



FAMILY!

Prison Setting

Parenting From a Distance

by Carol Mader, LPC, RPT-S
Carol presented on this topic at the NASAP conference in Minneapolis 2010

"My problem with my son is that he doesn't do anything. I'm afraid he will end up here. What can I do about that?"

"I don't know how to stay connected to my daughter. Whenever she comes to visit, she just asks, why can't you just come home with us Daddy?"

Such was the nature of opening night introductions around the table at the State Correctional Institution, Camp Hill, Pennsylvania (SCI-CH). These participants had requested a parenting class from their pastor, Chaplain
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Bedtime Challenges

Dear Addy...

Guest author is **Bill Corbett**

Dear Addy,
We have huge bedtime issues in our household. We got into a bad pattern of the kids sleeping with us and want it to stop. Can you provide some guidelines?

—Stressed Out Parent

Dear Stressed,

Bedtime can indeed be a very stressful time of day for families. Here are some tips for you:

Six Steps to Prepare for Bedtime

- Allow your child to find some way of personalizing her room. From picking out a new lamp shade to an entirely new paint scheme, letting her be as creative
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The Gift of A Clear Request

by Dina Emser, MA, CPCC, CPDLT

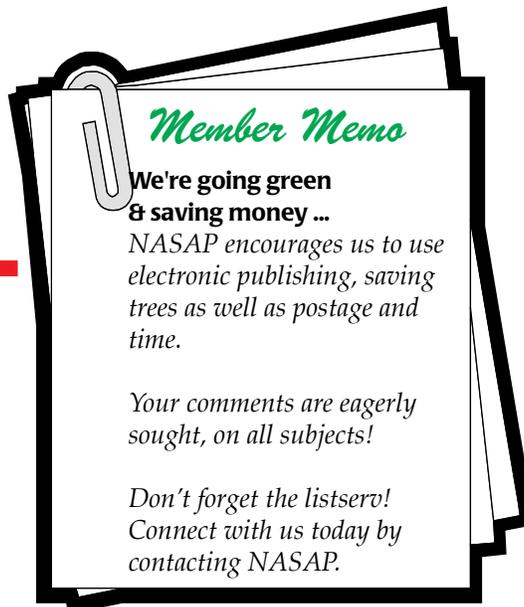
Clear communication is a goal that eludes many parents. What gets in the way? What keeps you from communicating clearly and cleanly? You may be concerned about what your children will think. You don't want to be perceived as controlling or demanding, so you veil your requests in unclear language, hoping against hope that the recipient will understand what you mean and just do it!

In the **Positive Discipline** program for parents and teachers, author Dr. Jane Nelsen suggests that it is mutually respectful when we ask clearly for what we want rather than to highlight the behavior we don't want. How is a clear request a gift? If you have ever been in a relationship with someone who expects you to be a mind reader, you will understand how a clear request is, in fact, a very respectful gift! When we offer a clear request, we

are saying to the other person, "I think you are capable. You can handle me and my requests, and you can decide for yourself how you will respond to my request."

A request is an honest expression of what you need and want. It is dynamic. It moves from the giver to the receiver with plenty of room for response, negotiation and compromise. When it is spoken clearly, the receiver has a distinct picture of what you want so that they can understand what it looks like and they can duplicate it.

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New Co-Chair to be selected this Spring

Forgiving Yourself, Being Partners, More Pages 4, 5, 6

Expert Members Offer Insights

FE Section Co-Chairs Report...

Dear Family Education Section Members,

Fall was busy with new parent groups starting up and children getting back into the swing of school and activities, and now after a prolonged season, winter weather has finally arrived for many of us.

As your representatives for Family Education, Patti and I attended the COR (Council of Representatives) meeting in Hershey in October. This was the last time for the COR to meet there as the NASAP office will be moving to Minneapolis in January. As usual we were very well fed and all the chocolate baking was a real delight.

It was exciting to see so many dynamic proposals for the conference come in. We'll tell you more about the sessions in upcoming newsletters. Mark your calendars for the NASAP conference in Victoria, B.C. May 12 to 15, 2011. You won't want to miss it!

Some of the things discussed and decisions made at the COR meetings are as follows:

- Starting with the 2012 conference, it was decided that more will be done to promote the theme of the conference. For example, each Section's annual meeting at the conference will have a keynote speaker who addresses the conference theme, followed by their annual business meeting. The speaker can be chosen from the Section's membership or from outside the Section. There is an added benefit in that attendees in need of continuing education hours will be able to receive one hour of credit for attending the meeting.
- Starting July 1, 2011, the conference theme for each upcoming year will be given to members well ahead of time so that newsletter articles, TAP Talks and session proposals can follow the theme for the year.
- Session proposals for the conference aligned with the conference theme will be given priority.
- Each Section will be responsible for providing a speaker and topic for one TAP Talk a year. Family Education's TAP Talk will be on November 17, 2011.
- Each Section will be responsible for providing two articles a year to The NASAP Newsletter/TNN.

We encourage you to start thinking about these ideas now! Since we have such a talented group with lots of expertise, we will be calling on you in the future to share your knowledge and wisdom whether it be via *FAMILY!*, the NASAP newsletter, TAP Talks or the listserv.

Enjoy your holidays and best wishes for a wonderful New Year! ■

Your Co-Chairs,
Terry Lowe along with Patti Cancellier

Adlerian Wisdom

Mutual Respect Between Parents and Children

- *If we respect our children, they will respect us.*
- *Respect, like love, cannot be forced. (Children can be frightened into pretending respect. Often, actually they are thinking and feeling the opposite.)*
- *Children are capable of developing the four "R's": Responsibility, Respectfulness, Resourcefulness, Responsiveness.*
- *Respect for each other results in a desire to cooperate with each other.*

—from **Parent Work Book** for use with **The Practical Parent** by Margaret K. Cater (1979)

How to reach us

Family Education Section Co-Chairs

Patti Cancellier, M.P.H.
6307 Huntover Lane
Rockville MD 20852
email <patriciacancellier@gmail.com>

Terry Lowe, B.S.W., R.S.W.
1926 Coy Avenue
Saskatoon, SK S7M 0J1 Canada
email <thlowe@sasktel.net>

Section Secretary-Treasurer

Kerry Mayorga, M.A.
16109 Avery Rd.
Derwood, MD 20855
email <Kerry@mayorgacoffee.com>

FAMILY! Editor

Bryna Gamson, M.A.T.
2823 Summit Avenue
Highland Park IL 60035
email <ParentEd@comcast.net>

NASAP
<http://alfredadler.org>

phone 952-767-0442
fax 952-854-1647
email info@alfredadler.org

1120 80th Street E, Suite 200
Bloomington, MN 55425

Prison Parenting....cont. from page 1

Anne Myers. Chaplain Myers called me one week after I had retired from my work as a part-time therapist in private practice. I had just decided that helping parents would be the focus in my second phase of retirement. However, I did not have plans to be doing this work in a prison setting. What a surprise!

As I pulled resources from my shelves, the ideas started forming and a new volunteer program had begun.

SCI-CH is a medium security prison that sits on 300 acres of land. It was the site of the biggest prison riot in Pennsylvania in 1989. Most of the 50,000 inmates in Pennsylvania receive their diagnostic and classification code at Camp Hill. Inmates dressed in "blue shirts" are sent to other institutions around the state. Camp Hill keeps 800-1,000 inmates who make the institution function by becoming the work force. It is from this population, the "brown shirts," that the participants came. By the time the eighteen fathers came to our session, they had worked hard all day and were tired, not unlike parents in the world outside of the prison's walls.

Getting Started

Several steps were required to begin a parenting class inside. The Chapel was an excellent site. We met in the balcony; below us the Imam was doing instruction and prayers with Muslim inmates, and a Christian Bible Study was being conducted downstairs. As the instructor, I needed to fill out a clearance check form several weeks in advance, have my credentials checked both at the state and federal levels, and acquire a photo ID badge complete with fingerprint. I also needed to have a TB test cleared by the Institution's nurse. Pastor Myers submitted my teaching materials list to be cleared at the gate each time I came into

the facility.

Objectives

In the first set (session) of classes, we met once a week for approximately an hour for six weeks. Due to the time constraints, I had to think of each class as a one-day, six-hour workshop. The objectives were that participants would be able to:

- Discuss and apply the "Crucial C's"® to encourage positive interactions with family members.
- Compare the four Mistaken Goals of Misbehavior to parents' experiences with their child(ren).
- Use personal experiences to discover feelings and emotions parents and their children might be discovering.
- Practice encouragement with fellow participants through "Parents Helping Parents" panel.
- Create a book for children to use in the visiting area.

Challenges & Opportunities....

It was not until the second set (session) of classes, that I introduced "Family Meetings" to the participants. During the first session though, the format, seating arrangement, mutual respect and encouragement as well as the building of the agenda were modeled as much as possible. There was a wide range of literacy skills represented, including ESL students. Several participants did not schedule visiting night with their families and had to forego intramural sport activities to attend for these few weeks. The group was careful to return all materials such as pencils and folders.

One of the weekly challenges was to discuss feelings about family and children. There is a lot of sadness, regret and guilt among

this population. Providing a sense of normalcy about their parenting challenges was, for me, part of creating a positive learning environment. The group liked this quote from Fred Rogers:

Some days, doing 'the best we can' may still fall short of what we would like to be able to do, but life isn't perfect – on any front – and doing what we can with what we have is the most we should expect of ourselves or anyone else."

There was a volunteer assistant assigned to help me. With her training as a teacher, Peg was invaluable, able to take a small group so that we could do some "jigsaw" activities on a few occasions. This gave the participants more opportunities to share and contribute. Our final projects were to practice what we learned with a "Parent Helping Parent Panel" and to create a book for the use of children in the visiting area. I read **My Daddy is in Jail** by J.M. Bender (2003) as an introduction to the book project. The dads in the class then wrote responses to the child's questions presented in the story and drew some feelings faces of their own. Should you decide to do a similar project, do not laminate the cardstock paper nor use a spiral binding. Lessons learned in this special environment. The inmates titled their book *Daddy Are You OK?*

Our evaluations were simple. We asked, "What shall we keep?" "What shall we trash?" "What new idea do you suggest?" Certificates were presented to each member of the group on the last night and later we found out the course was approved for any inmate who was mandated to take a parenting course. Twelve of the eighteen participants requested a group photo. As mentioned, in our second time around with the course, we have added two more weeks and the "family meeting"

concludes on page 6

Forgiving Yourself

Cheryl L. Erwin, MA, MFT

Facebook is an intriguing invention. I was hanging out there one evening and posted my status at the moment, which was that I was writing my parenting commentaries. “Does anyone have any suggestions?” I wondered to my Facebook friends.

Not four seconds later, a message from a Positive Discipline colleague of mine who lives in Ohio popped up on my screen. “How about this? How do you forgive yourself when you discover that you’re using the television as a babysitter for your child, even though you don’t think that’s okay?”

Good question. In fact, I think all parents have a sort of “hall of shame” filled with moments when they recognize that they’re not living up to their own expectations. Mine includes the first night I decided to let my son cry himself to sleep instead of picking him up—and discovering after two long hours that he had a fever of 102 degrees. Antibiotics and some hugs fixed him right up, but it took me a long time to forgive myself. Or there was the time when I neglected to check the news in the morning, loaded up my son for kindergarten, got the car stuck in a snow drift, discovered school had been canceled for the day, and had to get a ride home with a kind janitor. True story, sad to say. Sometimes I think it’s a miracle our kids even survive us.

I’m lucky: I’ve been able to use most of my parenting mistakes (and I’ve made many) as material for these commentaries and in my books about parenting. But there are still moments that make me cringe internally, moments when I was wrong, impatient, overly critical, or just plain silly. My son, now almost 25, seems to love me anyway and he’s certainly turned out far better than I had any right to expect. But what do you do when you make mistakes as a parent?

Well, let’s start with the obvious: parents are entirely human. Just about every parent I know takes raising children very seriously indeed. They read books and magazines, go to classes, and talk about child development, discipline, and building a strong relationship with their children with friends, family, and book club members. We share photos, success stories, and our children’s small triumphs and lessons. But it’s sometimes harder to talk about the times when we blew it, when we were less than wise and loving. And so, because we don’t often talk about our failures, we don’t get the opportunity to learn how many of our friends have been through the same humbling experiences.

Perhaps it will reassure you to learn that your mistakes as parents provide you with wonderful opportunities to connect with your children and to teach them valuable lessons about being human. Children learn far more from what you do than from anything you say: when they watch a parent accepting responsibility for poor judgment or losing his temper, they learn that it’s okay to admit mistakes. It also gives children the opportunity to learn to forgive—and I have yet to meet the child who isn’t willing to forgive a parent who sincerely asks.

So here’s the drill. If you make a mistake or a poor decision, or you behave badly, admit it openly and calmly. You can say something like, “I don’t like the way I handled that—can I try again?” Or, “I lost my temper and I know I hurt your feelings. Will you forgive me?” Clean up any messes that need cleaning up; repair any immediate damage. Then do your level best to learn from your mistake so it doesn’t happen again. For

instance, I learned to always check to see why my son was crying before deciding how to handle it. And although I never watch television in the morning, you can bet I learned to turn on the news or the school district’s website if the weather looked even a little iffy.

Most important, I learned that no matter how much I know about parenting, I will always be human and thus capable of blowing it, despite all my good intentions. Over the years, I’ve become skilled at owning my own mistakes, at apologizing from the heart, and at learning how not to make the same mistakes again. It may be the most valuable parenting lesson I ever learned. ■

*Cheryl Erwin is a marriage and family therapist in private practice in Reno, Nevada. She is the author of several books in the **Positive Discipline** series, as well as the **Everything Parent’s Guide to Raising Boys**. Cheryl can be reached at cheryl.erwin@sbcglobal.net or at (775) 331-6723.*

Treasurer’s Report

Carried over from last fiscal year:	\$964.62
Income since Oct. 1, 2010	\$9.00
Expenses since Oct. 1, 2010 (COR travel)	\$201.49

Editor’s Note

My apologies for getting this “Fall” issue out later than usual. It’s been a busy year, and I’ve been adjusting to a new computer and applications.
—Bryna

Membership Matters

Co-Chair Vacancy Coming Up

At our next annual meeting, we will be electing a new Family Education Section Co-Chair to replace Terry Lowe. We have established a tradition of having one Co-Chair from Canada and the other from the USA. Terry is from Canada, so we strongly encourage Canadian members interested in getting more involved to offer to serve in this important capacity. Please contact Terry or Co-Chair Patti Cancellier via the email addresses on page 2.

News from Members

Bill Corbett has announced that he will begin taping a new parenting television show in January that will hit many cable networks in New England, Chicago, and Cincinnati. It can also be requested to be aired free of charge on any public access network by anyone requesting to sponsor the show on the network in their area. The show will be used as a pilot for a major network in the future. More details are at <http://billcorbett.vpweb.com/Television-Show.html>.

Thoughts on Dating Versus Life Partnership

by Georgine & Marty Nash

Everybody is acquainted with the dating scene, but when should dating stop and LIFE PARTNERSHIP begin? This is the question a lot of people struggle with.

When we go out on a date, we start monitoring how the individual is measuring up. Do I accept the way they look, their values, and behaviours? Or do I find them unappealing? We measure whether this person is 40, 50... or 90 percent acceptable. The same person on one date can reach a 90%, but only 60% some other time.

As marriage counselors, our premise is that nobody will be 100% acceptable, in other words, perfect. The greatest problem we have noticed with the couples we have worked with, is that the partners keep on measuring each other even after they get married.

Once we make the most important decision of choosing a Life Partner, the measuring has to stop. Instead, we can make the decision of loving and accepting this person from now on 100%. This does not mean that we have to accept all of their judgments or behavior 100%; this would be impossible. However, our decision to continue loving and partnering this person is never going to be in question as it is an unconditional love, independent of behavior.

When the inevitable conflicts arise, it's vital that these differences be solved together in the spirit of mutual respect. If a couple finds this process difficult to do at times, getting some outside guidance is an important life investment. Your relationship with your partner can be improved and CAN last a lifetime. And the bonus is, your whole family will benefit! ■

Marty and Georgine Nash counsel and conduct couples classes at Parenting Network in Toronto, Ontario. Website <http://parentingnetwork.ca>, email: nash.georgine@gmail.com

Clear Request....continued from page 1

Here are two examples of requests:

"John, please don't spend too much time watching TV and playing computer games today."

Or:

"John, please choose your TV time carefully today. My request is that you spend some time outside, and that you choose no more than 90 minutes of TV and computer time."

The practice of making clear requests is not a magic solution for getting what you want. It is a dynamic process. The request represents your responsibility in communicating your needs and desires. *Regardless of your clarity, it does not guarantee that you will receive what you have requested.* If you do, respond by sharing your appreciation. If you do not, check in with the other person about what they understood your request to be, and what circumstances may have interfered with their follow through.

It may take more than one try to perfect the clear request. Don't get discouraged – practice makes better!

Although there are no guarantees, making a clear request will greatly increase your chances of getting what you want! ■

*Dina Emser is a certified Professional Coach. Formerly a classroom teacher and principal, Dina now works with parents and educators who want to create relationships with kids that are respectful and enduring. She is a Certified Positive Discipline Lead Trainer and author of **Trusting the Fortune Within**. You can learn more about Dina at <http://www.dinaemser.com>. Email: dina@dinaemser.com*

Author Writes to Newspaper

Temper Tantrums

Linda Albert, PhD

Linda writes: "In September, our local newspaper in Walnut Creek, CA ran a story on temper tantrums. After reading it, I just had to write the following anecdote to the reporter."

A temper tantrum is a manipulation, designed to turn an appropriate 'no' by the parent into an 'inappropriate yes'. Many people have a hard time believing this. So, here's an assignment I gave participants [in my class]:

Find a child in the middle of a tantrum. Easy to find. Any supermarket on Saturday morning there's bound to be at least one such child.

Walk up to the scene, smile at the parent, and then say, in a soft, calm voice to the screaming child "Your noise is disturbing me. Please stop."

I would hear all kinds of adverse reactions from the class participants. "Impossible." "I wouldn't interfere." "The parent will be furious."

So I would ask, "If a child is stepping on your toes, would you politely ask the child to move his foot?" Of course everyone would.

My next response is that a child throwing a tantrum is 'stepping on my ears'. I have a right to try to fix the situation.

Next comes a discussion of 'are we our brother's keeper' and if one can provide aid in a difficult situation, why not?

A week later, after a few people were brave enough to try this suggestions, we would have all sorts of great stories. It always worked. Why? Because the tantrum is for the parent. Honest feedback from a stranger is so startling that the tantrum ends.

One participant reported that, after talking to the child, she quickly sped away to another part of the supermarket. A few minutes later the parent with a now smiling child tapped her on the shoulder and said "How did you do that? You obviously know so much about little children."

Oh well, I just couldn't help writing to you, because I used to enjoy dealing with this issue in groups of parents and teachers. ■

Dr. Linda Albert is author of **Coping with Kids, Cooperative Discipline** and other books, now retired. For many years, she taught graduate courses to teachers on discipline in the classroom and workshops to parents as part of PTA programs, nationally and internationally.

Contact: Linda Albert, 2864 Tice Creek Drive #2, Walnut Creek, CA 94595
813-931-4183 email: lindalbert@aol.com

Prison Parenting...cont. from page 3

component plus a piece about special playtime with a child due to the feedback from the evaluations. Developmental issues are presented throughout. On the last night of the first session one inmate said that he had learned more than he ever thought he could know and was hopeful about returning to his family. That was all the encouragement we needed. ■

Resources

Bettner, B.L., Ph.D. Lew, A. Ph.D., **Raising kids who can (become responsible, self-reliant, resilient, contributing adults and how to use family meetings to make it happen)**, Connexions Press, Newton Centre, MA 2005.

Lott, L., M.A., MFCC, Nelson, J., Ed.D., MFCC, **Teaching Parenting the Positive Discipline Way, Empowering People**, Orem, UT, 1998.

Research Article: *The Impact of Adlerian-Based Parenting Classes on Self-Reported Parental Behavior* by McVittie, J. & Best, A., *Journal of Individual Psychology*. Vol. 65, #3, Fall 2009, pp. 264-285.

Carol Mader is a retired Licensed Professional Counselor and Registered Play Therapy Supervisor from Harrisburg, Pennsylvania. Her email address is: ncourageyou@yahoo.com.

See photos on page 9.

Dear Addy...continued from page 1

as possible will help her feel as though the room really belongs to her.

- Keep bedtime consistent and on time. Determine what bedtime will be going forward and announce it to the children. If an event or activity causes a late night, don't let the plan fall apart. Reinforce the boundary the following evening and keep moving forward.

- Create a checklist of all bedtime activities that must be completed in the half hour or hour prior to bedtime. Allow them to help you make the list and then post it for all to see. For toddlers and preschoolers, create large drawings or cutouts to represent each activity and tape them at the child's eye level on a wall in sequence.

- Minimize the amount of toys kept in the children's bedroom. They are able to fall asleep best when there are few distractions in their rooms.

- Avoid allowing your children to have entertainment electronics such as televisions, DVD players, computers, or video games in their bedrooms.

- Purchase a visual timer to manage the schedule of bedtime activities.

Four Steps to Implement Change

On the day you decide to begin the new process for bedtime, make an official announcement that you're going to do some different things at bedtime tonight. Be sure to get to the kids eye level and use an exciting tone of voice when announcing the change. Say to them, "Starting tonight, once you're ready for bed and I have tucked you in, I can't speak to or look at you until morning." For younger children, role-play what it will look and feel like. It could frighten them if you suddenly stopped talking. Recreate bedtime with them so they will be prepared with having

Convention Victoria, May 12-15 2011

Our traditional best time is that spent at the annual NASAP convention. We look forward to seeing you all in Victoria, BC! Come early for Dan Siegel May 11 and 12.

New Co-Chair to be elected. ■

you not speaking or looking at them.

- Explain to the children that getting into bed on time and staying there is part of cooperation; the more they cooperate with you, the more likely you are to cooperate with them. Express to them that you are so excited that they are going to cooperate with you.

- Take cooperation one step further by asking for each child's agreement to stay in bed. Ask her to repeat the agreement and then excitedly thank her for cooperating with you.

- Thirty to sixty minutes prior to the official bedtime, announce that getting ready for bedtime has now begun. Bring out the visual timer, set it, and end all stimulating activities, including television and rough play. Make all the bedtime activities, such as brushing teeth, potty, and getting into PJs fun by being playful with them. Children love competition and races, so consider "racing against the clock" with the visual timer to get all the activities completed in time.

- Finally, tuck the children into bed with your traditional routines and commit to not using your voice or eye contact until morning.

Now here comes the fun part... if they get out of bed, lead them back by placing your hand on their back and guiding them lovingly to their bed without speaking to them or looking at them. Do this as many times as necessary. By doing this, you are communicating to them that you are following

through with your original intentions and they will respect you for it all the more. If your child calls out to you and you are sure it is not an emergency, ignore the calls for more water or stories. It is all a tactic to prolong having to go to sleep. If your child becomes uncooperative and collapses on the floor, gently pick him up and bring him to his bed. Do all of this without speaking to him or looking at him, and avoid having any expression on your face. Looks of frustration or anger may delight him and motivate him to keep up the battle.

Start this new process on a night when you can stay up a little later, as you may have to make quite a few trips on the first night of this new process. If there are two caregivers in your home, both should be ready to behave the same way and carry out these new procedures.

Here is your opportunity to show your child what firm and kind looks like. Good luck and stick with it!

—Addy ■

*Bill Corbett is the author of **Love, Limits, & Lessons: A Parent's Guide to Raising Cooperative Kids** in English and in Spanish, and the founder and president of Cooperative Kids. He has three grown children, three step children, two grandchildren, and lives with his wife Elizabeth near Hartford, CT. You can visit his website <http://CooperativeKids.com> for further information and parenting advice.*

Worth Repeating: From the ListServ

On Nov 08, 2006, Jody McVittie wrote:

I went to a workshop on this [topic thread already started on blended families] with Stephanie Coontz last year and she had some lovely activities to begin to illustrate the challenges. In one of them she had the whole audience get into groups of 4 and get to know each other for about 5 minutes. While we were getting to know each other she quietly walked around and picked one individual who had already been "welcomed" into the group and switched them with someone from another group. (She didn't do this for all the groups but for about half of them). We continued to talk for about 3 more minutes... and then she processed what it was like

for the groups and the individuals as they left the group they had gotten to know, and entered a new group that already was internally "connected". She had a lovely way of bringing out how it FELT to be a family transitioning with new members. It was quite powerful. ■

Coming Up

Rob Guttenberg has provided us with excerpts from his new book, "Funtastic" Adlerian Ideas for Change.

...and Gary McKay has provided us with a basic chart from STEP on The Encouragement Process.

Look for these great resources in the next issue of *FAMILY!*

....and add your own!

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.

**Believe it:
NASAP in B.C.
May 12-15,
2011**

NASAP Family Education Section

1120 80th Street East, Suite 200
Bloomington, Minnesota 55425

Phone 952-767-0442
Fax 952-854-1647
<http://alfredadler.org>



Convention Minneapolis June 2010

Good times... Good friends... Great presentations in Family Education & more...



Section Members; (mid left) Linda Jessup & Kathy Cluff; Patti Cancellier, Carol Mader, Jane Nelsen; Kay & Jean Kummerow; (left bottom) Mim Pew, George "Bill" Linden, Edna Nash; Carol Mader; Edna Nash, Deb Owen-Sohocki, Marion Balla; FES Co-Chairs Terry Lowe and Patti Cancellier