



# FAMILY!

A Publication of the NASAP Family Education Section

Winter 2008

## What Do We Do With Bullying Behavior?

**Adlerians have answers to this important question**

by Mary Hughes, MHR

The scope of this article is to continue a dialogue about “bullying” that began with a request for resources over the Family Education listserv. With more of a prevention perspective, I have chosen to focus on the life skills/attitudes adults can teach children and I will attempt to find the commonalities in Adlerian practice that are helpful for professionals who work with families, schools, or communities concerned about bullying. The Family Education Section of NASAP also desires to more

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## What Fun: Whining Dear Addy...

Guest author is FESection member **Pascale Brady**, who teaches parenting classes at PEP in Kensington, MD. She is also an Adlerian life coach, specializing in parent coaching, international coaching and “re-parenting” life coaching. <GlobalLifeCoaching@comcast.net>

Dear Addy,

Going grocery shopping with my 4 and 6-year old daughters almost systematically turns into a whine fest. Here is how it goes: after snack (to make sure they’re not hungry!), we leave for the supermarket. On the way, we talk about expected and unwanted behaviors in the supermarket. When we’re about 5 minutes away and we are all cheerfully singing along a Raffi song,

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## Parenting In The Digital Age

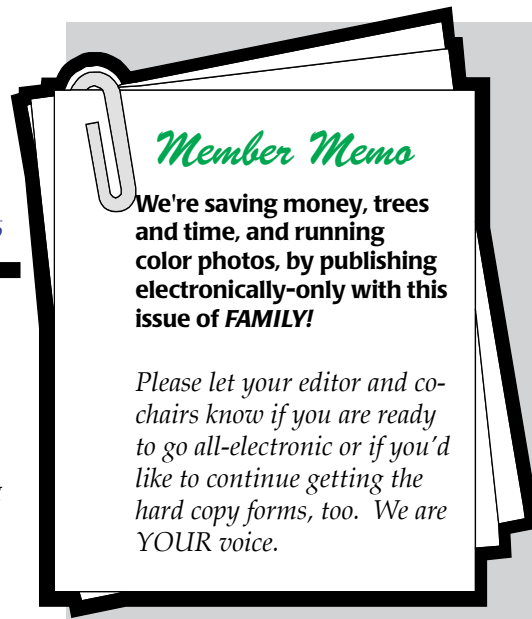
by Cheryl L. Erwin, MA, MFT

I recently went for a walk on my lunch hour along the Truckee River. It was a brilliant winter day; the river was full and frothy, a few intrepid kayakers cavorted in the rapids, and an optimistic fly fisherman flicked his line in the shallows. As I walked, I passed several young mothers wheeling their children in strollers. There was an odd thing about these moms, though; their children were sitting quietly in their strollers, staring vacantly at the passing scene. Mom’s attention was absorbed elsewhere: three of the moms were chatting loudly but not to their children—they were busy on their cell phones. Another mom walked along in a world of her own, listening to her iPod while her little boy slumped in his seat.

It seems that everywhere you go, you see people who can’t bear to be disconnected from the digital community. We wear our cell phones and Blackberries proudly on our belts, sprout BlueTooth devices from our ears, and check for messages from the universe every few minutes. What would happen, do you suppose, if we all turned off our electronic toys for a while and had a real conversation? Would we miss something important? Would the world really come to an end?

Here’s a news flash: children do not learn language and social skills or develop relationships by listening to parents talk on the cell phone. Nor do they learn anything useful when you

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### Member Memo

**We're saving money, trees and time, and running color photos, by publishing electronically-only with this issue of FAMILY!**

*Please let your editor and co-chairs know if you are ready to go all-electronic or if you'd like to continue getting the hard copy forms, too. We are YOUR voice.*

## Also in this issue

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*Enjoy Adlerian camaraderie, Elect a new Co-Chair*

## FE Section Co-Chairs Report...

Hello Family Education Section Members,

Did everyone survive winter 2008? That was something eh? I can't believe how much snow fell here in my little corner of Ontario, Canada. It seems in talking to my NASAP buddies across the continent that it was unusually cold and snowy everywhere. Thankfully, I have a pair of snow shoes, snow pants and a dog who loves to hike, so for the most part I got to enjoy the beauty of it all.

As lovely as winter can be, I am eager for the spring and the sense of renewal it brings. For me that means winding up my final term as your Co-Chair and electing some fresh blood to replace me. I have enjoyed my work with Mary Hughes, Linda Jessup, Bryna Gamson, Patti Cancellier, Dina Emser and Amy Ellison. I am sorry to be losing the sense of camaraderie that working with this team has afforded me.

Alas, I may be "done" but I am not gone! I will continue making contributions to the Section but I will also be sharing my time and talents with the NASAP Board.

Please consider helping your organization. If you would like more details of what is involved and the commitment required, please feel free to call either of us.

We've been soliciting nominations for Co-Chair, and encourage you to run! We will publish Candidate Statements in the next issue of *FAMILY!*, due out before the conference in June.

Elections will take place by mail and at the conference, which is in Harrisburg, Pennsylvania this year. This quaint city is a jewel. It is steeped in American history and has been maintained as a tourist town with many sites to see. The conference brochure should already be in your hot little hands—so check out the Family Ed offerings. This year, all Sections will meet separately but concurrently as the last item on the grid. You don't have to miss any of the conference to attend a Section meeting, AND after the meeting there is a wine and cheese social to follow. Details will be in your conference package.

I hope by now everyone is on the listserv. If you are not, contact Becky at the NASAP Central Office. Lately, we've been busy sharing resources about bullying, and Adlerian sources for parenting infants. (The bullying discussion led to an interesting article contributed by Mary Hughes for this issue of *FAMILY!*, in fact.) While we have not been all that "chatty" recently, we have certainly benefited from picking each others brains! Members pose questions, and someone always responds with helpful information. Novices need not hesitate! Chime in any time.

Finally, on a more personal note, I would like to offer condolences to Jody McVittie and Sahara Pirie who lost their father to cancer this January. Our thoughts are with you both. ■

Till we meet again in Harrisburg, warm wishes from your Co-Chair, *Alyson Schäfer*, along with *Patti Cancellier*

## Adlerian Wisdom

- *Behavior is movement. No person behaves without intending to affect others. People are usually not aware of the purpose of their own behavior. To understand the child's pattern of movement through life, one must become sensitive to the inter-actions inherent in routine situations.*

- *Avoid letting your own need for prestige influence you in training your child. (Don't be afraid of what others will think of you as a parent.)*

-- from **ABCs of Guiding the Child**

by Rudolf Dreikurs, MD and Margaret Goldman (1960)

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# PEP's 25th Featured Faber

by Linda Jessup, PEP Founder

Response to the presentations by Adele Faber on November 15 & 16 in the Washington area was overwhelmingly positive.

During Faber's Friday workshop in Kensington [Maryland], she presented *Ten Skills for Engaging Cooperation*. These skills offer the nuggets of communication that are discussed in much greater detail within her book *How to Talk So Kids Will Listen & Listen So Kids Will Talk*. PEP summarized these tips for the website as she presented them in hopes that people may find them helpful when communicating with their children. Simply click on the link below for a PDF of the summary.

<[http://www.pepparent.org/pubs/Faber\\_Ten\\_Skills.pdf](http://www.pepparent.org/pubs/Faber_Ten_Skills.pdf)>

For more of Faber's insights, you may still order copies of any of her books by calling the PEP office at 301-929-8824, or by accessing the Amazon link on the PEP website <<http://www.pepparent.org>>. When visiting Amazon through the PEP website, a portion of the proceeds benefits PEP at no additional cost to you. ■

*Editor's note:* This also applies if you go to Amazon via the NASAP website, <<http://www.alfredadler.org>>. So, you have a choice of beneficiaries.

*Digital Age...continued from page 1*

sit at the computer, listen to books or music on your MP3 player, or chat and text with your friends all day on your cell phone. I recently explained to an adolescent client of mine that when I was in high school, we didn't have MySpace, laptop computers, or cell phones. In fact, I told her, I had to talk to my friends on the one phone my family owned, which happened to be in the kitchen. Attached to the wall. By a cord. She was horrified. "Didn't your mom hear everything you said?" she asked me, appalled at the very idea. "Yup," I answered. And I know I'm getting older when I find myself thinking that returning to the days of non-wireless phones might be a good thing for a few of the teens I know.

I know I sound like a curmudgeon. In fact, I check my email regularly, do a great deal of work on my laptop computer, and own both an MP3 player and a cell phone. But I do know when to turn them off. Unfortunately for many parents and their children, technology has blurred the line between work and family life. Being at home no longer means being able to focus on your family; sometimes it just means you are expected to work even longer hours—but in more comfortable clothing.

If you have children, especially young children, you need to take them for lots of walks, and trips to the park and the grocery store. But here's the deal: you should be talking to them. You can point out the snow draped delicately on branches, the swallows' nests under the bridge, and perhaps the first hyacinths of spring sprouting along the sidewalk. You can talk about how grass feels on bare feet, why we don't approach strange dogs, and how long dragonflies live. If you don't know how long dragonflies live, you can find out together. (You can look it up on the Internet, but it might be more fun to visit a library. You remember books, don't you?) At the store, you can talk about the yellow bananas, the shiny red apples, and the deep green limes. You can count coins and teach about money. You can plan a meal. Then you can cook and eat it together.

In other words, you should be doing lots of talking to your children and you should leave lots of time for them to talk back to you. If they can't talk yet, it doesn't matter; they will learn language from the sound of your voice and from the rhythm of your words. Most important, be sure there's time every day when you can be together as a family without the incessant blather of the television, the telephone, or the computer.

You can't raise children effectively in your spare time. Nor can you afford to send your children the message that they are less important to you than your boss, your girlfriends, your golf buddies, or the latest episode of your favorite TV program. Children aren't gerbils; they need far more than food, water, and a place to sleep. They need your patience, your love, and your attention. They need you to be interested in them, to teach them about the world, and to take time to play with them. They need discipline that is kind and firm, encouragement, and lots and lots of listening.

I think we should declare a national "Turn It Off" day and lock all of our electronic junk in a drawer. Then we should focus our attention on the living, breathing human beings right there next to us. We all might be surprised at what we discover. ■

*Cheryl Erwin is a marriage and family therapist in private practice in Reno, Nevada, the co-author with Jane Nelsen of several books in the bestselling **Positive Discipline** series, and the author of **The Everything Parent's Guide to Raising Boys**. Cheryl also has a weekly commentary on parenting and family life on her local public radio station.*

*Dear Addy...continued from page 1*

Emma, my youngest, starts hinting at the fact that she's hungry. Mom's heart drops for a second but she answers without skipping a beat that we just had snack and the next meal is dinner after we get home. And – that the quicker we get home, the quicker we eat dinner! To no avail: no sooner do we roll through the double doors, does the well-known mantra in the well-known (and unbearable!) tone of voice set-in: "Mom, I am really hungry. Can I please have a cheese roll? Just a little one? I promise, I won't ask for anything else! Pleaeaeaease?" This goes on aisle after aisle, the volume and the agitation increases as we get closer to the cheese rolls. First I ignore, then I redirect and ask for her help with shopping, then I start reminding of the discussion in the car, and I finally end-up in my own usual – furious!- mantra: "WHY does it ALWAYS have to end that way? Didn't we talk about this? Practice it many times? Watching you, you'd think I NEVER feed you!" Of course big sister wants to participate in the fest and starts teasing and taunting and misbehaving, and by the time we leave I am exhausted and apoplectic. I don't want to get a babysitter to go shopping at night after they're in bed. PLEASE HELP!

*--Apoplectic Shopper*

*Dear Apoplectic Shopper,*

First, let me commend you for what you're already doing right: you've been setting the stage and preparing your kids by training them. You're telling them in advance about the plan; you're preparing for the best possible outcome by preempting potential problems in timing your shopping after snack; you've apparently had a training session with them on what is appropriate behavior in a supermarket; and you are refreshing that knowledge on the way. You seemed to be fully covered in

the "training in whining" part of the whine fest problem. I would actually say that you have done all the training and preparing you could on this. You're done with the words – it's now time to ACT!

So – why are things still going so wrong every time?

A number of things we do actually FUEL the whining: giving in to the child's demands, exhibiting irritation, showing anger or even engaging in retaliation. My guess is that, since Emma knows so well where the cheese rolls are, a time or two in the past she might have gotten one? Children do what works. If your child is whining, chances are she is getting a response from you – either by getting what she wants, or by getting your attention, or even by controlling your temper and a given situation. Giving in, by the way, teaches this: "If I do this long enough, eventually mom gives in and I get what I want. 10 minutes the first time, 15 the next, 30 if I have to ... I can last! Let's see if she can ...".

To CURB the whining problem, there are a number of things you want to do in the moment (short term solutions). The cardinal rule of whining is I-G-N-O-R-E! Any request made in a whiny voice will simply be ignored. Of course, you will have explained this in advance, and then you will follow with strict consequences (remembering that we all need the courage to be imperfect once in a while ...). That's definitely one of the things you could do in the supermarket, and it might not be your favorite solution. It would require a lot of self-control.

Another strategy you can use in the moment or the short term is to use a logical consequence – when appropriate and possible. Remember, logical consequences always must follow the 4 "Rs": be respect-

ful, related, reasonable and foster responsibility. So while grocery shopping, the consequence could be: "I see that you have decided for us to stop shopping and go home now. We'll try grocery shopping again together next week." Which might mean that for a week there might be no milk, or any of Emma's favorite snacks.

For a situation where you find yourself regularly escalating into real anger (as seems to be the case here), a good solution is to brainstorm and negotiate with Emma, in advance, a win-win solution through problem solving. Simply tell her: "Emma, I have this problem when we go to the supermarket and I really need your help to solve it ...". You'd be amazed at how creative our children can be when asked!

Now, all of these tools are good "short term" fixes – but it's always good to remember that to really work at fixing any misbehavior problems, we also want to look at the long term goals. Emma could probably use increased special mommy attention at other times than the supermarket. Give her doses of daily one-on-one dedicated time! And give her loads of control over her life with many constant choices, as well as lots of significant responsibilities in the family. If she feels she gets plenty of positive attention at appropriate times, has control over her life and contributes to her family, I am sure she'll have many fewer reasons to whine ... that is until next time she happens to be hungry at the grocery store! ■

## Member Mailbag

### Sophia Group Updates Progress

The Sophia Group is a not-for-profit organization in South Bend, Indiana, comprised of an interdisciplinary group of professionals who study and teach human development and contentment from a holistic perspective. A NASAP Affiliate, they have been featured in past issues of FAMILY!—Spring 2006 and Fall 2006—which you can access from the NASAP website newsletter archives (if you haven't kept all your printed copies!). The progress of this group is a great example of Adlerian counseling and family life Center development. Their website is <<http://www.sophiagroup.net>>.

Here's what the Sophia Group has been doing lately:

- A family lecture series for University of Notre Dame/Saint Mary's College Early Childhood Development Center - one lecture per month for the academic year.
- A lecture series with The Montessori Academy - Three lectures for parents and teachers throughout the academic year.
- Consultation with the Education Section of a grass roots community organizing effort in South Bend, with one of the goals being bringing parents into the public schools.
- Testing the waters for a lecture series for the Logan Regional Autism Resource Center. They are asking for lectures that will support parents of children with disabilities and have expressed pleasure in the holistic and strengths-focused approach of Adlerian child guidance. We hope to have ongoing discussion groups with the parents about how Dreikursian/Adlerian approaches do and don't fit their experiences of parenting children diagnosed with Autism.
- Quarterly parent education series (five weeks each quarter) with Memorial Children's Hospital. Have added one night of Parenting Your Infant: Feeding, Sleeping, & Soothing Routines; and another on Parenting your 12-24-month-old.
- We are developing a series for couples based on Gottman's research and including some lifestyle methods, the psychology of attraction, and gender guidelines.
- Day-long teacher training for Good Shepherd Montessori school.

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**Linda Albert** has offered to pen some articles for forthcoming issues of FAMILY! around the theme of the "Too MUCHES": the biggest mistakes parents made are they "do too much, hear too much, say too much, bail out too much, and give in too much."

We're looking forward to it, Linda!

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What would YOU like to contribute? Write to us!

## Section Leadership Depends On YOU!

At the last convention, in Vancouver, Dina Emser announced that she was unable to complete her term as Co-Chair. At that time, Patti Cancellier, our Secretary/Treasurer, stepped up to take her place, and the group selected Amy Ellison to take Patti's job.

Now, Alyson Schäfer's term is coming to an end. Since Alyson is a Canadian, we'd like to replace her, as has been our tradition, with another Canadian member.

Don't look to others to help keep your Section running smoothly and creatively. We always need fresh ideas. It's good for your professional resume, too!

Volunteer yourself, or encourage someone you respect to tackle the job.

For more details, do look at the notice on page 11.



### Editor's Note About This PDF

This PDF was made in InDesign on a Mac. To keep the file small while running so many photos, "high res" was switched off. That means you may not be seeing the usual fonts for FAMILY!, since this way, fonts are not embedded. Perhaps more importantly, also, some web addresses have had automatic hyphens placed into them because of the flow of text on a page. If, when you click to link to a web address, there is an error, look for that hyphen and take it out. Enjoy.

*Bullying...continued from page 1*

broadly disseminate the excellent responses to a recent Family Education section e-mail question about handling bullying.

In the past, parents and teachers may have considered teasing and childhood pranks as just a normal part of growing up, and something to perhaps ignore rather than take seriously. Research, however, points to more long-lasting consequences for all concerned when this type of behavior predominates in the home, school, or community. Surely, our North American culture has seen enough recent media stories of intentional aggressive acts resulting in physical harm, even death ... often to the unsuspecting person who just happens to be in the way of retaliation from a life of inner pain that suddenly breaks loose. Commonly, years of being "teased" or "bullied" is named as one of the prime roots of such horrific experiences.

A simple, thorough fact sheet about bullying, "Tackling the Bullying Issue" written by Marilou Rochford, MA, CFLE, Cape May County Family & Community Health Sciences Educator (FS024;2/24/2004) can be found on-line at <<http://njaes.rutgers.edu>>. Because I work in an educational capacity primarily with child care providers and families, my limited focus here is to share the resources I have gathered personally, as well as to share my own awareness and appreciation for the specific Adlerian skills I teach parents and professionals. I do not pretend to be an expert on bullying, to have all the answers, let alone all the questions to this pervasive cultural challenge, and will welcome a continuing dialogue about Adlerian approaches to this topic.

You and I teach Adlerian principles which are often an inherent part of many healthy relationship cur-

ricula. I have recently found that once again Adlerian wisdom is the most helpful answer in my quest for how to do my part in curbing, preventing, or "treating" bullying. Parents and teachers who learn to value their important role in teaching life skills will find that bullying can't fester in an environment whose foundation is formed on mutual respect, self discipline, cooperation rather than competition, and healthy problem-solving skills. When bullying is unable to thrive, healthy people grow into adults who provide this same foundation for the next generation.

This is where I think our Adlerian parenting/teaching curricula are especially helpful in turning the corner toward a more healthful present and future for human relationships. All of our Adlerian work is about helping people see the sense in altering an interaction by changing what THEY say or do, because a situation changes when a different response is made. But when people expect the OTHER person to make the change, the situation often remains unchanged, because we can only control our own responses – not those of the other person!

Mahatma Ghandi is known for saying, "Become the change you desire in the world." There is no better theory to demonstrate the truth in this statement than that of Alfred Adler! I personally appreciate the way Positive Discipline involves workshop participants in a common experience in a group setting to understand a skill being learned "from the inside-out". More than just receiving information, learners are empowered to think, feel, and practice a new solution in a safe learning environment that may be more helpful than how they have been interacting with a person in the past. Whatever our curriculum preference, I firmly believe that we Adlerians have the edge.

I have chosen here to highlight 12 Adlerian principles that we each teach in our own way, using whatever curricula is a good fit for us. As you think about how you teach these timeless principles to learners, consider them in the fresh spotlight of "Bully Prevention."

See if you don't agree with me that we speak a universal cure for the intentional, aggressive, repetitive behavior otherwise known as BULLYING.

**1. Encouragement** – rather than praise. As Adlerians, we understand this concept: we stress building a true sense of confidence in a person for who he/she is, rather than what he can do for us; appreciating the qualities that make up a person, rather than centering only on superficial things about a person, such as hair, clothing, tasks done perfectly; value and respect each other by consciously looking for uniqueness, and then building on a person's strengths rather than focusing on their liabilities. Our culture exudes compliments, praise and flattery; Adlerians can teach the world the tool of true appreciation.

**2. Express Feelings Responsibly** – Teaching I-messages, active listening, feeling recognition, and other communication skills without expecting someone else to 'fix' a feeling for you is a real strength of Adlerian curricula.

**3. Developing Empathy** – too often we make children say "sorry" without their feelings matching the words. Restitution in relationships involves a process of restoring trust. When someone hurts another person, making amends means first recognizing what was done; secondly, taking responsibility for your actions; then taking the third step of reconciling through apologizing for your disrespect; and lastly, take steps to come up with a

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*Bullying...continued from page 6*

solution that is satisfactory for all concerned. Saying “sorry” is only part of the empathy circle, but it is usually all the world expects from a toddler or preschooler. When a child hurts another child, rather than asking them to say “sorry,” teach them to get a tissue for the tears, to read a book with the other child and an adult, or to get a cool cloth for taming hot feelings.

**4. Regroup, re-gather, and return to a group** – BEFORE acting out of control. Self-respect, inner discipline, time-in, calmness, and how the body-mind-spirit connection works is worth learning early in life. Punitive Time-Out or “1-2-3 Magic” approach is rampant and unfortunately experiencing re-discovery as the way to handle a person with strong or uncomfortable emotions. Adlerians know that punishment and reward-based interventions avoid solutions and merely exacerbate a given situation.

**5. Power WITH** – rather than power OVER someone else builds cooperation rather than competition. Family/class meetings require a set of skills that, when learned, help people see that there are many ways to meet a challenge, and different perspectives to be shared and valued.

**6. Social Skills** – how to make friends and how to keep them can be learned. Children often imitate the ‘popular person’ who may actually be more manipulative than actually relying on personal strengths to make connections with others.

**7. Peaceful Conflict Resolution Skills** – this skill set is taught over time, and, when practiced from the early years, is of life-long benefit to self and others. Mutual Respect is the basis for compromise, and both sides win as a result of working to find mutually compatible solutions

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to challenges.

**8. Family/Class Meetings** – wouldn’t it be a brave new world if the majority of tomorrow’s adults learned how to run an efficient meeting? Think how much of your time is spent in meetings that are poorly directed, or result in no action/decision because the person running the meeting never learned how to actually conduct a meeting that involves the group’s skills in decision-making!

**9. Special Time or 1/1 time** – spend positive time (with a person without anyone else around) in order to make deposits in that person’s emotional bank. Plenty goes on in life to take away emotional security. A full emotional tank can weather most withdrawals, while a desolate emotional tank becomes easy prey for a bully. (The concept of ‘emotional tank’ originally came from Dr. Ross Campbell in his book, “How to Really Love Your Child.”)

**10. Identifying and Making Wise Choices** – many children are taught that there is one correct answer to a challenge and they’d best know ‘why’ it is the only answer! Without exploring the what, how, where, who, and when elements in any given situation, adults handicap children in making any change in reaction, relationship, or responsibility. Knowing there could be another possibility opens a person’s mind to creative solutions and utilizes the individual’s thinking skills rather than emphasizing their reaction skills.

**11. Create webs of support** – think of creating interactive ‘human webs’ to support people. Ensure that each person has at least one mentor or positive role model outside their immediate family. A person can then meet the most basic of Adlerian principles – that being the fact that we are created to connect with each other. Signifi-

cance and belonging WILL be met – in negative ways, if there is no foreseeable positive connection.

**12. Mistakes are Opportunities to Learn and Change is a Journey** – not a “one-stop shop.” Using our experiences as teachers, and taking relationship change one step at a time, we can be kind to ourselves as we learn how to more effectively connect with the people in our world.

### Resources

Now that I’ve shared my list of the top 12 skills I want to consciously continue to teach and personally model to the best of my ability, I think it’s time to share some useful resources!

This list is not meant to be all-inclusive. Although all are not staunchly Adlerian, I have discovered helpful information, activities, and/or perspectives which are not in conflict with my Adlerian foundation.

### Online

Here are some of the web-based resources I find helpful:

<<http://www.parentingpress.com>> Parenting Press (Books for children; teachers and parents; an e-newsletter for professionals  
<<http://www.k-state.edu/wwparent/programs/courage>> Chuck Smith’s “Wonderwise Parent; Raising Courageous Kids; Kansas Extension  
<<http://www.k-state.edu/wwparent/programs/bullying/factsheets.htm>> Bully Fact Sheets from Chuck Smith/Kansas Extension Specialist  
<<http://www.k-state.edu/wwparent/programs/courage/educators.htm>> Educators Resources for Bully Prevention  
<<http://www.extension.iastate.edu/parent>> National Satellite Conference “What’s a Parent to Do” Resources for dealing with bullying for parents and educators  
<<http://www.bridgesforschools.com/index.htm>> **A Resource Guide for Schools** (NASAP’s own Lois Ingber and Jody McVittie’s work)  
<<http://www.freespirit.com>> Free Spirit has resources for parents, providers, educators and for kids for Bully Prevention  
<<http://www.redleafpress.org>> Red Leaf Press has books/resources for parents/providers/educators/children  
<<http://www.kmtv.com/global/story.asp?s=7804928&ClientType=Printable>> Is there a Cyberbully in Your House? Action 3 News/Omaha  
<<http://beckybailey.com>> Becky Bailey’s Resources, esp. “I Love You Rituals”

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*Bullying...continued from page 7*

<<http://actagainstviolence.apa.org/dev05.html>> Link to a short piece that describes the program

<<http://www.cfchildren.org/programs/str/overview/>> Committee for Children website has a *Steps to Respect* program. It is expensive but also a wonderful resource for schools. We are combining Positive Discipline and Steps to Respect in a couple of schools with great results. The only modification we make is to ensure that the "consequences" imposed are also solutions. For example if a child does not have the skill to be socially useful at recess and resorts to bullying we have them stay in (to protect other kids) AND have them engaged in an activity that either fosters their relationship (connection) skills or sense of value (by contributing in a useful way that also has meaning to them).

To encourage supportive and tolerant attitudes in children and promoting an anti-bias approach in your home, visit one of these four references:

<<http://www.pbs.org/kcts/preciouschildren/diversity/index.html>>

<<http://www.iearn.org/projects/centerforpeace.html>>

<<http://www.tolerance.org/parents/>> especially their downloadable book, **Beyond the Golden Rule**.

<<http://life.familyeducation.com/diversity/parenting/34461.html>>

**Books:**

**Cyber-Bullying**, Patricia W. Agatston, Ph.D, et al (Frank and Kathleen Walton's daughter), reviewed in a recent issue of *FAMILY!* Obtainable from Amazon.com via the NASAP website.

**Use Your Words**, Carol Garhart, Mooney; Red Leaf Press – "to help teachers think about what they say to children, as well as how they say it."

**The Bully, the Bullied, and the Bystander**, Barbara Coloroso, <<http://www.kidsareworthit.com>>. This resource is not only informative, but focuses on ways for parents and teachers can help break the cycle of violence, preschool to high school. (Barbara is from the infamous Littleton, Colorado.)

**Early Violence Prevention:Tools for Teachers of Young Children**, Slaby, Roedell, Arezzo, and Hendri; an NAEYC publication; order from <<http://www.naeyc.org>>

**Bully Blocking**, Evelyn M. Field, Jessica Kingsley Publishers. I ordered it from Amazon.com (via the NASAP website)

**Bully Free Classroom**, Allan L. Beane, Ph.D. <<http://www.freespirit.com>> over 100 tips and strategies for Teachers K-8; also there is a card game by the same name that teaches the ideas in a relatively fun way.

Last, but not at all least, three Adlerian resources for curricula for parents and teachers which we all know and use often as a foundation:

<<http://www.positivediscipline.com>> Positive Discipline Resources

<<http://www.activeparenting.com>> Active Parenting Publishers

<<http://www.steppublishers.com>> Systematic Training for Effective Parenting

In closing, I want to share this quote from Barbara Coloroso's book, **The Bully, the Bullied, and the Bystander**:

"I think we can't go around measuring our goodness by what we don't do, by what we deny ourselves, what we resist, and who we exclude. I think we've got to measure goodness by what we embrace, what we create, and who we include." ... Pere Henri, in the movie, *Chocolat*

May this article be an encouragement to others in the Family Education and Education Sections of NASAP to share additional ideas and resources for Adlerian, proactive answers to the title question, "What Do We (Adlerians) Do With Bullying Behavior?" ■







Above: Family Education Section Meeting

# Scenes from Vancouver Convention May 2007

Section Meetings, Presentations, lunch and dinner fun

Below: Jody McVittie, a popular presenter

Page 8: Section Breakfast Meetings, including former Co-Chair Linda Jessup (NASAP Membership Chair); raised hands of Georgine Nash and Mary with Gary Hughes  
Below: Jon Carlson and Stephen Madigan



Below: incoming NASAP President Tael Maedel & Emi Kordyback



Below: Family Education Leadership Team  
incoming Secy/Treas Amy Ellison, incoming Co-Chair Patti Cancellier, Co-Chairs Alyson Schafer and Dina Emser, newsletter editor Bryna Gamson



# Life Partnership

by Georgine Nash, parent educator & counselor

Let's face it, young couples have many responsibilities that weigh heavily on them. Some of the most pressing include child rearing, making a living, and generally providing for the family's various needs. Parents work hard outside the home, and when they come home, have to continue working hard looking after the needs of their children.

Very often the partners' relationship and the time they spend together get pushed into the background, and they have trouble keeping their relationship healthy and vibrant. There's no time to nurture their love and their "life partnership." Gone are the intimate dinners for two or the hours spent pursuing the common interests that drew them together in the first place. With all the couple's energy spent elsewhere, there's none left over to maintain the special spark that keeps a relationship vital.

More and more young couples are discovering and complaining about these problems. They feel discouraged and helpless, trapped in a pattern they believe can't be changed. So it's not surprising that in Canadian society today more than one third of marriages end in divorce.

Sadly, many people accept this situation as normal and inevitable, especially compared with our grandparents' time when divorce was unthinkable, even if the couple was miserable together. Ironically, most couples, including those divorcing, will say that their goal in marrying wasn't just to prevent becoming unhappy, but to have the closest, most fulfilling relationship of their lives, a "life partner."



So is this goal achievable? The answer is yes, but in order to succeed, time and effort must be set aside to sustain this most important primary relationship. Parents can set the best example for their children when they act upon the love that ties them to each other. After all, harmony, mutual respect and unconditional love within the family start with the parents' relationship. And it makes sense that a happy, satisfied, fulfilled wife and husband will be a more effective and loving mother and father. Another benefit: coping with the challenges of everyday life becomes easier when parents feel secure and happy in their own relationship.

So, what can a couple do to create this "life partner" attitude?

Here are a few ideas that might be helpful:

## What You Can Do:

- Share a minimum of three hugs a day
- Find occasions to say to your partner: "I'm so glad we have each other!"
- Find at least five to ten minutes per day to exchange personal feelings and ideas
- Have open dialogue with each other
- Listen to each other's feelings
- Don't avoid differences of opinions, but do deal with them in the spirit of mutual respect
- Avoid the "hurt cycle"—when let-downs or disappointments occur, don't stay hurt either by distancing yourself or lashing back
- Never go to bed angry with each other

## The Attitudes Involved:

- Our love is never in question; it's unconditional and will never dissolve
- The joy of our partnership and family outweighs the hassles and disappointments that life presents
- We maintain "dual respect," that is, we respect our partner as well as ourselves
- No matter what challenges we have to face, we will handle them ■

## Crowder Awarded Clonick Grant for Family Ed-Related Study

Carolyn Crowder <crowdercz@netzero.net> responded to an inquiry from FAMILY! regarding her Clonick Grant award.

Thirty years ago for my dissertation (Oscar Christensen, Chair) at the University of Arizona, I conducted fieldwork with Zapotec Indians in Oaxaca, Mexico. I watched and documented the contribution of children to the family's survival in this hand-to-mouth agricultural, peasant village. I also interviewed parents about their philosophy and beliefs about childrearing.

The children contributed a great deal and I saw very little misbehavior. Parent comments in the interviews were sometimes word-for-word out of Dreikurs. The culture is egalitarian and the work of women and children is as highly regarded as that of men. Everyone has to pull their weight.

So, for the Clonick grant, I am returning to the village to update my earlier findings; I have been back many times in between to visit but have never furthered the research.

Most of the children in my study now live illegally in Los Angeles and are raising children of their own. I will go there and interview them in a few months.

When I was in the village several years ago, one of the grown children was back visiting with his 5 year old daughter who was very difficult...whining, demanding, tantruming. Standing next to her was a village cousin of 5 years old who was cooperative, pleasant, working. I want to ask the grandparents in the village how things have changed, what differences they notice in the returning/visit-

**NASAP...International Adlerian Leadership Since 1952**

## Convention Harrisburg PA June 26-29

We're looking forward to the NASAP Conference in Hershey/Harrisburg, Pennsylvania in June. An important part of our getting together as a Section will be to elect a new Co-Chair.

Members are invited to submit nominations now! To balance representation, electors are encouraged to nominate from Section members residing in Canada, although this is not a formal requirement. Below are duties and responsibilities the Co-Chairs commit to on our behalf.

Try to find out if the person you wish to nominate is willing to serve. Are YOU interested? Nominate yourself!

Please send your nomination to Alyson or Patti by email or snailmail by April 20, so that nominees will have ample time to prepare and submit statements to be printed in our next issue of FAMILY! Thank you!

### Job Description from our by-laws and traditions

A Co-Chair will:

- be a member in good standing of NASAP and the FE Section, willing to serve as an unpaid officer on the FE Section Leadership Council
- be the Section liaison to COR/NASAP Board/General Membership and the Leadership Council
- attend the Annual Convention and Annual Section Meeting at the Convention
- represent the interests of the Section rather than their own individual views on any given topic being addressed by the NASAP Board, the COR, or the FE Section.
- both Co-Chairs attend the two annual COR meetings (Fall and at the Annual Convention); if attendance is not possible for a meeting will send either the Secretary-Treasurer or Newsletter Editor
- serve on a NASAP committee
- oversee the preparation of an annual budget and oversee the creation of the financial reports for the Section by each of the COR meetings
- oversee the operation of the FES newsletter; the mini-newsletter page for the July-August NASAP newsletter; and help solicit Resource Page material from the membership list for the July-August NASAP newsletter, TNN
- solicit and select programs for the Annual Convention, following the Selection Guidelines outlined in the Section notebook
- make decisions for the Section business, as needed
- set annual goals for the Section

### Crowder...concludes

ing grandchildren, what they think about what is happening. With the young parents, I want to ask about how they are raising their kids and how it is different from the way they were raised in the village some 30 years ago.

That is essentially it. I have promised to publish my findings in an article in the NASAP *Journal* at the conclusion. Please contact me if you would like to know more. ■

Carolyn Crowder, Ph.D.

# What's Wrong With This Picture?

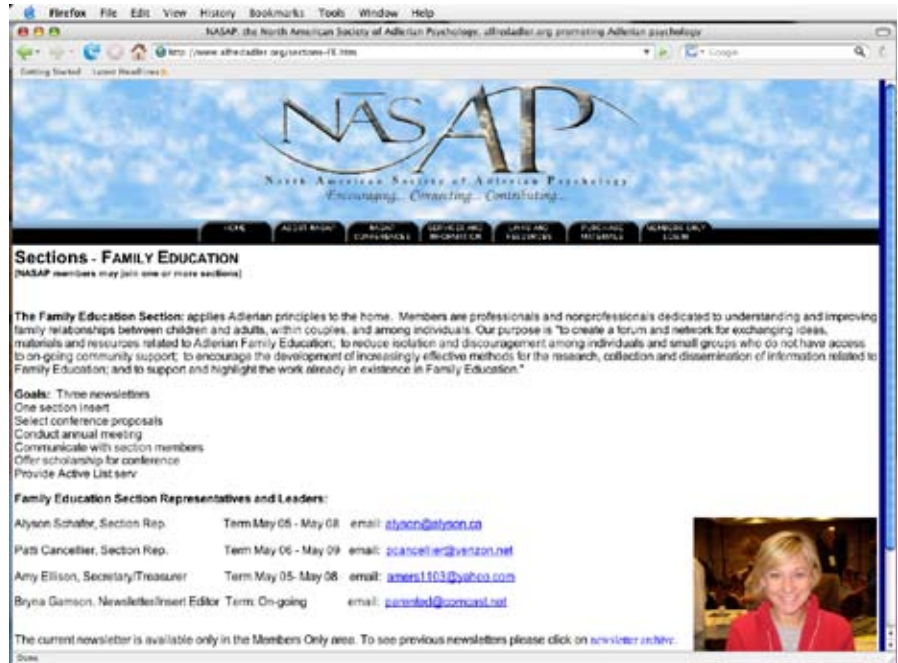


You haven't put yourself into it!

Our lovely smiling Co-Chair, Alyson Schäfer is about to change hats and join the NASAP Board, where, among other things, she will be assisting with the re-design of the NASAP website.

YOU can help by (1) offering to take Alyson's place as our Co-Chair (see nominating information on page 11) and very importantly, (2) by providing content to the new, improved Family Ed Section webpage.

Think about it! "Uncle Alfie Wants YOU!"



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

## NASAP Family Education Section

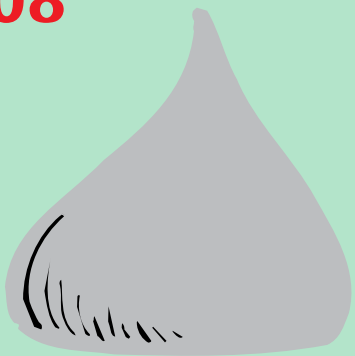
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See you in Hershey...

June 26-29, 2008



(Kiss Kiss)