



# FAMILY!

## Redesigned for Mobile Devices Website Updated

by John Newbauer  
[editor's note: NASAP's website has an engaging new look, but that's not all. Access will be somewhat different on your mobile devices. We asked our Executive Director, John Newbauer, to comment.]

We've had some work done on our website with the purpose of making it more mobile friendly since many people are visiting our website through their cell phones or tablets. The newer template adapts when it knows you have a mobile device that is contacting the website. Now the webpage appears in larger type on your cell phone or tablet and is easier to read, can be scrolled through to look for information quickly and has mobile-menus that make it much friendlier to

[continues on page 5](#)

## Worn Out By Whining Dear Addy...

Guest author is Alyson Schafer

Dear Addy,  
Help! Our sweet sweet baby girl turned into a whining machine just after her second birthday and we are at our wit's end over what to do about it.

She used to be the most compliant child, but no longer.

How can we make this stop without making it worse?

—Wondering Parents

Dear Parents,  
Toddlers are wonderfully creative. In fact, they have to be. They stand only a few feet tall, have limited verbal abilities and comparatively no muscle strength. They are not yet old

[continues on page 3](#)

## Birth Order & Family Constellation:

### Unlocking the Secrets of Personality Development in Your Child

by Rob Guttenberg

[editor's note: Our Section had a listserv conversation a few months ago about recent newspaper articles about birth order, and Rob generously shared this one he'd written in 2008. It's a helpful guide to some core Adlerian ideas.]

Much has been written about the impact of birth order on the development of the child's personality. Popular magazine articles have pointed out how first-born males stood a greater chance of becoming President, while children born in the middle child position were likely to join the ranks of Bonnie and Clyde, Jesse James and Dennis the Menace!

According to the Viennese psychiatrist Alfred Adler, personality develops primarily within the first six years of life. Adler also believed that the child's perception of their position in the family is more important than their actual order position. A child might've been born first, but there is no guarantee that they would assume the characteristics of 'first-born' child. According to Adler, it was the child's psychological position, not their actual ordinal position that mattered most in the formation

[continues on page 6](#)



## Also in this issue

**Your Co-Chairs Report..... Page 2**

*Also, Adlerian Wisdom, How to reach us*

**Business and Resources ..... Page 4**

*Using Parenting Principles in Business, Other Resources*

**Membership Matters..... Page 5**

*Summary of Section Annual Meeting in Philadelphia*

## FE Section Co-Chairs Report...



Beverley Cathcart-Ross Rob Guttenberg

Dear Family Ed Section Members,

We had a glorious display of fall colours for our COR meeting in Ft. Wayne, Indiana on October 22/23... and a darn good prime rib dinner! The weekend was full of lively, rich discussion with a terrific group of keen Adlerians. Our association is definitely in good hands.

We were pleased to have received twice as many proposals this year for the 2016 NASAP Conference than last year, and on a diverse range of topics. We can't wait to share the line-up with you. Watch for Family Education presentation 'teasers' in our next newsletter.

### A few highlights from the meeting you will want to know about...

**Adlerpedia** – Jay Colker shared an exciting initiative happening at the Chicago Adler University. They will shortly be launching a new site called "Adlerpedia" – an interactive knowledge base and archive. It will define key Adlerian concepts, highlight notable Adlerians and be an archive for over 5,500 historical papers and documents. A marvelous component to the site will be the opportunity for each one of us to post materials we have created and enter into discussions with fellow Adlerians. As soon as it is up and running we will get the word out.

**NASAP's social media presence** is growing under the guidance of Jon Sperry. He encourages us all to become a Facebook friend of NASAP and the Family Ed Section. There are only 26 of us currently – we can do better than that! Here's the NASAP page link: [www.facebook.com/NASAdlerianPsychology/](http://www.facebook.com/NASAdlerianPsychology/).

**Exciting bulletin for Canadian members:** Due to the current decline in the Canadian dollar, NASAP will honor membership dues and conference fees at par with the U.S. dollar. This will hopefully help us swell to past numbers in attendance.

**NASAP 2016 – "Born to Connect":** Marina Bluvshstein was very pumped to report, at COR, some of the initiatives the Adler Graduate School of Minnesota (host committee) is taking to make next year's NASAP conference an exciting event for all to attend: yoga classes, Adlerian author event in the Book Store, and the introduction of a Social Work track. (See page 3 for some details.)

For many of us, it's time to renew our Membership in NASAP and the Family Education Section (the largest Section in NASAP). We encourage you to support the organization and remain a member of the FES. You get first crack at seeing our newsletter (thank you, Bryna, again!), as well as being published in it; the opportunity to present at conferences; access to our memberclicks listserv; and professional and personal growth friendships. NASAP makes it easy: just go [online](#) and send in your dues.

Members: send us your articles for our next issue!

Warm wishes of the season from your Co-Chairs,

Beverley Cathcart-Ross, along with Rob Guttenberg ■

## Adlerian Wisdom

*"Discipline" is education or training that corrects, strengthens, grows or improves.*

*"To discipline" is to develop by instruction, experience or exercise to a given standard, with an end goal of growing in self-discipline."*

-- by Linda E. Jessup, from **Parenting with Courage and UNcommon Sense** by Linda E. Jessup, RN, MPH, FNP and Emory Luce Baldwin, MS, LCMFT

Published by Parent Encouragement Program/PEP

© 2014 (Jessup & Baldwin)

<<http://PEPparent.org>>

## How to reach us

Family Education Section Co-Chairs  
**Beverley Cathcart-Ross, CPE**  
 92 Cheritan Avenue  
 Toronto ONT M4R 1S6 Canada  
*email* <[beverley@parentingnetwork.ca](mailto:beverley@parentingnetwork.ca)>

**Rob Guttenberg, M.A.**  
 14029 Great Notch Terrace  
 N. Potomac MD 20878  
*email* <[robjob2@verizon.net](mailto:robjob2@verizon.net)>

Section Secretary-Treasurer  
**Doone Estey, M.A.**  
 202 Roxborough Dr  
 Toronto ONT M4W 1X8 Canada  
*email* <[doone@parentingnetwork.ca](mailto:doone@parentingnetwork.ca)>

FAMILY! Editor  
**Bryna Gamson, M.A.T.**  
 2823 Summit Avenue  
 Highland Park IL 60035  
*email* <[ParentEd@comcast.net](mailto:ParentEd@comcast.net)>

**NASAP**  
<http://alfredadler.org>  
 .  
 phone 260-267-8807  
 fax 260-818-2098  
 email [info@alfredadler.org](mailto:info@alfredadler.org)  
 .  
 429 E Dupont Road, #276  
 Fort Wayne IN 46825

*Dear Addy..continued from page 1*

enough to fend for themselves and rely on adults for their care and survival. It is a testimony to their brilliance and creativity that they ensure their security and connectedness to Mom with the ultimate technique: whining.

### **The Purpose of the Behaviour**

Toddlers whine for attention and to keep us in their service. It looks something like this: “stop whining” “enough already” “use a regular voice” “oh fine, take one more cookie, but then I don’t want to hear anymore whining!” It is a regular non-stop conversation with a pre-verbal child and they can wear you down with its tone and persistence.

### **Strategy**

If we want children to stop whining for attention we have to stop attending to it.

In order to deter this attention-seeking behavior we must solve two challenges:

1. Ensure that the whining proves “ineffective” in getting our attention.
2. Show the child that we will give our attention, two-fold in fact, for behaviour that is appropriate and not demanded of us.

### **Ignore the “Undo Attention Seeking Behaviour” – but not the child!**

You may know this as the old adage “separate the deed from the doer.” Our task is to ignore the whining but not the child. That means we can stay fully engaged with the child but eliminate all the “noticing” of the whining that comes in the form of commenting, reminding, nagging, coaxing, and lecturing about their tone.

### **Decide what you will do**

If you want your child to ask for things in a pleasant voice, you can gently and calmly tell them that you don’t respond to whining. If they would like something, you will respond to pleasant requests only.

### **Action not words – follow through**

You never need to repeat that you don’t respond to whining, just demonstrate and live out this new “social order” by responding to pleasant voices and being non-responsive to whining. Your toddler understands from your actions, not your words. Honest!

### **Do the unexpected**

Since whining is meant to trigger an interaction pattern (they whine, you respond with nagging, they whine some more), you can break the cycle by doing anything other than the expected response. Hugs and humour are always a good choice when trying to bust up an entrenched interaction pattern. Next time they whine, ignore it and instead ask, “would you like a hug?” or start a spontaneous tickle fight. See how it goes.

### **Remove the audience**

Remove yourself. No need to say anything, just go. Walk out calmly, not in a huff.

### **Never do for a child what a child can do for her/himself**

Give the gift of responsibility. Help your children be less dependent on you and less demanding of your services by training them to be respon-

sible and independent. Teach them how to get dressed and fetch a cup of water when they are thirsty. The more they accomplish on their own, the more they will feel empowered. The more they feel empowered, the less they will require or wish for your “services.”

### **Notice positive attention-seeking**

Make sure that you make mention of the behaviour you do like to see and find ways to connect with your child in meaningful ways instead.

My best to you all,

–Addy ■

*Alyson Schafer is a third generation Adlerian, experienced parent educator, author, coach, sought-after trainer, speaker, radio and TV personality, and a former Co-Chair of this Section. Based in Toronto, Alyson travels the world sharing great Adlerian-Dreikursian advice. She is author of three books (so far) including **Honey, I Wrecked the Kids, Breaking the Good Mom Myth and Ain’t Misbehavin’**. (HarperCollins Canada). Her website is a treasure trove of examples like this one, which she freely shares. Website <<http://alysonschafer.com>>, email: <[alyson@alysonschafer.com](mailto:alyson@alysonschafer.com)>*

## **Previews of NASAP 2016 An Adlerian Author Event**

In the Book Store there will be a book signing and conversation with authors from all of the Adlerian graduate schools. Every graduate who has published a book will be invited to participate.

## **A New Social Work Track**

They are also launching a Social Work Track at the conference with the plan to connect, attract and support social workers within the community and entice more of them into the Adlerian fold. Many of our great Adlerians were trained in Social Work, and it’s a perfect fit with the values of social interest and embeddedness so important to Adlerians. ■

## Business Concepts Applied to Parenting

by Doone Estey

Adlerian theories and practices can be used in many different types of human interaction. Often Adlerian ideas are used in managing human behavior without being recognized as such. One area that merits a closer look is the field of business management and leadership, particularly where the fields of management, leadership and parenting intersect and overlap.

Many leadership qualities and strategies can be effectively applied to good parenting. Children respond to appropriate human resource and management practices as readily as adults. Adopting some of these tools in the home can improve your parenting dramatically:

- Time Management – liberal use of schedules, routines, timers, lists and calendars
- Change Management
  - preview activities the day before, in the morning
  - tell kids what to expect, have them restate the plan
  - transitions are hard, give 5 minutes heads up, get their buy-in
- Team Meetings
  - set a time, place and agenda
  - maintain a tone of respect
  - mention appreciations and successes
  - do some family branding and some team building
- Soft on People, Hard on Problem
  - tell your kids you love them, not their behavior
  - create a wellness culture
  - offer professional development, give kids opportunities to achieve
  - build self-esteem, tell kids their strengths ■



Doone presenting in Philadelphia last May

*Doone Estey is a Certified Parent Educator, Partner at Toronto-based Parenting Network Inc., and a co-author of **Raising Great Parents**. She serves as Secretary/Treasurer of this Family Education Section, and may be reached as listed on page 2 and at <http://parenting-network.ca>.*

## Tidbits

### LinkedIn

NASAP will soon have a “company page” presence on LinkedIn as well as the Facebook group already established. In joining LinkedIn (which is free), a member may “follow” various writers and/or organizations, as well as join affinity groups to share information.

### Harvard Resource

In one such affinity group on LinkedIn (“Brain Insights”), your editor discovered references to relevant research like that published by Harvard’s Center on the Developing Child. <[www.developingchild.net](http://www.developingchild.net)>

Here’s a quote describing the topic from one publication downloadable as a PDF.

“Healthy development depends on the quality and reliability of a young child’s relationships with the important people in his or her life, both within and outside the family.

“Even the development of a child’s brain architecture depends on the establishment of these relationships.”

And this: “The ‘serve and return’ interaction between parent and baby – in which young children naturally reach out for interaction through babbling, facial expressions, and gestures and adults respond with the same kind of vocalizing and gesturing back at them – builds and strengthens brain architecture and creates a relationship in which the baby’s experiences are affirmed and new abilities are nurtured.”

The details they provide in this one publication is worth the effort to find it. ■

*Citation: National Scientific Council on the Developing Child. (2004). Young children develop in an environment of relationships. Working Paper No. 1. Retrieved from <<http://www.developingchild.net>>*

## Membership Matters

### Minutes of the Annual Business Meeting in Philadelphia

On May 29, 2015 in Philadelphia, the Family Education Section held its annual meeting as usual during the last conference. And as usual, there was so much to discuss, and such camaraderie that the time passed much too quickly. Following the meeting, we regrouped for the well-received Family Education "Keynote" presentation by Bill and Monica Nicoll, pre-viewed in our last issue of *FAMILY!*

Our Secretary/Treasurer, Doone Estey, supplied us with this summary:

Twenty-seven members were in attendance, approving last year's Minutes and the Proposed Agenda, introducing themselves, and formally electing Rob Guttenberg as our new Co-Chair. Entering a three-year term, Rob replaces Marlene Goldstein. It was noted that Marlene had fostered much community spirit in the FES over the years of her tenure and she received a warm round of applause. Likewise, *FAMILY!* editor Bryna Gamson was thanked for providing our 38th newsletter, having produced them since 2000.

As Treasurer, Doone reported approximately \$350 remaining for the Section, with some updating still needed at that time from Executive Director John Newbauer. Our Section awarded a \$50 scholarship to Jenna Dayton to attend this conference. Jenna teaches parenting classes in Indiana using **Positive Discipline**. Most FES newsletters are now circulated electronically, so we no longer pay for postage and print only a limited number distributed as hand-outs at annual conferences, with this year's cost being \$51. Dues funds are used to partially reimburse Co-Chair travel expenses to NASAP Board meetings, scholarships and other Section-related expenses.

FES Co-Chair Beverley Cathcart-Ross noted that the 2016 NASAP Minneapolis conference theme will be *Born to Connect*. There was some discussion about finding a speaker on that theme for our "keynote."

There was discussion about finding a TAPTalk speaker for the August/September 2015 TAPTalk. Patti Cancellier noticed on the 2014 Minutes that John Taylor had agreed at our last meeting that he would be willing to do a TAPTalk for our Section. It was suggested that the Co-Chairs contact him to see if he is still available.

It was noted by a number of Section members that the allotted meeting time seemed very short and that more time was needed for discussion. Alyson Schafer suggested we try to set up a conference call (maybe using the TAPTalk line) to discuss long-term planning for our Section. Discussion could include the NASAP Oscar Christensen Fund which has funds designated for scholarships and research in Family Education. It was suggested that agenda items that weren't discussed at the meeting also could be opened up for discussion on our listserv, such as:

- What could FES do to increase membership in NASAP and also in our Section?
- Communication. What could we do to connect more often within our Section?
- Is there still interest in compiling a book/booklet of inspiring parenting success stories for publication (to have in print and/or available online – "Chicken Soup for the Soul" type publication)?

Our sign-in sheet included a space for Facebook account addresses so they could be shared with Section members. This information could be shared on our memberclicks listserv. Join us next time! ■

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

*Website Updated...cont from page 1*  
use.

### Mobile Device Views

Here's what it looks like when you first go to the page: You have a link to log into the page at the very top right of the page. Click on Member Login and you will have access to all the Members Only sections of the website.

Notice the three white lines on the gray bar right above our NASAP logo. If you click on these, you will see a menu drop down which then gives you access to the rest of the website. Wherever you see a plus sign on the menu, you have more items to look at. Just tap on one of these lines and more menu items appear for you to explore.

You will notice it's much easier to read now from your cell phone or mobile device. You can scroll down and read the entire home page.

As you proceed down the page you'll notice that we have a link to our NASAP Bookstore on Amazon. Click on that and you will find books on Adler, Parenting, Therapy, and Counseling and Theory. We try to keep the latest books in our Bookstore. So, if you have written a book that is related to Adler or Adlerian parenting and it's on Amazon, let me know <[info@alfredadler.org](mailto:info@alfredadler.org)> and I'll list it in our Bookstore for all to see.

(To go directly to the Amazon page, use: <http://astore.amazon.com/wwwalfredadle-20>.)

You'll notice at the bottom of the page there is an "ad" space called Our Sponsors. We have put logos of our Affiliate Groups in this spot. Any Affiliate that has a website should have an "ad" on our website – one of the perks of being a member group. As you change pages, the ads change as well.

Explore the website – it has links to resources, movie links, articles and lots of information. ■

*Birth Order & Family Constellation....continued from page 1*  
of their personality.

Adlerian thinking on how a child discovers their place of belonging, may be summed up in the following phrase: "It is as if each child is born into the second act of a play...and then has to write themselves a part in the drama."

To better understand the child's perception of their place and position in the family, it is important to consider the cast of characters that had an effect on the set of conclusions that the child was adopting about Life, Self and Others. Along with the deep impact of the sibling ordinal position, the child's personality is affected as well by expectations held by the parents prior to and during the period in which the child arrives.

Both Alfred Adler and Rudolf Dreikurs understood that children were forming their basic assumptions during a developmental stage in their life where they were not yet able to use abstract thinking to interpret their experiences. According to Dreikurs, children are excellent observers, but poor interpreters.

Young children absorb the vast amount of minute details in their world equipped with a brain that processes everything in a concrete manner. The conclusions that children make during their early years include exaggerations, underestimations, faulty logic and fictional interpretations of their reality. Understanding the child's psychological birth order position provides a truer understanding of the child's 'private logic.'

Adler believed that there were several factors affecting the development of the child's personality, including:

1. Age span between siblings - The closer in years the more likely that competition will develop.
2. Gender - If boys are regarded more highly in a particular culture superiority/inferiority complex will be likely to increase between male and female siblings; their preferences for gender in the children can instill competition, rather than cooperation in the family.
3. Family values - Family values transmitted by the parents might be found in each of the children in the family, but is more likely that the first born child will choose to carry out the parental values, while the second born child may choose to be non-conforming and rebellious, just to claim a unique position in the family constellation.
4. Family atmosphere (such as level of competition, social and economic position, and parental attitudes) - Because each child is born at different times facing different realities, the family atmosphere will undoubtedly have a unique impact on the development of personality for each child.
5. Relationship between parents - The level of harmony in the marital relationship can affect the extent to which a child feels free to draw on characteristics of both parents.
6. Blending of two or more families - The major impact of blending families on personality development is more marked if it occurs during the child's first 6-7 years of life, when personality formation is at its height.
7. Miscarriages - If a child is born after previous miscarriages occurred, one or both parents may overprotect the next child that is born successfully after the miscarriage.

8. Death of earlier sibling - When a child dies sometime during their early years, this can set up a difficult situation for the next child that successfully comes to term. This second child may be experienced as "a gift from heaven." The difficulty for this child may come during the 'terrible twos' phase. Because the previous child died early, the parents most likely never experienced that child as a misbehaving child, and the child that survived may carry the heavy burden of having their early mysterious behavior compared against this background.

9. Same name as father, i.e. John Jr. Unrealistic expectations can result when a child perceives high expectations to live up to the image of a parent figure whose name they have been given at birth.

10. Encouragement - The level to which any child experiences encouragement (not praise) from parents will contribute greatly to the manner in which they put to 'use' the advantages or disadvantages of their position in the 'family constellation.' Assets, or 'points of view' are like pillows. A pillow can be used for comfort, sleeping at night, or it could be used as a murder weapon, to suffocate someone.

A child born into the middle-child position could use this, to go through life with a private logic of "life is unfair, and therefore I will punish others the way I have been punished." Or, they may be an encouraged 'middle child' who concludes: "Life is unfair, and I'm going to spend my life correcting unfairness in life."

One remark that can provide encouragement to a perceived 'middle child' is to remind them that the best part of an Oreo cookie is the middle. Acknowledge their point of view that 'life seems unfair' and tell them that some-

*continues next page*

*Birth Order & ....cont from page 6*

day they may be able to use their experience and sensitivity towards 'unfairness' to help others – for example, by becoming a counselor, a lawyer, or a civil rights advocate.

11. Physical, mental, or emotional differences.

12. Adoptions.

13. Birth order and family constellation position of each parent.

14. Organ inferiority - psychological or physiological disorders.

An interesting phenomenon is that adults who share the same birth order position often share much the same view of the world and may demonstrate many similarities.

According to Alfred Adler, living in a competitive society affects the level of importance we give our birth order and position in the family constellation.

"Birth order differences will begin to disappear when families become less competitive and autocratic, and more cooperative and democratic." – *from What Life Could Mean To You by Alfred Adler, Little Brown, Boston, 1931* ■

*Author Rob Guttenberg is a Co-Chair of the Family Education Section. A Licensed Clinical Professional Counselor and Child Care Trainer certified by the Maryland State Child Care Administration, Rob also holds the NASAP Diplomate in Adlerian Psychology. He has been a presenter at several of our annual conferences. Contact: [robjob2@verizon.net](mailto:robjob2@verizon.net).*

## Conference in Minnesota May 12-15, 2016

Mark your calendars for May 12-15, as NASAP celebrates its 64th year in the Twin Cities with another inspiring, educational and always socially engaging conference. The theme this year is ***Born to Connect***, focusing on connection—a sense of belonging—a key feature of Adler's theory. Local conference sponsors are NASAP member leaders from the Adler Graduate School in Minneapolis/St. Paul.

The deadline for submitting proposals for workshops and presentations has passed, but there is another opportunity to share research and ideas in the traditional poster sessions; that deadline is March 1, 2016. Obtain the proposal form from the NASAP website at <<http://www.alfredadler.org/2016-conference>> ■

### Enticing Pre-Conference Workshops

Wednesday, May 11 6:00p-9:00p & Thursday 9:00a-5:00p (10 hours)

#### **Encouragement Makes Good Things Happen**

R. John Huber

Participants will learn the relationship between Adlerian theory and Positive Psychology and how to encourage themselves and others.

Thursday, May 12 8:00a-12:00n

#### **Born to Create**

Erin Rafferty-Bugher & Nicole Randick

Participants will learn 3 creative strategies to help prevent practitioner impairment and 3 ways the Indivisible Self-Wellness model (2005) can be used for personal and professional self awareness.

Thursday, May 12 8:00a-5:00p

#### **Solving the Mystery of Parenting Teens**

Lynn Lott, Alicia Wang & Kimberly Gonsalves

Participants will learn how to use the ready to go content (17 hour course outline) based on **Positive Discipline** to deliver an effective workshop and they will also learn what parents of teens need to improve relationships with their teens.

Thursday, May 12 1:00p-5:00p

#### **Present Like A Pro: Taking Adler to the World with Confident Presentations, Seminars, and Workshops**

Kevin E. O'Connor

Knowing Adler is one thing; presenting well is another. Participants will learn the skills and techniques of great presenters, facilitators, and workshop leaders and how to best present themselves, how to handle their nerves, and how to be confident in their knowledge.

*This is just a quick preview of some of the offerings.*

Take a look at the NASAP website <<http://www.alfredadler.org/annual-conference>> for more, as it is updated through the coming months.

# FES at Philadelphia Conference May 2015



Terry Lowe presents another helpful conference session



Bill Corbett makes his debut at NASAP 2015



3 Family Ed Leaders & authors: Linda Jessup, Jane Nelsen, Beverley Cathcart-Ross

Below:  
FES  
Members at  
Annual  
Business  
Meeting at  
Philadelphia  
Conference



Put YOURSELF  
in this picture  
next May in  
Minnesota!



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.

**Let's  
Connect....  
in the  
Twin Cities  
Minnesota**

**May  
12-15,  
2016**

### NASAP Family Education Section

429 East Dupont Road, #276  
Fort Wayne, Indiana 46825

Phone 260-267-8807

Fax 260-818-2098

<http://alfredadler.org>