



# FAMILY!

## Convention-Bound!

We're looking forward to one of the most interesting NASAP conventions in recent years, celebrating with a double whammy--the 50th anniversary in the place of our founding, and a specialized set of programs addressing the timely topic of violence. We can hardly wait! Your editor found it challenging to condense the list of sessions to a reasonable few, but you'll find "picks" on page 7. ■

## Your colleagues write in....

John Taylor workshops went over very well in Saskatchewan. Beth Johnson <beth@the.link.ca>, Saskatoon Adlerian Society (SAS) newsletter editor, reported that Dr. Taylor's *You Can't Make Me!* program on March 22 & 23 "once again yielded an extremely positive response--and 250 attendees! While in the area, Taylor also did a one-day ADHD workshop for the Prince Albert Grand Council (First Nations), at which they had 285 people. The following day he went to the village of Montreal Lake (also First Nations People) where there were 60 people at his workshop. He is booked to do *Beyond Ritalin: Mega-Answers to AD/HD* for SAS on September 20 & 21."

And you can learn from John Taylor at *NASAP 2002*--at a pre-conference workshop on the *You Can't Make Me!* topic, Thursday, May 23 from 9:00 am to 5:00 pm, and in a conference presentation within the Forum on School Violence on Saturday morning. His topic then will be

*Encouragement: Nourishing the Roots of Self-Esteem.* Don't miss it!

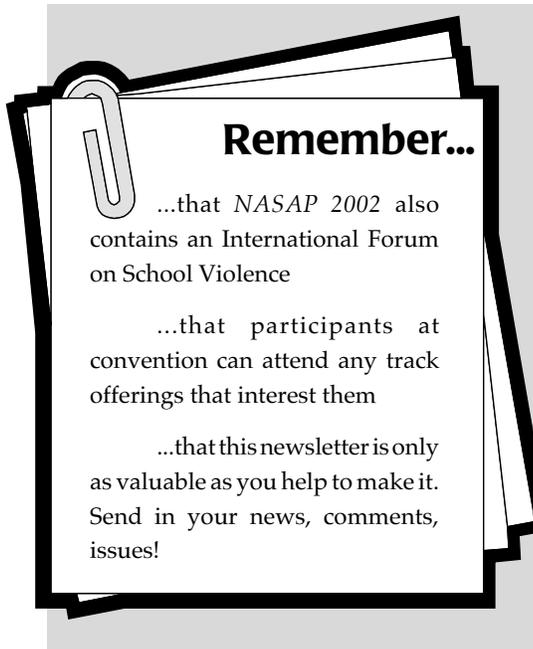
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Ingeborg Heinje <heinje@sonic.net> sent in a report about a "busy school" *continues on page 6*

## Addressing Gender Issues: Confusion and Identification

by Linda Jessup

*This information is drawn from the experiences, advice and observations of four families, three of whom have negotiated this difficult path for 17, 20 and 45 years, (the latter, a transgendered father). The fourth contributor is a Canadian, transgendered mother of two.*



### Remember...

...that *NASAP 2002* also contains an International Forum on School Violence

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

...that this newsletter is only as valuable as you help to make it. Send in your news, comments, issues!

Our society is quite accepting of little girls ("tom boys") who refuse to wear dresses or play house and who insist on playing rough and tumble games. When a male child, usually a pre-school boy, consistently shows a strong interest in and preference for feminine things, however, parents and teachers often feel quite anxious. Their concern is based in part on their own expectations of having a "boyish" little boy. Their alarm grows largely from the awareness that a boy who walks, talks or plays like a

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## Also in this issue

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*Highlights include great family ed, other tracks of interest*

## FE Section Co-Chairs report...

Have you been "hibernating" through the winter...enjoying some peace and quiet while mulling over Adlerian Psychology truths? Or have you been maxing out your brain cells by teaching up a storm, writing...or busily sharing Adlerian views with everyone you know? Whatever your answer, you win! You win, that is, if you have highlighted May 23-25 on your calendar...and if you are planning to join us in Chicago at the NASAP convention. Spring into action!

Appropriately enough, *NASAP 2002* will mark our 50th year with a significant social interest milestone, the *International Forum on School Violence*. The Forum, a conference within a conference, brings keynote speaker, Dr. **William Glasser**, to lunch on Friday and contains numerous presentations no parent, parent educator or mental health professional will want to miss!

Our Family Education Section meeting will be held on Friday, May 24 from 4:50-6:00 pm. Time always flies at these energizing sessions. Bring an idea, activity, or resource to share with your fellow educators. Let's pool our experiences about what makes an optimal parent group, swap stories, provide mutual support and generate new ideas!

Also look for a Family Education resource table that will have space for you to display your business card, literature or a nifty handout you've developed. In addition, at a NASAP conference, you can choose to attend not only the Family Education workshops but also other track offerings. These provide golden opportunities to 'cross-fertilize' as you socialize and share. And don't leave *NASAP 2002* without having reveled in meeting and soaking in sunshine from the rays of light inherent in the seasoned 'greats' who are ever helpful, encouraging, and accessible. Many informal opportunities to meet icons of our field are available at the convention.

We invite you to join us in bustling Chicago--home of Navy Pier, the Sears Tower, and museums rich in history, art, or science. There's an absolutely dazzling aquarium for those of you who want to explore underwater peace and quiet--all this *and jazz too*--in addition to all the hubbub we Adlerians will cook up!

We trust you'll treat yourself to all this fun *ONLY after* a day of Adlerian exploration at the convention. Check out this issue of *FAMILY!* for more enticing convention tips, including **Harold Mosak's** *Ansbacher Lecture and Reception* on Thursday, May 23 when we'll turn back the clock on 50 years of Adlerian history and celebrate the present, while musing the future of Adlerian Psychology. This convention is a chance to 'fill your watering can' with new ideas, information, friendships, and experiences to carry you through your next season's work, and give your mind food for mulling for many years to come.

So, whether you're an 'old favorite' or a newly planted Adlerian, we will be ready to meet and greet you! What's a Spring celebration of *gemeinschaftsgefühl* without Y-O-U in the bouquet? We'll be looking for you at the Marriott O'Hare in Chicago! ■

--Mary Hughes & Linda Jessup, Section Co-Chairs

## Dreikursisms

- *If you treat a child according to his merit, you make the good child better and the bad child worse.*
- *So often what we do to correct a child is responsible for him not improving.*
- *Nothing is as pathetic as a defeated authority who doesn't know she is defeated.*
- *We spend more time with an untrained child than we do in training the child.*

--Rudolf Dreikurs

## How to reach us

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## Resources

**Bernard Shulman, MD** and **Raeann Berman's** book *How to Survive Your Aging Parents ... So You and They Can Enjoy Life* (1988, Surrey Books) is enjoying a resurgence of interest in the press following its reissue.

In the Sunday, April 21 edition of the *Chicago Tribune*, Dr. Shulman was interviewed in the Health & Family Section's Quick Q & A, which also featured a very large photograph of this respected Adlerian psychiatrist. (You can find the article online at < <http://www.chicagotribune.com> >.)

Principles in the book are based upon traditional Adlerian parent education techniques. For those of us entering this phase of life, no matter the depth of our experience as family educators, it is very helpful to be reminded of these principles in dealing with our own parents!

The book also addresses specialized issues of aging parents. Chapters deal with communication, role reversals and the transfer of authority, "breaking out of old, destructive patterns", how to help parents compensate productively, dealing with confusion and memory loss, talking about difficult subjects, and more.

Since we Boomers are very unlikely to 'go gently into that good night,' the book is bound to be great reading for our children, too!

Dr. Shulman joins colleague **Dorothy Peven** in an unrelated workshop for clinicians at *NASAP 2002*, and is a Chicago area resident. Look for him at convention activities! ■

## Positive Discipline

by Mary L. Hughes

*Editor's note: FAMILY! will run a series of articles highlighting the various Adlerian parenting approaches in use. Here is the first, on Positive Discipline. Next issue: PEP. After that, we encourage submissions from others!*

"How can discipline be positive?"

That's a question many parents have actually asked me as they come to their first parenting class. My standard reply: "Positive? I sure hope so! Let's see how that happens." And, then, we're off and running on a fascinating, interactive, and highly individualized, exciting journey of self-exploration.

In this article I'll try to give the basics about how *Positive Discipline* started, what it has become to me, and what it means to be a Certified Positive Discipline Associate. There is a list of *Positive Discipline Guidelines*; they are what guide our work, and demonstrate the heart of Adlerian parenting "the Positive Discipline Way."

*Positive Discipline* is the title of the first book Dr. **Jane Nelsen** wrote. It was only the first, however; today, there are 15 books in the popular *Positive Discipline* series, the latest being one I co-authored, *Positive Discipline in the Christian Home*. Jane was encouraged by a colleague to write down her approach to relationship-building, which she did, and running off the first few copies of her manuscript at a corner print shop on a relic copy machine! From such humble roots was born her first best seller. Each book is deeply rooted in Adlerian principles. Each is equally fleshed out with age and stage-appropriate discipline tools

(rather than techniques or methods) that really work, with practical, down-to-earth applications to real life, and are suited to a particular audience (such as single parents, blended families, families with preschoolers, and school teachers).

For many, *Positive Discipline* has become more than a book title. It has been a path to Adlerian study for some, an association with some of the most respectful, encouraging people for others, and a way of life or 'practice' for several of us who have gone from reading *Positive Discipline* to becoming Certified Positive Discipline Associates. It was most certainly my ticket toward a deeper understanding of Alfred Adler's tenants. I had trained thousands of parent educators in several Adlerian-based parenting curricula, but I hung my hat on the hook of *Positive Discipline's* principles because of the firm, unaltered Adlerian foundation, as well as the creative energy and the deeper understanding I saw in parents when teaching parenting experientially.

In Jane Nelsen and **Lynn Lott**, and eventually other Associates, I found mentors, teachers, and friends. From my first 2-day training in Des Moines, Iowa, *Teaching Parenting*, in the mid 90s, I became a trainer of Facilitators in *Positive Discipline* parenting workshops. I also pursued the same course with *Positive Discipline in the Classroom*, because I trained teachers and child care providers in my consulting and community college teaching.

Jane initiated a Think Tank for those of us who wanted to continue beyond the 2-day

*continues on back page*

*Gender Issues... continued from page 1*

girl, who loves pretty or silky clothes and undergarments, who loves to clean, cook, and iron, who is "artsy" or eccentric seeming, and who shows little interest in traditional "boys' things," faces ridicule, taunting and physical, social and emotional torment.

Every parent I have known with a son who seems pervasively effeminate has had to forge his/her own way through a confusing, uncharted jungle of social, familial, personal and professional challenges. Parents of "boyish" daughters also experience confusion and concern, especially as their daughters reach adolescence. The family journey has been hard, expensive and unsatisfying. Each set of parents has ultimately learned for themselves how best to cope with "gender confusion" and, while wishing to remain anonymous in order to protect their children, have offered these tips and observations to help others.

- *You must raise this child ultimately to live, survive, and hopefully thrive, in a man's world.*

- *It is the child's journey. Ultimately s/he will decide his/her gender for him/herself. Parents, peers, and "experts" should not attempt to determine this.*

- *I guess I would want to look at it as raising an inter-sexed child to come to terms with his/her own gender instead of making decisions on his/her behalf.*

- *Do not talk to friends or extended family about your child's gender. Do not talk to his teachers, or even to your other children, or your child--unless s/he brings up the subject; then listen reflectively, and seek to understand your child's experience.*

- *Do not tell your child you think he might be gay or transgendered. Sexual identity is often not firmly established until late adolescence. Young children imitate all kinds of behaviors, and play at being – trying out – mommies, daddies, clowns, trapeze artists, firemen, etc. Don't be alarmed, make assumptions or jump to conclusions. And "let your child come to his own conclusions."*

- *My personal feeling would be to encourage education and understanding for the parents but I would be loathe to do more than that until the child was older. Sometimes kids outgrow these feelings, other times not.*

- *You cannot always protect your child nor can you make him be completely different from what he is. Certainly by ten or eleven some female-to-males are being allowed to live as boys, but then puberty comes earlier in female-bodied kids.*

- *Parents can influence the child's development, however. This influence is exerted through the ways in which parents socialize him and help him develop the capabilities and tools he will need in society. Teach what behaviors are acceptable and not acceptable, appropriate to what situations and inappropriate in others.*

Examples: "Don't allow your son to become a target. Don't paint his fingernails, pierce his ears or let him have some of the more extreme hair styles. Tell him when he is no longer a minor and when he is self-supporting he can dress and wear his hair as he wishes." ...*"An already socially marginal kid cannot afford to look weird, without setting himself up for persecution. Go for normalcy."*

*"We insisted our son learn to play*

*ball, that he learn to throw, catch, hit and run like a boy. He hated it, resisted and fought us on this but we felt it was important for his very survival. We insisted he take martial arts. He hated that too, but we, and his sister, took it with him. He's now 17 and at this point he goes willingly to Tae Quoin Do."*

*"In grade school when a classmate was merciless in taunting him, our son finally decked him! He was suspended for a couple of days, but it (the suspension) was well worth it. After that, no one gave him a hard time."*

*"Our son runs track in high school. It's not his favorite activity and he's no fireball, just an average runner. Still, he's involved with other guys and it's something he can do."*

- *Society is cruel to those who are "different" in any striking way.*

If your son likes to dress up in his mother's or sister's clothes, provide a "dress up box" with lots of different costume-makings: some dresses, fancy and plain; hats (women's, cowboy, fireman, hard hat, baseball hat, etc.); Native American, gypsy, pirate, Chinese costumes; some of your husband's old slippers or shoes, some high heels and flats; beads; a boa; Superman or Batman capes; masks, etc.

- *Broaden the imaginary play rather than restrict or forbid it. If your kids are interested in cooking, expose them to The Food Channel, where both male and female chefs provide role models. Watch the Olympics with the wide variety of sports--ice dancing, speed skating, etc.*

- *The child must have friends. If he is in a private school with a small, "cliquey" pool of classmates*

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*Gender Issues... continued from page 4*

from which to draw, and he begins to be excluded and teased, move him to a large school, which offers a broader range of social options. Do whatever it takes to help him find friends.

- *Teach your child to handle teasing with resilience and humor. ALL children experience teasing-- because their ears stick out, their name is strange, they are tall or short, male or female, etc. Tease each other at home. Help your child develop both a "thick skin" and some ready retorts. "It takes one to know one!" is age-tested, as is, "Even if I were a dork / fat / ugly / a klutz, etc., why would that bother you so much?" Both answers are especially useful repeated like a broken record until the teaser gives up. Both put the responsibility right back on the teaser. When children know what to do, and have lots of practice, they don't tend to over-react or feel victimized.*

- *Gender therapists do work with children. I know mine has worked with children as young as 7...I don't know if they treat young kids unless there are signs of severe depression or suicide risk.*

- *There are support groups like PFLAG (Parents and Friends of Lesbians and Gays) for parents and families. Three of these respondents have not found this organization helpful, though obviously many others must, especially those whose young adult children announce their new gender identification. The biggest objection was pigeon-holing or labeling a young person. "Labeling is disabling." The fourth respondent suggests, "...direct the parents to the book, *True Selves* and PFLAG's transgender division which has*

*concludes next column*

resources and support for parents of TS (transgendered) youth. At least they could find out what others have done and how early, or what to look for as their child grows older. Check out < [www.youth-guard.org/pflag-t-net/index.htm](http://www.youth-guard.org/pflag-t-net/index.htm) > and see if you think it would help."

- *I think education (of the parents) is the key to start.*

## Suggested Resources in Gender Identity

- *We have never found any so-called professionals or "gender" resources, which have been helpful to us. In fact, at one point we spent a great deal of money going to Johns Hopkins and various other specialists, such as psychiatrists, and felt "beat up," abused and even cruelly treated by these people and experiences.*

- *Perhaps the Harry Benjamin Association can provide resources. If you need the name of an HBIGDA\* therapist in that area I would probably contact Alex Fox\*\* or post to the lists.*

- *PEP has given our family the most help in being parents to our children of any other single resource.*

- *Keep your marriage strong. Any long-term situation out of the ordinary can take its toll on your marriage relationship. Make dates regularly with your spouse. Do Marriage Enrichment weekends periodically. "Get marriage counseling when you hit rough spots in the road."*

- *Our family has become very close and strong as a result of our "circling the wagon train," to provide a safe place for all of our children." Each of these families has made the decision to have one full time parent at home, to provide emotional stability, security and increase the socialization time of the children.*

- *Our goal has been to make our children strong, wise, competent and compassionate and to help them understand the world and society in which they live.*

***True Selves: Understanding Trans Sexualism***, Mildred L. Brown and Chloe Ann Roundsely, Pub. Jossey-Bass, 1996

***As Nature Made Him: The Boy Who Was Raised As A Girl***, by John Colapinto

\*The link to the Harry Benjamin International Gender Dysphoria Assn. Inc. site is < <http://www.hbigda.org> >

\*\*Alex Fox is a long-time transsexual man (female-to-male), with a daughter, who has been very active and is helpful. He lives in Maryland and is very active in the Baltimore-Washington DC-Annapolis-Ft M Social Group. There is a link to it on his page. He is a great guy with many useful contacts and maintains a website at < <http://www.trans-man.org> >" ■

*Colleagues... continued from page 1*

year for me. Our district's superintendent has been familiar with the *Positive Discipline* approach for many years and was thrilled to have me step forward and organize an expanded parent education program.

"To build community and be able to focus on specific parent issues, we ran several different strands of programs throughout the year. They were: *Topic nights* such as birth order, family meetings, and encouragement vs. praise; *Drop-in evenings* where attending parents could ask some parenting questions; *Welcoming the Kindergarten parents* and also inviting the 1st, 2nd and 3rd grade parents. Here the topics were focused on how to get the child school ready, for ex. morning and bedtime routines, teaching more responsibility, encouraging decision making, and how to let go as a parent.

"4th and 5th grade parents' needs appeared to be suddenly concerned around their children's shortcomings of independently dealing with homework, not being willing to participate in household chores and a stronger outburst of verbal questionable language. These parents suddenly find themselves overwhelmed with the change they witness within the child. Our superintendent specifically requested to have these two grade groups together as these parents quite frequently ask the school staff for help.

"6th, 7th and 8th grade parents studied the book *Positive Discipline for Teenagers* by **Jane Nelsen** and **Lynn Lott**. I was surprised about the high level of discouragement, frustration and hopelessness I experienced in that group when we started the program. A common complaint had been the high level of verbal

abuse and disrespect the parents receive from their children. I have been wondering if this is a common reality nowadays. And I have to admit that there have been moments where even I started questioning the Adlerian principles, as some parents were quick to claim that these methods are just not working and that their child needed more drastic methods and counseling. Or is it that parents just don't have the time to commit to systematically implement and train, but rather have the child go to therapy with the 'fix my child' attitude?

## Meet More Often Online!

*FE Section members who indicated an email address to Central Office have communication online.*

*Correspondence is often included in FAMILY! but also circulated between printed issues among members on the list. Get wired! Stay in touch! Let us know your address, and participate!*

"Yet, there are those parents who attend, learn, and apply the material immediately at home and get the results. I have heard so many magnificent success stories from my attending parents, that I have to say that it is well worth it to stand in the fire at times or to only have one parent show up for a class that I prepared for hours. Our superintendent said to me that when only one parent shows up, the program has been worth it.

"I am proud to be a parent educator because I know I make a difference in people's lives. I think that it is an honor to be able to support parents and be witness to their change in parenting styles for

the better. At the end of each class, I leave in gratitude that I was able to give of myself. What a gift that is.

"I'd like to thank all the Adlerian teachers that have crossed my path and provided me with such wonderful tools, especially **Lynn Lott** for her encouragement, **Barbara Mendenhall**, **Katy Shetka**, and **Riki Intner** as my trainers, and **Jane Nelsen** and **Betty Lou Bettner** for their high standard teachings at the Adlerian Conventions, NASAP and ICASSI."

...

*FAMILY!* also heard from **Michael Popkin** by email <MPopkin@activeparenting.com>. He wrote to say he would see us in Chicago, and updated us on exciting news at *Active Parenting Publishers*, "who will be releasing the third edition of its pioneering video-based program in May. The new program, called *Active Parenting Now*, is a complete revision of *Active Parenting Today* (1993) and features all new video as well as a greater emphasis on preparing parents to deal with drugs, sexuality and violence. For more information, see our website at [www.activeparenting.com](http://www.activeparenting.com) or call 800-825-0060.

"Also," Michael writes, "I have a new book just published by Perigee (Penguin Putnam) called *Getting Through to Your Kids, Easy Conversations About Difficult Things*. The basic idea of the book is that parents need to become better at selling their values and beliefs (building character) in their children and not just focus on managing behavior. The book teaches communication skills for doing this and then applies this information in a number of critical areas, such as drugs, sexuality, violence,

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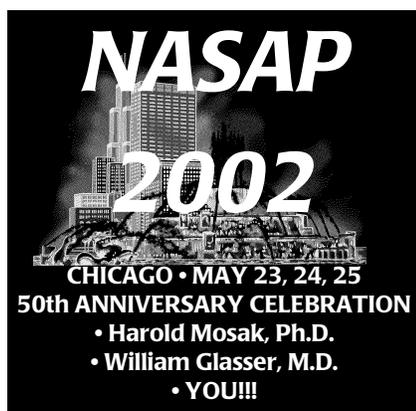
*Colleagues... continued from page 6*  
smoking, driving, and divorce.”

•••

Gary McKay updated us with this email from <gjmckay@cmti-w.com>: “The Adlerian Society of Arizona kicks off its new PACE (Professional Adlerian Continuing Education) program with two workshops in May, the 11th and 18th, in Tucson. The theme is *Educators Working With Families* and will feature **Oscar Christensen, Carolyn Crowder, Regine Ebner, Erik Mansasger and Gary McKay.**”

In addition, Gary announces that **STEP** is now in German. “Speaking of Germany, Gary and **Joyce [McKay, responsible for much of the NASAP Chicago convention!--ed]** will travel to Munich in August for the International Association of Individual Psychology conference. Joyce is a delegate to the conference from NASAP and Gary has been asked to serve on a panel for a presentation on social interest and will also present a program on Adlerian integrated approaches to anger management.

“A new website <www.steppingstonesforlife.com>, *Stepping Stones for Life*, features articles on various subjects including articles by Adlerians **Clair Hawes and Gary McKay.**” ■



NASAP...International Adlerian Leadership Since 1952

## Convention Previews

Your editor has enjoyed looking over convention offerings, and regrets not being able to make nearly every one of them! Track offerings in Family Education naturally top the priorities list, but much of Education and Adlerian Counseling track offerings also tempt, and seem germane. In addition to those, the special topics under the umbrella of *International Forum on School Violence* would benefit all of us interested in the family.

With all of that in mind, however, here are some “don’t miss” picks:

### Thursday May 23 Pre-Conference Workshops

As mentioned, **John Taylor’s** full day on power struggles (see front page); or afternoon half-day program, *Parent Coaching™: Principles, Methods & Skills* with **Beth Teolis, Richard Kopp and Lynda Del Grande**; or (same!) afternoon half-day program, *Parent As Cheerleader: ‘Funtastic’ Adlerian Techniques for Change* with **Rob Guttenberg**

May 23 7-9 pm **Harold Mosak**, Ansbacher Lecturer, officially opens **NASAP 2002**

### Friday Conference Presentations

Family Education: *Chores Without Wars* with **Riki Intner**; and **Jody McVittie’s** (see back page)

Counseling & Therapy: *Building Cross-Cultural Bridges in a Multicultural World* with **Hala Buck**; *Dream Analysis: An Adlerian Approach* with **Robert Willhite**; *Perils of the Pleaser: Mischief of the Martyr/Dynamics of Depression* with **Robert Bartholow**

General Interest: *Keynote Address* by **William Glasser** Noon to 1:20 pm

- *Best of all! Family Education Section Meeting Friday afternoon.* •
- *F.E. Section Seeks New Treasurer--Contact Co-Chairs to volunteer!* •

### Saturday Conference Presentations

Family Education: *Breaking the Impasse: Making Parent-Teen Relationships Work* with **Erik Mansasger**; *Raising Respectful Kids in a Rude World* with **Steven Maybell, Gary McKay, Joyce McKay and Daniel Eckstein**; *Fostering Friendships and Social Interest: An Innovative Summer Camp in a Family Education Center* with **Barbara S. Thompson and Wendie Lubie**; and *Adlerian Parenting* (as mentioned on back page)

General Interest: *Open Forum Family Counseling Demonstration* with **Oscar Christensen**. NOT TO BE MISSED! even if it is at 8:30 am!

Adlerian Counseling & Therapy: *Relationship Repair: ‘Fix-it’ Activities for Couples and Families* with **Daniel Eckstein**

### International Forum on School Violence

Friday: 4 programs

Saturday: 5 programs

Too much to list. I want to go to all of it!!! Consult the program book (online at [www.alfredadler.org/](http://www.alfredadler.org/)) to decide what you’ll do!

*Positive Discipline* continued from page 3

workshops to share ideas, and grow *Positive Discipline's* precepts. To become a Certified Associate, one first attends a 2-day workshop as a participant; the next step is co-facilitating the two-day *Teaching Parenting* or *Positive Discipline in the Classroom* with Jane or another already certified associate as many times as needed until both the trainee and trainers think the person is ready to work solo. *Positive Discipline* now has an Executive Advisory Board that helps Empowering People (Jane's business arm) with the decision-making, and future planning so that there is the certainty of a growing future for the "Positive Discipline Way."

The opportunity to work with people around the world who share my passion for Adlerian

relationships the Positive Discipline Way has helped me grow personally and professionally. In conclusion, *Positive Discipline* is a book, a way of teaching parenting, and a way to bring Alfred Adler's teaching into our relationships in homes, schools, businesses, and communities.

### A final word...

The mission statement of *Positive Discipline* is "to promote and encourage the development of life skills and respectful relationships in family, school, business and community systems."

In future issues of *FAMILY!*, we'll print summaries of *Positive Discipline Guidelines*. We invite your feedback!

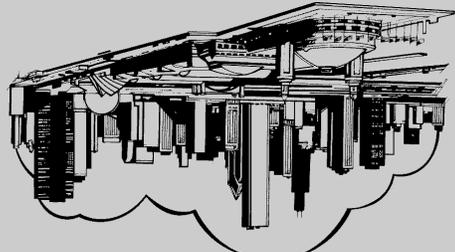
Plan now to attend these Associates' workshops at the **NASAP 2002** Convention

- **Jane Nelsen** and **Lynn Lott** *Using Childhood Memories to Understand and/or Change Your Blueprint for Living* (Friday 5/24 3:10pm)
- **Jody McVittie** and **Terry Chadsey** *Giving Teachers Time to Learn* (Saturday 5/25 3:35pm)
- **Jody McVittie** *Using Warm-ups to Teach Adlerian Parenting Skills* (Friday 5/24 10:10am)
- **Gary** and **Mary Hughes** *Adlerian Parenting: A Class Act* (Saturday 5/25 10:10am) ■

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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for NASAP 2002!



May 23, 24, 25

See you in Chicago