



# FAMILY!

## Conference Previews 2015 Parent Track &...

This issue of *FAMILY!* previews sessions of particular interest to FES members attending our conference in May in Philadelphia.

“Parent Track” Saturdays have been a feature of NASAP conferences for several years. Parent Track was designed to attract and engage local adults interested in sampling practical Adlerian family education concepts. Admission is just \$50 for the entire day. (Attendees are not able to earn CEs under this pricing.)

In addition to a great opportunity to observe a classic *Open Forum Family Counseling Demonstration* by Dr. Betty Lou *continues on next column*

## Dealing With A Bully Dear Addy...

Excerpted by permission from *Raising Respectful Kids in a Rude World*

Dear Addy,  
We think our son is being bullied at school and we don't know whether we're supposed to step in, or let him work it out himself.

What should we do (or not do)?

—Concerned Parents

Dear Parents,  
Some kids may be reluctant to tell teachers or their parents about being bullied for fear the adults will get involved and make matters worse. If you notice your child physically hurt or depressed, you may want to inquire as to what is going on. If you suspect a problem, you can ask some indirect questions regarding how things go at lunch, walking to school, or

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Bettner, the topics presented by our Family Education Section members (and written up in this issue) scheduled for Saturday, May 30 include:

- Siblings That Get Along ...**Beverley Cathcart-Ross
- Handling Disruptive and Resistant Kids & Teens ...**Bill Corbett
- Strengthening the Bond with Your Teen ...**Doone Estey
- It Takes A Village To Raise A Child:  
Strengthening Our Children's Social Environment ...**Terry Lowe

You will also find included in this issue other topics of interest to our members offered on the Friday schedule, including our Section's “Keynote” by Monica and Bill Nicoll on *Family RQ*. Also look for some articles slightly off the official “Family Education” beat.

There's even more in the pre- and post-conference workshops. Be sure to read all about it at <http://alfredadler.org/nasap-2015-conference>.

We hope to entice you to make your reservations for NASAP 2015! ■

## Conference Preview: Parent Track Siblings That Get Along

by Beverley Cathcart-Ross

“My brother hit me!”

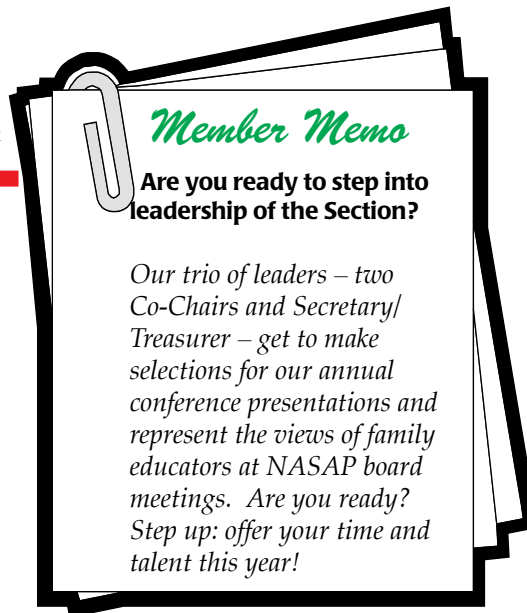
“She took my favorite shirt and she won't give it back!”

“She said I'm fat.”

“He's always so mean to me!”

The list goes on and on. This is the part of parenting most people don't imagine when they bring home child number two or three. Weren't the kids

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### Member Memo

Are you ready to step into leadership of the Section?

Our trio of leaders – two Co-Chairs and Secretary/Treasurer – get to make selections for our annual conference presentations and represent the views of family educators at NASAP board meetings. Are you ready? Step up: offer your time and talent this year!

## Also in this issue

**Your Co-Chairs Report..... Page 2**

*Also, Adlerian Wisdom, how to reach us*

**Membership Matters & Conference Meeting ..... Page 8**

*Nominate a new Co-Chair or volunteer to be one*

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*Extend your family education practice*

## FE Section Co-Chairs Report...



Marlene Goldstein Beverley Cathcart-Ross

Dear Family Ed Section Members,

Many of us are waiting for those first glorious signs of Spring – the crocuses popping their colorful heads out of the ground, the return of the robin, and of course the chance to pack away our winter coats!

Spring also means the folks at NASAP are ramping up for the 2015 Conference in Philadelphia. If you haven't yet taken a look at the terrific selection of presentations, including those for Parent Track, go online <[alfredadler.org/nasap-2015-conference](http://alfredadler.org/nasap-2015-conference)> for full details. This issue of *FAMILY!* previews many of particular interest to our Section. Be sure to register for the conference and make your hotel reservation soon to take advantage of the Early Bird conference rates. We hope to see you there!

As we mentioned in the last newsletter, our NASAP President, Jill Duba Sauerheber, challenged each Section to reflect on the features, advantages and benefits (FAB) of membership during our October COR meeting. As you consider attendance at the 2015 conference, we felt it would be a good time to reflect and remind ourselves of the many benefits of participating. A few that we came up with are included on page 8 in the Philadelphia Conference column.

This issue also includes a wonderful article on the "Family Business" contributed by a past Co-Chair, Alyson Schafer. Be sure to read Alyson's lively tips on using Twitter and other media to extend your reach! You'll find it on page 9, in this expanded issue filled with ideas for members.

### Family Education Section needs you...

Also, at this year's meeting, we will be voting in a new Co-Chair for the Family Ed Section. As we mentioned in the last newsletter, Marlene's term is ending at this conference and we will need to find a replacement. So, if you would like to nominate yourself or a colleague please contact us by May 1! Use the form on the back page or email us, using contact information at right. In keeping with tradition, we have a Co-Chair from both Canada and the USA, and this time around we are looking for an American Co-Chair, though it is not a requirement. Here are a few of the benefits we feel come with the role:

- chance to network with leaders in the Adlerian community;
- having a voice in the governance and direction of NASAP;
- being the representing voice for Parent and Family Education;
- the good feeling of contributing to your community.

On that note, it has been a pleasure to share with you.

Your Co-Chairs,

Beverley Cathcart-Ross along with Marlene Goldstein ■

## Adlerian Wisdom

*Because mutual respect is the foundation of all effective relationships, it is perhaps the most essential value we can teach our children.*

-- from **Raising Respectful Kids in a Rude World: Teaching Your Children the Power of Mutual Respect and Consideration** by Gary D. McKay, Joyce L. McKay, Daniel Eckstein, and Steven A. Maybell (2001)

Prima Publishing, Roseville, California

Out of print

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*Dear Addy...continued from page 1*

riding the bus. You can inquire if there are children in the neighborhood who pick on other kids.

If your child is being bullied, stay calm. As parents we want to protect our children from being bullied. But we can't be with them 24 hours a day. So the best protection we can give our children is to teach them how to protect themselves. The following suggestions can help you make your child "bully-proof."

- Listen to a child's feelings and explore alternatives. A bully often relies on teasing as the means to start a confrontation. Teaching your child to ignore teasing can spoil the bully's purpose. Humor can also work. "If you think I'm ugly (weird, and so on), you should see my parents." Agreeing with the bully can also defuse him. "You're right, I'm dumb." When ignoring or making such a reply, the child should walk away.

- Don't encourage fighting back. Some kids are not capable of this – the bully is bigger and stronger. Fighting also teaches our children that violence is a way to solve problems. We need to teach them that there is a way to back away from the problem.

- Look for characteristics in your child that may invite bullying. Kids who appear weak and lack confidence are often targets. Does your child slouch? Does she look afraid? Help your child see how these physical signals can invite bullying. Teach your child to stand up straight and "walk tall." The more confident your child looks – and feels – the less she's likely to be bullied. Role-play confident behavior with your child.

- Encourage group travel. The bully usually picks on a single child. A simple protective technique is to teach your children they are safer in a group.

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## Conference Preview: Parent Track

# Handling Disruptive and Resistant Kids & Teens

by Bill Corbett

Parents and teachers are finding it more and more difficult to obtain cooperation from children at home and in the classroom. But getting frustrated and angry about it is not the solution. The answer lies in a close examination of a child or teen's unmet social/emotional needs. Adults aren't well skilled in how to do that examination quickly and accurately, so that they in turn can get their own needs met.

In a 75-minute fun and interactive presentation at the 63rd Annual NASAP Conference in Philadelphia, participants will obtain insights for handling disruptive, resistant, and uncooperative kids and teens. They will walk away with a step-by-step plan for handling challenging behaviors and rebuilding relationships with the kids in their care.

Many difficult to manage children and teens today feel disconnected from their primary caregivers. As Adler taught us, a child craves a strong connection to the social structure that the family provides. But when the connection isn't there, the child or teen begins to act out as a way of communicating this unmet need.

Parents usually get two times each day when that connection can occur with the child: in the morning when the child has been asleep at night and at the end of the day, when the child arrives home from school. Those extended absences from the primary caregiver move a child or teen to want to reconnect with the parent in an effort to reignite the feeling of being valuable and important in the family.

Unfortunately, often the primary caregiver is either not prepared to allow that connection to occur or is too distracted with their own chaos to see the need that their child is attempting to fill. Watch preschool children interacting with their parents when the school day ends. Too many parents can be seen on their smart phones instead of giving their children 100% of their attention, even for just a few minutes. This often results in the young child having a meltdown and the parent scolding the child.

The session will include video clips, animations, and demonstrations to help educate the audience on some of the top tenets of Adler's methodology for reducing the chances of children developing personality disorders. A child's connection to the outer world is critical to his or her development and the skills of the primary caregiver is key to the child's development.

The child with challenging behaviors is not a bad child, but simply a child who is communicating his or her unmet needs to the primary caregiver. It is up to parent educators to change the perception that parents have of their children and to help them "retool" their parenting toolbox to help the child fit in and find their place in the family, the classroom or the team. ■

*Bill Corbett is a member of APA, NAEYC and NASAP. This is his first appearance at our conference, although he has contributed to FAMILY! many times. A popular speaker, he also produces and hosts the television show, Creating Cooperative Kids, and has written and published 8 books. Based in Connecticut, Bill has been selected to deliver the keynote address at a national education conference in the Netherlands in September 2015. In addition to Bill's degree in clinical psychology, he likes to point out that his practical experience comes from what he's learned from his 3 grown children, 3 grandchildren, and 3 step children. Get the details on his parent help site at <<http://www.CooperativeKids.com>> and more about Bill at <<http://www.BillCorbett.com>>.*

*Siblings....continued from page 1*

supposed to be buddies, lifelong friends? Wasn't that the point?

Yet fights between kids are bound to erupt – over screen-time, clothes, toys – their fair share of everything.

So how do we deal with it? The pressure is that whatever approach we choose will influence how frequent the fights are and how intense they become.

Sibling rivalry is a competition between kids that creates winners and losers. While it is only natural to try to protect the younger child, when we take sides we create the winner and loser. When we take sides, we also risk creating and reinforcing the roles of aggressor and victim. This can inadvertently send the message to both children that their parent protects the weaker one and therefore cares for that child more. This will only intensify the competition and foster more fighting, not to mention create hurt feelings and resentment. So it's better to focus on conflict management and solutions, reducing the need to compete, while replacing it with collaboration and cooperation between the siblings.

Our job is to teach kids how to deal with conflict, and dealing with conflicts that happen in the home is a really good way to do this. We don't want to deny our kids the chance to learn such an important skill. Conversely, we want to help them master it, so they can deal effectively with conflicts when they arise in the playground, at camp, or later in their adult lives. ■

*...To be continued in Philadelphia!*

*To learn the 3 Cardinal Rules for dealing with sibling conflict, join Beverley at her session on Saturday, May 30 in the Parent Track. Give your children the gift of a close, caring relationship.*

*FES Co-Chair Beverley Cathcart-Ross is founder of Parenting Network and co-author of **Raising Great Parents** (2014).*

## Bonus Preview

# Autism, Behaviorism, & the Crucial Cs

*by Robert Saxner*

Parenting can obviously be a challenge. When we include the fact that about one in 68 children has been identified with autism spectrum disorder (ASD), according to estimates from CDC's Autism and Developmental Disabilities Monitoring (ADDM) Network, that challenge can significantly grow. With no known cause or "cure" (and there is the question of whether or not individuals with autism want a "cure"), parents, families, teachers, and community members can become discouraged. Some families hide. Some teachers use rewards and punishment. People may feel frustration, embarrassment, and rage. With unknowns and potential adjustments in life, fear can often be paramount.

Drawing from their unique and personal experience, Kim Pittman and Bob Saxner describe the challenges, and joys, they have faced as parents of a 12-year-old son with autism and a 7-year-old daughter who does not have autism. Kim is also a teacher in a school that uses applied behavior analysis with children with autism. In this session, Kim and Bob, with the help of Amy Lew (longtime Adlerian practitioner and co-developer of "the Crucial Cs" along with Betty Lou Bettner), will describe their very personal and professional experiences, and struggles, using behaviorism and the Crucial Cs (Connect - Capable - Count - Courage) at home and in the classroom.

Not sugarcoating the issues involved, Kim, Bob, and Amy aim to provide a very unique, honest look into the world of autism that speaks to the need for empathy, acceptance, belonging, equality, contribution, humor, and cooperation. Kim's background in the behavioral approach and Bob's background in Adlerian studies, along with Amy's expertise, make for a unique talk that highlights real life experiences (and many mistakes) using behaviorism and the Crucial Cs with children with autism. ■

*NASAP members Bob Saxner, MFA (and MA student Adler Graduate School), Kim Pittman, MA and Amy Lew, PhD will be presenting on Saturday at the conference.*

*Dear Addy...continued from page 3*

- Although kids can handle teasing, if the problem moves to actual violence and injury, you'll need to step in. If the problem is at school, talk to the teacher, counselor, or principal. Find out their policies for dealing with bullying. If you receive no satisfaction, you may need to move up the line in the school district.

- There may be times you'll have to talk to the parent of a child who's bullying your child on school grounds, on the way home, or in your neighborhood. If you do talk to the parents, realize they may be defensive. Avoid calling their child a bully. Simply state the facts: "My son tells me that John

hit him in the face and took his lunch box on the way home from school." Your focus is how to solve the problem, not labeling the child nor blaming the parents for their child's behavior.

- If it's a neighborhood problem, discuss safe solutions with other parents. Safe houses are one solution. If none of the things you've tried to do about the bullying help, you may have to involve the police if you think your child can come to serious harm. —Addy ■

*Excerpt from **Raising Respectful Kids in a Rude World** by Gary McKay, Joyce McKay, Daniel Eckstein and Steven Maybell. Provided with permission. Published in 2001 by Prima, unfortunately it is out of print. Email Steve Maybell <[stevenm@spu.edu](mailto:stevenm@spu.edu)> for information.*

## Conference Preview: Parent Track

## It Takes A Village To Raise A Child: Strengthening Our Children's Social Environment

by Terry Lowe

Long before the advent of brain science, Adler was a leader in the field of psychology by recognizing the importance of a child's social environment on their development.

"Because Adler considered that each human is a part of a social community, our sense of self is a function of our social identity. The primary need of all humans is a need to feel belonging, to have a place, in the social community." – Eva Dreikurs Ferguson, pg. 4 *Adlerian Theory: An Introduction*.

The first place of belonging for a child is in their family. Throughout much of history the term family was associated with the larger extended family, the tribe or village. There were many people looking out for the well-being of children. This broader interpretation was helpful as it ensured children's survival if the parents passed away or were not competent. This larger connection also helped to ensure that skills and values were passed down from generation to generation. Children had the opportunity to learn not just from their parents but also from other adults and elders in their community. This social embeddedness helped to prepare children to become functioning, contributing members of their community. Today, in our fast paced, transient society, families are often isolated from natural supports that would have been there in the past. We have one or two parents trying to fulfill the needs of their child(ren).

With modern technology we can actually see the difference in brain growth and development between children who are raised in a healthy environment and those who are raised in a neglectful and/or abusive environment. Even chemicals in our body like serotonin and oxytocin are influenced by our social connections.

In a healthy social environment, as the child grows, both the quantity and quality of relationships are important. Quantity is important because different people have different characteristics, opportunities, values and things to offer the child. Having more than one or two adults who have a vested interest in the child helps to give the child a wider worldview and the parents or caregivers the support they need. For example, if the parent is not the nurturing type, perhaps grandma or grandpa can offer nurturing while the parent is able to offer other things to the child. Diversity is advantageous for the developing child.

Quality of the relationship is important as we need to have a meaningful relationship and connection with the child to have a positive impact. Children who are resilient have at least one caring adult in their life that they have a strong connection with. Children who have a strong sense of family history and narrative – that is the sense of belonging to something bigger than themselves – are more self-confident and are better able to face life's challenges.

As parents we need to take an active role in developing a strong network of our friends, extended relatives, and neighbors who have a vested interest in our children. Some of these relationships may happen naturally and others may need to be fostered if you find there are not many invested adults in your child's life. It really does "take a village to raise a child"! The question is: who's in your child's village?

### *It Takes A Village...concludes*

Explore this topic: attend the Parent Track presentation on Saturday, May 30. ■

*Terry Lowe was Co-Chair of NASAP's Family Education Section for the past two terms. She is Director of Community Programs at Catholic Family Services in Saskatoon. Terry is chair of the recertification committee for Certified Canadian Family Educators and co-chair of the Saskatoon Early Years Partnership. She has worked with families for many years and is author/co-author of a number of facilitator manuals.*

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### Bonus Preview

## Holistic Approaches to Transforming Stress

by Bob McBrien

Along with respectful relationships, reliability and resourceful patterns of behavior, resilience has become an essential resource families seek to develop. Holistic approaches to overcoming chronic stress offer encouragement and skills for family members to develop resilience in facing the challenges 21st century life presents.

In this session during the regular conference as well as in more detail in an all-day pre-conference workshop, we will be examining Adler's theories – holism, mutual respect and encouragement – to gain insight into nurturing the development of resilience. Experiential activities such as Breathwork, Brain-Gym, Tai Chi and Chi Gong offer participants a "taste" of several holistic exercise methods aimed at reducing stress.

Attend and sample skills that serve to strengthen our resilience and lower our stress. ■

*Bob McBrien, Diplomate in Adlerian Psychology, is a retired Professor Emeritus (Salisbury University) and frequent presenter at Adlerian conferences. This topic will be presented Saturday, May 30.*

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## Conference Preview: Parent Track

**Strengthening the Bond with Your Teen**

by Doone Estey

One way to improve the relationship with your teen is to understand what is going on with them. There is so much happening to them during these years and when parents understand some of the behaviors, it becomes easier to know what to do about it.

Dealing with everything from changes in the brain, as well as in the body, to shifting sleep patterns and an increasing desire to separate from their parents, it is no wonder that teens become crabby and narcissistic.

Another way to tone down power struggles and increase respect in the household is to model respect as a parent. When your teen attacks with "You never drive me anywhere!", no need to go on the defensive and counterattack. Rather, rephrase and empathize: "You wish I could drive you to the mall, and I know it is frustrating."

It is hard to be disrespectful in a respectful relationship and eventually the disrespect will diminish when it does not elicit a negative reaction from you.

A third way to increase your influence with your teen is to parent with intention. Every interaction you have with your teen sends a message, either intentionally or not. Parenting with your long term goals in mind, such as independence, responsibility, respect, compassionate, etc. goes a long way towards encouraging your teen to listen to what you have to say.

By setting expectations rather than drawing lines in the sand you create a respectful, two-way relationship rather than a charged battleground for power.

Be proactive in the relationship and affirm your teen's strengths in writing and give the note to them. They will be pleased and you will, too.

**4 Tips for Communicating with Teens (instead of...):**

**"Look at me, I'm talking to you!"** How many times do we say this to our teens when trying to get them to pay attention to us (and find it doesn't work)? Direct eye contact is very difficult for teens. It is too emotional and too intense for them, particularly in a tricky conversation. And they seem to place any conversation with adults in the "tricky" category. Let them look away, do something with their hands or even walk around the room when you talk. Movement is particularly necessary for boys.

**"Go to bed, it's late, you must be tired!"** Teens' hormones and sleep patterns change as they get older. They no longer can get up nor fall asleep as early as they used to. If you want to have a shot at a productive conversation with your teen, try approaching them later in the evening (right about your bedtime). If you can stay up closer to their bedtime, turn out the lights for your chat – this can work wonders.

**"I can't hear you; please say that again."** Try some one-on-one time. Take your teen out for a coffee, pizza or even dinner. Go for a drive, away from the rest of the family and really make yourself available for listening. Even if there is not much more conversation than small talk, it is a start. You set a template for it to happen again, they will (secretly) appreciate your effort and eventually you should get some good results.

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**"You did what??"** Don't over-react when they do share something. Take a deep breath and say "Hmmm...really...what do you think about that?" Then think about how you are going to handle the situation. You can even go away and come back later if you don't trust yourself to hold it together. Much better to say too little in these predicaments up front and then more when you have thought things through or gotten a second opinion. ■

*Family Education Section Secretary-Treasurer Doone Estey will be presenting on this topic in the Parent Track on Saturday, May 30. She is a partner at Toronto's Parenting Network and a co-author of their text **Raising Great Parents** (2014).*

*Email: <[doone@parentingnetwork.ca](mailto:doone@parentingnetwork.ca)>*



**Bonus Preview: Family Education Section “Keynote”**

## **Increasing the Family RQ (Resilience Quotient)**

by *Monica A. Nicoll, Ph.D. and William G. Nicoll, Ph.D.*

Over the past few decades, there has emerged an increasing movement away from the dominant pathology focused, labeling, medicating and behavior correcting strategies and instead to focus on identifying those factors which lead to positive youth development. This trend referred to by terms such as resilience, wellness, or positive psychology is in many ways a rediscovery of Adler. A fundamental component of Adler’s Individual Psychology is the emphasis upon increasing mental health (aka social interest) rather than eliminating or decreasing symptomatic behaviors (i.e., psychopathology). Adler turned his attention in the 1920s to preventive services in mental health focusing on parents and teachers and promoting positive social-emotional development in the home and school settings to prevent adjustment problems. Accordingly, both Alfred Adler, and later Rudolf Dreikurs, established Education Counseling Centers and Child Guidance Centers in Austria and the United States so as to provide prevention and early intervention services by developing more positive, supportive home and school environments, the two primary child rearing institutions.

Adler was not the first, or only, person to recognize the importance of preventive, wellness promoting approaches. Indeed, in Greek mythology, Asclepius, the god of health, had two daughters, Panacea, the goddess of remedy and healing illness, and Hygieia, goddess of prevention and good health. While both the healing of illness and the prevention of illness by promoting cleanliness and healthy living have, throughout history, contributed to improve health in society, it is arguably Hygieia (hygiene) that has made the greatest contributions. It is noteworthy that in 1985, Dr. Jonas Salk, discoverer of the polio vaccine, was asked if he were a young researcher today upon what would he focus his work. His response was quite in line with Adler’s view, stating that, *“I’d still focus on immunization except today I’d focus more on the psychological rather than the biological.”* Salk felt that psychological immunization might well prove to be effective in preventing mental illness. This is the approach to mental and emotional disorders advocated by Adler and upon which our Resilience focused approach to working with families is based.

Research evidence now indicates that one’s RQ (Resilience Quotient) is the single best predictor of academic, career, personal, and social success in life. It predicts success in life 70% greater than does IQ and is significantly more predictive of success in life than measures such as one’s GPA, SAT/ACT scores or Self-Esteem measures. Not only is RQ the best predictor of overall personal wellness and social wellbeing, but also has been shown to be the key to immunizing children against failure, social ills, and personal adjustment difficulties.

### **What is Resilience (RQ)?**

Resilience is the ability to set a positive, productive, fulfilling and goal-oriented direction in life (personal, familial, relational, and occupational) while also being equipped to handle the inevitable adversities, stressful events, difficulties, rejections, failures and setbacks of life in stride. It is the ability to “bounce back” and continue moving forward in that same positive, socially useful, productive, and contributive direction in life.

At our Resilience Counseling & Training Center, we like to think of resilience as both 1) a “SOCIAL VACCINE”: immunizing youth from the myriad of today’s social problems, and 2) an “ANTIDOTE” that turns “at-risk” youth around toward personal, social, and academic/career success.

Research now suggests that developing resilience involves three primary components: 1) presence of positive, supportive social environments in home, school and community (*gemeinschaftsgefühl*), 2) teaching social-emotional competencies, and 3) the adoption of a “growth mindset.” These factors apply equally to children and adults! The more these three factors are present, the higher one’s RQ!

### **Developing Family RQ via practical applications**

Promoting the Family RQ involves: 1) developing a positive, supportive and emotionally safe family environment for all members, 2) developing social-emotional competencies in both parents and children, and 3) fostering a growth mindset focused on optimism, growth, improvement (aka: encouragement) among ALL family members. Increasing the Family RQ begins by addressing the development of a positive, supportive family environment. This involves assisting families to assess their level of functioning on each task and then targeting those tasks needing improvement. The Family Maintenance Tasks are: Safety Maintenance, Life Skills Maintenance, Cohesion Maintenance, Behavior Maintenance, and Boundary Maintenance. These “Family Maintenance Tasks” are essentially the family system’s counterpart to Adler’s Individual Life Tasks. Well-functioning families are found to address all five tasks in an effective and balanced manner. Families experiencing chronic con-

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*Family RQ ...continued from page 7*  
 flict, stress and relational difficulties, on the other hand, tend to be underperforming, or improperly performing, on one or more of these Family Maintenance Tasks.

The second step in increasing the Family RQ involves further developing social-emotional competencies in BOTH children and parents. Adler suggested that developing Social Interest begins by teaching the “objective social skills” of Social Interest. The Family RQ approach does this by focusing on five key areas of social-emotional competence: skills in understanding & respecting oneself and others, empathy skills, positive/constructive communication skills, cooperation skills, and responsible contribution skills. Both parents and children are assisted in improving their competencies in each of these essential areas associated with personal, family and relational resilience. Improving the Family’s RQ further involves a greater focus on practical strategies for each member to realize the four goals of POSITIVE BEHAVIOR rather than merely focusing on misbehaviors and “putting out fires.” The four goals of positive behavior which we all seek to meet for optimal personal development and life adjustment include: Recognition/Connection, Autonomy, Meaningful Contribution, and Mastery/Competence.

Finally, increasing the Family RQ requires re-thinking our “mind-sets” and moving away from the “Fixed Mindset” myth that suggests we are born with a fixed degree of certain traits, abilities, or characteristics which serve to define and/or limit our potential (e.g. talent, intelligence, perseverance, grit, optimism, responsibility). Research has now demonstrated that these characteristics are more developmental in nature, not fixed, innate traits. By learning to communicate in an encouraging, positive/constructive manner so as to

## Philadelphia Conference May 28-31, 2015

We hope you’ve already made your reservations for NASAP’s 63rd annual conference in fascinating Philadelphia! As you can see from the overview presented in this issue, there are many great presentations of special interest to our members. And if you’ve examined the flyer sent to NASAP members and available on our website <<http://alfredadler.org/nasap-2015-conference>>, many sessions in addition to our own will provide insight and enrichment – in addition to nationally-recognized CEs. The local host committee is very excited about the Friday morning kickoff plenary session featuring esteemed Adlerian panelists addressing *Adler Is For Everyone*. Our very own members Jay Colker (Adler University faculty) and Linda Jessup (past Family Education Section Co-Chair, author, and founder of PEP in Maryland), are two of those panelists.

### Co-Chair Position Opening in May

Marlene Goldstein will be completing her term as of the Philadelphia conference so we will be electing a new Co-Chair at that time. This is a great opportunity to serve. Let us hear from you! Use the form on the last page to send in your nomination, or contact the Co-Chairs by email. By custom, not requirement, we should be selecting a leader from the USA. Members will be informed before the conference the name(s) of nominees so official voting can take place even if a member cannot attend.

### Discussion of FAB

Also at our Section brief (half-hour) annual meeting at the conference, on Friday, May 29 at 3:30pm, we also will be asking you to consider your ideas on NASAP’s initiative called FAB – Features/Benefits/Advantages of membership in our Section. As proposed in the last issue of *FAMILY!*, here are some starter ideas from your Co-Chairs:

- Family Education Section membership allows you to connect and have an interactive conversation with experts in the field, which provides the benefit of approaches and teachings in proven, reputable theory.
- For Adlerian parent educators, membership in NASAP means you have resources available for developing parent education programs that are consistent with your personal and professional values.
- The NASAP Conference Parent Track provides presentations on parent education by experts in the field and will increase your confidence and competence to be a better parent educator.

Bring your ideas and enthusiasm to our meeting! ■

### *Family RQ ...continues*

promote a growth mindset (in both parents and children alike) family members are assisted in adopting an optimistic, resilience focused perspective and an understanding that, with effort, we can all grow and improve.

As Adler once stated, “*Life is not a question of ‘being’ but of ‘becoming’!*” By assisting family members to 1) adopt and foster growth mindsets, 2) learn essential social-

emotional competencies, and 3) improve their performance on the 5 Family Maintenance Tasks, all family members are able to become more resilient. They can develop more successful, fulfilling lives and relationships, equipped with the skills for handling the inevitable setbacks and adversities of life.

Join us for our presentation at the upcoming NASAP Conference *concludes on page 9*



Periodic Column: "The Family Business"

## Why Twitter Helps Our Businesses

by Alyson Schafer

We run a periodic column to highlight successful techniques our members employ on the business side of being family educators. Please share your ideas, here and on our [listserve!](#)

Many people don't have any interest in social media, or they can't see the usefulness of Twitter. If you are already on Pinterest or Facebook, why bother spending more time on a third platform? Here is why I encourage you to check out Twitter from a business perspective:

### • Engagement with Other Experts

I have found that most other experts or authors are more likely to actually engage and reply personally on Twitter than they do to an email or FB message. They are eager to engage. When they re-tweet one of your tweets it is a great endorsement and you can potentially pick up many new followers.

### • 100% Reach with Marketing Materials

If I have an up coming workshop or talk, I want everyone to know. Facebook is becoming more restrictive, so while you may post something on your page, FB will only circulate this to about 30% of your friends list. It's a business move to encourage people to "boost" post for money by charging a fee. If you post on Twitter, all your followers see it, and it's free.

### • Quick

I, too, don't have much time for social media, so I love Twitter because I can just share quick links and quotes without having to spend too much time on wordsmithing or finding a complementary picture.

### • Keeping Old Content Fresh

I can post links to an old post on my blog to keep my content current. For example, a news story breaks about a child being abducted. I don't have time to write a new post, but I can quickly put up a link to an existing appropriate article on my website.

### • Boosting Your Profile to PR Firms and Brands

If you are interested in spokesperson work, most companies will be looking at your social media reach as part of your qualifications. They will compare you to other experts to see the number of Twitter followers you have in your niche. Many brands use "Twitter parties" or "Tweet-ups" to engage parents, so if you see yourself going this route, you should learn how to participate in one. (A Tweet-up is when you let people know you will be online live at a set time talking about a pre-announced topic.)

### • Boosting Your Profile with TV and Radio

When you get booked for an appearance, and you tweet about it citing the TV or radio show's @handle, they see your tweeting about them and promoting the appearance. You will boost your own listenership/viewership. It allows you to stay engaged after the show. This boost is noted by the media properties and they invite you back because of that additional lift. In fact – think proactively. What shows do you want to get on? Follow that show, especially the host. Engage with them and then ask and suggest ideas you could talk about in an upcoming show.

*Twitter Family Business...concludes*

### • Twitter parties are a way to engage parents for a live Q&A

It's a good skill to have if you want to give added value to your followers. Sponsored "Twitter parties" or "Tweet-ups" are another way to make money – but you have to show the brand you have followers.

If you do get on Twitter, we (Adlerians) should try to all find and follow each other through the hashtag #adlerparenting. I also use #AskAlyson.

I hope this is helpful! Twitter connect with me at @alysonschafer. I'll follow you back! ■

*Alyson Schafer is a past Co-Chair of the Family Education Section, as well as very busy Tweeter. Discover more about Toronto-based Alyson, author of 3 books (so far), by going to her website <<http://alysonschafer.com>>. Email <[alyson@alysonschafer.com](mailto:alyson@alysonschafer.com)>.*

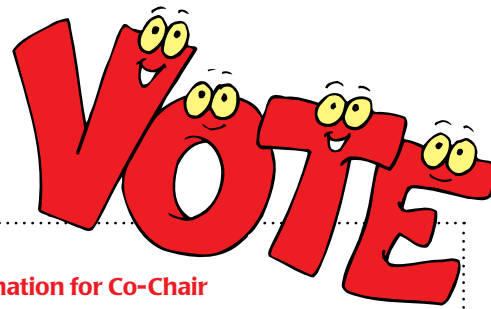


*Family RQ....continued from page 8*

in Philadelphia to learn more about the practical strategies for increasing the Family's RQ. Or contact us at the Resilience Counseling & Training Center regarding opportunities for learning more about this positive, wellness promoting approach based in Adler's pioneering work in promoting positive mental health and social-emotional adjustment. ■

*Monica and Bill Nicoll are longtime members of NASAP. Their presentation was selected to be the "Keynote" for our Section following the Family Ed Section meeting on Friday, May 29 (at 4:00pm). Contact info:*

*Resilience Counseling & Training Center  
24 Reporter Court • P.O. Box 1435  
North Conway, NH 03860  
(603) 730-5467  
<[www.resiliencencounselingcenter.com](http://www.resiliencencounselingcenter.com)>*



**Call for Nomination for Co-Chair**

Term beginning at Philadelphia meeting in May. 3 year term. Please send to Co-Chairs by mail or email by May 1. Offer to serve!

**Name** .....

**Contact information** .....

**Member Signature** .....

(see page 2 for addresses)

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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