



NORTH AMERICAN SOCIETY OF ADLERIAN PSYCHOLOGY

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Adlerian Family Education Demonstration**Lead by Dr. Jay Colker Held Last October in Chicago**

Jamie Stone O'Brien, Elizabeth Schewe, & Leigh Johnson-Migalski

Parent education has long been one of the most well known interventions within Adlerian Psychology. First developed in Vienna in the 1920s, Alfred Adler pioneered a new form of parent education and consultation that was designed for a wide dispersal of information and to promote co-education throughout communities (Manaster & Corsini, 1995). However, the first wave of public parent education was short-lived. In 1936 the fascists shut down all 32 of Adler's child guidance clinics. Many years later, Rudolf Dreikurs staged a revival of public parent education when he expanded Adler's theories and introduced his new model to the United States and Canada. Based on the belief that all families can learn from one another, Dr. Dreikurs strove to implement parent education seminars within the Alfred Adler Institute, which is currently named the Adler School of Professional Psychology. Dr. Dreikurs' parent education seminars were held once a month at the institute until they died out in the early 1990s. However, public forum family education is currently staging its second revival.



from l to r: Elizabeth Schewe, Jay Colker, and Jamie Stone O'Brien

NEWSLETTER SUBMISSIONS

Submissions for *The NASAP Newsletter* are always welcome. Let NASAP members know the great work that you, your NASAP affiliate, and other Adlerian colleagues are doing.

All submissions are due on the 15th of even-numbered months and should be in Microsoft Word format or a compatible word processing format.

Send them to **Susan Belangee**, the editor, via email to susanbelangee@aol.com. Submissions can also be sent via regular mail to Susan Belangee, 25 Springfield Drive, Collegeville, PA 19426. If you send your submission via regular mail, please include a computer disk with your submission on it.

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Open forum family education is a unique platform from which a therapist can both enhance the cohesion of communities and provide an inexpensive and efficient means of dispersing parent education. The value of this approach is particularly piqued at this point in time due to current economic factors. The

benefits of open forum family education are invaluable, particularly to a society that is ensconced in economic turmoil. Many families are faced with increasing stress and decreasing resources with which to obtain help. Thus, in order for families in distress to receive support and education, an inexpensive, efficient, and accessible means of help needs to be obtained. Open family forum education precisely fits the bill. Additionally, open forum family education provides an opportunity for students of Adlerian Psychology to gain exposure and experience with a valuable technique they can utilize in their own careers.

At the Adler School of Professional Psychology, budding psychologists and therapists are taught the importance of developing ways to better serve the underserved; however, salient means of achieving that goal are difficult to teach in a classroom setting. By promoting the revival of open forum family education, the school is not only providing an accessible and valuable service, it is also better enabling its students to develop the skills and knowledge they need to achieve the goals of social justice promoted by the school. Thus, a symbiotic relationship has been struck.

On October 20th, 2009, the Adler School of Professional Psychology's student chapter of NASAP sponsored a parent education seminar led by Dr. **Jay Colker** and organized by Dr. **Leigh Johnson-Migalski** and Dr. **Victoria Priola-Surowiec**. Both faculty at the Adler School of Professional Psychology, Dr. Johnson-Migalski is the Coordinator of the Advanced Adlerian Psychotherapy Certificate/Concentration and Dr. Priola-Surowiec is the Director of the Masters in Police Psychology program. Held at the Chicago Police Academy, 50 people attended and participated in a parent education seminar that centered on a family comprised of a mother, father, and three sons, aged 2, 3, and 4, respectively.

Dr. Colker began the two-hour seminar with an educational introduction to the four-step education model based on the theory of Dreikurs. This introduction was immediately followed with the engagement of the audience. Dr. Colker invited the audience members to predict the boys' behaviors based upon their perceptions of birth order. As the audience postulated theories, Dr. Colker utilized recognition reflexes demonstrated by the parents as positive indications of behavior. Next, Dr. Colker utilized the "magic wand" technique to identify the primary goal of the session, which was to ameliorate the acting-out behaviors of the middle son. The following seminar focused on educating the parents and audience members on the goals of misbehavior as well as natural and logical consequences and the distinction of encouragement versus praise. Dr. Colker demonstrated well-developed skills of utilizing the knowledge and experience

of the audience members to create an atmosphere of both validation and education. The seminar proved immensely useful to the family, to community audience members, and to attending students of psychology. One student in the audience endorsed the educational value of seeing a live demonstration as opposed to academic renderings in books.

Rudolf Dreikurs recognized the immense value of open forum family education and worked to maintain its presence in the Adlerian community throughout his life. Though its survival since his death has been tenuous at best, American society is currently in great need of an easily accessible and affordable means of obtaining support and parenting education. Open family forum education provides that service and also provides the means for the Adler School of Professional Psychology to further its mission of social justice as well as better enabling its students to develop clinical skills and knowledge.

References

Manaster, G. J. & Corsini, R. J. (1995). *Individual Psychology: Theory and practice*. Chicago, IL: Adler School of Professional Psychology.

The NASAP Poster Session

Tim Hartshorne

For several years now, the Theory, Research, and Teaching Section of NASAP has sponsored a Poster Session at the NASAP conference. Still, not everyone understands what a poster session entails, and so I am providing the following FAQ to help.

Poster Sessions: FAQ

What is a poster session?

This is a conference session where attendees can view presentations that are in a poster format.

What is a poster format?

Information related to the topic is placed on poster board and displayed on an easel or table top. The author stands by the poster, and answers questions for people who are interested in the topic.

Why would someone use this format for a presentation?

Some information can be displayed very easily, and the poster format then allows much more one-on-one contact with the "audience."

Why would NASAP include a poster session at the conference?

NASAP can only accommodate a relatively small number of traditional presentations at the conference, due to room availability. Having a poster session allows NASAP to accept and present many more high quality presentations.

Why should I attend the poster session?

During the period set aside for the poster session you will be able to access a wide variety of presentations, and because of the intimate nature of the poster discussion, you may be able to learn as much or more about the topic than from a traditional presentation.

How can I present a poster?

NASAP reviews and accepts proposals for posters long after the deadline for other presentation formats has passed, usually until March 1st. The proposal form is embedded in the regular NASAP presentation proposal application, and can be found on the website.

Are there guidelines about the actual poster?

No, at the present time NASAP is very flexible about the poster size or format. Some poster presenters have other materials that they display along with the actual poster.

The deadline for poster presentations has been extended until April 1, 2010. Click on the web address www.alfredadler.org to find the link to the poster proposal.

Member News

Dan Eckstein was recently featured in a *Wall Street Journal* interview based on his birth-order relationship research published in the Fall 2009 issue of the *Family Journal*. The interview focused on marriage implications of birth-order.

Art therapy faculty emerita **Judy Sutherland** has had an article accepted to the *American Art Therapy Journal*. The title of the article is "Art Therapy Connection: Encouraging Troubled Youth to Stay in School and Succeed." This will be the first time that anything about Adlerian art therapy has ever been published in the *AATA Journal*!

Who Would Have Thought?

Becky LaFountain
Executive Director

On a cold snowy evening in January, I accompanied my husband to a dinner held by an organization that he belongs to. It is an association for training hunting dogs to do field work. We have a 2-year-old yellow lab named Milt (yes, after Milton Hershey, who I have up there on the same pedestal with Alfred Adler). I will admit that the idea of spending the evening with a room full of hunters was not exactly my cup of tea. Before the dinner, I was chit chatting with a retired gentleman who was a chemist by profession. It came up that I taught Psychology at Penn State. He proudly asserted that his brother got his Masters in Counseling from Villanova University in PA. He proceeded to tell me that his 78 year old brother was a Religious Brother of the Roman Catholic Faith and counseled in a Catholic High School most of his adult life. This lead us down a whole other path as I shared my experiences of going to Catholic school, including graduating from an all girls Catholic High School.

Our conversation waned and he drifted away from me, but a few minutes later he returned and asked, "Do you know Alfred Adler?" My jaw could have hit the floor! What were the chances of that happening in a room full of hunters? Many of my own colleagues don't even seem to know Adler! I emphatically said "Yes!" He said his brother talks about him all the time. This man and his wife sat across from me at dinner and talked nonstop about Adler. She added that years ago she had attended Adlerian parenting classes, and they changed her life. I eventually told them my role with NASAP, and he asked for my card to give to his brother. I scrounged around and did come up with a business card, but was mad at myself that I didn't have an Adlerian elevator card with me.

Those of you who recently got renewals in the mail, know what I am talking about. Not long ago, we developed little Adlerian elevator cards and have been enclosing a few with our renewal mailings. On behalf of our membership drive of 2010, we are asking members to share them with others to inform them about Adler and NASAP. The cards are designed after ones created a few years ago by Alyson Schafer and Julie Weiss, both from the Toronto area (Thanks Alyson and Julie!). The uses for the cards are numerous. If any of you would like a small supply, I encourage you to contact the office and we will happily send you some. I know I wish I would have had one that cold snowy evening in January, but who would have thought?

Invitation to Authors to Sell Books at NASAP's 2010 Conference

You are invited to sell your Adlerian books and materials at the NASAP table in the conference bookstore. This is a great opportunity for you to make your Adlerian publications available to others and, in turn, for conference participants to have many resources at their fingertips. No merchandise may be sold in the presentation rooms. To take advantage of this opportunity, you must adhere to the following procedures:

1. Either hand-carry or send your merchandise (addressed to yourself) to the conference site. (See sending instructions below.)
2. If you hand-carry your merchandise, take it to the bookstore location and check in your materials.
3. If you send your materials in advance, take them to the bookstore upon your arrival (in conjunction with the bookstore hours).
4. When you initially take your materials to the bookstore, make arrangements to pick up remaining materials at the close of the book sales (making sure to find out the closing time) since all unclaimed materials will be donated to the local group. If you are not attending the conference, you will need to make arrangements for a friend to be responsible for your materials since the local group will not be sending back any materials.
5. Please note that 20% of the proceeds will be donated to NASAP for providing this service.
6. We have been told that we must collect sales tax of 6.875 when making sales in MN.
7. Please note that you may be asked to claim merchandise for sale on your customs forms when crossing borders and when sending merchandise.
8. Mark each individual book, tape, etc. with the selling price.
9. Enclose a packing list enumerating each title, number of each and price.
10. Because storage at the conference site is very limited, make arrangements with a shipper to have your materials arrive no sooner than 5 days prior to the conference.

11. Address packages as follow:

Ramada Mall of America - Airport
2300 East American Blvd., I-494 and 24th Ave.
Bloomington, MN USA 55425

Attention: Guest for the NASAP June 10-13 Conference,
(and then include your name).

In Response to Article

Erik Mansager

I probably won't be the only one to write, but I would like to offer an observation on Roger Ballou's commentary, "Was Adler an Ophthalmologist?" *TNN*, 42(6), p. 5.

Hoffman's fine biography notwithstanding, **Henri Ellenberger's** 1970 chapter on Adler in *The Discovery of the Unconscious* was the first scholarly documentation on Adler. Here he draws from "the painstaking inquiries of Dr. Hans Beckh-Widmanstetter in the archives of the Jewish Community and other official archival sources in Vienna" (p. 648, n.4) to record Adler's early life. According to Ellenberger, Dr. Beckh-Widmanstetter found Adler "on the list of those young doctors who worked at the [Viennese] Poliklinik in 1895 and 1896.... [and] worked in 1895 in the Department of Ophthalmology of the Poliklinik with Professor [August] von Reuss" (p. 582). In *The Drive for Self* Hoffman concurs with this (pp. 21-22). While there are not specific dates given for Adler's ophthalmological work, it occurred the same year that he received his medical degree.

There is much to be speculated about what all was involved in Adler's medical career, but it seems legitimate from these references to confirm and let stand the circulating story that Adler was an ophthalmologist.

Therapists – "Have the courage to be imperfect"!

Book Review by Richard Isaacs

Cozolino, L. (2004). *The Making of a Therapist – A practical guide for the inner journey*. New York, NY: W.W. Norton.
(ISBN 0-393-70424-6 US\$28.00 / Can\$34.00)

What causes an experienced therapist to be attracted to a book entitled "The Making of a Therapist?" Could it be the ongoing search for answers that a significant number (if not all) of professionals who work in the field of Mental Health are engaged in finding? As I was browsing in the bookstore, I came upon this slim volume, and already having some

knowledge of the author's competency as a published psychologist in his book *The Neuroscience of Psychotherapy* (see note 1), I decided to see what he had to say that would enhance my ability to better serve my clients. Although this publication was issued in 2004, I believe the relevance of the material continues to be valid.

Dr. Daniel Siegel is a Psychiatrist based in California, and is recognized for his earlier work in the field of Interpersonal Neurobiology, and more recently for his work on Mindfulness with his recent publication entitled *Mindsight – The New Science of Personal Transformation* (see note 2). Dr. Siegel writes, "*The Making of a Therapist* is a guide to a therapist's exploration of the subjective realms of emotion, memory, and insight, as well as the integral function of the therapist's own self understanding and interpersonal connection with the client throughout the therapeutic process" [Dust jacket endorsement].

Many therapists can recognize something of themselves in this book. For example, Dr. Cozolino writes of his own experience as a beginning therapist facing his first client on his own. No matter how long ago it was, many of us can relate to that experience. Mentally recalling the outline of a therapy hour, remembering how to keep to the flow, checking the time, and sticking to the [overly] rehearsed plan in order to ensure we don't miss anything, perhaps to the extent that we lose sight of the real reason our clients come to see us! After a while with experience, when we are able to relax and pay attention to the client, placing less emphasis on the structure of the session, we can begin to be helpful to our clients.

Individuals in graduate schools training to be therapists require the mastery of a large volume of diverse material in the mental health field, as well as the development of their therapeutic skills involving diverse therapy modalities, including Cognitive Behavioural, Adlerian, Interpersonal, Psychodynamic, etc. in their practicum settings. According to the author, what most graduate schools don't offer sufficiently in their curriculum is a "simultaneous exploration of the therapist's inner world and private thoughts." I suspect Dr. Cozolino is referring to the use of one's self. I believe that what contributes to the development of an effective therapeutic alliance is a warm, empathic, and accepting therapist, who is already aware of him/herself as an individual, and who is not necessarily focused on technique and perhaps relying on a single specific type of intervention. By paying attention to the client, therapists can learn from their clients what they [the clients] need from their therapy hour. Therapists will benefit from recognizing that in addition to their structured learning in graduate school, they must then teach

themselves how to "listen" to their client's body language, facial expressions, etc. and not rely exclusively on the words that are expressed. This usually comes with experience.

Beginning therapists will benefit from the author's discussion about the practical issues of getting started including case conceptualizations, creation of treatment plans, the necessity of session notes, etc., as well as the all too relevant issues surrounding what is often called "client resistance," and how to effectively work with it. In the section on "Getting to know Yourself," he includes a discussion on Countertransference, Client Caretaking etc. that I am sure will be useful to all practicing therapists. What is also interesting in this book is not only the author's commentary on how individuals choose careers to be therapists, but also the therapist's journey to self acceptance in the face of his/her recognized limitations.

The question can be asked, what about this book speaks to an Adlerian therapist, someone who was trained in Adlerian precepts and who works with clients according to those principles? Perhaps it was the dust jacket's description of the therapist's inner journey? I connected this to the position of Individual Psychology, where an individual's search for self [the inner journey] is directly related to Adler's understanding of personality and the search for self that is focused on the positive, social and unique nature of all individuals.

I also relate to Dr. Cozolino's proposal that therapists don't deal in certainties, but rather in educated guesses, intuition, and gut feelings. I find this type of an approach is usually endorsed in my Supervision/Case Consultation sessions where I am encouraged to "go with the gut" when faced with a situation that appears to be stuck. Adler's well known phrase "to have the courage to be imperfect" is recognized by the author using his own words in the section entitled "Giving yourself permission to NOT know." And that is why I chose to use this phrase as the caption for this book review.

In closing, the author speaks directly to all therapists on how to stay "sane," offering the following tips:

- Know your limits – especially as clients are selected or accepted. This also speaks to the ethical issue of "do no harm";
- Engage in ongoing self care – the relevance of supervision, case consultation, perhaps seeking individual therapy;
- Learn how to maintain a personal perspective – be aware of the danger of burnout;

- Be vigilant for what he calls “traumatic contagion”, so that we are not overly impacted by our client’s stories;
- Be aware of ethical issues – including legal requirements, e.g. age of consent, confidentiality, boundary issues, obtaining informed consent in writing, etc.

For these reasons I recommend this book to practitioners in the mental health field, and not only the beginners. Those of us who have “been around for a while,” and consider ourselves to be experienced therapists can also benefit from this “refresher” and refreshing information. It can also have the impact of re-assuring us that we are heading in the right direction!

Note 1

Cozolino, L. (2002). *The Neuroscience of Psychotherapy*. New York, NY: W.W. Norton. ISBN 0-393-70367-3

Note 2

Siegel, D. (2010). *Mindsight – The New Science of Personal Transformation*. New York, NY: Bantam Books. ISBN 978-0-553-80470-6

Richard Isaacs is a Psychotherapist in private practice in Brampton, Ontario. A past member of NASAP’s COR, he currently chairs the Ethics and Professional Conduct committees of his Professional Association’s Board. Comments on this review may be directed to Richard at raisaacs@rogers.com.

Puget Sound and NASAP Collaborate

This year NASAP and the Puget Sound Adlerian Society are again co-sponsoring a 54-hour Certificate Program for Professional Studies in the Psychology of Alfred Adler. **Robert Powers** and **Jane Griffith**, both past-presidents of NASAP, are presenting four two-day courses and hosting the program at their home in Port Townsend, Washington. The dates for those classes are: February 5-6 (Basics of Adlerian Theory and Practice), April 9-10 (Personality Development & Dynamics), June 11-12 (Individual Psychotherapy), and August 13-14 (Couple, Family, & Child Therapy). **Doug McClosky**, LMFT, will present a special one-day course on “Counseling Teenagers & Their Families” in Seattle on September 25, 2010.

Continuing Education hours for mental health professionals (APA, NBCC, and WA state) and clock hours (for educators) are included in the course fees. For information and registration, please see www.pasadler.org/certificate.pdf.

NEW NASAP MEMBERS JULY – DECEMBER 2009

Mary Bauer
Barry Brunsman
Simona Loredana Dima
Edward M. Doran
Erin Edwards
Tina Feigal
Christina Finlo
Lisa Flood
Hollie Biersmith French
Yair Hazan
E. Rachel Holtzer
Dave Kearns
Beth Kelsey
Martha L. Lind
Amanda Luedtke
Carla Martinson
Kerry Mayorga
Sherrie Michalishen
Deborah K. Mueller
Suzanne Newbold
Adelina Pripu
Deb Pysno
Lisa Marie Raines
Jennifer L. Schmidt
Kathleen (Kay) Sheehan
Laurel M. Sugden
Marti Wilson
Affiliate – Mississippi Society of Adlerian Counseling

Adler Institute on Social Exclusion Annual Conference

“The Social Determinants of Mental Health: From Awareness to Action” is the theme for this year’s conference to be held June 3-4, 2010 at the Drake Hotel in Chicago. This conference will be the first in the United States to convene innovative thinkers from diverse disciplinary and professional backgrounds to address the Social Determinants of Mental Health. The speakers will include David Satcher and Sandro Galea. This conference is supported, in part, by the Robert Wood Johnson Foundation and by the Substance Abuse and Mental Health Services Administration of the US Department of Health and Human Services. For more information, contact ise@adler.edu.

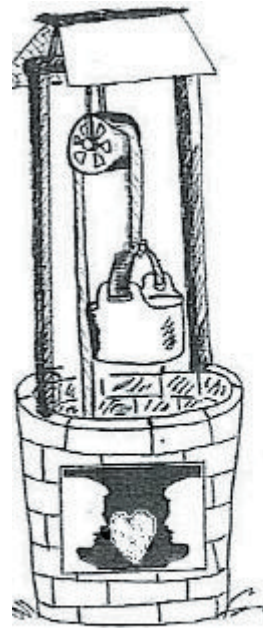
Wellness for Life

Lois Marecek

NEW BEGINNINGS: LET'S BEGIN

Hopefully this will become a series for this time of the year column submission.

The way you start a day can reflect on the day itself, henceforth, "beginning." It has been viewed as establishing routine to daily life or something of comfort that is built on as the day progresses – kind of a foundation and direction of positive energy with little or no stress to "track forward." It can be seen in the form of the exercise routine, music,



meditation or simply the coffee and/or breakfast that jump starts the day.

This push forward can take the shape of other forms. It might be seen as a "mind set" for the day the same way we look at feelings – you choose. I came across some that I'd like to share with you.

As a child you may remember as I do, saying my prayers, "Now I lay me down to sleep ..." It had a way of providing comfort and peace. I came across a couple morning prayers which can add to life, encourage, that I'd like to pass along.

Morning Prayer

Now I wake me up to live,
I'll give life all I have to give.
If today I face a test,
I'll cope and pray and do my best.
With each breath and step I take,
Be with me LORD
For heaven's sake.
AMEN

I do not consider, brethren, that I have captured and made it my own [yet]; but one thing I do [it is my one aspiration]; forgetting what lies behind and straining forward to what lies ahead, I press on. PHILIPPIANS 3:13-14

Those of you who are Disney fans may note that Walt believed in dreams, curiosity, life itself and its lessons, and morals, as well as entertainment. I believe this is part of the precedent he established as being the guiding light of his company. Some of you may recall the movie, "Meet the

Robinsons" (2007). Walt's words, "We don't look backwards for very long. We keep **moving forward**, opening up new doors and doing new things, because we're curious and curiosity keeps leading us down new paths."

As Dreikurs might say, "Life exists only at this moment; fulfilling life means meeting any given situation adequately."

May these words guide and inspire your year's **New Beginnings**.

Warm Fuzzies!

Letter to the Editor

Hi Susan,

I hope the New Year finds you well. I read Steve Stein's review (TNN, 42(6), p. 6) of Alyson Shafer's October PEP Talk and thought that NASAP members might like to know of the original source where they can find out more about the Crucial Cs and their connection with Dreikur's Goals of Misbehavior. *A Parent's Guide to Understanding and Motivating Children* (Connexions Press, 2000) by Amy Lew and Betty Lou Bettner also includes a handy chart for teaching the Cs and Goals with tips for helping kids move their goals and behavior to the constructive side. Also, if readers are interested in learning more about using hats and other props to teach about the goals and the Cs, they may like to see the *Raising Kids Who Can Leader's Guide* (Connexions Press, 1998) by Bettner and Lew. The book is filled with activities for teaching Adlerian/Dreikursian parenting techniques.

I intend this notice to be in the spirit of last month's stated policy of trying to credit original sources. Thanks for all the work you do on the newsletter and for NASAP in general.

~Amy Lew

Resource Page

Connection, Connection, Connection

A child who can connect with others, can ... feel capable, feel valued by others ... and have courage – has a greater opportunity to grow up responsible, productive, cooperative, self-reliant, resilient, resourceful, contributing and happy. Dr. Terry Kottman

Many of us know that when it comes to buying a house it's all about location, location, location. But have you ever heard that when it comes to parenting, it's all about connection, connection, connection. In Dr. Ned Hallowell's book, *Childhood Roots to Adult Happiness; Five steps to help kids create and sustain lifelong joy*, he describes connection as, "Closeness to mother and/or father, perceived caring by mother and/or father, satisfaction with relationship with mother and/or father, and feeling understood, loved, wanted and paid attention to by family members." Ahhh, as I sink into those words I feel a sense of calm, a sense that all is well. And when our children feel that sense of connection, I'm guessing they feel similar feelings and have similar thoughts. Picture the toddler reading a book with mom, snuggled up on her lap where all is safe, calm and good. Or, imagine the excited first grader sharing the experience of riding a bike, without training wheels, as her parent fully listens and shares in the child's excitement.

As discussed by Penny, G. Davis, MA, in an unpublished manuscript, "The Impact of Abuse and Neglect on Attachment, Brain Development, Learning and Behavior," once a child is born they begin a lifetime of connecting with his/her world. Crying, imitating sounds, gurgles and coos, smiles and laughter are all the beginning stages of how a child connects. They learn that when they cry, mom shows up; when they are hungry, they are fed. Their brains are beginning the "wiring" process for a lifetime of connection. An infant's first year of life lays the blueprint for how he/she will connect with others.

A groundbreaking study with adolescents (Halloway, 2002) gave us the research needed to show the importance of connection. The study is called the *National Longitudinal Study of Adolescent Health* and is "one of the most important, comprehensive and reliable studies of American youth ever undertaken." The study demonstrated empirically the power of connectedness. The first phase of the study included 90,000 adolescent students, attending 145 different schools around the United States. This first phase involved hour-long interviews with each student; the second phase was conducted one year later, again with face-to-face interviews.

The study found that there were two factors that most protected children from negative outcomes. Feeling connection at home was first. Second, was feeling connection at school. Children who feel connection at home and school were protected from emotional distress and suicidal thoughts or attempts. Connection protected against violent behavior as well as cigarette, alcohol, or marijuana use; and it protected against early sexual activity. Other factors helped significantly, but none were as powerful as the feelings of connection at home and at school.

So, what are you waiting for? Hang up the cell phone, turn off the e-mail, shut down the X-box and start connecting. Take a walk to the park, shoot some hoops, play with "Barbies," paint pictures, go on a bike ride, play a board game. We invest a lot into our house and place a lot of importance on location so that someday our efforts will pay off. Do the same for your children. Provide them with a childhood of connection so that they might have a lifetime of happiness.

About the Author: **Melanie Miller**, M.Ed. is a Certified Positive Discipline Associate, Parent Educator, Parent Coach and Grade School Counselor. She offers parenting classes in the Bellevue, Kirkland and Redmond, WA area and is available as a trainer of professionals who work with parents and in schools. You can contact her at Melanie_miller@verizon.net or 206.579.2172. To find out more about Positive Discipline, visit www.positivediscipline.org or www.sounddiscipline.org.

Recommended Books:

Hallowell, E. M. (2002). *The Childhood Roots of Adult Happiness*. New York, NY: Random House.
Nelsen, J. (2006). *Positive Discipline*. New York, NY: Ballantine.

Section Highlight: Theory, Research, & Teaching

The charge of the THEORY, RESEARCH and TEACHING (TRT) section is to 1) promote teaching and research on Adlerian topics in psychology, education and related fields, 2) to foster the presentation of such research, and 3) promote discussion regarding theoretical issues. Currently, the TRT Section Representatives to the NASAP Board are Patricia Kyle of Southern Oregon University and Paul Rasmussen of Furman University (South Carolina).

We (Patricia and Paul), would like to take the opportunity of this Newsletter to elaborate on this charge and clarify the role of TRT in the general NASAP mission. Through this, we hope to increase interest in the activities of TRT and prompt discussion about the role, purpose and practices of this section. Concerning the first charge, it is hoped that TRT can operate as a resource for promoting research in, and teaching of, Adlerian principles. In this regard, the TAPTalks program, in addition to its informative value provides a means of connecting people from all over North America who have an interest in Individual Psychology. Teachers and researchers can take advantage of this opportunity to share ideas, broaden understanding and create connections for collaboration. The TAPTalks are casual, easy to manage and always informative.

Further, through the NASAP website, TRT will be creating a list of resources that can be immediately obtained, or to which the individual can be directed, which will be useful as the individual develops his or her own research or teaching. To this charge, we call on the general NASAP body to share with us their own resources that we might then post on the website, either as an immediately accessible download or as a source of reference. This will of course require recurrent updates, and it will be the task of the section representatives and NASAP administration to keep this resource vibrant.

In addition, we have discussed the possibility of a research and teaching forum in which NASAP members can post general questions for discussion. With this, TRT could become a resource for fostering collaboration between teachers and researchers and perhaps for the recruitment of research participants for collaborative investigations.

Concerning the second charge, TRT sponsors the regular poster session at the annual meeting and will continue to encourage NASAP members to submit their projects for this comfortable, informal means of presentation. Concerning our third charge, TAPTalks will remain the primary means for promoting the discussion of theoretical ideas. However, we hope to make TAPTalks even better and will be considering the use of new technologies to enhance

this program. For instance, we are considering the use of online, video conferencing and there was discussion at the recent Counsel of Representatives meeting of creating a Pod-casting resource and other means of broader dissemination of information. Indeed, we hope to facilitate greater YouTube exposure of Adlerian principles. We invite the NASAP body to share with us new ideas and resources, which might include currently available video resources. We will keep the NASAP body informed of these developments as they progress.

The most salient component of TRT has been the TAPTalks. Each month, beginning in October, TRT sponsors a call-in discussion where a researcher or teacher in Adlerian Psychology presents a topic and facilitates open discussion by those who call in for the presentation. These discussions are audio-recorded and these recordings are available through the NASAP office. Each month emails are sent to the NASAP membership informing them of the upcoming presentation. The program is hosted by TRT section Representative, Patricia Kyle. The talks begin at 9PM (Eastern) and last 1 hour. This year, we have already hosted **Richard Watts** who presented on the challenges of academic publishing. On January 21, **Leigh Johnson-Migalski** and **David Castro-Blanco**, both from the Adler school in Chicago, presented a case for discussion, looking at the differences in Adlerian treatment and Cognitive-Behavioral treatment focusing on the emotion of guilt.

In February, **Roger Ballou** from the Adler Graduate School in Minnesota will be discussing the purpose of clinical symptoms (Understanding Symptoms) and in March, **Al Milliren**, and the co-authors of the recent book, *The Psychology of Courage*, (by Julia Yang, Al Milliren and Mark Blagen), will be discussing topics from that publication. We are currently coordinating April and May talks and these will be posted on the NASAP web page as soon as they are finalized. Watch for notices from the NASAP office with direction for calling into the TAPTalk. The procedure is simple.

At present, the TRT section includes ~50 members, which is at a minimum for remaining an active section. We are confident that far more individuals affiliated with NASAP are interested in the TRT charges than are members of TRT. We hope to keep resources open to all NASAP members and not limit them to those with a TRT membership, but this will require that TRT receive the membership support necessary to retain its section status. So, please consider supporting TRT by adding this important section to your NASAP membership.

If you have questions or suggestions that are pertinent to the charge of TRT, please contact either of the Section

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Representatives. One of the responsibilities of the section representatives is to represent the interests and concerns of the section members to the NASAP Executive Committee. We will be happy to talk with you about your concerns and ideas related to this important NASAP section.

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**DON'T FORGET
TO VOTE**

**DEADLINE IS
FEBRUARY 28, 2010**

**SEE THE
NOV/DEC 2009
ISSUE OF TNN
FOR CANDIDATES'
STATEMENTS AND
PICTURES**

Meet and Greet the Ansbacher Lecturer: A Special Opportunity for Students

Susan Belangee

Several years ago, I held a meeting for students at the Annual Conference and asked the students in attendance what would help them feel connected to NASAP. One suggestion has been implemented already - the Take a Student to Lunch initiative has been a successful way for conference attendees to help sponsor students' admission to one of the lunches during the conference. Many students cannot afford the cost of the meals at the conference and felt excluded from the speakers and other events that would occur over the lunch program. This program has provided many students the chance to network, meet well-known Adlerians, and feel that sense of belonging we all strive for.

Another suggestion from these student gatherings was to find a way to get students some one-on-one time with the Adlerian authors they read during their training programs and classes. We have found a way to make this opportunity happen during this year's annual conference in Minneapolis, MN.

Students will have their chance to talk with this year's Ansbacher Lecturer, Dr. **Betty Lou Bettner**, on Friday evening at 5:30 PM. This informal gathering will offer students the opportunity to ask questions and interact with Betty Lou in a smaller setting. The tentative location of this meeting will be announced in the conference brochure and the finalized logistics will be in the conference packets that attendees pick up at the conference registration desk.

In addition to this Meet-and-Greet, a more formal time for students to gather and hear about leadership opportunities within NASAP will take place Friday afternoon. I proposed a conference workshop specifically for students and it was approved by the Sections and the Board of Directors. Therefore, students are encouraged to attend this one-of-a-kind workshop designed just for them as a way to bridge the gap between being a student member and feeling a sense of belonging within NASAP. Today's students will be tomorrow's NASAP leaders. Don't you want to be a part of it all?