



FAMILY!

Conference Preview (Friday)

Building The Village

by Ishtar Beck

In an autoethnographic presentation, I will tell the story of how Adlerian parenting workshops have taken root through neighbourhood schools, community centres, and most notably through an online parent discussion group.

Vancouver's east side, once the 'grungy' part of town, has in recent years become a hub for young families. I became an East Van resident in 2009. Shortly thereafter, I moved my counselling practice into the new community, with an emphasis on parent guidance and family work.

I quickly found that young families' ways of gathering and means of communicating had

[continues on page 8](#)

Reward System In Pre-School

Dear Addy...

(from **Positive Discipline** blog)

I would like some feedback regarding the following situation:

My oldest daughter just turned 3 and is in a preschool program 2 days a week for 3 hours a day. There is a teacher and assistant for 12 children. The teacher is very young and this is her second year teaching children of this age group. The assistant is much older and has grown children of her own.

My present concern is regarding a newly instituted reward system. With only 2 1/2 months of school left in this school year the teacher began a reward system that she said would help to get the children to better use their

[continues on page 3](#)

Conference Preview (Friday)

Adlerian Parenting and Autism Spectrum Disorder

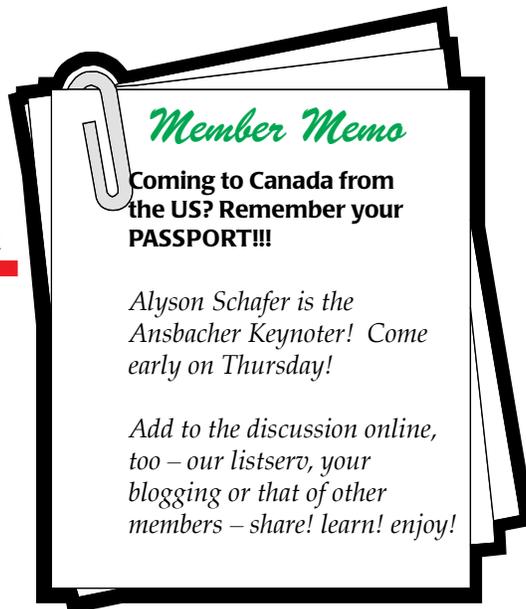
by Ruth Strunz

Adlerian therapists and educators have access to the finest parenting tools, created from Adler's insights into the critical role of parents as their child's first teachers, the developmental imperatives of childhood and the rights and responsibilities of participation. Adlerian parenting enables families to enact democracy at home, encourages kids to have a voice and use it, and supports parents to do their job with confidence and clarity about what they are doing, and why!

And, the world continues to change; the demands on parents are as dynamic as the culture in which they are raising their kids. In 2017, one in 70 children is diagnosed with Autism Spectrum Disorder – parents need help to understand what this means for their family, support to know

how to parent this child to reach their full potential, and reassurance that they absolutely CAN do this successfully. Parents of children with ASD know that the combination of their child's worldview and a culture that has yet to embrace it, frequently results in watching their child struggling to belong, to understand personal rights and responsibilities or to develop Social Interest. Parents need help to feel competent in the present, encouragement to hold hope for their child's future, and support to grow through the experience of parenting a child who sees the world through a different

[continues on page 3](#)



Member Memo

Coming to Canada from the US? Remember your PASSPORT!!!

Alyson Schafer is the Ansbacher Keynote! Come early on Thursday!

Add to the discussion online, too – our listserv, your blogging or that of other members – share! learn! enjoy!

Also in this issue

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

Also, Adlerian Wisdom, how to reach us

Sample Member Blogs for Parent Advice Pages 4, 6, 7

Topics like chores, birthdays, independence

Membership Matters..... Page 8

Elect a new Co-Chair

FE Section Co-Chairs Report...



Beverley Cathcart-Ross Rob Guttenberg

Dear Family Ed Section Members,

Adlerian family educators from all over North America will soon descend upon the beautiful city of Vancouver, B.C., sharing activities from the past year, and recharging for next. By participating in an array of family education classes, consultations, workshops,

and informal sessions, all will emerge with a renewed commitment to spreading Adlerian child guidance concepts. We are being hosted by an energetic group of enthusiastic and well-organized locals with a spirit of hospitality that promises to spread to everyone who attends.

At this year's conference, our Section has several excellent presentations. We've had a peek at some of them over the recent issues of *FAMILY!* Check your conference booklet for the day, time and location for these. In fact, for the first time this year, you can also use an app called "Guidebook" to gain all the latest, updated details. Go to <<https://guidebook.com/g/nasap2017/>> to get the app.

Scholarships for Attendance at NASAP

We are happy to report that we were able to distribute scholarships to more members this year. Four Family Education Section members were awarded \$175.00 scholarships to help with their expenses for attending this year's NASAP conference, and will be introduced at our Section meeting on Friday.

Read all about it!

We're including a variety of articles in this issue from member organizations and individual practitioners who post very useful and often entertaining essays on their website blogs. Be sure to read them all, and follow up the links back to their websites. You will be inspired – and proud as we are of our Adlerian family educators!

Election time!

We are looking for a new Co-Chair for the Family Ed Section team. Beverley Cathcart-Ross has served us generously for three years and it is time for her to step down. Ruth Strunz has been nominated, filling a slot that informally calls for a Canadian to replace a Canadian. (USA folks, your turn will come!) Read Ruth's Candidate Statement on page 5 and use the form provided on the back page to vote if you won't be at our meeting on May 19 in Vancouver.

Note from Beverley

My term as Co-Chair has flown by. What I will miss most is the warm camaraderie of the Family Ed Section team. I can say without hesitation the experience was a pleasure and it was an honor to represent you all at the annual COR meeting. I leave with many more Adlerian friendships than I had at the beginning of my term. All the best.

–Rob Guttenberg along with Beverley Cathcart-Ross ■

Adlerian Wisdom

•DO ONLY WHAT YOU CAN DO:

When a lot of things go wrong, parents frequently try to tackle everything all at once. By attempting this impossible task, they set themselves up to fail. They demand and command and threaten the child with dire results if he doesn't behave as wished. But often such warnings are without meaning because the parent can't make them stick. [Adlerian parents] limit their discipline efforts to areas where they can enforce rules merely by being consistently firm.

-- excerpted from **The Basics of Practical Parenting** by Ken Marlin

© 1973, by Practical Parenting Publications, Columbia MO (no current information located; please let us know if you know!)

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Dear Addy...continued from page 1

“good listening” skills. Sounds like a last ditch act of desperation to me but then again I am already somewhat biased against “quid pro quo” types of discipline.

The system works like this: There are 5 major areas or tasks to be performed each day. The child earns one sticker per completion of each task. The stickers are placed on a reward chart and accumulation of 5 stickers on any given day earns them a plastic toy from a “treasure chest” at the end of that day.

I have a problem with tangible rewards to begin with but the fact that they began this at this time of the year leads me to believe they do not have adequate control over their classroom. The stickers are for walking in a straight line, cleaning up after crafts, snacks, being gentle, sitting in circle time and “using good listening skills” etc. There is only a reward at the end of the day for earning 5 out of 5 stickers.

My instincts say too many rewards (stickers, toy at end of day) and too often (every day) and too demanding (5 out of 5 is perfection to me). How long before the reward is totally diluted. My child should clean up for cleaning up sake by now! I want my child to do something for internal reward not external reward. Also, how long before the reward loses its appeal, common sense dictates that the reward will eventually have to be increased. Also what about the devastation of not earning all 5 stickers everyday - what are they telling these kids? Are they bad listeners? What if the child messes up 5 mins. into the day - any intelligent child will think, “Hey, I already lost my toy, why should I try so hard to listen the rest of the day?”

I’m not a trained educator but common sense and general tenets of human psychology would

appear to be at odds with this system. Am I way off base? Should I lighten up? Enlighten me please. What are your thoughts? These are barely 3 year olds - shouldn’t this be positive and fun? My daughter seems stressed sometimes.

–Mom

Dear Mom,

No, you’re not way off base. I agree with you and, interestingly enough, so does most of the research. Rewards (and their cousin, punishment) have no long-term effect on behavior.

The problem with this sort of “discipline” is that it often appears to work for the moment. Rewards do produce short-term change because kids obviously want to earn the treat. But as children grow older and more sophisticated, rewards begin to create new problems. They discourage children from accepting new challenges, and they teach that motivation comes from outside oneself, not from within—just what you’re concerned about. And as children get older, they usually up the ante: what seemed like a sufficient reward at three is no motivation at all at five. In other words, rewards can accelerate the “I want more” syndrome.

Most preschool teachers institute rewards systems because they honestly believe it will improve behavior and cooperation, and because they often haven’t been taught anything else to do. Rewards are rampant throughout our educational system. I would suggest getting a copy of **Positive Discipline for Preschoolers** and **Positive Discipline for Childcare Providers** for your daughter’s school. These books include a wealth of information on why youngsters behave as they do, and concrete things schools can do to teach positive skills and attitudes.

In the meantime, do voice your concerns to the teacher. In particular, I think requiring three-year-olds to earn all five stickers to

Autism: Conference Topic....cont fr p.1 lens than their own. (For example, where do parents turn when their own and their child’s logic differ, to the extent the notion of a Logical Consequence seems meaningless to both?!)

This presentation is divided into two sections. In the first section, participants will be introduced to the five central deficits of ASD, and learn how they impact parenting, and being parented! In the second, participants will learn how ASD/neuro-diversity affects (and doesn’t!) a child’s ability to participate in family and social life, and to develop a sense of belonging. Parents will regain hope and resilience, reflect with deeper understanding on their role in their child’s development, and identify allies and guides to support them in the process. Professionals who join us will gain a framework to help them support parents of AD/neuro-diverse children – and the children themselves – in psychotherapy and education.

I look forward to meeting you at NASAP 2017! ■

Ruth Strunz is a Registered Psychotherapist in private practice in Ontario, who has been nominated to be our next Co-Chair (see page 5). More on this topic on Friday, May 19. Email Ruth at <ruth.strunz@gmail.com>

receive any reward at all is unrealistic, and is likely to foster competition and feelings of inadequacy. You can certainly let your daughter know that while you want her to behave and to treat others (including the teacher) with respect, you aren’t worried about whether or not she gets stickers and rewards.

I respect your concern for your child; she’s lucky to have you!

–Addy ■

*Guest author is Cheryl Erwin, MA, MFT, Certified Positive Discipline Associate responding for **Positive Discipline** on their blog. For loads of resources, go to <www.positivediscipline.com/blog> and Cheryl’s website <cherylerwin.com>.*

Member Websites As Resources - A Blog Entry at AlysonSchafer.com

Alternative Chores Your Kids Will Love

by Alyson Schafer

Blog post April 10, 2017 <<http://alysonschafer.com/alternative-chores-kids-will-love/>>

Who Said Chores Means Scrubbing the Toilet?

I am a big advocate of giving kids chores. They help prepare kids for life outside the family. Chores help kids develop their skills and give them a sense of responsibility. Chores are also important for helping our children feel valued in the family. They prove that each person is a much needed part of the whole fabric of the family. We need teamwork to make a family run harmoniously and that means involving children in its daily operations.

Too often children's refusal to do chores is because they feel they are being treated as indentured servants, given lowly janitorial jobs that take no skill or decision making. Sure, we all have to suck it up and do the dishes and mop floors, but open your mind to more creative ways that kids can participate in helping and watch how enthusiastic they are about these types of jobs instead:

15 Alternative Chores

- Family Researcher – Fulfill their love for computer time by giving them the task of research items/events that the family needs information on. This can include good family vacation destinations or places to purchase cheap hockey equipment.
- Meal Planner – This job belongs to the one who gets to take input from every family member on their favourite dishes and build a weekly meal planner for the family, ensuring everyone gets a favourite meal. A child can partner up with a parent if they need assistance.
- Grocery List Builder – This person is responsible for keeping a weekly tab on grocery items needed, including checking the pantry for restocking needs of paper towels, toilet paper, etc. This person needs to collaborate with the weekly meal planner to ensure needed items are on the list. My kids and I like sharing an app called Wunderlist to track items I need to pick up.
- Social Committee – Manage the social calendar for the family ensuring there is time for family fun, and that each person has time for some personal time with friends and fitness.
- Plant Attendant – This task involves keeping a tab on all living plants, indoor and outdoors and watering as required.
- Mail Collector and Sorter – Making the daily trip to the mailbox and sorting the bills and marketing materials into piles to make sure each person gets the information they need.
- Community News Advocate – This task belongs to someone old enough to skim through the local newspaper, making a list of important community events and sharing anything of importance with the rest of the family at a weekly family meeting.
- Medical Coordinator – Checking the calendar and keeping tabs on medical appointments coming up for the family. Annual physicals, eye appointments and dentist appointments shouldn't fall through the cracks when this person is on the job!
- Donations Coordinator – Responsible for making sure that each month, things that are no longer wanted or needed within the home find their way to the appropriate organization to recycle and repurpose the items.
- Environmental Advocate – Taking the time on a weekly basis to ensure

garbage outside around your home is picked up and put in the garbage where it belongs.

- Organization Specialist – This person is responsible for keeping on top of junk drawers, bathroom vanity drawers and all the little nooks and crannies where junk builds up. If you have someone in your family who loves to straighten and organize, this is the task for them.

- Birthday Manager – If you have a lot of birthdays in your family, this task ensures that an aunt or cousin's birthday doesn't go unnoticed. Whether this is done through home made cards that get mailed out or a list of birthday calls and texts that need to be sent, assigning this task will make sure nobody gets missed.

- Food and Health Authority – Are you constantly checking sauces and potions to make sure things are not being used past their 'best before date'? Assign this role to a responsible member of your family who can do a regular check of salad dressings and cold medicine to make sure you aren't stocking expired products.

- "Do life differently" Coordinator – Do you ever notice how months can come and go and we tend to repeat the same meals, board games, nature walk paths? Assign this to your creative thinker who can come up with ideas to try something new. It might be a brand new recipe or interviewing friends to find out about new board games or family fun activities. You just might end up spending a Sunday building and flying a kite you made as a family or trying oysters for the first time.

- Family Meeting Chair – You had to know this was coming! Responsible for maintaining the meeting minutes and scheduling the family meetings. ■

Alyson Schafer is a Toronto-based parent educator/author/speaker/coach, etc. Meet her at the conference in Vancouver where she is a Keynoter and session presenter.

Membership Matters

Elect a New Co-Chair in Vancouver!

Let us hear from you! Use the form on the back page!

“FAMILY!” Editor Needed!

We’re still looking for a new editor for this newsletter. Please contact our Co-Chairs, and current editor with any questions (see p.2). Get involved!

Refrigerator Magnets Promote Family Ed with Crucial Cs

Are you interested in helping with bringing in new members to NASAP and in particular, to the Family Education Section? If so, Crucial Cs refrigerator magnets and large color postcards are yours for the taking if you will agree to disseminate them to pediatricians, PTAs, child care centers and parents attending your workshops/classes in your community. Thanks to the donation made by Crucial Cs’ creators, Drs. Betty Lou Bettner and Amy Lew, this is a great way for you to spread awareness about Adlerian child guidance concepts, while reaching out to increase membership in NASAP and our Family Education Section. Contact Rob Guttenberg at <robjob2@verizon.net> if you would like to receive these promotional items to take home with you from the conference. ■

We’re On LinkedIn and Facebook!

Are you?

Connect with us as a member! Follow! Send us your posts!

Contact Jon Sperry for Facebook at <jsperry@lynn.edu>

and editor Bryna Gamson for LinkedIn <ParentEd@comcast.net>

Meet Co-Chair Nominee

Candidate Statement from Ruth Strunz

I am honoured to have been nominated for the position of Co-Chair of the Family Education Section of NASAP. A lifelong Adlerian (my grandmother trained with Adler in Vienna!), I am a Registered Psychotherapist and Adlerian Family Consultant. I specialize in supporting families and individuals living with autism spectrum disorder (ASD), attachment disorder and other neuropsychological conditions which impact relationship-building. I believe that neuro-diversity does not preclude the experience of Belonging, and am committed to helping neuro-diverse individuals find their own pathways to stepping into the fullness of their lives.

My unique model of Adlerian psychotherapy blends attachment theory and neuroplasticity with developmental intervention. Parent training is a cornerstone of my work. By promoting healthy, strengths-based adult-child relationships I help neuro-diverse individuals develop Social Interest, which is foundational to healthy development, learning, friendship and lifelong mental health. I delight in helping families changed by ASD or attachment disorders to experience family democracy!

Alongside the privilege of providing psychotherapy to children and adults, and to families and groups, I enjoy training therapists and teachers to meet the mental health needs of the neuro-diverse population. I am a dynamic, responsive speaker and educator. My recent speaking engagements include professional development for teachers in rural and urban schools in the Greater Toronto Area, online training for professionals through the Canadian Counselling and Psychotherapy Association, and parent workshops in my own small Ontario town! I look forward to speaking about Adlerian parenting for families with ASD at NASAP 2017.

I am an internationally accredited Montessori Educator, and a certified Autism Intervener and Relationship Development Intervention® Consultant. I hold degrees in Global Development and Spanish from Trent University, and an International Baccalaureate from the United World

College, BC. I co-founded Child’s Play Montessori School in Ontario and Sage Learning Centre in San Diego, CA, and have



Ruth Strunz

presented workshops at ADLER, Toronto and at ONSAP 2016. Throughout my career I have actively contributed to many volunteer board/committees, including Chair of the Canadian Association of Montessori Teachers from 2000 to 2004. As a mature student, I look forward to completing my Master of Counselling in July 2017.

As an Adlerian parent of three remarkable, ever-growing teenagers, I would welcome the opportunity to serve our professional community internationally, as Co-Chair of the Family Education Section. Having been a member of ONSAP for several years, I joined NASAP in 2016. I am new to the Family Education Section, and I look forward to meeting you at NASAP 2017! ■

From Around the Web: PEP Blog Post

Making “Happy Birthday” More Meaningful

by Rinny Yourman

<http://pepparent.org/making-happy-birthday-meaningful/>

When it comes to children’s birthday parties, I confess that I am a bit of a curmudgeon. I love the idea of two hours of fun, but in my ideal world we’d eliminate the party gifts and goody bags.

I have a hard time understanding the need for gifts, where so many of us blessedly have too much as it is. My kids do not lack for toys, nor do their friends. And as for goody bags—really, what is the purpose of giving them? Especially since we usually fill them with cheaply manufactured tchotchkes that are tossed, lost or broken by day’s end. Imagine the reduced environmental blight if we eliminated goody bags entirely.

However, until my miserly ideals catch on, I live in a world with birthday party gifts and goody bags. And, while we’ve gotten the goody bag gift down to a science (we gave away soap one year—I mean, who can’t use soap?), we’ve also made the experience of receiving gifts a more thoughtful one for our children.

When our daughter had her first birthday party, at age 5, the last thing we wanted was for her to tear through 12 gifts right after the party concluded, then slog unhappily through the seemingly endless writing of 12 thank you notes. Our hope was that the process of receiving gifts and graciously acknowledging them would be meaningful for her. So my family developed three birthday party gift rules:

1. The birthday child may open only one gift per day. As I’ve learned, this doesn’t stop the birthday child from looking at unwrapped gifts in gift bags, but that’s OK.
2. The birthday child should write a thoughtful thank you note that same day or, at the latest, the very next day. In our family, an acceptable note thanks the gift giver for attending the party, thanks her for the gift, conveys enthusiasm for the gift and thanks the child for her friendship.
3. If the next day dawns without a note for the previous day’s gift, the birthday child may open a new gift only after she writes yesterday’s thank you note.

These rules have many benefits. They help the birthday child to enjoy and appreciate each gift, without feeling overwhelmed by too many gifts opened simultaneously. The joy of savoring is something we tend to overlook these days, with so much emphasis on fast, big and many. Moreover, the birthday child is more likely to write a thoughtful note expressing real gratitude when she knows there is only one to write each day. As an added plus, slowing down the pace of opening gifts enables the birthday child to extend her celebration far beyond the big day.

Because we set these limits when our children were young, we haven’t had any push-back (yet). They know to be thankful that we continue to throw birthday parties for them and that we are willing to invite a large number of friends. We don’t skimp on the fun—my daughter’s circus-themed party this year was a big hit with her friends—and I know our children appreciate that.

Birthdays are a big deal for our kids. While the emphasis is on enjoyment, I’m glad we’ve decided to help them savor the joy with a few limits intended to make these celebrations of life and friendship all the more meaningful and memorable. ■

Rinny Yourman, a parent educator in training, has served on PEP’s board of directors. PEP in Maryland was founded by author/NASAP leader Linda Jessup. There’s lots more on their website at <http://pepparent.org>. Check it out!

Parenting Network Offers Spring Tips

reprinted from a periodic e-newsletter from Parenting Network co-owners Beverley Cathcart-Ross and Doone Estey

A wonderful thing about this time of year is the sense that everything is growing, getting a fresh start. We’ve come up with 10 easy, fresh starts for your family...

- Give each child 3 hugs a day with an encouraging word or two. How about for your partner too?
- Yell less. It can be done! When we yell, things are heading out of control. Unless their safety is at stake, look for another way.
- Do less. Cut back on the scheduling and enjoy more family down time.
- Do more with your partner. This nurtures your love and models to your children the importance of looking after the life-partnership.
- Create some routines. Helps a child know what to expect, and gives them a bit more control. Start with a weekly meal plan where they get to choose a dinner – including the protein, veggies and dessert.
- Resolve to have some neat and tidy rooms (kitchen, your bedroom?) and some messier rooms (family room, kid’s rooms?).
- Let the kids take more ownership for their homework. If you like, explain your goal to their teachers.
- Next time your child asks you to buy something, help them figure out how long it will take to save their allowance to buy it for themselves.
- Sit up straighter and do some deep breathing at every stop light.
- Buy everyone a new toothbrush! ■

*Based in Toronto, Beverley and Doone are also co-authors (along with Martin Nash, MD) of **Raising Great Parents**. Find out more at <http://parentingnetwork.ca>*

Member Blog Post: Amy McCready

6 Tips for Raising Independent Children

by Amy McCready

Blog post April, 2017 <<https://www.positiveparentingsolutions.com/parenting/6-tips-raising-independent-children>>

As parents, it feels good – great even – when our kids NEED us. When they turn to us for guidance, affection, even that peanut butter and jelly sandwich. Those are all good things.

We do have to remind ourselves, however, our long-term parenting goal is to guide our kids from being totally dependent on us to being independent thinkers and doers. That's no overnight task.

It happens in all the little moments and lessons that occur in the day-to-day. From little steps like letting them pick out their own clothes to tying their own shoes, to helping them learn to weigh out what to spend their allowance on to choosing a college that suits them. Every little decision they make, right or wrong, along the way is a learning experience that will help lead them to be independent people we can be proud of.

Then, the thrill you get when you see them take on a task all by themselves and win at it? That's awesome! If you're eager to see more of that, let's look at six terrific tips for helping your kids embrace independence.

Encourage effort: That perfection thing? It's overrated and it causes a LOT of anxiety for kids. In fact, some kids are so locked into the fear of failure – they won't even try. Instead, focus on the EFFORT. Encourage your kids to try new things, to go out of their comfort zones and be creative without the pressure to succeed or win or be perfect. When you do, they'll be more willing to take on new tasks in the future.

Connect in Vancouver May 18-21, 2017

The *Mind, Body, Heart & Soul* theme of the *Adler on the West Coast* conference will be another wonderful opportunity to come together, share expertise, pick up fresh ideas, mentor, renew friendships, make new ones!

Family Education Section member **Alyson Schafer** is not only the conference Thursday night Ansbacher Keynote – addressing Parenting! – she's also presenting on the use of online games in a session held on Friday at 3:30pm just before our annual Section meeting (5:00-5:30). Make sure you attend our meeting, since we have so much business to cover!

Post-Conference, our Section Co-Chair **Rob Guttenberg** will be presenting training on 'Funtastic Adlerian Techniques for Change' on Sunday, May 21st for Positive Discipline Chinese Association leaders in Vancouver. ■

Family contributions: Every member of a family plays an important role in a successfully running household. From setting out napkins to picking up toys – encouraging kids to contribute in age-appropriate ways teaches them that they are part of an indispensable team that needs them! This builds their confidence, and encourages them to want to do even more.

Promote problem solving. Curb your desire to jump in and fix. When a problem arises, wait. Give your child the opportunity to come up with solutions. Ask them "How?" questions. "How could you make your sister feel better after you took her action figure?" "How could you make sure you get up in time to make the bus?" If you want them to think for themselves, don't provide all the answers.

Take Time for Training: Each week, work on learning something new in a fun and engaging way. As children learn new skills and tasks, they feel more confident in learning the next one. Who knows, they may even help YOU learn something new!

Turn over the reins: Every single day is filled with hundreds of

choices. Apple or banana? Peanut butter or ham and cheese? Red shoes or blue? Allowing your children to make those small choices gives them a sense of control and dominion over their lives which leads to independent thinking. It also helps them take ownership of those choices – for some reason that peanut butter sandwich tastes SO much better since they picked it!

Structure is a safety net: Providing structured routines for mornings, afternoons and evenings gives your kids the safety net they need to try new things in a controlled environment. That helps keep them from feeling overwhelmed by the process, and helps you keep the peace!

Raising kids to be independent thinkers and to take a proactive role in their everyday lives is a little scary for some parents at first. Don't worry, they'll always NEED you. Teaching them to do things for themselves is just part of being an amazing parent. Think of it as a gift that keeps on giving! ■

FES member Amy McCready, based in Raleigh NC, is a popular TV expert, author, speaker and parent educator. Contact her at <amy.mccready@me.com> or check out her website: <<http://www.positiveparentingsolutions.com>>

Building the Village cont from page 1
 changed drastically from those of a generation ago, and that many East Van parents were engaged in finding new ways to build a sense of community. Providing localized parent education has allowed parents to come together, has facilitated connections between neighbours, and is contributing both content and process to East Van's evolving sense of community.

The presentation will reflect on the significance of the storytelling central to these parenting workshops. As well, we will cover a theoretical framework for this autoethnographic presentation, in which interpersonal, social, and universal themes emerge via subjective knowledge.

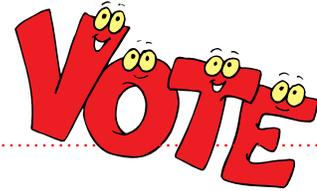
Finally, the phenomenon of "Building the Village" in East Van is intended to provide a template

for communities elsewhere to find new ways of bringing parents together.

Join us as we explore more on this topic together. ■

Ishtar E. Beck, MA, RCC, CCC will be presenting on this topic on May 19. She

utilizes STEP for parents in her parenting classes. Contact her at <ishtar.e.beck@gmail.com> or her website <www.counselinghome.ca>



Elect A New Co-Chair

Term beginning at Vancouver meeting May 19. 3 year term. Please send to Co-Chairs by mail or email by May 15 or vote in person.

Ruth Strunz _____

I nominate/volunteer: _____

Member Name: _____

Member Signature: _____

(see page 2 for addresses)

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.

**See you in
 Vancouver!
 May 18-21**

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