



NASAPnews@gmail.com

January/February 2012

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# President's Message

Dear Members,

I proudly proclaim that the State of our Society is Very Good. The recently concluded January meeting of the Board of Directors was a very accomplished two days. For your benefit, I provide you an executive summary of our meeting.

**Executive Director's Report-** The transition from Minnesota to Fort Wayne, In. has been successfully completed. John Newbauer reports that the office is stable and progressing. Much excitement was generated over John's preview of our upgraded website. It's expected launch is in February.

**President's Report-** The initiatives on diversity, membership growth, and section evolvment were deliberated. The diversity initiative is well integrated into the theme of the Atlanta conference. Membership growth is a wide ranging endeavor but incremental steps will be seen. Section evolvment remains open for discussion.

**60th Annual Conference- Atlanta, here we come.** The brochures will soon be mailed, as well as accessed on the website. When Becky LaFountain reports on its planning, the excitement is contagious. Lifetime Achievement recognition will be awarded to Frank and Kathy Walton and Mim Pew. Henry Raymond of Maryland's Bowie State University will be honored with the President's Appreciation Award. Dan Dalton will host a Vice-President's Reception for all first time attendees. Last, you will simply not want to miss NASAP's 60th birthday party at the annual business meeting, highlighted by a very special guest.

**Emerging Leader Program-** Susan Belangee, who drafted this program, was conferenced into the meeting. Guidelines were further refined. Shortly, the membership will be duly informed and applicants sought.

**Membership-** Changes to categories were deliberated and much discussion remains. Both John Newbauer and I will represent NASAP at the 17th Annual Conference of the Florida Adlerian Society 3/1-3/3, just outside of Tampa. In so doing, we launch NASAP's membership drive. We will com-

municate the following:

### JOIN NASAP

**In honor of NASAP's 60th Anniversary**

**All first timers can deduct \$60.00**

**from their Individual Membership Application**

**Now, through the Atlanta Conference, 6/10/12**

**More information at [www.AlfredAdler.org](http://www.AlfredAdler.org)**

Please pass this opportunity along.

Invite your friends and colleagues to take advantage.

**Elections-** As you will note in this issue, six candidates express their interest in taking a leadership role within NASAP's governance structure. No doubt you will give each your just consideration and partake in the electoral process. Clearly a sign of our good health is the steady flow of wonderful candidates who yearn to make a contribution at the level of NASAP's governance. Best wishes to all the contenders. Your efforts

and leadership will be greatly appreciated.

**State of Affiliates & State of Sections-** was discussed, led by their respective liaisons to the board, Leigh Johnson-Migalski and Robin Scrofani. These entities are the organizational underpinnings of NASAP. Their growth and evolution merits much consideration.

**Newsletter-** Last and far from least, the TNN (NASAP Newsletter) now resides with Jamie Stone O'Brien. She too was tele-conferenced in to the BOD meeting. She is a wonderful addition. I extend my personal welcome and congratulate Jamie on this, her inaugural issue.

Sincerely,

Steve Stein  
NASAP President

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## Executive Director's Report

**Website:** This month has been quite busy with final preparations to launch the new website. Hopefully all of you have had a chance to visit the website or at least will be able to in the next few days. You should have received an email with your user name and password around February 10 or 11. Hopefully, you were able to check in and take a look at your profile. Be aware that you can make some decisions about what shows up to other people on your profile and you can also upload your picture and put in a link to your personal website.

**Member Directory:** The Member Directory is now on line and should be up to date, depending of course, on member's either updating their own information in their profile or letting us know that something has changed. You can reach the Member Directory only after you have logged in as a member to the Member's Only Section. It will appear on a tab under "Member's Only" on the top of the page.

### **Event Calendar:**

You'll notice in two different places that there is an event calendar available to keep you informed of NASAP related happenings. This Event Calendar will be a place that Affiliate Organizations who are Members of NASAP can place announcements for their upcoming activities that are of potential

interest to others. I don't expect to put up local board meetings and committee meetings but focus instead on happenings, conferences, workshops, trainings, and meetings that are of general interest to the public. The Event Calendar can be accessed through your Member's Only page Quick Links or through the tab at the very top of the page on the right above the logo (Home, Contact Us, Join Us, and Calendar.

**Voting:** Obviously, this Newsletter is devoted to the elections. You can vote online once you log-in as a Member. The link to the ballot is on the Member's Only Page and it is a bright red link in the Quick Links box on the upper right of the page. Click on that and you can vote for your choice. You can only vote once as the system is set for you to use the ballot only one time. Read the candidates' statements and vote your choice on the web. For those who do not have web access and get hard copies of the ballot, one is enclosed in this newsletter. Please complete it and return it to the address indicated on the ballot. If anyone else wants a paper ballot for any reason, please let me know and I will mail you one. I am hoping to keep postage to a minimum so I am not sending out paper ballots to everyone. It's too easy to vote online.

**Registration:** Online registration for the conference is simple. A link for registering for the con-

ference is on the front page of our website under Announcements. There is also a link to the Hyatt Regency Registration page, which was made specifically for us. You will get the NASAP prices for the hotel rooms if you register using our link.

**Future Conferences:** One last thing before I close my report for this edition. We are still looking for sites for future conferences so if you belong to an Affiliate Organization that is willing to host

NASAP Conference, please submit a proposal. The form can be found on the front page of our website under the NEWS section.

I am looking forward to seeing you all at the Conference in Atlanta. I am also planning on being available at the Florida Conference so hopefully I can see some of you there. Have a great winter!

John F. Newbauer, Ed.D., DNASAP  
Executive Director

## Emerging Leaders Program

NASAP is pleased to unveil a new program designed to identify and encourage new Adlerian clinicians to develop into future leaders of NASAP.

### Structure of and Requirements for Participation in EL Program

The Emerging Leader Program of the North American Society of Adlerian Psychology (NASAP) is a two-year program designed to train the next generation of NASAP leaders. Through paired mentoring and committee involvement, participants will learn about the governance structure of NASAP as well as work collaboratively to identify and meet the needs of new professionals in the organization.

### First Year Goals and Responsibilities

For the first year, participants are expected to learn the following: the history of NASAP, how the governance structure was developed, the purpose of the Board of Directors and the Council of Representatives (COR), the roles of COR officers, the governing documents and other procedures, and the decision-making process utilized by NASAP.

Those chosen to be Emerging Leaders are expected:

1. To attend the NASAP Annual Conference and the Leader Training that coincides with the COR meeting (which is usually on the Thursday of the conference weekend). At the Leader Training, each Emerging Leader (EL) will be assigned a mentor who is currently serving as an officer of the COR. This mentor will assist the EL with understanding how NASAP operates, and he/she will share the responsibilities of his/her current role on the COR. The EL will engage the mentor in discussions about the COR and assist with the

mentor's COR-related tasks (when appropriate).

2. To actively participate in discussions (listserv and/or telebridge conference calls) about the needs of new professionals, students, and those new to NASAP, and to develop ways for NASAP to meet those needs.

3. To choose one person from the group to serve as a liaison to the COR. The liaison's job is to facilitate communication among the EL group and between the EL group and the COR. The liaison is also expected to attend the October COR meeting. Up to \$500.00 of the liaison's travel expenses will be covered as well as the cost of sharing a room (if a single is preferred, the liaison will cover half of the room expense) and some meals.

### Second Year Goals and Responsibilities

At the beginning of the second year, ELs will be given the opportunity to choose a different mentor, perhaps someone serving in a role that the EL wants to pursue in the future. The EL liaison will be expected to attend the October COR meeting as in the first year with the same reimbursement of travel expenses.

ELs are expected:

1. To attend the NASAP Annual Conference and the Leader Training that coincides with the COR meeting (which is usually on the Thursday of the conference weekend). At the Leader Training, each Emerging Leader (EL) will choose a new mentor (if desired) who is currently serving as an officer of the COR. This mentor will assist the EL with understanding how NASAP operates, and he/she will share the responsibilities of his/her current role on the COR. The EL will engage the mentor in discussions about the COR and assist

with the mentor's COR-related tasks (when appropriate).

2. To continue discussions from the first year and also to implement some of the ideas generated through the discussions. The mentors will provide guidance and assistance for ELs during that process.

3. To participate in the selection process for the next group of ELs. This will involve review of the applications with the COR-based selection committee (to be completed remotely), and discussion of the candidates via telebridge conference call and/or listserv communications.

### **Beyond the Two-Year Program**

After the two-year program, ELs will hopefully want to continue their involvement in NASAP and choose to run for an officer position on the COR. Unless they specify otherwise, ELs will remain on the listserv list and can choose to participate in those online discussions among the new group of ELs. ELs can volunteer to be "unofficial mentors" as well, even if they are not currently serving on the COR.

### **Application Process**

The NASAP COR is currently looking for its inaugural batch of Emerging Leaders who fill the definition as set

forth by the COR. An Emerging Leader in NASAP is defined as someone with the following characteristics:

- extensive knowledge of Adlerian psychology and utilization of the theory, research, and techniques in his/her life and career;
- a strong desire to get involved and remain active in NASAP;
- an observable commitment to the field, evidenced by regional, NASAP, or international (including ICASSI) conference attendance and/or presentations.

Those currently serving in leadership positions, including as an Affiliate Representative on the Council of Representatives (COR), are not eligible to apply for this program. To be considered for this program, please electronically submit a letter of intent and a résumé/vita that demonstrate how you fulfill the traits of an Emerging Leader as outlined above to John Newbauer, NASAP's Executive Director, at [john.nasap@gmail.com](mailto:john.nasap@gmail.com).

If you have any questions, please contact John by email or phone (260)267-8807. The deadline to apply for this program is March 26, 2012. Decisions will be made by April 25, 2012, and those who are chosen are expected to attend a training day (beginning approximately 9 AM on Thursday June 7, 2012) at the Annual Conference in June in Atlanta, GA.

## **Student's Corner**

Thank you to Dr. Dan Dalton who so generously offered answers for this month's questions. Please take advantage of this new opportunity and send us your questions to be answered by esteemed Adlerians! Questions can be submitted to [NASAPnews@gmail.com](mailto:NASAPnews@gmail.com)

Question: Autism spectrum disorders have not received a great deal of attention from Adlerians; a quick search on [Adlerbiblio.com](http://Adlerbiblio.com) produces only three articles, with the most recent being published in 1977. For those working with this population, what (if any) Adlerian techniques, assessments, treatments, etc. are available? If none exist, why has this population not received much attention over the years?

Response: As an Adlerian trained psychologist I have

been providing services to children with Autism and their families for over twenty-five years. For the past seven years, I have functioned as the Clinical Supervisor and Provider of Intensive Behavioural Intervention (IBI) programs to over one hundred children in the Toronto Area.

Why Autism has not received more attention in Adlerian Literature, I really do not know. It is a growing focus of interest in North America and internationally and I am aware that Adlerians such as myself are practicing in this area (workshops on Autism have been presented at NASAP and IAIP Conferences) yet no one seems to be writing on this subject.

As to what Adlerian Techniques, Assessments, Treatments, etc. are available, from my experience, every-

thing that Dreikurs wrote about in “Children The Challenge” applies to the understanding and treatment of children with Autism.

Additionally, many of the Behaviourist strategies that have proven to be successful with this population can be even more effective if modified and managed within an Adlerian Framework.

When one adds Purpose, Goal Directed Behavior, Mutual Respect, and Striving to Belong to Applied Behavioural Analysis and uses the behavioural correction techniques to win the child’s cooperation instead

of attempting to control the child’s behaviour, it works with Autistic children just like it does with so called “normal” children.

Finally, please thank the writer for submitting these questions. Hopefully they will act like a” Call to Arms” and motivate we Adlerian who are working with Autism to publish some articles. If anyone out there is interested and wanted to contact me I would be prepared to help.

Dan Dalton (drdandalton@daltonassociates.ca)

## SPOTLIGHT ON DIVERSITY

*Recently, I had the privilege of hearing a new choral piece entitled “On Horizon’s Brim.” The lyricist challenged the listener to be centered in order to find the courage to go to the edge of their horizons and hurl their self further than what is comfortable. It is my belief that Hala Buck lives that courage and centeredness. The Diversity Task Force is proud to feature her in this edition of our spotlight on diversity.*

*Many of you have probably had the privilege of learning from Hala at conferences or ICASSI. She is the proud mother of a third culture daughter who is a cross-cultural theatre educator. Hala is trilingual in English, French, and Arabic.*

*A licensed clinical professional counselor and art therapist, Hala has provided cross-cultural workshop experiences for individuals in the US, Canada, Lebanon, Saudi Arabia, Switzerland, Austria, Germany, Ireland, Malta, the Netherlands, Hungary, and Romania. In Saudi Arabia, she was the first to use art therapy with individuals and groups. She has been a guest lecturer on an educational cruise to Libya and Tunisia in 2006 and is a former member of the Board of the International Committee for Adlerian Summer Schools and Institutes (ICASSI).*

APRIL: How do you see yourself as diverse and/or multicultural?

HALA: I prefer the term multicultural because it describes more accurately the dynamic quality related to identity and multiple “belonging.” I was born in Lebanon to a Muslim father and a Catholic mother; my husband is an American White Anglo Saxon Protestant; our son-in-law is Jewish. So I see myself as multicultural, straddling world views, and able to walk in many different “moccasins” – not just the ones I grew up in. The analogy is when one is fluent in several languages, it makes it easier to learn an additional one. The mind and heart expand to embrace our common humanity. The unique lens through which each culture looks at “other” expands to include several foci. As Adlerians, we are best positioned to do that with our emphasis on mutual respect.

APRIL: How were you introduced to Adlerian and/or Dreikursian principles?

HALA: I was introduced through parenting classes at the Parent Encouragement Program (PEP) in Maryland. Then, I trained with Linda Jessup and taught Adlerian parenting at PEP for a short while. This was followed by going back to graduate school and becoming an integrative Adlerian art therapist.

APRIL: Do you work with diverse populations?

HALA: Yes, I do – both in Maryland and teaching at ICASSI where I may have 8 different nationalities in a group limited to 12. During the three years when my husband was Consul General in Jeddah, Saudi Arabia, I taught the first and probably only Adlerian parenting classes to Saudis and practiced art therapy with them,

as well.

APRIL: How do you incorporate Adlerian principles into your work with those diverse populations?

HALA: Establishing a trusting therapeutic relationship with clients is my first objective. Then I use body language, Early Recollections (ER) and art to access maladaptive beliefs that are affecting the client's well-being. I integrate tuning into the body to elicit ERs. As Adler said, our sense organs are very important tools by which, as children, we determine our essential relationship with the world. Through the sense organs, we construct our own cosmic picture. Body language is universal, but it is also culturally specific. I notice and let clients educate me about their mores of appropriate eye contact, tone, body language. I'm also aware of my own cultural bias(es) when I work with clients from a different culture. Throughout, I explore the resources that a client draws from his/her culture and I incorporate them in therapy.

This is all in keeping with the mutually respectful and egalitarian relationship central to Adlerian therapy. Because human beings are socially embedded, I need to actively cross-over to clients in order to understand their social context. This includes the broader cultural world view such as the current, collective, and inter-generational political/socio/economic environment.

Adler would agree that people are first and foremost social beings, embedded in a broad and multigenerational environment. For example, working with individuals from Eastern Europe I'm aware of the violent and traumatic history that still affects people. In the Middle East, I'm aware of the colonial history that subjugated people and robbed them of respect for their own culture. In the US, the history of African Americans and Native Americans is an integral part of their therapy – the elephant in the room that needs to be addressed. An individual's world view is not only a personal construct but a cultural one, as well. Art therapy and the body are invaluable additions to Adlerian practice – helping clients who come from more collective and interdependent cultures such as the Middle East, Asia, Native peoples, and others where psychotherapy is not the norm and somatic manifestations of psychological problems are more likely to be reported.

APRIL: What else would you like to share that I haven't asked?

HALA: I am so excited that our Adlerian community has finally focused on multiculturalism and how we can contribute by applying Adlerian theory. Having taught Adlerian parenting in Saudi Arabia, and practiced as an art therapist there, I came to believe that we need to adapt the Adlerian "techniques" we use to the culture we are working with. The Adlerian philosophy holds its ground in a fast-changing world but as Adlerians, or any therapists, we need to be aware that the way we practice needs to be adapted to the client's culture in a way that makes sense to them. Private sense and common sense are usually hidden from the individual and from the culture itself. We don't examine our beliefs and cultural norms until we are faced with one that is "foreign." Effective cross-cultural therapy requires the ability and skill to cross over to the other in order to understand where he/she is coming from. We need to join their world while being true to the values we hold dear as Adlerians. This oscillation back and forth to the client and back to ourselves is what makes for a successful therapeutic relationship.

There is also an important phenomenon that we need to address and for which we, as Adlerians, are well-suited – the rising numbers of cross-cultural marriages, intercultural adoptions and immigrants. People who straddle cultures – race, religion, language – have an even more complex and broad cultural lens. Their roadmap to find a sense of belonging and contributing is hampered by discrimination, harassment, and cultural ostracism. Whether African American, Muslim, Arab-American, or Latino, people with multiple identities and immigrants struggle to find ways to navigate and integrate various beliefs and values in a pluralistic and multicultural nation. Even though they have more lenses to look at the world, they may also be carrying biases and fears that need to be explored.

Multicultural competence and awareness also applies to all aspects of our society: politics, foreign policy, military and economics. If we believe in the vision that Adler and Dreikurs offered us, then we need to honor them by being visionaries ourselves and applying the principles they taught us to the global community of human beings. Adler's belief that we are first and foremost "social beings" has to expand to include any "other," from wherever in the world community.

This is the kind of inspiration that we all need from time to time; the kind we need to “hurl us to our farthest measure.” I hope you received some information and motivation from Hala’s words and in her lifelong investment in understanding “others.” The song, “On Horizon’s Brim,” ended with these final words and so shall we in our unifying thread of social interest:

We share our feast of peace today with all  
Humanity where we are ready to devour one  
another  
In quiet curiosity, and find what we truly  
know  
Is a heart of love in each of us.

April Hames  
Chairperson of Diversity Task Force



## The Robert L. Powers and Jane Griffith Scholarship

The Adler School of Professional Psychology is pleased to announce the creation of the Robert L. Powers and Jane Griffith Scholarship. This annual scholarship honors the tremendous contributions to the field of Adlerian Psychology of Robert L. Powers and Jane Griffith. Together, they have brought their insight and knowledge of Adlerian Psychology to students, professionals and the public at large through their presentations, numerous texts and professional articles. Through these activities, and as past presidents of North American Society of Adlerian Psychology, their influence helped create a community of dedicated and connected Adlerian Psychologists.

This scholarship was established thanks to the generosity of Elsie and Edward McDorman and Steve Maybell. Grant awards are based on a student’s financial need and academic merit.

Contributions to the Robert L. Powers and Jane Griffith Scholarship Fund should be mailed to:

Adler School of Professional Psychology  
Attn: Anthony Chimera  
17 North Dearborn Street  
Chicago, Illinois 60602

Please make your check payable to the Adler School of Professional Psychology. For your convenience, you may also make your gift to the scholarship fund online at [www.adler.edu](http://www.adler.edu). Please indicate Powers/Griffith Scholarship Fund in the additional information section of the form.

For more information, please contact Anthony Chimera, Vice President for Institutional Advancement, at 312/662-4031 or at [achimera@adler.edu](mailto:achimera@adler.edu). Thank you.

## Conference Corner: WIN an iPod Shuffle

Some of us who call Atlanta our home thought it might be fun to have a trivia contest to enlighten visitors on some of the little known, but interesting and important facts about this great city and the surrounding area. If you would like to participate, please follow the directions for submitting your entry in the contest. You may win an iPod Shuffle.

1. Cut out or print the next page and be sure to include all the questions and your name.
2. Print the correct answers in the appropriate places on the page.
3. Submit the page in one of the following ways:
  - a. Fax it to me at 770-505-1798
  - b. Bring it with you to the conference and turn it in before lunch on Sat. 06/09/12.



When someone mentions “Atlanta”, many people automatically think of the immortal novel by Margaret Mitchell set in the days of and after the Civil War – Gone with the Wind. Or they may think of Martin Luther King, Jr. and the Civil Rights era that changed forever the face of this country. Yet, Atlanta is so much more, with a varied and rich history that is often unrecognized and that has been lost in days gone by with narratives now silenced by age. So have fun and learn things you never knew about Atlanta:

1. Atlanta is famous for having many, many streets with “Peachtree” in the name. Interestingly, the first Peachtree Street was not named after a peach tree. What tree was actually the one for which the original “peachtree” street was named?  
\_\_\_\_\_

2. Georgia is the number one producer in the nation of the “three p’s”. What are they? \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

3. This invention, circa 1886, was first developed in Atlanta by a pharmacist. It went on to become a multi-billion dollar business whose product(s) is(are) recognized and sold in almost every country in the world. What is the invention?  
\_\_\_\_\_

4. This university located just outside Atlanta was the first university in the nation chartered and supported by state funds. What university is this?  
\_\_\_\_\_

5. Atlanta is the only city in America destroyed in this fashion. How was it destroyed and when? \_\_\_\_\_  
\_\_\_\_\_

6. Atlanta boasts two Nobel Prize Winners. It is one of only two cities in the world with this distinction. Who are(were) they? \_\_\_\_\_ and \_\_\_\_\_.

7. What is the meaning behind the name for Centennial Park built in Atlanta for the 1996 Olympic games?  
\_\_\_\_\_

8. Martin Luther King, Jr., was not the birth name of the famous civil rights leader. His name was changed in honor of the German Protestant Leader Martin Luther after King’s father visited Germany in 1934. What was MLK, Jr.’s given name at birth?  
\_\_\_\_\_

9. The complex of historically Black colleges in Atlanta is unique in the world for this distinction. What is it?  
\_\_\_\_\_

10. In 1991, the Atlanta Braves went from “worst to first” and on to play in the World Series. What team did they play? \_\_\_\_\_

11. This football rivalry, which began in 1898, is famed as one of the most competitive rivalries in the ACC. They once went 67 years with the annual game being played only in Atlanta. What are the names of these two very competitive teams (one from Atlanta)?  
\_\_\_\_\_  
\_\_\_\_\_

12. The tallest hotel in the Western hemisphere is located in Atlanta. What is its name?  
\_\_\_\_\_

13. One very affluent Atlanta area – also considered the shopping mecca of the South - is known as Buckhead. When and how did this area get this name?  
\_\_\_\_\_  
\_\_\_\_\_

14. Jackson-Hartfield Airport in Atlanta is known as “the busiest airport in the world”. It is an ideal location for major airlines such as Delta because Atlanta is only a two hour flight from what percentage of American cities? \_\_\_\_\_.

All entries with the correct answers will be placed in a box and a winner will be drawn during the lunch period on Saturday, June 9th. You must be present to win.

Name: \_\_\_\_\_



## FRIEDMAN'S FABLES: A GREAT RESOURCE

Hello fellow Adlerians! Recently, my minister, who refers clients to my practice, suggested a book by Edwin H. Friedman about family process in places of worship. As a good congregant, I read the book and returned it. Immediately, he handed me another book by the same author entitled Friedman's Fables. There was some worry that this cycle would never end.

As I begrudgingly opened up the book after a long day, I started reading the first fable – a familiar fable, entitled “The Bridge,” that Mel Markowski shared with me during my doctoral program. I have provided a link ([www.thecruxmovie.com/pdf/TheBridgeShortStory.pdf](http://www.thecruxmovie.com/pdf/TheBridgeShortStory.pdf)) so that you can read it. It exemplifies one of the hardest lessons therapists and counselors must learn.

The 23 remaining tales in Friedman's Fables offer different perspectives on familiar human (client) concerns. These issues include: the failure of syntax, bonds and binds, demons of resistance, and regression. There is rarely a client (individual, couple, family, or larger system) that cannot benefit from exploring one of these fables.

The use of stories, parables, and metaphors is not an uncommon method for Adlerians. Adler often challenged us “to see with the eyes of another, to hear with the ears of another, [and] to feel with the heart of another” (Adler, 1958, p. 135). He opened *What Life Should Mean to You* (1958) with this statement: “Human beings live in the realm of meanings” (p. 1). Therapy involves clients whose conceptualizations of reality are making life more difficult; the therapist's task is to assist them in finding different ways of viewing reality and responding to it (Frank, 1973). Fables are a way of providing challenges to clients' present views. In terms of Individual Psychology, fables offer a challenge to the client's style of life (Hester, 1987). Discussion of fables with clients can help counselors formulate the fundamental structure of their life styles as cognitive beliefs and goals.

Edwin H. Friedman, a rabbi and family therapist,

provides his fables in a way that allows the reader to reflect on life and relationships without drawing specific, directed conclusions. I often utilize these in my practice when clients cannot see their own behaviors as movement away from the felt plus (i.e. carefully pampering a volatile child, mistaken relational behaviors, “protecting” a maturing child, refusing to forget the past, and the domino effect of panic). When it may be helpful in practice, I conclude the session with a copy of a relevant fable. The client(s) is/are assigned the relevant fable to read and think about before their next session; we discuss it during their next session. The fables appear to be void of specific religious and cultural messages as Friedman was careful to let the reader make their own assumptions and conclusions.

It is important to screen for literacy and appropriate level of reading comprehension before assigning these fables. I have found these to be very useful tools and recommend them in therapeutic situations in which challenging style of life may be beneficial for movement. These fables are a great Adlerian way to challenge therapeutic resistance, identify style of life, and promote additional realms of meaning.

All of the fables in Friedman's Fables can be found in their entirety at [gary-lilienthal.suite101.com/the-key-to-friedmans-fables-a248796](http://gary-lilienthal.suite101.com/the-key-to-friedmans-fables-a248796).

Adler, A. (1958). *What life should mean to you*. New York: Capricorn Books.

Frank, J. (1973). *Persuasion and healing: A comparative study of psychotherapy* (Rev. ed.). Baltimore: The Johns Hopkins University Press.

Friedman, E.H. (1990). *Friedman's Fables*. New York: Guilford Press.

Hester, R.L. (1987). Memory, myth, parable, and the therapeutic process. *Individual Psychology*, 43(4), 444-450.


April M. Hames  
ACT Co-Chair

**REMEMBER TO VOTE FOR NASAP CANDIDATES - DO IT NOW!  
CANDIDATE BIOS START ON PAGE 12**

## THE ADLER CHILD GUIDANCE CENTER HOSTS FRANK WALTON, PH.D.

The ACGC, of the Adler School of Professional Psychology, was created under the following mission statement: "The Adler Child-Guidance Center (ACGC) was established to help care-providers meet the challenges and responsibilities of child guidance. Based on the importance of raising children who are responsible, cooperative, and respectful of self and others, the ACGC emphasizes democratic leadership, encouragement, and reliance upon respectful, non-oppressive, non-coercive methods of teaching discipline. The Center strives to meet the needs of diverse communities

providing cost-effective, non-exclusionary services within the mission and vision of social justice and socially responsible practice." In that vein, the ACGS is honored to host Dr. Frank Walton, a leading expert on Adlerian Family Counseling, for a 3 day seminar on March 9th-11th. On Friday a free lecture will be presented on working with ADHD-diagnosed children and their families. More information about Dr. Walton is available at [www.drfrankwalton.com](http://www.drfrankwalton.com). Information about ACGC can be found at <http://www.adler.edu/page/institutes/child-guidance-center>.



**ADLER**  
SCHOOL of Professional Psychology

ADLER CHILD-GUIDANCE CENTER

### Adlerian Family Education Workshop


## Dr. Frank Walton

March 10 - 9AM - 4:30 PM  
A Systemic Approach to Adlerian Family Counseling  
**\$100 General \$80 Students** (CEU's 6 hours)

March 11 - 1PM - 4:30 PM  
Using the Most Memorable Observation in Family &  
Individual Counseling  
**\$60 General \$40 Students** (CEU's 3 hours)

March 10 & 11 Weekend  
**\$140 General \$100 Students** (CEU's 9 hours)

To register, email: [continuingeducation@adler.edu](mailto:continuingeducation@adler.edu).  
Indicate sessions and whether or not CEUs are requested.



Dr. Walton is the Founder and President of Adlerian Child Care Centers and Kindergartens and Community Child Care Associates. He is a Clinical Psychologist in Private Practice in South Carolina, a long-standing member of the Faculty of the Rudolf Dreikurs Summer Institute, and an internationally popular teacher and author.

**Continue Education Units Available**  
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# YOU GOTTA HAVE HEART



It didn't take me long to ponder this edition. In fact, a tune started to resonate in my head like one of those earworms. You know, a tune that somehow has popped into your head and plays over and over and over again.

There I was on my way to cover high school band classes. Perhaps you might say, I was in 'my groove or zone', having been in band and choir myself. All of a sudden, a tune began to emerge. It became stronger and clearer as the day started with the students. Before I knew it, I found myself humming along to the song in my head.

One appeared to be the inspiration for this edition. I believe it is called, "(You Gotta Have) Heart" by Richard Adler & Jerry Ross. Watching old movies, both as a young person and an adult, is a favorite pastime of mine and this song originated from the musical, "Damn Yankees".

Is this fate, chance or... Anyhow, here we are!

This is the time of year some of us look at our lives from a couple of perspectives. One might be formulating some resolutions for the coming year. It could be seen as the 'yearly ritual' in comprising a list, just for the sake of making a list, which may or may not be followed / acted upon as commitment.

And then there is heart. True, February is recognized as society's official time of heart. Here, time is set aside to remember, recognize and or pay tribute to person(s). Is that all there is?

Flashback, this is where Spike the Swordfish (DUSO: Developing Understanding of Self & Others) would be gently reminding young people, "Stick to the point!" So before I get off topic and find myself engaged in another show time song, let's keep in mind the scope. Guess that's what happens when you are around music students. There is a tendency to get stimulated!

The scope is based on 'a puppy upper rather than a doggie downer' - the good ol' SNL (Saturday Night

Live) days! Yes, this could turn into another earworm, however, let's stick to heart.

Heart is where it's at. It is the 'vim and vigor' center biologically, which sustains life, in addition to the moral and spiritual aspects.

It can be viewed as being 'pure of heart'. At this point, I'm going to digress a moment to a story I used as a school counselor. It was called, "Magic Glasses" from a FOCUS Guidance Kit. It was about a young boy taking a walk along a path he commonly took. He discovered a pair of unusual glasses with many buttons. Like most young people, curiosity got the best of him. He put them on, checking out each of the buttons and to his astonishment found a world of color, beauty, nature, etc. It was as if he was seeing, hearing and feeling things for the first time. It was a path of splendor! As he was enjoying himself, he tripped. The glasses were nowhere to be found. He thought all was lost. But to his amazement and wonder, all the splendor he uncovered was still there. It was like a purity of heart discovery being in harmony with all that is around him.

Here are some notable heart quotes:

"The greatest treasures are those invisible to the eye but found by the heart." Unknown

"Educating the mind without educating the heart is no education at all." Aristotle

"The human heart feels things the eyes cannot see, and knows what the mind cannot understand." Robert Valdet

"In a full heart there is room for everything, and in an empty heart there is room for nothing." Antonio Porchia

"Wherever you go, go with all your heart." Confucius

At this time I'd like to share a recent observation I encountered with my friend Arnold. He was engaged in

conversation at his business with a man who appeared distraught. The man had no job and his daughter was in the hospital needing an operation. Arnold stopped the man from speaking further, took out his wallet and gave the man some money. The man at first would not accept the money. Arnold insisted. The man cried while thanking him and telling him, he would find a way to repay his kindness. Afterward, Arnold told me that it was something that needed to be done. This is the fabric of Arnold, pure of heart.

Just like the song says, “You’ve Gotta Have Heart” – This is all anyone really needs even in the darkest moments. There is hope.

To have heart is to put it to use each and every day. That’s what makes life magical and fulfilling – from my heart to yours!

Warm Fuzzies  
Lois Marecek

## **Come Fly Away with Us This Summer!**

Did you ever feel like you just want to get away from it all and live in a world where people treat each other as equals and actually try to live up to the dream of Adler and Dreikurs. And, just as a bonus, you can earn all the continuing education hours you probably need for this year at the same time. Well, you can join us and give the dream a try.

For the second time, ICASSI will be in Lithuania this summer. Come along to Druskininkai, Lithuania this summer and learn new methods and techniques taught by leading Adlerians from around the world. Druskininkai is a small resort town in southern Lithuania that features world famous health spas and relaxation in a wonderful natural setting. ICASSI offers 55 hours of Continuing Education over a two-week period for those seeking to enhance their skills and expand their techniques in therapy, teaching and in their personal lives.

New this year is a 20-hour course with one of our most popular instructors, Marion Balla, who will teach a course on Leadership Based on Adlerian Principles. Marion has been on the ICASSI faculty and is a well known speaker at NASAP as well. In addition, the Women’s Business Network of Ottawa has honored her for her contributions to the business community at

large. Her course on leadership should be a powerful addition to ICASSI’s curriculum.

Also, this year for the first time in a long while, we shall have a 20-hour intensive course on Adlerian Psychodrama with Anabella Shaked from the Israel School of Psychotherapy. There are also two 20-hour art therapy courses offered by Hala Buck and intensive couples therapy training with Betty Lou Bettner and Rachel Shifron. Our usual high demand courses include Eva Dreikurs Ferguson’s Individual Psychology in the Workplace, Frank Walton’s Family Counseling and Paul Rasmussen’s course on emotions and private logic. Richard Watts is teaching a course on spirituality as well as an intensive on integrating Individual Psychology and other systems approaches. Courses on parenting, building cooperative teams and solving problems in a cooperative way are all available. All in all, it is an exciting list of trainers and courses that are offered in this two-week program. In addition to the 20 hours of class work that is offered each week, there are plenary sessions on a wide variety of topics in Adlerian Psychology applied to trauma, individual, couples and family therapy, child rearing, self-care and encouragement.

See the ICASSI website for details at [www.icassi.net](http://www.icassi.net).

# CANDIDATE BIOS

## *Vice President Candidates: Bill Premo and Susan Belangee*



### **William Premo**

Dr. Premo focuses on improved organizational effectiveness, the achievement of specific and measurable goals, and leadership skill development to enhance productivity, retention, morale, and profitability. He has provided organizational development assessment and training programs to organizations such

as Rockwell International, American Express, Motorola, Dupont, Medtronic, and IBM. He has specialized in coaching senior executives, assessing organizational problems and instituting corrective interventions related to teams, individuals, and the overall organization.

Dr. Premo has over 20 years of executive level leadership experiences and accomplishments within the electronics field in manufacturing and testing. He has held various leadership and management positions in the sales, marketing, training, and organizational development areas. His diverse industry experience includes management consulting, process automation, component and printed circuit board inspection, Auger Electron Spectroscopy, automotive, aerospace, and academic backgrounds.

Dr. Premo is currently an organizational Psychologist and MCOL Program Director & Core Professor at the Alfred Adler Graduate School as well as Adjunct Professor at Argosy University in the Doctor of Business program. In addition he teaches at MSB College/Globe University as a full time Instructor at the Undergraduate level. In addition, he has Chaired approximately 40 dissertation and thesis research papers.

Dr. Premo earned his doctorate in organizational psychology at Walden University and his masters in counseling and psychotherapy at Alfred Adler Graduate School. He has his bachelors in management from Cardinal Stritch College.



### **Susan Belangee**

I am quite honored to be running for the position of Vice President of the North American Society of Adlerian Psychology. I joined NASAP in 1999 during my doctoral training at Georgia State University. Under the mentorship of Roy Kern and Bill Curlette, I served as Managing Editor of *The Journal of Individual Psychology* for 4 years. This was my first experience with Adlerian psychology and I felt like I found my “theoretical home.” I attended many NASAP and other regional conferences during that time and aspired to be like Jane Griffith, John Newbauer, and other Presidents and Officers who lived the tenets of Adlerian psychology.

Now, 12 years later, I feel that my qualifications demonstrate that I am a strong candidate for this important position. Serving two terms as Treasurer and also as The NASAP Newsletter Editor for the last seven years has provided me with an intimate understanding of the organization, its governance structure, and many of its members. Interacting with five NASAP presidents and their respective Board members as they engaged in significant discussions about the life and well-being of the organization has been priceless. I utilized that knowledge when I worked alongside Steve Stein, our current President, Tim Hartshorne, and Roger Ballou on the NASAP Governance Task Force, which resulted in a more cohesive operating structure for the entire Council of Representatives (COR).

However, I am most proud of my tenure as the newsletter editor because it brought me into contact with NASAP members around the world. Reading about the various conferences, new books, new ideas, and other newsworthy items and formulating it into a product worthy of the NASAP name was truly my pleasure. Being elected Vice President will mean that I can continue to serve the membership of NASAP. This is what excites me the most!



## **Secretary Candidates: Michele Frey and Dan Williamson**

### **Dan Williamson**



Daniel Williamson is an Associate Professor in the School of Professional Counseling at Lindsey Wilson College in Columbia, Kentucky. He is originally from Texas where he obtained his Ph.D. from Baylor University in Waco. Daniel is on the Fulbright Specialist Roster in Counseling and he plans to teach

for the Uganda Christian University and to train Mental Health Facilitator Trainers through the National Board for Certified Counselors International (NBCC-I) in May of 2012. His primary areas of research reside in Adlerian Psychology and in Attachment. He plans to travel to Landstuhl, Germany in March where he has been invited by the European Branch of the American Counseling Association to train counselors serving military families in the reintegration process. Daniel is co-founder of the Lindsey Wilson College Institute for Advanced Study. He maintains licensure in Kentucky as a Licensed Professional Clinical Counselor and certification as a Nationally Certified Counselor. He resides in Glasgow, Kentucky with his wife Jennifer.

### **Michele Frey**



It is with great excitement that I submit this biography and a bid for the position of secretary of NASAP. I live with my husband in a small town northwest of Atlanta, GA,

along the foothills of the Smokey Mountains and the southern edge of the Appalachian regions. I have two daughters and eleven grandchildren who live close to me – one daughter is a vice-principal at a local high school and another daughter is an LSCW in the local school system. My first 27 years in the world of work, I moved through the corporate world of AT&T in non-traditional jobs always working toward the recognition of gender equality and workplace cooperation. I was laid off after 27 years and then enrolled in Georgia State University in the Professional Counseling program and began what would be a life-changing course. While in a theories class, I asked the instructor how I could find out more about the theory of Alfred Adler. The instructor referred me to Dr. Roy Kern. Dr. Kern hired me as a Graduate Research Assistant and I began working on the editorial staff of *The Journal of Individual Psychology*. For the next six years, I was immersed in Individual Psychology and the most amazing theoretical discussions as we made decisions on manuscripts for publication and applicability to the theory. Susan Belangee and I were co-managing editors of the journal for several years.

#### **Michele Frey, Continued**

I became a regular attendee and presenter at the annual NASAP conferences and the regional conferences in South Carolina and Florida beginning in 1998. In addition, I began to attend ICASSI every year and further increased my networking of Adlerians across the globe. In recent years, I have attended two of the International Association of Individual Psychology (IAIP) conferences. I have been instrumental in the planning and production of the annual Georgia Society of Adlerian Psychology (GSAP) conference, which has been active and growing for the last four years. I earned the Diplomate certification through NASAP for my contributions to and leadership in Adlerian Psychology. I am currently teaching at Mercer University in the master's level Community Counseling Program and have been granted permission to hold the GSAP monthly meetings with CE workshops on the campus and to present a Basic Adlerian course to the graduate students. While I have always been active as a participant and presenter in Adlerian workshops and conferences, I have recently begun to take more of a leadership role. I believe I can contribute positively to NASAP and will possess many qualities that will be an asset to this group and other Adlerian organizations. Please remember me when you cast your vote for the NASAP board.

## **Treasurer Candidates: April Hames and Susan (Zsuzsanna) Burak**

### **April Hames**



My name is April Hames and I am running for the office of Treasurer for NASAP. During the past three years, I have served as Co-Chair of the ACT Section of this organization. For the duration of my time on its Council of Representatives (COR), I have reached a much better understanding of how NASAP is governed and maintained. I

have also enjoyed serving as the Chair of the Diversity Task Force (DTF) over the past year. While serving on the COR and as chair of the DTF, my passion for NASAP and for serving the organization and its membership has increased. Membership growth, diversity, and improving communication with members are what I see as the most important ways to propel NASAP forward in a sustainable direction.

### **Susan (Zsuzsanna) Burak**



Susan Burak was born in Hungary and grew up in Canada. She has a background in public health and also has been a lawyer working in the areas of Mediation, Conflict Resolution and Collaborative Law for over 20 years. Susan has always been motivated by a love for learning and spiritual development. She

completed her M.A. in Counselling Psychology at the Adler School of Professional Psychology, Vancouver Campus. She is a Certified Adlerian Parenting Facilitator and a Certified Adlerian Counsellor through the Alfred Adler Institute of the Adlerian Psychology Association of British Columbia ("APABC").

Having had two active young children, Susan and her husband Jack became very interested in the Parenting programs offered by APABC in the early 1980s. They attended many Adlerian workshops and conferences from the early nineteen-eighties onwards. They were grateful for all the valuable principles they learned and have engaged actively in Adlerian learning throughout their 37 years of marriage. Susan has also served on the Board of APABC and was "NASH NAPPED" to as-

### **Susan Burak Continued**

sist with NASAP conference planning since 2000. She has been actively involved in assisting with all the NASAP Conferences that have been in Vancouver and Victoria since 2000.

Four years ago Susan was selected to train Administrators and Teachers in Ethiopia in a Peacebuilding Conflict Resolution program funded by Canadian International Development Association and the Canadian Network of International Surgery. She also taught Conflict Resolution: Conflict Solving and Mediation for ICASSI in Romania in 2010 and in Switzerland in 2011. Presently Susan is an Associate Director for the Lawyers Assistance Program of British Columbia and a Continuing Studies Instructor at Langara College in Vancouver, British Columbia. Susan was awarded a silver pin for her twenty years of assistance with the Access to Justice program of the Canadian Bar Association.

Susan's other passion besides golf, tennis, and skiing is community work and community enhancement. In the past she has served on a number of Boards including:

Vancouver Executives Association

Starlight Starbright Childrens' Charity for Seriously Ill Children

Rotary Club of Vancouver Arbutus, Past President and Paul Harris Fellow Award

College of Dental Hygienists of British Columbia, Vice-Chair

The Adlerian Psychology Association of British Columbia and the North American Society of Adlerian Psychology as a COR Representative



# The Taiwan Society of Adlerian Psychology (T-SAP):

## Development and Opportunities

It has been more than four decades since Adlerian psychology was first introduced to Taiwan in 1971 with the publication of the Chinese translation of Adler's book "What Life Should Mean to You." The recent interests and efforts toward forming the Taiwan Society of Adlerian Psychology (T-SAP) began in 2008 during my sabbatical leave when I served as a visiting professor in Taiwan during the spring semester. In this article, I would like give a first person account of Adlerian resources available in Chinese, recent Adlerians' visits, the development of T-SAP and what T-SAP could mean to help Adlerian psychology take root in Chinese speaking societies. Parts of the writing are excerpted from the article Mark Blagen and I recently wrote about Individual Psychology in Taiwan for a special issue of JIP edited by Jon Carlson.

Information about Individual Psychology is disseminated in Taiwan in various ways. These include Chinese translation of Adlerian books, on-going invited workshops by the U.S. Adlerians from private counseling and therapy institutes, and international symposiums sponsored by universities in Taiwan. From what I could find, there are 14 Adlerian psychology books originally published in America have been translated and published in Chinese by various Taiwanese publishers many of which are still in print. Currently, I am working on the translation of "Beyond Success and Failure: Ways to Self-Reliance and Maturity" that is to be published on May, 2012.

Additionally, it appears that two categories of publications are more likely to be produced solely for Chinese readership: overviews of Individual Psychology and materials of parenting and classroom management. Recently, Wu (2011) identified a total of 175 master's thesis and doctoral dissertation studies based on the use of encouragement in the classroom, many of which were never published in English journals. These studies were based on themes of social interest, early recollection, life style assessment, small group intervention, effects of encouragement, etc. Although results of these studies were presented at conferences in Taiwan and China, they are not accessible to English readers.

Many Adlerians in the U.S. have traveled to Taiwan in the past few years. Some traveled to conduct work-

shops sponsored by private foundations that provide training for practitioners (e.g Erik Mansager, Mark Blagen in 2008 and Terry Kottman in 2010). Some generously paid their own way to Taiwan to participate in international symposia sponsored by universities where they had more opportunity to interact with their Taiwan Adlerian counterparts on selected themes. Examples include Jon Carlson, Al Milliren, and Julia Yang, who participated in the 2008 International Symposium on Adlerian Techniques Counseling Children and Adolescents hosted by the National Hsin Chu University of Education. As you can see in the picture below, Becky LaFountain, Paul Rasmussen, Mark Blagen, and Julia Yang participated in the 2011 International Symposium on Adlerian Psychology: Past, Present, and Future hosted by the National ChiNan University in central Taiwan. Each time, about 400 Taiwan professional counselors were exposed to knowledge and techniques of Adlerian counseling and psychotherapy by Adlerian presenters from both sides of the Pacific Ocean. The 2011 symposium featured a celebration of Individual Psychology for a century following the memorial ceremony at the 25th International Congress of Individual Psychology in Vienna, Austria in July, 2011. It was truly an Adlerian experience around the globe.

One very encouraging outcome of the 2011 International Symposium is that National Chi Nan University has expressed interest in hosting the Taiwan Affiliate of NASAP that was first established by at the National Hsin Chu University of Education in 2008. Tseng, Lien, Hwang drafted and submitted the T-SAP bylaws and constitution to NASAP and obtained the Taiwan NASAP affiliate status. Not unlike other affiliates, T-SAP has faced the many challenges of lack of continuity of membership and leadership in the following years. The new host at the National Chi Nan University headed by Dr. Hsiao (2011) and his colleagues are in the best position to provide the new leadership to orchestrate the international resources of training Adlerian clinicians and the parent educators in Taiwan. T-SAP will be capable of facilitating the sharing of results of empirical research as well as providing counselor education and supervision. In fact, there is a vision that Taiwan could host ICASSI in the future as it is a gate way for Individual Psychology to travel to many Asian countries.

It is noteworthy to mention that counseling and psychology in Taiwan is often regarded as the most advanced in Asia. Many Chinese-speaking neighboring societies and countries, instead of accessing English materials, seek access to professional information via Taiwan because it has been translated and culturally filtered. While the main purpose of T-SAP is to promote the knowledge, training, and teaching of Individual Psychology in Taiwan, I have no doubt that T-SAP will serve as the window to the new era of professional development and research collaboration between Taiwan, other Asian societies, the U.S, and Adlerians around the world. T-SAP welcomes our fellow Adlerians to part take in its development and opportunities for international cooperation are many. If you become interested in working with T-SAP, please contact the following Taiwanese colleagues from six universities covering north, south and central Taiwan.

Wen Hsiao                      National Chi Nan University  
wen@ncnu.edu.tw

T. T. Chen                      National Taipei University of  
Education                      ttchen@tea.ntue.edu.tw  
Ching-hung Shen              National Chi Nan University  
   chinghung@ncnu.edu.tw  
M. J. Lin                         National Chi Nan University  
   mjlin@ncnu.edu.tw  
F. T. Shaw                      National Chi Nan University  
   ftshaw@ncnu.edu.tw  
Wen-Chi Tseng                National Hsin Chu University of  
Education                      wenchih@mail.nhcue.edu.tw  
Olive Change                  Taipei Municipal University of  
Education                      oliverys@gmail.com  
Jean Chen                       National Taiwan Normal Uni-  
versity                            jean@ntnu.edu.tw  
T.J. Lien                         National University of Tainan  
ltjia1970@mail.nutn.edu.tw  
Daniel Shiah                   National Kaohsiung Normal  
University c/o loveworkfriends@gmail.com

Julia Yang, Ph.D.  
Governors State University, University Park, Illinois  
loveworkfriends@gmail.com

## **A Shortage of Bodies: A brief review by John Newbauer**

As I mentioned in the last NASAP Newsletter, Gary McKay has a new novel out – yes, that’s right, a novel, not a self-help book. My copy came when I was really busy and I didn’t get a chance to read it until we took a little break in January. It was a good read. It’s a novel about a retired Adlerian counselor (know any?) who does some forensic consulting with the local sheriff and runs into a Scotsman who is retired from Scotland Yard. It was an enjoyable read with twists and turns in the plot that ends with a surprise (at least for this reader). The book has good character development and you feel like you would recognize these people when you meet them in the small town café where they seem

to migrate regularly. What I thought was most interesting was the way Gary introduced Adlerian concepts into the book. He made them part of his characters’ background development or in answer to questions from other characters in the book. It was a good read and I recommend it to you. I actually kept reading the book from start to finish without going off into some other book, which is unusual for me. The paperback is available from Amazon and now that I’ve already purchased my paperback version it is also available in Kindle as well. You’ll find several other reviews on Amazon.com including one by Lynn Lott.

Thank you to those who submitted articles and questions for this edition of the NASAP Newsletter. Please send future submission, questions, and comments to NASAPnews@gmail.com. Deadline for the March/April edition is April 1st, 2012.

# Catching Up to Alfred Adler: Individual Psychology Reconsidered

**Alfred Adler Revisited** by Jon Carlson and Michael P. Maniacci

A review by Eugene M. DeRobertis from the APA Review of Books

In *Alfred Adler Revisited*, Jon Carlson and Michael Maniacci have not only done an admirable job of bringing together a number of Adler's lesser known works, but they have also supplemented these works with relevant commentaries by a host of well-respected contemporary professionals. The cumulative effect of this volume is that the reader comes to realize the profound depth and range of Adler's thinking, perhaps for the first time. Adler's attempts to reach an American audience were made difficult by the dominance of behavioral and Freudian thinking in academia and the clinical world, respectively. To make matters worse, his ideas (for example, those concerning superiority) continue to be oversimplified to the point of inaccuracy in college texts (e.g., see Rathus, 2008). On a grand scale, Adler tends to be inaccurately cast as a mere student of Freud.

As a result, individual psychology has not been given the appreciation it deserves in the United States. As Weber (2003) put it, "Adler's ideas have been borrowed by all sides, yet there is a lack of recognition and sometimes a denial of Adler's contributions" (p. 246).

One cannot read *Alfred Adler Revisited* without realizing that this text is long overdue. It exposes Adler as an original thinker who was unquestionably ahead of his time. Via Adler's own words and those of his commentators, the reader is compelled to recognize Adler as a precursor (whether acknowledged or unacknowledged) to orthodox psychoanalysis, third force psychology, positive psychology, social constructionism, evolutionary psychology, cognitive psychology, narrative-hermeneutic psychology, systems or systemic theory, postmodern psychology, social-cognitive theory, field theory, and feminist psychology. Moreover, there is a highly phenomenological approach to pedagogy nascent in Adler's thinking (DeRobertis, 2011). Accordingly, this text would be of interest to academicians, clinicians, and developmental thinkers from a wide variety of backgrounds.

New York, NY: Routledge, 2012. 327 pp. ISBN 978-0-415-88446-4 (hardcover); ISBN 978-0-415-88447-1 (paperback). \$89.95, hardcover; \$39.95, paperback

## **New Training Resource: Developing Resilient Youth: Classroom activities for social-emotional competence**

William G. Nicoll, Ph.D. has just published a new book based on empirical research on resilient youth. Dr. Nicoll provides the reader with a conceptual framework for creating transformative schools and optimally effective classrooms. Introducing social-emotional learning into the curriculum is suggested as one of the key elements in developing a transformative school and realizing improvements in such areas as school culture, classroom climate, academic achievement, student behavior, motivation, and bullying prevention.

Fifty specific classroom learning activities are provided to teach the essential social-emotional competencies comprising personal resilience and positive adjustment.

Each activity includes practical suggestions for linking the social-emotional competence lesson plan to academic instructional content. Parent involvement activities are also included with each classroom activity so as to foster resilience in students via home-school collaboration.

To order: visit their website at:

[www.resiliencecounselingcenter.com/books-materials](http://www.resiliencecounselingcenter.com/books-materials) or send check or money order for \$13.95 + \$4.05 s&h to: RCTC, 1555 St. Lucie West Blvd, Suite 201, Port St. Lucie, Florida, 34986

Also available at: [www.AbbottPress.com](http://www.AbbottPress.com), [www.amazon.com](http://www.amazon.com) or [www.barnesandnoble.com](http://www.barnesandnoble.com)

# **Job Opportunities**

## **Clinical Director**

### **Marriage and Family Therapy Training Clinic**

Pfeiffer University is seeking an experienced Clinical Director for the Marriage and Family Therapy Training Clinic (Raleigh/Durham campus), a 12-month full-time staff position with faculty status. This position is an administrative position that directs and coordinates the daily and nightly operations of the Marriage and Family Therapy Training Clinic at this location, supervises interns individually, and prepares didactic group training for the group internship class, MMFT 690.

### **Assistant Director-Marriage and Family Therapy Program**

Pfeiffer University is seeking an experienced Assistant Director for the Marriage and Family Therapy Program (Raleigh/Durham campus), a 12-month full-time staff position with faculty status who will report to the MFT Director on the Charlotte Campus. This position is an administrative position that directs and coordinates the daily and nightly operations of the Marriage and Family Therapy Program at this location. Qualified candidates must be able to communicate with the public and private sector, lead faculty meetings, demonstrate excellent written and presentation skills, conduct new student orientations and information sessions, recruit for increased enrollment, and participate in the collaboration and writing of the self-study for COAMFTE accreditation of this location.

### **Clinician for the Aberdeen Clinic in Fort Wayne, Indiana**

The newly formed Aberdeen Clinic in Fort Wayne, Indiana is looking for an Adlerian clinician who is license eligible or already licensed in the state of Indiana. The Aberdeen Clinic just opened this month and has three psychologists, all graduates from the Adler School of Professional Psychology and looking for another clinician to join them. Preference given to an Adlerian clinician. Adlerian supervision is available for post-doctoral interns also. Send your resume and statement of interest to Dr. Jenny Seiss at [jseiss@me.com](mailto:jseiss@me.com).





North American Society of Adlerian Psychology  
429 E. Dupont Road, #276, Fort Wayne, IN 46825

## OFFICIAL BALLOT NASAP Elections 2012

Dear NASAP members:

You can vote electronically on our webpage at [www.alfredadler.org](http://www.alfredadler.org) by signing in using your username and password or you can vote by mail using this ballot. Tear this page off and send it to us at the above address. Be sure your name and return address are on the envelope. Vote only ONE time either way.

Please mark this ballot for one of the following choices for each office:

Vice President:	<input type="checkbox"/> Susan Belangee	<input type="checkbox"/> Bill Premo
Treasurer:	<input type="checkbox"/> Susan Burak	<input type="checkbox"/> April Hames
Secretary:	<input type="checkbox"/> Michelle Frey	<input type="checkbox"/> Dan Williamson

***Put your name and return address on the envelope***

so that we can avoid duplicate ballots. We do not check to see who voted for whom, but we do check for duplicate ballots, so make sure your name and return address is on the envelope.