



# FAMILY!

A Publication of the NASAP Family Education Section

Spring 2006

## All in the Family: The Birth of a NASAP Affiliate

by John Petersen, PsyD, psychologist,  
former NASAP Board member, and  
Founder of the Sophia Group

### The Family Tree

The seeds were sown in the summer of 1967 at the University of Illinois where my father, **Tom Petersen**, pursuing his PhD in Philosophy of Education, was forced to take two psychology courses. Studying education and epistemology, he was certain to avoid the behaviorists who were ubiquitous at the U of I in Champaign/Urbana in the late 1960s. The only non-behaviorist graduate psychology course available to him was taught by visiting professor Rudolf Dreikurs. My father sat in the first class and  
*continues on page 6*

## Imaginary Friend Dear Addy...

Guest authors are **Linda Jessup** and **Patti Cancellier**. Linda is the founding director of the Parent Encouragement Program/PEP in Kensington, MD and a parent educator in Loveland, CO. She divides her time between Colorado and Maryland. Patti is the education coordinator and a parent educator at PEP, and our FES Secretary/Treasurer.

Dear Addy,

My 5-year-old son, Jacob, has an imaginary friend named Foofohat. Foofohat first appeared over a year ago when my family was living abroad. When my son was upset about something, all we had to say was "How is Foofohat feeling? Can I give him a kiss?" and my son would immediately settle down. It  
*continues on page 4*

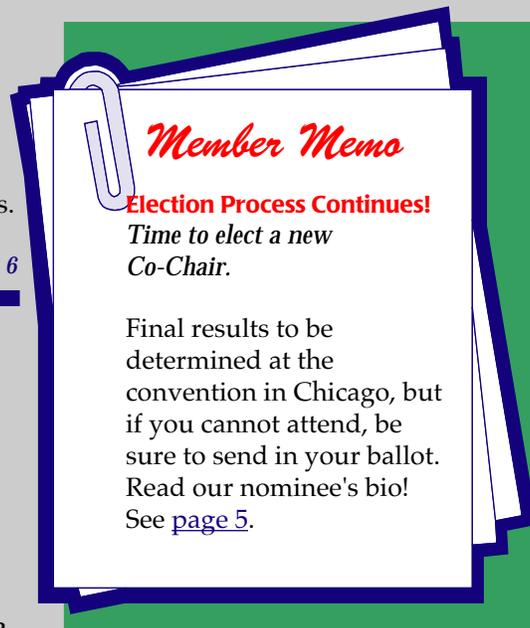
## When Is It Time for Graduation?

by Hope Hornstein, MA, LCPC  
Parent Study Group Leader

I began my career as a leader of Family Education Association (Chicago) parent study groups in the 1960s. It was at a time when the Family Education movement was coming into its own. Before that time, I had led groups and attended counseling sessions under the auspices of the Community Child Guidance Centers of Chicago with Rudolf Dreikurs, Bronia Grunwald, Eleanor Redwin, Bob Powers, Margaret Goldman, Shirley Gould—all prominent Adlerians and great teachers of "child guidance" principles. I have led groups for parents in many settings and locations in the Chicago area. For the most part, the groups have been time limited to six to eight weeks each.

However, in 1992, after leading a six-week group in a hospital based community mental health center where I worked, group members (parents of toddlers) asked if the group could continue to meet monthly to be reminded and brush up on our learnings. I had been trained originally to lead groups and then leave them. However, I agreed to the monthly meetings which proved to be extremely supportive for parents, reinforcing child rearing

*concludes on page 3*



### Member Memo

**Election Process Continues!**  
Time to elect a new  
Co-Chair.

Final results to be determined at the convention in Chicago, but if you cannot attend, be sure to send in your ballot. Read our nominee's bio! See [page 5](#).

## Also in this issue

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## FE Section Co-Chairs Report...

Happy Spring Everyone!

I hope everyone survived the winter, and that you are ready for warmer weather. For me, the spring means opening the family cottage and facing swarms of black flies, bats and mice. I am sure that you either agree that that is the BEST way to spend time or the WORST!

One thing we probably all agree on is the joy of attending the annual NASAP conference. I hope you have marked your calendars for May 25 - May 28 and will be joining us. Just a reminder that this year the conference falls on the long weekend so travel and accommodations are already booking up quickly. You'll find the descriptions of the conference break out sessions for the Family Education Section on page 7. It is sure to be a fantastic conference. If you have not made the journey to Chicago, I urge you to come along and visit this incredible city! As a Canadian, known for our warmth and politeness, I think the wonderful folks of Chicago are giving us a run for our money! And of course there is always *Oprah!* and the smorgasboard of Saturday night social events in Chicago.

We'll have much to talk about at our Section meeting, so please plan to attend. We have been asked to spend some time noodling the notion of Sections in general – their viability and usefulness. Family Education Section is vibrant by the organization's standards, but perhaps thinking outside the box could allow us to accomplish even more. I invite you to think about our Section, how best to service your needs and how best to service your needs as an Adlerian family educator. We can discuss this more on the listserv and at the conference.

This meeting we will also include our official "good bye" to Mary who has been my co-chair for these past years. I have enjoyed working with Mary, and am glad to know she will still be very active with our group in other capacities. She has some parting words herself, printed below.

Warmly Your Co-Chair,  
*Alyson Schafer*

### A Fond Farewell

"If you don't know where you're going, you'll end up somewhere else," is a quote credited to Alfred Adler. NASAP is a rare group of people. I've learned about myself by being a part of the NASAP leadership. And I've grown in my understanding of how very unique in this wide world is the Adlerian impact on each other and families.

NASAP knows where it is going – it will end up doing GREAT THINGS for families, education, and the health and wellness industry. Although I am ending my influence in the leadership role of the Family Education Section, I remain a dedicated Adlerian practitioner who will continue growing in the arena of her own family, taking Adler into more homes and whatever circle I find myself in next!

Life happens at the level of events, and here's a brief look at the events that I recall welcoming or working on during my term as co-chair:

*continues on page 3*

## Adlerian Wisdom

- *Focus on solutions instead of consequences. Many parents and teachers try to disguise punishment by calling it a logical consequence. Get children involved in finding solutions that are (1) related, (2) respectful, and (3) reasonable.*

-- from **Positive Discipline**  
by Jane Nelsen  
www.PositiveDiscipline.com

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

## How to reach us

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## Members Publish!

### AGS (STEP)

January 2006 eNews Featured

- *Resolutions, 2006 Thanks and Wishes*, by Dr. Don Dinkmeyer, Jr.
- *A Tribute to Dr. Bill Greenwalt*, by Don Dinkmeyer, Jr.

<http://www.agsnet.com/url/donjan06.asp>

### Mary Hughes Farewell, cont. from p. 2

- Organizational business (by-laws revision, job descriptions, etc.)
- Yahoo ListServes for Sections
- A New Look for NASAP as an organization – logo change, better alignment of Sections with a clearer vision of what NASAP's mission is
- Expansion of the newsletter and revision of NASAP's newsletter
- NASAP's Resource Pages have been re-instated and revamped to include entries by all Sections
- Jody McVittie's important continuing research on Family Education (PEEP)
- A Certificate in Adlerian Parent Education is still being considered. I will continue working on this project until we decide if the current Certificate in Adlerian Studies is sufficient or whether we need something that distinguishes ADLERIAN parent education from other theoretical foundations.

Martin Luther King once said, "Our lives begin to end the day we become silent about things that matter." What each of you has to say about Family Education matters: continue the work of bringing Adler's influence to more front doors....I'll be on the same path.

Thanks for the opportunity to serve as this Section's Co-Chair. It has been my privilege to see our Section flourish.

Mary L. Hughes  
Co-Chair

*Graduate?...continued from page one*  
concepts on a regular basis.

Well, here it is the year 2006, and children of these group members are now juniors and seniors in high school preparing for college. In a world where there is so much alienation, parents in this group have formed long lasting, cohesive friendships over time. They continue to look forward to our meetings. Most families have younger adolescents in addition to their college bound children. However, it will not be long before these younger siblings will be leaving the nest and our group will need to decide what its future will be.

Again, I had been taught as a young group leader to lead a group and move on. However, the value this group has derived in continuing has provided great support over the long haul. I have, therefore, continued to offer groups the opportunity to attend monthly meetings after the initial six or eight sessions where they first learn child rearing principles. And it is continuing to work.

You may ask, have parents and families avoided difficult problems as a result of their continued participation in the group? The answer seems to be "very much" yes and a "little bit" no. The kids, without exception, have developed a great sense of social interest and success in many areas of life. However, life has problems and is not perfect. At times, the road for some has been stormy. Kids have had issues with school, and a couple of them have even had brief bouts with drugs and alcohol. Currently, all of the kids are thriving. Parents have had the courage to be "imperfect." Group members have felt free to share and have persevered in their practice of Adlerian child rearing techniques in an atmosphere where there has been no individual problem solving, judgment or advice giving. The attitude of acceptance and support of group members has always prevailed. Group members have all been there for one another. There has always been optimism and the idea that it is not what life deals out to us, but what we are going to do about it.

So, when do we graduate? Who knows? I come from a long line of Adlerian trained parents. My Aunt Mollie had the good fortune to meet Rudolf Dreikurs soon after he arrived in the U.S. in the early 1940s. Our family will soon begin its fourth generation of parents trained with **Children: The Challenge**, and **STEP**. I'll probably go to my grave doing what I consider a most important activity—leading parent study groups. I will lead them for six or eight week periods, or continue beyond that with monthly sessions. It's always been my thought (and, perhaps, it's somewhat simplistic) that if everyone in the world had the opportunity to join this kind of group, we'd have no more wars. (I'll expound more on that next time!) ■

### Next Issue

Cheryl Wieker's article on Teen Driving - a PEP answer.

Post-Convention Highlights

More stories from the trenches...

And contributions from *YOU!*

*Dear Addy... continued from page 1*  
was too good to be true. But now Foofohat has become a part of regular daily life. My son wants us to ask about Foofohat all the time. I'm tired of doing this and I'm a little worried about this behavior as well. Help! By the way, Jacob has a twin brother that he is close to. They play together all the time.

--Concerned Parent

Dear Concerned Parent,  
Exceptionally bright and imaginative kids tend to create imaginary friends to provide important functions for them. Sometimes they provide companionship, comfort, interest, another perspective, adventure, daring, security, courage, privacy, ownership or affection.

I don't think anybody should attempt to banish an imaginary friend. Foofohat sounds like—right now in Jacob's life—the gatekeeper to his world. It is possible that Foofohat has become a way of gaining Undue Attention—getting attention that is not due him in that situation. That may be because you and your husband have become discouraged and impatient with having to go through Foofohat to get access to your son and have made him an "issue," like thumb sucking or carrying around a tattered piece of security blanket.

I'm wondering why Foofohat seems so threatening. Are you worried that this behavior is abnormal? Or is it embarrassing when Foofohat "appears" in public? Is it that you're wondering, "What's wrong or lacking with us as a family that Jacob creates someone else?" The fact that Foofohat came on board while you were in a foreign, very changed setting and especially when he was upset suggests that he helped Jacob cope then and Jacob really got attached to him.

He may also have gained him extra attention then, while he was still "cute."

I think I would put Foofohat to work in helping Jacob connect and contribute more. For example, you could say to Jacob: "I'd like you and Foofohat to help me sort the family laundry and get the clothes washing." "It's Foofohat's turn to set the table. Would you help him and then he can help you when it's your turn." "I wonder if you and Foofohat would plan and prepare a picnic lunch our family could eat when we go to Sugarloaf Mountain next Sunday?" You can consult Foofohat. "OK, your opinion is that we shouldn't go to Grandma's this morning. What does Foofohat think about it?"

If you really are unwilling to deal with Foofohat any more than absolutely necessary, you can set positive limits on your

participation with Foofohat, but then do it wholeheartedly and with good grace. For example, announce that Foofohat is welcome to join Jacob when he and Mom or Dad have their Special Time for 30 minutes a day. After that, dealing with Foofohat at other times is referred to Special Time. "I'm not willing to talk to Foofohat about the day this morning because I'm feeling rushed and I just want to talk to you right now. Tell Foofohat to tell me what he wanted to say when we have our Special Time. Then I can really listen to him." Then you need to follow through and be consistent.

Imaginary friends—as with other early friendships—have a way of appearing and being very important for some time. Then one day they are simply gone! You may find you miss Foofohat when he's gone.

--Addy

## From the ListServ: The 90 Minute "Talk"

*Last May, John Petersen wrote in to the listserv to ask "If you had 90 minutes to address a group of 15 parents about parenting their teens, where would you start and what topics would you consider essential to include? I find it hard to narrow it down for one meeting." Among many generous and useful member contributions, Linda Jessup replied:*  
...I gather you're talking to a group of potential class participants—kind of a one-shot deal to hopefully capture their interest and give them some meaty Adlerian formulations that provide a taste of our approach to relationships with adolescents.

...I like to go around the group, asking for each parent's "single most pressing concern" with their teen at that point in time. I note the issue as each speaks, on a board, then I group their concerns into categories, such as "taking responsibility," "raising the level of respect," "combating discouragement" and "effective limit setting." By using their own dilemmas as a jumping off place and by having them participate from the get-go, I ensure their involvement and high interest. Then I address each topic they've raised, formulating the issues in an Adlerian framework and using quick participatory exercises—reverse role plays, muscle testing, demonstrations, etc.—to help them understand the dynamics at work. I encourage input from the group as well in coming up with suggestions which meet the requirements of the '4 R's.' I like to send them each off with some new options and understandings, making sure they know there's lots more good stuff where that came from! I've found this approach, of letting the group set the agenda, to be extremely productive.

## Meet the Co-Chair Nominee

Congratulations to **Dina Emser**, who has been nominated for Co-Chair of the Family Education Section, succeeding **Mary Hughes**. The official election will be held at our Section meeting during the Chicago convention, May 25-28. Members unable to attend may submit a ballot by mail. Please participate in the process! And think about offering your services when the next opportunity arises!

### Biographical Highlights

#### Dina Emser, M.A., CPDA, CPCC

Dina is a Certified Positive Discipline Associate and Lead Trainer with over 20 years of experience in education. She has taught every grade level, kindergarten through eighth grade, as well as college level students, teachers and parents. For nine years she served as the principal of an elementary/middle school whose staff incorporated Positive Discipline principles including classroom meetings. Currently Dina works as a Certified Professional Coach and Educational Consultant working with individuals, schools, and organizations.

Dina has presented at educational conferences in the U.S. and Canada for the North American Society of Adlerian Psychology and the National Association of Educators of Young Children. She has trained teachers and parents in Positive Discipline in the United States and abroad. She currently serves as Co-Chair of the Positive Discipline Association Board of Directors, and is a member of their national and international speaker's bureau, most recently representing the association in the country of Cyprus.

Dina has been married to husband Bob, a sculptor, for 27 years. Daughter Lindy is 23, and recently graduated from Columbia College, Chicago with a Bachelor of Fine Arts degree. Son, Ian, is 18 and will graduate from high school this spring.

Dina Emser • 207 Campus Street • Eureka, Illinois 61530 • ph/fax 309-467-4429 • [emser@mtco.com](mailto:emser@mtco.com)

### Get to Know Alyson Schäfer

Here's some background on our continuing Co-Chair, **Alyson Schäfer**, whose resume we have not had the opportunity to publish as yet in *FAMILY!* Are we not lucky to have these fine members lead our group?

Alyson Schäfer has been a member of NASAP since 1998. She is the third generation of her family to be members of NASAP. As the granddaughter of Edith and Milton Dewey, Alyson was raised by Dreikursian principles. Her family was Open Form counselled by "Dr. D." when Alyson was 4 years old. She and her siblings had the help of Bronia Grunwald to deal with sibling fighting. Her father, Dick Knight, and Edith together started the Adler Institute of Ontario, now replaced by the Adler School of Ontario from which Alyson earned an MA in counselling. She taught at Kinderschool Adlerian Nursery School. Subsequently, Alyson worked with NASAP members **Linda Page**, **Richard Kopp** and a dedicated team to create the Adler Parent Coaching program. Along with **Joanne Flynn** and **Julie Weiss**, she helped launch a professional group called "Toronto  
*continues on back page, 8*

tear out & mail or fax

Please sign, clip and mail this form to NASAP, 614 Old W. Chocolate Avenue, Hershey PA 17033; or fax to 717-533-8616 before May 18. Voting will also take place in person at the Section meeting during the Chicago convention, May 25-28.

## Official Ballot for Family Education Section Co-Chair Election

Office of Co-Chair, 3 year term commencing at NASAP 06 Convention in Chicago, May 2006

Dina Emser

Member Signature: \_\_\_\_\_



***Birth of Affiliate...cont from page one***

asked the student next to him if Dreikurs was a behaviorist, to which the student responded, "No. He's a crazy Viennese psychiatrist!" At first, my father concurred that Dreikurs' approach was crazy. But before too long, he went home where my mother, Margaret Petersen, was tending to their first-born, infant son, and told her about his professor who says you don't have to yell, threaten, or spank children to discipline them. She went to the class to

in the classrooms. Out of social interest and for the sake of his children's education, my father applied for and was awarded a grant to bring Adlerian psychologists and teachers to the South Bend area to offer workshops to parents, teachers, and principals. Bob Powers, Bronia Grunwald, and Don Dinkmeyer each presented day-long workshops at Saint Mary's College. The Adlerian principles were well received.

Saint Mary's asked my mother to start a preschool, primarily so the undergraduate Education and Psychology students would have access to children for research and

***...Adlerian child guidance practices are an excellent introduction to the entire Adlerian philosophy and theory of psychology.***

applied learning. My father was on the board and my mother was a lead teacher and administrator. She trained all of the staff and graduate students in Adlerian psychology, and she applied the principles

Mail your ballot to:

NASAP  
614 Old W Chocolate Av  
Hershey PA 17033

see for herself. Together, my parents watched Dreikurs counsel a family in front of the class. Dreikurs' wisdom, respect for children, and compassion for the family won my parents over. My father pursued Adlerian theory through his graduate studies. My mother, an elementary teacher by profession, participated in parent discussion groups and applied the parenting approach at home and in her work.

With three young children, my parents moved to South Bend, Indiana for my father's teaching position in the education department at Saint Mary's College. As their children grew to school-age, they discovered the public schools were very authoritarian and punitive. Wooden paddles, used for disciplining, hung on the walls

in daily guidance and education of the children. In 1973 and 1974, my parents helped hire and train the director of the school, Terri Kosik, who in passing years expanded the preschool to the University of Notre Dame. Today, renamed Early Childhood Development Center (ECDC) of Saint Mary's and Notre Dame, the school serves 300 families and still is based firmly on Adlerian/Dreikursian principles. Terri Kosik remains the director. She is as ambitious as ever spreading the Adlerian practices, which she tells me are entirely consistent with current "best practices" in early childhood education. Shirley Lewis, ECDC teacher and recipient of the prestigious Saint Mary's College President's Award, was my preschool teacher in 1973, taught my oldest son in 2002, is currently teaching my middle son, and is an Adlerian icon in the early childhood education community.

Building on the community's interest,

*continues on page 7*

*Affiliate... continued from page 6*

my parents taught parenting courses for a couple of decades, using **Children: The Challenge** as their framework. My father always says the Adlerian child guidance practices are an excellent introduction to the entire Adlerian philosophy and theory of psychology. So he was well prepared when he left his academic position and enrolled in the Alfred Adler Institute of Chicago in the mid to late 1970s. For a couple of decades after graduating, he was a strong Adlerian presence in the community, offering not only excellent therapy services, but also a popular lecture series to the public.

In some cases it's true the apple doesn't fall far from the tree. I'm a graduate of the Adler School of Professional Psychology. I'm married to a clinical social worker and we have three young sons who keep us honest about living the values we teach in the classroom and practice in the counseling office. My parents, wife, and I support each other in our professional and personal growth. For the past several years, we worked together when possible, and a recent confluence of events gave us the freedom to work together more formally by forming Sophia Group in 2004 and becoming a NASAP Affiliate in 2005.

**Bearing Fruit as an Affiliate**

Sophia Group's mission is to provide education, counseling, and professional development to foster peaceful and egalitarian relationships, especially in the contexts of family, education, intimate relationships, and spirituality. We present ourselves to the community as a group of counselors, social workers, psychologists, and educators who study and teach human

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## Convention Bulletin

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### Be in Chicago May 25-28, 2006!

While flexibility is the name of the game at a NASAP convention—no need to commit in advance to any regular session or any one track—here's a preview of the neat Family Education track offerings:

- *The Misbehaving Child*, Susan Pye Brokaw, MA
- *Peaceful Parenting*, Nancy S. Buck, PhD
- *Sparkling Social Interest by Fanning the Flames of Moral & Emotional Development*, Linda E. Jessup, MPH, FNP
- *Calming the Family Storm: Anger Management for Moms, Dads, and All the Kids*, Steven A. Maybell, PhD and Gary D. McKay, PhD
- *Planting Seeds for Parents to Succeed: Intentional Scaffolding of a Parent Education Class*, Jody McVittie, MD
- *When You're About To Go Off The Deep End, Don't Take Your Kids With You: Step by Step Guide to Get What You Want AND Give Your Children What They Most Need!*, Kelly Nault, MA

Below are several of interest from other Section tracks:

- *Effective Co-Parenting Post-Divorce: A Couple Counseling Model for Working with Couples—Divorced & Co-Parenting*, Louise Giroux, PhD
- *Growing Encouragement: Creating a Support Structure for Discouraged Kids*, Lois Ingber, LCSW and Jodie McVittie, MD
- *Working with Children after a Traumatic Event*, Mary Jamin Maguire, MA

**Remember to attend our Family Education Section Meeting**

Time and place will be announced at the convention

**Enjoy the Special Speakers at Kickoff, Lunch, Dinner**

Thursday evening, **James Bitter**, 10th Ansbacher Lecturer, on *Am I an Adlerian?*

Friday luncheon speaker, **Jon Carlson** addressing the conference theme of spirituality in *Touched by the Spirit*

Friday banquet guest speaker, **Margot Adler** (radio commentator and granddaughter of Alfred Adler), sharing her scholarship on spirituality

*Affiliate... concludes on back page, 8*

development and fulfillment from a holistic perspective. We acknowledge that research and professional opinions can lead us in circles if we don't use them with wisdom and common sense. So we work to stay up to date with the research in psychology, social work, and education and then integrate the research with practical Adlerian methods and wisdom. In

*Affiliate...continued from page 7*

short, we feel Sophia Group is where expertise and common sense come together.

Only a portion of our work is related to family education, but it is our most public work. This year, we have offered two series of parenting workshops through ECDC of Saint Mary's and Notre Dame. We also offered three separate parenting series with the Jewish Federation of St. Joseph Valley, the largest Catholic parish in South Bend, and The Center for the Homeless. My wife, Sharon Bain, is now the school social worker at ECDC, where she primarily serves as a consultant in classroom management to teachers. But she also offers consultation to parents who are then invited to one of our parent workshops. ECDC and Sophia

Group are working toward a more formal family education center and a training program for classroom management consultants. ECDC and Sophia Group recently teamed up to present on using classroom meetings in preschools at our regional early childhood educators conference.

Sophia Group is currently only six people strong, and four of us are related. But our bylaws and board will soon be in place, and we are on schedule to submit our 501(c)(3) application to the government [for nonprofit tax-exempt status] in May. The South Bend community is ripe for more common sense in education and mental health, as evidenced by the number of community leaders taking an interest in Sophia Group. Once off and running, we hope to be more active in the NASAP Affiliate discussions and mutual support

that has developed so nicely in the last couple of years. ■

*Alyson...continued from page 5*

Adlerians" to help local Adlerians stay connected via social events and a listserv discussion group. Working as a parent educator and parent coach, Alyson also hosts a call-in television show, *The Parenting Show*, and has her first book coming out this fall with Wiley Canada! Her active web site, [www.alyson.ca](http://www.alyson.ca), is brimming with resources.

Alyson is married to Ken, marketing VP for an Internet company; they are parents of two girls, Zoe, 12, and Lucy, 10.

Alyson first accepted the interim Co-Chair position vacated by **Linda Jessup** in 2004, followed by election in her own right in 2005. ■

The mission of the **North American Society of Adlerian Psychology** is to promote growth and understanding of Adlerian (Individual) Psychology, the work of Alfred Adler, and effective approaches to living based on his philosophy. 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  
Chicago for  
NASAP'06**

**May 25-28**

**Don't Miss It!**

**NASAP Family Education Section**

614 Old W Chocolate Av  
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**Home Page**

**<[www.alfredadler.org](http://www.alfredadler.org)>**

