



FAMILY!

A Publication of the NASAP Family Education Section

July 2000

St. Paul Convention Energizes FE Members!

If you weren't in St. Paul in May, we sure hope you had a great time wherever you were--because, if not, you missed a wonderful opportunity!

Family Education Section members attended in outstanding numbers and energized one another at Section presentations and "business" meetings.

Remembering Bronia Grunwald

Much of this issue is devoted to the contributions made to Adlerian Psychology by family counselor, teacher and internationally recognized author **Bernice Bronia Grunwald**, who died in Chicago on April 18 just twelve days short of her ninetieth birthday.

While she had no children of her own, her life's work in Adlerian Psychology is her legacy: she positively influenced the development of thousands of young people, their teachers and their parents, and continues to do so today through her books and former students.



Bronia Grunwald in 1989



An Encouragement Circle sharing:
Mary L. Hughes, Barbara Kinney, Deb Owen-Sohocki

Bronia, as she was known to many of us, was born in Poland in 1910. Having lost her mother at age two, she was shuttled back and forth among family members in Poland and Vienna as a youngster. She came to the United States in 1932 and became a U.S. citizen in 1934. In 1942, she married **Joseph Achim Grunwald**, cousin of another Viennese Chicago emigre, renowned Adlerian psychiatrist **Rudolf Dreikurs** (1897-1972). Dreikurs was, for a time, her therapist. Bronia recalled being counseled by him on a park bench back in those early days, when

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Beginning with the keynote address by **Michael Popkin**, founder and author of the *Active Parenting* publications, the theme notes of the convention were focused on family issues. His scholarly and well-informed remarks on the topic of "Violence In Our Communities: What Can We

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FE Section Co-Chairs report...

NASAP had a delightful convention, full of good spirit and optimism, and sharing! There was so much to learn--from seasoned, "senior" Adlerians to newcomers anxious to find fertile ground for their new enthusiasms. It certainly was a family education-minded conference, as this newsletter attests.

Our new President, **Jim Sulliman**, will bring a different slant on matters to the organization. He is interested in aggressively seeking alternatives to our financial dependency on membership and conference fees alone, and in putting NASAP more in the public eye. **Brian Griffith**, a Vanderbilt professor and NASAP's volunteer webmaster, held a session at the conference in which increasing the use of the web site was explored, among other topics. If you have access to resources such as public relations, web design and marketing, and fresh ideas on spreading the word, let us hear from you. As counselors and educators, we can use that kind of help!

In the meantime, check out the web site, talk it up, buy books via NASAP at Amazon.com, enjoy this issue of *FAMILY!*, start preparing *your* feedback--and don't forget to write! ■

--Deb Owen-Sohocki and Susan Prosser

From our files... this 'n' that

- **Althea Poulos** brought 17 staff members from her Richmond Hill, Ontario *Kinderschool Adlerian Nursery* to the NASAP convention, encouraging everyone present with the knowledge that the future of so many children--and their parents--is in such capable hands.

- Best wishes to **Linda Jessup** of Maryland's PEP, who has retired to Colorado, and to her successor **Cheryl Wieker**.

- Be sure to look over the web site of the *Saskatoon Adlerian Society* (see page 7). They have an excellent newsletter.

To the members of the NASAP Family Education Section:

Thank you for giving me a scholarship so that I was able to attend the NASAP convention in St. Paul this year. It was wonderful to have been able to listen and learn from professionals who have been in the field of parenting education for many years and it has been an encouraging and very informative experience for me. I was introduced to new methods of teaching parenting education and I increased my knowledge in the Adlerian theory. It was inspiring to meet so many Adlerians and to gain the experience of a large, supportive community. I am looking forward to my next NASAP convention.

--Ingeborg Heinje

Parenting Educator in Northern California

Dreikursisms

- *If mothers can learn to keep their mouths shut, they can learn anything.*

- *It is easy to become a father but difficult to be one.*

- *So often what we do to correct a child is responsible for him not improving.*

- *Rearing children is quite similar to the game of bridge. If you overbid your hand, the children will call your bluff and you'll go down in defeat. If you underbid your hand, you cannot be effective.*

--Rudolf Dreikurs

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Good Books

*Linda Albert's
Coping With Kids
excerpts from Chapter 2
"Helpful Hints"*

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SOLVE ONE PROBLEM AT A TIME

Choose one situation and one set of techniques to work on at a time. This increases your ability to work consistently on a problem until it is solved. Your children probably have more than one misbehavior that you want to change, but if you tackle more than one problem at a time you will divide your concentration and energies.

...[T]here are only four basic motivations for misbehavior, and your approaches to solving different problems based on the same motivation will be similar. When you learn to handle a situation stemming from your child's desire to be boss, for example, you may see a decrease in other misbehaviors that stem from the same motivation without any direct effort on your part to initiate a change. This happens because the parent/child dynamic is the same for all boss behavior, even though the situations in which the behaviors occur may change. Also, as you learn to handle successfully one boss behavior situation, you will be perfecting tools you can use in other such situations. You'll feel more success if you don't overwhelm yourself by trying to change everything at once.

DON'T CHOOSE THE HARDEST PROBLEM FIRST

If you were just learning to use woodworking tools, you would choose a simple project to start. You would not begin by making a difficult, fancy piece of furniture. If you just had your first boxing lesson, you wouldn't jump into the ring with Mohammed Ali. The same principle holds true for parenting tools. It takes a while to become adept at using these new tools, so don't start by tackling your most difficult family problem first...■

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To purchase books call AGS at 800-328-2560

On-line Correspondents Share Info

FE Section members who indicated an e-mail address to Central Office carry on a periodic correspondence, linked through our newsletter editor (rather than going through the web site). You can become part of this "round robin" correspondence by writing to <ParentEduc@aol.com>. Reprinted here by permission is some informal correspondence.

March 2000, from our Section Treasurer, **Bobbi Moritz**, Centerville, MA <bobbimoritz@hotmail.com>:

I am employed by the Barnstable Public Schools as an "entrepreneur." My role is part of a statewide Communities and

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Part of the group at Family Education Section Meeting, St. Paul NASAP convention: (l-r) seated Patti Cancellier, Chris Carson, Barbara Kinney; middle row (center) Alyson Schafer, Deb Owen-Sohocki, Connie Isle; back row Ingeborg Heinje, Althea Poulos, (unidentified)*, Martin Nash, Claire Stuckey, Mary L. Hughes, Cheryl Wieker *(tell us who!)

Bronia....continued from page 1

he had no office.

Always interested in art, she taught art classes in Chicago, while completing her high school education and earning a bachelors degree in education in night school.

Encouraged by Dr. Dreikurs, she worked with "problem" grade school children in the Gary public school system, implementing Adlerian child guidance principles in the classroom.

Collaborating with Dreikurs, she demonstrated the efficacy of the

Adlerian

approach. Her "reward," she said, was to have all the "worst children in the school" sent to be in her classroom—and she succeeded with all of them.

"Her success was due in part to her training in Adlerian Psychology and also her innate mixture of respect and understanding of the children, and giving them loads of encouragement," Achim Grunwald recalls.

She received a masters degree in education from Roosevelt University in the mid-1940s. After twenty years of teaching children, however, she was convinced by her colleagues to leave the elementary school, and broaden her reach by instructing teachers to use her methods and understanding of children.

In the 1950s through the 1980s, Bronia conducted public family counseling with volunteer participants, guiding and demonstrating Adlerian principles of improving family relationships. These counseling sessions were held in public settings sponsored by community groups of parents, and at the Alfred Adler Institute of Chicago, graduate school of psychology founded by Dreikurs in 1952. She remained a faculty and Board

Bronia proudly stated that many felt her open forum family counseling style was "closest to Rudolf's."

member at the Institute for over 40 years, including into its transition (in 1993) to the present Adler School of Professional Psychology.

Bronia proudly stated that many felt her public (or "open forum") family counseling style was "closest to Rudolf's." Fortunately, many examples of her work exist on videos recorded in the 1980s at the Institute. For many years, Bronia counseled in the Institute's "Family Learning Service," free demonstrations open to students and the public twice a month. That family education center has been discontinued at the present Adler School, but students do have access, via their library, to tapes of Grunwald, **Robert Powers, Bernard Shulman** and others. In addition, she appears

with Dreikurs in some of his classic Vermont tapes. An outstanding teacher, we can be grateful that Bronia's style was also transmitted to and adopted by her students in the core Adlerian Family Counseling course at the Institute.

A fluent speaker in several languages, Bronia was in demand as a consultant and workshop leader. In addition to workshops conducted in the United States and Canada, she

presented in Germany, Greece, Switzerland and Israel. She was a frequent guest lecturer at national and international universities. For many years, she also

served on the board and faculty of the annual Rudolf Dreikurs Summer Institute sponsored by the International Committee for Adlerian Summer Schools and Institutes (ICASSI), reaching students of her techniques as family counselors and educators all over the world.

Grunwald is co-author of textbooks forming the basis for now widely-accepted principles of classroom conduct, *Maintaining Sanity in the Classroom* (1971, rev 1982), and *Guiding the Family* (1985, rev 1999), a text for family counselors. *Maintaining Sanity in the Classroom* has been published also in German and Greek, and *Guiding the Family* has also been published in Japanese.

An indefatigable traveler,

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On-line...continued from page 3

Schools for Career Success initiative (that is expanding nationwide). I work in an administrative capacity within the school district and am part of an educational team in Boston: The Corporation for Business, Work, and Learning. It is a very exciting position that affords me the opportunity to connect with educators, business leaders, and government officials within Massachusetts. I work with teachers, provide professional development opportunities, research and secure funding through grants and business partnerships...and am a school liaison to the Barnstable County Department of Human Services.

Other districts request classes, as well. I meet with guidance [staff], parents, and administrators and structure the classes according to the parents' needs.

Barnstable Schools support parent education! Funding for the parenting series comes from the Massachusetts Department of Education Health Protection Grant....The annual RFP requires that school districts provide community outreach and parent education as part of their overall plan. With administrative support and confidence in the program, Barnstable has been successful in receiving funding for parent education workshops for the past eight years.

I have found that success comes from working with the guidance departments in the

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Convention Business - Minutes

ANNUAL FE MEETING MINUTES Friday, May 12, 2000 St. Paul, MN

The meeting was called to order by Section Co-chair **Deb Owen-Sohocki** at 11:30 am. People signed in, including their e-mail addresses.

Deb submitted the Treasurer's Report as written by **Bobbi Moritz** (in absentia). It seems that NASAP has a cashflow problem, so is holding our membership funds until July, which might affect the Section's activities.

Discussion included the need to share more ideas among members. The group definitely wants a content-rich newsletter to be produced more often, as much as three times a year for FY2000-01, if we can afford it.

Asked to consider a proposal floated by COR that people be invited to join and pay only Section dues (if they can't afford NASAP dues), the group spent much time on the pros and cons. This category would not make the person a member, so no voting privileges or membership perks would attend that level of affiliation. Ultimately, while the FE members present were very interested in outreach to assist and encourage others to affiliate, and to use Adlerian techniques, concern was expressed about undermining NASAP with such a move. What would the benefit of FE Section membership entail? Chiefly, the newsletter, *FAMILY!* With the cost of Section dues at only \$10-12, many expressed concern that the cost of supplying the newsletter would barely be met by this "membership" level. Members suggested that if there is such an affiliation allowed, that it be called a "subscription" to the newsletter, and that the price include all related expenses of production and mailing. Discussion about the newsletter also considered its scope and purpose: should it cater to anyone interested in family education topics, parents, teachers and leaders, or just to family education professionals/leaders? The group decided on the latter.

A recommendation is that *FAMILY!* should be put on the NASAP web site, with a view towards assisting the site to become more content-rich. (It is recognized that the net affect of this is to give away the subscription.)

Members also felt we needed broader circulation. It had already been announced to the whole conference that Michael Popkin, founder of *Active Parenting*, and present at this Section meeting, had donated his Ansbacher Lecturer honorarium back to NASAP to establish an improved publication. Michael was asked to consider how *Active Parenting* might incorporate reference to the NASAP Family Education Section, and save on printing/ mailing costs to reach a larger audience. He needs to think this over and get back to us.

Various topics that had to be decided upon were discussed, given unanimous consensus and are as follows:

MOTION made, seconded and passed to authorize Deb to find out if money owed to the FE Section by NASAP will hurt NASAP if we take it back. (ED note: subsequently, this cash flow problem was eliminated.)

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St. Paul Convention Energizes....continued from page 1

Do?" were well-received as the *Heinz and Rowena Ansbacher Lecture* that opened the conference, and then addressed thoroughly by an appreciative panel of distinguished Adlerians at the plenary session the next morning. [see sidebar]

Mary L. Hughes and **Deb Owen-Sohocki** led us in a new convention feature, Family Educators' Encouragement Circle, a group activity that gave attendees the opportunity to learn from one another without the usual formal preparation needed to make a conference presentation. The focus was on "New Ideas - Sharing Techniques." Mary explained about the *Positive Discipline* "QTIPS" approach (Quit Taking It Personally). The PEP group in Maryland works on Work/Life issues for working parents. **Ingeborg Heinje** related that she contributes Adlerian-themed articles for local consumption. A local young social worker who enrolled for just the day inspired all of us as she related how her home crisis team in Minneapolis works intensively with parents of teenagers to improve relationships, utilizing Adlerian techniques. **Barbara Kinney** gave an impromptu explanation, by using a chart, of how she teaches that privileges are related to responsibility. (*see photo page 1*)

Several presenters during the more formal offerings of the convention conducted open forum family counseling sessions using live volunteers. Practitioners like veteran **Mim Pew**, and co-counselors **Mollie** and **Philip Thorn** provided excellent learning opportunities and demonstrated that the encouraging art of democratic parenting as taught by **Rudolf Dreikurs** is still alive and well in various areas of the continent.

A lively, friendly atmosphere prevailed, as old friends and new acquaintances met and transacted the business of the convention. Officers were installed, awards made, **Bronia Grunwald** was memorialized. It all ended on the same warm note, with a cruise on the Mississippi, picturesquely seen from our hotel windows.

Don't fail to make it to the next convention, to be held in Tucson June 14-16, 2001 at the glorious Sheraton El Conquistador! ■

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Plenary Session Notes

The response panel the morning following Dr. Michael Popkin's Ansbacher address consisted of **Frank Walton**, **Jim Skinner**, **Lynn Lott**, **Steven Maybell**, **Jane Nelson** and Popkin. Questions and comments from the audience enriched the discussion.

The complete text of Popkin's remarks will be printed in the *Journal of Individual Psychology*.

Walton, like all the panelists, praised Popkin's speech on the problem encapsulated by the Columbine High School tragedy, and then highlighted his own thoughts. He was struck by the need for an emphasis on social interest.

Skinner deplored the use of "alternative" schools and incarceration methods that further alienate teenagers, who, he said are "already disconnected," which not surprisingly can lead to violence.

Lott responded to Popkin's research on sibling relationships and violence dysfunction: the need of the less favored sibling to overcompensate and to have a sense of belonging is familiar to Adlerian psychology.

Maybell expressed concern over "violence hysteria" that is rampant in schools, and increases the poor atmosphere. "Zero tolerance" policies increase the risk of violence on inmates.

Nelson said the Columbine violence reactions were issues of control; Adlerians would emphasize teaching self-control. The fourth goal--revenge--is clear.

Minutes...continued from page 5

MOTION made, seconded and passed to authorize expenditure of \$250 per person to our two Section Co-chairs as reimbursement for travel expenses to Chicago's fall COR meeting.

MOTION made, seconded and passed to send extra copies of *FAMILY!* to interested persons inquiring about family education via NASAP. It was not officially voted on to come to a conclusive recommendation on establishing a policy of "subscription rate" non-membership in the FE Section without NASAP membership. However, the newsletter will appear on the NASAP web site.

Members present promised to write up their experiences on family education, group recruitment and other successful techniques or insights for the two projected issues of *FAMILY!*

We adjourned at 12:30pm. ■

Bronia....continued from page 4

Bronia Grunwald only recently curbed her world excursions, despite the series of strokes that finally ended her life.

She was a remarkable woman, who truly left her mark. Bronia Grunwald will be remembered by all who knew her.

A "Bronia Story"

Marie Hartwell-Walker sent us this lovely recollection she calls a "Bronia Story," with the invitation to others to also share theirs.

While I was at the [Alfred] Adler Institute [of Chicago] in '76, Bronia was teaching a class on adolescents. One day, she brought in a group of four very large, very disengaged, very macho young men to talk with us. Right. They didn't realize that Bronia was going to talk with them. She asked them if they thought they were independent or dependent. Bristling with teen pride, one boy said that of course he was independent. In fact, he was so independent that he never did what his mother told him to do.

"Ah, I see", said Bronia kindly. "So you are a puppet."

"Wha' d' ya mean?" grunted the boy.

"You are a left-handed puppet, but a puppet still the same."

The boy looked puzzled.

"It is this way," Bronia continued. "With a right-handed puppet, you move the right string, the right hand moves. You move the left string, the left hand moves. But with a left-handed puppet, you move the right string, the left hand moves, you move the left string, the right hand moves. The strings may work the opposite hands, but the puppet is still a puppet."

And then Bronia said one of those pithy, cut-to-the-chase comments she was famous for: "Listen darlink. If you want to be truly independent, do what is good for you--even if your mother would like it."

In that moment, the boy's affect changed. He understood something in a new way and it was clear that he was interested. Vintage Bronia.

She was a little bit of a woman with a very big presence who was able to engage these disaffected young men by being respectful, kind, and no nonsense. As a young 20-something who was still struggling with identity issues of my own, she gave me a double gift that day. Yes, she modeled how to talk directly and respectfully to disrespectful teens. But she also gave me one of the lines I live by: to do what is right for me regardless of who else might like it, take credit for it, dislike it, disqualify it, whatever--to really think independently. An invaluable lesson. ■

Check out these sites:

WWW.

NASAP
alfredadler.org

Active Parenting
activeparenting.com

STEP materials
agsnet.com

Cooperative Discipline
cooperativediscipline.com

parenting articles by
Marie Hartwell-Walker
HelpHorizons.com

Saskatoon Adlerians:
sfn.saskatoon.sk.ca/health/
adler/sashomepage.html

On-line...continued from page 5

schools. Guidance counselors refer parents to the workshops. I currently co-facilitate the *Active Parenting of Teens* class with the head of the guidance department at the middle school. Although I send out publicity and brochures, the best way to generate a full class is through word of mouth! Parents recommend the classes to parents. It has been very affirming! An average class size: 25 families...usually one parent/family attends. And that person is usually the mom...[W]e have had some wonderful input from dads who were able to make the commitment to attend in the past, but this year we have only women...[update in May] Parents want information! They want ways to be involved in the schools and ways to stay connected with their children at the secondary level.

Grunwald Papers
 may be available for archive collection
 Contact Achim Grunwald at
 <jagrunwald@yahoo.com>

E-Mails Seek Member Assistance

April, 2000 from member **Bob McBrien**, Salisbury, MD
 <rjmcmbrien@juno.com>

The [on-line] newsletter is a welcome post to my e-mail tonight. I won't get to NASAP this year. Perhaps next year.

I have a request for the membership regarding parenting classes for parents with young children (pre-school) who have special challenges. I will teach a *STEP* class to a group of parents in a special program our county health dept. runs for infants and toddlers. Any helpful hints on activities or discussion topics?

July, 2000 from member **Patti Cancellior**, Rockville, MD
 <phcancell@aol.com>

Re: Parent Ed for parents of young adults. I know an

Adlerian counselor who does support groups for staff of the National Institute of Standards and Technology. She does groups for parents of babies, elementary school students, teenagers and young adults. The support group for parents of young adults is by far the most popular and most regularly attended. It is comprised of parents of college age to age 30 year old children who are living at home. Some are attending a local college and living at home to save money. Some have moved home after a divorce with small children in tow. Some are out working but can't afford housing in the Washington, DC area. These parents are having difficulty setting any limits, but are uncomfortable with some behaviors these young adults are engaging in. I'm wondering if anyone else is working with this population of parents and if they have developed any specific materials. ■

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

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MEMO

Do you have a favorite Family Education curriculum? story? special resources? web site? Share it with your colleagues! Write to us. (see inside)