

FAMILY!

Punishments & Rewards:

Doing "TO" vs. Doing "WITH"

by Lois Ingber, LCSW

Think about a time either as a child or an adult, when you remember being punished. What were you feeling, thinking and deciding? What were you deciding about your punisher? Typically, the responses fall into four categories: resentment ("He's unfair"), rebellion ("I'm going to do it anyway"), revenge ("I'll get even with her for doing this to me"), or retreat ("I won't get caught next time"). In **Positive Discipline**, Jane Nelsen refers to

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Dining Out Dilemma

Dear Addy...

Guest Author is **Tali Peleg**, an FES member and parent educator from Atlanta. This item is from her blog, found at [ParentingWithPeleg.com](#).

Dear Addy,
Our kids, who are now 5 and 7 years old, continue to cause a disturbance at restaurants whenever we take them out. We'd love to go out more, but we don't enjoy ourselves, and we're sure other people are glad when our meal is over. What can we do?

--Hungry Dad

Dear Dad,
When misbehaving occurs in a restaurant, the right thing to do is to leave the place calmly with

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Attachment, The Brain and Adler

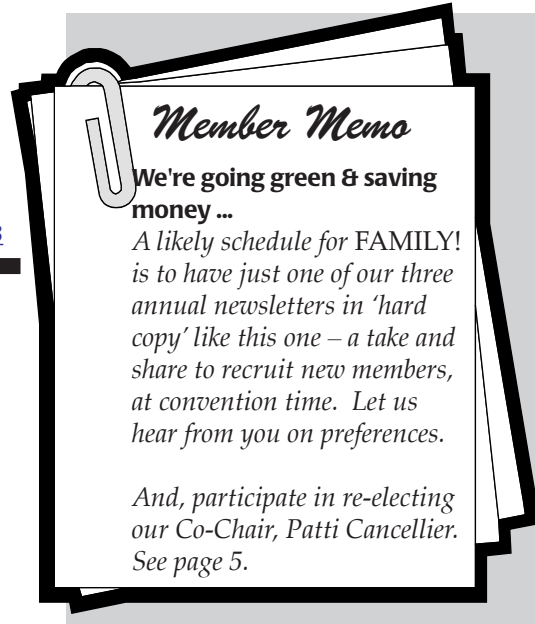
by Penny G. Davis, MA

Over the past forty years, much has been written about the importance of attachment. Then, in the 1990s, researchers, as a result of brain scan and MRI technology began to study the brain – to watch it fire up, witness the synapses connecting, and to be able to see which areas of the brain are being activated at any given time. This decade became known as the 'decade of the brain' in some circles. Researchers began to connect the dots between attachment and brain development.

This new area of study has been of particular interest to those who work with infants and young children, and who are concerned with and involved in the attachment process and the relationship this has to early brain development. For those of us working with children (or caregivers of children) who have experienced chronic abuse, neglect or other on-going trauma, it has become a primary area of study.

I have been an Adlerian parent educator for almost 30 years, ever since the first S.T.E.P. Training for Trainers in the late 70s forever altered my view of children and families....and continuing to the present as a Certified Positive Discipline Associate through the Positive Discipline Association. Adler's

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Member Memo

We're going green & saving money ...

A likely schedule for FAMILY! is to have just one of our three annual newsletters in 'hard copy' like this one – a take and share to recruit new members, at convention time. Let us hear from you on preferences.

And, participate in re-electing our Co-Chair, Patti Cancellier. See page 5.

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Also, conference highlights for family educators

FE Section Co-Chairs Report...

Hello to All Family Education Section Members,

Although we had snow mid-May in Saskatchewan, I think it's safe to say that Spring is finally here! That means it's time to firm up your plans for the NASAP conference in Tucson. From my experience, NASAP conferences are always ones where there are so many good sessions to choose from it's hard to decide which one to go to. This year's schedule proves no different. We have a really strong line up of sessions, which means there are numerous exciting and informative sessions available for you. We have such a wealth of talented, skilled, experienced and knowledgeable facilitators in the Family Ed Section, I always find it exciting to have the opportunity to learn from them. By looking at this year's roster of presenters, I'm guessing I will leave the conference feeling inspired, invigorated, and with a repertoire of new ideas and skills I can put to use in my own work.

This issue of *FAMILY!* is featuring contributions from several of the facilitators who will be making presentations at our conference in June. Special thanks to author-presenters **Kim Allen**, **Penny Davis**, and **Lois Ingber**, as well as our other writers for this interesting issue. A summary of some of the FE track presentations is on page 7.

For those of you who are not able to attend the conference, look for the listings of taped sessions so you can take advantage of learning in your own home.

We will be holding our annual business meeting at the conference on Friday June 26th from 5:00 to 6:00pm. We will be voting in our Co-Chair for the upcoming term. I would like to take this opportunity to thank Co-Chair **Patti Cancellier** for all the work, time and energy she has put in to this position. Patti was a great mentor for me at my first COR meeting last October in Hershey. I have appreciated the leadership she has shown in Family Ed over the last three years. How lucky we are that Patti has agreed to run for a second term as Co-Chair of Family Ed. It is no small commitment to make to the organization.

The business meeting is an important time to network with other Family Education members and to participate in the governance of our Section. It is an opportunity for you to voice your ideas and to generate some discussion. Something to consider at that meeting is how often to substitute electronic versus paper issues of *FAMILY!*

Please feel free to bring along any interested or potential new members for our Section to this meeting. Following the meeting is the wine and cheese reception for all the Sections. We will continue our discussion there in a more informal way.

We invite you to join us. ■

Yours in Family Ed,
Terry Lowe, along with Co-Chair Patti Cancellier

Adlerian Wisdom

Respect

- A child needs to be respected, [and] a child needs to respect others.
- A child needs to be accepted for what he is now, no matter how few in number his good points may be.
- Respect implies freedom of choice.
- Love is wonderful, but it is not enough; love with respect is the optimum.
- Raising your child the Adlerian way will give you a child who is responsible, respectful, resourceful, responsive and cooperative.

-- from **Parent Work Book** for use with **The Practical Parent** by Margaret K. Cater (1979)

How to reach us

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these as the "Four R's of Punishment." Punishments actually interfere with real learning, because the person is focused more on maintaining their dignity than recognizing and taking responsibility for socially interested behavior.

Today, with concerns about the effects of child abuse and domestic violence, as a society we are moving away from the practice of punishments, especially physical punishments, and have instead replaced it with the practice of rewards, believing it is more "kind" to the child. Let's take a closer look at the use of rewards to see if you agree.

Suppose your spouse or partner came to you and said, "Honey, I have this great idea! Every night that you cook dinner for the family I am going to give you a sticker to put on a chart, and at the end of the month, if your chart is all filled up, I will give you a nice reward! What would you like it to be?" What would you be feeling? What would you be thinking? What would you be deciding about your spouse or partner? Or about yourself? Would you be learning the responsibility of cooking dinner for the family?

A common reaction to this scenario is to reject the idea and/or person because of feeling, among other things, demeaned, disgusted or confused, or saying they would cook the dinner anyway because it needs to be done. Some like the idea of "getting something." Some think, "That's a long time. I don't know if I could do it."

The above situation is what our children may be thinking, consciously or subconsciously, when we use rewards. It is appealing to "get something" for completing a task or chore, and because of this appeal, we can say that "rewards

do work" to motivate: at least in the short run. However, what if the child no longer wants the reward, or wants a bigger reward? The effect is usually time limited. The reasons for this are that there are "hidden costs" to both the child and the adult who offers rewards. What are these costs?

There is a little understood dynamic that occurs with the use of rewards. Rewards establish a superior/inferior relationship creating a double bind for the child. Since the reward is appealing to the child, by accepting the plan the child agrees to be placed in an inferior position, relinquishing (prostituting) her dignity and self-respect. If she does not agree to the plan, thereby retaining her dignity and self-respect, she misses out on something she would enjoy and risks disappointing the adult or making the situation worse for herself by the adult. She cannot "win" in either scenario. The child loses respect for both the adult and herself. This is why rewards fail in the long run: because no one can stand to be in the one-down position without compensating in some other way, usually through misbehavior, wanting a greater reward to make it more worthwhile, etc. And all this occurs subconsciously, making it difficult for children (or adults) to sort out what is actually going on.

The above dynamic can be described as a manipulation in which the child and the adult agree both to be manipulated and to manipulate as they each negotiate to get what they want. The "reward" is actually for the adult, because the child thinks, "If you give me what I want, I will 'reward' you with what you want." It is a model which teaches self-interest vs. genuine contribution, cooperation and problem solving to meet the needs of the situation: the keys to social interest and socially useful

belonging and behavior.

Another concern is the message conveyed by the reward about the task or chore. By making the reward the focus of plan, the task or chore is cheapened, de-valued or degraded. It robs children of the opportunity to feel capable and responsible for the contribution they can make by doing something important and useful, and takes away from the intrinsic value of the task itself.

Both punishments and rewards are done by adults to children. When we "do to" others, we are the ones taking responsibility vs. the other person also being involved.

Adler and Dreikurs emphasized the importance of feeling genuine belonging and significance. This is achieved through having choices, having opportunities to contribute, by feeling recognized, by recovering from mistakes with dignity intact, and by being shown respect. Punishments and rewards violate these. Working on solutions together "with" the child encourages and empowers them to develop problem-solving skills, invites accountability with dignity, and ultimately creates relationships based on mutual respect, the foundation of social interest and the betterment of the world. ■

Lois Ingber is a Licensed Clinical Social Worker in California and a Certified Positive Discipline Associate. She also earned the Certificate of Professional Studies in Individual Psychology from the Americas Institute of Adlerian Studies (Powers/Griffith 90-hr. course). She will be presenting on this topic at the NASAP'09 conference in Tucson in the Family Education track. Contact Lois at <Loisingber@aol.com>

“The Family Business”

by Alyson Schäfer, MA

Case Study: Jody McVittie, MD A Remarkable Journey

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Each issue we run a column that spotlights one of our Section member's business story. This month, I had the distinct privilege of interviewing Jody McVittie.

Many of you know Jody from attending one of her dynamic NASAP presentations or from her posts on our listserv. She is often the first to respond to a fellow member's call for help with a question or request for help in finding resources. Here is her Adlerian journey.

Jody starts her story in 1991. At that time, Jody was working as a family physician in Washington state with an active family practice, and raising three children. It was also the year her oldest daughter entered grade one, began attending school full time and started to have struggles. The school counselor recommended they take a parenting course.

It was a thirty-minute drive to Seattle each week for 6 or 7 weeks, but what initially seemed like a long hike for a two-hour class, turned into a life altering experience. The course was taught by Bob Bradbury of the Puget Sound Adlerian Society (very Dreikursian). The course was called “Sanity Circus”, a unique format combining an hour-long lecture followed by an open forum session with the class participants each week. Jody loved it!

Not only did things improve at home, but there was an unexpected benefit to Jody's work, too.

Jody started applying what she was learning in her family practice:

“Cole, that drawer needs to stay closed, but this drawer you can look in”

“It would hurt if you didn't get your fingers out of the cupboard on time”

“Let me listen to Jane's version of the story first – and if there are important missing pieces, you can help her fill those in later.”

Jody said “These little moments of modeling were so powerfully transformative! I saw families who were struggling in their parenting get better just from even these small experiences. I saw that my interactions helped parents to see their children more positively; they began to find the best in their children and that made their children get better! It was like osmosis and I was intrigued by the quick learning – no parenting lecture required.”

Jody had known that Family Medicine was not going to be her life's work, but she didn't exactly have a plan of what else she might pursue or when. Those remarkable experiences she was having in the office called her to at least pursue more training in the Adlerian model. In 1994, Jody enrolled in the **Positive Discipline** series training (developed by Jane Nelsen) and she completed both the training for parent educators and for classrooms. The experiential model really spoke to her on a very personal level and reinforced what was so magical about the success she had experienced with her patients.

In 1997, Jody left medicine. She remembers feeling it was like having one foot on the boat and one on the dock – being pulled apart. She decided to put both feet into

parenting. Thank goodness for us! In hindsight, she knows what a wonderful decision it was, but what that meant for her in 1997, she had no idea! Brave soul.

Her first paid job was teaching parenting for a local community organization, her salary contingent on receiving government grants for the program.

Next, Jody teamed up with a teacher friend and began slowly offering courses for teachers. They learned from many mistakes but gradually, with the help of many others, they created a school-based program that took a multi-year, schoolwide comprehensive approach to achieve measurable and sustainable change in the school population. The dream is to improve social-emotional learning and academics by creating respectful communities in school. Now in its third year, they have 10 Seattle schools using the schoolwide **Positive Discipline** model. Over the three year program, parents, teachers, and even school administrators ALL are trained. Not only do they learn the teachers-helping-teachers peer support and problem solving methods, but they are further supported throughout the year by Jody and her team's presence in the school. In the last two years, Jody and her colleague Terry Chadsey have co-founded a nonprofit corporation, Sound Discipline, to foster and support the work in schools and the community. (<http://sounddiscipline.org>)

Jody's background made her attuned to the need for data collection and the use of the scientific method. Each of the schools involved with the schoolwide model is required to keep data on discipline referrals and to use that data for schoolwide decision making. One elementary school has a student discipline team that looks

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Membership Matters

Section Meeting

Join us for the Family Education Section annual meeting on June 26, from 5 to 6 pm.

The meeting is followed by a wine and cheese event where all NASAP members have the opportunity to socialize.

Election of Co-Chair

Current Family Education Section Co-Chair **Patti Cancellier** has generously agreed to serve another term.

Following our tradition, Patti is our American Co-Chair. (Co-Chair Terry Lowe is a Canadian.) The term of office is 3 years.

Following our By-Laws, members may submit ballots by mail or in person. Ballots must be received at NASAP's Central Office at least one week before the annual conference; this year, that means by June 18.

Please clip out (or photocopy) and mail in the ballot printed on our back page to confirm that you support Patti Cancellier's re-election.

Members in attendance at the annual FES meeting at the NASAP conference will finalize the election on Friday, June 26. ■

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at the data and engages in improving school climate. The dream is to be able to document each school's progress, both for the school's use and also to document the success of the program.

Jody also painstakingly organized and executed a study involving various Adlerian parent education programs and parent educators in NASAP called PEEP (Parent Education Effectiveness Program). By combining our data, she was able to get a sample size that could allow a statistically significant documentation of our effectiveness. After years of work, this study has been approved and will appear in the fall issue of *Journal of Individual Psychology/JIP*. This hopefully means that after jumping through a few more hoops, our Adlerian classes can be on the list of best practices. Thank you JODY!

Jody's involvement with Positive Discipline has been on going and besides her own regional schools, she is also a Lead Trainer for **Positive Discipline In The Classroom and Teaching Parenting the Positive Discipline Way**. She co-wrote the *Positive Discipline Workbook* with Barbara McKinney and also developed the Bridges program with Lois Ingber (<http://www.bridgesforschools.com>). She was recently awarded a "Parenting Education Achievement Award" by the NW Parenting and Family Education Conference.

Jody is currently completing her coach training with the Newfield Institute and has yet again been able to connect her medical and psychological training, deepening her understanding of the mind-body connection using a holistic

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Dear Addy...continued from page 1

the child while saying "Looks like we're done here", or "We're going home and we'll try again next week." This is not a punishment. It is based on the needs of the situation. In a restaurant, everyone needs to be able to enjoy their meal in peace without being annoyed by misbehaving children.

You don't have to leave the food behind. You can get it to go and eat at home. This may be inconvenient and you may be worried about how people look at you, but it is a very low price to pay for teaching children manners and responsibility.

A great analogy to understand this concept is looking at an untrained puppy vs. untrained full grown dog. Everyone thinks a puppy is adorable even when he jumps up on you. But they no longer think it's cute when a full grown dog jumps on them. Customers in a restaurant may be accepting of a 2 year old who climbs under the table or throws french fries, but their patience (and your patience) wears thin when it's a 5 or 6 year old.

As Rudolf Dreikurs said, you can't train in public. You have to train at home, and therefore, removing the child from public is the best option. Even if only one of the children is acting up, everyone leaves; no finger pointing, no winners or losers.

Consider, too, that it is discouraging to a child to overlook misbehavior. It says you don't think he's worth training. So, take time for training, follow through with firmness and kindness, and the kids will start to shape up so you can all enjoy a meal out together. ■

--Addy

Attachment...continued from page 1

core theory of the drive towards belonging and significance is, I believe, of particular importance with regard to the new 'brain science' discussed above. Adler believed that infants and young children are watching and learning from the moment of birth...they are attempting to make sense of who they are, how the world works, and how they fit into it. They are making decisions in these early days, weeks and months, about what they need to do in order to thrive or survive. I believe that the research on early brain development, now scientifically supports Adler's theories. Infants' brains are connecting with caregivers' brains in a kind of relationship dance, and the foundational building blocks of human brain development are being constructed, based on the interactions between them.

An infant whose primary caregivers are attentive and responsive to his needs, both physically and emotionally, begins to develop a picture of the world as safe and predictable, sees himself as important and having some control over his world, and perceives others as caring and nurturing. This becomes the child's 'blueprint' for relationships and the world. Research now tells us that the resulting foundational structure of this child's early brain development will likely lead this infant to develop good cognitive and emotional skills and abilities. This child will be able to learn new things easily, will eventually make thoughtful decisions, think critically, and will develop empathy, and the ability to share emotions with others.

For physically abused children, or for those who have been neglected or suffered other chronic trauma, the picture of early brain development looks much different. When infants' needs are not met, or met sporadically, or when abuse or violence is a part of early relationships, the 'blueprint' that develops is one in which the infant feels no control, no power to get her needs met. She learns the world is unpredictable, and that caregivers are not nurturing and supportive, or worse, that they are hurtful. Chronic trauma results in the child's internal model of themselves and the world (Adler's 'lifestyle') being faulty. The foundational structure of this infant's brain is compromised in some very dramatic ways, often resulting in difficulties with cognitive skills, inability to plan or organize, little sense of empathy or remorse and few skills to develop healthy relationships. These lead, of course, to behavior that caregivers find challenging, disruptive and hurtful. Many parenting tools simply do not work – time out, logical consequences, etc. are largely ineffective. We need to 'go deeper' with these children to re-build attachment and their basic brain structure through Adlerian-based **Positive Discipline** tools.

The workshop I will be offering at NASAP this June will explore the basic building blocks of brain development and how these are impacted as a result of chronic trauma. We will look at the importance of using Adlerian-based **Positive Discipline** strategies, when working with children, as a conduit to re-building the compromised brain structure. ■

Penny Davis <penny@respectful-relationships.com> holds a BA in Sociology from University of Alberta, Canada and an MA in Human Development from Pacific Oaks College in Pasadena, California. Initially, a social worker/counselor in 1970s-80s, Penny became a parent educator trained in STEP (1979), an avid student of Adlerian materials, and a Positive Discipline Associate (2002). She is Director of the Foster and Kinship Care Education program at a community college; adjunct faculty at another community college's Child Development Department; and a private consultant/parent and teacher educator. Penny is presenting on this topic at the NASAP'09 conference in the Family Education track.

Connecting for Children:

Healthy Relationship Education for Low-Income Parents

by Kimberly I. Allen, PhD

Fragile families – low-income couples with low levels of education, young children, and few resources for support – face significant barriers that make lasting relationships difficult to sustain. Stressors like finding and maintaining employment with high enough pay to make ends meet and locating high quality affordable child care make it difficult to maintain healthy communication and problem solving. The *Connecting for Children* project at Missouri Extension provides individuals and couples with information about issues including healthy relationships, parenting, finding work, managing money, and handling stress, during a weekend retreat and weekly sessions.

There are many inherent barriers in working with low-income families. The primary barrier is in understanding the unique implications of the culture surrounding generational poverty. While many curricula exist to provide families with healthy relationship/healthy marriage education, often the teaching materials, the format, and the facilitation need adaptation to be successful in working with this population.

Facilitators should be sensitive to issues surrounding generational poverty; know about the "hidden rules" of poverty; and adapt their work to serve low-income populations. ■

Kim Allen <allenki@missouri.edu> is Director, Center on Adolescent Sexuality, Pregnancy and Parenting, University of Missouri Extension. She will be presenting on this topic along with Kelly Warzinik, MS in the FE track at NASAP'09.

An Adlerian President of the U.S.?

Your editor has been struck by the Adlerian-infused language and posture of the new American President, Barack Obama, and called for commentary via our Family Education listserv. Gary McKay not only wrote a response, he uncovered a terrific article posted online at Politico.com back in December. Thank you, Gary!

Gary D. McKay, Ph.D. comments:

Barack Obama speaks and acts in ways Adlerians are familiar with. He often uses the words "mutual respect" in his speeches. For example, after his meetings with the Pakistan and Afghanistan presidents, he spoke to the public emphasizing mutual respect and mutual efforts – not just between nations but between people as well.

Obama emphasizes cooperation. He invites participation from "the other side." For example: his recent appointment of Utah Republican Governor Jon Huntsman (who speaks Mandarin Chinese) as Ambassador to China. He encourages cooperation between nations. For example: his interaction with an American critic, the President of Venezuela, at the Summit of the Americas.

Journalist Andie Collier sums it up quite well in a web article on Politico.com: "The 'change we can believe in,' it turns out, shares a lot with the revolution in thinking about child-rearing sprung from the work of Austrian psychologist Alfred Adler, which centers on principles such as mutual respect – or what the president-elect has called 'the presumption of good faith' – fostering independence ... and encouragement ('Yes we can!')." ■

Editor's Note: Collier's article, 'Daddy O' brings parenting into politics, highlights Adlerian relationship and parenting quotes from author Alfie Kohn (**Unconditional Parenting: Moving from Rewards NASAP...International Adlerian Leadership Since 1952**

Conference Tucson, June 25-28, 2009

Our traditional best time is that spent at the annual NASAP conference. We look forward to this one in Tucson!

Some of the Family Education track sessions, in addition to those highlighted in this issue, are:

Making Encouragement Come Alive - Show, Don't Tell

Linda Jessup, presenter

Reclaiming Our Children - What Do Our Children Really Need?

Peter Breggin, presenter

How Much Is Too Much? The Price of Pampering

Terry Lowe, presenter

Teaching Children & Parents Skills to Deal with Grief & Loss

Mim Pew and Deborah Owen-Sohocki, presenters

Parent Education Across Lines of Class and Color

Jody McVittie, presenter

No More Logical Consequences – At Least Hardly Ever. Focus on Solutions

Jane Nelsen, presenter

and Punishments to Love and Reason) and Jane Nelsen, author of the **Positive Discipline** series books. In fact, Collier's article in Politico.com couldn't be more on-target for our Adlerian audience. Her quote from Kohn resonates with the same language on rewards and punishment that Lois Ingber uses in her article on our front page (previewing her presentation at NASAP'09). Collier quotes Kohn as saying "The most respectful – and effective – approach to parenting consists of working WITH children rather than doing things TO them"

The point Collier makes is that even before he was sworn in as U.S. President in January, Obama's rhetoric, at least, was "torn from [a] very different kind of text: the modern [read 'Adlerian'] parenting manual." Adlerian parenting principles utilized in democratic governing, and international relationships. Imagine!

Here is an opportunity waiting for us Adlerians to grab! The only other reference I found online to this really insightful article was from another parent educator who blogs (Kelly Pfeiffer, a Positive Discipline Associate; <http://thinkitthroughparenting.com>). Those of us invested in spreading the word about Adlerian principles should be going online, creating blogs of our own, and referencing this article, to capitalize on the opportunity to make the world over in an Adlerian image, much as Rudolf Dreikurs imagined in his last book, **Social Equality**. I hope the NASAP P.R. leadership will take to heart our opportunity to observe Adlerian principles being implemented on the international stage.

Feel free to comment. -- Bryna Gamson

Read the whole December 28, 2008 article at Politico.com
<http://www.politico.com/news/stories/1208/16809.html>

Family Business...continued from page 5 and ontological perspective. She is very aware of how her Adlerian training through the Positive Discipline Association, the Puget Sound Adlerian Society's certificate course, ICASSI and many NASAP conferences have enriched her life.

I asked Jody what advice she has for others. "Follow your heart," was her answer. She urged people to pursue what they love and what makes them happy, to do what gives you fulfillment. She also shared that each of us should be mindful that every person, parent, educator, is doing their best at the moment. Even those who seem resistant or even defiant are doing their best, given how they arrived at this moment. Some of those

"challenging" parents turn out to be the biggest gifts in the class.

Great advice from a remarkable Adlerian who "walks the talk" and whose generosity, care and concern for her fellow parent educators is so admirable and applaudable. ■

We'd love to hear YOUR Family Business story, too. Please let us report the results of your successes, even experiments that failed. Contact Alyson at alyson@alyson.ca

Ballot for Co-Chair Family Education Section

Vote for one:

Patricia "Patti" Cancellier

Your name and signature:

Mail to NASAP
614 Old W Chocolate Av
Hershey PA 17033

To be received by June 18.
Or vote in person on June 26.

Thank you!

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.

NASAP Family Education Section

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Git Going to Tucson!

June 25-28

NASAP 2009

