



FAMILY!

Also Social Workers

Parent Track MN

Local parents can attend a series of Family Education Section presentations clustered sequentially on Saturday, May 14 for just \$50!

Also, this year, a \$50 Social Workers Track on Friday has been added, encouraging locals to sample Adlerian ideas.

If you live in the Twin Cities area, be sure to share these wonderful opportunities with your families and associates.

FES members who are full conference attendees will have a really hard time limiting ourselves to the official Family Education presentations! Consult the NASAP website for details.

We're looking forward to these and special book store/ authors session at NASAP 2016! ■

Heading Off a Power Struggle

Dear Addy...

Guest author is Mary Jamin Maguire

Dear Addy,

I have the best-natured little girl ever, but I have a couple of problem areas that I'd like your advice on. Maddy is 16 months old and our only child (so far). She refuses to get into her car seat. It takes me at least 10 extra minutes every time we have to go somewhere to negotiate with her to get her to cooperate. I've started back to work and this is really getting to be a problem! She's good about naps and eating, but she also has a big issue with holding still when we're trying to change her diaper or dress her while on the diapering table. She wiggles,

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More Conference Previews

Music Class for Children With Autism

A Look at Autistic Ability

by Laura Williams

The abilities that accompany Autism are often overlooked. Children with Autism come to my music class discouraged, having internalized messages that they are deficient in a constellation of ways. Adler, who did not look through the lenses of pathology, would instead see the abilities that come with the Autism package: heightened sensory awareness, attention to detail, long-term memory, and, commonly, an affinity for music.

It is not difficult to imagine Alfred Adler standing in the classroom where I teach *Whole Steps*, the group music class I created especially for children with Autism. Near the space on the floor where I set up the keyboards with rainbow-colored keys, I can see him say "An educator's

most important task...is to see to it that no child is discouraged at school and that a child who enters school already discouraged regains his self-confidence through the school and his teacher." (pp. 398-99, Ansbacher & Ansbacher, *The Individual Psychology of Alfred Adler*) As I lay the cards with color-coded music notes on each of the keyboards, he says "One must put tasks in their way which they can accomplish, and from the accomplishment of which they can gain faith in themselves." (*ibid.*, pg. 400) Throughout the duration of the class, he watches the children achieve one small

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Elect a new Secretary-Treasurer

FE Section Co-Chairs Report...



Beverley Cathcart-Ross Rob Guttenberg

Dear Family Ed Section Members,

I am writing this article listening to the wonderful sounds of birds chirping, and people chatting out on the sidewalks after a much delayed start to Spring here in Toronto.

In a couple of weeks, it's NASAP Conference time!! We

hope you've registered, made your hotel reservations and finalized your travel plans.

This year's conference promises to be an exciting one. And, this issue of *FAMILY!* once again previews a couple of presentations you won't want to miss, especially if your client base is involved with special populations. Thanks to the authors/presenters for providing these stimulating introductions.

Family Ed Section "Members Meeting"

We hope you will join us at our annual Family Ed Section meeting at the conference. It's a chance to meet, greet and share with other like-minded Adlerians. We also bid Doone Estey a fond farewell as she completes her term as our Secretary-Treasurer and we elect a new one. We are still calling for nominations for her replacement, although we are pleased to introduce Inna Pavlova-Rosenfeld who has accepted a nomination. So please consider this rewarding way to contribute and connect to your community, or endorse Inna's offer to serve by voting for her. (Use the form on page 8.)

After a bit of Section business we will turn the floor over to our selected keynote speaker, Alyson Schafer. We are delighted to have her present on the topic: *Helping Your Child Master Failure: The New Formula For Success*.

Don't miss this meeting and so much more!

Renew Your Family Ed Section membership

Don't forget to renew your membership in the Family Ed Section when signing up or renewing your NASAP membership. The modest Section dues of \$17/year supports a broad range of Family Education activities including: the moderate costs of publishing this newsletter and offsetting the expenses incurred for Section leaders to attend the COR meeting; scholarship aid for conference attendees; and overhead that enables our listserv to function. It is to our mutual benefit when you join us as a member of the FES.

While only FES members receive the current issue of *FAMILY!*, archived issues are available on the NASAP website. Find the 40 past issues online under the pull-down tab indicating "Resources" and select "Family Ed newsletters," or directly at: <<http://www.alfredadler.org/family-ed-newsletters>>. Who knows what new resources will inspire you!

Best wishes for a wonderful conference.

Your Co-Chairs,

Beverley Cathcart-Ross along with Rob Guttenberg ■

Adlerian Wisdom

...How hard it is to learn to walk! Children fall down over and over again. Yet, they go about the task unabashed. Why don't they just call it a day and say "forget it, this is embarrassing?" Young children come into this world unafraid of making mistakes.... [b]ecause children do not yet feel that inferiorities and inadequacies make them any less of a person! Let's not teach them that! (p.40)

-- excerpted from **Breaking the Good Mom Myth** by Alyson Schafer.

© 2007 Alyson Schafer
Published by HarperCollins
<<http://alysonschafer.com/books/>>

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Dear Addy...continued from page 1
stands up, won't sit down when asked, etc. We've tried pleading, wrestling, allowing more time — and giving in — so she seems to be in charge. How can I get her to cooperate more without making this a power struggle every time?
—*Busy Mom of Sweet Baby*

Dear Busy Mom,
Sounds like you have a great little girl who may be trying to assert her independence (which is a good thing, right?).

It might be useful to set up some clear routines and to allow her some legitimate control/power over the circumstances of her life. For example, in a quiet moment you could have her help you draw a chart with the steps for going on a trip (even if it's just a trip to the supermarket): put your shoes on, pack a bag (make sure you have everything you will need: wipes, snacks, etc.), get your coat, lock the door, get buckled in car seat, turn on the radio, go.... Then put her in charge of making sure each of the steps happen before the "car" is ready to go. Before heading out the door she could get the keys, pack a bag, put her coat on, etc.

A similar approach could be used for the dressing/diapering — give her some limited choices and let her help. Before long, I think, she will be an enthusiastic and cooperative helper!

—*Addy* ■

Guest author is Mary Jamin Maguire, MA, LP, LICSW, Director and a Therapist at the Adler Center for Family & Community in Minneapolis, MN. She works with children and families, providing Individual/Play Therapy for Children, Individual Therapy for adolescents, Family Therapy (including Reunification Therapy) and Parent Coaching. Mary is also Lead Trainer for Positive Discipline, and provides training for Parent Educators. She will be presenting on "Challenging Families" on Friday at the conference. Contact: <mary.jamin.maguire@adlercenter.net>

Autism & Music....cont from page 1
success after another, their faith in themselves growing.

During the singing portion of the class, the children and I sing patterns of do, mi, and so(l) with accompanying hand signs. As they sing, their unusually accurate pitch discrimination becomes apparent. The incidence of absolute pitch in the general population is about 1 in 10,000. In my class, the incidence is about 1 in 2. They take turns courageously taking the lead in creating pitch patterns that the others then echo. The echoing students witness the leader's success. Some students who are less verbal speak little but they sing. On some days, a student may not want to sing but still participates and experiences success by doing the hand signs.

The music and movement portion of the class is last. As the music plays, the children are unified by rhythm as they bebop in a counter-clockwise circle. As they wield and wave their colorful scarves, they are aware of themselves within the context of a group. They experience their embeddedness.

The children's favorite activity of this portion of the class is the least "Autistic": The Friendship Chain. Instead of joining hands,

the children grab onto each other's scarves, each child a link. The music pulls the Friendship Chain around the room. When a child breaks loose, the teacher and children say "Grab on!" to call them back into the Friendship Chain.

As the class concludes, Adler says approvingly, "In order to understand what goes on in an individual, it is necessary to consider his attitude toward his fellow men." (*ibid.*, pg. 127) The effectiveness of focusing on abilities and accumulating successes is evident at the end of the class as they hug and high-five each other goodbye. They may have begun the class self-focused, but they ended the class a group of friends. ■

*Laura Williams, along with Bob Saxner, will be presenting **The Whole Picture: Working With Children With Autism While Looking Through the Lenses of Encouragement, Life Tasks, and the Crucial Cs** in the "Clinician" track on Friday, May 13 at the conference.*

Laura Williams is a pianist and Director of the Preparatory Division of the Schwob School of Music at Columbus State University in Columbus, GA. She is the author of "Whole Steps", a music method and curriculum created especially for children with Autism, which she teaches through the University to children on the spectrum from the surrounding community. Email: <hernandez_laura@ColumbusState.edu>

Family Education Section Selection Preview

Making Connections: Supports for Parents of Children with Severe Disabilities

by Tim Hartshorne and Hayley Hoesch
Central Michigan University

The experience of raising a child with severe disabilities can be very isolating for parents. Lamaze group reunions are not what had been anticipated, and any gathering of friends with typical children is a troubling reminder of the differences. Friends quite naturally brag about the accomplishments of their children, playing sports, excelling at school, with cute, goofy stories. Sharing how your child reached out to you for the first time at 18 months, or managed to swallow some food at 24 months, or took a first hesitant step at five years seems to pale in comparison. In this *continues on page 4*

....*Connections...continued from page 3* article we address why this experience can be isolating, how these parents support their needs, how they make connections, how we can assist parents in making these connections, and some Adlerian perspectives.

Why is having a child with disabilities so isolating?

Fox, Vaughn, Wyatte, and Dunlap (2002) identified some factors that can be isolating for parents. One is not wanting the child to do something in someone else's home that would be embarrassing, such as a challenging behavior. A second reason is a lack of time, with all the care that must be provided. A third is the perceived lack of understanding on the part of others about what the parent experience is. It is hard to spend time with others who do not get what you are going through.

Another, related issue, is stigma. This may be particularly true for parents of children with autism (Woodgate, Ateah, & Secco, 2008), and other conditions with severe behaviors. Woodgate et al. summarize the experience of parents from their research as "living in a world of our own" (p. 1078). The sense of isolation these parents reported stemmed from four sources. One was the lack of understanding on the part of society of what is involved in caring for their child. They felt society placed less value on the lives of their children and that they were stigmatized. Another was missing out on a "normal" life. Hartshorne (2002) discusses how parents often have to discover a new normal, but others may not understand what that is like. A third is a sense of disconnect with family members, both immediate and extended. A parent may not feel they are connected even with their own child, and may experience some distance from their spouse. They may also feel the extended family lacks

sensitivity to their unique experience. The fourth is a sense of lack of support from the "system," which is both hard to access and sometimes appears unsympathetic. In essence, parents may feel they live in a world that does not "get it," does not understand the world the parents are experiencing.

How do parents support their own needs?

There have been a number of studies trying to identify and categorize the needs of parents of children with special health care needs including disability. Adler, Salanterä, Leino-Kilpi, & Grädel (2015) reviewed the literature on the knowledge needs of parents, and derived nine categories: about the illness or condition; about support and how to obtain and utilize it; about treatment and intervention; about everyday care; about the future and how to plan for it; about talking with others and explaining the situation to them; about how to organize around experiences and events; and about how the condition impacts the family.

Twoy, Connolly, & Novak (2007) investigated the coping strategies of parents of children with autism. They used the Family Crisis Oriented Personal Evaluation Scales (F-COPESs) (McCubbin, Olson & Larsen, 1981) to compare the coping of these parents with normative groups. Overall, the parents coped at about the same level as other parents. The most frequently utilized strategy was reframing, or changing one's perception of the event to make it appear more positive or more manageable. This was followed by the acquisition of social support, particularly that of family and friends. Becoming passive in the situation or avoiding action was the third highest category, followed very closely by mobilization of resources; reaching out to others for information and support. Finally, fewer subjects chose accessing spiritual

support as a coping mechanism. It would appear that making connections for social and resource support is critical for parent coping.

How do parents make connections?

After considering how some parents struggle to make connections, a parent said, "[You] just reminded me that I used to be one of those people. Getting connected has saved my sanity and I really feel like it has changed our lives." Given that connections are so significant, it is important to consider how parents accomplish this. We interviewed eight parents of children with CHARGE syndrome, a very complex condition involving sensory impairment with physical anomalies. We asked them "How have you found the help you have needed to support you in raising your child?"

Seven of the eight persons interviewed listed the CHARGE Facebook page as a major source of support. This could be biased, as the parents were solicited from the Facebook page. Twoy et al. (2007) note that the internet has become a source of support for many families. Grieve, Indian, Witteveen, Tolan, & Marrington (2013) have found that Facebook provides an alternative social medium for people beyond face-to-face contact and helps to reduce anxiety, depression, and increase life satisfaction. Sarkadi and Bremberg (2005) noted the increased use of the internet for social support, and that parents of children with specialized needs appear to benefit.

Five parents indicated various specialized services utilized, such as in-home nursing, the state deafblind project, and community based resources. Four parents pointed to their family and another four to the CHARGE Syndrome Foundation, which provides a wealth of information, a conference, and family support. Other support sought was from other parents (3), research (3), medical

continues on page 5

...Connections...continued from page 4 people (3), specialists (2), a family conference (2), strong faith (1), and the schools (1).

How can we facilitate the development of support networks for parents?

We asked these parents for their suggestions on how to help parents find the support they need. Here are some responses.

"You are not here to make friends. Invest in your kids, speak up and speak out about what your child needs."

"You have to sometimes acknowledge that you don't know and pour your heart out, because there are people out there that can help you."

"You need to go to the CHARGE Foundation, the CHARGE Facebook page, and if you can meet and connect with at least one other parent it is a major help."

"Parents need to be willing to reach out locally in order to bridge the gap in knowledge among specialists."

"Go to conferences."

"Meet other families because it is helpful socially and emotionally to be with people who are on the same page."

"The Foundation page is the first resource, the Facebook page is second, and equally important is face-to-face interaction with another parent of a child with CHARGE."

"Finding professionals that know about CHARGE is STUPENDOUS. It is a sigh of relief."

From an Adlerian perspective

Perhaps most fundamentally, parents need to develop the courage to be imperfect. One of the parents in the study messaged privately on Facebook, "is it normal to sometimes feel that maybe I am not doing enough?" In our experience this is very common, if not universal among parents of children with CHARGE syndrome, and

by extrapolation most likely with other conditions. Blaming oneself for not knowing how to raise a child with disabilities does not help, but parents need support in recognizing that they are doing the best that they can.

The life tasks can be challenged in this situation. Some parents must cut back at work or even quit work entirely, and so have to change their sense of themselves and their contributions as a worker. Friendships can change dramatically due to constraints of time, but also finding less in common with old friends, and these old friends may also withdraw feeling they do not know how to relate any more. The stress of parenting a child with disabilities can certainly take its toll on a marriage. Four of the eight mothers in our study were single. Helping people to cope with aloneness, a change in occupational identity, and finding friends can be critical.

The theme of this year's NASAP conference is "making connections." We are socially embedded people. Our primary source of support is other people. Not everyone knows how to find those connections that matter. The guilt, pain, isolation, and anxiety around having a child with severe disabilities challenges our social interest. But as one parent said, "It is okay to not be okay, but it's not okay to not be okay by yourself." Helping parents to find a community of support, whether it be family, or neighborhood, or Facebook, or other parents in a similar circumstance, is critical for their wellbeing and the wellbeing of their family and child. ■

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Presenting on this topic at our conference on Saturday is author Tim Hartshorne, professor of psychology (specialized in school psychology), at Central Michigan University. His doctoral degree is from the University of Texas at Austin, where he studied with Guy Manaster. He has been a member of NASAP for over 35 years. He is the chair of the NASAP Ethics Committee, reviews poster presentations, and served for several years as section leader for Theory, Research, and Teaching. Tim's particular interests include understanding the challenging behavior exhibited by many individuals with deafblindness, CHARGE syndrome, and related syndromes, and also how severe disability impacts the family. Contact Tim at <harts1ts@cmich.edu>.

Co-presenter Hayley Hoesch is a recent graduate of Central Michigan University with majors in psychology and family studies. She attended the NASAP conference in Philadelphia and subsequently joined the Society. She plans to obtain her master's degree in human resources.

Activities from Adlerian Play Therapist to Address 3 of the Goals of Misbehavior

Excerpted with permission from handouts by Terry Kottman (with assistance from Jill Burkley, Ellen Daly, Tabitha DeWitt, Sue Fullerton)

Children Whose Goal of Misbehavior is POWER

Children whose goal of misbehavior is power fear that others want to overpower them or that they will be out of control....

Activities you can do with your child whose goal of misbehavior is POWER:

- Play cooperative board games with your children. (For example, Skunk, Stone Soup, Count Your Chickens)
- Get your children involved in setting up chores and routines using a job chart or routine chart.
- Have a tea party with your children.
- Play Simon Says; Red Light, Green Light; Mother May I? with your children.
- Do puzzles or shared art activities with the whole family.

Children Whose Goal of Misbehavior is REVENGE

Children whose goal of misbehavior is revenge perceive they have been hurt by others and feel a need to protect themselves by pushing other people away from them....Children whose goal is revenge become more hurtful and their need to hurt others and/or protect themselves intensifies when they are corrected or disciplined.

- Don't take these children's behavior personally. Their need to hurt others is not about you.
- Practice empathic listening—listen without interrupting and judgment.
- Affirm children even when they are misbehaving by giving them feedback that, while you do not like their behavior, you love and value them as people. For example, you could say, "I don't like what you said to me, and I love you."
- Spend 10 minutes with your children doing activities they choose every day.
- Avoid punishments that can be perceived as hurtful or you getting back at them.
- Watch out when you set up consequences that your tone of voice is calm, even, and controlled.
- Apologize when you have done something wrong.

Activities you can do with your child whose goal of misbehavior is REVENGE:

- Act like mirrors, taking turns with one of you leading and the other copying the movements of the leader.
- Rub lotion on one another's hands while making eye contact and smiling at one another.
- Sprinkle powder on one another's hands and trace and count the lines on the palm.
- Paint one another's nails.
- Tell a shared story, alternating words, sentences, and/or parts of the story.
- Make an affirmation box or jar, with pieces of paper listing ways they do count.
- Watch television shows together that model positive relationships.
- Tell children stories in which they are the hero or positive role model.
- Teach self-soothing techniques like taking deep breaths, blowing bubbles, rocking, stretching, making horse lips, etc.

Children Who Are Very DISCOURAGED

Children who are very discouraged feel inadequate and believe they cannot do anything right. They have given up trying because they feel defeated....

- Send your children the message that it is okay to make mistakes, to not always be "right" all the time, by acknowledging when you make a mistake.
- Encourage, encourage, encourage.
- Avoid evaluative words (e.g., good, well, excellent, bad, etc.)
- Describe contributions or positive actions your children make.
- Notice small improvements and celebrate them with your children.

- Verbalize your faith in your children. For example, say things like, "I like the way you handled that." "I know you can do it."
- Even if your children don't acknowledge positive contributions or accomplishments, you can plant a seed by saying things like, "I hope you feel proud of getting such good feedback from your teacher." "Many kids would be really excited about finishing that puzzle." Be careful not to imply that they should feel that way.
- Listen to your children, making eye contact and summarizing what they have said to you. Avoid lecturing or interrupting them.
- If your children are resistant to compliments or positive feedback, don't take it personally.
- Recognize that your children are feeling discouraged, not being lazy or uncooperative.
- Encourage interaction with the family and limit their opportunities to isolate.

Activities you can do with children who are very DISCOURAGED:

- Get coloring books and color with your children.
- Listen to music together—some music of your choice and some of theirs.
- Play with Anti-Coloring Books.
- Go on walks or sit outside with your children.
- Play I-Spy as a family.
- Teach self-soothing techniques like taking deep breaths, blowing bubbles, rocking, stretching, making horse lips, etc.
- Tell children stories in which they are the hero or positive role model.
- Make an affirmation box or jar, with pieces of paper listing ways they do count.
- Blow bubbles, play in the sand, pour water from one container to another, play with shaving cream in the bath tub, make "potions." ■

Terry Kottman, Ph.D., Registered Play Therapist-Supervisor, NCC, LMHC, is a renowned Adlerian play therapist based in Cedar Falls, Iowa. She is founder of The Encouragement Zone, a center where she provides play therapy training, life coaching, "playsshops" for women, and play therapy supervision. In 2014, Terry received the Lifetime Achievement Award from the Association of Play Therapy. Learn more: <<http://www.encouragement-zone.com>>, <tkottman@cfu.net>

She will be co-presenting a full day pre-Conference workshop with son Jacob Kottman on Thursday, May 12 on **How To Talk So Gamers Will Listen and Listen So Gamers Will Talk.**

FES Meeting Keynote: 'Master Failure'

Alyson Schafer will address *Helping Your Child Master Failure – The New Formula for Success* at the Family Ed Section annual meeting on Friday. Here's the topic description:

Loving parents who want the best for their children are learning that old approaches of praise, rewards, and stimulating competition are actually backfiring in the long run. Come learn what recent resiliency research and classic Adlerian theory show are better approaches and some techniques to get started.

Participants will learn why it's important for children to embrace mistakes as opportunities to learn, and the language and techniques of encouragement as well as how to respond to mistakes. Specific examples will be given. ■

We're On LinkedIn and Facebook!

Are you?

It's time to spread out and spread the great Adlerian news by "liking" us on Facebook and "following" us on LinkedIn! Add NASAP/ FES membership to your LinkedIn profile page. Contribute announcements and content.

Contact Jon Sperry for Facebook at <jonsperry@hotmail.com> <https://www.facebook.com/NASAdlerianPsychology/?fref=ts>

Contact Bryna Gamson for LinkedIn <ParentEd@comcast.net> <https://www.linkedin.com/company/nasap-north-american-society-of-adlerian-psychology/>

Connect in Minnesota May 12-15, 2016

Secretary-Treasurer Position Election

Doone Estey will complete her term as Secretary-Treasurer at the Minnesota conference, and we are so pleased to have received the enthusiastic nomination of Inna Pavlova-Rosenfeld to serve in this position.

If you cannot be present in Minnesota (alas!) to vote on filling this leadership position, nominations are still open. Let us hear from you! Use the form on the back page to either nominate an FES member, offer yourself, or vote for Inna.

We're looking forward to the annual meeting and all the opportunities for connecting at this year's "Born to Connect"-themed events. ■



FES Meeting Philadelphia May, 2015

Section Secretary-Treasurer Office

Candidate Statement

Hello! My name is Inna Pavlova-Rosenfeld. I am a Licensed Professional Counselor with a Master's Degree in Counseling Psychology from Holy Family University. Since 1999, I have been working in the field of counseling. I established my private practice in January 2015 in Huntingdon Valley, PA. The name is GOOD Counseling. That stands for Growth, Opportunity, Optimism, and Development.



As an Adlerian, I believe that we can understand and build relationships that work. We are capable of creating personal, professional, and social connections that last. We contribute. We grow. We love. We laugh. We find courage. We become. We, the People...

My favorite saying of Alfred Adler is "Follow your heart but take your brain with you." According to my teacher, Betty Lou Bettner, Alfred Adler remains the best kept secret of the century. It is time for this secret to be out. It is time for him to be heard.

In 2014-2015, I was very lucky to participate in the development of the Pen-Del Affiliate and contribute to organizing the NASAP conference in Philadelphia.

I am grateful for the opportunity to serve as Secretary-Treasurer in the Family Ed Section of NASAP. ■



Elect A New Secretary-Treasurer

Term beginning at Minnesota meeting May 13. 3 year term. Email to Co-Chairs by May 10 or vote in person.

Inna Pavlova-Rosenfeld

Volunteer! or Nominate: _____

Member Name: _____

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.

**Let's
Connect....
in the
Twin Cities
Minnesota**

**May
12-15,
2016**

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