



FAMILY!

Weigh in on "Resiliency"

Recently proposed by our Co-chair **Linda Jessup**, the topic of "resiliency" (broadly defined as a person's ability to overcome adversity) has been addressed in F.E. Section member "between the lines" of *FAMILY!* email correspondence. To get you started thinking about what Adlerians would have to say on this topic, we're introducing "resiliency" in this issue. We hope you'll add to the conversation by writing to us!

Linda recruited a member of the PEP group in Maryland to contribute an article on fostering "resiliency" in children, based upon PEP's fall conference. Look for that article in our next issue!

In the email correspondence this fall, FE Section member **Ellen Neiley Ritter** enthusiastically shared her graduate research paper which provides a survey of
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Continuing Feature Dear Addy...

Our guest author for this issue is **Bryna Gamson**. Send your "Dear Addy" column or suggestion!

Downplay Sibling Rivalry

Dear Addy,

I have a 6 year old boy, Josh, 3 year old boy, Eric, and a 9 month old girl, Rachel. Lately anytime Eric (3) gets complimented for something, Josh automatically chimes in "I'm good at that, too, right?!" Do we placate him by

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Parent Coaching Part II

The Business of Coaching

by Alyson Schafer, FE Section Member

In the last issue I shared my personal story of how I expanded my professional offerings to including parent coaching. In this issue I share more of my own findings about the business side of this profession. I am by no means trying to be the voice of parenting coaching—far from it! I am simply sharing my story.

Where the Business Comes From

I had thought that my parent coaching clientele would be parenting class graduates. To my fiscal shock, that was not the case!

Class graduates seem to leave the course with their fill of new information, and feel encouraged and empowered to tackle their family life. However, grads do tend to "check in" for a "coaching session" about 6-12 months later when a burning issue arises.

The good news is that I now am scheduling and billing for my professional time spent fielding calls from my alumni who are wanting further help from me.

The bad news is, this type of "advice call" is not what coaching is about.

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Member Memo

Alyson Schafer has a website you should check out!

Make a point of seeing a sterling example of how Adlerian ideas can be presented in an engaging, powerful fashion to build clientele:

Go to <http://www.alyson.ca>

And then write to us with comments: ParentEd@comcast.net

Also in this issue

Your Co-Chairs Report Page 2

Also, Adlerian wisdom, how to reach us

Food for Thought Page 3

Toddlers: the New Delinquents

Adlerian Parenting Expands Pages 4, 7, 8

French STEP in Switzerland; Positive Discipline in "Power Hour" literacy program; Active Parenting Taught Online

FE Section Co-Chairs Report...

Dear Members,

The leaves were changing so fast we could hardly keep up with our observation of nature's wonders at this season of the year! We looked forward to the luscious colors and resonant smells that signal Fall, and then wished the process would slow down so we could savor the changes.

As we observe families, they too are changing – and sometimes, it seems they can't keep up with everything as they try to balance work, homelife and personal time commitments. Parents many of us work with express a similar wish – that the frenetic family carousel would slow down a bit so they could enjoy all the nuances!

At our October Council of Representatives (COR) meeting in Hershey, Pennsylvania, the NASAP leadership spent part of its time observing NASAP's history of change – its roots, present activities, and our hopes and dreams for the future...all in order to keep our organization viable and vital. We spent considerable time talking about what NASAP stands for, the process of "branding" these now widespread ideas as "Adlerian," how we can organizationally communicate this cohesive Adlerian identity to the rest of the world, and how we can draw more members to contribute to the honorable task of spreading Adler's good news to families, schools, and communities.

In Hershey, we uncovered a secret we want to share. People may be *very* familiar with Adler's ideas, but unable to pinpoint the actual author of the ideas they love or be able to identify the foundation for their work toward making the world a better place for growing human relationships. NASAP's plans will address this phenomenon.

So, NASAP, too, is changing – but not so fast we can't keep up! Stay tuned for some dynamic changes, helpful not only to the individual and the family, but to the rest of the world. Future issues of both the NASAP and *FAMILY!* newsletters will fill in the details.

Recommendations were made about conference presentations, and we think you will be pleased and intrigued with the array. For the Family Education track, we have some fantastic workshops chosen, ranging from a look at on-line parent education to play, humor, and fun as encouragement for families.

Well! Look out world – we Adlerians are beginning a new season. Join us as we bring about the change needed to help the rest of the world put Adlerian Psychology in its place – first place, to be exact! Mark your calendar now so you can join us in sunny South Carolina on the beach at the Springmaid Hotel June 3rd-5th, 2004 for our annual convention. It will be casual and comfortable, open for learning and play.

In the meantime, stay in touch with us through email and continue to see what's up with Adlerians by checking out our websites periodically. ■

Warm regards,
Linda & Mary
F.E. Section Co-Chairs

Adlerian Wisdom

• *Decide together what jobs need to be done. Put them all in a jar and let each child draw out a few each week; that way no one is stuck with the same jobs all the time. Teachers can invite children to help them make class rules and list them on a chart titled "We decided." Children have ownership, motivation, and enthusiasm when they are included in the decisions.*

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

Thank you, Jane, for permission to reprint from your *Guidelines*.

How to reach us

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Publisher News

via email from AGS, publishers of the STEP series:

Parenting Education
Sample: Sept. 2003 eNews

Featured Parenting Ed Articles

Where Parent Educators Go to Grow:
The STEP TOT Workshop:
www.agsnet.com/parenting/sept03b.asp

Helping Your Children to Become
Critical TV Viewers:
www.agsnet.com/parenting/sept03.asp

Helping Your Children to Increase
School Performance:
www.agsnet.com/parenting/sept03a.asp

View the Parenting Article Archive at
www.agsnet.com/parenting/

Parenting Education Workshops

Attend a STEP training workshop and receive over \$400 worth of FREE materials! Select a link below for details.

www.agsnet.com/parenting/workshop/

One-Day Parenting Education Workshops

Training of Trainers (TOT)
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Parenting Education Products:

Through video programs, discussions, role plays, and more, AGS has everything you need to lead effective parenting groups.

Delinquent Toddlers: A Growing Concern

The number of young kids expelled from preschools is increasing
by Vivian Brault

NASAP associate member (via Affiliate Idaho Society of Individual Psychology)

Excerpted by permission from an article originally published in 1997 in Boise Family Magazine. Discover more at www.parentingpath.com, email vivian@parentingpath.com

As unbelievable as it may seem, more and more toddlers are being "kicked out" of school before they've graduated from pull ups. An increasing number of day care and preschool centers in our community are having to ask more and more families of very young children to remove their child from enrollment because of anti-social behavior so serious that it has been a threat to the safety of other children, and a serious disturbance to the learning environment of all.

Increasingly serious crimes committed by younger and younger children are a symptom of what's happening in our society; but the source of the problem lies in what's happening in the lives of our toddlers. We focus drug and gang prevention programs on teen and preteen populations, but by then, whatever we do, it's often too little and mostly too late.

WHY IS THIS HAPPENING?

Serious behavior problems are showing up with children from all economic levels at younger and younger ages – not because kids have changed – but because the environment in which we all live has changed, presenting conditions which often promote social and behavior problems if we are not alert to ways to counteract them. Some of those include:

- Normal developmental processes are thwarted – Today, approximately 85% of our infants and young children are cared for outside the home, in settings in which frequent change of care

givers is common.

- Conditions under which we parent are changing – Society is becoming increasingly mobile, parents do not have the support of an extended family in child rearing matters – and more and more parents are parenting alone.

- Family life is changing – New patterns of family living are emerging, many of which interfere with developing positive family relationships and positive attitudes and behaviors. Most such changes are the result of a shift in adult priorities related to time – at the expense of family social interaction and communication; an emotionally secure environment in which children sense being valued and loved; and a predictable environment in which children are trained to develop self-control and responsible behavior through freedom within clear and consistent limits.

- Many parents have unrealistic expectations of care providers – Never having been a parent before, some may believe a provider or teacher can provide all the parenting, individual attention, socialization, and training (discipline) their child will need – relieving them of the responsibility.

- Children are often viewed as liabilities – Unlike previous generations when children were needed to contribute to the family welfare, many are now treated as non-contributing liabilities.

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Parent Leader in Switzerland

FAMILY! received the following edited submission by email in October. We know our readers will be intrigued by what Rachel Imer has to say, and hope that you will, moreover, take the time to write to her (and us!) to continue the educational process.

Rachel Imer writes:

I graduated from the Adler School of Professional Psychology (Chicago) in 2001, MA in MFT.

I had moved to Chicago from Switzerland where I was born and raised, for graduate school (lucky dual citizen!).

During my studies I found out about parenting education, a concept I had never heard of before and which immediately perked my enthusiasm. I chose to sign up for additional workshops given by Dr. Don Dinkmeyer Jr. for the **STEP** program. While working in Chicago, I had the opportunity to experience first hand how this program is flexible and adaptable to many populations. [My experience was] mainly a group of substance abusers in residential recovery in a special shelter program where mothers could live with their minor children. ... Presenting a book with examples of day-to-day life that didn't really fit their reality was an added challenge...

The experience was wonderful and touching. Talk about women who never dared say they needed guidance and support in raising their children to become responsible and know how to make reasonable choices!...

When I chose to move back to [the French-speaking area of] Switzerland, I didn't want to give up giving these classes, but the

manuals and material weren't available in French.

I naively inquired about the possibility to translate **STEP** and before I could take my next breath, I had a translating agreement contract, direct contact with Dr. Dinkmeyer Jr. and the representatives of the publisher. Things continued to move along fast; I found an editing company here who agreed to publish the material the week after I got back!

There are three manuals representing the different age groups, early childhood, childhood and teens. The first one was translated and published within nine months, the second one will be out in February (teens) and the last one (early childhood) should be out in 2005.

Two of my friends and colleagues, also bilingual French-English, were interested and asked to help out. We've created an association from scratch and we're now trying to make these programs available to parents in our area. The books are distributed in Switzerland, France and Belgium, all French speaking countries. I have received emails and letters from interested people from all these countries but no set plan has come forth yet.

In Europe, *Parenting* as a general theme started to be a real buzzword around 2000. Many professionals inquire about this approach and its validity, some are also skeptical. [I have found that] Adler and Dreikurs are little known [among French speakers] outside of a few educational programs and a few books that were published in French, so the task of getting people to know about the effectiveness of such an approach seems even greater.

So far we've given a pilot class to check if our translation was culturally adapted to French speaking parents – and it was quite successful. We now are trying to get funds for publicity, contacting magazines and radio stations, schools and state representatives. The Swiss are known to be extremely prudent and therefore quite slow.... My associates and I all work for a living and we give our free time to develop this project.

Currently, we are looking for a group of parents willing to participate for free and take part in a follow up study. [Results] would then be compiled into a document to present to schools and other family associations, parent-teacher associations and so forth. Hopefully it could help us get funds for our activities.

I still haven't figured out if Adlerian psychology had chosen me or if I got lucky finding the teachings I was most interested in and that made most sense to me, but I am glad that I was given the opportunity to participate in making Adler's and Dreikurs' teachings known.

I am personally seeking to be in touch with other Adlerians in Europe, a tough task as the psychodynamic approach still prevails in this part of the world...much based on Freud.

[Subsequent NASAP correspondence has helped me be aware of ICASSI, Adlerians in Europe, and the translations of **Children: The Challenge.**]

I [am aware of a] French Adlerian society website. Our own website is both in French and English; feel free to browse www.stepinfo.ch.

You can reach me by email at rachel@stepinfo.ch. Please do! ■

Coaching Part II...continued from page 1

Let me try to explain (and know that this is hard for all coaches to do!): In coaching, discipline and guiding the child is only one aspect that we address in helping parents live a fulfilling life in their role as a parent. The client is being led to discover the Adlerian teachings for themselves through a deeper, slower process that allows that client to experience their own Ah Ha! moments and take real ownership for their learning. This is much like the Socratic Method that Dreikurs and Adler loved to use in counseling. It also uses techniques seen in Brief Solution Focused Counseling. On the contrary, "advice giving / educating" will contain the same Adlerian content, but the method is more of a force-feeding.

The dilemma for me personally is in trying to re-define the existing relationship and change the pre-conceived expectations that parenting class grads have from already interacting with me while I am wearing my educator hat. This creates a dual role issue for me. Perhaps with more experience I'll be able to manage this part of the process better.

In contrast, with clients that have no prior relationship with me, I am able to conduct myself as a coach and work with the client to align expectations that I offer coaching services NOT advice services.

Better Business Leads

So – how have I managed to grow my coaching business then? Word of mouth has been by far the best course of new business. The marketing is done by satisfied costumers. Moms love to talk to other moms, and trust their friend's endorsements.

The novelty of coaching as a new parenting service has meant that the media are intrigued and

hungry to report on it, at least here in Toronto. I have accepted all media offers just to get my name out there and to help promote this new profession. I also do a lot of *pro bono* public speaking at local mothers' groups with a little marketing pitch and distribution of my brochure. These talks impact my client volume and class enrollment considerably.

Session Structure

My coaching clients sign a contract and pre-pay for sessions. Parent coaches in my professional circle report a billing range from \$50 to around \$100 for sessions that range in length from 30 minutes to an hour. All coaching is conducted over the phone and usually on a weekly or bi-weekly basis. My peers also report that the average length of coaching is about 6-12 sessions spread over a few months. The more skilled you become – the more value you bring to your client – the longer the relationship. I allow clients to pace themselves, and typically move from weekly, to bi-weekly, then monthly, and finally a quarterly call is scheduled to check-in and provide accountability for completing longer range goals.

Session Content

Every client is different, but here is a kind a grocery list of some of the ideas I work with:

- Visioning Exercises – to create a very concrete idea of the family life or the kind of parent they envision for themselves
- Identifying Values exercises
- Create a "Parenting Wheel" to:

Identify: all the roles and elements that the client thinks their parenting role encompasses

Scale: how they feel they are doing in each area

Decide: which area needs their attention and focus at the moment

Action: what needs to happen to move them up one score in the scale

Accountability: establish structures to ensure action occurs

- Inner Critic – dealing with self defeating beliefs
- Self care / Balance
- Identifying and then expressing your values in a conscious way, in thought, word, deed or ritual
- "State Shifting" – intentionally moving from one frame of mind and way of reacting to another one more congruent with parenting vision and values
- "Dance Lessons" – identifying and changing your dance steps as we move out of the four dances we know as attention, power, revenge and assumed inadequacy
- Richard Kopp's *4 Steps to move from conflict to co-operation*
- Wins & Strengths – building on what's working, and pushing the growing edge.

I hope that over the years to come, the number of my colleagues will grow so I can look to you for professional development and support. This is a new frontier, and I am making my – and mistaking my – way to success. I share only my findings and I encourage you to hear from others in this profession who may have a very divergent view and experience. ■

Write to Alyson at alyson@alyson.ca and do visit her website, as noted on page one, at <http://www.alyson.ca>

Dear Addy...continued from page 1

agreeing or try to get him to understand that it's not a contest?

I was in an Adlerian parenting class before our daughter was born, but I could use a little help "reminding" me what to do at this point!

--Not Ready for Rivalry

Dear Not Ready,

You are so right in questioning whether or not you should be participating in this conversation with your son! Parents are often totally unaware that there is a relationship between the child's behavior and their response to it, so you are off to a good start.

From your parenting class, you probably remember the importance of birth order and family constellation on the development of the child. What's operating in your family now has a lot to do with those factors: Josh, as the oldest, is worrying about his special place, and feels somewhat threatened by the progress of the two younger children. He's enlisting you in his search for significance and superiority.

You can help him (and the other two as well) by avoiding taking his bait. Of course, not answering him is rude, and ignoring his underlying concern entirely would be inappropriate. So, you need to find a middle ground.

Remember that families are constantly changing. Firstborns and new parents make many adjustments in getting to know one another, and then just as you feel you've mastered that relationship, something new – like a younger brother – gets introduced, and changes the mix. As the family adjusts to that change, and things seem to get comfortable (and almost

predictable) again, the younger sib changes things by becoming more proficient at, say, walking or talking, and the elder worries about increased competition. What was okay before – the competent older brother and the helpless baby circumstance – shifts, and the older child needs to see how he fits in the family again. He thinks to himself "If I am not the only kid here who can walk (or talk, etc.), then how can I be special?"

Even little nine month old Rachel, who seems so much less competent right now, is a potential threat to both older brothers, as they seek special significance. Has she begun to master some new skill lately? What Josh is asking when Eric is complimented may also have something to do with Rachel's growth and development. And outside your awareness, middle child Eric may be putting pressure on himself to stay ahead of Rachel's progress, increasing the competition Josh feels already.

Parents help all of their children through these times by downplaying the perceived competition and trying to stay out of the children's interactions. Some of a child's behavior is just to keep you busy and concerned. If you drop your end of the rope, there's no tug of war.

Here are some things you *can* do, however:

- Don't be busy talking, explaining, justifying, pacifying, etc. when Josh sets out the bait. Follow an action plan.
- Be sure you are paying "due attention" to Josh, in fact to each of the children. Take ten uninterrupted minutes a day to really listen and talk to him. For instance, sit down with him after

school and chat while he has his snack.

Do something with him that he likes to do, on a schedule that shows him you can be relied upon to really see and hear him, that you're interested.

- Give him a hug when it's not expected. Hug them all! A lot!
- Emphasize effort and enjoyment rather than mastery as a family value.
- Remember to "encourage" rather than "praise."
- At times *other than* those in which your child confronts you for feedback and reassurance, give him voluntary feedback. "Catch him being good" applies here.

I've found that seeming to be casual in remarking to him directly or to a friend when you act as if you don't think your son can overhear is very potent. "Casual" is instead of gushing; the sincerity rather than the (over)concern comes through.

For example, pretending that you don't see Josh in the next room, remark to a friend on the phone that you've seen how much he enjoys climbing (or reading, or painting, or soccer, etc.) lately. He'll hear you doubly loudly when he thinks he's accidentally "overhearing." Or, while he's engaged in a project, casually remark to him that it's really admirable how much progress he's been making (or that he works so hard, and the results are paying off, that he must be pleased with his progress, etc.).

Let this need for reassurance not be fed unduly by your concern. It's normal, and you can help by downplaying it.

--Addy ■

Resiliency...continued from page 1
 the literature. Her paper identifies conditions that impact or foster resiliency, including appropriate parenting. Ellen thinks "resiliency and self-efficacy [are] area[s] where we in the field should focus much of our effort." She plans her dissertation on Adler, parenting styles and resiliency, and would be pleased to hear your views. (Email her at LNRitter@gwis.com.)

Section Co-chair **Mary Hughes** says "the topic has been current among Extension Families Specialists' programming for some time already. Adlerians have solid theory and practice to contribute."

Share your experiences with us for the next issue! ■

Email Bag...

FE Section members who supply an email address to Central Office conduct an occasional round robin communication online. Some folks just share news with the editor. Here are a few items. Send in your news!

October, 2003

Marti Monroe

mmonroe@lplearningcenter.org

"Be on the lookout for a parenting literacy series in your African American Churches and community centers called the *Power Hour*. It is 20 one hour lessons for parents in how to be literacy coaches for their children from birth to school age. They start this fall in 6 pilot locations.

[I] was involved in the creation, and many Adlerian/Positive Discipline ideas appear throughout the *Power Hours*. It is a special project of the National Council of Negro Women and the United State Department of Education."

We'll be looking for more on this topic in the next NASAP Newsletter! --ed

continues on back page

Get On The Web

NASAP Initiates a Member-Only Web Section

Start reeling in the rewards of membership: you will be able to access information and services "for members only" on the NASAP website. Go to www.alfredadler.org and click on the links that allow you to register.

While you're online, be sure to look at [Alyson Schafer's](#) site, [AGSnet](#) (for *STEP* and *Cooperative Discipline*), [Active Parenting](#) and [Positive Discipline](#), to name just a few! Just put [www](#) in front and [.com](#) at the back—and go! ■

Delinquent Toddlers...continued from page 3

- A general lack of information leads adults to overlook the importance of early training (discipline) on the development of life-long patterns needed for living, playing, and working within the social limits of society.

- Parents and providers may nurture naturally, but be completely unaware of the necessity (or methods) for balancing nurturing with training for competency, self control and responsible behavior.

- The second generation wave is rolling in – Because the present societal changes began a generation ago, we're now experiencing the results.

WHAT PARENTS CAN DO

- Locate and enroll in a class designed to train parents and teachers in ways to instill self esteem, self control, responsibility and positive values – and to discipline through application of logical consequences as opposed to punishment. Referral resources can be your child's care giver, friends or your closest elementary school. Remember, a positive parenting approach – applied early – is the best, most effective, easiest, and least costly way to gang and drug proof your child.

- Take a minute to consider aspects of family life in your own

home and what they mean to your children. If there are ways you can increase communication by arranging more together time, then do it. Evaluate whether or not your home is one in which children *feel* loved and valued vs. just being told they are. If it isn't, then plan how you can change that, and do it. Finally, honestly assess whether home life involves activities that pull members together as a cohesive unit, with a sense of family identity. If not, then figure out what you could do to make that happen, and then do it. Building a 'gang' to belong to at home is important; these years with your child are not a dress rehearsal.

- If you've been expecting your child care provider to fill all your child's needs for nurturing, training, and discipline - STOP! Those processes can be furthered by providers during the day, but ultimately they are your responsibility as parent. Best results happen when parents and providers work as partners with a unified approach, often attending the same classes related to child behavior.

If we don't equip ourselves with the knowledge necessary to train our four year olds, God help us when they're 14. ■

What do you think, FE members?

Email Bag... continued from page 7
 News from Active Parenting

Our award-winning parenting education workshop *Active Parenting Today* (for parents of children ages 5 to 12) is now available online! Led by an experienced educator, this 6-week course includes all the fun features of a regular workshop: video, discussion, reading and activities. Go to www.activeparenting.com/aptog.htm for information.

October, 2003

Glenda Montgomery
kiva@teleport.com

"I wrote [an] ...article [on the four goals] for a group called "Full Esteem Ahead" of Portland, Oregon. They have created a class called *Raising Our Sons*, which is parent led. The article will be

printed in the parenting section of the manual.... [I] adapted a chart [based on Jane Nelsen's **Positive Discipline**] ...printed along with the article to allow the readers to fully understand [the four goals]."

Glenda will share her article with you. Write to her directly, by email or per the address in your NASAP member directory. ■

How can we serve you better?

We're toying with lots of topics, and have lively email discussions. Write to your Family Education leadership. Tell us what you'd like information on, at convention or in the newsletter. We'll do our best to address the topic right away or pose it in the newsletter for comment. ■

Looking Ahead to Convention

Get ready for some practical sessions in Myrtle Beach!

Here are some titles to tempt you:

- *Leaders for Life: Training Adlerian Parent Educators* from Linda Jessup
- *Family Meetings Matter* from Mary Hughes
- *ADHD – Strengths-Based Perspective* from Mary Maguire ■

Bonus for Net Users

FAMILY! is posted as a color PDF file on the NASAP website, some with photos! Click on "current" or archived newsletters under Family Education Section.

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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Home Page

<www.alfredadler.org>

Meet us in
 Myrtle Beach
 NASAP 04

June 3-5

Plan Ahead!