

FAMILY!

Resiliency Skills for Children, Part 2

As promised in the last issue of FAMILY!, we are continuing this article generously prepared for us by **Lynne Ticknor**, a parent educator with PEP in Maryland. Lynne is a freelance writer and senior editor with the Family & Home Network.

1. The ABC Model

The first resiliency skill we can teach our school-aged children is the ABC System adopted from Reivich. This model helps them to understand the connection between their thoughts and feelings and their behaviors.

The A in the ABC model stands for the adverse event or situation. Adversity can be big (like having to move or the death of a family member) or small (like a friend not wanting to sit next to you or forgetting your homework).

The B in the ABC model refers to the child's beliefs and thoughts about the specific event. The beliefs may be different for

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Continuing Feature

Dear Addy...

Guest author is **Gail Cutler**, Chicago-area family counselor/parent educator.

Dear Addy,

We are heartbroken and worried. We raised our three children, 17-year old Jane, 14-year old Andy and 10-year old Jimmy strictly by Adlerian principles, yet we recently discovered that Jane has been drinking to drunkenness and near alcohol poisoning.

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Family Educators Weigh In: What Is Key Principle to Impart to Parent?

FE Section email list participants were polled about the principle or two they'd most like to impart in a parenting class. We ran some of their responses in the last issue of FAMILY! Here are some additional replies from that group, and others made at our Annual Meeting.

• **Jody McVittie** (Parent educator, trainer of parent educators) wrote "to see the world from the child's eyes (kids are human beings too with feelings and thoughts...and their reactions make sense.); *mutual respect* - reframed: Respect for yourself and the needs of the situation (firmness), respect for the child as a human being (kindness)...and doing both kindness and firmness at the same time. This means you set limits without being mean, and are compassionate and connected without needing to be 'nice' or

needing to be 'liked' by the child. (But of course children do respect and like adults who use this kind of deep respect for them as a human being.)"

• **Katy Shetka** (Parent Educator) "At FEC (Santa Rosa, California) ...the reoccurring theme ...is the concept of *encouragement*. This is the foundation of the Dreikursian approach to positive discipline. Working from the premise that misbehaving children are discouraged rather than bad, we teach parents techniques to redirect misbehavior that focus on their children's

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Your Co-Chairs Report Page 2
Also, Adlerian nuggets of wisdom, how to reach us

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Leadership Changes, Meeting Minutes, Treasury Report

Participate in PEEP Page 11
New Parenting Research Project In Progress

FE Section Co-Chairs Report...

Dear FAMILY!

This morning as I [Mary] stepped out of my car, a swirl of fall leaves came toward me, almost exploding with color—bright crimson, burnt orange, an almost lime green, and a brazen yellow! I was immediately reminded of the bright countryside canvas around Hershey a little more than a week earlier, as the NASAP Section leaders, the Board, and the Affiliate reps gathered for our Fall COR meeting. I wish you could all have been there to enjoy the exploding enthusiasm that was present each time we gathered to do business. The time fairly flew, and before we knew it, we were on our way home. (Look for some highlights of this activity on [page 6](#).)

With mixed emotions, we wish **Linda Jessup** a fond farewell. Although she's taking a step up to the Board as a Director, we will miss this dynamite soft-spoken, organized, hard-working, straight-shootin' woman in the doin's of the Family Education Section (FES)! Linda has been a gracious, knowledgeable Co-Chair, and I have personally grown because of her mentorship. Her vision for NASAP is panoramic. As the Board Director responsible for Membership, Linda will be energetically helping all of our Sections find ways to grow NASAP, so stay tuned for her wisdom to reappear on the horizon again—just from a different perspective! I like to think our FES is sending Linda 'on assignment.' Linda promises to keep her spurs in Family Ed business, so we can expect to see her at our Section meeting in the Spring in Tucson. (And, speaking of Tucson, this is the year to bring a co-worker or other professional, as Linda has spruced up the first-timers' breakfast and it will likely help newcomers toss their hats in the ring much sooner than in past years!)

As one leader's journey fades into the sunset, our new Co-Chair, **Alyson Schafer**, greets us at sunrise! WELCOME, ALYSON! Thank you for giving us an unqualified "yes" when asked to finish out Linda's term.

Now—in closing, concerning Y-O-U! Alyson and I invite you to share your concerns, your energy, and your passion for what you do! Please let us know how we can best represent your interests. Please let us know if there is a topic you want to discuss or a question you want to raise.

These are busy times for all of us, and our work today with families and children is built on our Adlerian heritage. It's time for the good news to be spread. Take time to celebrate Alfred Adler. Take time to celebrate the relationships that are built upon the 'family.' Take time to celebrate you!

Some exciting, brightly-colored happenings are swirling about us. Your Section and organizational leadership is rarin' to go!

So take time to notice the swirl of Fall color – may it energize you and get you caught up in the flurry! ■

Warm regards,

Mary & Alyson

Adlerian Wisdom

• *Proper timing will improve your effectiveness tenfold. It does not "work" to deal with a problem at the time of conflict—emotions get in the way. Teach children about cooling-off periods. You (or the children) can go to a separate room and do something to make yourself feel better—and then work on the problem with mutual respect.*

--from **Positive Discipline**
by Jane Nelsen

Thank you, Jane, for permission to again reprint from your *Guidelines*.

How to reach us

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Myrtle Beach Musings: A Participant Reports

by Sherry Siman Maliken, Certified Parent Educator, PEP, Kensington, MD

What a fabulous opportunity I experienced—to be at the NASAP 2004 annual conference with Adlerians from all over the U.S.—accompanied by a wonderful contingent from the Parent Encouragement Program (PEP) in Kensington, MD and other Adlerian practitioners based in Maryland. I am always "wowed" by the classes, talks and workshops offered at Adlerian Conferences, but I am equally "wowed" by the special social connectedness that so magically occurs when one becomes a part of this type of *Adlerian Thinktank*. NASAP'04 in Myrtle Beach was no exception.

My plate at the conference was quite full. The line-up of sessions I attended included these and some others discussed below: **Robert McBrien's** *Are We Having Fun Yet?*; Jane Griffith's *Gender Stereotypes & Personal Guiding Lines*; Jim Bitter's *Emotions & Early Recollections*; Mel Markowski's *Mistaken Games Parents & Children Play*; Rachell Anderson's *The Healing Powers of Creativity: Writing Stories That Heal*.

All sessions were valuable to me as a Family Educator. The beauty of attending the NASAP Annual Conference is the opportunity to be exposed to a large variety of Adlerian teachers, concepts, and topics. It is always an opportunity to go deeper with some principles that you have already learned, as well as a chance to be exposed to new ideas and applications.

In terms of family education, I found **Mary Maguire's** brainstorm
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Section Business: Welcome New Leader

An interim change of leadership for our Section occurred at the Annual Convention in Myrtle Beach in June. **Alyson Schafer** was asked to step in as Co-Chair to take over the duties of **Linda Jessup**, who in turn had been asked to serve on the NASAP Board of Directors as Membership Chair. Congratulations, Linda and welcome, Alyson!

Alyson will serve out Linda's term, which ends at the next Annual Meeting in Tucson in June, 2005. Nominations and balloting for the full 3-year term of Co-Chair will be conducted by mail. New leadership will be installed at the Tucson meeting.

Continuing Co-Chair **Mary Hughes**, Alyson and Linda all attended the COR meeting in Hershey in October. Before officially leaving Section leadership this Fall, Linda worked diligently (as usual!) to update our By-Laws ([see pages 7-8](#)). "I will be serving with a Membership hat but a Family Education heart on the NASAP Board," she said.

Alyson brings tremendous enthusiasm, energy and know-how as a parent educator, counselor and certified Parent Coach, as well as Canadian representation. Learn more about her by visiting her website at: www.alyson.ca, and send Alyson your warm welcome to alyson@alyson.ca.

Thank you, Linda, for your active service since 2001, when you, too, first stepped in to finish a term of office. You have made a profound difference!

Convention Minutes

Myrtle Beach, June 4, 2004: An overview of the Agenda was presented by Co-Chair Linda Jessup. Co-Chair Mary Hughes joined Linda in welcoming all 26 attendees present for this meeting, and encouraged everyone to join NASAP and the Family Education Section.

Convention participants present were asked to introduce themselves and share briefly what they consider to be the most important Adlerian concept they teach. (See [page 10](#) for a summary.)

Jody McVittie presented a draft evaluation form of **PEEP** for our parent educators to give to parents so that we can better assess our effectiveness, and address statistical requirements often made of grant seekers. We will begin by taking a small doable step as a group toward identifying ourselves as a "best practice." The group comment period was to be conducted through June 25th. A final form will be emailed to all who are interested in participating. The goal is to have an "n" of 1000 in less than one year, to present the data next year and to hopefully have it published in a peer reviewed journal. (Thank you, Jody, for this monumental effort! See article on [page 11](#) this issue, so you can join the collaboration. -- ed)

The change to FES leadership was announced: Alyson was appointed to finish out Linda's term. Begin to think about who will lead the group for the next full term.

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Resiliency Part 2...cont. from page 1

different children who experience the same adversity. For example, one child who forgets his homework may think, "I always forget my homework. I can't remember anything. I'm so stupid!" Another child may think, "Homework is so dumb! Teachers who assign homework are so mean!" And a third child may think, "Uh, oh, I forgot my homework. Mmmm, well, now I have an extra night to correct the mistake I made on it. I'll turn it in tomorrow."

The C* in the ABC model refers to the child's emotional and behavioral conduct or responses to his beliefs and thoughts (the B)—this is how he feels and what he does in the situation. In the example above, the first child may cry or be exceptionally quiet and withdrawn for the rest of the day. The second child may become visibly angry and respond harshly to the teacher when she walks around the room to collect the homework. The third child may apologize to the teacher for forgetting her homework and ask permission to bring it in the next day.

Most people believe that how they react to a situation, their conduct (the C), is the direct result of the adversity (the A). This is not the case. How we feel and react (the C) is the direct result of what we think (the B) about the adversity. Identifying what we believe or think about a specific situation is the key to understanding why we behave the way we do. Teaching children to identify their thoughts at the exact moment when they are dealing with the adversity can be a challenge.

The best way to do this is by

**Karen Reivich, author of The Resilience Factor, uses the term consequences. Here we've chosen to use the word conduct.*

having them examine their self-talk. Self-talk, what Reivich refers to as "ticker-tape beliefs," is what we say to ourselves. It determines how we feel and how we respond to specific situations. School-aged children may not be aware of their "self-talk," but it's there. Reivich suggests thinking about your self-talk as an internal radio station that plays you, you, you, all the time. "You have to turn the volume up on the station so that you can be in tune with what you are thinking," Reivich says. A parent's biggest challenge is helping their child identify their ticker-tape beliefs.

Parents can help their children identify their ticker-tape beliefs by asking questions that specifically focus on what thoughts were going through the child's head when a particular incident occurs. For example, if your daughter is upset because her friend did not want to sit next to her during lunch, you may ask your daughter, "What did you say to yourself when that happened?" or "What were you thinking when she said she didn't want to sit with you?"

Once your daughter can identify her self-talk, you can begin to take her through the ABC model. Reinforce the concept that feelings and behaviors are generated by what she thinks about the situation, what she says to herself when it happens. The situation

merely invites these thoughts that lead to emotions.

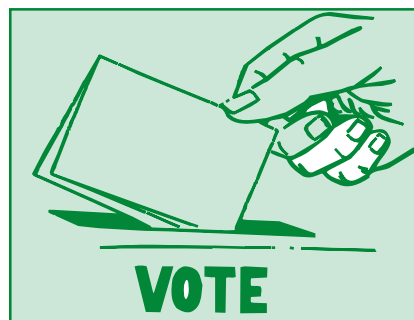
2. Challenging Beliefs

The next step in developing resiliency is to challenge the ticker-tape beliefs themselves. Challenging our beliefs allows us to test the accuracy of the thoughts we are having. For example, if your daughter is upset because her friend won't sit next to her at lunch and her self-talk is saying, "It's no wonder she doesn't want to sit next to me. I'm not a good friend. In fact, no one wants to be my friend," you can ask her to challenge whether those thoughts are accurate.

Teach your child to look for the evidence that does not support her thoughts. Ask her to pretend she is a detective and search for clues that support the opposite of what her self-talk is saying. Your daughter might say, "Actually, I know I am a good friend because I just helped Mary with a homework assignment she was having trouble completing. And I know that other people want to be my friend because Judy called me last night to see if I would go to the movies with her on Saturday." By having your daughter recall specific real-life evidence that her ticker-tape beliefs are false, she can begin to replace her negative self-talk with more constructive, encouraging words. By changing what she thinks, she can change how she feels and behaves in future situations.

3. Putting it in Perspective

Children often get themselves into a downward spiral with catastrophic thinking. A child who dwells on an adverse situation and imagines a series of disastrous events that will follow is thinking catastrophically. A third-grader who forgets her



**By-Laws Revision Requires
Your Approval**

Tear out page 7-8 and send in your vote today!

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Resiliency Part 2...cont. from page 4
homework one day is practicing catastrophic thinking when she thinks, "I'm so stupid. I always forget my homework. Now I'm going to get a D in this class. I'm probably going to get D's in all my classes. And if I get D's in all my classes, I'll fail the third grade. My friends won't like me anymore. My parents will be mad at me, too."

By challenging your child on these beliefs, you can help her break out of the cycle of catastrophic thinking. Ask, "Is this likely to happen?" or "What's the likely result of forgetting your homework?" Once your child begins thinking more clearly about the possible – and more realistic – outcomes, she can begin to come up with solutions to her problem.

4. Real-time Resilience

The final resilience skill, Real-time Resilience, can only effectively be used when the other three skills

have been mastered. This skill is used by children to "fight back" against negative thoughts when they don't have a lot of time to analyze problems. This technique would work well just before a child takes a test, attempts a foul shot in a basketball game or asks a friend for a special favor.

In this technique, the child learns three phrases to resist negative self-talk: "That can't be true because . . .," "Another way to see this is . . ." and "The most likely thing that will happen is . . . and I can . . . to deal with that." For example, if your child's self-talk is "I'm so stupid! I always forget my homework! Now I'm going to get a bad grade," you can teach your child to respond by saying, "That's not true. This is only the first time I've forgotten my homework all year," or "Another way to see this is an opportunity to correct the mistake I made on my homework tonight and turn it in tomorrow,"

or "The most likely thing to happen is that I will lose points for turning it in late, and I can work harder on the next project to deal with that."

Fighting back against negative self-talk is a powerful tool to stop negative thoughts as they occur. Training children to fight back can go a long way in making them more resilient when faced with difficult or uncomfortable situations.

All parents hope their children will develop strong friendships, be successful and make good decisions. These four skills can help build their confidence and boost their independence. By teaching children to listen to and honor their "inner voice," parents can help them eliminate negative thoughts. Teaching these powerful thinking tools can equip them to face adversity well-prepared and able to thrive. ■

Section Business...continued from page 3

Treasury Report

Your leadership regretfully reported at the Myrtle Beach Annual Meeting that the Treasurer of our Section has not maintained contact with NASAP or the FES Co-Chairs. The Treasurer last reported (in *FAMILY!* of March 2003) that she held—as was typical of all Sections—our funds, over \$1,254 as of November 2002. No funds were disbursed by her after that time, nor did she respond to our many attempts to communicate with her, through the full range of mail, phone, email and even Instant Messaging.

Therefore, the following measures were taken in order to regain the Section's financial stability: we published one less issue of *FAMILY!*. We accepted, with

gratitude, a one-time gift from the NASAP Board of Directors to help cover the convention scholarships which had been awarded. We also accepted, with appreciation, a return of half of one of the scholarships to the FES coffers when the recipient learned of the missing funds.

With the arrival of interim membership dues, including some very welcome new members, and the fact that our Central Office did not forward any further funds to the Treasurer (giving us a carried-forward amount on deposit), the FES is again operating in the black. Henceforth, finances for all Sections will be held by NASAP's Central Office.

Update FY04 (10/1/03 - 9/30/04)

from Becky LaFountain, Executive Director of NASAP

Income

Dues	\$1,086.35
Balance Forward	<u>603.75</u>
Total Income	\$1,690.10

Expenses

Newsletter	\$309.86
Conference	250.00
Travel	<u>0.00*</u>
Total Expenses	\$559.86

On hand Fall 04 \$1,130.24

*The last Hershey meeting took place in the 2003 fiscal year, Sept. 2003. Since we shifted the meeting to October, this meeting falls in the 2005 fiscal year; therefore, no Hershey meeting took place in the 2004 fiscal year. ■

Highlights from Hershey

Family Education Section Has Impact At the COR Meeting!

- Other Sections were impressed with the FES's vitality at the October COR meeting. Our revised By-Laws were so admired that other Sections may well base their revisions on ours.
- Changes coming up in *The NASAP Newsletter (TNN)* include a plan to feature mini forms of the various Section newsletters, complemented by a Resource Page more directly related to that Section's interests. In fact, consider this a call for your talents: send us a Resource Page that will be partnered with an excerpted *FAMILY!* in the next year. (see next column)
- All Sections unanimously decided that their Section dollars will be housed at the national office in Hershey. This will streamline operations and prevent problems such as FES has experienced. (see "Treasury" [p. 5](#))
- A long-term planning committee of NASAP is considering the question: "What is an Adlerian parent/family educator?" Our own **Mary Hughes** raised this question to invite NASAP to consider designing a certification program for parent educators. Many parent educators get certification in a specific curricula, and this is helpful, of course. There are many different ways to be an Adlerian practitioner with families, and aren't there some similarities and principles to guide recognition of a practitioner who is Adlerian? What practices set apart 'Adlerians' from other ways of teaching parenting? Is certification needed? Is it desirable? Does another organization do this already? Is it even necessary to be recognized as an Adlerian Family Educator/Family Therapist, etc.? How do we communicate 'this is Adlerian' to non-Adlerians? Why would a parent educator want to be a part of NASAP—and of the Family Education Section? You can see the flurry of questions that were raised! Alyson and Mary welcome any of your ideas and input into this inquiry.

In Other News

You've been reading about TAPTalks in *TNN*, and perhaps receiving email reminders, too, to participate. Although TAPTalks is aimed primarily at Teachers of Adlerian Psychology (chiefly professors) via their Section, family educators teach the basic principles, too, so this service could be useful for our Section members as well. You can even receive continuing education credits, so be sure to set this up when you register. For more information or to register, email taptalk@adler.ca.

Looking Ahead to Tucson, June 16-18, 2005

Creating and Celebrating Healthy Communities is the theme of NASAP'05 in Tucson. Local Chair Joyce DeVoss (DeVoss@cox.net) has some exciting new ideas to generate an atmosphere of connection. Email her to volunteer; she will have a place to use your talents! FES Co-Chairs reviewed some terrific proposals for the FE track, and will share them in the next issue of *FAMILY!* And don't forget that the Section offers scholarship aid for two qualifying members. We look for folks with professional promise who could not otherwise afford to attend the convention. Do apply to NASAP Central Office by March 1!

FES Progress Notes & "To Do" List

- The FES By-Laws have been rewritten as a farewell gift from former Co-Chair **Linda Jessup**. (Thank you, Linda, hardly seems enough!) Family Education Section members: please read these and cast your vote as directed so that our business can carry on in a timely fashion.
- Job descriptions, officer notebooks, and a Section time-line for due dates of business are all being created to standardize the work done by your Section officers and ease transitions. We plan to share our finished work at the Annual Meeting in Tucson.
- Assuming the By-Laws are adopted as written, in the Winter issue of *FAMILY!*, we will solicit nominations for a new FES position: Secretary-Treasurer. The job description will be printed then. Begin now to think of who you know (even yourself!) who might make a good candidate for this position and that of Co-Chair. Elections will be conducted for both offices by mail and in person, concluding at the Annual Meeting.
- Do send us a handout that shares an Adlerian concept for families suitable for including as a Resource Page along with an issue of *FAMILY!* for *TNN*. The Resource Page committee will review submissions to be sure the work is original (or reprinted with permission), that it supports Adlerian principles, and that it would be useful to the general member of NASAP. Our Section's turn comes soon, so send us something now, while you're thinking about it: to Mary at enrich3726@aol.com. Don't worry about formatting; our editor will do that. Thanks ahead for contributing.

Proposed Revised By-Laws

tear out form below and mail in vote or send us a vote by email

Statement of Purpose

The purpose of the Family Education Section is to create a forum and network for exchanging ideas, materials and resources related to Adlerian Family Education; to reduce isolation and discouragement among individuals and small groups who do not have access to on-going community support; to encourage the development of increasingly effective methods for the research, collection and dissemination of information related to Family Education; and to support and highlight the work already in existence in Family Education.

I. Membership

Membership in the Family Education Section is open to all General and Associate Members of NASAP in good-standing who are involved in, interested in or supportive of Adlerian Family Education.

Section Membership becomes effective upon application and payment of dues.

Dues are determined by a vote of the Section Members. Failure to pay dues to the Section within ninety days of being billed for such dues shall automatically result in loss of Membership in the Section.

Membership can automatically be reinstated by payment of dues.

II. Governance Process

There will be four officers that comprise the Family Education Section Leadership Council, three elected officers and one appointed officer. All officers must be Members of the Family Education Section.

The elected officers consist of the two Co-Chairs, who also serve as representatives to the Council of Representatives (COR) and the Secretary/Treasurer. The Newsletter Editor, who is appointed by the Section officers, completes the Leadership Council.

The elected officers shall be unpaid volunteers, though the Co-Chairs may be reimbursed by the Section for all or part of their expenses to COR meetings, as authorized by the Section Membership by three-fourths (3/4) vote of Members present at the Annual Meeting.

The Newsletter Editor, who has a voice but not a vote on the Leadership Council, can be either an unpaid volunteer or partially or totally paid for his/her services.

The term of office for each of the three elected positions (Co-Chairs and Secretary/Treasurer) will be three years. Elected officers shall serve no more than two consecutive terms. The Newsletter Editor may hold this position until (s)he either resigns or is replaced by the Section officers.

Co-Chair terms shall be staggered to ensure continuity. Terms will not expire in the same year and new officers will be seated at the Fall Board/COR meeting.

Should a Co-Chair be unable to attend either of the bi-annual COR meetings, provision will be made for a substitute Section representative to be sent to the meeting: the Secretary/Treasurer, the Newsletter Editor, or other Section Member recommended by the FES Leadership Council. In this case, the Co-Chair's absence would not be counted against his/her eligibility as a Section officer. (See Section III)

A Section meeting shall be held at least annually at the NASAP convention. The meeting shall be conducted according to generally accepted parliamentary procedure by the Section Co-Chairs.

The Secretary/Treasurer will record the minutes of the meeting, tally and report election results and report the financial status of the Section's treasury.

By December 20, 2004, tear off and mail your official ballot on these Proposed Revised By-Laws for the Family Education Section to NASAP, 614 W Chocolate Av, Hershey PA 17033 or email a response to our Editor, ParentEd@comcast.net. Please do vote! A majority of Members must be heard from in order to adopt new By-Laws.

I am a Member of FES and I vote ____YES ____NO.

Committees shall be appointed as are deemed warranted by the elected officers.

At times other than the Annual Meeting, the FES Leadership Council shall be empowered to make decisions in regard to the business of the Section.

Special meetings of the Membership may be called at the Co-Chairs' discretion or upon petition by 20% of the Membership.

III. Elections

Nominations and elections of the two Co-Chairs and the Secretary/Treasurer shall be initiated through a call for nominations in the Section newsletter and/or by email or mail and finalized at the Annual Meeting at the NASAP Convention.

A call for nominations will be published in the Section newsletter, along with the duties and requirements of the office, during the beginning of the year in which the officer's term ends. Any Family Education Section Member may nominate any other Family Education Section Member, including him/herself.

Those nominees who are willing and able to serve shall make the following preparations to be nominated for an office in the FES:

1. Write a short description of themselves and their goals, for the Family Education Section newsletter.
2. Submit two references/letters of recommendation, addressing both the nominee's qualifications and character.

The FES Secretary will solicit and compile these descriptions, references and recommendations by email, regular mail, telephone and/or the newsletter.

In the event a Member is nominated for more than one office, the Member shall be given the opportunity to choose the office for which (s)he prefers to run.

A ballot, which can be included in the Spring issue of the Family Education Section newsletter, may be mailed in by any Member unable to attend the Section meeting at the convention or wishing to vote by that process rather than through the balloting conducted during the Annual Meeting. Mail-in ballots must be received by the Central Office of NASAP at least one week before the NASAP convention.

The ballot will also be distributed and a vote taken at the Annual Meeting. These ballots, cast in person at the Annual Meeting, will be combined with any mail-in ballots received by the Central Office of NASAP at least one week before the convention, and the newly elected officer(s) will be announced at that meeting.

The COR shall consider a Section officer's position to be vacant upon receipt of a letter of resignation, upon notice of discontinuance of membership in NASAP, or upon absence from two meetings within twelve months.

In the event that an officer resigns before the term of office is finished, the Co-Chair(s), in consultation with the other officers of the FES Leadership Council, will appoint someone to fill that position until the next scheduled election.

IV. Finances

The fiscal year of the Section shall run from October 1st to September 31st.

Dues will be established at the Annual Meeting with at least a three-fourths (3/4) majority of Members present.

V. Amendments

These By-Laws may be amended by a two-thirds (2/3) majority vote of the Members present at an Annual or special meeting, or by those who respond to a mail-in or email ballot of the Family Education Section Membership, or a summary combination of these.

Amendments must be voted upon at the Annual Meeting, by mail or email ballot or upon petition by twenty percent (20%) of the FES Membership.

MAIL TO:

NASAP
614 W Chocolate Av
Hershey PA 17033

or email a response to our Editor at
ParentEd@comcast.net.

Myrtle Musings...continued from page 3
session on *FECs in the 21st Century* to be invigorating and interesting, generating a new way to look at an old model. One of the ideas that came out of this session was that the FECs might want to have a longer brainstorm session at the next NASAP to share ideas and information. Equally interesting was Mary's session and presentation on *ADHD*— a novel way of viewing and working with this "difference."

I also found **Jody McVittie's** & Cheryl Erwin's *Neuroscience & Adler* to be fascinating! As they explained, the workshop was just an "appetizer," but it was very delicious. We looked at Implicit Memory (0-18 mos. of age/pre-verbal stage when we "bodily remember" items but cannot bring them up verbally in the brain) vs. Explicit Memory (18 mos. & older in which pictures, thoughts and narratives can be verbally brought up in the brain). Another gem from the *Neuroscience* workshop was the statement that now there is scientific backing for Adler's theories: "What you decide about who you are happens in relationship. That's why Parent Education works."

While I thoroughly enjoyed the 2-day main part of the conference, my favorite parts were the half-day Pre & Post-Conference Workshops, **Betty Lou Bettner's** *Early Recollections* & Hala Buck's *Mind-Body Connection*. These were like the crowning jewels. Aside from the interesting content of each of these, what set them in a special category for me was the greater depth afforded.

Unfortunately, all feasts must come to end and so did this one. But, boy, was I full when it ended. I highly recommend the conference to all Parent Educators—initiated and uninitiated. Don't miss the next NASAP. ■

NASAP...International Adlerian Leadership Since 1952

Dear Addy...continued from page 1

While she promised that she will never abuse her body to such a degree again, she would not promise to stop drinking completely.

What's it all about, Addy? We are out of consequences and feel like parenting failures.

-- *Lost Our Courage*

Dear Lost Courage,

The parenting road is a bumpy one, especially during the teen years. So, hold on to your hats and your values while continuing to espouse zero tolerance regarding alcohol, drugs and sex. Although we cannot control our teen's behavior, we can control our beliefs and expectations of their behavior.

Continue to be visible and actively involved in your children's lives. Jane may complain, but ask her questions: where are you going? with whom? will parents be home? who is the designated driver? At 17, she is also underaged, and she needs to know that you also have legal concerns about her alcohol intake.

Network with like-minded parents and backup each other during her tirades about "no one else..." and "everybody is..." and "you're the only parents who...". Establish an "escape plan" for difficult situations Jane may find herself in. Peer pressure accounts for a large percentage of drug and alcohol abuse and premature sex. Continue to educate yourself and your children regarding the effects of substances on their brains and bodies. Longterm and irreversible damage occurs resulting in impaired sleep, loss of memory and attention skills, depression, anxiety, auto accidents and date rape.

Remember, children do hear their parents. It is never okay to give implicit or explicit permission to experiment with alcohol, drugs and sex. Silence is not golden. Continue to be the responsible parents you have been, and discuss with your teens the consequences of rule breaking and bending. For example, her consequences might be loss of driving privileges, socialization curtailed, curfew instated or reinstated or changed to reflect their own behavior.

Can you stop Jane's behavior? Perhaps, not at this moment in time. However, children need to know clearly the family values and beliefs, and that their parents love them enough to say "No!" Never give up. Courage!
--Addy ■

Email Bag

Amy Lew <amylew@adelphia.net> wrote in July, 2004:

... I have been getting to do some interesting things in Boston. I am on the faculty of the Family Institute of Cambridge and have been able to introduce Adlerian ideas to a number of folks. I have given an intro workshop, one on early recollections, one on family constellation, a few on parenting for clinicians and... a week long summer intensive on parenting. The first half was on the basics of Adlerian parenting information and the second part was to train parent study group leaders. Folks who took the

whole thing got a certificate in parent education from the institute. It was very successful and I think that I will be doing it again. In the fall I will be giving a 3 day early recollection intensive. It has taken me quite a while to get a forum in Massachusetts but it is finally opening up and I have been asked to do trainings for various agencies and I will participate in the Harvard Medical School Continuing Ed Couple Conference in October.... It is gratifying to be able to teach what I really care about in my home area. ...I miss all my Adlerian connections. I am hoping to be able to attend the conference next year.

Key Principle...continued from page 1
strengths, improvements and efforts. This helps create a mindset where parents start to notice more often what is right and good about their kid. In turn the family atmosphere becomes more positive, loving and respectful. We believe that people do better when they feel better about themselves."

- **Dr. Ken West** (Professor of Counseling and Human Development, Lynchburg College in Virginia) said: "My students report that parents respond most to lessons on: 1. *Encouragement* 2. *Logical and Natural Consequences* 3. *Goals of Misbehavior*. Our older graduate students seem to have more success teaching ordinal position theory than our younger ones do. Older students also seem more able to apply the ordinal position theory to their own lives. So, this part of the program receives mixed reviews."

- **Linda Jessup** (former Section Co-Chair and founder of PEP) listed "1. courageous, pro-active parental *leadership* (vs. reactive parenting) 2. *encouragement* in action, in all kinds of situations (i.e., in disciplining, setting limits or re-directing behaviors as well as in motivating behavior)."

- **Mary Hughes** (FE Section Co-Chair, parent educator/Family Life Field Specialist, working with all stages of the lifespan, and all sorts of parent-types!) offered: "1. *mutual respect* between family members that is put into action with family meetings.... 2. the art of *encouragement* as different from praise—and the fact that when the parent is encouraged, and knows that they are one of the most influential people in the lives of their children, the family is resilient and able to thrive during periods of change within and without the family circle."

- **Peggy Geddes** (MA Soc Work) said: "I urge parents of young children to teach their children *not to compare*, compete or measure their peers—rather to appreciate each one as a unique and special creation."

- **Renie Bahlmann** (counselor; encouragement-trainer parents) wrote: "I'd have to say I'd hope that parents walk away understanding about *encouragement* (or the uselessness of critique, shaming, naming and blaming) and natural & logical consequences."

- **Rob Guttenberg** (Director, Parenting Education for the Bethesda-Chevy Chase (MD) YMCA; family counselor at this agency and in private practice) told us: "The one phrase that I have developed for letting parents know that there is a strong need for parental leadership but that *children need leadership from adults who don't 'need' to be leaders*. This applies to parents of all ages."

[Many members] also named encouragement...as the most important principle, while some spoke of self-esteem.

- **Linda J. Page** (Toronto: Adler Professional Schools Director) wrote: "[I]n my parenting counseling, classes, and now coaching: it's the family meeting or *family council*. I think it is the most promising technique yet on the other hand the most challenging one because it demands of parents that they utilize democratic techniques that are often sadly beyond their training or capacity (as we have learned from coaching in businesses and organizations). It's much easier to observe our children not being collaborative and then correct them. It's quite

another matter to disengage our own tendencies to want to be right or tell others what to do, especially when we believe our children should listen to us and do what they're told. I believe the family council is the true crucible that can melt all other parenting techniques into gold—if we allow ourselves to be in it together."

- **Terry Lowe** (Saskatoon parent educator) said: "One of the most important principles I emphasize is *mutual respect*. Mutual respect is what helps to set healthy boundaries in families. Mutual respect is the baseline for discipline. It helps to keep discipline firm and friendly. Without mutual respect discipline often turns into punishment. Mutual respect underlies our style of parenting. When we are mutually respectful, we can parent democratically. Without mutual respect we end up becoming autocratic parents (not respecting the children) or permissive parents (not respecting ourselves). Mutual respect is paramount for true communication, problem solving, and family meetings. It conveys that I care enough about you to really listen to you, value what you have to say and take that into account. Mutual respect is also a building block for encouragement. When I feel respected I also feel valued as a person; I can feel good about who I am and know that I count. To me, mutual respect lays the foundation for the parenting tools that we want to convey when teaching parenting."

From Our Section Meeting in Myrtle Beach

Many members, polled at the Annual Meeting to give brief input, also named *encouragement* and the encouragement process as the most important principle, while some spoke of *self-esteem*. Many named *consequences* along

continues on page 11

Key Principle...continued from page 10 with encouragement. Here are a few other favorite concepts:

Linda Maier: the concept of *different but equal*

Beverly Cathcart Ross: *solutions* instead of consequences

Martin Nash: *faith in people*; that they can handle it

Georgine Nash: *unconditional respect*, faith, resiliency

Elizabeth Gelfeld: *democratic family style*

Marlene Goldstein: We each have to *change our own behavior*.

Lynn Blech: the power of *empathic listening* and the dangers of rescuing and pampering, which are not a service to the child!

Patti Cancellier: the *discouragement* that comes from rescuing

Stephanie Brown: the child's *private logic* vs. reality

Michael Popkin: *FLAC* [which stands for] Feelings, Limits, Alternatives, Consequences

Cheryl Wieker: *the risks of indulgent parenting*

Jane Nelsen: getting into the *child's world*

Gary Hughes: *respect*

Becky Lebow: allowing children to *take responsibility* for their own homework

Jackie Cook: *parents are not alone*.

Want to weigh in? Contact your editor! Email

ParentEd@comcast.net. ■

Warm Fuzzy

Twenty-five years after leading parenting classes in my town (and thinking that it was *our* family that benefitted most from that activity), I have had the delightful experience lately of being thanked by the fathers of kids whose moms were in my groups so long ago. Who'd'a thought it? Makes my day!--ed ■

From the Membership

"PEEP" into statistical evaluation...

Join Jody McVittie's exciting research project and document Adlerian parent education efficacy. Multiply your own effectiveness by sharing your results!

PEEP is the **P**arent **E**ducation **E**valuation **P**roject, a collaborative research project using a survey specifically developed to measure parent perceived outcomes from Adlerian parent education projects. **PEEP** was conceived as a result of discussions at FE Section meetings at NASAP conventions. Many NASAP members have contributed ideas and suggestions. Since NASAP'04, an instrument has been tested and refined, and is now ready for wider distribution to gather a pool of data.

As parent educators, we often get the "feeling" that parents learn new things and are able to treat their children more respectfully as a result of our efforts, but the studies demonstrating this are few, and use small numbers and surveys that cannot be easily correlated with the current data on what appears to "work" in parenting. We also know that grant funding increasingly (and reasonably) demands that the tools and methods used have been shown to be effective.

This collective effort in gathering statistics will hopefully yield over 1000 parent response surveys, giving us a good sample size. It is our dream to be able to publish the results of the study in a peer reviewed journal. If we are successful, many Adlerian parenting groups will be able to take the first step toward becoming a "best practices" method.

If you are doing parent education, we invite you to participate! It will be very exciting to have participation from a wide spectrum of groups using a variety of Adlerian resources. Feedback from those who have tried the survey so far (from **Positive Discipline** and **PEP**) is that the parent educators themselves found the results gratifying. There it is right in front of you: the parent's own assessment of how the class has influenced them. And behind that are children who gain from lives a little richer in dignity and respect.

Please email me at jmcvittie@att.net for an electronic copy of the survey, the instructions on how to use it (so the data can be used) and the form for tabulating the data. Consult your NASAP membership directory or the Central Office to request copies by postal mail.

--Jody McVittie

Notes from the Co-Chairs:

Jody McVittie's parenting class evaluation research will be featured at our Tucson convention. **PEEP's** project compiling evaluations at the end of a series of Adlerian-based parenting classes will provide us all with powerful statistics. All of this data will capture information about the value of parent education to families. We *know* intuitively that Adlerian parenting makes a difference, but there is so little data out there to *prove* what we know, that this will be a big, useful step forward. **PEEP** should help us increase eligibility for grant dollars funding quality parent education. We urge you to write to Jody and participate in gathering the data! And, thank you, Jody, for the yeoman effort you are making!!! ■

Why Join NASAP's Family Education Section?

Why join NASAP's Family Ed Section? A good question, and one to be raised—and re-examined periodically.

As past Co-Chair of the Section and new Membership Chair of NASAP, I personally believe there is tremendous—and growing—value in being part of the stimulating and often exciting exchanges of ideas, research and information we have going as a Section. I don't think the newsletter, conference and email communications have ever been livelier or more frequent!

I see NASAP's Family Ed Section as the "professional organization" for Adlerian Family and Parent Educators, putting on conferences and

by Linda Jessup, Co-Chair Emerita

workshops of interest to me, as a Parent Educator, providing opportunities to grow personally and professionally, and offering a forum for presenting my own ideas, experiences and increasing expertise. The Section also provides me with a voice and a vote in internal matters and serves as an entree for both contributing to other Parent and Family Educators and to the organization as a whole.

It is no small matter that in NASAP, Family Ed Members

Next time:

An article by YOU!

Send us your thoughts, challenges, Dear Addy column, etc. etc. etc.

This is your FAMILY!

have broader opportunities to make new friends, network and meet authorities in a variety of Adlerian fields, to ask for help and to contact others with experience and expertise in specific areas. All Adlerians—and the larger society as well—benefit from the growing strength of our Parent Educators and Family Education Section efforts. How exhilarating it is to me to be a participating Member of the Family Education Section, today, when the world has never needed Adlerian ideas and applications more!

Why are you a Member? We would be interested to hear—and publish—your thoughts about membership in the Section and/or in NASAP in future issues of *FAMILY!* ■

The mission of NASAP, the North American Society of Adlerian Psychology, is to foster and promote the research, knowledge, training and application of Adlerian Psychology, maintaining its principles and encouraging its growth. NASAP membership includes educators, psychologists, psychiatrists, counselors, parents, business people, community organizations and other interested people. The **Family Education Section** applies Adlerian principles to the home. Members are professionals and nonprofessionals dedicated to understanding and improving family relationships between children and adults, with couples, and among individuals.

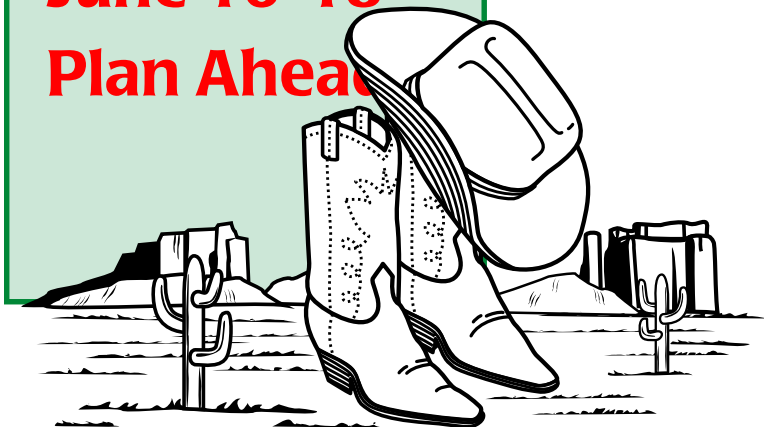
**Meet us in
Tucson for
NASAP '05**

**June 16-18
Plan Ahead**

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Bonus Pages 13-15! Photos

from Myrtle Beach • NASAP'04

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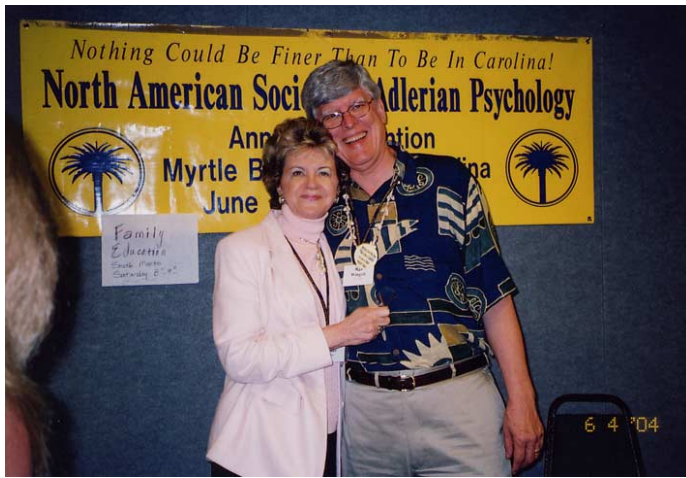


Some of the membership of the FE Section caught as the Annual Meeting of the Section concluded
Photo courtesy of Alyson Schafer.

The setting: June 2004, Myrtle Beach on the beach!

Make sure you attend next time, too -- and bring the suntan lotion and fishing rods!





Betty Lou Bettner and Wes Wingett



Leo Gold (center), the Ansbacher Lecturer, honored by Pres. John Newbauer and Francesca Peckman



Chicago Adlerians - Seated: (l) Bob Powers, Mary Schneider, John Petersen; standing: ?, Rachell Anderson, Roseann Boldt, Tom & Margaret Petersen



Jon Carlson and Jim Bitter



Dan Dalton and Edna Nash



Mary Jamin Maguire and Betty Lou Bettner



Gary McKay instructs



Mary Jamin Maguire leads discussion of FECs in the 21st Century



Linda Jessup, presenter, and Jane Lawther -- with the ocean in the background!



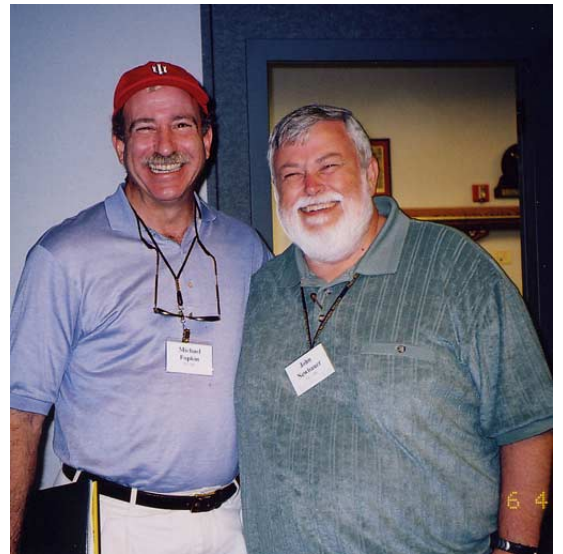
Featured speaker Lew Losoncy surrounded by friends: front, Georgine Nash, Angel Freedman, Kathy Walton; back, Kevin & Luana Milanese



Exiting riverboat cruise ship on last night: Becky LaFountain



NASAP officers and Puerto Rican contingent celebrate Mary Alice Lausell's award



Michael Popkin and President John Newbauer enjoy the convention



Walton Family - presenters and sponsors
Patti Agatston, Kathleen Walton, Cindy Walton-McCawley, Frank Walton



Shipboard: ?, Lew Losoncy, Riki Intner



Shipboard socializers: Richard Kopp and Linda Page