



# FAMILY!

## Ready, Set, Go!!!

Start planning, saving and energizing your friends and colleagues now for NASAP's 50th Anniversary Convention, to be held in Chicago, May 23-25, 2002. Held in the very city where Dreikurs began this organization half a century ago, NASAP 2002 will probably be the biggest and best gathering of Adlerians ever. Seven different interest tracks will be offered at the conference, which is planned to connect with an international conference on school violence, featuring internationally known Adlerian speakers and invited guests. Venerable Adlerian leader **Harold Mosak** is the featured Ansbacher Lecturer, and the Keynote address will be

## Online Learning and Other Opportunities

A quick look around on an Internet search engine like Google ([www.google.com](http://www.google.com)) using keywords like "Adlerian + parenting" can produce well over 1,500 references, as your editor found one recent day. Selecting which are worthwhile, trustworthy and related to your interests is the *real* hard part! As a possible tool for long-distance learning adapted by Adlerians, online activity is worth noting.

Members have been busy in this arena. **Ritz Balick**, a volunteer for PEP (Parent Encouragement Program) in Maryland, has been taking an online class from a group he happened upon on the Internet; while not affiliated with any Adlerian PEP, they also call

*continues on page 2*

delivered by author-educator **William Glasser**. The Family Education track will be packed with outstanding presenters and topics. Mark your calendar and join us in Chicago for an invigorating, educational and fun experience! (*see page 7*)

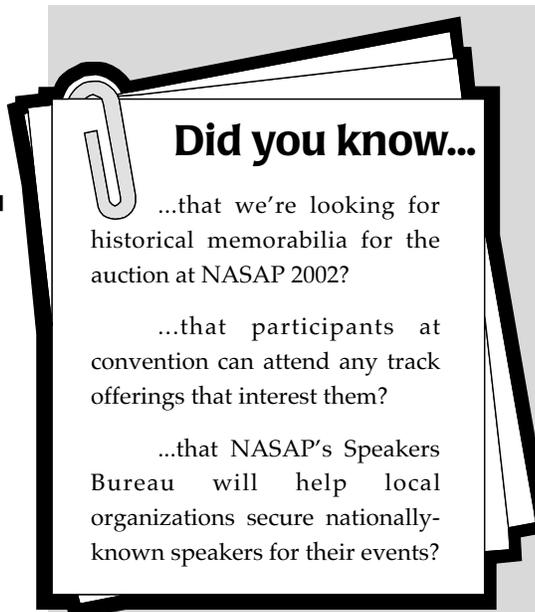
## Convention Busy, Active, Fun Family Education Section Meeting Report of NASAP 2001 Conference in Tucson

At last June's Family Education Section meeting in Tucson, over twenty people introduced themselves briefly, described their involvement in a wide variety of parent education settings and participated in a lively round-robin discussion of what is working well for them and what they are struggling with at present.

In an effort to expand the discussion circle to everybody reading *FAMILY!*, the following summary is designed to invite your input, successes, struggles, and matters you'd like to see discussed in future issues. Just send your comments to the Co-Chairs or the Editor at the addresses listed on page 2.

Here's the overview of what was presented: **Linda Beverly Ross** of Toronto has been leading parent groups for 12 years. She finds that role-playing is very successful with parents, and struggles with the tremendous demand for

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### Did you know...

...that we're looking for historical memorabilia for the auction at NASAP 2002?

...that participants at convention can attend any track offerings that interest them?

...that NASAP's Speakers Bureau will help local organizations secure nationally-known speakers for their events?

## Also in this issue

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*Past and Future*

## FE Section Co-Chairs report...

Greetings! What a great time to be your representatives on the Council of Representatives (COR)! And what a great time to be Adlerian Parent Educators! We all share the unique opportunity, not only to take front row seats when the curtain goes up on NASAP's big 50th Anniversary extravaganza in Chicago May 23-25, but also to play a variety of roles ourselves--as audience, conference participant, Family Education Section member, friend, tourist, adventurer, encourager, keen observer, and gleaner of a treasure trove of new ideas to take back to our parenting groups, families and communities.

Several things conspired to cause our October issue of *FAMILY!* to be postponed, but its relevant contents are here, still fresh and valid. This issue offers some of the highlights of last June's NASAP Conference in Tucson and some previews of several cutting edge, online parenting courses and resources. Behind-the-scenes tips on the struggles and successes of other Parent Educators across the continent add drama, a touch of reality and some excellent ideas you may want to use. Consider now what *your* contribution will be to the next edition of *FAMILY!*

NASAP 2002 promises to be a blockbuster production. NASAP is thriving and the demand for parent education has never been greater. We look forward to meeting you and your friends in Chicago and invite you to join us in a round of applause for past COR reps, **Debbie Owen-Sohocki**, **Susan Prosser**, **Bobbi Moritz**, Treasurer of our Section and our artful newsletter editor, **Bryna Gamson**. Take a bow, everybody, along with our thanks for a job well-started!

Helen Keller said in response to a query about her energetic spirit: "One can never consent to creep when one feels the impulse to soar." Together, let's soar!

--Mary Hughes (Family Life Field Specialist/Iowa State University Extension, and Certified Positive Discipline Associate)

--Linda Jessup (Founder of the Parent Encouragement Program, PEP, Inc.)

*Online learning continued from page 1*

themselves by that acronym. **Michael Popkin** sent us notice that his company has developed an *Active Parenting Today Online Group*. Other members let us know about other sites of interest as well.

Ritz writes that he has enjoyed logging on at a pre-arranged time to a pre-arranged site and can participate, using a previously emailed syllabus, in real time with the online "Parents Encouraging Parents/PEP" program. Directed

by Nathalie Kretzmann, who believes it is "the first online family education web program with live, interactive classes", this group's website is found at <[www.parentingonline.org](http://www.parentingonline.org)>. There you can decide for yourself the extent of the operators' Adlerian grounding. In one article, rewards are treated as an accepted practice, so one might be cautious about endorsing this site. Ritz, however, makes the strong point that it is "...an Internet instrument for expanding

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## Dreikursisms

- *When you spank a child, it is because you don't know anything better to do.*
- *We must realize we do not teach children how to take responsibility as long as we take on responsibilities for them.*
- *If training were as simple as setting a good example, we would not find so many irresponsible children coming from homes where the parents are responsible.*
- *It's not the quantity of time spent with our children which is important, but the quality.*

--Rudolf Dreikurs

## How to reach us

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## Resources

**Raising Respectful Kids In A Rude World: Teaching Your Children the Power of Mutual Respect and Consideration** by Gary D. McKay, Joyce L. McKay, Daniel Eckstein and Steven Maybell was published in 2001 and presented at the Tucson convention. FE Section Co-Chair **Linda Jessup** attended a session where they reviewed it, and felt that their formulation was a useful addition to the literature, and worth knowing about.

Here is an overview of its contents: *Part I Respectful Parents, Respectful Kids -- "Parenting with Respect", "Understanding Kids' Behavior", "Teaching Kids to Value Themselves and Others", "Respectful Communication: Skills to Connect with Your Kids", "Anger Management for You and Your Kids."* *Part II Respectful Kids Learning to Operate in the World -- "Respectful Discipline and Life Skills", "Civility Skills: Manners, Courtesy, and Politeness."* *Part III Dealing With the Ultimate Rudeness: Violence -- "Parents Preventing Violence", "Helping Your Kids Deal with Violence in Their World"* and an Appendix with references and resources.

The book is reviewed in the Saskatoon Adlerian Society/SAS newsletter of December, 2001, and may be read on their website at <[www.sfn.saskatoon.sk.ca/health/adler/book\\_reviews.htm](http://www.sfn.saskatoon.sk.ca/health/adler/book_reviews.htm)>

We'd love to hear from members about the resources they find helpful. Please send us your comments about this book and other resources! ■

*SAS announces a John F. Taylor workshop "You Can't Make Me" March 22-23. Saskatoon, Saskatchewan. Call the SAS office at 306-975-0885 for details.*

## How Well Do You Know Adler? A Quiz

At the last convention, the Ansbacher Lecture was presented by **Marion Balla** and was entitled *Alfred Adler: A Cross-Generational Perspective*. The talk and slide presentation was full of fascinating information about this charismatic, strong-willed man, and brilliant thinker.

Here's a challenge to stimulate your interest in Adler.

- #1 What was Adler's birth order? a) 1st born b) 2nd born c) an "only" d) the baby
- #2 As adults, Adler and Sigmund Freud were professional adversaries in the field of psychology. What other "Sigmund" was influential in Adler's early life?
- #3 As a child, what traumatic experience did Adler have with a child named Rudolph?
- #4 Adler was a) the healthiest of his siblings b) very athletic c) a shy child d) sickly as a child.
- #5 The love of Adler's life was his wife, Raissa. Raissa was a) a gentle, loving homemaker b) a socialist and social activist c) a feminist d) mother of four

## Answers to the Quiz

- #1 – Adler was the second-born child of seven. Marion describes him as an "overachiever, his father's favorite, a very social, popular young man."
- #2 – Adler's older brother, also named Sigmund, who was "his mother's favorite" and who became a very successful businessman, helping to support their large family.
- #3 – Adler had a younger brother named Rudolph, with whom he was very close, and who died one night in the bed the two boys shared.
- #4 – Adler was sickly and his growth was affected by the painful effects of rickets, which limited his ability to play and engage in athletics. His experience may also have led to his later theories of "organ inferiority," "inferiority feelings" and "inferiority complex," as well as to his medical career.
- #5 – b, c, d

### APABC Conference Announced!

"Tuning In: Creating Safe and Caring Communities" with Keynote Speaker Michael Popkin on "Violence In Our Communities"

February 22-23, 2002 • Vancouver BC Canada

Contact: Naomi Fenson / #401-1195 W. Broadway, Vancouver, BC V6H 3X5 • Tel: 604-875-4614 x 12 • Fax: 604-874-4634

*Convention Busy continued from page 1*

parent education in the face of so few well-prepared Parent Educators. Another Canadian, **Joanne Flynn**, reports success using **Mary Hughes' My Toolbag**. **Marti Monroe**, who is moving to Boise, Idaho, will be teaching in her son's Montessori School. Marti has a special interest in "non-violent communication."

**Georgine Nash** from Toronto, provides a grandparenting course. Her biggest concern is how to reach the people most needing or wanting parent education. She would appreciate ideas on how others have marketed their study groups. Georgine's husband, **Martin Nash**, M.D. receives referrals from a variety of sources. Martin struggles with how to get more prevention into the community. **Kelly Ritter**, in a Ph.D. program in Atlanta, finds that **STEP** works well for her. Kelly is searching for a way to work with the parents of gifted children. **Dana Edwards**, who teaches at a state university, teaches the "how to's of social interest" and circulated a handout on that topic. **Jody McVittie**, M.D. Seattle, has had tremendous success using experiential teaching and training methods. Her courses run 7 weeks, she limits them to 40 people and charges \$150 per person. Jody's biggest struggle is "balancing my life." **Michelle Frye** of Georgia State University teaches anger management classes for youngsters in a juvenile detention facility. She is most concerned about the kids' high recidivism rate and would like to get their parents to come for parent education. She would like suggestions from others about what programs and skills might be most helpful for these parents. **Char Wenz**, from Chicago, has presented in a program called "Parent University" operated by her local school district, and popular in many areas of

metropolitan Chicago. The format they use is to have a keynote speaker and then break into several workshops. Balancing her life is also an issue for Char. **Mary Hughes**, of Omaha, Nebraska, is a Family Life Field Specialist, Certified *Positive Discipline* Associate and our new Co-Chair for the F.E. Section. She said a current high point for her is teaching with her husband. Mary wants fathers to know the special role they play in their children's lives. Mary struggles to just follow her passion for this work, and let go of security. **Barbara Kinney** of New York, also uses experiential teaching methods and is heartened by the fact that parents are coming to her program enthusiastically. Her biggest concern is that she "can't do it all" and would like to learn how to mentor other presenters and expand their numbers. **Steve Saiz**, of Plattsburg, New York, reports that having **Frank Walton** as a speaker gave his group a good boost! Steve has also found that teaching Family Council early on, in one of the first sessions of his study groups, has the advantage of being able to coach parents as they use this tactic throughout the course of the class. Steve's biggest struggle is to break away from the mindset that "I have to tell them what they're doing wrong." **Maria Heinam** attended the meeting with her sister, **Carmen Camery**, an elementary school principal in Tucson, who is preparing to retire. Carmen is interested in doing parent education post-retirement. Her greatest success has been in decreasing the number and severity of the discipline problems in her school. "The students feel listened to," she says. **Dori de Joseph** is a therapist from California whose biggest success right now is her relationship with her own two children. Dori would like information on how to start an

FEC, where people find funding for establishing a Center, and also how to respond effectively to parents whose convictions regarding corporeal punishment are biblically based. Tucson-based **Oscar Christensen** has found working with the local organization, The Parent Connection, to be a high point for him this year. Chris reports one of the biggest issues there is dealing with mothers who prolong breast feeding.

Other interesting snippets which came up in this rapid-fire exchange of information were the following: Do more hands-on exercises and role modeling in study groups. / Don't offer Monday night classes, because they're the least well attended of the week. [Question: Is this the experience of others as well?]/ How do people find, recruit and train male study group leaders? / **Althea Poulos** accepts only couples in her study groups. / When participants in FECs show a high interest in Adlerian ideas, recruit them and those providing leadership to attend NASAP conferences. They will be inspired and excited by the experience. / What tools do people use well cross-culturally? with "difficult" populations? low income parents, incarcerated parents, high risk or abusive parents? ■

*Note: The discussion moved so quickly, was so interesting and so loaded with good ideas and helpful suggestions, your reporter [Section Co-Chair Linda Jessup] had trouble keeping up with note taking. I apologize if some of my information is a bit scrambled or if I missed some important nuggets. Feel free to add to, expand or correct this summary. We'll print your input in the next issue, and/or circulate responses by email. We welcome your contributions.*

## Nuggets of Wisdom

One nifty tidbit Oscar Christensen offered in the FE Section meeting was the following. Many Parent Educators feel out of their element when they have a parent who is from another socio-economic, racial or cultural group. Even Chris used to feel stymied when he worked with a parent who was very different from him and his personal experience, feeling very inadequate to really be of use to them. Then he discovered that he could say, "Tell me what it is like to be a single, Hispanic grandmother raising three grandchildren on \$10,000 a year," or whatever the person's circumstances were. This approach immediately made Chris and the other person partners, equalizing the situation and giving him the information he needed to know to be genuinely helpful. As always, the client is our most valuable resource. --Linda Jessup

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**Linda Albert**, well-known author of Adlerian parenting texts, provides the following anecdote. She comments "*Participants always ask me 'how conscious is the child's choice of behavior.'* Out of the mouth of a 4 year old, I'd say 'completely conscious.'"

A few days after Christmas, I was babysitting with my granddaughter, Autumn, who had just turned 4. Her sister Arianna, 7, was with the parents at a movie.

Autumn asked me to take her sister's doll from a high shelf and give it to her to play with. I said 'no' since we couldn't ask Arianna for permission to play with her doll. Autumn told me we didn't need permission, as Arianna always lets her play with her toys.

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## Some Things to Consider When Talking About Terrorism With Your Children

*In immediate response to the 9/11 attack on the WTC in the United States, the Parent Encouragement Program-Maryland/PEP's director, Cheryl Wieker, compiled and circulated important tips to help parents know how to help their kids through these turbulent times. This was circulated by our FE Section editor to the email list, and was picked up promptly by the SAS group in Canada. Adlerians... ever helpful and practical. Edited text follows.*

Carefully consider whether children should be watching...unfolding ...dramatic and unsettling television footage...[which] can be very frightening to children. If you want to keep up with the breaking news, consider a pocket radio with an earphone, or catch the evening wrap up when the children have gone to bed, or consider restricting the time for disaster related family viewing.

Remember that children are good observers but poor interpreters. It's up to parents to interpret what has happened for their children....

**Barbara Fairfield** is PEP's longtime Adlerian Open Forum Counseling therapist and consultant. She makes the following suggestions for talking with the kids about this tragedy:

Don't make safety the issue--this will cause children to worry. Reassure children that they are safe now, but don't guarantee that you can keep them safe. Even very young children know that their parents and caretakers can't guarantee safety. This will cause the children to worry, and worry doesn't help.

Barbara recommends that parents...model for your children responsible ways to react to a disaster of this magnitude. Don't let the natural anxiety of this situation run your life, and avoid making yourself or the children more anxious. ...Focus the children's natural anxiety to social interest, the "royal road to mental health" according to Barbara. Focus on how you as a family can be helpful to those who have been hurt. ... Help children to take the moral high ground in reacting to this disaster. ...Keep your discussions about terrorism calm and factual. Don't speculate in front of the children about what group could have been responsible....

**Linda Goldman**, author of *Life & Loss, A Guide to Help Grieving Children* shared her thoughts about helping children with this tragedy:

...Affirm to children that they are now safe, and talk about ways that the adult world was competent to take charge when the disaster happened...fire safety people and hospitals all had their plans to help people, they have practiced, and they knew what to do--just as they would in our community. Help children re-establish their sense of order. One way may be to try to keep to the daily routine as much as possible...Children's reactions will range widely and most of these are quite common for traumatized children. ...Give children many ways to tell their story. Keep your answers to their questions simple and age appropriate. Remember that young children can employ "magical thinking" and may believe that they somehow "caused" the problem. Reassure them....This was an act of violence and will be punished. People are not allowed to do this to other people.... ■

## Meet More Often Online!

FE Section members who indicated an e-mail address to Central Office have communication online. Reprinted here by permission is their informal correspondence.

January, 2002

from **Jody McVittie**

<goodvittie@worldnet.att.net>

"One of the things that I am really interested in is what kind of research base there is on the impact of family education. Are there ANY articles old or new on the impact of Adlerian parenting classes. I have lots of stories...but not much else."

**Georgine Nash** wrote, "Beverly Cathcart Ross and I are planning a leadership program for people who want to become parent study group leaders. I have done several of these during the years.

However, this time we would like to develop a good manual to accompany the course. We are working on it. I was wondering if you knew any Leadership Manuals that are already published that we could look at. I am presently looking at *Study Group Leader's Manual* by Vicki Soltz."

from **Rob McBrien**

<rjmcbrrien@juno.com>

"I have been developing a program that may be useful to members of the FE group. I see parents faced with temperament-based issues (difficult children ages 3 to 6...). My class title is *Parenting Your Spirited Child*. We meet in a small group in my office for six 90 minute weekly sessions and I introduce Adler/Dreikurs theory and practices while helping them find strengths in the key temperaments that produce stress in the family. I recruited parents

*continues next column*

(moms) from 2 private schools here. My notice went home in the weekly "hand mail." ■

*Nuggets... continued from page 5*

I responded, "Always? Arianna never says 'no'?"

"Well, sometimes she says no," says Autumn.

"What do you do then?" I asked.

Replied Autumn, "I grab my blankie, lie on the floor and sob, and Arianna comes over to me and says 'That's all right, you can play with it.'"

I asked, "And if you say 'no' when she wants to play with your toys, and she cried, will you let her play with them?"

"No," was the reply.

• • •

Here are two real-life stories from **Jody McVittie, M.D.**

*From a parent who has been in power struggles with her oldest son:*

Mom reported that just before class she had had dinner with the kids. Older son puts his head in his hands and moans (dramatically) "Ohhhh...I forgot." Mom (staying calm instead of reacting): "What?" Son: "Nothing." Mom goes out to garage and comes back in. Younger son (plays angel): "Mom, Jack got a recess ticket today!" Mom (fighting to stay calm): "Oh. (to Jack): Where is it?" Jack: "Oh! I forgot it." Mom: "Well, bring it home tomorrow please." A few minutes later: Jack: "Mom, I

didn't REALLY get a recess ticket." Mom: "Oh? Why did you tell me you did?" Jack: "Because it's so much fun to watch you get angry!" Mom: "But I didn't." Jack: (disgusted) "I know!" Mom was really proud of herself as she told this story. She is amazed how much better she feels without all of the yelling at home.

*And another:* In parenting class we had been talking about mistakes being opportunities to learn and about giving children apologies when appropriate. The next week a mom came in with the following story. Several weeks previously her daughter, 8, had been playing with a bouncy ball (small very bouncy ball) in the house and it had ended up in the chandelier in the front hall. Mom, who likes to keep her house meticulous, was getting more and more annoyed about the errant bouncy ball. The day of the parenting class she had finally decided to get a ladder and get rid of the ball. She climbed up, got the ball and was so angry she decided to throw it away. Later that afternoon her daughter came home from school and within minutes (!) noticed that the ball was gone. She went to Mom and asked what happened to her ball. Mom told her daughter that the ball had been thrown away. At hearing this, the daughter became very upset! She told her mother

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# NASAP 2002

CHICAGO • MAY 23, 24, 25  
50th ANNIVERSARY CELEBRATION  
Ansbacher Lecturer: Harold Mosak, Ph.D.  
Keynoter: William Glasser, M.D.

NOT TO BE MISSED!

*Nuggets... continued from page 6*

that the ball belonged to her, not Mom, and that Mom had no right to throw away her things without asking. At first the mom got upset right back, noting that the ball didn't belong in the chandelier and should not have been played with that way to start with. The daughter then escalated her complaints. At that point the mother realized that the daughter really did have valid concerns. She told the daughter that she needed to take some time out to think. She remembered what we had been talking about in parenting class...and after a few minutes returned to her daughter and acknowledged making a mistake and apologized for throwing the ball away. The daughter then was very accepting of the apology and the whole situation felt calmer. Shortly afterward the daughter came up to mom and said "Mom, I think Daddy should go to parenting class tonight instead of you; he needs it more."

• • •

A joke from **Rob McBrien**:

Five year old Bobby watched his big brother John, 8, practicing his new vocabulary one morning. John was saying "oh hell" and "you bet your ass" just like his grandpa did on their last visit. Later at breakfast, mother asked John what he would like to eat.

John replied, "Oh hell, Ma, I'll have Cheerios."

Bad call: John was exiled to his room in 2 seconds flat. Turning to Bobby, the annoyed mom asked "Well, what would you like to eat?"

Bobby replied, "I don't know, Mom, but you can bet your ass it won't be Cheerios!" ■

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

## Convention Highlights Past, Future

### From the Tucson Convention 2001: A New Magazine

A new, slick magazine, *Adlerians In Action*, will take the place of the December/January newsletter this year. The Board is excited about this new publication, which is planned to have broad appeal to a wide variety of Adlerians. The magazine is to be published by Active Parenting Publishers and with the assistance of **Michael Popkin**.

### The Adlerian Workbook to be Revised

*The Adlerian Resource Book*, compiled by **Betty Lou Bettner** and **Amy Lew**, will undergo revision and be reprinted, along with Volume II, containing new materials. The current practice of including a page from the Resource Book as an insert in each NASAP newsletter has been a popular one and will be continued.

### NASAP 2002: Next Stop: Chicago! May 23-25

The 2002 NASAP Convention will be held in Chicago, where **Rudolf Dreikurs** founded the original organization in 1952, to commemorate NASAP's 50th Anniversary. The convention will feature seven different tracks (one for each of the six sections and one potpourri track), and will intersect with an international conference on school violence. The Ansbacher Lecture will connect with this theme. For fun, there will be a Chicago skyline cruise and "good Adlerian fellowship," according to the planners. It is anticipated that this conference will be the largest and most successful effort ever launched by NASAP!

- **Dr. William Glasser**, author of *Control Theory In the Classroom*, among other books, will be giving the keynote address and **Dr. Harold Mosak**, a highly respected Adlerian authority, will be the Ansbacher Lecturer. Both men will also be at the Conference the next day, with Glasser planning to present a workshop as well.
- An exciting all-day pre-conference parenting symposium, featuring **Jane Nelsen** (*Positive Discipline*), **Michael Popkin** (*Active Parenting*) and **Joyce and Gary McKay** (*STEP, ...Rude World*) was proposed (may not be in place until 2003) – a "must do" for parents and all those who work with parents or children. Stay tuned!
- Scholarships are available for parent educators and parents, based on need. Recipients assist at the conference in exchange for the financial help. The application process is begun by contacting the NASAP Office.
- Our Family Education Section meetings, new presenters and special track presentations will wow you! Don't miss it! (More details coming....)

## Help Wanted

*F.E. Section Seeks New Treasurer  
Contact Co-Chairs to volunteer!*

*Online learning continued from page 2*  
awareness of family education....[and] I can compare it quite favorably with the live version of a parenting class and recommend the format to house-bound, cyber-literate parents.... One can only wonder why this experiment took so long to get started," he enthuses.

*Active Parenting's* new video-based discussion program "meets" over the Internet. Based on Adlerian principles, it is designed for the parents of children ages 5 to 11. Registered participants receive a CD-ROM so that they can participate in an online, six session set of classes at a time and place convenient to them. Group discussion is led by a certified parenting education leader. Fees are \$69.95 for one parent, \$49.95 each for two parents plus shipping

and handling. Contact them at <[www.ActiveParenting.com](http://www.ActiveParenting.com)>.

Debi Sementelli, a Certified Positive Discipline Associate, informed us that she's developed a web page. It's located at <[www.mompower.bigstep.com](http://www.mompower.bigstep.com)>, and has a link to *Positive Discipline's* site at <[www.positivediscipline.com](http://www.positivediscipline.com)>.

The website of the **Saskatoon Adlerian Society** contains a wealth of information, including portions of their printed newsletter and book reviews. Check them out at <[www.sfn.saskatoon.sk.ca/health/adler/index.html](http://www.sfn.saskatoon.sk.ca/health/adler/index.html)>.

PEP, a Maryland Adlerian group, has a very interesting website as well, including newsletters. Go to <[www.ParentEncouragement.org](http://www.ParentEncouragement.org)> and see for yourself!

What are we waiting for? Climb online. Help sift through all those Google finds, and member discoveries, and get back to us! ■

## Marketing Tips

- Periodically take time to clearly re/define your "target" populations, the one(s) you both want and are equipped to serve, and tailor your marketing materials (topic titles, etc.) to conform to their interests. Be sure to always include your contact information on every piece of literature - including talk handouts.

- Take every chance to communicate personally with potential clients. Give talks in your target area. Return phone calls quickly, the sooner the better. Write personal notes on any information (a brochure, leaflet, business card, etc.) you give, hand out or send.

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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**See you in Chicago**

**May 23, 24, 25**

**for NASAP 2002!**

