

# NASAP<sup>SM</sup>

NORTH AMERICAN SOCIETY OF ADLERIAN PSYCHOLOGY

*Encouraging . . . Connecting . . . Contributing . . .*

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## A Conversation - Can You Develop a Home Study Course?

Al Milliren

The following conversation took place just recently. The participants have been anesthetized in order to protect their innocence. Any change taking place has not yet been recorded although the client appears ready.

“Hey, Little Al, hold up a minute. I’ve been wanting to ask you something.” Handing her a business card, the conversation begins:

“Okay.” Slowing up to wait. “What do you have in mind?”

“I was wondering if you would create a course for our home study program.”

“Who? Me? I don’t know nothing about course creatin’. I don’t think I could do it! I don’t know the first thing about it! Home study? I wouldn’t know where to begin.”

“Whoa! Slow down a minute here. You teach classes don’t you?”

“Well yeah, but this is different. This is home study! You’re talking something totally different here. You’re talking about home study. This isn’t the same. It’s not like going to class. It’s home study. I’ve not done this before! It’s home study.”

“Hold it. You are making too much of this. Have you taught classes? Have you prepared a syllabus before? Little Al, you’re perfect for this! And you wanted to work from home this next year too, if you could, didn’t you?”

“Okay, okay! I’ll give it a listen. Give me your pitch. It had better be good.”

“Well, I have to admit that was just a little bit of a tease. You probably won’t get rich at this. At least not right now. Probably not ever. But you will make a contribution to NASAP. We need to offer courses. Right now we don’t have much of anything available and folks are clamoring for ways to earn and learn.”

“Earn and learn?”

“Yes. A lot of folks want to earn CEs but to get them in areas they are interested in. They want to learn about Adlerian Psychology. And more specifically, Adlerian group counseling, individual counseling, parenting, specific techniques, and so

## 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 15<sup>th</sup> 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](mailto: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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on. We have nothing to offer, really. One course and then the TAPTalks. One course, An Introduction to Individual Psychology, and that one is in need of revision.”

“So, how has that one been doing?”

“How can we tell? It is just one course. We get a few people registering every now and then and they seem to like the class. It has been steady. But they are not beating down the doors to get to it! We can’t advertise it big time either. What else do we have to give them? That is why we are trying to build our arsenal of courses.”

“I still don’t know how to set one up. If I got started, is there someone who would help me?”

“Sure - I’m available and I am sure there are others who are willing to assist you.”

“Okay and what are you paying for this?”

“Of course, there is no pay for course development.”

“Whadaya mean there is no pay? This isn’t all volunteer time, is it? You’re not gonna get very many takers to sign up at your rates!”

“Now wait, you can just settle down! There is a payment system that can be built into teaching the course. So when you get to the point where you are ready, I can discuss that with you. So, when you have an idea you want to present for a course you are willing to develop, let’s talk about it.”

The conversation continues and the next phase of Big and Little Al’s discussion of home study courses will appear in the July/August issue of *TNN*. Watch for it! They talk about course structure and design. In the final segment, appearing in the September/October issue of *TNN*, Big Al explains the pay structure involved in teaching home study classes. Little Al presents her first course.

## In Memoriam

On November 21, 2009, **Stanley Dushman**, husband of Renee Dushman for 54 years, died from pancreatic cancer after a 19-month battle. Renee has taught for many years both at ICASSI and at Adler School for Professional Psychology. She also had a 25 year practice in Marriage & Family Therapy. Currently she is starting a new endeavor, called *A Helping Hand*, working with people who have experienced significant losses and need help both emotionally and with organization and finances.

## Message from the “now Past” President

Teal Maedel

A short note to say “adieu” to NASAP members.

I say so long to you in the role of your President. I have enjoyed serving in this capacity over the past 2 years and I will continue to remain connected to the NASAP community through the board, APABC and our conferences. Thank you all for your support during my tenure. My gratitude goes out to a wonderful Board of Directors and Council of Representatives whose determined spirit and sense of fun have made it a pleasure. I have loved working hand in hand with my friend, **Becky LaFountain** who is an outstanding person and an Executive Director par excellence. The “job” of being President was made easy by being surrounded by all of you.

I am enthusiastic about the implementation of the Task Force recommendations, which have created a more transparent and inclusive Board. The gradual transition from Executive Director Becky LaFountain to **Roger Ballou** will occur over the fall with Roger assuming the position effective January 1, 2011. As those of you who attended our Minnesota conference can attest, Roger’s organizational ability and vision have put him in fine stead to take on the E.D. position.

I want to express many thanks to our steadfast Conference Coordinator, **Joyce McKay**. Through the years Joyce has devoted countless time and energy to this role. She is passing the baton to Becky LaFountain and consequently our conference coordination remains in fine hands.

Here in beautiful British Columbia, Canada we are excited to be hosting NASAP 2011 in Victoria, B.C. from May 11-15. After successfully hosting the 2010 Olympics we believe that we are now ready to host NASAP! Please join us at the world-renowned Empress Hotel in Victoria on Vancouver Island. Check the newsletter and the NASAP website for updates and travel options to attend this conference. A 2 day pre-conference will be held May 11 & 12 featuring Dr. **Daniel Siegel**. You can register for this event through the Justice Institute of B.C. at [www.jibc.ca](http://www.jibc.ca). I encourage you to register soon as seats are limited.

I am looking forward to taking a back seat as the Past President and wish the new COR chaired by **Al Milliren** continued innovative forward movement and I am sure that it will be “outside the lines.” Joining the new board is Vice President **Steve Stein**, Secretary **Deb Bailey**, Treasurer **Richard Watts**, Section Liaison **Robin Scrofani** and Affiliate Liaison **Leigh Johnson Migalski**.

Until we meet again, take good care.

## NASAP 2011 Pre-Conference Workshop With Dan Siegel

On May 11<sup>th</sup> and 12<sup>th</sup>, 2011, **Dan Siegel** will present a workshop called “Mindsight: The Science of Personal and Relational Transformation – Practical Strategies, Tools, and Techniques for the Mindful Therapist.”

As science continues to discover more about the deeply social nature of the brain, human service professionals are moving towards remarkable new insights into what traditional notions of “mindfulness” mean in the context of human relationships. It is becoming ever clearer that it is the clinician’s own level of awareness and neural integration that is at the heart of the therapeutic process.

Dr. Daniel Siegel will focus on how neuroscience can enhance deeper levels of integration in ourselves and in those we care for professionally. You will learn about the nine levels of neural integration and specific practical techniques of how to work at each level, both in your own self-development and with clients. You will explore the new findings about the mirror neuron system and how the various circuits involved in emotional resonance and empathy can enhance your understanding of clients and of yourself. Dr. Siegel will pay special attention to the role of “mindsight” – the interweaving of insight and empathy – and how it leads to changes in self-regulation, attuned communication, and mental well-being.

This presentation is for psychologists, social workers, counselors, medical professionals, social service workers, mediators, and others who work in the helping professions. This exciting two day workshop is offered in partnership with the Justice Institute of BC and with support from the Adler School of Professional Psychology.

**For more information and to register for this workshop, go to [www.jibc.ca](http://www.jibc.ca). Please note that the registration for this workshop is separate from the usual NASAP conference registration process. Those who are interested should register as soon as possible to guarantee a seat.**

## Book Review: The Classical Adlerian Translation Project

Reviewed by Erik Mansager and Jane Pfefferle

*Educating Children for Cooperation and Contribution: Vol II. The Work of an Adlerian Psychologist in the Schools – Anthony Bruck; Selected Articles – Anthony Bruck, Alfred Adler, & Theodore Grubbe.* Edited by Henry T. Stein & Laurie J. Stein (135 pp/\$59)

Who was it anyway who said, “All good things must end”? Whether there is substance to the statement, it does not apply to The Classical Adlerian Translation Project. The most recent volume to be turned out by Henry T. Stein in editorial collaboration with his wife, Laurie, is a wonderfully practical work of Adlerian child guidance materials.

While this slim volume is primarily an exposition of **Anthony Bruck’s** work, it also contains seven useful appendices (covering almost 30 pages) which contain previously unpublished works by Adler, a contribution by **Theodore E. Grubbe**, and, perhaps surprisingly, a summary of work done by **Rudolf Dreikurs** and **Vicki Soltz**. Besides these, there are also two very useful charts by Stein himself. More on these later, but first an appreciation of the Bruck material.

Stein presents a brief but fascinating biography of Bruck’s life (1901-1979) – an incredibly versatile practitioner and scholar who spoke and wrote in four European languages and Arabic as well as worked and published on four continents (North and South America, Europe and Africa). His studies with Adler made a lasting impression and guided his long work among the school systems of Costa Rica, some aspects of which make up *Educating Children*.

### Part 1: The Work of an Adlerian Psychologist in the Schools

This section lays out one of Bruck’s characteristic styles of working with children – the use of essays written by the children. Reminiscent of Adler’s own work in *The Case of Miss R.* (1929/2005), and *The Case of Mrs. A.* (1931/2005), Bruck quotes the children’s essays line by line and comments on what relates uniquely to each student as he understands them. There is much captivating material in this regard – for example, seeing the direct application of Adler’s style in another setting (showing the do-ability of such an approach) is very encouraging; further, the access Bruck had to these students at two and five year intervals helps demonstrate, the effect of Bruck’s interventions on the developing traits of the children.

Step-by-step, Bruck shows by his insight and the logic of his interventions the importance of encouraging children to operate on the useful side of life. He typically asked the students for essays on four topics: what they wanted to be when they grew up, one early recollection, a dream and a reflection on their family. He then used this information to formulate life style statements, to hone these statements into consistent viewpoints and to enrich his overall understanding of the students. Two such case studies contrast “Juan” and “Jose” who both planned to become physicians. Reading his comments and interpretations of each child’s lifestyle is as intriguing as it is instructive.

Another technique demonstrated in this section is Bruck's use of sociometry (Moreno, 1934/2007). He would ask children in a given class to list who they believed were, for example, the most courageous in the class. Then, he would help them understand the identified relationships among themselves. Based on their newly understood relationships he would then use in vivo discussions to guide the class into more respectful and productive activities. This was intended to help children who felt marginalized to become more positively popular among their classmates.

Bruck emphasizes all the way through this section the important confluence of "self-confidence, the ability to face difficulties, and the feeling of community" (p. 31). He insists that "the first two traits are dangerous without the last one; only if they are directed toward socially useful ends, under the control of co-feeling, are they valuable" (p. 35). In this way, Bruck anchors the aim of social interest for all his interventions. The simplicity of his presentation here is straightforward and never loses sight of his respect for the young people with whom he is interacting.

### **Part 2: Enlightening Children**

This briefer section is a reprint of Bruck's article that appeared in *The American Journal of Individual Psychology* in 1956. It serves as a primer of how to implement another technique Bruck used to great effect. This consisted of drawing out a "V" before a student and using one arm of the letter to point in a positive direction and the other in a negative – with the decision-making child at the convergence of the arms.

For Bruck, one arm would point in the direction of useful activity (+) and the other in the direction of useless behaviour (-). For example with younger children one arm could point in the direction of being "nice" (+) and the other "naughty" (-) while for older children he may want to illustrate the subtle differences between "creative pleasure" (+) and "recreational pleasure" (-). Bruck would use the "V" to illustrate a student could be clever in either direction – then use discussion to help the student explore just what types of behaviour belong to each arm. Particularly engaging is Bruck's conveying the story of eight year-old "Jimmy" – the son of one his graduate students – who helped demonstrate within a live presentation the clarity of the "V" intervention. The transcript of these interviews brims, again, with do-ability, simplicity and encouragement.

### **Part 3: Influencing the Child**

The last major section of the Bruck material is drawn from a lecture. It continues to reveal the creativity of a person who had an intuitive grasp of Adler and wanted to share this with others. Here the "roots of the personality" are explained in greater depth and his amusing "Ten commandments of Creative Education" are listed.

The so-called commandments are humorous neologisms Bruck created to help students grasp the importance of action-oriented engagement. That is, students are encouraged to seize opportunities to build self-confidence and to reject self-doubt. These he made into actions – such was the importance of embracing activities of "self-confidentizing" and "sticktoitizing" while refusing to "self-doubtize" or to "impatientize." This is a fun section that also extends further his "V" technique of enlightening children and seems to invite the reader to carry forward the enterprise of illustrating Adler.

### **Appendices**

Although placed after a very helpful index, this series of child guidance tools is a small compilation but surely important contribution to our Adlerian literature.

For one who has been critical of Dreikurs' personal therapeutic style (see "Editor's note" on p. 132), Stein also has appreciated the contributions Dreikurs made to child guidance. Here, again, Stein demonstrates his appreciation by including a handy single-page summary of Dreikurs and Soltz's (1964) "Adlerian Child Guidance Principles for Teachers" (p. 107).

Appendix A is bookended by Stein's Appendix G, "Dealing Effectively with Students' Mistaken Goals" (p. 135). This can be thought of as an extension of Dreikurs' behavioural motivation concept. Stein's chart has a long history of development: from Soltz's (1967) publication of Bullard's original semi-narrative synopsis (pp. 70-74) to Dinkmeyer and McKay's (1976) initial chart structure (p. 14) to Nelson's (1987) addition of alternative interventions (p. 71) to Lew and Bettner's (1995) aligning the negative short term goals with children's positive goals (pp. 62-63). Stein's own contributions include his "democratic teacher action alternatives" as well as the addition of a fifth goal, "escape from reality" along with its respective diagnostics and teacher alternatives.

Appendices B ("Children's Life Tests"), C ("Training for Courage"), and D ("The Lazy Child") are brief unpublished notes (1 to 6 pages) by Adler himself. While nothing revelatory appears in them, they are very fitting summaries to portions of his child guidance theory.

The first was provided by Adler's son, Kurt, to Alfred's biographer, Edward Hoffman, who edited it. Its concise two pages is packed full of Adlerian prescience. That is, references to temperamental differences and different levels of intelligence appear here long before they were popularized concepts. One is reminded of the oft-repeated Adlerian lament that Adler is overlooked as the originator of a number of current psychological ideas. At the same time we Adlerians tend not to give credit for the important

work of expanding and applying such ideas - which is most often carried on outside the Adlerian body (cf. Mansager, 2005). This lack of appreciation and recognition is too often mutual.

Be that as it may, the “Adlerian” ideas herein may well remind readers of other ground breaking works by authors who have carried them forward; for example, Chess and Thomas (1996) on children’s temperament and Gardner (1983) on multiple intelligences. Still, one is also reminded here of the very real benefit of Adler having been such a broad-minded theoretician: it has resulted in his approach being one that can synthesize a great number of theories without doing violence to its holistic conceptions (Mosak & Maniaci, 1999).

The second of Adler’s articles is important on at least two levels. First, it is a concise insistence that “training in courage and cooperation provides the remedy against all failures” (p. 111) as the author of the unknown introduction emphasizes. Secondly, of some historical note, is the following observation by Adler:

If a man went through life with undiminished courage, he would never evade the problems of occupation, friendship, or love. He would make mistakes, of course, for we learn by our mistakes; but his mistakes would be small, and he would never make the same mistake twice. One of the highest expressions of courage is **the courage to be imperfect**, the courage to risk failure and to be proved wrong. He would be a good worker ... [h]e would be a good friend ... and ... [h]e would be a true partner in love.... (p. 112, emphasis added)

Although Stein was unable to locate the date of this paper, it is authenticated as Adler’s and perhaps the only reference in print to the famous phrase “the courage to be imperfect.” While neither claimed to have coined the phrase themselves, it is frequently attributed to Sophie Lazarsfeld (1926, 1936, 1966) or more frequently to Dreikurs (Turner & Pew, 1978). Here, and in fitting context, we can read Adler himself speak of its importance.

The third of his articles, also undated, addresses the issue of purposive behaviour. Adler reveals a certain appreciation for the hidden creativity of “lazy children,” and far from feeling sorry or defeated them, he encourages teachers and parents never to give up on them.

After this series of articles, Stein includes as Appendix E, “The Challenge of Kindergarten. Toward a Better Understanding of Parent-Teacher-Child Relationships,” by Theodor E. Grubbe. The author, a psychologist at the Castro Valley Elementary School District in California originally presented the paper in 1963. This, it might be noted, is

a year prior to the publication of *Children: The Challenge* although this publication version makes reference to Dreikurs and Soltz’s classic. The 14-page article is full of theoretical concepts and practical applications. Grubbe also offers a series of specific considerations on crying, selective mutism, and other challenging behaviors.

The last appendix (F) to be reviewed here is the chart of Stein’s own composition entitled, “Impact of Teaching Styles on Students.” He acknowledges use of Missildine’s (1991) work for the chart. It is an intriguing compilation of five teaching styles and their supporting fictional images. The resulting “teachers’ attitudes” and “students’ responses” provide sound theoretical understanding of the psychological movement familiar to Adlerians. Stein anticipates a more extended work just published by Bitter (2009) about the “mistaken notions of adults with children” which can be read as a helpful adjunct.

### Conclusion

If *Educating Children for Cooperation and Contribution*, is a second volume, you may be wondering what the previous volume was. When sold as a two volume set, “Volume I” is composed of the eleventh volume of *The Collected Clinical Works of Alfred Adler* (see Mansager, 2009). This contains two extended pieces by Adler on working with school-aged children within the school system.

But even standing alone, this addition to The Classical Adlerian Translation Project is a valuable one. It is a surprisingly fresh presentation of unique techniques. In spite of many of the dates of original presentation, much of this material is readily applicable to child and student work and is not to be found elsewhere. For example, the reviewers have both applied Bruck’s “V” technique to good effect with student-aged clients (from 8-18) and have been delighted by the clarity it represents to them. This volume, focusing as it does on Anthony Bruck, also joins one other volume not specifically part of the 12 volume CCWAA series. The earlier work was by another “classical Adlerian,” Alexander Mueller (1992). His treatise, *You Shall be a Blessing*, was Stein’s first go at publishing the vast holdings he has acquired. Let’s all hope this “good thing,” Stein’s translation project, doesn’t end any time soon.

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## Who Are the Diplomates in NASAP?

Al Milliren

### Bob McBrien

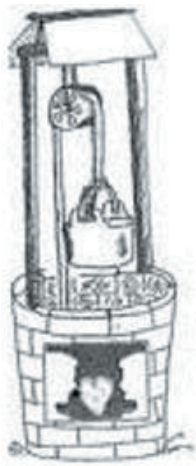


Mention the word “Maryland,” and two thoughts come immediately to mind: Crabcakes and Bob McBrien. While both are high on my list of favorites, I know the most about the latter. Let me share with you a little bit about Bob McBrien, the second Diplomate I’ll be introducing in *TNN*. Bob, a native of Connecticut, is a product of public education from Kindergarten to his Ph.D. in Education (Guidance & Counseling), earned at the University of Connecticut. After enduring his first year as a fifth-grade teacher in the public schools, Bob decided to undertake some intensive self-study in effective methods in classroom management. As many of us also experienced, there is no doubt his public school teaching career was rescued by Dinkmeyer & Dreikurs’ *Encouraging Children to Learn*. Bob became an Adlerian that very summer in 1963!

With Bowie State University so close to his home in Salisbury, Bob was able to continue his Adlerian studies with Hal and Norma Lou McAbee and attend many of the workshops and institutes offered there. He also began to offer presentations at regional and national Adlerian conferences. In time, Bob has amassed 40 or more years of experience as a workshop facilitator and conference presenter. Reflecting on the highlights of his career as an Adlerian, Bob recounts his experience as the facilitator of a very special program at the NASAP Conference in 2004, “A Gathering of Eagles.” Bob was thrilled with this opportunity for conference participants to “sit and interact” with a group of Adlerians who held the designation of Diplomate.

Concurrent with Bob’s history of presentations, he also felt encouraged to write and publish some of his ideas and experiences. Bob had been attending and presenting at the Orlando Adlerian Conferences which really meant that the Dinkmeyers and others were around to offer support and encouragement. Bob also was attending the South Carolina Fall Conferences in Myrtle Beach where Frank and Kathy Walton and numerous other Adlerians bathe a person in encouragement. This is where I met up with Bob early on in my history with Adlerian Psychology and I recall sitting

*continues on page 9*



**WELLNESS FOR LIFE**  
 By Lois B. Marecek III Ed., MGC, LPC  
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## Wellness for Life

Lois Marecek

### On The Lighter Side

I've discovered that when it comes to learning, there are many sources: family, school, everyday experiences, friends, spiritual and the list goes on. One particular source that may not be given credit for its impact – fairy tales.

They have entered our lives in various ways whether directly from a book, cartoon or TV show.

Some of you may remember, as I do, the animated TV show "The Bullwinkle Show," which was an outgrowth of "Rocky and His Friends." It was an entertaining and in some ways, educational children's show. It was quite unique, especially for its time (late 1950's to early 1960's), in the way it connected to both adolescents and adults. Besides featuring the main characters, Bullwinkle and Rocky, there were other features including "Peabody's Improbable History" (one of my favorites), "Aesop & Son," "Dudley Do-Right of the Mounties," "Bullwinkle's Corner" and "Mr Know-It All." Now that's going down memory lane!

There was also a segment called "Fractured Fairy Tales." It had a way of putting a different spin to the ever popular fairy tales. This is probably why this piece I'm about to share caught my eye. I'm about to take you on a short journey with the ever popular *Three Bears*. This rendition may give some insight as to what actually occurred that fateful morning. So let's take a peek.

#### The Three Bears – Life's Look

Baby bear goes downstairs, sits in his small chair at the table. He looks into his small bowl. It's empty. "Who's been eating my porridge?" he squeaks.

Daddy Bear arrives at the big table and sits in his chair. He looks into his big bowl and it is also empty. "Who's been eating my porridge?" he roars.

Mummy Bear puts her head through the door from the kitchen and yells, "For goodness sake, how many times do I have to go through this with you?"

"It was Mummy Bear who got up first.  
 It was Mummy Bear who woke everyone in the house.

It was Mummy Bear who made the coffee.  
 It was Mummy Bear who unloaded the dishwasher from last night and put everything away.  
 It was Mummy Bear who swept the floor in the kitchen.  
 It was Mummy Bear who went out to fetch the newspaper.  
 And it was Mummy Bear who set the table.  
 It was Mummy Bear who walked the dog.  
 It was Mummy Bear who cleaned out the cat's litter box.  
 It was Mummy Bear who fed the dog and cat, and refilled their water."

"And, now....now you've decided to drag yourselves downstairs and grace Mummy Bear with your grumpy presence...."

"Listen carefully, because I'm only going to say this once."

"I HAVEN'T MADE THE PORRIDGE YET!!!!"

"Get a grip.... And.... BE PATIENT!"

Unknown

As to Dreikurs infamous words at this point may be, "Usually the father and the children don't have any need to take on too much responsibility because the mother is so good that she is taking care of everything." And what is that I see gleaming from above? Possible smiles from Adler and Dreikurs reflecting: Time for some change, to share the wealth of the family in order to be a family!

So to all "THE MUMMYS", we appreciate all you do.

Warm Fuzzies

## Courageous Imperfection

Erik Mansager

In regard to Jane Griffith's "Letter to the Editor" (*TNN* 43:2, p. 6) I'd like to add a comment on the imperfect search for properly attributing the phrase, "the courage to be imperfect." In a 2009 publication from Henry Stein's Classical Adlerian Translation Project (*Educating Children for Cooperation and Contribution\**), there is included an undated article by Adler ("Appendix C: Training for Courage") in which Adler uses the phrase directly and without attribution to others (p. 112). Inasmuch as Dreikurs attributed the phrase to Lazarsfeld and Lazarsfeld attributed the concept to Adler, she likely heard the actual phrase from him as this publication indicates. Given this finding, it seems proper to attribute this most Adlerian of phrases directly to Adler.

\*Reviewed on page 3 in this issue of *TNN*

## Family Education Centers Launched in San Diego

Lois Ingber

The Positive Discipline (PD) Mentor Group of Southern California has carried on the tradition of Adler and Dreikurs by creating Family Education Centers (FEC) in the San Diego region. Hosted by two local schools, the monthly “drop-in” meetings started in January 2010 and offer parents, teachers and others the opportunity to learn authoritative leadership of children. Using experiential activities and role-playing, adults learn to “get into the child’s world” to help children develop long-term skills to think for themselves, feel capable, become more responsible and have a greater respect for themselves and others. The FEC website: [www.familyeducationcenters.com](http://www.familyeducationcenters.com) provides information about the centers and enables participants to pre-pay for one or a discounted package of six sessions. As a teaching program, PD Mentor Group members take turns facilitating to hone their skills. CEU’s are offered for therapists and nurses who wish to learn the methods. Both daytime and evening seminars are offered. Note: the PD Mentor Group of Southern California is the host for the 2013 NASAP Convention in San Diego.



Lois Ingber compiles participants’ feedback on challenges they sometimes encounter with their children.



Jane Nelsen leads a “Teachers Helping Teachers” problem solving activity.

## New Materials from Henry Stein

Video clips of Alfred Adler speaking in English, as well as audio clips of Lydia Sicher and Anthony Bruck can now be accessed through our subscription site at the following web address: [www.Adlerian.us/subscription.htm](http://www.Adlerian.us/subscription.htm). The first video is from an original newsreel clip of Alfred Adler, filmed by Fox Movietone News on June 17, 1929 in Vienna, Austria. The second video (date unknown) is probably from a German television broadcast. An audio clip of Lydia Sicher is from a series of lectures she gave in Los Angeles, California, between 1950 and 1961. Another audio clip of Anthony Bruck lecturing about children was recorded in 1977 in San Rafael, California. These video and audio clips are hosted by the Alfred Adler Institute of Northwestern Washington website at [www.Adlerian.us](http://www.Adlerian.us).

A transcription preview of a BBC-TV interview with Henry T. Stein, titled “Birth Order: Sense and Nonsense” is now available at [www.Adlerian.us/birth-preview.htm](http://www.Adlerian.us/birth-preview.htm). In this one-hour interview, several controversial issues are discussed: the value and limitations of Alfred Adler’s birth order theory; the relevance of the family constellation in Classical Adlerian Depth Psychotherapy; and other significant influences on personality development. Dr. Stein evaluates the contributions of Frank Sulloway and Judith Harris, as well as the influences of Thomas Verney and Hugh Missildine. The full transcription of the video may be accessed at [www.Adlerian.us/subscription.htm](http://www.Adlerian.us/subscription.htm)

## Classic Adlerian DVDs Available

Three classic videos, previously copyrighted by Allyn & Bacon for release mainly to universities and training programs, are now available for individual sale and use from [www.psychotherapy.net](http://www.psychotherapy.net) through the work of Victor Yalom.

The titles include: “Adlerian Therapy with Jon Carlson,” which was part of the *Psychotherapy with the Experts Series*; “Adlerian Parent Consultation with Jon Carlson,” which was part of the *Child Therapy with the Experts Series*; and “Adlerian Play Therapy with Terry Kottman,” which also was part of the *Child Therapy Series*.

Future videos are in the production process and more information will be shared through *TNN* when these videos become available.

The videos are \$59.00 each and CE credits are also available for watching these videos (separate fee for this option). Please visit the website for more information and to order the videos.



## The NASAP Newsletter

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Joyce McKay, Conference Chair	David Colestock, Public Relations
Tim Hartshorne, Ethics Committee Chair	

*Diplomate* . . . continued from page 6

in on one of his workshops on humor in counseling. The positive evaluations received from workshop participants all contributed to supporting his desire to contribute to the literature in the field by writing in his primary areas of interest ~ using humor and encouragement in counseling and parenting. Some examples include:

“Encouragement Counseling of the Discouraged Child” in D. S. Sandhu (Ed.), *Elementary School Counseling in the New Millennium*, pp 103-118. Alexandria, VA: American Counseling Association (2001).

“Laughing Together: Humor as Encouragement in Couples Counseling” in J. Carlson, & S. Slavik, (Eds.), *Techniques in Adlerian Psychology*, pp. 163-172. Washington, DC: Accelerated Development (1997).

“Expanding Social Interest Through Forgiveness.” *Individual Psychology*. Vol.60, No.4, December, 2004.

With D. Eckstein & E. Junkins, “Ha, Ha, Ha: Improving Couple Healthy Humor (Healthy Humor Quotient).” *The Family Journal*, 11(3), 301-305. (2003).

Bob was the founder and director of Salisbury University’s Student Counseling Services serving there for over 20 years. Bob talks of his past teaching experiences at Eastern Connecticut State University, the University of Bridgeport, the University of Maryland Eastern Shore, University of Maryland University College Far East Division (Japan) and Salisbury University as having presented tremendous opportunities for introducing students and colleagues to Adlerian Psychology. These various experiences, teaching about and discussing Adlerian Psychology, were at times a challenge that was both gratifying and fun.

Now retired, Bob remains active consulting with Head Start programs and Family Leadership training programs

in his region. Recent presentations include introducing conference participants to holistic approaches to stress management with Tai Chi, an encouraging form of healing exercise from China which is gaining popularity in the West. Bob and his wife Cathy, also a retired educator, live in Salisbury located on the Eastern Shore of Maryland. With two adult daughters, they often travel to Vermont and over the Chesapeake Bay to the D.C. area to visit. Of course, their two grandchildren love to come to Salisbury to visit in order to get to the ocean and beaches that are not far away.

## Adlerian Lexicon Released as e-Book

Jane Griffith

The *Lexicon of Adlerian Psychology: 106 Terms Associated with the Individual Psychology of Alfred Adler, 2nd edition* (2007) is now being released as an e-book. It is now available for online ordering at [www.adlerianpsychologyassociates.com](http://www.adlerianpsychologyassociates.com) for \$35.00 (US). The remaining print versions are being sold at half-price (\$25.00 US). These may also be purchased online through the website. Any questions may be answered by email at [info@adlerpsych.com](mailto:info@adlerpsych.com) or call (360)379-9066.

This book was reviewed by E. James Lieberman, M.D., Clinical Professor of Psychiatry Emeritus, George Washington University, in the web publication, “Metapsychology,” February 2, 2010. Follow this link to read the review: [http://metapsychology.mentalhelp.net/poc/view\\_doc.php?type=book&id=5364&cn=396](http://metapsychology.mentalhelp.net/poc/view_doc.php?type=book&id=5364&cn=396)

## In the Next Issue:

### Conference 2010 Highlights

### More information on NASAP 2011 and Dan Siegel’s pre-conference program

### Resource Page

### More Member News