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PRESIDENT'S MESSAGE



Dear NASAP Family,

The 2013 NASAP Conference was wonderful. Thanks again to all who worked so hard to make it such a success, particularly Lois and Jane. I am already looking forward to the 2014 Conference in Chicago. The Call for Program Proposals is already on the NASAP website. Please feel encouraged to submit a proposal to present at the next conference. Be sure to check the deadline so you do not miss the opportunity to submit a proposal!

You may recall in my previous newsletter comments that I have mentioned the importance of using technology and social media to help publicize Adlerian psychology and NASAP and its affiliates. NASAP now has a Page on Twitter = [@NASAP_1]. On the NASAP Twitter Feed, you are encouraged to post "tweets" about all things Adlerian, especially things related to NASAP and its affiliates (conferences, workshops, etc.). Please "follow" NASAP_1 on Twitter and help get the word out about our presence on Twitter. Your tweets on Twitter about NASAP or directed to NASAP_1 will go to all persons who follow you and will help make more persons aware of Adlerian psychology and the many wonderful things Adlerians are doing.

Be encouraged.

Richard E. Watts, Ph.D., NASAP President
 Phone: 936/294-4658 Email:rew003@shsu.edu

**PRESENCE: THE
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NASAP Newsletter

July/August, 2013

Jamie Stone O'Brien,
Editor

**Next submission due
date is October 1st,
2013.**

Please send submissions,
questions, and/or
comments to
NASAPnews@gmail.com

EXECUTIVE DIRECTOR'S REPORT



We just finished ICASSI 2013 in Wageningen, the Netherlands. It was a great two weeks with over 200 participants from 27 countries and about 26 faculty involved. A truly lived experience of Adlerian psychology. Next year ICASSI will head to Canterbury, England at the University of Kent. So now that you know where I've been for the past month, you may be more likely to forgive me if I haven't

responded immediately to your emails or questions.

Hopefully we will get caught up soon. Rene has been processing the CE forms and the evaluation forms from the conference and we begin the cycle once more.

It's time to get your proposal together for the NASAP Conference in Chicago next May (Memorial Day Weekend) and also, it's time for those of you on the COR to start thinking about this fall's meeting in Fort Wayne. I know it will be a new adventure to come to the Midwest instead of Hershey but I promise we will have some chocolate for you and it should be a good meeting.

Affiliate Members of NASAP that have at least 5 general members (that includes professional, student, retired and family members) may send a representative to the COR meeting. Obviously you are not required to send a member but it is an option if you have enough general members of NASAP in your local group. The purpose of this is to give the local groups that have a significant number of general members a voice in NASAP. It is preferred, for consistency, that the same representative attend both the fall meeting as well as the meeting held the day before the conference. Serving on the COR requires time and energy and isn't all fun – but we do try to enjoy our work together and each other. If you have an Affiliate Organization and can send a representative to the COR meeting, please let me know so that I will be sure to send you the information. I will send information to the contact person on our list for your organization but sometimes that person changes and I may be the last to know. So if you have questions, please let me know and we'll go from there.

Some of you still haven't activated your AchieveLinks yet. I would suggest you do so. You can save some bucks, earn credit toward your dues or conference fees, and do it painlessly. Check out the link on the bottom of the webpage.

Looking forward to being back home at the end of next week,

John F. Newbauer

CONFERENCE CORNER

Much thanks to all who made NASAP's 61st Conference in San Diego a big success! It takes the cooperation of many entities to pull off a continental conference.

John Newbauer, in his role as executive director, served as the point of contact between NASAP members and other potential participants regarding conference issues. His other duties were vast and involved, but were not limited to, the following: preparing and disseminating all announcements related to the presenters' proposals, conference brochure and marketing, handling registration, financial matters, and scholarships, and overseeing the continuing education process and evaluations. John has done a great job of continuing to employ technology in an effort to administer the conference more efficiently.

The local committee, co-chaired by Lois Ingber and Jane Nelsen, provided the hospitality and supplied the volunteers to carry out the conference. What an outstanding job they did! We could not have done it without the volunteers!

The president serves as the "figure head" of the conference. Richard Watts handled that role well by warmly welcoming us to each event and presiding over the business meeting.

My role as conference coordinator is to serve as the liaison with the hotel from the time of the execution of the hotel contract (usually two years prior to the event) to the payment of the final invoice, including such responsibilities as room and event assignments, AV arrangements, and meal orders. Of course, we would have no conference without the invaluable presenters (with special acknowledgement to our keynoters, Jane Nelsen and Steve Maybell) and the participants alike!

by Becky LaFountain, Conference Coordinator

LETTER FROM A MEMBER

Hello NASAP Community,

Where to start? I loved attending my first ever NASAP conference. There is a different feel to NASAP from other Psychology-minded conferences and the main difference lies in the lack of hierarchy. I was just amazed at how undistinguished were the presenters themselves. They blended in with the crowd and I had no way of knowing they were speakers until I saw them speaking. The conference has a very

warm, collegiate feel to it and I felt respect just flowing all over the place. As for lectures, I liked that they did not go on for hours and I liked the flow of breaks with the lectures. Content varied from some I absolutely adored and was moved by, to some I did not like or in which I did not find much of use. I did my evaluations for all those I attended.

As for volunteering, I was impressed by the volunteers' calm demeanors, even when there were so many demands for their attention. By being calm, it was easy for us to avoid panicking when things needed action quickly. The idea of the buckets for each room was magnificent.

Lois and Jane: you both have worked hard to bring this about and it clearly showed. Thank you so much for taking the time and energy to do so.

Special thanks goes to our youngest volunteer, Brianna, who was simply amazing. She was the first to welcome me and she helped me figure out where I needed to be and with whom I needed to talk. Lois, you and Jonathan have done a great job raising such a beautiful and responsible young woman.

With appreciations,

Noha

A LETTER OF ACKNOWLEDGEMENT

There are so many things to affirm about the San Diego Conference. I devote my full attention to its local hosts, Lois Ingber and Jane Nelsen. Just as I personally experienced last year when collaborating with Jody Hausker and Michellel Frey in Atlanta, the spouses of Lois and Jane fulfilled such an exemplary role as Chief Assistants. Plus, whenever I saw Jonathan, Lois' spouse, their 11 year old daughter was by his side, being equally determined to see that the tasks at hand were completed with responsibility and grace. Furthermore, not only did Jane intrigue and enlighten us with Adlerian parent education, via the Ansbacher Lecture, and proactively meet the needs of the conference situation, there is yet one more very honorable mention. Jane is a role model of continuing education. She is a senior citizen who is clearly a 'lover of learning." When her own body of work suggests that she could readily confine herself to the telling side of the learning equation, there she was engaged and questioning in my workshop and no doubt, various others. I wish my own quest to learn remains as steadfast, enthusiastic and enhancing. I thank Lois, Jane and the Positive Discipline Association for bringing us to your gorgeous city, ushering us through a rewarding conference and providing an outstanding "demo" on Adlerian leadership, See you all in that "toddling town," Chicago, 2014.

Sincerely, Steve Stein

A SHARED PERSPECTIVE

My time at the recent NASAP conference in San Diego was, as has been the case for me in NASAP conferences of past years, uplifting, nurturing and joyful. I continue to enjoy attending presentations and often find them informative and quite stimulating.

My heart felt thanks to all who were there. I feel warmth and appreciation from many attendees for the work of my husband Al (Albert Ellis), just as he felt and expressed admiration and respect for the work of Dr Adler.

As an REBT-er, and Adlerian adoptee, one of the things I experience, which touches me the most and inspires me, is the way in which practically everyone I have encountered at NASAP seems to apply Adlerian principles, not only espouse them. I observe this in the easy flow of encouraging words, in the true welcome I feel, respectful attitudes to one and all (spiced up occasionally by some good strong humor and playfulness), and a genuine caringness about others. Your community is one that I feel pleasure entering, and I feel deeply grateful for your embrace back of Al and me.

Another special aspect for me this year was presenting with Teal Maedel, a remarkable woman, on the topic of "Coping With Grief". It was the first time we had presented on this topic and we shared our own personal experiences. We both spoke from our heads, sharing some theoretical aspects, and also from our hearts. We felt grateful that we could use our own examples of enduring and emerging from great loss, using the wisdom of Adler and Ellis, along with our capacity for, and choice of, maintaining resilience in a way that may help others.

My presentation the next day on my beloved husband in this centennial anniversary year of his birth, highlighting the way he healed himself during times of adversity and used the helpful methods he practiced on himself to help others (millions of others !!!), was also a pleasure to share. The appreciated participation of a courageous volunteer with whom I demonstrated the REBT approach, was a memorable experience too.

Forgive me if what I am about to write is inappropriate or presumptive of me, but I truly feel that if Dr. Adler could see you he would delight in the NASAP community, IN the marvelous work you do, the affection you maintain for him, and the way so many of you lovingly practice what he and you preach.

Thank you. It is a privilege to be part of your gatherings.

With love, Debbie Joffe Ellis

ROBERT (BOB) POWERS: A FOND REMEMBRANCE



The Adlerian world – indeed the world at large – lost a great man on April 23, 2013. Teacher, scholar, wise and patient counselor, warm and caring husband, father and friend, Robert Powers was in many ways a unique human being. He inspired, he encouraged, he taught with a generous spirit. His imposing stature complemented his rich oratorical voice, the voice of the ordained Episcopal minister that he was. His smile was freely offered, his laugh hearty.

I had the privilege of working at the Alfred Adler Institute of Chicago (now The Adler School of Professional Psychology) during a time in which Bob personally ensured that open forum family counseling continued to be offered to students and the public. In fact, my first assignment – having been hired to be Family Education Director on a Monday (by President Gene McClory, a wonderful man whom we also just lost in May) – was to find a family for Bob to counsel that very Wednesday! Twice a month, on Wednesday evenings, for many years, Bob made sure that his Family Learning Service operated, many times doing the counseling himself. He was brilliant at it. I obtained families and was able to video tape many of them during that period, 1982-1990. (Imagine the education I received by just being in the room, not only with Bob Powers but also Bronia Grunwald, Bernard Shulman, Barbara Borden and Jay Colker.)

One clear memory of a Bob Powers technique was his way of engaging the family, including children during their interview without parents, as well as with the parents. Once a problem was stated, he counted with his fingers extended one by one: “We-Can-Work-It-Out-Together.” With all fingers out, his hands clasped together on the sixth word. It was a reassuring and strong visual.

Bob was a great, great teacher. He worked so smoothly and brilliantly, his counseling seemed effortless. He invariably got to the heart of a family’s issue very quickly but gently, always showing deep respect and consideration for their issues and responses. His voice was congenial and low as he leaned in, his body language communicating that he was intent on really hearing the family. He often chuckled, acting delighted with children’s unfiltered responses – naturally disarming and further opening them up. Observers in the audience were invited at the end of a demonstration to speak up, but cautioned not to counsel; they were invited to share what resonated with them as fellow human beings and as members of their own families.

Indeed, one night when we did not have a family available, Bob asked audience members if they’d help him demonstrate some family

education principles. He asked for and got one family first born, one middle born, and one “baby” volunteer to join him on the small platform. They did not know one another. By the end of the session, he had them engaging with one another as if they were from the same family. Their nodding heads and smiles – reflex recognitions – spoke volumes.

In maintaining Adler Institute family education resources, I was aware of a black and white tape the school had acquired of Bob explaining “Encouragement.” I believe it was recorded on very early video by an Adlerian group in St. Louis sometime in the late 1970s. In 15 minutes, a seated Bob Powers spoke mellifluously, simply and engagingly about the meaning of encouragement. Like many of our Adlerian practitioners, I have embraced encouragement as a cornerstone of healthy family living; no doubt, I was heavily influenced by what he taught. I hope that tape is still out there, somewhere.

Also before my time at Adler, Bob had taken on the leadership of what was then ASAP. During his tenure, it became NASAP, in recognition of the broader membership, including Canada as well as the United States. I was told that, significantly, as President, he undertook to democratize NASAP by welcoming the family educators as equal members alongside “professional” counselors. This was not without controversy at the time, but Bob walked the walk as well as talked the talk.

Bob leaves behind insightful written texts, often co-authored with his wife and partner, Jane Griffith, and a legion of grateful former students, practitioners, colleagues and friends. Along with so many others, he encouraged me, and I learned from him. He will be missed, but long remembered. Bob Powers left an admirable legacy.

by Bryna Gamson

Bryna Gamson, MAT was Family Education Director at the Alfred Adler Institute of Chicago beginning in 1982. At retirement in 1993, she was Vice President of Marketing and Development of the expanded Adler School of Professional Psychology. As a member of NASAP, she has been editor of FAMILY! since 2000.

INAUGURATION OF THE ALFRED ADLER CENTRE INTERNATIONAL (AACI)



IAIP Board and President of Austrian Society of IP: (Left to Right) Horst Groener, Treasurer of IAIP; Becky LaFountain, Vice President of IAIP; Margot Matschiner-Zollner, President of Austrian Society of IP; Giani Secondo, Secretary General of IAIP; Wilfried Datler, President of IAIP

On May 11, 2013 the inauguration of the Alfred Adler Centre International took place in Vienna, Austria with a grand ceremony attended by several hundred people. Adler now has a storefront where individuals from all over the world can drop in to learn more about him! The beautiful building houses a front room that serves as an exhibition space for presenting worldwide activities of the IAIP. A large map of the world adorns the wall and pins are located to show the 30-plus associations that are members of IAIP. One such pin is strategically positioned over Fort Wayne, Indiana representing the headquarters of the North American Society of Individual Psychology. IAIP is an organization of organizations; therefore, through your membership in NASAP, you are affiliated with IAIP. This front room also provides space for workshops. A part-time receptionist is available near the front door.

The second room is attractively decorated with leather furniture and wooden bookshelves and serves as a library and a museum containing memorabilia of the life and work of Alfred Adler. You can almost imagine Adler and his colleagues sitting there deep in discussion. On some of the shelves sits a nearly complete set of the Journal of Individual Psychology, which was donated by NASAP. Additionally, John Newbauer sent the Centre many of the German books left to NASAP from the collection of Heinz and Rowena Ansbacher.

The mission of the Centre is to serve as a venue for education and research and to provide a meeting point in Vienna for individuals and groups. The Centre is jointly sponsored and supported by the IAIP and

the Austrian Association of Individual Psychology. You can learn more about the IAIP by going to its website, www.iaipwebsite.org. To read more about the Centre, click on the AACI tab. Also on the site, you can read about IAIP's 26th Annual Congress which will be held in Paris July 9-13 (more on that in upcoming newsletter issues).

by Becky LaFountain

V.P. International Association of Individual Psychology (IAIP)



Crowd at the Inauguration



Cutting the ribbon at the Inauguration of the Centre: (Left to Right) Giani Secondo, Secretary General of IAIP; Becky LaFountain, Vice President of IAIP ; President of Austrian Society of IP Wilfried Datler, President of IAIP; Margot Matschiner-Zollner,

STUDIES OF ADLERIAN PSYCHOLOGY IN TAIWAN: CONTENT ANALYSIS OF THESES AND DISSERTATIONS FROM 1973 TO 2012

Adlerian psychology and its principles in the west have been compared to Confucius' teachings of family ethics in the east in Adlerian literature. Counselors, psychologists, and educators in Taiwan have been engaged in studies on Adlerian psychology and its effectiveness within group counseling, classroom management, parent education, and teacher consultation for three decades. Highlighted in this article are the methods and results of a content analysis conducted by the author on 161 publications of master's theses and doctoral dissertations from 1973-2012 that related to Adlerian psychology.

The data base of this study consisted of the "National Digital Library of Theses and Dissertations in Taiwan" as the database with the time period from 1973 to the end of year 2012. Conference papers and journal articles during this period were not included in this study. Chinese database searches included key words such as, "Adler", "Social Interest", "Early Memory", and "Lifestyle" which were also used as units of analysis in the study.

There were a total of 161 theses and dissertations published during this period. The first master's thesis that included Adler's psychology into the study in Taiwan was "Early Memory—about its theory and the exploration of its practical value" (Chiu,1973). Of the 161, only two were doctoral dissertations. The first was by the author on the use of early recollections in counseling college students (1999) and the other was on the integrated play therapy training model developed by Lin (2009). When looking at the time of publications, there seemed to be an increased interest in studying Adlerian Psychology that peaked in 2006 with 16 studies on Adlerian Psychology. A statistical analysis suggested an average viewing rate of 31 times for each of the 161 theses and dissertations. This could mean a continuous level of usefulness of these studies.

Most studies were focused on understanding individual differences in early family experiences, inferiority feelings, social interest, and life style. The next research interests were centered on the effects on Adlerian group interventions with guidance curriculum, classroom management, and children with special needs. The group interventions with children and adolescents had focuses of social skills development, play therapy, and biblio therapy. Outcome research studies were also conducted with teacher parent consultation, conflict resolution, encouragement, children/adolescent misbehaviors, and addiction counseling. Eighty percent of research methods were quantitative research while 20 percent were qualitative research. In quantitative research, 60 percent of them collected data with survey questionnaires while 20 percent of them collected data with experimental interventions. Others methods involved case studies. In qualitative research, most of the focus was on processes of change and sometime creative data from participants' analysis of the personality of characters in fictions. During this period, only two studies involved both quantitative and qualitative methods.

In summary, the results of a content analysis on research of Adlerian psychology in Taiwan of the past three decades revealed that key concepts of Adlerian theory were mostly covered in these studies. Overall, studies on the effects of Adlerian interventions yielded positive results. The author recommends that more research on life tasks can be conducted to better reflect on career and cross-cultural issues that are faced by the Taiwanese. How Adlerian research could better reflect the meaning of individual experience in the cultural context of Taiwan is also in need of consideration. Research methods that use storytelling and/or action research may generate more understanding of the promises and limitations of Adlerian Psychology in Taiwan.

By, Wu Shu Chen, Ph.D.

National Taiwan Normal University, Taipei, Taiwan

FAMILY EDUCATION: A SECTION SUBMISSION

The membership of the Family Education Section crosses a broad spectrum, including both professionals and nonprofessionals.

We support the purpose of our Section in a number of ways:

1) By creating a forum and network for exchanging ideas, materials and resources related to Adlerian Family Education and to reduce isolation and discouragement among individuals and small groups who do not have access to ongoing community support:

- Our newsletter, FAMILY!, is distributed two to three times a year to Section members. It features members' activities, a "Dear Addy" advice column, upcoming events, an occasional article on the "Business of Family Education" and tips and strategies meant to improve members' skills and knowledge base. Online, you can read back issues at the NASAP website, but the current online issue is available to paid members only.

- This year we updated and replaced our Yahoo listserv with a new e-list on our membersclick website. We hope that you have found this easier to navigate. Our e-list keeps our Section connected: Need a good book recommendation for a client? Looking for a new experiential activity to drive home a point in your presentation? Want a handout that reinforces the material you are using? Needing to clarify how to present information on (e.g. teen brain development)? Wondering if there is a parenting group in a certain location? Are you looking for support in the field of family education? Would you like to connect with others who share similar interests? Are you able to offer support and/or share your knowledge, experience, and wisdom?

Do you want to reach out to others across the world who are interested in family education?

These are all ways you can get involved with our listserv!

- Members are invited to present at the annual NASAP conference. Attending members receive educational enrichment by being present at these sessions and as a double bonus they can also get CEUs.

- Networking. Our membership works very collaboratively and openly to help one another grow personally and professionally. Sharing of resources, making introductions, helping people with similar challenges is what we are about!

2) Encouraging the development of increasingly effective methods for the research, collection and dissemination of information related to Family Education.

3) Supporting and highlighting the work already in existence in Family Education.

- We have a number of authors in our midst
- We have many innovative family educators who are using YouTube, Facebook, Webinars and Twitter to connect with parents

- Websites full of information and attractive ways to entice parents to take part
- Some of our family educators are expanding into parent coaching and parent “boot camps”

Why not join the Family Education Section and see what we are all about?

For more information, please feel free to contact our governance team:

Co-Chair: Terry Lowe, thlowe@sasktel.net

Co-Chair: Marlene Goldstein, maba516@aol.com

Secretary/Treasurer: Doone Estey, doone@parentingnetwork.ca

FAMILY! Newsletter: Editor Bryna Gamson, ParentEd@comcast.net

THE POWER OF A PARENT'S APOLOGY

A friend of mine faced a parenting dilemma recently when she was unable to locate her cell phone and immediately blamed her 7-year-old daughter. The girl began to defend herself, but my friend was too exasperated to listen. "How many times do I have to tell you not to take my things?" she shouted, as her daughter stormed angrily out of the room. Soon after, my friend put her hand in her jacket pocket and was both relieved and mortified to find her phone just where she had put it when she went out walking that morning.

What's a parent to do when she finds she has wronged, hurt or embarrassed her child? Should she swallow her pride, confess her error and apologize? Or would admitting the mistake weaken her authority, cause her child to lose respect for her and call her future judgments into question?

Make Friends with Mistakes

The fact is, we all make mistakes. Far from undermining the parent-child relationship, parents actually rise in their children's estimation when they are forthright in accepting blame. Kids benefit, too. When they grow up in an environment in which mistakes are a normal part of life, children develop the courage to try new things and remain resilient in the face of difficulty or failure. The storybook educator Miss Frizzle was on to a good thing when she made mistakes central to her classroom's mission statement: "Take chances! Make mistakes! Get messy!" Children who learn that it is possible to recover from errors will be far more honest in admitting when they have made one.

By contrast, when parents cling to the illusion of perfection by refusing to admit their own mistakes, they create an environment in which the bar is set too high, for both their children and themselves. Kids who

grow up believing that mistakes are shameful and unacceptable often become risk averse (because they can't fail if they don't try) or adept at denying or hiding their faults (tendencies they may have picked up from their parents). They also grow increasingly resentful and angry toward parents who refuse to own up to and make amends when they are in the wrong.

Model How to Take Responsibility

Children learn by observing and imitating the important adults in their lives. If we want them to accept responsibility for their actions then we must first demonstrate what genuine repentance looks like. It will take young children several years of observing parental apologies before they truly internalize this complicated social exchange.

A sincere apology requires not only finding the right words but, more importantly, finding the right feelings. As a first step, adults need to calm down, put aside their own charged emotions and consider the situation from the child's point of view. In order to be more than empty words, an effective apology should include an action plan for improvement and a humble request for forgiveness.

"It must have hurt your feelings when I yelled at you and falsely accused you of taking my cell phone. I was wrong and I'm so sorry. I will remember this next time I'm tempted to jump to conclusions before listening to you. Will you forgive me?"

It is important to remember that an apology is not a defense, a sneak attack or a manipulation. The words "but you" do not belong in an apology, as in "I'm sorry I lost my temper, but you dawdle so much it drives me crazy." Most of the time, when we say we are sorry without making excuses, our children will immediately chime in with "That's OK." With increasing maturity, they will freely acknowledge their own fault in the situation. This mutual admission of responsibility helps clear the air, clean the slate and strengthen trust between parent and child.

The Benefits of Apologizing

Scientific research has associated apology with measurable health benefits. A study conducted in 2002 by researchers from Hope College and Virginia Commonwealth University noted that heart rate, blood pressure, sweat levels and facial tension all decreased when subjects imagined they were receiving an apology.

These findings are easy to replicate at home. A carefully thought out and sensitively delivered parental apology can go a long way toward undoing the negative effects of unkind words or thoughtless actions. In the short run, children are visibly calmed and soothed. In the longer run, they are taught an invaluable life skill.

Apologizing can be a humbling experience of growth. It forces us to

face up to our faults. But the words are only as good as the efforts toward improvement that follow them. If nothing changes and we find ourselves apologizing for the same things over and over again-yelling, being late, breaking promises, changing plans-it's a warning sign that we need to examine the underlying causes of our behavior and devise a strategy for improving the situation.

Contrary to the sentiment expressed in the 1970 film "Love Story," love really does mean saying you're sorry, because all loving relationships are composed of imperfect human beings. When parents take the lead in apologizing, they demonstrate two crucial family values: that they are people of integrity and that their children are worthy of respect.

Five Steps of an Effective Apology

1. Summon compassion. Put yourself in your child's shoes and consider the impact of your actions or words.
2. Express regret. Focus on your own behavior and describe it specifically in order to demonstrate that you understand the harm you have done.
3. Make amends. Fix what you broke. Use kind words and affectionate touch to soothe hurt feelings.
4. Offer a plan for improvement. State the steps you will take to avoid this mistake in the future.
5. Request forgiveness. Give your child the power to restore the relationship as a demonstration of trust and true contrition.

By, Robyn Des Roches

The Parent Encouragement Program, an Adlerian based family education center in Kensington, Maryland, contributes parenting articles to a local parent magazine as a way to both market their program and spread the word about Adlerian parenting. This article is one example. Others are available on the PEP website at: www.pepparent.org/peppubs.html.

Copyright © 2012 The Parent Encouragement Program. Robyn Des Roches is a certified parent educator with the Parent Encouragement Program (PEP). This article first appeared in Washington Parent in the November 2012 issue.

FAMILY LAW & PARENT EDUCATION

One of our esteemed Adlerians, Steve Stein, was recently a guest on the weekly talk show of a family law attorney. He presented three points in Parent Education:

- the "Emotional Thermometer," which allows parents to measure when and when not to talk to children about what really matters
- how to talk to children about homefront violence
- how to help children bring focus to the bright side of life

Please take a moment to appreciate his contribution:

<http://www.youtube.com/watch?v=pGE7XlkqKwY>

AN ADLERIAN PRESENCE: THE EVOLUTION OF PSYCHOTHERAPY CONFERENCE

The Evolution of Psychotherapy

2013

ANAHEIM
DECEMBER 11-15

KEYNOTE SPEAKERS
Aaron Beck
Gerald Edelman
Alanis Morissette
Martin Seligman
Irvin Yalom

INVITED KEYNOTES
Diane Ackerman
Daniel Amen
Paul Ekman
Michael Gazzaniga

SPECIAL GUEST
James Foley

PRIMARY FACULTY
Albert Bandura
David Barlow
John Gottman
Julie Gottman
Jean Houston
Otto Kernberg
Marsha Linehan
Cloe Madanes
Donald Meichenbaum
Salvador Minuchin
Erving Polster
Ernest Rossi
Francine Shapiro
Jeffrey Zeig

STATE OF THE ART FACULTY
Judith Beck
Claudia Black
David Burns
Jon Carlson
Nicholas Cummings
Robert Dilts
Steven Frankel
Stephen Gilligan
Steven Hayes
Harville Hendrix
Sue Johnson
Jack Kornfeld
Harriet Lerner
Peter Levine

Scott Miller
William Miller
Bill O'Hanlon
Violet Oaklander
Christine Padesky
Mary Pipher
Daniel Siegel
Derald Wing Sue
Bessel van der Kolk
Michele Wiener-Davis
Michael Yapko

Co-Faculty
Deborah Beck Busis

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UNIVERSITY

WORKSHOP 6

WHY WON'T ADLER DIE?

Effective Therapy Using a Time-Tested Approach

JON CARLSON, PSYD, EDD

Freud, Jung and Adler were the originators of psychotherapy. Adlerian psychotherapy is an effective brief therapy model that is still popular around the world as it integrates successful interventions from many other approaches. Adler's ideas highlight the importance of not only understanding the individual but the social context. This approach emphasizes working from a multi-cultural orientation and highlights personal responsibility. This approach uses a four-step process: Engagement, Assessment, Insight, and Reorientation. The focus of the treatment is positive as the therapist uses encouragement strategies to help the client identify their assets and strengths. DVD examples of actual sessions will be used to highlight the process and demonstrate how short-term change is possible with this approach.

Please see below for a brief interview with Jon Carlson regarding his contribution to this conference.

AN INTERVIEW WITH JON CARLSON

How did you come to be involved with this conference?

The presenters at the Evolution of Psychotherapy Conference appear only by invitation. The first one was held in 1985 and this is the 7th. I was invited to serve as a Moderator for the past three or four conferences and have known most of the presenters from previous conferences as well as from collaborating with them on some of the more than 300 professional training videos that I have developed.

I was selected probably due to the videos that I've made of others as well as the ones that have featured my therapeutic work. I have written 60 books on a wide variety of topics and edited two well known journals. The Journal of Individual Psychology (for 17 years) and The Family Journal (for 13 years). I have also received lifetime professional contribution awards from the American Counseling Association, the American Psychological Association, NASAP, the International Association of Marriage and Family Therapy and several other organizations.

Can you describe your contribution to the conference in a bit more detail?

At the conference I will do a live demonstration of Adlerian Couples Therapy with a local Anaheim couple. I hope to be able to collect some life style information as well as early recollections ahead of time in order to quickly help the couple to gain some insight into their strengths as well as each partner's role in their current struggles and lack of satisfaction. I will be on a panel with Bill Miller, PhD (motivational interviewing) and Scott Miller, PhD (Author of many books including Heart and Soul of Therapy) discussing the effective training of therapists. I will give a featured one hour talk on becoming a master therapist. This is the topic of two of my latest books How a Master Therapist Works with Len Sperry, MD, PhD and Becoming a Master Therapist with Jeffrey Kottler, PhD. I will also do a featured workshop on "Why Won't Adler Die: Effective Therapy Using a Time-Tested Approach." It has been several years since an Adlerian has been invited to present and I plan to use this opportunity to showcase Adler's simple wisdom.

APA HONORS ALBERT ELLIS

In early August at the Annual Convention of the American Psychological Association in Honolulu, Hawaii, Debbie Joffe-Ellis accepted a lifetime achievement award for her late husband, Albert Ellis, a long-time member of NASAP. Here are some excerpts from Debbie's acceptance speech:

Dr. Bersoff, Dr. Norman Anderson, Dr. Nancy Gordon Moore and team, APAMembers and guests, Thank you.

My magnificent husband would have felt delighted to receive this

honor from you. With this award you highlight his profound and historic role in the life and evolution of psychology.

Al was an outstanding, extraordinary and unique man. His life was devoted to helping as many people as possible learn how to suffer less emotional misery, so that they could experience immense joy and happiness throughout their lives. Al lived his life intensely, with passion and full immersion in his work.

As Dr Bersoff indicated - from early childhood on, Al faced various challenges, yet creatively and ingeniously found ways to cope and minimize distress, and many of those strategies are found in REBT. He did not whine about his adversities but sought ways to overcome them.

This vitality infuses the REBT approach – fueled by Al’s conviction that while we may at times have to cope with circumstances we do not create and may not be able to change, we have the power to choose and control our emotional experience and reactions to those circumstances by thinking in healthy ways. He was able to put his theory and methods into reader-friendly language that was comfortably received by both academics and lay people.

His whole life was devoted to helping people not only to “feel better”, but to “get better.” With their use of REBT, countless people have overcome debilitating anxiety, depression, rage, addictive behaviors and more.

When Al first presented his REBT approach at the annual APA meeting in Chicago in 1956, he was booed and jeered. His approach was called simplistic, superficial, and worse. Yet he never gave up. He never diluted his approach in order to gain acceptance and – courageous maverick that he was ! - persevered in presenting it, writing about it, conducting research – and boldly heralded in the Cognitive Revolution in Psychology and Psychotherapy. His work, and the great work of others in the field who were influenced by Al’s contributions, continues to flourish. Al’s REBT is holistic – recognizing the intertwining of head, heart and actions. It emphasizes and encourages the importance and benefit of having an Unconditional Acceptance of oneself, others and life itself.

For all its boldness and its assertive no-nonsense character, REBT is infused with kindness, compassion and encouragement.

While millions admired, respected, and loved Al, there were people who did not like his directness, his blatant honesty, his sharp wit, the humorous songs he wrote, his colorful language, and his willingness to be ruthless - when he considered it appropriate - in order to better aid

his clients to change their lives.

Some people did not like REBT's greater emphasis on the client's present, and its lesser focus on the client's past. Yet those who had the eyes to see, the discernment to recognize benevolent intent, and the heart to feel, even those who were not enamored with Al's theory or style - often acknowledge his authenticity and total commitment to help others as fully and effectively as possible. Al also contributed significantly to the changing of previously long-held unethical and immoral societal attitudes. Even though it was most radical at the time, he loudly supported equal rights for women, gays, racial equality and the abolition of censorship. There is no question that his life was devoted to helping others. This work brought him joy and meaning.

We would like to add our congratulations to our long-time NASAP member, Albert Ellis (and to Debbie who accepted the award on his behalf and who continues his work today).

BY, John Newbauer

WELLNESS FOR LIFE: COOL, MAN, COOL



What's in a title? It can titillate your curiosity based on the wording. It can instantaneously project an image in your mind. One that invites you to check it out / arouses curiosity into further discovery. And, that's just what I did!

There appear to be a number of references to the phrase, "cool, man, cool." They range in both perspective and content. So let's

begin at the beginning.

Jack Kerouac coined the term, "Beat Generation" (1950's through the middle 1960's), as a culture depicting dissatisfaction and portrayed negatively, with a spiritual craving undertone as seen through the arts and literature.

Enter the birth word, "beatniks", by Herb Caen, a San Francisco columnist, who boldly proposed to all a sarcastic pun response to Russia's satellite launch "Sput + nik". This triggered America's mass media light bulb to portray a more superficial and frivolous side of the "Beat Generation" denoting real life people with Jack's spiritual quest of self, identity and existence.

The media took off and popularized "beatnik" with the emersion of coffeehouses, poetry readings, sunglasses, bongos, berets and goatees seeking out life utilizing their own jargon such as, "cool,

man, cool”.

Within the music realm, you can discover “Grant Geissman Cool Man Cool”, the latest CD of renowned jazz guitarist & composer Grant Geissman with his “Cool Man Cool” Band is noted to take one on a cool, man, cool journey!

While on the road of discovery, I stumbled upon an intricate site called “Pinterest, a website that allows users to create and manage theme-based image collections such as events, interests, and hobbies”. Under the cool man cool umbrella, I found a C.S. Lewis quote about Love illustrated very coolly.

This brings us to the inferred topic of weather. There was a news piece by Catherine Blake reporting for the Ventura County News, on September 16, 1999 , where she reported it being the coolest summer covering the span of the last eight years. By chance, it also registered as the coldest on record in the city of Ventura for the month of August as noted by local meteorologists. With this in mind, she aptly titled her piece, “Summer in the County Is Like Cool, Man, Cool “! And you were thinking

Speaking of weather and summer, there tends to be an awakening, of sorts, of a person’s ‘sensorial’ (not sure if this is a real word), wealth activating the ‘Skinner’ response of flooding the mind with animated yet vivid images such as sparkling hues of fireworks in the sky, fireflies twinkling as they dance amidst the evening background, iridescent hummingbirds flitting to and fro, caterpillars inching below, an artist palette of flower blooms dazzling in colors of pink, red, orange, yellow, green, purple and blue....; tempting / teasing taste buds salivating harmoniously to the sweet, tangy, tartness of fresh fruit, yumminess of a barbecue; keenly triggered rumblings of fireworks, noisy callings of cicadas in the heat of the day, high pitched raspiness of lawnmowers, pounding of waves calling surf boards abound and the body’s tranquil bliss absorbing “Sittin’ on the Dock of the Bay” by Otis Redding; cool inviting waters of beaches arise, hypnotic soothing of the sun’s feathery skin kiss, warm grainy squishiness of the sand between toes, a refreshing coolness of a glass of ice encounter with the face; the jolting ‘stand up and cheer’ invitation of pool chlorine on sinuses, nose-ticking whiff of popcorn & roasted peanuts at a ball game, and an earthy freshness of cut grass as it tickles within - ACHOO!

There it is, an enchanting welcoming of summer to experience to one’s heart content. However be conscience of the flip side - uninvited mosquitos imprints of swollen, itchy, red skin left behind; fickle yet scorching sun’s rays of blisters and blemishes luring dreaded cancer within; along with dehydration stomplings affecting the mere essence of life.

This year’s summer seems to be felt on the ‘toasty side ‘across the country. Be cautious and diligent to enjoy summer’s offerings. There is a recipe consisting of ingredients that are known to be tried, true and

cool, man, cool.

Summer's Recipe

INGREDIENTS

A cup of Positive Emotion
A generous serving of Healthy Foods
A continual drizzle of Insect Repellent
A generous continual splash of Sunscreen

A tempering of Stress Reduction

A constant infusion of Water
A cup of Fun

PREPARATION TIME

Lifetime

COOKING TIME

Present Moment

Kneading first 4 ingredients until all is smooth and soft
Folding in Stress Reduction and Water until malleable
Monter (French culinary term) the Fun as it increases ENJOYMENT of
mind, body and spirit
Wa La!

Have a great summer! Stay well and hydrated.

Warm Fuzzies

CONFERENCE ANNOUNCEMENT: ONTARIO

2013 ONSAP Annual Conference

October 18 - 20, 2013

Toronto, Ontario

More than an ordinary conference experience ... the
2013 ONSAP annual conference is one you do not want to miss.

Register Today!

Pass it on!

POSITIVE DISCIPLINE ANNOUNCEMENTS

POSITIVE DISCIPLINE SPECIAL EVENT:

San Diego, CA - JULY 12, 2013 - 9:00am - 3:30pm

Register Now! A variety of sessions - one location - many national PD presenters! CEUs available through the CA Board of Behavioral Sciences

POSITIVE DISCIPLINE WORKSHOPS:

Teaching Parenting the Positive Discipline Way Workshop (TP)

Teaching Parenting the Positive Discipline Way (developed by Lynn Lott and Jane Nelsen) provides a step-by-step approach to starting and leading parenting groups using an experiential model. This program stands alone or offers significant enhancement to any program. Based on the work of Alfred Adler and Rudolph Dreikurs, it emphasizes the role of significance and belonging, as well as an understanding of private logic and the belief behind the behavior. It fosters mutually respectful relationships and growth through encouragement; it teaches communication and solution-focused problem-solving skills.

Santa Cruz, CA, June 28 - 29

Anaheim, CA, July 6 - 7 (Spanish)

Stamford, CT, August 3 - 4

North Chelmsford, MA, August 19 - 20

Laguna Beach CA, September 28 - 29

Chicago, IL, October 11 - 12 (Co-sponsored by Adler School)

Carlsbad, CA, October 19 - 20

Positive Discipline in the Classroom (PDC)

Positive Discipline in the Classroom is an Adlerian-based two-day workshop designed for teachers, school counselors and administrators. It is designed to provide the skills – and teach the values/concepts behind them -- that:

- Creates a school and classroom climate that fosters mutually respectful relationships, collaboration and cooperation; that that is safe, effective and nurturing for both staff and students; and that enhances academic productivity.
- It explores the importance of encouragement (rather than praise and rewards), as well as an autocratic leadership style.
- It promotes valuable social and life skills and positive behavior through teaching communication skills, solution-focused problem solving, and the use of class meetings.
- Helps understand the motivation (belief) behind students' behavior.

Woodinville, WA (Seattle), June 24 - 25

Anaheim, CA, July 6 - 7 (Spanish)

Laguna Beach, CA, July 27 - 28

Laguna Beach, CA, August 9 - 10

Solana Beach, CA, August 10 - 11

Santa Cruz, CA, August 23 - 24

International Workshops

TP: Beijing, China, June 22 - 24 Waitlist Only

TP: Shanghai, China, June 28 - 30 Waitlist Only TP: Madrid, España, September 20 – 22 PDC: Shanghai, China, August 19 - 21 Waitlist Only

Special Monthly Teleconferences

Teleconferences will resume in Fall 2013.

We also have an extensive library of audio-conferences available for download on our website.

SPECIAL ANNOUNCEMENT:

The PDA is pleased to announce the publication of the new Positive Discipline in the School and Classroom Leader's Guide: Resources and Activities, a companion volume to Positive Discipline in the School and Classroom Teachers' Guide: Activities For Students, published in July 2013. These manuals are authored by Teresa LaSala, Dr. Jody McVittie, and Suzanne Smiths, Certified Positive Discipline Lead Trainers

More Information at www.positivediscipline.org

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