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PRESIDENT'S MESSAGE



Dear NASAP Family,

For some of us, our favorite season of the year is once again behind us. I hope that all of you treated yourself to at least a few days of feeling the sun warming you, the summer breeze touching your skin, and the lovely greens of the trees, grasses and plants soothing your spirit. (There is nothing I love better than walking through the lawn barefoot.)

As I mentioned in the previous newsletter, I want to take this opportunity to briefly outline my goals and initiatives during this 2 year term as NASAP president. First, I want to call the entire membership to take part in Missionary Efforts including (a) making connections with others who may not be familiar with Adlerian Psychology or NASAP and (b) inviting them to belong and join NASAP. Secondly, I want to do my best to evoke a sense of Personal Responsibility, particularly among younger Adlerians. Our Adlerian mentors and teachers, so experienced and talented, have been running with their Adlerian torches for years now. The next generation is behooved to begin preparing for such responsibilities today. Thirdly, I want to work towards Increasing Visibility of Individual Psychology within the current mental health system (i.e., counseling agencies) and schools. My goal is to work with members in actualizing these efforts. In upcoming newsletters, I will go into more detail about my vision of each initiative. Above all else, it is my ultimate goal to collaborate and work with all of you on any part of these efforts.

In conclusion, I want to extend an invitation to some of our quieter

July/August, 2014

Jamie Stone O'Brien,
Editor

**Next submission due
date is October 1st,
2014.**

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

Adlerians. The newsletter could benefit from your contributions. Please share how you are using and applying Adlerian principles in your areas of work. Consider this as your effort to be socially interested. Even a brief submission to the newsletter of 300 words could inspire others who read the story. Please submit those to NASAPnews@gmail.com.

Warmly,

Jill Duba Sauerheber, Ph.D., LPCC, NASAP President
Phone: 270/996.7396 Email: jillduba.sauerheber@wku.edu
Be Socially Interested, Touch a Life this Week.

EXECUTIVE DIRECTOR'S REPORT



I've just returned from ICASSI in Canterbury, England and it was another great Adlerian training institute this year. Next year it will be in Dublin, Ireland and hopefully some of you Adlerians with a bit of Irish blood in your veins will want to join us in the motherland for some excellent Adlerian training.

While I didn't attend, I understand the IAIP Congress in Paris was also a great success. I believe there will be some others reporting about the

Congress in this newsletter or at least in the next one.

We've emailed out the CE certificates for NASAP 2014 and now we are collecting proposals for next year's conference in Philadelphia. Don't forget to submit your proposal for the conference. You can download proposal forms from our website.

The passing of Margot Adler was announced at ICASSI and all around the world. She was a wonderful reporter and chose her own path for sure to express her social interest. We will be hearing more about her in the near future, I believe, as well. If you want more information about Margot, NPR's website has some links and I believe you can listen to some of her broadcasts as well. Her memorial time will be announced later.

Have a wonderful summer!

John Newbauer
Executive Director

CONFERENCE CORNER: AWARDS



Each year at the annual conference several individuals are recognized for their accomplishments. At the 2014 conference held in Chicago in May, the following people were acknowledged:

Lifetime Achievement Awards are selectively given to those persons who have profoundly promoted Adler's Individual Psychology in their life work. Those persons receiving such recognition were:

Jon Carlson
Ronald J. Pancner
Daniel Eckstein (posthumously)

The President has the option to honor someone who has been instrumental in promoting Adlerian Psychology during his or her presidency and has served as a mentor in his or her professional life. President Richard Watts honored Eva Dreikurs Ferguson with the President's Award.

Diplomates are NASAP members who have achieved this status based on their high level of professional accomplishment in and contribution to Adlerian Psychology through the many fields in which it is applied (counseling and psychotherapy, clinical practice, education, parent education, theory and research and organizational development) through training, presentations, publications and service. The following Diplomates were as follows:

Marion Balla
Ramona Covrig
Leigh Johnson-Migalski
Julia Yang

Certificates of Study are awarded to individuals who complete 100 hours of Continuing Education in Adlerian Psychology in a proposed plan of study. We congratulate the following persons who achieved this:

Julie Chancler
Kathleen Cluff
Jill Duba Sauerheber

Information regarding the criteria for the designation of Diplomate and for earning the Certificate of Study can be found on the NASAP website at www.alfredadler.org.

Also, on the website, you will find the presentation proposal form for our next exciting conference, which will be held May 28-31, 2015 in Philadelphia. The theme is "We the People (and Alfred Adler) Proclaim Liberty, Rights and Responsibilities for All."

Becky LaFountain, Conference Coordinator
rmlafo@comcast.net

SECTION REPORT: FAMILY EDUCATION

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 on 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 elist on our membersclick website. We hope that you have found this easier to navigate. Our elist 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 Marlene Goldstein maba516@aol.com

Co-Chair: Beverley Cathcart-Ross beverley@parentingnetwork.ca

Secretary/Treasurer Doone Estey doone@parentingnetwork.ca

FAMILY! Newsletter Editor Bryna Gamson ParentEd@comcast.net

PARENT ENCOURAGEMENT PROGRAM: BULLYING

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. Below is one example.

What If My Child Is the Bully?

Perhaps you're asked to pick up your 3-year-old early from preschool because he's been biting his classmates. Or you hear through the grapevine that your first-grade daughter started a club at recess and is excluding some of the other girls in her class. Maybe you discover some cruel texts in the "sent" box on your middle school child's phone. After years of focusing on how to protect your precious offspring from those other, rough children, a new scenario presents itself: "Could my child be a bully?"

The idea that one's own child is hurting others can unleash a flood of shame and shock for any parent. So, when responding, it's important to calm yourself down first, then take the following steps from a place of reason—not emotion.

1. Investigate the situation.

Find a quiet time to speak with your child in an open and nonthreatening way. Resist the temptation to slip into "lecturing and scolding and shaming," advises Jane Nelsen, author of the Positive Discipline series. "You ask curiosity questions, like, 'What happened? What do you think caused this to happen? How do you feel about it? What was the result? What did you learn from it?' Explore with the child what he was trying to accomplish."

You might find that the situation is a one-time incident of your child experimenting with behavior he knows is over the line. Or perhaps it's a simple fight between peers, easily mended a day or two later. Consider your child's developmental stage when deciding how seriously to take the situation—preschool biting, for instance, doesn't make your child an outlier. "There's a lot of stuff that's called bullying these days that's not bullying," Nelsen says. If you uncover a pattern of behavior, rather than labeling your child a bully, try to understand the situation from his perspective. That will help point the way toward a resolution while also encouraging your child by showing him that his parent cares enough to see it from his point of view.

Be aware that children with developmental delays or disorders can be especially susceptible to being manipulated into the role of bully. A typically developing child might instigate disputes and then disappear from the scene when adults come to investigate a ruckus. When appropriate, also gather information from the school or other children and adults who witnessed the behavior. Don't be defensive or try to make excuses for your child; in the long run, sweeping the situation under the rug will just make things harder for him.

2. Help your child brainstorm a solution.

Next, ask your child for ideas about solving whatever the underlying problem might be. It could be something tangible, such as replacing a torn shirt or repairing a broken bike. Or perhaps a heartfelt apology or letter to the wronged person. An older child might write a story about the impact of bullying or lead a class discussion about teamwork and cooperation. The key is that your child has a voice in determining the solution and that the process helps him understand the cost of bullying on another human being. "The whole point is to help children feel validated and not humiliated," Nelsen says. "We need to train kids to be focused on solutions."

After having several conversations about what led to the bullying, you and your child can identify the situations that tend to trigger the behavior you both want to change. You can also help him to understand the feelings of anger or frustration that often spill over into aggressive behavior toward others. Ask where in his body he feels it: a tight chest, or hot face, or burning eyes? Together, list some alternative actions your child can take when he feels the impulse to

bully or act out. Maybe he can seek a safe friend or adult. Or take some time alone in a quiet place to count to 10, breathe slowly or even meditate. Remember that the most useful ideas will come from your child.

3. Build your child's sense of connection.

Ultimately, you have to address the underlying insecurity or pain that drove your child to bullying behavior in the first place. Parents play an important role in building up their children's sense of belonging by spending dedicated one-on-one time with each child and by training children for social situations or tasks that genuinely build their self-respect. A hard morning of work weeding the yard or an afternoon helping in a community food pantry will give your child a true sense of contribution. If your child acts out on the playground because he doesn't know other ways to engage playmates, you can play-act scenarios to help him practice getting friends' attention in a positive way.

So often, the children who are bullying others are actually doing so because of their own low self-esteem and feeling that they don't belong. When you show them their place in the family and community, and let them shoulder the chores and responsibilities that accompany it, you plant the seeds of character. At the same time, make sure you're not part of the problem. Be a good role model of resolving conflicts with calm words and not threats. Show your child by the example of your interactions with the people around you.

4. Communicate with other adults.

As parents, we'd like to think we know everything about our child's life. But at schools or child care centers, our children exhibit an entirely different side that we might rarely see. That's why it's important to communicate regularly with teachers, coaches, school administrators and guidance counselors to make sure the steps you're taking are effective in stopping your child's bullying behavior. Don't expect perfection, of course, but you should see a positive trend. Ask teachers to tell you specific details of any incidents, so you can review them with your child—again, in a curious and nonjudgmental way.

If your intervention and attention don't end your child's bullying behavior, you might want to consult your child's pediatrician or a counselor.

By Katherine Reynolds Lewis

Katherine Reynolds Lewis is a journalist and also a parent educator with the Parent Encouragement Program (PEP). This article first appeared in Washington Parent Magazine in the October 2013 issue.

MARGOT ADLER: A REMEMBRANCE FROM THE ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY

Dear Adler School Alumni and Friends,

I am writing with great sadness to our Adler School community this week upon the death of Margot Adler. As you know, Margot was a longtime and acclaimed National Public Radio (NPR) correspondent and author. She was also the granddaughter of Alfred Adler, whose work inspired the founding of our institution, and a dear friend to the Adler School.

Across the past decade, we were fortunate to welcome Margot as a frequent visitor to our community. She came to inspire our graduates at Chicago Commencement in 2004 and 2011 and to celebrate Homecoming with us. Two years ago, she came to Chicago and Vancouver to join faculty, students, and staff in our Common Book Program discussion of *The Fledgling*, a vampire novel. At the time, Margot was writing her own book on vampires, *Vampires Are Us*, published just a few months ago. She was insightful, brilliant, warm, curious, incisive, wickedly witty, and a lot of fun during her talk—and every time we saw her.

All of us who met Margot are remembering our personal interactions with her. I spoke with her two months ago, and, even though her cancer had returned, she was full of energy, humor, and excitement to come for a visit to the school in the fall. I'm also remembering her commencement address in 2011, during which she talked about *gemeinschaftsgefühl* or social interest – the basis of her grandfather's approach to psychology and communities – and the foundation of our School's mission and work. She asked: "What does it mean if not to help create a world, person by person, that is more human; more social; less fearful; less fearful of difference of foreigners, of those who might take our jobs; less dogmatic; more courageous; more caring; more flexible; more able to deal with multiplicity and chaos and diversity; more empathetic than what we see around us now?" Even if you've already read or heard the speech, I encourage you to read it now – if you do, you'll be joining me in both smiling and crying.

Margot worked to advance a world that is just – through her journalism, her writing, her relationships, and her approach to life and all people. She was more than a connection to our history and mission through her grandfather; she was an inspiration and a joy to know. I know you join me in celebrating her phenomenal life and spirit, and I know you join me in mourning her loss. We offer our deep sympathies to her son and loved ones. We will all miss Margot.

Raymond E. Crossman, Ph.D.

President

The Adler School of Professional Psychology

MARGOT ADLER: A REMEMBRANCE FROM THE ADLER GRADUATE SCHOOL

On Monday morning, July 28, 2014, Margot Adler, one of the greatest inspirations in my adult life - and, no doubt, the lives of many others - died. The sad news reached me three hours later, when one of the Adler Graduate School's New York-based students, Bob Saxner, heard the news and contacted me. Eight hours later, with a postcard I had written for Margot's son Alex in my hand, I was sitting in my car at the post office, ready to drop the postcard in a mailbox - but I could not bring myself to mail the card. As I later told someone, at that moment, I suddenly thought maybe, just maybe, the report of Margot's death was not accurate. After all, I had just received an email from her four days ago, and another six days ago, in addition to several brief notes we traded in June and July. I knew she was not well, but people get better, right? And, I reasoned, some people should simply not die! So, she couldn't be dead. She should be alive. In the end, however, I sent my postcard on Tuesday morning.

Margot was a good friend of the Adler Graduate School in Minnesota. She was much more than a celebrity friend. As a school, we were entrusted with - and will forever treasure - some of her precious gifts - books from the Adler family library, stories from the Adler family and, perhaps most importantly, Margot's thirst for life.

My recent exchanges with Margot were emblematic of her grace and spirit. For example, the last package we received from Margot arrived just a few months ago. Each of the books she sent to the Adler Graduate School was placed in a box, carefully packed and carrying the warmth of her hands. So alive! Ten days before she died, Margot wrote to me saying she "would love" to see pictures of Paris, where I had recently represented the Adler Graduate School at the Congress of the International Association of Individual Psychology. Margot was particularly interested in the Paris hotel where her grandmother, Raissa Adler, stayed in May of 1937, and in the Paris hospital where her grandfather lectured in 1937, just before he departed for his final lecture tour in Scotland. In fact, Margot's use of the words, "would love", with an exclamation mark, veritably breathed life! I am so glad that we sent her a collage of these pictures. Six days later, she wrote about going back to the hospital, using the word "yuck". Actually, I was glad to hear her use that word because, despite my sadness, it suggested to me that she would get better! Again, her grace and spirit were consistently displayed.

Then the sad news hit.

In 2011, I asked Margot whether her paternal grandmother, Raissa,

ever taught her to speak Russian. Margot's response was, "yes", and then she said, in Russian, "Это книга", which means, "This is a book". There is a special place in the Adler Graduate School's new Research Center that is reserved for some of the donations initiated by Margot. We call this special place, "Margot's books". From that simple phrase taught by grandmother Raissa, to conversations we shared concerning women's roles in history, in general, and the field of psychology, specifically, to our most recent exchange concerning Alexandra Adler's 1937 lecture tour, Margot Adler inspired me and others to not only read and study, but to also speak up and change things for the better. In fact, she taught us, by example, to live life "as if" it was already better.

Among the books Margot Adler authored, my favorite is Heretic's Heart: A Journey through Spirit and Revolution. And here is my favorite passage from Heretic's Heart: "I am singing again, as I did as a child, and collecting rounds and chants. I have realized that chant and song is my pathway to the stars, and that I have talent to bring others to share in ecstatic song, so that those who have been told they can't sing can throw caution to the wind, and come to their own voice, to sing, to shout, to ululate, to listen, to explore, to experiment, to harmonize". As we honor Margot, may we all keep doing this so that her voice will always be with us!

Marina Bluvshstein
Director of Adlerian Studies and Online Education
Adler Graduate School, Minnesota

MARGOT ADLER: A MEMORIAL ACT FROM NPR

Many of you have asked about ways to honor Margot's memory. After discussions with a few of her closest friends, it's been decided that collecting donations toward buying a memorial bench in her name in Central Park is the best plan. It's something she spoke of in her final days. As you know, she lived on the edge of the park nearly her entire life and walked through it daily. She bought a bench for her husband John, when he passed away, and one for her mother years earlier. Both are situated in the park, close to her condo. The cost of doing this through the Central Park Conservancy is \$7,000. If we raise more than that, the excess will be put toward planting a tree in Central Park in her name. If anyone wants to donate toward this, I'll be collecting the money and then forwarding it to the conservancy.

Checks should be made out to: Margot Adler Memorial Fund and mailed to this address: Ken Barcus NPR 3109 Mayfield Rd. #207 Cleveland Heights, Ohio 44118

Ken Barcus, NPR (National Public Radio)

WELLNESS FOR LIFE: COMFORT + CONTENTMENT GLIMPSE



There I was, in the dentist's chair, my mouth invaded by Novocain, readying for that intimate time between dentist and patient. My mind began meandering as it has done so many other times in the past, from things that I need to do today to thoughts of the boys, whether or not it was med day for the youngest, what shows may be on TV that night, etc. During the midst of this, my twisty, zigzagging focus was interrupted by a voice. Apparently, the dental hygienist had entered the room unbeknownst to me. As my eyes connected with her smiling face, she asked in a soft voice, "Are you comfortable?" Comfortable? I have a mouth full of Novocain and am sensing some numbness especially centered on one side of my tongue. Oh joy! Now my thoughts centered on whether I would be able to answer and enunciate comprehensible words before or during the 'possible drool' sets in. Comfortable? Regarding this moment in time, I have to say of all the words which could be said, comfortable was not among them, let alone be linked to contentment. Yet, when you think about it, it is both relevant and odd.

How do we view comfort? Along those same lines, what about contentment? What do we associate with it? For the most part, comfort is usually associated with consolation/solace or relief of physical pain/trouble. What about the comfort that reveals the presence of inner satisfaction, based on positive attitude and outer satisfaction, based on accomplishment, which leads to self-improvement? Encouragement and or security may also be present. Contentment can be summarized in terms of pleasure, peace of mind and happiness. It can also be noted by the awareness of a number of religions in regard to their goal of experiencing eternal bliss or heaven. So, before the yawning or the "discomfort" began, I embarked on a brief journey exploring the linkage between comfort and contentment, based on that universal principle noted as → "KISS", also referred to as → keep it simple, silly.

And so, if you are wondering how I answered the question posed to me by the dental hygienist, it was this: I said, "The question may appear simple. The answer can be comprised of a number of variables: the who, the what, and past experiences based on one's outlook of mind, body and spirit. It's a matter of perspective." She paused for a moment, smiled and agreed. I'd like to leave you with this little tidbit from an epitaph found in a cemetery in England:

*Remember man, as you walk by,
As you are now, so once was I,
As I am now, so shall you be,*

Remember this and follow me.

To which someone replied by writing on the tombstone: To follow you I'll not consent, Until I know which way you went.

Until next time, stay well and hydrated.

Warm Fuzzies

NEW TRANSLATION OF ADLER'S WORKS

The first English translation of Alfred Adler's book "Individual Psychology in the Schools" is now available in an online e-book, "Educating Children for Cooperation and Contribution, Volume 1." The volume also contains Adler's book "The Education of Children," newly edited for improved readability. The book may be accessed through our subscription site at www.Adlerian.us/subscription.htm.

This volume features two essential Adlerian classics on child guidance for educators and psychotherapists. "Individual Psychology in the Schools" was initially published in 1929 in German, then in 1933 into Dutch, and later in 1936 into Spanish and Hebrew. "The Education of Children" was originally published in English in 1930.

This PDF version, readable in Adobe Reader, Kindle, iPad, and most e-Books, may be searched, highlighted, and commented. Discover a new, convenient way to study Adler's writings.

For a print version of the book, go to www.Adlerian.us/ecc-v1.htm.

NEW ADLERIAN E-BOOK

A new online e-book, "Educating Children for Cooperation and Contribution, Volume II" is now available through our subscription site at www.Adlerian.us/subscription.htm. This volume features seven Classical Adlerian articles on child guidance by Anthony Bruck, Alfred Adler, and Theodore Grubbe.

"The Work of an Adlerian Psychologist in the Schools" documents Anthony Bruck's range of educational and therapeutic strategies, including the analysis of written themes, class discussions about behavioral problems, and individual interviews with students. With a host of illustrations, he demonstrates the art of questioning children, leading them gradually to useful insight.

In "Enlightening Children," Bruck shows us how to utilize a simple, but often profound strategy of clarifying attitudinal and behavioral choices, using the graphic aide of a written "V." He offers a comprehensive case illustration, including verbatim conversations.

"Influencing the Child," presents Bruck's additional suggestions for parents and teachers, including the use of graphic clarifiers, and his "Ten Commandments of Creative Education," designed to encourage positive attitudes toward the self, others, difficulties, and the other sex.

Three articles by Alfred Adler, "Training for Courage," "Children's Life Tests," and "The Lazy Child" emphasize the central importance of preparing children with the right attitude toward difficulties. In "The Challenge of Kindergarten," Theodore Grubbe provides a host of practical suggestions for helping children adjust to the school environment.

This PDF version, readable in Adobe Reader, Kindle, iPad, and most e-Books, may be searched, highlighted, and commented. Discover a new, convenient way to study Classical Adlerian writings.

For a print version of the book, go to www.Adlerian.us/ecc-v2.htm

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