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NASAP Newsletter

March/April, 2019

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Editor

Next submission due date is June 1st, 2019.

Please send submissions, questions, and/or comments to
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PRESIDENT'S MESSAGE



We are now less than 2 months away from the 67th Annual Conference and the excitement is building for what is in store for us in Tucson. Have you registered yet? Don't miss the Early Bird Deadline – April 15th is just around the corner. When you register, take note of the additional lunch option on Thursday, which is not part of our usual choices. If you are coming for preconference workshops, consider sticking around the hotel for lunch and networking with fellow attendees. Those meal times

prove to be fabulous chances to meet and talk with Adlerians you don't get the opportunity to speak with elsewhere.

Remember that the conference festivities begin Thursday evening with the Ansbacher Lecture and Reception. These two events are included for those registering for the standard two-day conference option. Our speaker this year, Anthea Millar, a highly regarded clinician from the UK, will impart her expertise regarding Adlerian practice and trauma work. The reception that follows the lecture offers attendees another chance to mingle and meet "first timers" and "old timers" and all those in between. If there's someone you'd like to meet, let me know and I'd be glad to make the introductions.

Also included in the two-day registration is the Saturday Banquet; it brings the main part of the conference to a close in a fun and connected way. Not only will you be entertained by those at your table but other hilarity will occur as we auction off various items and take time to celebrate well-deserving Adlerians.

I hope you register soon if you haven't already. You won't be disappointed in making the trip to Tucson. So many great presenters

will deepen your understanding of Adlerian psychology and the opportunities to grow your Adlerian network will be plentiful.

See you there!

Susan Belangee

NASAP President

ADLER - IN DEPTH (and breadth)



Ahead to Adler? Ahead to Adler!

Including this issue, for *six NASAP Newsletters* I've shared ideas about Adler as a depth psychologist and the impact of his theory on depth psychotherapy. As I write this installment, I hope that the information presented has been accessible, stimulating and useful. The point of the column has been to introduce readers to another way of looking at Adler, his theory, and his therapy. This isn't a new way – but one that has been around since he was providing therapy himself.

Taking a hint from one of Adler's students and Classical Adlerian Depth Psychotherapy (CADP) mentor, Sophia DeVries, I have intended to show **where we are going** – not where we aren't going – and to be **respectful while contrasting** this original direction and mainstream Adlerian counseling. To read these columns as promoting CADP as the only way to do Adlerian counseling would be misunderstanding the intent. Those who read it as if I were "heresy hunting" (as a reviewer commented about an article recently accepted for publication in JIP) may be willfully misunderstanding.

Surely one can see in CADP much that NASAP members can recognize from their own training. I hope that they are also able to draw clear distinctions between that training and CADP. These are very different approaches to Adler's ideas and practice.

Of course, Adler had his own unique way of healing. None of us can do it as he did. He was a genius who felt it in his bones and then did a

pretty good job of articulating his wholly synthetic vision of humanity in extensive writing and orally to the first generation of practitioners who followed and listened to and practiced with him. The data about this style can be found in his biographies (including Bottome, 1957; Ellenberger, 1970; Hoffman, 1996; Orgler, 1963; Sperber, 1974) and attestation of the kindness involved can even be found in contemporary critical writings about Adler (e.g., Jacoby, 1975; Stepansky, 1983).

This early group found consensus: to be Adlerian involves the gentle and kind use of one's own creativity and healed personality for applying Adler's insights within the therapeutic process. They also concurred that this can't be learned from books – and did all

they could to pass it on with care, to interested others.

I'll leave the last word to Adler himself, who faced many controversies over his career – some quite acrimonious. He was tough-minded when he felt his methods were being compromised or used lackadaisically in a potentially harmful way. But, by nature, he looked for the benefit in disagreements, knowing that none of us have access to the absolute truth. I believe the attitude conveyed in the closing statement will serve well those interested in an Adlerian renaissance – in learning and applying his whole theory and therapy for the benefit of our needy world.

All movements should be judged only in accordance with their ability to further interest in our fellow men and we shall find that there are many ways to help in increasing cooperation. Perhaps there are better and worse ways; but, if the goal of cooperation is granted, it is useless to attack one method because it may not be the best. (Adler, 1931, p. 254)

By Erik Mansager

SEE YOU AT THE 67TH ANNUAL NASAP CONFERENCE IN TUSCON!



The Adlerian Society of Arizona is looking forward to hosting the 67th annual NASAP conference at the Marriott hotel near downtown Tucson from May 30 through June 2, 2019. We have partnered with the Pima County Superintendent of Public Schools office to offer a Healthy and Safe Schools track. Our conference theme is, Healing Our Communities

Through Social Interest. Our Ansbacher speaker is Anthea Millar, psychotherapist and trauma specialist. On Friday, after lunch, a panel will speak about transforming agencies, institutions and communities to be trauma-informed. And, on Friday evening, we have Victoria

Maizes, MD, Chief, Division of Integrative Medicine from the University of Arizona as our speaker. There will be a variety of outstanding break-out presentations offered throughout the conference, and numerous opportunities to network. We look forward to welcoming you and sharing the NASAP conference with you.

Joyce A. DeVoss, Local NASAP Conference Chair

PRESIDENTIAL CANDIDATE: TIM HARTSHORNE



When I first began to be involved with NASAP in the late 1970s, I never envisioned a day I might be president. It is an honor to be nominated and to run for this office. We have a long history in NASAP of outstanding leadership. I would hope to continue that in these challenging times.

This is also a significant moment in history. I am not sure there has ever been a time when the world needed the Adlerian perspective more. The people of the world need social interest, cooperation, democratic ideas, and courage. Many of you have invested countless hours working to bring these ideas to the world. Perhaps we need a coordinated effort. If elected, I want to adopt a theme of “coming together.” There is strength in numbers, and our numbers have been dwindling. I know there are many Adlerians out there, but we don’t gather like we once did. NASAP has sections and affiliate organizations doing terrific work, but it too often goes unnoticed by many of us because we are not together. Adlerians are literally spread all over the world, and for some of us, like me in Michigan, we are somewhat isolated from others. I want to find ways to bring us together, to help us forge ties, to collaborate on initiatives, and to inspire one another. There is so much to do. We need everyone.

In 1974, I began my doctoral studies at The University of Texas at Austin, and my first class was taught by Guy Manaster. I quickly learned that he was an Adlerian. I had purchased the purple book years before, but knew very little. Guy offered to teach a class on Adler, which I took, and subsequently incorporated Adlerian ideas into my work. That semester there was a semi-annual NASAP conference in Houston, which I attended, and not long after I joined NASAP. I did additional Adlerian training with Bob Powers and Jane Griffith through their Institute. Within NASAP I joined the Theory and Research Section, and soon found myself co-chair. Linda Page and I changed the name to Theory, Research and Teaching, we began the TapTalks, and we instituted the poster session at the conference. I was appointed the founding chair of the Ethics Committee. I did a second stretch of co-chairing the TRT section, and then was elected Vice President. In this role I have tried to support our president in her

efforts to re-invigorate our organization and management, at a time of change for NASAP.

I am professor of psychology at Central Michigan University, specialized in school psychology. My primary research is on CHARGE syndrome, a relatively rare genetic disorder. Many individuals with CHARGE have severe behavioral issues, and I have built on Adlerian ideas in my work, and in my publications. Most of my presentations at NASAP conferences have focused on Adlerian implications for work with various aspects of severe disability.

President of NASAP is a huge responsibility. I have experience as president of two state organizations, and being in other leadership positions in NASAP and the National Association of School Psychologists. I have served on boards, and at CMU I have been department chair and chair of numerous committees. I hope I can bring this leadership experience to president elect and president of NASAP.

PRESIDENTIAL CANDIDATE: JENNIFER NIVIN WILLIAMSON



There are certain circles of mentors and friends in life that pour into your development and spirit helping to construct who you are as a professional. For me, NASAP has been this group. My passion is to share Adlerian Psychology around the world because I have witnessed its transformative nature and experienced the power it has to change lives and improve systems.

I am currently a Professor of Professional Counseling at the University of Mary Hardin-Baylor, a Fulbright Specialist Alum in Mental Health, and a dedicated Adlerian Counselor. I hold an LPCC-S in Kentucky, LPC in Texas, NCC, HS-BCP, and a secondary school teacher's certificate in Texas. I was a founding member of the Kentucky-Tennessee Adlerian affiliate where I served as Vice President, and I was the director of the Institute for Advanced Study at Lindsey Wilson College where I promoted Adlerian Training and Development. I have presented on Adlerian Issues on three continents, serve the Journal of Individual Psychology as a reviewer, serve on the Adlerian Research Task Force, and serve as co-chair of the NASAP Theory Research and Teaching (TRT) committee. Additionally, as the immediate past senior co-chair of the American Counseling Association's Ethics Committee, I bring a unique perspective on ethical and professional issues in the field.

My vision as NASAP President would be to continue the proud tradition of Adlerian Psychology and help support the efforts to promote, preserve, and progress the theory and the organization. I am dedicated to increasing membership both to preserve the organization, but also to broaden the reach of Adlerian Psychology. I hope to foster methods of enhancing Adlerian research and continue legitimizing its therapeutic prowess in the mental health and educational worlds. I recognize the importance of our international partnerships, and I hope to continue supporting cross-cultural collaborations that are growing across borders. Developing new generations of Adlerian students and professionals is a passion, and I want to extend invitations to those who will eventually carry the torch. In a time when communities struggle and individuals search to find their way, concepts like social interest and community feeling have the potential to change lives. My hope is that together, we can assemble agents of change.

WHAT'S THE STORY: (ADLERIAN) LIFE STYLE NARRATIVES STUDY GROUP

Thank you, all, who came to the inaugural meeting of “**What’s the Story: (Adlerian) Life Style Narratives Study Group**” (February 10, 2019) in which we approached an anonymous person’s Life Style (Family Constellation and Early Recollection material) as if it were a literary text: a book club with a twist! Though our plans were to have quarterly meetings, participants demanded that we hold another ... next month! To give a better idea regarding how a Life Style is constructed or, rather, how the material, consisting mostly of Early Recollections (important memories), is collected and “strung together” to compose a text, we will demonstrate a “live” Life Style interview:

To summarize our inaugural meeting:

Imagine the collective gasp when it was revealed, toward the end, that the “author” of the text we were discussing was ... Alfred Adler, the “creator” of the Life Style and founder of Individual Psychology!

Approaching the material as if it were a story or series of stories – and we a book club – enabled us to consider and weigh a number of interpretations. Indeed, we found meaning and significance in what, at times, seemed daunting and, at other times, even facile.

And, wow, did our many voices invite interpretations that were not readily apparent! For example, one of Adler’s recollections seemed different from the others. In it, Adler sings a song about a woman who mourns the death of her hen but throws a flowerpot at her husband. In an article published decades ago on Adler’s memories, the psychologist-interpreter mentions merely that this recollection shows that Adler liked music.

Say, what?!

However, our wondering why Adler included this memory, if even unconsciously, led us to consider the song he sang, which prompted

group participants to find “clues” in other recollections: in essence, by supporting our views with “evidence” from the text, we were able to understand that the recollection is actually about trusting action over words, a “thread” repeated in other recollections.

Ah, the power of a group – or, better yet: the power of many voices being heard and building on what others have noted or questioned!

The “Adler-written narrative” was culled from two sources: Adler himself, from an article he wrote in 1912, the same year he founded Individual Psychology (“Individual-Psychological Conclusions on Sleep Disturbances”), and Phyllis Bottome, his self-appointed biographer (Alfred Adler: Apostle of Freedom, 1939, finished after his death in 1937). Though we divided the Early Recollections (15 in total), which were collected at different times, into three “sections,” we also considered them as a “whole” as themes and many events or stories repeated (with slight differences).

The first six recollections, from 1912, came from a “case (of a) physician who here subjected himself to an analysis” (p. 176) – Adler not revealing that he himself is the case! The rest were reported by Bottome, her writing “(these) are Alfred’s earliest recollections told in his own words: they were written for (my) guidance” (presumably in the mid-1930s; p. 21). She added “two more characteristic memories of Alfred” (the third section; p. 23) which, of course, raises the possibility of paraphrasing (and the corruption of “data”) as they were what she remembered and were not necessarily in his own words (ditto the first six recollections, which were translated from German; we also do not know whether Adler edited the recollections he gave to Bottome, to ensure the obviousness of some themes).

The major themes that were uncovered largely reflect not only the basics of Adler’s personality theory but also why many consider him a pioneer of cognitive-behavioral therapy: that is, perceived position and the overcoming of very real human frailties such as vulnerability, illness, fears, and even death through action or plans for action. And, what overconfidence! The “scenes,” if filmed and simply spliced together, could have made a movie!

As you can guess, the discussion went in a number of directions, including whether the Adler of the 1930s was “softer” than his younger self (many of the same incidents, as noted above, repeat, with slight differences). How did his views of women change? When participants disagreed or had another interpretation of a section or recollection, they were encouraged to show how their ideas were supported by the text. Thus, bringing up “journeys” or “Dumbledore from Harry Potter” or “all children feel that way” had to be supported by “evidence” (which does not mean that if one mentions Harry Potter one must find mention of Harry Potter in the recollections!). As I write this now, I am thinking that Adler, who had rickets as a kid and who devised a plan to run across a cemetery to overcome his fear of death, is a male Dorothy from The Wizard of Oz: finding the courage within himself to confront and overcome his doubts and fears. As Dorothy’s dog Toto pulls back the curtain to expose the hypocritical Wizard, so, too, does Alfred pull at the cloth that pulls down, or so he perceives,

the pillars of the temple! (Read the recollections! Paging Dr. Jung? Is Adler, as Bottome views him, an apostle ... or heretic? ["Heretic" derives from the ancient Greek word of "hairesikos," which means "able to choose" – choice being a major concept of Adler's theory!]). I never would have come up with this interpretation without having been exposed to the insights of the group.

The issue was raised, of course, as to whether we were overanalyzing the material, that maybe the "Writer" did not mean such a thing or wasn't aware of the thread or threads or wholeness of the piece/s: are we just nutty psychology-types or literary-types who pass judgment and search for meaning in stuff that just might be fluff? However, exploring the Early Recollection material as if it is a text (and likening the Family Constellation material – "describe yourself, siblings, parents, etc., when you were growing up" – to the "Cast of" characters at the front of a novel or story or play) is intellectually stimulating. By opening the material to various interpretations, by weighing and respecting others' viewpoints, we test and sharpen our own thinking – as well as continuing to respect the "writing" and the writer, all of which are goals of this operation: to promote the collection of Life Style material. It's like being in a writers' workshop, or a book club with a twist.

Join us for our next meeting!

Les White
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WELLNESS FOR LIFE: PHASES



There I was between message connections. Guess my synapses or commonly referred to as junctions, were in the midst of sending / receiving neuron messages, when the word '**phases**' came to the forefront of my mind. Sneaky, these neurons!

My hunch is that, 'phase in,' is about to embark. The question is, "To begin with which /what type of phase?" That is the question.

When it comes to phases, the types are vast in range covering a variety of subject matter, for example: the sciences — astronomy, biology, chemistry, physics and even zoology. Other areas include English grammar, electrical engineering, business management in terms of project management, and the ever popular, humanistic phases.

Before beginning, let's take a general peek into phases, "a side, aspect, or point of view or a stage in a process of change or development. Lastly, a state of synchronous operation." [dictionary.com]

For that matter, animals, plants, in addition to humans → all walks of life, are affected or influenced by phases. Some maybe viewed or construed as life changes.

Astronomically speaking, there are the phases of the moon, 8 to be exact: including New Moon where the Sun and the Moon are quite close to each other in the sky to Waxing Crescent where the Moon looks like a crescent and the crescent increases ("waxes") in size from one day to the next. This phase is usually only seen in the West. Let's not forget the infamous, "once in a blue moon referring to something that doesn't happen very often." (simple.m.wikipedia.org)

Now that we have an inkling about the moon, it can be said, "It's just a Phase it's going through..." (astrosociety.org)

As humans, we have the tendency to dabble within the science phases on a daily basis.

Some of you may recall basic botany, plants. There is a mutual benefit of having plants. We assist each other with oxygen and carbon dioxide as they move from cell growth or cell division, cell enlargement and cell differentiation.

[www.biologydiscussion.com/plants/growth...plants/plants-growth...development-phases...]

As for human phases, where o where to begin? There are a number of avenues including chronological or evolutionary, hormonal noting the hormones of estrogen and progesterone for females and testosterone for males and its effects from puberty to maturity.

And how many times have we been privy to and can't ignore, "He /she is going through a phase. It's just a phase," — the ahh, behavioral phase. What can I say?

Ways that we may have become susceptible to this from early childhood, examples, "the terrible 2's" or the tantrum at the grocery store / restaurant. Oh, what to do, what to do? What will be a respectful approach? Some of us may have witnessed or crossed this bridge.

At this point, we can touch on a few known insights of child rearing from Dr. Spock, and I don't mean from Star Trek (The Common Sense Book of Baby and Child Care, 1946), which was initially well received / popular. Then there's praising good behavior via Behavior Modification.

Lastly noting encouragement and relation partnerships based on the elements simply expressed by the "4 Crucial C's: Connect – having the belief that I belong and have a place; CAPABLE –having the belief that I am competent & can do it by taking responsibility; COUNT – having the belief I can make a difference; and COURAGE – having the belief that I can handle whatever the situation with resilience, overcoming fear." (Bettner & Lew, 1996) with an additional, culminating 'C' word: I feel there is an additional 5th 'C' word that brings it all together: CONTENTMENT – having the belief of feeling good about who I am & my contribution, peace of mind & harmony. (Marecek, 2012). These

are just a few principles reflecting the work of Alfred Adler and Rudolf Dreikurs - a holistic approach promoting feeling of adequacy and mutual respect.

Oh, the trials and tribulations of childhood, growing up (I don't mean physically), and parenting!

What is the ultimate message? Is it based on praise, reward and punishment, extrinsically based, having to 'up the ante' or intrinsically grounded on the person performing said action, internalizing "warm fuzzies" rather than doing it to please someone else?

And now to a lighter side of phases: man buns, food cravings not only experienced by someone who is pregnant, fashion trend - mini skirts and go go boots, cooking - air fryer, dance - the macerana, hula hoops, lava lamps, mood rings, Beatniks, pet rocks, music - Rock and Roll, meeting someone / hooking up - using the Internet and the list goes on.

Well, now you have a bird's eye view into phases . Time to 'phase out'.

Until next time, stay well and hydrated.

WELLNESS FOR LIFE by Lois G. Marecek M.Ed., NBCC, LPC

AFFILIATE LINKS

Adler Academy of MN

www.adleracademy.org

Adler Graduate School

<http://alfredadler.edu>

Idaho Society of Individual Psychology

<https://www.adleridaho.org>

Mid Atlantic Adlerian Psychology Society (MAPS)

<https://www.mapsadler.org>

Parent Encouragement Program

www.PEPparent.org

Penn-Del Affiliate

innarosenfeld@gmail.com

Positive Discipline Association

<https://www.positivediscipline.org>

Puget Sound Adlerian Society

<https://www.pasadler.org>.

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