



NORTH AMERICAN SOCIETY OF ADLERIAN PSYCHOLOGY

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Resource Page**Adlerian Ideas at the White House**

Early in June **Linda Albert**, author of *Cooperative Discipline*, *Coping with Kids*, and 4 other Adlerian books, was invited by Michelle Obama to a morning at the White House. The meeting was the kick-off for Obama's initiative entitled "Let's Move," designed to tackle the problem of childhood obesity.

In attendance were 500+ chefs, plus one psychologist, Linda. Her idea was to inject Adlerian ideas into this initiative, by making the movement a collaborative affair between parents, teachers, students and the local community. While there, Linda had a chance to interact with Arnie Duncan, Secretary of Education, in order to make sure he was aware of Adlerian programs for schools.

Both Michelle and Arnie were presented with a copy of *Cooperative Discipline*, along with a note inviting them to pursue further Adlerian ideas for this program.

Linda, in retirement for the last 10 years, has begun writing again. This time it's a co-authored cookbook, tentatively titled "Cooking by Concept," in which she will present ideas for inviting family cooperation in the kitchen.

More information about the White House involvement can be found on the web at www.cookingbyconcept.blogspot.com

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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Joy Rupe (left) and Linda Albert (right) at the White House

Milliren's Musings

The other day I was sort of clearing off my desk to make room for some project or other I was getting ready to work on. I ran across a copy of a letter Heinz Ansbacher sent to my friend Ugo Sodini (August 4, 1992). I picked up the letter to refile it and had an opportunity to reflect again on a part of the letter's contents:

"On this occasion I should like to let you know, that there is one matter in our book that I would like to change today. We translated *Gemeinschaftsgefühl* throughout as "social interest." That was a mistake. The translation should actually be "social feeling" or better yet "community feeling."

I have yet to ask Ugo if they used community feeling as their translation for *Gemeinschaftsgefühl* in the Italian edition of the "purple book," but I believe Heinz' comment to be quite significant. The term, social interest, never quite captured what I believed was the full essence of the meaning of *Gemeinschaftsgefühl*. And, although the German does not translate at all well, it is, in my mind, far better communicated with community feeling.

As I thought about the NASAP presidency several months ago, I considered the idea of community feeling being a great theme for my term in office. I didn't know if presidents had themes like we do for conferences and the like but it seems like it might not be a bad idea. It would be on the order of have a goal or objective for one's mode of leadership except maybe more reflective of the attitude side. A goal or theme of community feeling would be something to achieve or accomplish. Even more so, to live up to through one's *modus operandi*. And there would be measurable dimensions - we'd be able to assess degrees of cooperation, contribution, and courage. Not only could we "practice what we preach," we would have a means for knowing whether or not we are actually doing it!

Mike Crane, one of my interns in our Guided Visions Project in Park Forest, explains that *Gemeinschaftsgefühl* or community feeling is that quality or strength that helps us navigate through life. The more we have, the easier the navigation. The adolescents in the program seem to "get it" when it is explained that way. We go on to discuss purposes for behavior using Dreikurs' four goals to describe misbehavior. We're moving more and more toward the application of Mitch Messer's model where he relates to misbehavior as mischief. In this way, it is less negative sounding since "mischief is something that does not need to be done!" This approach offers a means for assessing what is going on and a means for talking about the reason or purpose for the behavior.

Now, to put all these musings into perspective. We have a solid goal for leadership and operation -- community feeling. We have a means for identifying behavior we would rather not have -- mischief. We have places for gathering and are able to identify alternative sites as needed. Looking back over the recent history of the organization, I have been left with an excellent heritage and many previous presidents to thank. All that is left to do is continue on with the business of NASAP!

New Books and Other Materials



Paul Rasmussen has written a new book, *The Quest to Feel Good*, that describes how emotions, rather than being the result of random or disordered biochemical processes, are adaptive mechanisms that are often over relied upon as a function of basic learning processes. The emphasis of the book is an integration of the basic premises of Adlerian psychology with the evolutionary-imperative

model presented by Theodore Millon (1990, 1999). This integration is used to explain the primacy of emotions in the manifestation of most clinical conditions. It is argued that this is a critical integration and focus that makes the volume important, necessary and unique to mental health professionals. Case examples and illustrations are offered throughout the text. The book is now available (ISBN: 978-0-415-96531-6) from Routledge and can be ordered through the publisher at www.routledgebehavioralhealth.com or from www.amazon.com.

Henry Stein announces the availability of Adler's profound and inspiring lecture, "The Meaning of Life" (available at www.Adlerian.us/tp-7b.htm). Alfred Adler offers a clear, practical philosophy of living, achievable by anyone. The directness and clarity of Adler's ideas make them easily understandable. However, upon closer study, his seeming simplicity actually embraces a richness, complexity, and depth that many critics miss. You are invited to read Adler's lecture and share your comments in our discussion forum at www.behavior.net/bolforums/forumdisplay.php?f=6.

Research Study on Workplace Environment

Amanda Healey

Have you ever been discouraged by your job? If you answered yes, then you are like millions of people trying to navigate a working environment that may have been personally and professionally discouraging. We are doing research to help evaluate the factors that contribute to discouragement in the workplace in order to develop an informed way of intervening to create an empowering, desirable working environment for everyone—specifically in the mental health. Please help us validate an inventory designed to assess discouragement and workplace behavior by going to: <http://tinyurl.com/characterstudy>. This project is being funded in part by a grant from the Southern Association for Counselor Educators and Supervisors.

“The Courage to be Imperfect” CDs

The NASAP Office has 7 copies of a CD made from a tape that was part of Oscar Christensen’s collection. The CD is of Rudolf Dreikurs presenting in the late 60s or early 70s in Arizona on “The Courage to be Imperfect.” The original tape was given to Jim Bitter by Mary Christensen noting that the tape was made by Dr. Christensen with Dr. Dreikurs’ permission.

Dr. Bitter states that the sound quality is not the best and you must turn up the volume to high. However, it is a rare recording that is probably valuable to scholars and people who just want to hear Dr. Dreikurs’ voice. The cost of the CD is \$25.00 (includes shipping) and is available by contacting the NASAP Office by phone (717) 579-8795 or email info@alfredadler.org with a credit card number or by sending a check for \$25.00 to the NASAP office. All proceeds from this sale will be donated to the Oscar Christensen Fund.

Look for Pictures from NASAP 2010
at
www.alfredadler.org
and
get the latest information on
NASAP 2011
Victoria, BC
May 12-15

In Memoriam - Floy Pepper



Floy Pepper, co-author of *Maintaining Sanity in the Classroom*, passed away at the age of 93 on June 11, 2010. A full obituary, detailing the life and work of Mrs. Pepper, is posted on NASAP’s website. Contributions may be sent in her name to Remembrance, LLC, the fund Mrs. Pepper established to aid Native Studies students in Portland State University, in care of 2200 S. W. Scenic Drive, Portland, OR 97225. Below are some memories of Floy that members submitted to honor her.

Submitted by Moya Jack:

In 1969 I was working as a Community Health Nurse in a High School in Vancouver, B.C. I worked closely with counselors and when I heard there was to be a 5th Annual Counselors Conference at U.B.C., with Dr. Rudolf Dreikurs as the guest speaker, I decided I would like to attend. While listening to Dreikurs speak I was very impressed with his talk of how to raise children in a democratic way, without punishment but with encouragement and respect. When he finished his talk the atmosphere in the room was electric and everyone seemed to feel as excited as I did about these new ways of raising children.

After reading Dreikurs and Soltz (1964) *Children the Challenge* I discovered how to work on improving parent-child relations. Using the newly found principles of child-raising, I felt encouraged to start a Parent Study Group. In 1973 I joined the Adlerian Psychology Association of British Columbia (APABC) and attended my first ICASSI held in Portugal. One of the sessions I attended was chaired by Floy Pepper and the topic was “Why Children Misbehave.” The

concept of children's behavior was very new to me and I felt elated to think there were ways I could begin to understand children's misbehavior and perhaps help teachers and parents when they were seeking help. I really loved the new ideas and read many books and attended every workshop that was sponsored by the APABC.

Children the Challenge gave me courage to start a Parent Study Group. I began an evening group in the high school, which was well attended and very much appreciated. From there, I began giving groups continually in schools, daycare centers, pre-schools, and at the health department. At ICASSI during the evening entertainment I was always delighted to see Gilbert and Floy do their "native walk" around the circle, looking very majestic and proud of their heritage. Their grandson "Jimmy" also participated in the ritual.

Floy came to Vancouver several times to give workshops. *Maintaining Sanity in the Classroom* was a very popular workshop with teachers and the one for which Floy was best known. Floy was dearly loved by us all and we appreciate all that she has contributed to Canada and the world. She will be greatly missed.

Submitted by Edna Nash:

My introduction to Floy Pepper in 1971 was in a small group led by Rudolf Dreikurs in Jerusalem at the third International Adlerian Summer School which became the first ICASSI. After Dreikurs' acclaimed presentation of Adlerian Theory and practice at the University of British Columbia in 1969, 25 keen attendees made the trip to Israel to experience more. It was in these years that Floy collaborated with Rudolf Dreikurs and Bronia Grunwald to publish *Maintaining Sanity in the Classroom* (1982), which I used as a text for my classes for teachers and counselors at U.B.C. It was because of her effective work and leadership with counselors and teachers that Floy made her mark in British Columbia.

By demonstrating the Adlerian approach in classroom management at the time when the community was eager for more, Floy's workshops drew crowds of 300+. As an educational leader, Floy shared her "Indian" heritage with the First Nations communities in the Province of British Columbia.

Member News

Frank Choate has recently donated two boxes of books by Adler, Dreikurs and others. All are in excellent shape and some are first/or/very early editions. Look for them at upcoming silent auctions held at the conference.

Paul R. Rasmussen

I had the opportunity to travel to Ankara, Turkey, to do two days of teaching on Adlerian case-conceptualization to members of the Turkish Psychological Counseling and Guidance Association. This was an incredible trip for me personally, but more importantly the visit highlighted the enthusiasm for Adlerian ideas among this Turkish group of professionals who had come to the workshops from all regions of Turkey. The workshops were well attended and the excitement for learning was strong. In attendance were therapists and guidance counselors, many who were familiar with Adler and Dreikurs and the tenets of Individual Psychology, and many were new to the theory.

Throughout the two full days of learning, attention remained focused and enthusiasm remained high. The workshops were held in a wonderful hotel conference center in downtown Ankara and the organizers of the workshops could not have done a better job. **Dr. Zeynep Sumer** and **Dr. Oya Guneri**, two faculty members at the prestigious Middle East Technical University (the M.I.T. of Turkey) took time from their busy academic and professional lives to make sure the workshops ran smoothly and to keep me entertained while in Ankara. I ate well, enjoyed some wonderful coffee, tea and various Turkish delights. In addition to Professors Sumer and Guneri, **Dr. Tuncay Ergene**, President of the Turkish Association, contributed to the success of the workshops and was an excellent host.

It was extremely heartening to me to see the excitement for learning more about Individual Psychology among those in attendance. It is my strong hope that this enthusiasm will remain high and that NASAP and we members will do all we can to help keep that enthusiasm going and the interest growing. The fact that Individual Psychology transfers so smoothly from one culture to another underscores the genius of Adler and Dreikurs and their understanding of the human experience. Wherever one is in the world, people live their lives seeking opportunities to find joy and validation, to move from a minus to a plus and through social interest everyone has the best opportunity for positive movement, this was clearly on display in Ankara.

Frank Walton

I will be teaching a family counseling course offered by Centro Adleriano Institute of Montevideo, Uruguay, October 18-22, 2010. The local contact person is Institute Director, Professor Yair Hazan. For more information send an email to: Yairhazan@centroadleriano.org.

Upcoming Conferences/Trainings

SCSAP

The 28th annual conference of the South Carolina affiliate will again be held at the Springmaid Beach Hotel in Myrtle Beach September 24-26, 2010.

The program includes full day and two half-day workshops on Friday, nineteen 75-minute presentations on Saturday, and six half-day workshops Sunday. Fourteen hours of CEUs may be earned through the National Board of Certified Counselors and various professional boards.

Cindy Walton-McCawley, co-author of *The Courageous Parent* will be the keynote speaker Saturday morning. On the lighter side, our traditional complimentary hospitality gathering will be held Friday evening. Conference registration includes hors d'oeuvres Saturday evening and poolside social, sing-a-long, and line dancing Saturday evening.

The registration brochure is available on the SCSAP website at www.adleriansc.org and will be e-mailed to NASAP members.

MAPS

The McAbee Adlerian Psychology Society will hold a fall conference on Friday October 8, 2010 from 8:30 – 4:00 pm at the AFI Silver Theatre and Cultural Center (AFI) in Silver Spring, MD. The title of the conference is “From Conflict to Cooperation in Adult-Child Relationships – Recognizing and Correcting the Mistaken Notions Behind Useless and Dysfunctional Interactions.”

Designed for mental health professionals and parent educators, this seminar will introduce participants to the interactive mistaken goals that lock children and adults into repetitive patterns which result in unwanted negative outcomes. Renowned for his Adlerian expertise and clinical sensitivity, Dr. Jim Bitter will integrate theory and practice with two live demonstrations, one with an individual and one with a family. He will illuminate the ways in which dysfunctional interaction develops and how a lack of awareness almost always leads to automatic responses that are ineffective. The live demonstration and consultation format will be the heart of the conference. For more information, contact the coordinator, Marlene Goldstein, at 301-236-4381 or maba516@aol.com.

PSAS

The course “Couple, Family, & Child Therapy,” will be offered October 22-23. This course is the fourth two-day course in the PSAS 2010 Certificate Program for Professional Studies in the Psychology of Alfred Adler. The brochure

and registration form are available at www.psasadler.org/certificate.pdf.

Please also see www.psasadler.org/ct.pdf for information about our September 25th one-day course on “Counseling Teens, Young Adults, & Their Parents,” to be presented by Doug McClosky, LMFT, in Seattle. CE hours are also included in the fee for this course (and NBCC and APA hours).

Psychology for Today: Comments From a Participant

Melanie Christopherson

I am still a little puzzled about how Linda Kasdorf and Deb Gibson got me so excited about spending two whole days discussing the life of a man who was born in 1870 and had the chin of John Travolta with the physique of Danny DeVito. Yet somehow, Deb and Linda of ThinkLife Empowerment Company did just that, and more.

When I registered for “Stage One - Psychology for Life, Work, and Play” in November, I hoped that the two days would fulfill my expectations. By the time that lunch rolled around on the first day, Linda and Deb’s knowledgeable and relaxed facilitation styles pulled me in and made the topic come alive. I knew that they were giving me tools that would benefit me as a mom, as a professional, and as a member of our community.

By the time the two days of Stage One were over, the nine participants and the facilitators had formed a strong bond. We gained deeper knowledge about Adlerian Psychology, increased our self-awareness, and developed our own meanings about how our new-found knowledge would be applicable in our day-to-day lives. Needless to say, I jumped at the chance to participate in “Stage Two - Yes, You Too Can Lead a Group: Adlerian Facilitator Training” which was offered in February over two days. Stage Two proved to be another fantastic investment of my time and energy. In this stage, Deb and Linda empowered each participant with feelings of confidence, affirmation of skill, and a toolbox full of useful tips for developing and facilitating our own groups. As participants, we had the opportunity to practice our delivery technique in a safe, encouraging, and nurturing environment. I believe that I can speak for all eight participants when I say that each and every one of us left with renewed purpose as Adlerians and increased self-assurance as facilitators.

I would highly recommend this training to anyone considering registering for the upcoming sessions through ThinkLife Empowerment Company. Psychology For Today is being offered again in fall 2010:

Stage 1: Psychology for Life, Work and Play will be held on Sept. 23 & 24, and again on Oct. 21 & 22

Stage 2: Yes, You Too Can Lead a Group: Adlerian Facilitator Training will be held on Nov 25 & 26.

Contact ThinkLife Empowerment Company by phone at (306) 653-5433 or e-mail at info@thinklife.ca. You can also visit their website at: www.thinklife.ca

Mim Pew Receives Lifetime Achievement Award

Miriam Pew Ferguson, just “Mim” to most of us, has long been involved in the Adlerian community. A much-admired, well-respected, long-time member of NASAP, she served on the Delegate Assembly (before it became the COR), has presented at most NASAP conferences and was an original faculty member of ICASSI. In the 1960’s she and her late husband, Bill, brought Dreikurs and the Adlerian concepts to MN, resulting in dozens of Family Education Centers (FECs) and a very popular open-forum marriage counseling program, held weekly at a local hospital. She and Bill were also instrumental in the formation of the Adlerian Society of Minnesota, which later became the Adler Institute and now the Adler Graduate School.

On June 3, 2010, Mim received the Lifetime Achievement Award from the National Association of Social Workers – MN Chapter, “in recognition of the outstanding leadership and service” she has provided to the Social Work “profession and the community throughout” her “career.” While working on a BA (which she received Cum Laude), and then an MSW, and raising five children, she worked with young African American men recently released from the Work House – ask her to tell you the story of how she took a gun away from one of them and how they “protected” her car from the vandalism that was prevalent in the neighborhood where she worked.

Four NASAP members were instrumental in her nomination: Mary Jamin Maguire, Susan Pye Brokaw, Eva Dreikurs Ferguson and spearheaded by Pat Juare. Also writing letters of support were old friends and colleagues, including Don Crannell – who was also active in the FEC’s in MN. Mim’s work with Gisela Konopka (author of *Adolescent Girl in Conflict*) at the Center for Youth Development, University of Minnesota, was also noted.

Letters of nomination mentioned that Mim called her therapeutic approach “the loving way ... disarming the

coldest hearts with her infectious smile.” And said, “She lives her life through her heart ... balanced ... with a gifted mind that is always searching for new understanding and growth in our profession of healing.” Eva mentioned her “inspired, gentle and insightful teaching” at ICASSI.

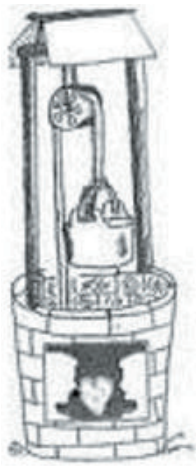
Mim is still going strong, she continues to see clients and students from the Adler Graduate School, in didactic therapy, and presented a workshop at the recent NASAP conference, “Elder Circle: Reflections and Musings from Seasoned Adlerians,” where she discussed the aging process, its blessings and challenges, and encouraged participants to care for body, mind and spirit, to keep a positive attitude and engage in useful, contributing activities as a way to stay active and vital. And she is doing just that!



Michael Pew (Mim’s son), Mim, and Choli Merrill-Jaja (Mim’s daughter)



Mary Jamin Maguire, Michael Pew, Mim, Choli Merrill-Jaja, and Pat Juare



WELLNESS FOR LIFE
By Lois B. Marecek III Ed., MCC, LPC
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Wellness for Life

Lois Marecek

SUMMER THOUGHTS

It's that time of year that our thoughts and actions focus on summer. I don't know about you, but for me, where has the time gone? It seems like only yesterday, speaking from a school context, the year was in full swing. Now we are coming to its closure.

As the saying goes, "When one door closes, another opens." In this case, SUMMER. The meaning of summer can bring visions as vast as a prism's colors dancing in the sunlight. It can take us down the path of childhood memories

Pastel tops, flip – flops
Lemonade, under shade
Cool breezes, some sneezes
Late nights, water fights
Lightning bugs, cold root beer mugs
Palm trees, ocean breezes
Love crushes, tingling rushes
Cool cars, shooting stars
Laugh n stitches, secret wishes
Ice creams, sweet dreams
Fishing poles, swimming holes
Starry skies, yummy pies
Sleeping in, sneaking out
Carefree, gleeful me!

It was also a time of innocence, adventure and amazing friends, in addition to a time of energy, passion, imagination and just plain fun. Adults on the other hand seem to travel one of two roads. One, where it becomes a renewed life's journey, rekindling its essence. Even the "little things" are embraced.

Day walks, night talks
Books to gaze, as I laze
Beach sand, cool tan

For others, the road is viewed as bored, irritating children under foot or the constant chauffeuring to this and that plus the expected, annoying family functions based on overbooked social calendars. It has become a time where facial wrinkles are predominant, stress is high and fuses are short. Sometimes as adults we get so caught up in life's pace that it reflects today's technology: fast and ever moving - losing the awareness and pleasure of those "little things" in life.

John Lubbock describes, "Rest is not idleness, and to lie sometimes on the grass on a summer day listening to the murmur of water, or watching the clouds float across the sky, is hardly a waste of time."

Taking it a step further, "Summer is the time when one sheds one's tensions with one's clothes, and the right kind of day is jeweled balm for the battered spirit. ..." Ada Louise Huxtable.

Take time to smell those roses to regain that bliss of innocence. It may give a renewed perspective of life, one that is more enjoyable and keeps those wrinkles at bay!

Until we meet again in the fall. Warm Fuzzies

The Conversation Continues -- Building a Basic Home Study Course

Al Milliren

The two Als had a plan to meet for coffee in July during the conference. That didn't work out! Seems like they were going in opposite directions every time they had a chance to sit down for a few moments. August also wound up being a bad month for a coffee date. Before it was totally gone, Big Al and Little Al had a few moments to get together at the local PineraBucks. Little Al was filled with excitement; she had an idea for a course and couldn't wait to share it!

"Hey! Wait 'til I tell you about the course I have in mind! I think it's a winner. You're gonna love it! I was reading this thing by Adler and it's perfect for a course!"

"I'm not sure one article can make an entire course, Little Al.



"Of course. But that's not the idea. Listen. Here's a real simple deal Adler made about the life tasks. It is the best, most simplest definition I've ever really heard. Just listen:

"Three main categories of questions have to be answered to show us where this meaning of life can be found. The first question pertains to the social

side of life: the relationship between you and me. The second question is the relationship of the individual to work: how can I be useful, how can I contribute to the well-being of all? The third question is the question of love. To be interested in a person of the other sex who is physically attractive, to have more interest in that person than in oneself, to strive to make life easier and more pleasant for the other is inseparably connected with progeny" (Adler, 1931, pp. 11-12).

Isn't that neat? I wanna teach a course about the life tasks. I've been thinking about it a lot. So, how do I put it together?"

"Okay, I rather like this idea too. Let's talk about what you need to do. First, how do you plan to teach it? I'm thinking about whether you would have your class members meet at one time or would they be on their own. That probably is the most basic consideration. People generally talk about synchronous or asynchronous classes. We kind of have a language of our own -- it makes us feel special. Synchronous is where everyone meets at a specified time; asynchronous is the opposite. Most teachers prefer to meet"

"Okay, . . . okay, okay! I get it, I get it. But I really want them to meet all together!"

"Do you realize how difficult that is . . . how hard it is to get everyone to show up at the same time?"

"Well, I thought about that and I have an idea. I'm thinking the course needs to meet only twice for a lecture/discussion. Each meeting would only last for an hour and a half . . . and maybe that's even too long."

"And too, you are going to have discussions. You can break up the time with good discussions and other activity. That would make just three hours of lecture all together."

"Well, sure. I am only doing the three tasks. I'm calling these the "blue collar" life tasks. The basic, ordinary, everyday necessities of living. Things a person can't do without. It was like what Jane Griffith (2008) said:

Adler used the German *aufgabe*, meaning assignments – such as a teacher assigns a student – to convey the notion that life itself assigns these three tasks to each human being. Certainly life presents illimitable numbers of other challenges and opportunities that may invite our interest and attention, but these do not demand cooperation for their solution and do not decide our survival (Griffith, 2008, p. 5)

This could be a pretty important course. To really do the life tasks, I would have to go for the social task as a major one with the lesser tasks of sexuality and occupation."

"That could make this a fairly important course, you know that?"

"I didn't fully realize it until now."

"Nor I, really."

"Now I want to do it more than ever."

"I want you to, more than ever! Let's see if we can figure out the CE's."

"How do you do it, though?"

"I use a rough system based loosely on time and effort. I figure out the time spent in the class and the effort involved in meeting class requirements. If a class has a lecture/discussion component, I figure that in a 2 to 1. Two hours of lecture/discussion yields one CE. This assumes, however that the student contributes something to the discussion. I had software that kept track of that on each student; I kept quality points on my grade card. So, say you do 1½ hours of lecture/discussion. A student does well with the entire process and earns 3 hours of credit for the two sessions. The student even comes back on another occasion to repeat the lecture/discussion series again. We are now looking at possibly 6 hours of basic credit or 3 CE's. You know, maybe you'll want to think about increasing your lecture/discussion time to 2 hours. That way, the students can get a minimum of 2 CE's for attending class and participating. We're starting to look at a 5 CE class. It rather felt like that in the beginning. And that, though, would be an absolute minimum offering -- kind of like two weekends and a project!" Then we are looking at some sort of project that will take the average person approximately 6 hours to work up. By the way, what was your idea for your synchronous meetings?"

"It was like your two weekends. I'd schedule a regular class time. Instead of just one meeting time, I'd do three or four of them. Students could come when it was convenient. No show; no credit. That would be part of the grade or final CEs awarded. Miss one CE worth, grade goes down one letter grade; miss two, grade goes down two. I could use the + and - to adjust for partial credit. Then, they would have to decide on a project and those would be graded according to the definition of community feeling."

"This sounds certainly workable. I can tell you've been thinking."

"Of course. Oh, one more thing. They would have to sign up for Skype. There is no expense involved there. It would be a necessity for our discussions. And, the second item would be to have a camera that is working for their computer."

This allows for face-to-face contact during the lectures and discussions.”

“I hate to ask. I’m sure you already have this worked out.”

“Oh, absolutely. I’ve worked out some of the bugs with Joyce DeVoss. She is a lot of help and can assist anyone with their course development. This face-to-face contact is great for working with a class, though. You should try it sometime!”

Big Al and Little Al continue their conversation. It turns its focus toward pay for teaching home study classes and how everything gets put together to make the system workable. Watch for this conversation in the next issue of *TNN*. Little Al will soon have the Life Task course prepared for its maiden voyage as a 5 CE offering. There will also be a 20 CE course available on the E5 or Encouragement Groups. Announcements will be forthcoming.

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A Modern Adlerian Approach To Freud

Lyric Peate

The notorious Sigmund Freud has been heavily criticized and defended since the advent of his theories in the late nineteenth, early twentieth centuries. Some have called him one of the most influential and original thinkers of his time, while others have called him a fraudulent, self-serving crackpot. What is clear is that his ideas were new and controversial, in effect drawing attention to the growing field of psychology.

This flocking created the Vienna Psychoanalytic Society, of which Alfred Adler was a member. Eventually Adler broke away from psychoanalysis to create psychotherapy and an individual-centered interpretation of personality. Though they separated due to intellectual differences, there was a time when they could tolerate each other, if not agree on several issues. If Adler saw something in Freud, then what was it, and could we be missing it?

The flaws in Freud’s theory are so glaring that they almost discredit the bulk of his work. His associates, such as Carl Jung, re-structured or changed his theories for use in practice and today Neo-Freudians accept the basic tenets of psychoanalysis but de-emphasize other aspects such as the overly sexual and aggressive bents of his work.

Freud theorized that the life drive of human beings was mainly directed by aggressive and sexual urges, meaning that in essence mankind is self serving and evil. Since there is no way he could have surveyed the entire planet, this idea is most likely based on case-studies and his own psyche. Some go so far as to say that during psychoanalysis Freud would ask leading or suggestive questions to get the answers he wanted. Deriving an entire theory off of biased sources seems like an attempt to explain Freud to himself. Despite its unreliable sources Freud’s theory made the idea of an unconscious or sub conscious more popular and a potential factor in treating psychological disorders.

Another cause of doubt is Freud’s blatant sexism, embodied in his ideas that women are inherently jealous of men because they wish they were in the more dominant gender (at that time). He called this penis envy, which led to the Elektra complex, or a female’s sexual desire for her father. This concept was reflected in males by the fear of castration and the Oedipus complex. Because these claims are obviously invalid and probably cocaine driven, almost no one takes them at face value.

One possibility is that these ideas were precursors to Adler’s theory of the inferiority complex. For instance the regret females supposedly had at not being male would be because they wanted more control and dominance in their own lives and since they didn’t have this they would develop an inferiority complex.

Probably the idea Adlerians criticize most about Freud is the lack of control humans have on their behavior. Freud speculated that the causes of negative behavior were repressed as a defense mechanism, and the patient couldn’t remember the original reason for their actions and thoughts. At that point Freud attempted to rip the memory from their unconscious mind into the conscious part, which would allow them to resolve the problem. However, because the memory was forgotten, Freud would simply suggest various ideas of what it could be until the person said, “That’s it.” This method, being unreliable and almost comical, disparages Freud’s credibility and concern for his patients’ wellbeing, but at the same time shows that he was attempting to foster self discovery and understanding as a treatment, or the talking cure. What if the inaccessibility of the ‘unconscious’ is really due to the person’s lack of self evaluation and not the nature of the unconscious itself? Did Freud believe that the unconscious was really inaccessible, or was this merely an easy way to explain introspection to his patients?

In addition, Freud’s defense mechanism called sublimation was the act of transforming negative occurrences into

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The Gift of a Struggle

“Pain is part of life. There is no way to escape its existence ... No parent wants to see his [or her] child suffer. However, there are times when pain is inevitable. The child who is courageous *actually suffers less* ... We must help our children to accept pain and distress. Only if we are impressed with the child’s fear does he [or she] become timid and fearful.”

Rudolf Dreikurs, M.D.

As a new school year starts, many students are excited as they eagerly shop for school clothes, classroom supplies and the perfect backpack. Parents, too, may breathe a sigh of relief as the fall routine and schedule returns. For other students, returning to school can be stressful. They might be thinking, “Will I ever be able to keep up?” “Are those kids going to keep picking on me?” “Will anyone play with me at recess, or will I be alone?” As individual as our children are, so are their school experiences.

School offers children many opportunities that go beyond academics and their intellectual abilities. Each day they are learning about their emotional, physical and social limits and strengths. Each school year their world changes and the struggles can become more difficult. Math gets more complicated and so does friendship. A child that was once great at addition may struggle to learn long division. Long time friends may move into a new group, leaving old friends behind. A child who was once a star soccer player, may get bumped out of their position by a new kid in the neighborhood.

Along with the struggles come opportunities. Challenges are a part of life. We see this in the natural world – consider, for example, the caterpillar that becomes a butterfly. After struggling against the cramped walls of the chrysalis – the butterfly emerges with wrinkled and damp wings, unable to fly. If, at this point, we step in to help the butterfly and gently touch their wings to straighten them we actually harm the wings and take away the butterfly’s ability to fly. Instead, the butterfly needs to face the challenge; he needs to find his own strength and, in his own time, straighten his wings and fly away. Watching the butterfly struggle without stepping in to “help” can be difficult – letting our children struggle to find their way can be difficult, too. Following are some tools to help parents support them as they support their children by “letting go.”

Listen: While driving your kids to and from school, or walking with them, hang up the cell phone and put away your mental to-do list. Use that time to listen to your children’s hopes and fears about the day ahead. Recognize and validate their feelings, “It sounds like you’re having a hard time with reading this year.” And don’t gloss over their struggles, for example, saying, “Oh, don’t worry, it will get better.” When your child is done talking, ask, “Is there anything else you want me to know?” And if your child talks about a challenge, ask, “Do you want help with this, or do you just want me to listen?” As an adult, have you ever noticed that often times you just want someone to listen – with no advice, no opinions? And, have you ever thought about how rare and special it is when someone does listen? We often find solutions to our problems just by sharing our thoughts and feelings, our stories ... our kids do that, too. Consider this: if you reassemble the letters of LISTEN they spell SILENT.

Connect, Connect, Connect: A child’s strongest need is to belong, to feel connected. Find moments to spend time with your child. Focus all of your attention on the child with no thoughts of what to make for dinner, whether the electric bill was paid or the presentation you have to make at work tomorrow. Most of our lives are busy with constant interruptions; close off the outside world for a while and spend some time with your child riding bikes, shooting hoops or sharing a hobby.

Take Time for Training: Children need to learn social skills and how to get along with others – just like they need to learn how to add and read. Training in any skill should take place during times of low stress and throughout a child’s life (as their abilities grow), utilizing patience, confidence in the child’s ability to learn and encouragement (“Try again, you’ll get it”). And, sometimes, parents teach by stepping back and letting the child practice on their own – struggling out of a tough situation by themselves.

Don’t Do For A Child What They Can Do For Themselves: Have faith in your child’s abilities to solve his/her own problems. Before getting involved in your child’s struggles ask yourself, “What is my motive?” Is it to save him/her from disappointment or from making a mistake? Is it because you’re embarrassed and wonder what the other parents or

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teachers will think about you? If so, talk to a trusted friend and ask for help in having the courage to trust and have confidence in your child's abilities.

All of us have life challenges. If we deal with those challenges – if we walk through them, rather than around them, over them or under them – we come out stronger. Challenges are gifts. Let's all watch in wonder as our children accept the struggles and strengthen their wings as they work through them.

About the Author:

Melanie Miller is a Grade School Counselor, a Parent Educator, a Parent Coach, and a Certified Positive Discipline Trainer. She offers parenting classes in the Bellevue, Kirkland and Redmond, WA area, and trains family and school professionals. You can contact her by email at: miller@verizon.net, or by phone at 206.579.2172. Visit www.positivediscipline.org or www.sounddiscipline.org.

Recommended Books:

Dreikurs, R., & Soltz, V. (1990). *Children: The challenge*. New York: Plume.

Nelsen, J. (2006). *Positive discipline*. New York, NY: Ballantine. (Other books in the series may be helpful, too)

Who Are the Diplomates in NASAP?

Al Milliren

Erik Mansager



I have been trying to remember when I first met Erik and seem to recall that it might have been when I was seated on the Council of Representatives (COR) of NASAP the first time. I was greener than grass and there I was – sitting with some of the NASAP “greats.” I was in awe! I had been appointed to fill an empty position on the Board of Directors

(BOD) or COR. Right now I don't remember which group it was to which I was attached. Green as grass! But there I was, the at-large representative. Not knowing what I was doing, I looked around to see who looked friendly and who might be willing to help me out. And there they were: Jim Sulliman, Edna Nash, Daniel Eckstein, Wes Wingett, Becky

LaFountain, John Newbauer, Linda Page, Erik Mansager, and I don't remember who all else! But there I was – sitting with this phenomenal group of Adlerians who were to become my mentors and friends.

We wound up one evening going to Pizzeria Uno and I sat near Erik. Here was someone with whom I could easily connect. I knew then and there that Erik Mansager was someone I could rely on for help in fulfilling my new role. And I was right. At that time, Erik was at the University of North Dakota directing the counseling center. Erik has actually lived two lives in his professional career – he has worked in human services and in higher education. On the human services side Erik has worked and supervised in child protective services, directed a children's shelter, run an adolescent substance abuse program, and, prior to his position, ran two counseling centers on college campuses. On the academic side, he has taught at the undergraduate and graduate level in California, North Dakota and Illinois, and continues to provide adjunct services to Webster University's Geneva branch.

Erik is currently the Director of Counseling at an international K-12 school in Switzerland, Collège du Léman. The college is fairly large with 2200 students, 200 of whom are boarders from all over the world. The counseling department provides psychological counseling, discipline based wholly on the Adlerian model, learning support services, and safety and security for the campus. Erik told me that the opportunity opened for him when he was in Switzerland giving a lecture on Adler and social responsibility - something he had been working on while at the Adler School in Chicago.

The Director General of the school heard the talk and negotiated with Erik and Jane (Pfefferlé) to join him on the faculty a month later. Jane, who was also a NASAP member had already introduced the Director to *Positive Discipline* through some training she had provided the school. Since Erik and Jane had decided to marry, they needed to decide if they would make their life in Chicago or in her adopted country of Switzerland. “It was an offer I couldn't refuse,” states Erik. “We have just finished celebrating two great years here this summer!”

Adlerians, typically have an interesting story to tell as to how they came to Adler. Erik's route was no less unique. He was introduced to Adler by one of Oscar Christensen's students, Micky Gamble, who was running a children's home in Wyoming where he was doing an undergraduate practicum experience. He was touched by the respectful approach Individual Psychology offered. As a result, Erik searched out “Chris” and found him in Arizona where he completed his University of Arizona (Tucson) masters in 1981. He worked with both Chris and Betty Newlon. It

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energy which would then be directed towards socially useful causes such as art or invention. This concept brings to mind Adlerian social interest and the cognitive technique of manipulating negative thoughts into positive ones. Freud distinctly stated that sublimation was the most desirable defense mechanism, so he seems to have valued *Gemeinschaftsgefühl* to some degree.

In Adlerian psychology a negative is not always a negative, depending on how you look at it. Evidently this can also be applied to Sigmund Freud. When I turn my head and squint a bit, I can see where he's coming from.

[This article is a reprint from a recent Adlerian Society of Arizona Newsletter. Contact the author for reference information]

Diplomate: Erik Mansager . . . continued from page 11

was Betty who helped him get part of his master's thesis published and that began what Erik labels as a "modest publication career" in Adlerian psychology. This modest career includes 50 or more books, articles, book chapters, monographs, and training events.

On the professional side, Erik also has a number of significant activities and accomplishments. Some highlights include:

- Serving as president of NASAP, 2004-2006. This was a five-year commitment including serving as vice president in 2004 and past president in 2006-2008. He also served an additional two years as vice president during 2000-2002.
- Erik has attended ICASSI (International Committee of Adlerian Summer Schools and Institutes) beginning in 1987 and has participated in over 200 hours of study since that time. ICASSI, incidentally, is an international organization providing continuing education courses in

the field of Adlerian (Individual) Psychology. The Rudolf Dreikurs Summer Institute is held in a different country each year following the tradition of Dr. Dreikurs who established the first International Summer School in Denmark in 1962.

- He completed the APA Certificate of Professional Studies in Individual Psychology taught by Bob Powers and Jane Griffith in 1985. Then, beginning in 2007, Erik began studying with Henry Stein in Classical Adlerian Depth Psychotherapy – the Alfred Adler Institute of Northwestern Washington, Bellingham. "Classical Adlerian psychotherapy is characterized by a diplomatic, warm, empathic, and Socratic style of treatment. This climate embodies the qualities of respect and equality necessary for building a trusting, cooperative relationship" (Stein, 1997).
- Erik has served as editor or co-editor of three special issues of *The Journal of Individual Psychology*. The topics included "Social Justice: Addressing Social Exclusion by Means of Social Interest and Social Responsibility," "Affirming Lesbian, Gay, and Bisexual Identity," and "Holism, Wellness, and Spirituality."
- And, of course, receiving the Diplomate in Adlerian Psychology in 2000 as part of the initial cohort of recipients.

On the personal side, Erik writes: "Jane and I both love music - our own, each others, and most any kind. She is a professional singer and I a semiprofessional guitarist -- both of us stay involved in music avocationally. We both enjoy reading mindfulness-focused literature and research. We are also both engaged in Classical Adlerian Depth Psychotherapy training with Henry Stein. We are proof that it is never too late to learn more Adler and to find avenues for taking his teaching to deeper and deeper levels - or should I say wider and wider areas? Jane's and my children from our previous marriages are grown - she has three sons and I, a son and daughter. Neither of us are grandparents yet. My son, Ryan, teaches elementary school in a parochial school in San Francisco, and my daughter, Alyssa, is enrolled in a master of counseling program in Portland, OR" (Personal communication, July 14, 2010).

Thanks, Erik. I have appreciated our friendship over the years and it has been a pleasure to introduce you to the NASAP membership.

Reference

Stein, H. T. (1997). *Stages of Classical Adlerian Psychotherapy*. Retrieved September 3, 2010 from <http://pws.cablespeed.com/~htstein/stages2.htm>.