



FAMILY!

A Publication of the NASAP Family Education Section

Winter 2003

Getting into the News...

In the news last Fall was the issue of spanking. Madelyne Gorman Toogood (a name that's hard to beat in this context!) was arrested for repeatedly hitting her child in an Indiana mall parking lot. The incident of "punishment" was caught on store security video tape, and the media subsequently spent a great deal of time with the subject of child abuse--giving all their fifteen minutes of fame.

Karen Brandon, a *Chicago Tribune* national correspondent wrote on September 25 that "[w]hile horrified viewers of the tape agree that the pummeling little Martha took was not appropriate discipline, there is far less agreement about what parents should do when their children

continues on back page

New Feature

Dear Addy...

As promised in the last issue of FAMILY!, we herewith begin a new feature. Your feedback is welcome!

Poop Is The Problem...Or Is It?

Dear Addy,

My son Artie, who is almost 7, seems to have started school on a strong and confident note tho I still wish that he can somehow convince himself that he is a capable person. He is still timid to try things that he can't get perfectly the first time. However, he has had many accomplishments this past year that he is proud of:

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See You in Vancouver?

Family Ed at NASAP 2003

How about a practical workshop on anger management crafted for parent educators with ready-to-use ideas brought to you by **Gary McKay**? Or, could you use a lively inside look, by **Linda Jessup** and **John Mulligan**, at the design and evolution of PEP in Maryland? Pick up some new and proven ideas about organization, marketing, recruiting and fund development, which might be useful for either a start-up or an established Family Education Center (FEC). Certainly Dr. **Jane Nelson**'s fresh look at the overuse and misuse of consequences in her interactive workshop, "No More Logical Consequences - At Least Hardly Ever!" should definitely not be missed. Previous convention attendees often leave a **Mary** and **Gary Hughes** session remarking "more time needed to get the interesting

details" Their longer-than-usual 90 minute session, "Adlerian Tools for All Seasons" will explore basic, universal Adlerian principles and skills using 'tools' as visual metaphors to provide unique insight into family relationships. The tools will be used to brainstorm solutions to a participant's real-life problem while the rest of the group discovers individual applications for their own lives in the process.

This list is just a tiny taste of what the rich and varied NASAP '03 program will offer! Join us! ■



Member Memo

Register for the conference - Invite a friend to go, too!

Contact us if you know of a functioning, struggling or start-up Adlerian program in your area.

Send our Editor your email address, and join the conversation "between the lines" of FAMILY!

Also in this issue

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FE members talk about group size at NASAP '02

FE Section Co-Chairs Report...

Dear *FAMILY!* and friends,

A Belated Happy New Year!

As you peruse your newsletter, keep in mind the many similarities of *FAMILY!* to an extended "family." There are conventions ("family reunions"), an active e-mail list, a special section spot on the NASAP website for Family Educators (think "address book"), and a regular newsletter (a "scrapbook" of sorts) to help us all keep connected, and to discover our roots from some of our still active "ancestors."

And speaking of families...our Family Education Section has been busy making preparations for the NASAP convention Thursday, May 29 (pre-convention workshops) through Saturday, May 31. We certainly hope your Spring plans include attending this "family" reunion in Vancouver. This convention will prove to be busy, exciting, and educational; be sure to consider the tempting topics from page one, and in the brochure.

Getting and staying in touch, by gathering the names and descriptions of FECs around the country has proven to be a major task. In their quest to uncover the state of FECs in the US and Canada, FE Section leadership has worked hard at finding and reconnecting with Family Educators, learning of struggles, "deaths" and "births" of FECs, along with interesting variations and innovations in Parent Education. This still incomplete "family portrait" will be shared with you at our annual Section meeting in Vancouver. An important discussion of the future of FECs and the metamorphosis of Parent Education in Canada and the US will definitely benefit from your input!

Consider sharing this issue of *FAMILY!* with a friend. Invite a colleague to join NASAP and the Family Ed Section and extend that invitation to attend the NASAP Convention as a first-timer to Vancouver. If cost is a problem, there are partial scholarships available through the Family Education Section and possible help with housing. We invite you to make your presence felt in this dynamic Adlerian "family." Write, call or, even better yet, show up in Vancouver. We'd love to meet you there!

Warm regards, *Mary & Linda*

Financial Thumbnail

From: Helen Iriarte, Treasurer

As of November 14, 2002, the balance of funds for our Section was \$1254.13 in the savings account after a \$662.86 outlay for expenses in September and October, 2002. These expenses were reimbursements at \$250 each to the co-chairs for attendance at the COR meeting in Pennsylvania, \$159.86 for the Fall issue of *FAMILY!*, and money order fees of \$1 each to make these reimbursements. The following are the anticipated expenditures over the next four months: Revenues will increase with renewed memberships (funds have not been transferred as of January 30), and participation in the FES. Anticipated expenses: \$500 for two \$250 scholarships to NASAP Vancouver Conference; \$160 to \$200 for this newsletter; and \$500 in reserve.

Adlerian Wisdom

- *A great way to help children feel encouraged is to spend special time "being with them." Many teachers have noticed a dramatic change in a "problem child" after spending five minutes simply sharing what they both like to do for fun.*
- *When tucking children into bed, ask them to share with you their "saddest time" during the day and their "happiest time" during the day. Then you share with them. You will be surprised what you learn.*

--from **Positive Discipline**
by Jane Nelsen

How to reach us

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FECs North America: Vanishing Breed or Vital Partner?

Your FE leadership has been exploring, seeking to update the Family Education Centers directory. Conversation and research was conducted on line, primarily by Linda Jessup. Here are the mixed bag of results:

Around and Kicking

There are pockets of regional longstanding organizations of Adlerians, and elsewhere nearly isolated, dogged individuals out there, determined to keep parents in touch with Adlerian ideas.

USA

ARIZONA

The Parent Connection Family Forum, 5326 E. Pima, Tucson, AZ 85712, Contact: **Kim Metz**, Director, phone: (520) 312-1500

CALIFORNIA

Family Education Center, 629 East D Street, Petaluma, CA 94952-3213, Contact: **Doris Nelson**, Executive Director, phone: (707) 762-8835, fax (707) 762-8827

FLORIDA

Florida Adlerian Society, Contact: **Tim Evans**, email <TimEnc@aol.com>

N. MARYLAND, N. VIRGINIA, WASHINGTON, D.C.

The Parent Encouragement Program, (PEP), Inc., 10100 Connecticut Avenue, Kensington, Maryland 20895, Contact: **Cheryl Weiker**, Executive Director, phone: (301) 929-8824, fax (301) 929-8834, email: <pepoffice@aol.com>, website <www.ParentEncouragement.org>

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STEP: 27 YEARS & STILL GOING STRONG

by Gary D. McKay, Ph.D.

Editor's Note: FAMILY! is running a series of articles highlighting the various Adlerian curricula in parent education. This is the third in the series.

STEP (Systematic Training for Effective Parenting) remains world's leading parent education program after 27 years and several revisions including the latest ones in 1997 and 1998. Over 4 million parents have been involved with **STEP**. The program is used throughout the English speaking world and has been translated into other languages such as Spanish, German and Japanese. Numerous research studies of **STEP** have been conducted over the period.

How STEP Began

In the early 70's, I proposed to my coauthor and friend, the late **Don Dinkmeyer, Sr.**, that we develop a "DUSO like" program for parents, [*Developing Understanding of Self and Others* — a widely used elementary classroom guidance program] that is, a kit that almost anyone with some experience with groups could lead. We didn't want a program where people had to go through certification procedures in order to teach it. Don told me, as he did when we wrote *Raising A Responsible Child*, "send me an outline." I did, we presented it to American Guidance Service with a proposal and we were off and running. The program was released in January of 1976 and it took off like wildfire!

Description of STEP

STEP is a multimedia, program which includes a *Leader's Resource Guide*, video and parent's handbook. The program is designed to be taught in seven weekly two hour sessions. **STEP** comes in three levels: **STEP** is for

parents of elementary school aged children. **STEP/Teen** is for parents of preteens and teens, and **Early Childhood STEP** for parents of children under six years of age. The authors of the various **STEP** programs include: **Don Dinkmeyer, Sr.**, **Gary D. McKay**, **Don Dinkmeyer, Jr.**, **Joyce L. McKay** and **James S. Dinkmeyer**.

Session Topics

Each session emphasizes various Adlerian principles such as:

- Humans are social beings whose main goal in life is to belong. Behavior and misbehavior are seen as purposive and goal directed – a means to achieve belonging. When children believe they can't achieve belonging in useful ways, they become discouraged and misbehavior is often the result of this discouragement.
- **Rudolf Dreikurs** found that misbehavior can be classified into four broad categories or goals: attention, power, revenge and displaying inadequacy. The resultant social consequences of these goals, the expected, typical reactions of parents, teachers and sometimes peers reinforce these goals as routes to belonging.
- Parents are taught to identify the goals of misbehavior, the skills or communication, encouragement and natural and logical consequences.
- Communication skills include the use of reflective listening to communicate understanding of children's feelings, I-messages to effectively communicate parents' feelings and exploring alternatives – a method for helping children solve their own problems as well as a method of conflict resolution.

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- Encouragement is a process for building self-esteem as well as “people-esteem” or contribution, concern and caring for others. Encouragement is different from praise in that it emphasizes acceptance, effort and faith and confidence as opposed to value judgments.

- Natural and logical consequences are disciplinary procedures based on choices and experiencing the results of one’s choices as opposed to autocratic forms of discipline: reward and punishment.

- Family meetings are also stressed in *STEP*. In family meetings, members get an opportunity to be involved in the running of the household and planning family activities. The communication skills of reflective listening, I-messages and exploring alternatives are very helpful in conducting effective family meetings.

Organization of Programs

Each session helps parents learn a particular skill or skills. Each program has a variation of the following session topics.

1. Understanding Yourself and Your Child.
2. Understanding Beliefs and Feelings
3. Encouraging Your Child and Yourself
4. Listening and Talking to Your Child.
5. Helping Children Cooperate
6. Discipline that Makes Sense.
7. Choosing Your Approach.

STEP Materials

Each *STEP* kit contains the following materials:

Leader’s Resource Guide. A comprehensive manual with leadership information, psychological principles, detailed lesson guides, attendance certificate and supplementary materials for overheads and handouts. Some of the supplementary materials are: “Parenting Without a Partner”, “Issues in Stepfamilies”, “Giving and Receiving Criticism”, “Home School Cooperation” and “Drug Prevention Activities”.

Videocassettes. The videos provide a training medium which presents parent-child relationship examples and provides discussion and practice in parenting skills. The *Leader’s Resource Guide* includes a video script and questions for discussion.

Parent’s book. Each *STEP* program contains a parent’s book. Titles like *The Parent’s Handbook*, *Parenting Teenagers* and *Parenting Young Children* are available at book stores.

The kits and books are available from

the publisher American Guidance Service

<www.parentingeducation.com>, (800) 328-2560.

Typical STEP Session Format

The parts and sequence of each session is included in the “Session Format” booklet in the *Leader’s Resource Guide*. Elements include:

- discussion of activity assignment;
- discussion of the reading and chart;
- presentation of the video;
- personal application of the video;
- “Just for You” discussion (These activities like “Ease the Stress” are designed to help parents in their lives. The activities are assigned along with the reading at the preceding session.);
- skill-building exercise;
- drug prevention activities;
- supplemental activities;
- summary;
- activity assignment for the week, to help participants put skills into action the following week;
- reading assignment.

Leader Qualifications

The *STEP* programs are led by a variety of people from various walks of life. Professional leaders include psychologists, physicians, social workers, marriage and family counselors, clergy, school guidance counselors, teachers and principals. *The Leader’s Resource Guide* is very comprehensive and easy to follow. Anyone, including a lay person, who has experience with groups and is willing to study and follow the instructions can lead a *STEP* group.

While no training is required to teach *STEP*, we find there are leaders who do want some training. So, for several years now, American Guidance Service has offered training workshops. In recent years, Don Dinkmeyer, Jr. has conducted “Trainer of



NASAP Annual Convention to be held May 29-31 -- in Vancouver

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Trainers" workshops for those who wish assistance in training other leaders. For more information call: American Guidance Service (800) 328-2560.

In Conclusion

Along with other Adlerian parenting programs like **Michael Popkin's Active Parenting**, **Jane Nelsen's Positive Discipline** and books by other Adlerian authors such as **Carolyn Crowder**, (example: *Eating, Sleeping and Getting Up*), the "oldie but goodie" *Children: The Challenge* by **Rudolf Dreikurs**, and by myself and my cohorts – *Raising Respectful Kids in a Rude World* – we Adlerians have, and continue to have, a great influence on the world's parents and children! ■

FECs...continued from page 3

MISSOURI

The Midwest Society of Individual Psychology FEC, 3770 McKelvey Road, Bridgeton, MO 63044, Contact: **Gloria Morgenstern**, phone: (314) 291-6822, email: <fameducen@aol.com> website: <fecstl.org> (under construction)

WASHINGTON

Puget Sound Adlerian Society, 824 N. 38th Avenue N.E., Seattle, Washington 98115, phone: (206) 527-2566, email: <psas@att.net>, website: <www.psasadler.org>

Canadian FECs

BRITISH COLUMBIA

Adlerian Psychology Association of British Columbia Family Education Center (APABC FEC), 401-1195 West Broadway, Vancouver, B.C. Canada V6H 3X5, Contact: **Naomi Fenson**, Co-ordinator, phone: (604) 874-4614 ext 12, fax (604) 874-4634, email: <info@adler.bc.ca>

What IS an Appropriate Role for a Parenting Group Leader?

Gary McKay writes:

The *STEP* leader's function is that of a facilitator. While a leader may be an expert in parent-child relationships, playing the role of the expert can create dependence on the leader or set the leader up for rebellion against his or her advice. Leaders can never live up to the group's expectations. Modeling the democratic process helps the members apply the same process in their family relationships. It's best to let the program be the expert and concentrate on getting the members involved with the materials and each other. Effective leaders realize that parents learn best from each other.

The leader's job is to organize and present the program, conduct discussions and exercises, encourage participation, make assignments from the manual and help members apply what they are learning to their own families. Leaders don't have to defend anything in the program. If disagreement exists leaders ask what other group members think and state their own opinions. As an equal member of the group, leaders have the right to give their opinions. It's best for leaders to give their opinion last and identify it as an opinion and not the "truth." If disagreement persists, it's best to move on and avoid power struggles.

What do you think?

Write to us! We'll use your ideas in our next issue of *FAMILY!*, where the series will continue, and also in the "between the lines" email group discussion. Write to ParentEduc@aol.com.

ONTARIO

North Toronto Early Years Learning Centre, Contact **Alyson Schafer**, 416-429-0429, email: <alyson@alyson.ca>

SASKATCHEWAN

The Saskatoon Family Support Center, 510 Cynthia Street, Saskatoon, Saskatchewan, S7L 7K7, Contact **Linda Kasdorf**, Contract Administrator, phone: 306-975-0885, email: <sask.adlerian@sasktel.net>, web <www.saskatoonadleriansociety.org>

We Regret to Report the Closing of

S. MARYLAND

Family Education Center of Southern Maryland, Inc., P.O. Box 537 Waldorf, MD 20604, Contact: **Charlotte Bowie**, Chairperson, phone: (301) 705-8527, website: <www.familyeducationcenter.org> 1979-2002, an impressive run!

We plan to publish either a complete separate Directory of Adlerian FECs or make available a detailed list in some fashion this year. Your input will be very helpful in making this project complete! Please contact FE Section Co-Chair **Linda Jessup** at <LindaJPEPWest@aol.com> to participate. ■

Dear Addy...continued from page 1

tying his shoes, ice skating and playing hockey, skiing last winter, putting his head under water but not quite swimming or jumping in the water yet.

Here's the problem: among the many things at which he thinks he is not good enough is that he thinks he doesn't wipe himself well enough after he poops. This is driving me nuts! He wipes and wipes and wipes and then calls for help, and then he "checks our work" and then wipes again and it is NEVER good enough. I have told him that if he doesn't think I do a good enough job, then he needs to do it himself. But then he always finds more and then he falls apart. At the risk of being too graphic, I think he actually gets up into his anus so there is always more to wipe.

Yesterday, this scene took place during a playdate. I don't think the other child was too aware of what was going (maybe I don't give them enough credit tho) so I don't really think any harm was done. But I don't know how to get him over this. Also, of course he will hardly use the bathroom in school—he will maybe urinate but I don't think he would consider a bowel movement. Now that he is in school from 8:30 to 3:00, I am a little worried. This has been going on for a while now; last year (even tho I warned the teacher that he has these issues) he did have an accident and over the summer at camp one day he had an accident because the bathrooms were not clean enough for him. I've suggested putting toilet paper down but he says it falls in so it doesn't help.

Artie is the oldest of three children. Our second child, a daughter, born with severe disabilities, was placed in a residential treatment center when

she was 18 months and Artie was 3. We agonized over this, and I'm sure Artie experienced a lot of it. Last year, when he was almost 6, we had another child, a healthy little girl.

Addy, I don't know what to do. I took a parenting class three years ago, but so much has changed. I'd also love to talk about why he never thinks he is good enough at anything but I guess I need some specific advice here!

Signed
Pooped of Poop

Dear Pooped,

The essence of your dilemma is contained in your last summary statement. The shortest bit of advice I can give you is to disengage. Use loads of encouragement at unrelated moments, and, in as many subtle ways as possible, let him know he is just fine the way he is. Let Artie own the problem.

All of which is easier said than done.

How about (re-)reading *Children: the Challenge*, *STEP*, *Active Parenting*, or *Positive Discipline* chapters on encouragement and go on to ones like downgrade bad habits and problem ownership.

You may want to work with a counselor for a while to give you the courage to resist Artie's mistaken behavior so that you do it without either (1) panicking him because you've withdrawn inappropriately or too much, too fast; or (2) that you don't REALLY do it and he can still read your interest or anxiety with his issues.

The issues belong to Artie, not to you. He needs to get on with his own life. You can help him by not

adding to his anxiety, or feeding into his "assumed disability" by reacting to it, as you are doing when you assist, follow his rules, feel sorry, pay any kind of undue attention. DISENGAGE in a loving manner. Express confidence in his ability to (eventually) master his problem, and then leave the field.

All parents have trouble with toilet training, especially when there's a new baby in the house. You can supply Artie with towelettes that he can use until he's satisfied – without your help. Instead of paying attention to this behavior, engage him in positive ways to help you in cleaning the baby's diapers. He will learn that messes can be cleaned up, lots of people make them and that he is capable.

Recall from your parenting class that behavior is affected by birth order, and in his case especially, complications due to however he may have interpreted "how he must be" with regard to his sister, who (can't or wouldn't) perform, disappointed you, etc. Some kids in his position feel the need to compensate for their parents' disappointment. It's a matter of how Artie interpreted what was going on in the family. ("Children are good observers but poor interpreters.")

Firstborns are generally more worried about doing things perfectly anyway; they tend to compare themselves to the adults in their world.

And then you do have those special circumstances. How is the your new little girl? Is she competition? Does that make Artie even more nervous about staying ahead? Did he develop this thing with the wiping at about the time she started exhibiting

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Dear Addy...continued from page 6
more competency?

He needs to learn to cut himself some slack, and you can help him by hugging him and expressing your pleasure in him when nothing is going on, practicing "random acts of affection."

I hope you'll seek out an Adlerian counselor who will help you help Artie. It may well be advisable for you (and your husband) and Artie to each go for help for a time.

Good luck. Let me hear from you!
--Addy ■

Dear Readers:

You probably have a lot to say about this example, or some of your own. DO write to us! Additional dialog will continue in our email group, and another Dear Addy will be chosen for our next issue of FAMILY!

Email Bag...

FE Section members who indicated an email address to Central Office conduct an occasional round robin communication on-line. They participated in the search for FECs. Below is an email notice:

December 16, 2002

From: Henry T. Stein, Ph.D.,
Director Alfred Adler Institutes of
San Francisco & Northwestern
Washington Distance Training in
Classical Adlerian Psychotherapy
Email: HTStein@att.net

Selected comments on "power addiction" by Alfred Adler, Alexander Muller, and Henry Stein may be found at <<<http://go.ourworld.nu/hstein/>>>.

Most of the material is from the Adlerian Translation Project Archives at the Alfred Adler Institute of Northwestern Washington. ■

Chicago Convention '02 FE Meeting

FE Section Members Discussed "Do Numbers Matter?"

At the Family Education Interest Section meeting in Chicago last May, the room full of parent educators, with a few parent participants in attendance as well, were asked the following question. "What, in your experience, are the maximum and minimum number of members of an optimally functioning parent study group?" The answers from the 31 people assembled were informative.

Six group members were generally agreed to be an absolute minimum to generate an adequate group dynamic, unless, as **Patti Cancellier** noted, "it is a very talkative, intermediate level group, that is, people are already sold on these [Adlerian] ideas," in which case a group can work well with as few as five members."

Groups of between eight to twelve participants brought the highest level of agreement, (21 Section attendees) both in terms of being the most "teachable" and in terms of reported parent satisfaction. Participants were more likely to make lasting friendships in groups of eight to twelve, to be able to participate actively and to receive the help and attention they desired.

Twenty members tended to be the outer limit for most of the parent educators, and for the parents as well, with several people agreeing with **Lynn Blech's** comment that "twenty is just too big." **Georgine Nash** from Toronto, prefers twelve to fourteen people when she teaches alone. However, "If I have someone else to work with, then eighteen to twenty is fine."

A few notable dissenters spoke in favor of even larger groups. **Jodie McVittie** from Washington, prefers to teach a minimum of twenty with a maximum of thirty members. Jodie points out, "In bigger classes parents teach themselves and each other. I teach more in smaller classes." **Joyce Nelsen** sets an "outer limit of twenty-four, with a minimum enrollment of eight." **Mary Parker**, from Maryland, is "comfortable with groups of twenty-plus," but adds, "With ten to twelve parents, everyone gets to know everyone else better."

The subject matter or the purpose of classes makes a difference. **Rob Guttenberg** from Bethesda Youth Services will work with twenty people when teaching childcare providers. **Gary McKay**, from Arizona, prefers ten to twelve participants in anger management groups. **Linda Jessup**, of Colorado, likes to cap Parents of Teens groups at fifteen or sixteen and find that ten to fourteen participants in Leadership training and no more than sixteen participants in **PEP's** advanced classes are ideal. Weekly drop-in sessions work with "whoever comes" at the Kinderschool Adlerian Nursery, where "trouble shooting" for both parents and teachers is provided. Concept development seems to lend itself well to either big or small groups, whereas mid to small groups optimize skill practice and development.

Questions of cost effectiveness and group member retention are aspects of group work which were not raised in this session, but will be dealt with in the future. You may have ideas to offer on these issues or other topics you think would be valuable to explore. We encourage you to write or e-mail *FAMILY!* today with your thoughts and opinions.

In the News...continued from page 1

misbehave....Few areas are more fraught with controversy than the matter of corporal discipline, which stirs up divisive issues of tradition or family history, religious belief and parental control."

Are Adlerians weighing in on this subject as they should? For example, how would Adlerians advise a parent to 1) set limits on misbehavior such as running off, whining or yelling or grabbing items in a grocery store, and 2) manage one's own stress in that situation?

A fruitful discussion might also result from people's ideas about how a by-stander might respond most helpfully to defuse the situation. Write to us! ■

Marketing Tips

How do you let the world know you're there?

Consider the golden opportunities in the news, like the issue of spanking/punishment and child abuse discussed above.

You can "market" your skills and good ideas by writing Op Ed essays (glorified Letters to the Editor), and by staying in touch with local and regional reporters who cover family matters or write about a hot story like that of Mrs. Toogood. "Get into the reporter's rolladex" we used to say; now it's "Get on their Palm Pilot or email."

Select a topic related to your expertise, and provide some good,

Adlerian commonsense solutions. At the end of your commentary, you will be identified by your credentials. State them with your affiliation, if any, with a local organization, or as an experienced local parent group leader.

The public can benefit from your wisdom; the Adlerian alternatives can be put out there as reminders for all to see; and you'll get free publicity, to boot!

Plan to organize a class or public forum or lecture close to the date you write into the newspapers.

Let us hear from you when these ideas work -- or don't! ■

Bonus for Net Users

FAMILY! is posted as a PDF file on the NASAP website.

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.

**Meet us in
Vancouver for
NASAP 2003**

May 29-31

Plan Ahead!

NASAP Family Education Section

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Phone 717.579.8795

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Home Page

<www.alfredadler.org>