

# NASAP<sup>SM</sup>

NORTH AMERICAN SOCIETY OF ADLERIAN PSYCHOLOGY

*Encouraging . . . Connecting . . . Contributing . . .*

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## NEWSLETTER SUBMISSIONS

Submissions for *The NASAP Newsletter* are always welcome. Let NASAP members know the great work that you, your NASAP affiliate, and other Adlerian colleagues are doing.

All submissions are due on the 15<sup>th</sup> of even-numbered months and should be in Microsoft Word format or a compatible word processing format.

Send them to **Susan Belangee**, the editor, via email to [susanbelangee@aol.com](mailto:susanbelangee@aol.com). Submissions can also be sent via regular mail to Susan Belangee, 25 Springfield Drive, Collegetown, PA 19426. If you send your submission via regular mail, please include a computer disk with your submission on it.

NASAP Members receive *TNN* automatically.  
Non-member subscriptions: \$20/year.  
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## Demonstrating a Presence of the Socially Interested

Korey Watkins

Although much has changed since its formation in 1952, the Adler School of Professional Psychology (then called the Alfred Adler Institute) strives to provide an environment that is conducive to training socially responsible students. It accomplishes this goal through community involvement, a curriculum that fosters awareness and advocacy, and opportunities to network with like-minded professionals. In recent months, the Chicago campus has had several events designed to bring together both fellow Adlerians and those interested in learning more about the orientation.

One of these events, a networking brunch that occurred in December of 2009, was hosted by **Leigh Johnson-Migalski**, and was aimed at gathering interest in Adlerian Psychology among students at the Adler School. In addition to a vast number of interested students and an array of food that would make most buffets look meager, the networking brunch also hosted a variety of prominent Adlerians from the metropolitan area. This allowed students to interact with professionals that could not only explain the principles of Adlerian Psychology in a comprehensive manner, but that could provide advantageous social connections. Among these prominent Adlerians were Julia Yang, Mark Blagen, Laurie Sackett-Maniaci, Mrs. Felice Block, Sam Goldman, Victoria Priola-Surowiec, Kristen Valazquez-Kenefick, among others. As stated by Dr. Sackett-Maniaci, "Having the opportunity to meet with faculty and students alike, in a comfortable, 'homey' atmosphere to network, exchange ideas about how to



*Over 30 students, faculty, and colleagues gather at a networking brunch in December to enhance their social interest.*

best use Adler's ideas in helping to serve others, as well as providing a forum to enhance member's social interest, was all very gratifying for me."

Mrs. Kelly Logan, a second year PsyD student at the Adler School in Chicago, also commented on her experience as one that was "very beneficial! It was encouraging to see how many other students identify as Adlerian. It was also nice to meet some of the more prestigious Adlerians in the community."

The NASAP student organization, in cooperation with Dr. Johnson-Migalski, the Advanced Adlerian Psychotherapy Certificate/Concentration Coordinator at the Adler School in Chicago, and other faculty members, strive to provide these opportunities not only for students, but also for alums and other interested colleagues. Upcoming events include discussion circles, demonstrations of Adlerian techniques in therapy, and guest speakers that will conceptualize a variety of issues from an Adlerian perspective.

## Classical Adlerian Updates from Henry Stein

Classical Adlerian Psychology and the Alfred Adler Institute of Northwestern Washington have a new, permanent web site address: <http://www.Adlerian.us>. Kindly revise any links so that they direct to the new URL address.

A new subscription site for Classical Adlerian Depth Psychotherapy features an abundance of valuable, unique, resource material for mental health professionals, professors and students in the fields of psychology, counseling, and social work. The subscription site includes: 15 theme packs of complete articles on selected topics by Alfred Adler; 11 graphics that illustrate Adlerian constructs; and 4 transcriptions of therapy demonstrations and interviews. For the site's contents and information about subscribing, go to <http://www.Adlerian.us/subscription.htm>. Your contribution will help fund the ongoing Classical Adlerian Translation Project dedicated to publishing the works of Classical Adlerians.

A transcription preview of "Training of a Classical Adlerian Psychotherapist" is now available at the new web address [www.Adlerian.us/train-th-preview.htm](http://www.Adlerian.us/train-th-preview.htm). In the full two-hour discussion between Sophia de Vries and Henry Stein, nearly 200 topics about Classical Adlerian Depth Psychotherapy (CADP) are covered. Sophia de Vries studied with Alfred Adler, Lydia Sicher, Alexander Mueller, Fritz Kunkel, Ida Loewy, Martha Holub, Rudolf Dreikurs, August Eichorn, Charlotte Buhler, Karl Buhler, Ludwig Klages, Karl Jung, Ernst Kretschmer, and Maria Montessori.

Her profound psychological insights and her masterful adaptation of the Socratic method make this transcribed interview an essential introduction to our unique training offered in Classical Adlerian Depth Psychotherapy. The full transcription may be accessed through our subscription site at [www.Adlerian.us/subscription.htm](http://www.Adlerian.us/subscription.htm).

## Available Core Faculty position at Adler School of Professional Psychology

The Adler School of Professional Psychology announces an immediate opening for a full-time, Adlerian, Core Faculty position.

Primary responsibilities include: Graduate level teaching in support of the Advanced Adlerian Psychotherapy Certificate and Concentration, as well required courses in PsyD and various MA programs, student advisement, committee work, and chairing dissertations. Stipends are available for professional conferences and development. Collaboration with the school's Department of Development to support federal grant applications is available.

Desirable qualifications include: Doctorate degree in clinical/counseling psychology, teaching experience and evidence of strong commitment to or specialization in Individual Psychology.

The Adler School of Professional Psychology is an independent, not-for-profit graduate school that has been providing education and training in mental health since 1952. A particular commitment of the school, rooted in Adler's emphasis on social interest, is training clinicians to a) work with marginalized and underserved populations and b) to be committed to social justice.

Applicants should submit a letter of interest, curriculum vitae, and three letters of recommendation to:

Attn: David Castro-Blanco, PhD, ABPP, Faculty Search  
Committee Director  
Adler School of Professional Psychology  
65 East Wacker Place, Suite 2100  
Chicago, IL 60601

## Donations to NASAP August 2009 – February 2010

### **Ansbacher Lecture Fund**

Leo Gold  
Arthur G. Nikelly  
Don Yutzler

### **Adler/Dreikurs Century Fund**

Robert Armstrong in honor of Henry Stein  
Roger A. Ballou in memory of Bob Bartholow  
Eva Dreikurs Ferguson in memory of Rudolf Dreikurs  
Tony Jennings  
Herbert H. Laube in memory of Robert Bartholow  
George W. Linden in memory of Bronia Grunwald

### **Affiliate Growth Fund**

Marie DiGilio in memory of Ray Corsini  
Robert J. McBrien in honor of Al Milliren

### **Clonick Publications Fund**

William L. Curlette

### **Dues Assistance Fund**

Eva Dreikurs Ferguson in memory of Sadie E. Dreikurs

### **General Donations**

Jon Carlson in memory of Don Dinkmeyer, Sr.  
Elaine Davies in memory of Bill Carson, Ph.D.  
Don C. Dinkmeyer, Jr.  
Eva Dreikurs Ferguson in memory of Achi Yotam  
Bryna G. Gamson in honor of Linda Page  
Jane Griffith  
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Barney L. Lane in memory of Gloria E. Lane  
James McCleary  
Cameron W. Meredith in memory of Betty Jane Meredith  
Joletta F. Nebel  
Shunsaku Noda  
Robert Powers  
Vida Shajie in memory of Dr. Manford Sonstegard  
Shirley Ann Strang Trense in honor of Judge Perry Lee  
Persons, grandfather to Al Milliren and Shirley  
Ann Strang Trense  
Judy H. Sutherland in memory of Sadie "Tee" Dreikurs  
Francis X. Walton in the name of Will Willingham

### **Oscar Christensen Fund**

Carole Beverly Adlerholdt-Lail  
Linda Albert

Beverly L. Armstrong in honor of Mary Christensen  
James Robert Bitter  
Cal Bolinder  
H. Digby Clarke  
Dan Dalton  
Erik Mansager in deep appreciation and warm affection to  
Mary Christensen  
Gary D. McKay  
Joyce L. McKay  
Joy Morassutti

## Responses to Roger Ballou's Article in TNN 42(6)

### **Erik Mansager:**

I probably won't be the only one to write, but I would like to offer an observation on Roger Ballou's commentary, "Was Adler an Ophthalmologist?" *TNN* 42:6, p. 5. Hoffman's fine biography notwithstanding, Henri Ellenberger's 1970 chapter on Adler in *The Discovery of the Unconscious* was the first scholarly documentation on Adler. Here he draws from "the painstaking inquiries of Dr. Hans Beckh-Widmanstetter in the archives of the Jewish Community and other official archival sources in Vienna" (p. 648, n.4) to record Adler's early life. According to Ellenberger, Dr. Beckh-Widmanstetter found Adler "on the list of those young doctors who worked at the [Viennese] Poliklinik in 1895 and 1896.... [and] worked in 1895 in the Department of Ophthalmology of the Poliklinik with Professor [August] von Reuss" (p. 582). In *The Drive for Self* Hoffman concurs with this (pp. 21-22). While there are not specific dates given for Adler's ophthalmological work, it occurred the same year that he received his medical degree. There is much to be speculated about what all was involved in Adler's medical career. It seems legitimate from these references to confirm and let stand the circulating story that Adler was an ophthalmologist.

### **Ellen Mendel:**

It seems appropriate that Adler would have become an ophthalmologist since, metaphorically, he wanted to help people see better. Moreover if we think of all the quotes about the 'eyes being the window to the soul and the mirror of the soul and the gateway to the soul;' and in terms of holism, if we work with one part of the body it affects the rest, I think that extra piece about him gives us some 'eye opening' information. Finally the concept of *Gemeinschaftsgefühl* - or Social Feeling is in the quotation which had been attributed to him: "to see with the eyes of another." So, all told, we can assume Adler was probably an excellent ophthalmologist.

## Letter from the Executive Director

Dear NASAP Members:

I am writing to tell you that effective the end of the year I am resigning as the executive director of NASAP. It is hard to believe that I have been in this position for almost 9 years. I feel good about having stabilized the society after some hard economic times in Chicago and feel it is time that someone with greater technological skills takes over the helm. I will continue to be very involved in NASAP as I will transition into the conference planner position that Joyce McKay has held for many years. Her shoes will be big ones to fill. The Board is accepting proposals from persons interested in assuming the responsibilities of Executive Director. You will find the guidelines by going into the Members Only Section on the website [www.alfredadler.org](http://www.alfredadler.org) and clicking on "Executive Director Search."

Sincerely,

Becky LaFountain

## Watts Named An American Counseling Association Fellow

Dr. Richard E. Watts, Professor and Director of the Doctoral Program in Counselor Education at Sam Houston State University, has been selected to receive the prestigious American Counseling Association (ACA) Fellow Award. This award recognizes professional counselors who have made significant and distinguished contributions in areas including teaching, professional practice, leadership, and scientific achievement.

A diplomate in Adlerian Psychology, Watts is the author of over 115 scholarly publications including 86 journal articles and book chapters and 5 books. Richard is currently the Editor of *Counseling and Values* and has served in various editorial board capacities for nine different journals, including *The Journal of Individual Psychology*. He also has also been active in national and state counseling association work including the NASAP Council of Representatives. Dr. Watts is a past recipient of the ACA David K. Brooks, Jr. Distinguished Mentor Award, the ACES Robert O. Stripling Excellence in Standards Award, and the C-AHEAD Joseph and Lucille Hollis Publication Award, among others.

## Kathy Walton Invited to Bulgaria

Kathy Walton has been invited by Trakia University, Stara Zagora, Bulgaria, to join Frank Walton for his second visit of a three year commitment to work with faculty and students in psychology, counseling, social work and education May 22 to June 6, 2010. In addition, Frank has been invited

to give the keynote address at the plenary session of the International Convention of the Union of European Scientists, June 3, 2010, in Stara Zagora.

## The Sound of Change

Korey Watkins

Adler School of Professional Psychology

In life, it only takes the blink of an eye for our entire world to be changed. One second we can be following the path to what we believe will lead us to a bright future, and the next we can awake disoriented in an unfamiliar room with doctors scattering about frantically. When traumatic events occur, life-altering consequences are often the inevitable result. However, instead of dwelling on what has occurred and what can no longer be, we have the option to move forward and aspire to a new fictional final goal.

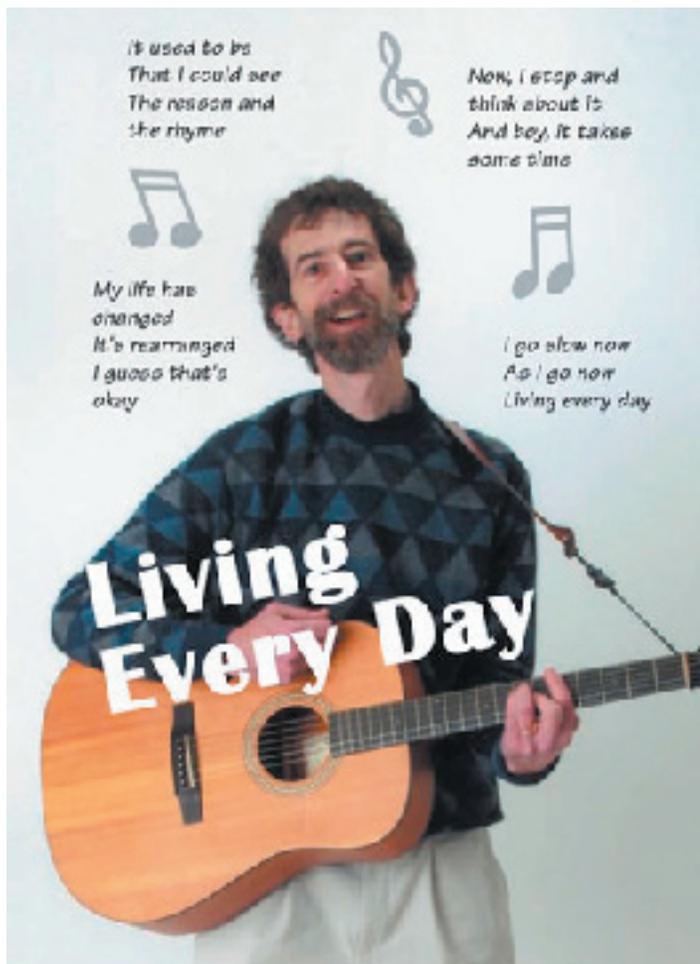
For **Rob Guttenberg**, this life-altering story is a reality, and he has since shared it with the world and encouraged improvement in the lives of others. In October 2009, the Adler School of Professional Psychology in Chicago, Illinois hosted Mr. Guttenberg, a graduate from the Adler-Dreikurs Institute for Human Relations at Bowie State College, for a two-part event that covered "Adlerian Psychology and the Uses of Music" and "Funtastic' Adlerian Techniques for Change."

Rudolf Dreikurs approached the idea of music therapy in a number of his writings and stated, "There seems to be something magic in the effects of music." Mr. Guttenberg recognized this magic and uses his music as a way to bypass peoples' inhibitions and invite them to hear a message that they may have otherwise been reluctant to perceive. In the first half of the two-part event, Mr. Guttenberg shared his story about his brain hemorrhage that occurred at age 29 due to a malformation. His journey consisted of a lengthy recovery, both physically and mentally, that brought him from a deep depression and withdrawal, to a state of social interest and reconnection. After this inspiring story, Mr. Guttenberg drew upon his Adlerian education and explained various ways that music therapy could be utilized to help clients heal, cope, and expand their creativity. Dr. Ellen Stone, a graduate from the Adler School in Chicago, comments, "I learned more ways than I had previously thought of how music can be utilized as a therapeutic tool. I also learned the basics about how to write a song. I did not anticipate this kind of learning from the program." After this, Mr. Guttenberg transitioned his focus to human relations.

The second event of the day focused on Adlerian techniques that could be used to facilitate change. These techniques

could be used across a variety of settings such as: counseling, parent education, classrooms, the workplace, etc. They were in the form of jokes, stories, quotations, metaphors, jokes, stories, quotations, metaphors, riddles, songs, and exercises. The main goals of these techniques were to promote social justice and to demonstrate healthy human relations. Both his presentation on music and his human relations activities were part of his global message.

Rob Guttenberg's message to those gathered at the Adler School in Chicago, and society at large, is that bad things are inevitably going to happen throughout life. However, it is what we do at these crossroads that define who we are and the person we want to be. Mr. Guttenberg made his decision and has embarked on a journey to share what he has learned ever since. Mr. Guttenberg's message can be utilized both in one's personal life, as well as in one's professional life. Francisca Nzeke, a first year PsyD student at the Adler School, states "It was a wonderful experience to attend the workshop presented by an Adlerian that is not a faculty member."



## Election Results

Mel Markowski  
Past President/Elections Chair

The NASAP ballots have been counted and the following persons have been elected to office:

Vice President: **Steve Stein**

Secretary: **Deb Bailey**

Treasurer: **Richard Watts**

We know that the business of NASAP will be in good hands as you assume the duties of your offices.

Our sincere appreciation is extended to Mary Schneider, Larry Anderson, and Kathy Cluff for allowing your names to be on the ballot and your willingness to serve NASAP. We certainly may call on you in the future to add your special skills and assets to furthering NASAP's mission. Thanks to all six of you for your past and continued contributions.

## Save The Date For NASAP and Dan Siegel: MAY 11-15, 2011

We, in Canada, are delighted to host NASAP 2011 in historic Victoria British Columbia at the famous Fairmont Empress Hotel and Conference Centre, the heritage flagship hotel of the Fairmont Hotel Chain. Victoria British Columbia has been called a "little bit of England" in North America.

In addition to the conference, there is the famous Point Ellice tea house, the Butchart Gardens, the site of our Saturday evening event www.butchartgardens.com whale watching, ocean adventures, the British Columbia museum, First Nations Culture and high tea at the Empress. To discover more about all the adventures and attractions and accessible transportation options visit www.tourismvictoria.com.

Dan Siegel will be giving a preconference workshop once again on May 11 and 12 titled "Mindsight: The Science of Personal and Relational Transformation – Practical Strategies, Tools, and Techniques for the Mindful Therapist." More information will be provided in the May-June issue of TNN so stay tuned!

## Letter To the Editor

I'd like to correct a statement made by Richard Isaacs in his review of Cozolino's *The Making of a Therapist* (TNN, 43(1), p. 5). Isaacs writes, "Adler's well known [sic] phrase 'to have the courage to be imperfect' is recognized by the author . . ." In our text, Griffith and Powers (2007), we review the origin of this term (p. 19). Adler did not create it, nor, to our knowledge, did he use it. It was Rudolf Dreikurs who popularized it, though he, too, did not create it. The phrase was coined by Sophie Lazarsfeld, who, according to Heinz Ansbacher (1966), first used it in 1925 at the Second International Congress of Individual Psychology in Berlin (p. 152). In a journal article, Lazarsfeld (1966) states that "Adler viewed perfection as an ideal which can never really be reached," that there is a difference between "sound striving for perfection and neurotic wanting to be perfect," and that in psychotherapy people "learn to face their own imperfection . . . They acquire the courage to be imperfect" (pp. 163-164). Terner and Pew (1978) cite Dreikurs' use of the phrase as the "leitmotif in his work" (p. 88), and refer to its being the title of his important 1970 speech at the University of Oregon, in which he declared, "If we can't make peace with ourselves as we are, we never will be able to make peace with ourselves. This requires the courage to be imperfect" (p. 289).

### References

- Ansbacher, H. L. (Ed.). (1966). Contributors to this issue. *American Journal of Individual Psychology*, 22(2), 152.
- Griffith, J., & Powers, R. L. (2007). *The Adlerian lexicon: 106 terms associated with the Individual Psychology of Alfred Adler* (2nd ed., revised & expanded). Port Townsend, WA: Adlerian Psychology Associates, Ltd.
- Lazarsfeld, S. (1966). The courage for imperfection. *American Journal of Individual Psychology*, 22(2), 163-165.
- Terner, J., & Pew, W. L. (1978). *The courage to be imperfect: The life and work of Rudolf Dreikurs*. New York: Hawthorn.

Sincerely,

Jane Griffith

[www.adlerianpsychologyassociates.com](http://www.adlerianpsychologyassociates.com).

### Editor's Note

For information on the criteria to become a NASAP diplomate go to [www.alfredadler.org](http://www.alfredadler.org) and scroll down to diplomate in the left hand column.

## Who Are the Diplomates in NASAP?

Al Milliren

Many groups or organizations such as ours use the designation of Diplomate as a way to recognize a member who has reached a special level of competence. In the medical field, for example, one might be a Diplomate in Neurosurgery which would indicate that the individual has received a "diploma" and is a specialist in this particular area. By indicating that one is a diplomate in a certain area is to say that the person has special and additional trainings and experiences that are different from other members in the larger group. This designation does not make the person better than anyone else, only different from.

In most cases, the standards for earning the diplomate are equal for everyone. (These standards can be found on the NASAP website.) At the present time, there are 42 Diplomates in NASAP. This article marks the first in a series introducing our members who hold the diplomate in NASAP.

It was difficult to decide who would be selected as the first Diplomate to be presented, so a list was generated at random. **Lynn Lott** came up as a first on our list and I suppose that couldn't happen to a nicer "firstborn." Lynn indicated that her first encounter was not with Adlerian Psychology but with Rudolf Dreikurs and *Children: The Challenge*. This came about by way of Mim Pew who, upon noticing that Lynn was pregnant, gifted her and her husband, Jerry, with a copy of that book. Lynn says that initially, being of the firstborn persuasion and knowing everything, she really didn't feel the need to read about raising children. However, Jerry in his wisdom left the book in the bathroom -- she eventually picked it up and then could not put it down. Lynn signed up for a parenting class in Minneapolis and that was that. This was the beginning of where she started teaching parenting. Lynn commented that she cannot thank Mim enough for introducing her to a way of thinking that has shaped her adult life.



Lynn wrote the following:

Although my primary focus was teaching parenting and teachers, at some point I found myself with a full time

*continues on page 10*

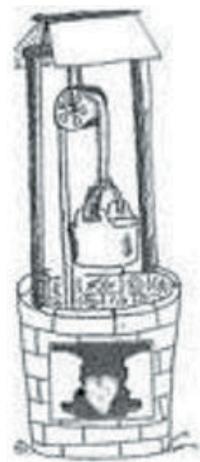
## Wellness for Life

Lois Marecek

### More Encouraging Thoughts

My column, "An Encourager Of All Encouragers", in the May/June 2009 *TNN*, touched on a need for occasional inspiration for all of us to keep us going as we fare the challenges ahead. This continues to ring true as time goes by.

Challenges come in a variety of forms. Some are based on "the daily grind" including today's economy and even world events



**WELLNESS FOR LIFE**

By Lois B. Marecek M Ed., MGC, LPC

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like the earthquake in Haiti. The effects can brush upon a personal and/or spiritual nature.

I feel Adler's teachings founded in wisdom are in essence the "tools / backbone of inner strength" to meet, overcome and rise above these challenges. It may be considered the "pep talk" of life.

As always, I like to include some tidbits I come across that will hopefully give more of a visual image.

### Don't Quit....

When things go wrong as they sometimes will;  
When the road you're trudging seems all uphill;  
When the funds are low, and the debts are high;  
And you want to smile, but you have to sigh;  
When care is pressing you down a bit  
Rest if you must, but don't you quit.

Success is failure turned inside out,  
The silver tint of the clouds of doubt;  
And you can never tell how close you are;  
It may be near when it seems afar.  
So, stick to the fight when you're hardest hit –  
It's when things go wrong that you mustn't quit.  
author unknown

"Let us do our duty in our shop or in our kitchen,  
in market,  
the street,  
the office,  
the school,  
the home,

just as faithfully as if we stood in the front rank of some  
great battle,  
and knew that victory for mankind depends on our  
bravery,  
strength,  
and skill."

Theodore Parker

As human beings, I feel we seek a sense of direction and encouragement. This is natural.

Mother Nature is wise in her teachings. She has shown us that Spring is the cleansing of the air with the rains and a rebirth / renewing of life. In the words of Dreikurs, "We become free if we stop being concerned with our failures and successes." Have the courage to continue on the path!

Warm Fuzzies

Don't Miss The Fun!!

NASAP 2010

Minneapolis, MN

June 10 - 13

Ramada Mall of America

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Visit

[www.alfredadler.org](http://www.alfredadler.org)

for conference registration

and information

## Resource Page

### How to Encourage Children

“A child needs encouragement as a plant needs sun and water.” Dr. Rudolf Dreikurs

Encouragement is the most important aspect of child rearing. The essence of encouragement is to increase children's confidence in themselves, and to convey that they are good enough as they are, and not just as they might be. It is all too common to find that our homes, classrooms, and communities provide a series of discouraging experiences to many children, and that encouragement is given only to those who need it least. Parents, teachers, and all those who deal with children can keep in mind the follow suggestions:

1. *Avoid discouragement.* The feelings of inferiority that all humans experience must be overcome if we are to function optimally.
2. *Work for improvement, not perfection.* This goes for adults, too!
3. **Commend effort.** One's efforts are more significant than one's results.
4. *Separate the deed from the doer.* One may reject the child's actions without rejecting the child.
5. *Show your trust in the child.* This must be sincere, so one must first learn to trust the child.
6. *Do not view mistakes as failures.* We need to take away the stigma of failure. Failure usually indicates a lack of skill. One's worth is not dependent on success.
7. *Remember: failure and defeat will only stimulate special effort when there remains hope of eventual success.* They do not stimulate a deeply discouraged child who has lost all hope of succeeding.
8. *Remember, genuine happiness comes from self-sufficiency.* Children need to learn to take care of themselves. Integrate the child into the group rather than treating them as “something special” – which increases over-ambition. An overly anxious child who cannot succeed will usually develop the private logic, “If I can't be the best I'll at least be the worst.” Even more seriously, the child may give up altogether.
9. *Stimulating competition does not encourage children.* Those who see hope of winning may put forth an extra effort, but the stress is on winning rather than on contribution and cooperation. The less competitive one is, the better one is able to stand competition.
10. *Remember that praise is not the same as encouragement.* Praise may have an encouraging effect on some children, but praise often discourages and causes anxiety and fear. Some children come to depend on praise and will perform only for recognition in ever-increasing amounts. Success accompanied by special results-oriented praise may make the child fear “I can never do it again.”
11. *Help the child develop the courage to be imperfect.* We all need to learn to take mistakes in stride, and to learn from them.
12. *Don't give responsibility and significance only to those who are already responsible.* Giving opportunities to be responsible to children who are discouraged may make it worthwhile for them to cooperate.

If we can encourage and develop in our children a sense of their own worth so firmly fixed that nothing can alter it, no failure can rattle it, then we have set the groundwork for them to take life head-on, and to enjoy without fear all that life has to offer.

This Resource Page is adapted from an article entitled, “How We Can Encourage Children,” by Edith A. Dewey – which appeared as a previous Resource Page.

About the Author:

**Alyson Schafer** earned an MA in Counseling from the Adler School of Toronto. She is the third generation of her family to teach Adlerian parenting classes and is recognized as one of Canada's leading parenting experts; she served on the NASAP Counsel of Representatives and is a past-chair of the Family Education Section. She is the host of “The Parenting Show” and you can contact Alyson and/or obtain free parenting resources at her website: [www.alyson.ca](http://www.alyson.ca).

Recommended Books:

Schafer, A. (2006). *Breaking the Good Mom Myth*. Mississauga, ON, Canada: Wiley & Sons Canada.

Schafer, A. (2009). *Honey I Wrecked The Kids*. Mississauga, ON, Canada: Wiley & Sons Canada

## Section Highlight: Family Education

The Family Education Section is an active community within NASAP. Our Section is comprised of a variety of people who are bound by their common interest in the Adlerian and Dreikursian principles that apply to human dynamics in the family. Many of us teach parenting classes, or are parents who have graduated from an Adlerian parenting class and want to stay connected with Adlerian principles and like-minded people. Others in our group are teachers who deal with parents, doctors who are faced with questions about picky eaters and potty training, or clinicians who work with families in private practice. In 2005, our Section adopted a common purpose: "To create a forum and network for exchanging ideas, materials and resources related to Adlerian Family Education; to reduce isolation and discouragement among individuals and small groups who do not have access to on-going community support; to encourage the development of increasingly effective methods for the research, collection and dissemination of information related to Family Education; and to support and highlight the work already in existence in Family Education." Why not join the Family Education Section for a year and see what we are all about?

Here is some of what you will experience as a member of our Section:

1) Our 8-page newsletter, *FAMILY!*, is emailed up to three times a year to Section members. It features members' activities, a "Dear Addy" advice column, upcoming events, and tips and strategies meant to improve members' skills and knowledge base. A recent addition to the newsletter is a periodic column called "The Family Business" -- a case study of one family educator who has created a business out of family education. Online, you can read back issues at the NASAP website, but the current issue is available to paid members only.

2) We connect online through our listserv, which is a great place to mine for information from this talented group of people. Need a good book recommendation for a client? Ask us on the listserv! Wondering what people thought of the recent research published about the negative consequences of praising children for their intelligence? Or maybe you are wondering how another philosophy of parenting meshes or doesn't mesh with Adlerian parenting? Start a discussion thread on the listserv! We use the vehicle to ask for input on conference topics the membership would like to see and other general business that crops up throughout the year.

3) Members are invited to submit proposals to be presenters in the Family Education track at the annual

NASAP conference. Attending members receive educational enrichment by being present at these sessions. Here are a few of the sessions slated for the 2010 NASAP conference in Minneapolis:

- "Parenting from a Distance: A Workshop for State Correctional Inmates"
- "Reaching Out...Working With Parents Who Have Out-of-Control Teens"
- "The Courageous Parent"

4) Networking! Our membership works very collaboratively and openly to help one another grow personally and professionally. Sharing of resources, making introductions, helping people with similar challenges is what we are about! A highlight of the annual conference is the Family Education Section meeting where members and others can share their experiences and challenges with both traditional programming, such as parent study groups, and new programming such as parent "boot camps" and one-on-one parenting education.

We offer CONNECTION and BELONGING for this interest area of NASAP. We'd love to have you join us and CONTRIBUTE! For more information, please feel free to contact our governance team:

Co-Chair: **Patti Cancellier**, PatriciaCancellier@gmail.com

Co-Chair: **Terry Lowe**, thlowe@sasktel.net

Secretary/Treasurer: **Amy Ellison Meyer**

a.meyerpsy@gmail.com

*FAMILY!* Newsletter Editor: **Bryna Gamson**

ParentEd@comcast.net

## Adler School Of Professional Psychology Offers CE Program

The next full day program at the Adler School of Professional Psychology will review the basics of Adlerian Family Counseling and provide an overview of the Family Education Center Model. Additionally, a live family education demonstration with a family will provide participants with an actual experience of the process.

The program will be offered Friday, April 30, 2010 from 9:00 a.m. – 4:00 p.m. at the Adler School in Room 1704. Six CE credits will be awarded and lunch will be provided. The cost for the program is set at \$200 for public, \$150 for Adler School faculty/staff/alumni, and \$100 for students for six CE credits.

## The NASAP Newsletter

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## Annual ATI Summer Study/Travel Program 12-16 July 2010 Geneva, Switzerland

ATI is pleased to announce its 5<sup>th</sup> Annual Summer Study/Travel Professional Development program. This year the intensive, five-day training workshops will be held in Geneva, Switzerland. Two workshops will be offered concurrently:

For Teachers/Educators: The Transformative Classroom:  
Changing failure to success

For Counselors/Therapists: Brief Family Counseling &  
Therapy: Empowered parents & resilient children.

This is a unique professional development learning experience bringing together both educators and mental health professionals from around the world to learn, share and grow together professionally.

(Discounted group rate available with 5 or more registrations from same school or agency!)

The 2010 Program Brochure and Registraton information can be downloaded from [www.adleriantraining.com](http://www.adleriantraining.com) For further information, email to [adleriantraining@aol.com](mailto:adleriantraining@aol.com), or Tel: 954-650-0637.

*NASAP Diplomate . . . continued from page 6*

private practice, so I decided to go to grad school and get licensed. I took two masters programs—one satisfied me and the other satisfied the state of California. I've been licensed since 1978 as a Marriage and Family Therapist. The best training I received was at the NASAP conferences and through my personal study of Adler and Dreikurs. I've published 18 books on parenting, counseling, writing, dog training, and more, and they all strongly reflect my Adlerian background. Currently, I work with clients three days a week, some in person, and many by phone. I also have a writing project in the works that keeps me learning more and more about being an Adlerian.

Jane Nelsen and I recently completed a video program to teach others how to teach Adler/Dreikurs parenting classes. We've written several manuals together on *Teaching Parenting* and *Positive Discipline in the Classroom*. We are working on producing e-books and podcasts to spread the word about *Positive Discipline*. I spent many years traveling around the U.S. and Canada teaching about Positive Discipline, but now I'm happy to stay away from airports unless I'm on vacation.

I go through periods of blogging ([www.lynnlott.blogspot.com](http://www.lynnlott.blogspot.com)) and had fun putting a website together with a lot of help ([www.lynnlott.com](http://www.lynnlott.com)). The new technology is very exciting, and I do my best to keep up with it. Currently, I'm working on figuring out how to be in one place while I work with groups in another. I'm intrigued by the electronic challenges, but mostly I love the contacts with young people who know so much more than I about how to make all of this electronic stuff work. It keeps me young, too!

When I met and married my second husband Hal, I got a second wind. With his support, I'm always working on some project to spread Adlerian ideas. Hal and I also enjoy co-grandparenting our grandkids and watching our kids be wonderful parents. I'm an avid downhill skier who can't resist the fresh powder. From January to March, skiing takes top priority. I love skiing and hiking in Tahoe, reading, cooking, and hanging out at our beach front condo in South Florida. Though I've done my share of traveling, my favorite times are at my homes in Tahoe and Florida.

I'm proud to be a Diplomate of NASAP. I'm not a big joiner, but NASAP is an organization that I am glad to have joined. Because of my studies in Adlerian psychology, I've worked as a consultant, parent educator, executive director, associate professor teaching for education, counseling, and nursing departments, therapist, and author.

(Author's Note: And Lynn, we are proud to have you as a Diplomate as well. Thanks for being our willing introduction to "Who Are the Diplomates?")