



FAMILY!

Book Review

by Mary Jamin Maguire

Caregiving from the Heart: Tales of Inspiration

by Riki Intner and Roberta Cole
Elders Academy Press
\$19.95 / www.elderspress.org/ 415.861.3455 x3

Most of us will take care of a sick or aging relative or friend at some time in our lives. For some of us it will be when we are young, for many of us it will be when we hit middle age or when we get old ourselves. We may take care of a parent or grandparent, a sibling or partner, or a friend. This book gives hope and encouragement to anyone caregiving from the heart. The authors tell us that they wrote it to "weave together some of the threads of connection" through the traditions of the storyteller, to help

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Continuing Feature Dear Addy...

Guest author is **Beverley Cathcart-Ross**, a certified parent educator based in Toronto, Ontario. She is also a mother of four young adults - her "best teachers." Beverley is co-founder and Chair of the Open Family Forum of Toronto and co-founder of the Parenting Network.

Dear Addy,

My daughter Anna is six years old and I'm getting frustrated with how disrespectfully she can treat me. Last night is a typical example. I was reading "Cinderella," her favourite bedtime story, when the phone rang. It was a call I felt I should take, and within minutes she was poking me with her Cinderella Barbie (she holds her while we read) and being very

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Teen Driving:

PEP Teaches "Planning For Safe Teen Driving" (Part I of 2-part series)

by Cheryl Wieker, PEP Executive Director

Parents tell us that it seems like just yesterday that they were teaching their children how to walk safely across the street, buckle up, and rollerblade on the sidewalk. Now in the *Thriving with Teens* classes at the Parent Encouragement Program/PEP in the suburbs of Washington, DC, parents worry aloud about how to help kids stay safe from drugs, alcohol and unsafe sex. But it's actually teen driving that represents the greatest risk of death between ages 15 and 20. Is your parenting program ready to train families to launch teen drivers?

Alarming Facts About Teen Driving

In 2004, 2,581 teen drivers were killed in passenger vehicle crashes. Another 1,475 teen passengers were killed when teens were driving.

According to the Insurance Institute for Highway Safety (IIHS), the risk of crash involvement among 16-19 year olds is four times the risk of older drivers. Risk is highest at age 16.

Why Parents Need to Stay Involved

Parents are the key to training safe young drivers. There is help for parents along the way from new laws, new technologies, and a plethora of recent studies, but in the end, just like always, it's about family planning, knowledge, and limit setting. This is not a

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Member Memo

Minutes & Treasurer Reports

We had a great time at the Chicago convention. Members can find out the details on pages 6 and 7.

Join us in Vancouver in May, 2007!

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FE Section Co-Chairs Report...

Dear Family Education Section Members,

Summer holidays are over and school is back in session. Frankly, September feels more like the “new year” than January 1st does to me. There always seems to be this “back to business” feeling when fall rolls around. This is also the issue of *FAMILY!* that follows our annual conference – so this is kind of “new year” of sorts and we have much to celebrate!

The 2006 conference in Chicago was a hit and we have beautiful Vancouver to look forward to in 2007. This year the attendees at our annual general meeting decided we will roll our annual meeting into a social gathering, and so we are making plans to have our first ever Family Education Section wine and cheese party so we can actually spend some time socializing together! We travel so far and the conference always feels like it breezes by so quickly. It’s hard to get any time to visit with our peers, so hopefully this venue will help us connect even more. We’ll send you more details closer to the time.

We also have to welcome **Dina Emser** as Co-Chair to our executive team. I am really looking forward to working with her and our continuing Secretary/Treasurer **Patti Cancellier** in the year to come.

This is also the first year of a new NASAP president’s term so we welcome **Mel Markowski** and bid farewell to **Erik Mansager**. You’ll also notice there is a new NASAP logo and a new and improved NASAP website. Our newsletter editor, **Bryna Gamson**, has graciously agreed to help our Section’s area of the website be as helpful and functional as possible. Former FES Co-Chair **Mary Hughes** will continue to meet with NASAP’s long term planning committee about the possibility of offering Adlerian training for parent educators through the already successful NASAP certification programs that offer various on-line educational offerings. **Jody McVittie** is soon to publish her impressive results proving the effectiveness of Adlerian work in parent education classes: they do in fact change families for the better! We always knew – but now we have the numbers to back us – and some surprising findings that Jody will share.

Our listserv has been revving up again after a summer hiatus; I hope that means people were away from their computers, off the grid and on the beach! I look forward to keeping in touch over the wires between issues of *FAMILY!*

Keep in touch – we are just an email or phone call away. ■

Warmly Your Co-Chair,
Alyson Schafer, along with *Dina Emser*

Adlerian Wisdom

- *Make sure the message of love and respect gets through. Start with “I care about you. I am concerned about this situation. Will you work with me on a solution?”*
- *Have fun! Bring joy into homes and classrooms.*

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

www.PositiveDiscipline.com

Thank you, Jane, for permission to again reprint from your *Guidelines*. This is the last in the series.

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Caregiving review...cont. from page 1

us make sense of life. And they were very successful!

Many of the stories talk about role-reversal, often with humor – like the one about the middle-aged daughter helping her mother put on a “diaper” in a public place. There are stories about limiting the independence of older people, including stories about moving parents closer to other family members or to a nursing home. One such is the story of a woman who had a doctor write a prescription for a “new life” (i.e., to move into an assisted living facility) for a friend with Alzheimer’s who refused to leave her home. (It worked – “the Doctor knows best.”) There are stories that discuss dealing with the feelings of depression and/or failing physical abilities in the elderly – and their loss of dignity. One of my favorites is the one about the woman who answered every question with: “Corn Flakes and a banana,” a simple answer to a complex world. And there are stories about children taking away their parent’s car keys – and, unlike a teenager, knowing that they won’t have another chance. And stories about the mixed feelings of caregivers: joy and grief, love and anger, delight and frustration, resentment and honor. Many of the stories talk about the renegotiation of relationships (child to parent, partners to each other, neighbor to friend).

One of the things that surprised me when I was a caretaker for my parents was the relationship that each of us in the family developed with the professional caregivers who assisted us. They became lifesavers for the caregivers as well as the care recipients. Many of the stories in this book address these unique relationships. Some stories also address the need for

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Teen Driving...continued from page 1

new task for most parents, but as teens assert their independence parents sometimes aren’t aware of the critical need to stay involved in the process of launching teen drivers. The consequences of mistakes in the early years of driving are too severe for parents to take a “hands off, let Driver’s Ed teach them” approach. Recent research from NIH’s Institute of Child Health shows that parent involvement in driver education makes a notable difference in safe outcomes.

Four ways that parenting programs can help families reduce the risks of teen driving:

- *Understand the risks unique to teen drivers*
- *Accurately assess the teen’s readiness to learn to drive*
- *Commit time and energy to teach the new driver, and*
- *Put in place Family Driving Agreements that spell out learning milestones and set safe and appropriate limits*

Parents should start the preparation for this task early – when teens are 13 or 14 – to avoid a host of mistaken assumptions and negative feelings by teens and others in the family. Parent awareness of the upcoming task will also help them to review their own behavior as driving role models.

PEP’s *Planning for Safe Teen Driving* class enrolls as a separate class and meets two times for 90 minutes each meeting. We offer the class four times each year. It’s intended for parents and teens to attend together. The class started out being “research findings heavy” but it was greatly improved when a college intern and her PEP Leader mother helped us develop interactive experiences to liven it up and make it more meaningful for teens. We use a locally filmed GEICO filmstrip to start off, and then a PowerPoint slide show to provide visuals to back up points of the session.

The curriculum of the course has evolved over the years. We’ve learned to avoid gory pictures and overwhelming statistics. It frightens parents and (because of developmental issues) doesn’t frighten teens, since most teens can’t believe that it could happen to them anyway. We don’t try to be experts on the changing teen driving laws, providing families with a print out of the current laws of their state. We moved from one to two sessions in 2004 when 14 teens were killed in traffic crashes one Fall and the research about the link between written Family Agreements and safer experiences was published. After attending [FE member] **Jody McVittie’s** presentation on brain development at the NASAP conference, we’ve added some limited pieces on mirroring and brain maturity issues.

The cost of a new course “textbook” is included in the family price of \$65 for an adult and teen (scholarships readily available). The text is *Teen Driver: A Family Guide to Teen Driver Safety* published in 2004 by the National Safety Council (email them at TeenDriverSafetyDesk@nsc.org) If PEP were starting out now to develop a course, we’d probably base it directly on the NSC text.

We usually draw 20-30 people for each class, usually one teen and one parent, although sometimes parents attend solo, citing homework schedules or teen refusal to attend. The winter after that fatal fall, PEP hosted a panel of some of the leading researchers and 250 people attended.

Dear Addy... continued from page 1
rude. Then she stormed to her room and put a sign on her door that said "No Dad."

I don't want my daughter to grow up disrespectful of others – what I should I have done?--*CinderDad*

Dear Dad:

All Behaviour Serves a Purpose

Don't focus on the behaviour. Instead, scratch the surface and you'll discover the belief behind the behaviour. Deal with that belief, and the need for the behaviour disappears – just like magic! In other words, understand what your daughter believes to be true in a given situation and help her with her feelings about that situation. When children feel better, they do better.

My guess is that Anna felt unimportant and disrespected when you took the phone call during her special story time with you. The message she got was that the person on the phone was more important than she was – not unlike how we'd feel at work if a colleague started taking calls in the middle of an important meeting. As you can see, the pumpkin doesn't fall far from the patch!

When our feelings are hurt, our reflex is to retaliate and get even. When we are "hurting in," we "hurt out" – as simple as that. So, Anna hurt your feelings by poking you and interrupting. When that didn't work, she did the ultimate revenge number – she rejected you and withdrew her love with her "No Dad" sign.

Smart Solutions

• *Take Responsibility for Our Behaviour*

Whenever our children are behaving disrespectfully to us, it's useful to first think about what might have caused the behaviour. Could we have contributed by

treating them disrespectfully? Remember, in this situation it's Anna's perception that rules. If she believed you didn't care or value her time with you, then she feels justified in being hurtful back. Tit for tat.

• *Set the Record Straight*

Check in with Anna and try to verify how she views what happened: "Could it be, Anna, that I hurt your feelings when I talked on the phone during our story time?" Listen to what she has to say. Show her you now understand the purpose behind her behaviour. "So is that why you poked me and interrupted my call? You wanted to hurt daddy's feelings too?"

• *Apologize for your behaviour*

"I'm sorry I hurt your feelings – that wasn't at all what I meant to do. I love our story time together. I made a mistake." This is great modelling. You're taking responsibility for your role in the conflict, and this in turn will help Anna feel more comfortable in taking responsibility for her actions.

• *Show Respect*

Story time is your special date with Anna, and it's important that she believes you value and respect your time with her: "Anna, let's decide how we're going to handle phone calls during story time from now on."

The most obvious solution is to let the answering machine take a message – after all, that's what it's for! If, though, you're expecting an important call that you must answer, just treat Anna with respect and give her that information ahead of time. Then she'll understand.

• *Magic Wand*

Unfortunately, life isn't like the fairytale world of Cinderella – there's no magic wand for creating instant transformations in children's attitudes. However, there's also no need to panic, because we can teach our children how to have respectful relationships. (Keep in mind that children aren't born knowing how to be respectful; it's something they need to learn.) In order to encourage this teaching and learning, I invite you to embrace an attitude in your relationships that I call "dual faith."

It's a two-way street: Show faith that Anna is very capable of being a respectful and caring child at home and at school. As well, have faith in yourself. You're capable of providing her with respectful, caring guidance. Just as you're doing now, we all need to explore our choices and develop our skills so that we can do our personal best for our children.

Happy story time! --*Addy* ■

Teen Drivers...continued from page 3

The teens aren't overjoyed to be there, sensing the possibility of a teen-bashing session, but when they see a respectful, interactive problem-solving approach being used, they usually brighten up. For comic relief with a solid purpose, we do a slightly overacted role-play to demonstrate a driving lesson with a knowledgeable, respectful parent vs. an unprepared, sarcastic (frightened) parent. When a good sized registration warrants it, we ask a police officer or drivers' ed instructor to stop by the second class to reinforce the points we've made, and that usually gets high evaluations. ■

Catch Part II of this topic in our next issue of *FAMILY!*

Member Mailbag

Sophia Group Progress

We are delighted to have had many recent opportunities to teach family meetings and classroom meetings. While in many ways family meetings is considered an "advanced skill" or "advanced practice," we've been teaching portions of the family meeting throughout our 5-week parenting workshop. We start at the first session giving the homework assignment of calling a family meeting, encouraging each other, and planning family fun. We build from there each week. We've found more families carry on the practice after the workshop if they have had five meetings by the end of our time together. And for those who hesitate to do the assignment, each week they hear how delighted the other parents are with the practice. Nothing is more gratifying than bumping into a workshop participant months later and hearing "we have family meetings each week." I am much more pleased with such a report than hearing one or two specific areas of family life are improved.

Much to our surprise, classroom meetings have been catching on with ease. Within the last year, our work has hooked a number of Indiana teachers on the practice – including preschool teachers, a Montessori school that made it a school-wide policy, and my brother who resumed the practice with his junior high science classes. For me, the highlight was while teaching the Fort Wayne cohort of doctoral students at the Adler School of Professional Psychology about family meetings. I suggested we role play a family meeting for teaching purposes. A wise and enthusiastic student asked, "Why don't we have a class meeting instead?" We did just that, and I hear the meetings continue on a regular basis, well after completion of my course. From preschool to graduate school, encouragement and problem solving can only enhance education.

John Petersen, PsyD, Chairperson
Sophia Group
South Bend, Indiana

Sophia Group is a not-for-profit organization comprised of an interdisciplinary group of professionals who study and teach human development and contentment.

Angel Freedman's Parenting Book Club

The Parenting Book Club is an organization which adheres strongly to the tenet that there must be equal treatment for children, be it in the family or in the world.

I started the Parenting Book Club after taking parenting classes at Kinderschool Adlerian Nursery [in Toronto] about 4 years ago. My husband and I attended four parent study groups with **Althea Poulos**. I decided to start a group so that parents could continue where Althea had begun in Adlerian parenting. It was a great way to continue the camaraderie of the friends we had met. We read a selected parenting book for three to four months, meeting once a month at our local community centre. I provided tea and snacks for everyone. We would SHARE, LEARN, LAUGH together.

We want to raise a society of resilient, resourceful children who are free thinkers. These will be young people who advocate strongly for that which is right and honorable.

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Member Mailbag...continued

The word "discipline" means to teach. Therefore we wish to teach and train our children to function well and we believe in them and their ability to do so. We treat them with respect. We teach our children to have a voice, to speak up and express their feelings. We make them realize that they are social equals. They are allowed to make choices and know their decisions are valued and validated.

The Parenting Book Club exists to further these ideas through an exploration of books which are proponents of respect and democracy for children. These books are read and discussed in a congenial and welcoming milieu. Speakers on topics of relevance to this learning are also invited by The Parenting Book Club. ■

Although on hiatus until September 2007, while Angel completes a University degree in social work, the group's website is still up and running at <http://www.parentingbookclub.ca>

Share Your Ideas!

We are working on improving the content of the Family Education Section webpage(s), and invite your creative ideas about what you would like to see, and what you may have to contribute.

Are there websites we should be listing? Are there cartoons or other reproducible ideas you can send to us that are free from copyright restrictions?

Whatever you want, you have the power to get it – if you'll just take a moment to call or write to us.

Bryna Gamson, editor
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“Do As I Say”

An Exercise from Positive Discipline Association

by Ruben Castaneda, El Paso, TX

Objective: To demonstrate to parents how some of children’s actions are based on learned behavior from adults around them.

Facilitator models all of the directions until the last step.

1. Ask parents to please sit with both feet flat on the floor.
2. Ask the group to place both hands on their knees.
3. Ask the group to take a deep breath and exhale.
4. Ask the group to make a circle with their index finger and thumb together as if signing “okay”.
5. State: “Now place the circle on your chin,” while you place your circle on your cheek. Observe the group – most of them will do what you did rather than what you asked them to do. Watch for those who catch themselves and try to adjust. Also, if there was someone following along but did not have a direct view of you, they will probably have done what you instructed.
6. After a moment ask, “Why do you have it on your cheek?” Most participants will not have noticed until after you ask. “What are we learning about teaching and modeling for children?”
7. Generate a discussion about how developmentally children are visual learners. Even as adults they still copied what was modeled for them. Why would they expect anything else from children? Discuss how “Do as I say, not as I do” doesn’t work. What are some behaviors they may have noticed that their child picked up from them? What do they need to do if they expect a different behavior from their child in the future?

This is a great activity if you have only a few moments at a parent meeting. No materials required.

Source: Positive Discipline Association Facilitator Training Manual

<http://www.posdis.org>

1-866-POS-DISC

Permission to copy with credits granted

Section Meeting Highlights

from Patti Cancellier's Minutes

FES - Chicago on May 27, 2006

After a round of introductions and an icebreaker exercise, elections were conducted. **Dina Emser** was officially installed as our new Co-Chair.

Jody McVittie updated us on the Parent Education Evaluation Project / PEEP. Surveys were collected from 994 parents after 73 parent education classes over a 12 month period. Once the study has been published in an outside peer-reviewed journal, it will be discussed in greater depth in the NASAP and/or Section newsletter.

Two questions emerged from the data: (1) Why aren't we reaching the lower income groups? (2) How can we introduce the family meeting earlier and better than we're doing?

Co-Chair **Alyson Schafer** reported on several items from the meeting of the NASAP Board. At this annual meeting, a virtual bookstore was implemented – with sample copies of books plus online access to order them directly from Amazon on site. In the past, it was a huge effort and expense to bring the books in and to have the tools to sell them (e.g., the cash register would have cost \$300 to plug in at the hotel). The Board also addressed increasing vitality of the various Sections. People who join a Section are more likely to come to the conference. One question is: how can Sections direct things toward the Board more efficiently?

Jody requested that the Section meeting NOT be scheduled in conflict with sessions at the annual meeting, as we experienced at this one. There was complete agreement on this point. Alyson mentioned that at this particular meeting, there was a scheduling and space problem. It was



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Meeting Highlights....cont. from page 6

decided by a unanimous vote to hold our Section meeting in Vancouver 2007 on Friday, after the content sessions are over and before the banquet.

Alyson reported that the central office has been working to create a better NASAP website and that Sections will have their own web pages. **Bryna Gamson** will gather content from Family Education members.

The NASAP newsletter has a Resource Page in each issue. Sections take turns providing them. **Mary Jamin Maguire**, who is responsible for Resource Pages, suggested that it be regarded as an opportunity for the author to gain a promotional tool.

Using a telebridge to electronically meet between NASAP conferences exists. Alyson feels that it could provide a real opportunity to move the Section forward. Two items needing further discussion are: (1) parent educator certification; and (2) involving parents in NASAP conferences. If interested in telebridging, contact Alyson or Dina.

The meeting adjourned after an hour of fast-paced conversation, whereupon a photograph of the entire group was taken. See our PDF version of *FAMILY!* on the website to view it and more.[\(p9\)](#) ■



Financial Commentary at meeting:

Alyson explained that the Section Co-Chairs are reimbursed for part of the expenses they incur for travel to the COR meetings in Hershey. She also explained the scholarship process. The method of granting scholarships to attend the annual meeting was revised recently to simplify the process. The Board gives scholarships to cover the cost of registration. The Sections give scholarships to cover travel, food and spending money.

Mary J. Maguire said that the meal package should be specified as covered by the scholarship because it is during the meals that newcomers network. It is one of the best ways to get to know others. This was confirmed by Michelle Gadbois, a first timer at NASAP, who made many contacts during the meals. -- *Patti Cancellier*

Convention in Chicago 2006

The Chicago NASAP Conference was great! If you weren't there, we missed you! Be sure to make plans to come to Vancouver, BC in May, 2007 – there's always a great mix of presentations and this last one was no exception. Here are some of my favorites:

The staff of **Blooming Grove Academy** in Illinois, made an interesting presentation about kids and problem solving. They had video tapes of several of their classes from 4 year olds all the way up to 8th graders engaged in class meetings. Several of their staff members were there to explain how they train their students....**Jody McVittie** did a presentation on how to scaffold information in parent classes so that parents can take the small steps needed for genuine change. Her sessions are always very thought provoking....**Susan Brokaw** presented an overview of the 4 goals of misbehavior and reminded us that when kids misbehave, they aren't happy; they really do want to cooperate and do well....**John Neubauer** presented a powerful session called *Cycles of Irresponsible Behavior*....**Betty Lou Bettner** did an Open Forum Family Counseling session in which she reminded us to listen for understanding of the family, not judgment; for similarities; and for family member strengths. It was great to see her in action, counseling the family and teaching the group at the same time.

Margot Adler, granddaughter of Alfred Adler, was an amazing story teller. You may have heard her on NPR, but she was very entertaining in person. Margot was the speaker for the Friday banquet, and the room was packed. Saturday night adventures took place in the city of Chicago, with many choices for people to explore.

These are just a few of the many wonderful presentations at the Chicago conference. It's always hard to choose from the many topics of interest!

-- *Dina Emser*

Treasurer's Report			
Balance 9/30/05			\$820.69
Expenses			
Dec. '05 newsletter	\$196.46		
Spring '06 newsletter	\$219.84		
Co-Chair Travel to COR	\$200.00		
Co-Chair Travel to COR	\$200.00		
Scholarship to NASAP (1)	\$300.00		
	Total Expenses		\$1,116.30
Income			
Dues Jan. '06 & Feb. '06	\$586.67		
Dues March '06	\$267.00		
	Total Income		\$ 853.67
Balance 6/1/06			\$558.06

Caregiving review...cont. from page 3

caretakers to take care of themselves and to maintain some balance in their lives. Long distance relationships, a common challenge for many families today, are also discussed. Finally, the book addresses the important question: when we use endless treatments and medications are we prolonging life or robbing people of a comfortable and peaceful death?

This book is clearly written from the heart by the many caregivers and care recipients who participated. They share with us their fears and strengths, their burdens and blessings – and offer us many ways to understand and embrace death while celebrating life.

I highly recommend it for anyone

who is caregiving or thinks they may be caregiving in the future – and that is most of us. ■

Mary Jamin Maguire, MA, LP, LICSW, is Director & Family Therapist at the Adler Center for Family & Community in Minneapolis, MN

Book co-author Riki Intner, MA, is a longtime member of NASAP.

A Look Ahead: Coming in *FAMILY!*

Alyson Schafer's new book, *Breaking the Good Mom Myth*, will be released on October 15! She reports that the "book is getting a lot of media buzz here in Canada. My crosscountry tour happens the end of November - first of December."

Alyson will be chronicling her

adventures in publishing for us in the next issue of *FAMILY!* Look for tips on the business of family life education: how to grow your practice by becoming an author!

Says Alyson "We need MORE Adlerian authors writing about our movement!"

Get a preview at http://www.alyson.ca/tips/the_book/

Also In The Next Issue

Watch for the conclusion of **Cheryl Wieker's** important and timely article on *Teen Driving*. She picks up the topic with "Major issues covered in PEP's *Planning for Safe Teen Driving* course."

And from our members...more, we hope!

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.

**Next
Meeting:
Vancouver
May 24-27
2007**

**Be there or
be square**

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Bonus Page! Photos from Chicago convention May, 2006



Outgoing Co-Chair Mary Hughes poses with Co-Chairs Alyson Schafer and Dina Emser



Group poses at conclusion of FESection meeting in Chicago