



Get Excited About NASAP 2013 Previewing Family Ed Presentations

In this issue, we feature some of the useful information that will be presented in the Family Education track at NASAP 2013 in San Diego. Also, there will again be a full day's programming styled "Parent Track," inviting parents in the area to attend at a low cost to learn more about our techniques.

Read, get excited, and get those reservations made! If we have so much wonderful material to sample in Family Ed, imagine how great it will be to attend the conference and hear from a variety of presenters – including the Ansbacher Address by Jane Nelsen, author/co-author and founder of **Positive Discipline** books and organization!

See you at a convention designed with us in mind, starting June 20. ■

Should Child Quit Activity? Dear Addy...

Guest author is Tina Feigl

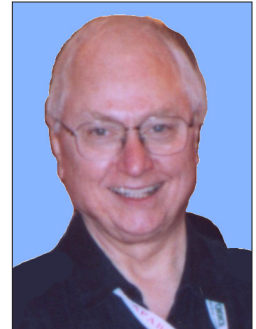
Dear Addy,
My second grader has been very uncooperative lately when it's time to get going to her after-school activity. My other two kids are just fine with soccer, art and science enrichment classes. Should I be insisting she stick with it or is it time to let go?
—What to Do?

Dear What to Do?
Parents often believe that if a child starts an activity, she should
continues on page 3

Robert Powers: A Fond Remembrance

by Bryna Gamson

The Adlerian world – indeed the world at large – lost a great man on April 23. Teacher, scholar, wise and patient counselor, warm and caring husband, father and friend, Robert Powers was in many ways a unique human being. He inspired, he encouraged, he taught with a generous spirit. His imposing stature complemented his rich oratorical voice, the voice of the ordained Episcopal minister that he was. His smile was freely offered, his laugh hearty.



I had the privilege of working at the Alfred Adler Institute of Chicago (now Adler School) during a time in which Bob personally ensured that open forum family counseling continued to be offered to students and the public. In fact, my first assignment – having been hired to be Family Education Director on a Monday (by President Gene McClory, a wonderful man whom we also just lost in May) – was to find a family for Bob to counsel that very Wednesday! Twice a month, on Wednesday evenings, for many years, Bob made sure that his Family Learning Service operated, many times doing the counseling himself. He was brilliant

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Member Memo

We have a lot to do!
Get ready to elect a new Secretary-Treasurer at NASAP 2013.

Inside: read about some of the presentations we will be treated to in San Diego!

Let us hear from YOU: what are you doing in your family education practice?

Also in this issue

- Your Co-Chairs Report..... Page 2**
Also, Adlerian Wisdom, how to reach us
- Membership Matters..... Page 5**
Make use of the listserv
- Conference Previews..... Pages 3,4,6,7**
Whet your appetite for the Family Education offerings

FE Section Co-Chairs Report...

Dear Family Education Section Members,

Happy Spring!!!! Spring is such a beautiful time of year in my part of the world, the Washington, DC area. From the first emergence of crocus and forsythia, to the beautiful cherry blossoms, daffodils, and azaleas...it's a reminder of new beginnings and renewed energy. This is a new beginning for me and it's exciting to be writing for our newsletter for the first time. Thanks to my Co-Chair, Terry for welcoming me with open arms and being such a patient mentor.

NASAP Conference

There are many exciting possibilities in store for everyone at the NASAP annual conference in beautiful San Diego on June 20 to 23, 2013. I am hoping you have already made your reservations and booked your room. You won't want to miss anything!

I am excited to announce that we will again be having a "Parent Track" on Saturday June 22 beginning at 8:00 am. We have 5 interesting and exciting sessions lined up and, our own Family Ed Co-Chair, **Terry Lowe** will be kicking off the day with her session on *Keystones for Children to Thrive*. As we did last year, we're hoping to attract parents living in and around the area to come and get a sense of what NASAP has to offer.

Our Family Ed offerings are interesting and exciting. We'll be having **Barbara Fairfield** doing an *Open Forum Counseling Demonstration*; **Brianna Wormley & Natalia Kaczmarek** presenting *Fostering Interventions Using Belonging within the Foster Care System*; and **Char Wenc** presenting *Parent Education – Combining Fun and Facts*. Other presentations (by **Kelly Gfroerer**, **Jane Nelsen** and **Roy Kern**, **Linda Jessup** with **Cheryl Wieker**), and Terry's, are previewed in this issue of *FAMILY!* to whet your appetite.

Section Meeting /Family Ed Networking and Continuing Ed credit

Last year we began offering one hour of continuing education for the attendees of our Section/Networking meeting. We will be doing the same this year. All Sections will be having a half-hour business/networking session following an hour-long program. We're fortunate to have **Jody McVittie** presenting our Parent Ed program at 2:45 pm Saturday on the topic of *Family Education for Healing the World*.

Our Section meeting, following Jody's presentation, (scheduled for Saturday, June 22 at 4:15 pm) is an important time to network with other Family Education members and participate in the governance of our Section. It's an opportunity to voice your ideas and generate some discussion. During this upcoming Section Meeting/Networking Session, we will be voting in our new Secretary-Treasurer for the upcoming term.

You'll find as you read through this issue of *FAMILY!*, a number of articles written by people presenting at the conference. You'll also find an excerpted blog article that Alyson Schafer wrote in response to the Boston marathon tragedy. Enjoy reading. We hope to see you at the conference.

Warm wishes from your Co-Chairs,
Marlene Goldstein along with Terry Lowe ■

Adlerian Wisdom

As parents, teachers, and those who work with children, we can lead and guide them, but they will always create their own choices. What a person perceives, and how he does it, produces his particular uniqueness. Each child will create a unique personality, one that is never exactly like any other.

-- from **The 'Creative Force' / How Children Create Their Personalities** (2006) by Betty Lou Bettner, Ph.D.

Available through author / 1 Old State Road, Media PA 19063

Contact the author at
blbettner@verizon.net

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Dear Addy...continued from page 1

see it through, no matter what. This can be anything from ballet to baseball, soccer to gymnastics, piano to chess. Sometimes the child has begged to participate. Sometimes the parents have decided it would be good for her to join in, and have signed her up. They invest money, time, and effort into getting the child to the activity. They get to know the coaches and teachers, and they become familiar with the other parents. They encourage the child, giving feedback on her performance. Their emotional investment grows, along with their commitment, and as a result, the desire for the child to stay involved expands. But your daughter may just be saying, "This is too much!"

Some considerations are:

- Does she love each of her activities? Is being in all of them just too much?
- Does she get the down time she needs for a healthy childhood?
- Does she get enough sleep to be rational during the day? (There's no substitute for adequate sleep, which is 10-11 hours per day.)
- Are her parents more invested in her activities than she is?
- Does she seem more like herself when there's less going on?

Children **MUST** have down time in order for their brains to process all they are learning and experiencing.

The wonderful thing about children is that they will let you know if they are overwhelmed. They usually can't say it in words directly, but if you get good at reading their signals, they will definitely be there. Some signals are: crankiness, opposition, fatigue, arguing, hair-trigger sensitivity, and even physical aggression.

You know your child better than anyone. If you are seeing a normally sweet kid with the signs listed here, it's time to take the reins and reduce the demands on her. It's the only answer to this issue, and if you think you can just try for a while to see how it goes, you may be prolonging the pain for yourself and your child.

Children should dabble in life's opportunities. They are immature, so they don't know what will "grab" them and cause them to want to stay. They **SHOULD** run experiments with a variety of activities, but if too much stress results, or they're just not interested, they need to stop. If parents are overly invested in their children's accomplishments in the arts or sports, it's time to take a hard look at how it affects the child's life. Please remember that a second grader is only 7 years old, and she does not need to experience her whole life right now. Let's take the pressure off so her childhood can be what it's meant to be, a combination of academics, play, and outside activities.

Children who are overwhelmed are telling us something ... "This is too much for me!" We need to listen for the sake of their health and respond by letting them quit without fear that they'll be quitters. Your positive attitude can go a long way toward her becoming involved down the road. Relax and enjoy the times you don't need to leave the house and can just spend time together.

—Addy ■

Tina Feigal, MS,Ed, is a parent coach and trainer at the Center for the Challenging Child, St. Paul, MN. She also certifies professionals as parent coaches. Contact her at <Tina@parentingmojo.com> or go to <<http://www.parentingmojo.com>>.

Positive Discipline: Adlerian Tools for Helping Children Develop Important Life Skills

Positive Discipline teaches children how to become responsible, respectful, and resourceful. Specific Positive Discipline tools that support the development of a child's sense of belonging and the development of important social and life skills will be explored at NASAP 2013 using several experiential activities. For example, Positive Time Out helps children develop the important life skill of calming down before solving problems. Positive Time Out is based on the premise that people do better when they feel better. Thus, when children are taught to create a special place to calm down, they soon learn a valuable life skill for coping and managing strong feelings and difficult life situations. *Jared's Cool Out Space* (2011) is a children's book by Nelsen and Wilkins that teaches this important lesson; it will be read aloud by Jane Nelsen and strategies for implementing Positive Time Out will be highlighted.

Helping a child connect through democratic methods like implementing Family Meetings facilitates the development of social and life skills. Family Meetings help children feel a sense of belonging and provide an important opportunity to learn brainstorming and problem-solving skills which are solution focused. Family Meetings are a valuable parenting tool.

Join us at NASAP on Saturday, June 22 in San Diego for details! ■

Jane Nelsen, Founder of Positive Discipline, will be presenting this topic with Kelly Gfroerer and Roy Kern. Nelsen and Kern are NASAP Diplomates. Gfroerer is a NASAP member and Positive Discipline Certified Educator.

Keystones for Children to Thrive

by Terry Lowe

Children flourish under the right conditions. As adults and parents it is important that we actively cultivate the needed conditions for children to thrive in life. A positive sense of belonging, having our relational bank account filled with healthy deposits, routines, rituals and traditions, family values, and responsibility are all ways for children to get a solid foundation in life.

“Since the child is a social being, his strongest motivation is the desire to belong. His security or lack of it depends upon his feeling of belonging within the group. This is his basic requirement. Everything he does is aimed at finding his place.” (pg. 14, Dreikurs, **Children: The Challenge**) It is important to help our children belong in healthy, positive, life affirming ways. This starts in our family and ripples out to extended family, neighbors, friends, school, church, and the larger community. The child who learns from an early age that he can belong in the family by being an active contributor both through his words (e.g., being a valuable part of conversations) and his actions (e.g., helping others) does not need to have his goal of belonging fulfilled through negative means (i.e., misbehaviour). This same child is well equipped to take his positive means of belonging with him as he enters the larger world. In contrast, the child who is seen as the troublemaker in the family and can't find a positive way to belong is already hampered as she goes to make her way in the larger community and carries her negative role with her.

Every interaction we have with a child either makes a deposit or withdrawal from our relationship bank account with them. In order for children to thrive they need continual healthy deposits. In Barbara Fredrickson's work looking at ratios of how many positives are needed for every negative, she refers to tipping points and states, “. . . the average ratio for people who flourished was above 3 to 1, whereas that for those who were languishing was below 3 to 1.” (pg. 130, **Positivity**) Are you making the tipping point of 3:1 in your home?

Routines give order to life and provide children with a sense of security. They help them to make sense of their world. Routines help to build positive habits such as exercise or brushing one's teeth after eating. They free up our mind for areas that require more attention.

Rituals and traditions are an important part of culture and identity. They help to build connections and bond people to one another. Anyone familiar with Robert Munsch's children's story “Love You Forever” will identify with the famous story line, “I'll love you forever, I'll like you for always, As long as I'm living, my baby you'll be.” Lines like these make great bedtime rituals for children, especially little ones who love repetition and enjoy hearing it night after night as they drift off to sleep.

Family values are the way we transfer what is meaningful to us from one generation to the next. It is demonstrated in the way we lead our lives and children are quick to pick up on any discrepancy between what we do and what we say. Values can differ from family to family. For example, some families value cooperation while others value competition. Values can even differ within families. One parent may place great value on environmental concerns and another parent may place greater value on econom-

ics. Values are never something we are neutral on and at some point children will either need to accept or reject family values.

Responsibility is an important part of growing up. It is something that needs to be given in order to learn. Children need to have opportunities to be responsible and possibly to fail without being rescued. That is how they learn how to adjust their behavior next opportunity so that they can be more successful. As children grow, their responsibilities need to increase. Responsibility can provide children with a challenge as they learn new skills and develop a sense of mastery. For example the child who is now old enough to babysit or get a part-time job has certain responsibilities both to get the job in the first place and then to maintain it.

As parents and adults we need to be intentional about providing children with the keystones that will help them be successful in life.

Join us for the presentation on this topic at NASAP 2013. ■

Terry Lowe, B.S.W., R.S.W., is the Director of Clinical and Community Programs at Catholic Family Services of Saskatoon. She is the Co-Chair of the Family Education Section of NASAP, and will be presenting on this topic in San Diego.

Membership Matters

Secretary-Treasurer Election

As noted in our last issue, our current Secretary-Treasurer, Kerry Mayorga is retiring from her position this June. A big thanks to Kerry for her commitment and completing her 3-year term! We are so pleased that Doone Estey has agreed to serve. Doone is from Toronto, Canada and is part of Parenting Network, Inc. Since Doone is running unopposed, we hope members will show their support and appreciation to Doone by mailing in a vote (details on page 7, including “ballot”) or by doing so in person in San Diego.

Remember the listserv

You are encouraged to access a lively set of informed responses by posing questions or comments to our Family Education e-list. Let us know when you’ve posted a blog entry on a subject of interest, too! If you are a member of NASAP and this Section, you are entitled to participate. Contact the NASAP office to be sure you’re signed up. Members can start up a conversation at NASAP FamEd listserv <FamEd@nasap.memberclicks.net>.

Bob Powers Remembered....continued from page 1

at it. I obtained families and was able to video tape many of them during that period, 1982-1990. (Imagine the education I received by just being in the room, not only with Bob Powers but also Bronia Grunwald, Bernard Shulman, Barbara Borden and Jay Colker.)

One clear memory of a Bob Powers technique was his way of engaging the family – children during their interview without parents, as well as with the parents. Once a problem was stated, he counted with his fingers extended one by one: “We-Can-Work-It-Out-Together.” With all fingers out, his hands clasped together on the sixth word. It was a reassuring and strong visual.

Bob was a great, great teacher. He worked so smoothly and brilliantly, his counseling seemed effortless. He invariably got to the heart of a family’s issue very quickly but gently, always showing deep respect and consideration for their issues and responses. His voice was congenial and low as he leaned in, his body language communicating that he was intent on really hearing the family. He often chuckled, acting delighted with children’s unfiltered responses – naturally, disarming and further opening them up. Observers in the audience were invited at the end of a demonstration to speak up, but cautioned not to counsel; they were invited to share what resonated with them as fellow human beings and as members of their own families.

Indeed, one night when we did not have a family available, Bob asked audience members if they’d help him demonstrate some family education principles. He asked for and got one family first born, one middle and one “baby” volunteer to join him on the small platform. They did not know one another. By the end of the session, he had them engaging with one another as if they were from the same family. Their nodding heads and smiles – reflex recognitions – spoke volumes.

In maintaining Adler Institute family education resources, I was aware of

concludes next column

a black and white tape the school had acquired of Bob explaining “Encouragement.” I believe it was recorded on very early video by an Adlerian group in St. Louis sometime in the late 1970s. In 15 minutes, a seated Bob Powers spoke mellifluously, simply and engagingly about the meaning of encouragement. Like many of our Adlerian practitioners, I have embraced Encouragement as a cornerstone of healthy family living; no doubt, I was heavily influenced by what he taught. I hope that tape is still out there, somewhere.

Also before my time at Adler, Bob had taken on the leadership of what was then ASAP. During his tenure, it became NASAP, in recognition of the broader membership, including Canada as well as the United States. I was told that, significantly, as President, he undertook to democratize NASAP by welcoming the family educators as equal members alongside “professional” counselors. This was not without controversy at the time, but Bob walked the walk as well as talked the talk.

Bob leaves behind insightful written texts, often co-authored with his wife and partner, Jane Griffith, and a legion of grateful former students, practitioners, colleagues and friends. Along with so many others, he encouraged me, and I learned from him. He will be missed, but long remembered. Bob Powers left an admirable legacy. ■

Bryna Gamson was Family Education Director at the Alfred Adler Institute of Chicago beginning in 1982. At retirement in 1993, she was Vice President of Marketing and Development of the expanded Adler School of Professional Psychology. As a member of NASAP, she has been editor of FAMILY! since 2000.

Sold Out!

PEP's Unique "Can Do Kids' Fair" Ignites Social Interest in All Ages

by Linda Jessup

Today's children can do many more practical tasks than most adults think. At PEP's annual Can Do Kids' Fair, parents are amazed and pleased at how eagerly their offspring (ages 3 to 10) take to learning practical household tasks, repair skills and social etiquette.

Now in its twelfth year, the Fair is the subject of a workshop to be presented at the upcoming NASAP conference in San Diego. Fair organizers are eager to share the how's and why's of the Fair's success, which from its very inception has always sold out its limit of 400 attendees, even without advertising beyond the organization.

Generating social interest is the fundamental purpose of the event. Families relish spending time together at the Fair, where everyone benefits and returns home with exciting new life skills to practice and use throughout the year. Volunteers, teens and adults alike, learn as they contribute, and stimulate social interest in others in the process.

Almost a hundred volunteers participate. Youth (aged 11 to 18) adults, and seniors are trained in verbal, attitudinal and behavioral encouragement skills. With supervision on site, these volunteers also learn – often for the first time – the specific activities they will be teaching the children who attend.

Why should you, as an Adlerian Parent Educator, care about this Fair?

Think publicity. The annual Can Do Kids' Fair is a one-of-a-kind event. Because it is so different, it generates a positive buzz both within and beyond PEP, into the larger community. It attracts public recognition and brings new people – both attendees and volunteers – into the organization.

Think fund raising. The Fair now attracts financial and material support from community businesses that provide sponsorships and help to underwrite the costs of the activity. Along with the moderate cost of admission from attendees, these funds added almost \$6,000 to PEP's revenue this year.

Think Adlerian principles. The Fair equips parents and children with both essential life skills and people skills they then can contribute at home and within the larger community. Every activity showcases the core Adlerian concepts PEP teaches to about 4,000 parents a year. The same values and practices by which the organization operates on a daily basis.

Think something very worthwhile for you and any of your favorite organizations, like a family education program, school, religious congregation, Scout troop, etc.

To learn more about this exciting and well tested event, plan to attend the 4:00 PM session on Friday, at the NASAP conference. Cheryl Wieker, PEP's current Director, and Linda Jessup, PEP's Founder, will present how the Fair works, provide an experiential sample of the activities taught, and give an outline of this type event to inspire YOU to Can Do your own

Fair! There will also be information about the newly published and detailed Fair Kit that PEP will be making available for a nominal cost. ■

Linda Jessup is the founder of the Parent Encouragement Program/PEP, in the greater DC area, and has served in multiple capacities in NASAP, including on the COR as Membership Chair and Co-Chair of the Family Education Section. She can be reached at <lindajpepwest@aol.com>.

Why Don't My Kids Listen to Me?

A Talk for the NASAP Parent Track

by Patti Cancellier

"My kids don't listen" is the most often expressed complaint of parents who take parenting classes at the Parent Encouragement Program (PEP), a Family Education Center in the suburbs of Washington, DC. When we decided to offer a free, introductory talk for parents new to PEP, children "not listening" seemed the perfect topic. We offer this talk several times a year at the start of our class terms. It does just what it was designed to do – attracts hundreds of new people to our organization each year.

The talk serves several purposes. It introduces parents to the several Adlerian parenting concepts – "parent deafness"; the democratic parenting style; respect for people no matter what their age or stage in life; and encouragement as reflected in the language used and the limits set and upheld. It also helps parents understand why the techniques from the old authoritarian way (e.g., punishment and rewards) do not belong in a democratic society. Finally, it gives parents a glimpse of the types of teaching techniques we use at PEP.

When NASAP decided to offer a

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How To Talk To Your Children About The Bombings At The Boston Marathon

blog excerpt from Alyson Schafer

The unfortunate reality of our times is that this is not out of date: there will be too many more opportunities to wonder how to handle terrible headlines. Do go to Alyson's website for the complete text. --Editor

...Many children overheard their parents talking about [the Boston bombings] or caught a glance of the news coverage. If the car radio was on during the drive home from school, you may not have even considered that the little ears

continues on back page

Why Don't My Kids..cont from page 6
 special program track for parents – the fastest growing population of Adlerians in the country – at the annual conference, I proposed “Why Don't My Kids Listen to Me?” for the same reason that PEP offers it. I hoped it would attract Atlanta parents to NASAP. While I don't believe we attracted that many parents from outside the conference, we did have a packed room full of parents who were already attending NASAP. I am hopeful that the Parent Track at the San Diego conference will attract even more parents from the community.

If you would like to hear a version of the talk, but plan to attend Steve Maybell's keynote address on *Encouragement and Healing* which is offered at the same time, go to: <http://www.monkeysee.com/play/14658-how-to-get-children-to-listen>.

Patti Cancellier, past Co-Chair of this Section, is Education Director, Parent Encouragement Program/PEP, Kensington, MD <patriciacancellier@gmail.com>

Convention San Diego June 20-23, 2013

We're really looking forward to connecting and sharing ideas at the annual NASAP convention in San Diego!

At the business part of the meeting, we'll have a Treasurer's Report and review the Minutes from last year's meeting. We will also be electing a new Secretary-Treasurer. Doone Estey has been nominated and graciously agreed to serve. Her Candidate Statement is below. If you cannot attend our annual membership meeting to participate in voting, please mail in your vote using the ballot provided. ■

Candidate Statement: Meet Nominee for Secretary-Treasurer, Doone Estey

I have been a member of NASAP and the Family Education Section for approximately eight years. I have attended two conferences over the years, in Vancouver and Chicago. I will be there next year! In 2009, I formed Parenting Network Inc. with Beverly Cathcart Ross and Georgine and Marty Nash, who all had been NASAP members for many years. Parenting Network Inc. is an Affiliate of NASAP.

Since its inception in 2010, I have been involved in the Ontario Society of Adlerian Psychology / ONSAP (Ontario), presenting at the conference and working on the Education Development Committee.

As a Certified Adlerian Parent Educator, I give parenting talks throughout the Greater Toronto Area, from courses (about ten per year), to keynotes, school talks and corporate events. I also have a private parenting consulting practice.

When nominated, I was pleased to offer to help. I would like to become more involved with the NASAP organization to broaden our knowledge base and increase our community efforts in parenting in Greater Toronto.

I have 4 children in their 20s who live in Chicago, Boston, Philadelphia and DC. I live in Toronto, Ontario, Canada.

Doone Estey, BA, MA
 <doone@parentingnetwork.ca> <<http://parentingnetwork.ca>>

Ballot for Office of Secretary-Treasurer

Term beginning at San Diego meeting in June. 3 year term. Please send to Co-Chairs by mail or email (see page 2) by June 10. Thank you!

YES! I vote for Doone Estey.

Member Name: _____

Member Signature _____

Boston Bombing....continued from page 7
in the back seat were tuning in, too. How does a parent effectively discuss the event of today? I have a few suggestions...

1. Young Children Don't Need to Know World News

...Their world is their home life and that's big enough! Parents need to create barriers to media and filter information.

2. Clarify Misunderstandings

If you think it's likely that your child heard something..., ask them what they understood happened. Be sure they explain using their own words. ...It gives you an opportunity to correct their misunderstandings....

3. Your Emotions Are Educational, Too

Your child looks to you to see

how you are reacting in order to make their own assessment of how frightening the day's events were....

4. Re-Instill a Sense of Safety

Your child's world view that life is safe and predictable may have been shattered. We must re-assure our children that the world is still a safe place. To do that, discuss the positives: such as how responsive the police and President were, and how the people in the crowd pitched in to help one another. Maintain your own family routines and be especially calm, caring and warm.

5. No Lies – But Be Selective in The Amount of Details

Because children need to feel safe, they need to believe their parents wouldn't deceive them. It's

important to always model being truthful in our interactions with others....

6. Decide How Much To Pass Along

Adapt the amount of information you are sharing by age appropriateness and your child's needs by moving from the broadest of brushstrokes to the finest of details....

7. Help Children Process

If your child is upset or moved by the events..., invite them to channel their emotions into thinking of constructive ways to be helpful....

April 15, 2013

Alyson Schafer, past FES Co-Chair, is a Toronto-based author, lecturer, and TV expert on parenting. Her blog entries are filled with practical observations and advice. Get the details at <<http://alysonschafer.com>>

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.



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