding curricula and well-trained leaders require a solid investment of time, effort and finances from class participants as well, producing a high-yield learning experience for parents, who move at their own pace in this highly personalized environment. The substantive information and skill base may account in large part for the high enrollment rate of fathers (around 40%), and while appreciating the practicality of the material, I suspect the emotional support and encouragement are at least as valuable for both mothers and fathers.

Third, PEP's vision of strengthening families is broadly shared. The fact that all of the staff, a vigorous, hard-working Board of Directors and the leaders themselves have come through the classes, means that they are trained in the relationship skills we teach, dedicated to the organization's goals and enthusiastic about the Adlerian values in which they are grounded. While ideas and opinions may be hotly debated, in an atmosphere of genuine respect differences rarely become antagonistic, and talented people find many useful ways in which to contribute their expertise to the organization. In turn, contributors relish the welcoming and appreciative environment of PEP.

Finally, PEP is a family affair, cutting across the sterile age segregation that occurs so commonly in our society and social interest is prized. Everyone volunteers time beyond their official duties, as do spouses,

children – even grandparents! Regular volunteers too, less available and for shorter amounts of time when they do come than was true a decade ago, also tend to be drawn from the classes and PEP's Membership program. Teenagers working on "community service" hours, provide valuable manpower, occasionally staying far beyond their required hours, even coming in during holiday and vacations! Social interest is alive and well throughout PEP, and it is contagious!

So the secret of PEP's survival is not really such a "secret" after all. Constantly producing and refining well-crafted programs, continually preparing people well and consistently embracing and practicing the Adlerian principles on which the organization is founded keeps PEP energized, as well as the families and communities who participate. ■

Here 'n' There

Your Editor bought a copy of *Parents* magazine, attracted by the intriguing promise of an article on how to deal with "rude" children-- and erroneously assuming that it would be a review of the 2McKay/Eckstein/Maybell Adlerian book. It was instead an "Emily Post" feature.

Wouldn't it be nice to encourage even deeper and more meaningful discussion of childrearing practices vis `a vis a "rude" world?

See *Parents'* September 2002 issue, dealing with "Raising Polite Kids in a Rude World."

You can write us or to *Parents*, 375 Lexington Av, New York NY 10017. Suggest what readers want to see, or offer the information yourself! ■

Convention...continued from page 1

I thoroughly enjoyed an all-day pre-conference workshop with **John Taylor**, who shared much of his work on Oppositional Defiant Disorder and Power Struggles. There was so much material in his workshop that expanded my understanding of power struggles. One idea that I could use with my study groups is the "Four-legged Table of Encouragement". The four 'legs' help us remember four facets of encouragement:

- Leg #1: Belonging - Social Impact
My CONTRIBUTIONS matter
- Leg #2: Autonomy - Self Direction
My WANTS matter
- Leg #3: Belonging - Worth
My PRESENCE matters
- Leg #4: Autonomy - Self Confidence
My EFFORTS matter

Watching Dr. **Harold Mosak**, an Adlerian, with Dr. **William Glasser**, a non-Adlerian, sharing their views on effective therapy and counselling was both entertaining and informative. The presentation confirmed my suspicion that while their approaches may be different, the underlying precepts of their work have many similarities. How many times have I talked with my parenting groups about parents' choices and children's choices? More than I can count!

Another highlight was a presentation with Dr. Glasser and Dr. **Jon Carlson**, on *Integrating Glasser and Adler*. I was impressed with the way Carlson 'interviewed' Glasser, how they respected each other's views, and how Carlson encouraged Glasser to share his differing approach to counselling.

In the workshop with **Lynn Lott** and **Jane Nelsen**, called *Using Childhood Memories to Understand and/or Change Your Blueprint for Living*, we learned an incredibly quick and workable Ten Step "Breakthrough" system to help someone let go of an old decision and take on a new one, using Madam Dora's Advice Cards. I could use these cards with my parent study groups to encourage parents to make changes in their lives.

The Open Forum Family Counselling demonstration with **Oscar Christensen** turned into a demonstration with a young mother from the audience, when a 'client' family could not be found. Even though the young mother, a parent of two children in the Toronto Kinderschool, was very familiar with Adlerian concepts and was not having much difficulty with her parenting, Christensen was able to demonstrate the importance of an atmosphere of mutual respect and encouragement in counselling. His background knowledge and non-threatening manner made a counselling session seem more like a friendly conversation, while at the same time exploring ways for making improvements in the family life.

In a too short workshop with **Mary** and **Gary Hughes**, called *Adlerian Parenting: A Class Act*, we learned some practical ideas and activities to use in parenting classes. I liked their idea of a 'toolbag' containing many items that could be used as effective visual aids in parent study groups. We also practised some experiential activities which would help explain some of the concepts of **Positive Discipline**. To help us remember, we received a generous handout.

continues next column

Robert Powers gave a very powerful (no pun intended) demonstration with two different volunteer clients, showing how one's perception of a problem may get in the way of finding a solution. With very attentive listening and selected feedback, he showed how a client can sabotage her own search for a solution, which may be right in front of her. His firm but gentle attitude encouraged the clients to discover their own solutions.

Although we did not see much of Chicago, we did get to view the skyline from our Saturday evening dinner cruise aboard *The Duck*. The cruise and the conference were brought to a close by a fantastic display of fireworks.

As a parent study group leader, I now have lots of new ideas, information and enthusiasm to add to my "toolkit" for future study groups. And I have made some new friends as well.

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SAS On-Line

Saskatoon Adlerian Society has a wonderful newsletter and archives it on their web site. Highlights of their September issue: NASAP 2002 report, two book reviews on adolescent girls, including *When Girls Feel Fat...* by S.S. Friedman and *Reviving Ophelia...* by Mary Pipher; Beth Johnson's 7 tips on *Helping Kids Resist Peer Pressure...* and more.

Find them at
<http://www.sfn.saskatoon.sk.ca/health/adler/index.html> ■

Crowder...continued from page 3

The Adlerian model requires self-control on the part of the grownup. Instead of just reacting all day, you have a plan. Once you've had enough practice, it becomes second nature to you, just like yelling or bribing would be otherwise.

Q. To have any philosophy at all seems unusual these days.

A. Kids need structure and consistency. That's how they learn to behave and how they feel safe. When we don't give it, when it's a free-for-all, it makes kids kind of nuts. I've been teaching the Adlerian model for 25 years, and children change very quickly if you can get the adults to follow the principles. The kids like it.

Q. Is it better not to focus on controlling your children but on controlling your response to them?

A. Truly, that's all you have control over anyway. You think you can make a 2-year-old do something? When they're little you can pick them up and move them, but that ends pretty soon.

Q. Let's talk about mealtimes. How can your philosophy help?

A. "Philosophy" is the right word. Lot of psychologists and others who try to help parents offer a bag of tricks, but the tricks don't work without an understanding of why you're doing them.

Mealtimes are very easy to solve. One of the most powerful things children can do is refuse to eat or refuse to eat what you've cooked. And it drives parents up the wall—as it should, because it is rude and disrespectful.

The way you handle it, instead of fussing or bribing the kids with ice cream, is to say, "OK. I see you've decided not to eat. See you at

breakfast." And you take the food away.

You did your job, which is to cook the meal and get it on the table. Their job is to eat it. If they choose not to, that's their business, and they need to live with the consequence of that, which is hunger. The parents have to see that it won't kill a child to miss a meal and also that it's the kid's decision, so respect it.

Q. And two hours later, when they want a sandwich . . .

A. You say nothing. Or you say, "Oh." What parents want to do at that point is lecture. They want to say, "If you'd eaten your supper you wouldn't be hungry. OK, you can have a peanut butter and jelly sandwich, but next time blah blah blah." That's typically what people do, instead of just saying, "Hmmm."

Real powerful children will say, in their behavior, "Well, to hell with you. I'm going to get something to eat myself." This is where the model gets tough. If you're going to train them, you need to scale back the snacks and everything in the kitchen before you start doing this, so there is nothing for them to grab. It's inconvenient, but parenting is inconvenient.

Q. So don't commiserate or apologize or explain?

A. Just say, "Hmmm." We overtalk because we think that's discipline, but what's discipline is when you remove the plate. You don't need to add Lecture 101 about eating. My first recommendation to parents is usually to go home and quit talking. That brings enormous change. You don't have to be hostile. Just be neutrally quiet. Kids don't know what to make of it, and it changes the dynamic.

Everybody says, "My kids don't listen to me." Well, maybe your words don't mean anything. You say, "I'm never bringing you to the supermarket again." That's wasted language and the kids know it, so you've lowered your credibility. Don't use idle threats. If you say, "You do this and I'll do that," you'd better do it.

Q. And speak in a neutral way, not an angry way?

A. You're giving information about what you're going to do. At the bottom of respect is self-respect. Children don't respect us when we act like doormats. When they complain at mealtime and you rush around and become a short-order cook and make them pancakes and then they don't want that so you cook them eggs, how self-respecting is that?

Q. And what are the children learning about adults?

A. That their time is not important. That they're servants. That if I forget my homework, my parents will rush it over to the school. The focus should be on the misbehavior and what's to be done about it. Consequences need to be as logical as possible, and sometimes they're hard to think of on the spot. But eating is easy, because the natural consequence of not eating is hunger.

Q. What about keeping the misbehavior from happening in the first place?

A. That's where contribution comes in; it's the antidote. Kids need to be helping you. They don't need to be watching TV while you do all the work. Little kids can tear up lettuce. They can get the forks out, fold napkins. Little kids want to help. They can do a lot, and they

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Crowder...continued from page 6
should see things as a joint effort, rather than Mom doing it or Dad doing it. And, of course, clean up.

Q. Civilized society right in your own home?

A. Kids are so powerful and rude today, parents think nothing can be done. But if you get training and self-discipline yourself, you can bring about change in a day. It starts to happen. ■

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Email Bag...

FE Section members who indicated an email address to Central Office conduct an occasional round robin communication on-line. Reprinted here by permission are their contributions:

April, 2002

Rob McBrien

Diplomate in Adlerian Psychology
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The acronym HALTS serves as a reminder to parents that children (and adults) tend to be irritable and have a lower tolerance for frustration when they are: Hungry, Angry or anxious, Lonely or left out, Tired, and Stressed or sick. Parents in my workshops, especially my *Parenting Your Spirited Child* groups find my HALTS handout very useful with their families.

August, 2002

Ingeborg Heinje
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In addition to suggesting we address the topic of Anger from the point of view of family

continues on back page

From the Web

What's Up

The NASAP Theory & Research Section has created a space on the NASAP website for an exchange of ideas via the Internet. We thought you'd be interested in the following excerpts on Open Center Counseling from their online Journal. Start at <<http://www.alfredadler.org/sections.htm>> and select Theory & Research Journal to stay current.

OPEN CENTER COUNSELING - THE NEED IS GREAT

Eva Dreikurs Ferguson and J. Slava Thaler

.....Question: I would like to (at some point) do open forum family counseling in a public setting. I think that it is a powerful tool that can be beneficial to a large audience. My question is this: Does anyone see anything potentially problematic ethically? I would be very interested if anyone has confronted this problem, or if anyone has suggestions to minimize the risk of being taken to task for "exploitation" "dual roles" (say if this was/is a client), etc. I could see other professionals possibly being uncomfortable with the idea of using "real" clients rather than have people "acting a role." (Paul R. Peluso, Ph.D.)

Answer 1: I have heard the concern about the ethics of this raised from time to time. I frankly don't see the problem. The family understands the context of the situation and has agreed. Also you are doing "family counseling" not therapy (I don't see a huge difference, but on the surface it seems less invasive). You are not forcing anyone to come and watch. Of course you want to be careful to preserve the dignity of the family. I have been concerned in watching some open forum meetings that the audience sometimes seems interested in a game of "gotcha" with the family. I think you want to emphasize that there are no perfect families, and that ALL families make errors in raising their children. You want to normalize the experience for the family and the audience. (Tim Hartshorne)

Answer 2: When my dad brought this type of counseling to Chicago, he made it an important point that the reason for the open center approach is that ALL families can learn from each other and that raising children involves a whole community. The community values need to become Adlerian, and the family who is being counseled is helping the community to learn. They are helpers, and the audience shares concerns with and is thankful to the helpers. To deride the family 'on stage' is completely alien to the concept and goals of Open Center Counseling. That Tim has observed "I gotcha" in such settings means the counselor has missed the opportunity to enunciate and promulgate the bottom-line goals of this procedure, which are:

1. Build a sense of community as part of building Social Interest! Building Social Interest is key to all Adlerian rehabilitation, and the audience and 'up front' family are forging a strong sense of community and sharing and mutual help.
2. Sharing problems, so all present can learn from the examples brought up.

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Email Bag...*continued from page 7*

educators.... (see Page 1)

I also have another topic of interest which is the issue if boys are different from girls. I think this is such a largely debated and discussed topic by parents, educators, etc. that this would be a great topic to have in the family section at NASAP. What do you think? ■

From the Web (T & R Section)... page 7

3. The Audience not only learns but serves as ENCOURAGERS!

If audience members play "I gotcha" they seriously violate all three basic goals of the open center counseling, and the counselor needs to implement (if necessary,

to re-read) what Dreikurs wrote about open center counseling — and all of us can review what Dreikurs wrote regarding why Open Center counseling is so effective and in many cases the preferred model for counseling. (Eva Dreikurs-Ferguson)

Final Note: I appreciated the almost instantaneous feedback to the question, especially from such learned individuals, as well as the encouragement. I would have hoped to hear more voices in the discussion, especially anyone willing to play "devil's advocate" and discuss the potential pitfalls from clinicians who may be uncomfortable with public demonstrations. I know that such individuals exist, and I would like to be able to provide a cogent defense to any accusations. Again,

though, I was pleased with the responses that I did get, and hope that others use this as a tool to address issues related to the use of Individual Psychology in our workplaces. (Paul Peluso). ■

Marketing Tips

How do you let the world know you're there?

We've run some of our ideas in past issues. Now, it's your turn. Write to us! ■

Bonus for Net Users

FAMILY! is posted as a PDF file on the NASAP website, with photos! Click on "current" newsletter under FE Section.

The mission of the **North American Society of Adlerian Psychology** is to promote growth and understanding of Adlerian (Individual) Psychology, the work of Alfred Adler, and effective approaches to living based on his philosophy. NASAP membership includes educators, psychologists, psychiatrists, counselors, parents, business people, community organizations and other interested people. The **Family Education Section** applies Adlerian principles to the home. Members are professionals and nonprofessionals dedicated to understanding and improving family relationships between children and adults, with couples, and among individuals.

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Meet us in
Vancouver for
NASAP 03
May 29-31
Plan Ahead!

Bonus Pages for the Web! Some Convention Memories...

photography by Bryna Gamson



Former and current F.E. Section Co-Chairs pose for camera as Section meeting ends. (left-right) Deb Owen-Sohocki, Linda Jessup, Susan Prosser, Mary L. Hughes



(above)
Mary Hughes shows Michael Popkin some of the items from her "toolbag".



Adlerian family education text authors: (left-right) Michael Popkin/Active Parenting, Jane Nelsen/Positive Discipline, Gary McKay/STEP et al.



"Using Warm-ups to Teach Adlerian Skills" (at left) Participants line up to ask Jody McVittie more about her packed presentation (photo below).



Gary Hughes and Mary L. Hughes keep a well-supplied "toolbag" on hand for parents and participants. They presented on "Adlerian Parenting: A Class Act", another very well-attended session.



(below) Angelica Freedman gamely volunteered to be the "family" for a fascinating open forum session with Oscar Christensen. He said ours is not a "medical" model but rather a "dental" model, one which stresses prevention. "This is orthodontia," Dr. Christensen declared.

