

The NĀSAP Newsletter

May/June, 1998

Volume 31, Number 3

Silent Auction Items Available For Bidding

Contributions for the 1998 Silent Auction thus far range from the recreational to educational to just plain unique. If you haven't donated as yet, there is still time. We are accepting donations right up until the Silent Auction begins, Friday morning, May 22. In fact, donations for the live auction will be accepted until the auction begins Friday night.

If you are unable to join us at the convention but want to join in the fun as a bidder, contact the central office with your bid. Bids will be accepted at the central office through Tues., May 19. Here are some items available for bidding:

Among the recreational items being offered is a seven-night stay at the Rio Caliente Hot Springs Spa (site of the post-convention getaway), including bedroom, meals and Spa amenities, during the period June 1 to November 1, 1998. This offer comes from the Spa in honor of Edna Nash who as been an ongoing and admired customer. It represents a \$875 value for the taker.

Also in the recreational department is an offer that comes from Stella Koros -- a two night bed and breakfast stay at her home in Kanata (Ontario), Canada for one person or a couple. Located 15 minutes from downtown Ottawa, the Koros home will provide its guest(s) with a queen-size bed, private bath, a 42-foot heated outdoor pool, a grand piano, and garden to enjoy. Time of visit will be personally arranged for the
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— Executive Director's Message—

Participation: Our Key To The Future

As I reflect over the past six months since becoming Executive Director, I am struck by two primary realizations — first, that Adlerian Psychology is indeed as needed and as relevant today as it has ever been since its inception; and secondly, that Adlerian Psychology is one of our world's "best kept secrets" — far better kept than is appropriate or healthy for the obvious needs of our world's population.

As I contemplate my action in response to these realizations, I am motivated to forge ahead full throttle to herald the universal value and application of Adlerian Psychology, direct people toward the myriad resources which NASAP and its members provide, network to discover new ways and means to link with other organizations toward collaboration and further promotion of Adlerian Psychology, and develop new and better ways of attracting new members to NASAP.

These realizations also excite me about the activities in which we are already engaged, such as the convention and workshops in Dallas, the NASAP traveling workshop which is being developed, and the respect and caliber of the Journal of Individual Psychology, not to mention all the ways in which our individual members and affiliates are serving their communities and our sister organizations (IAIP and ICASSI) are effectively spreading the news.

I am also excited about the promise for the future of NASAP under the new governance structure and all that it will afford in new ways to participate in the mission of NASAP "to foster and promote the research, knowledge, training, and applications of Individual Psychology...." Through the growth of NASAP, both in individual members and in affiliate memberships, the secret of the value and effectiveness of Adlerian Psychology will be out of the bag and into the homes and lives of our communities.

As you will see in this Newsletter, NASAP has two new Delegates who, along with the other ten (nine at present) Section Delegates, will become Section Representatives under the new governance structure. In future Newsletters you will read more about how affiliates will have the opportunity to network and support each other by having their own Representatives on the Council of Representatives (COR) and thereby strengthen their organizations, their communities and NASAP in the process. To give affiliates an assist in readying for this new system, we are inviting all affiliates and other local Adlerian groups who want to become affiliates to an Affiliates Breakfast (please contact me if you have not received your invitation) on Saturday, May 23 in conjunction with NASAP '98 in Dallas followed by a special convention presentation on Affiliate development later that morning.

Tune in. The fun and fulfillment are just beginning. However, as we all

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Staying Human in a Managed Care World

By Chris Higgins, Professional Clinician Delegate

As I sit here writing out an OTR (Outpatient Treatment Form), I think of the many OTR's I have completed in the past. I know all the right answers. I know the diagnostic codes, medication dosage and how it's working, the symptoms, the treatment goals and intervention strategies. Some OTR's actually have space for information on the family system so I write about family of origin and boundaries.

I like to focus on treatment goals; I think it helps to keep treatment on course. Writing down the interventions and how they apply to the goals implies an active stance in treatment that also fits well with me. I have long gotten over the resentment of filling out these review forms and use these OTR's to help me become more clear in treatment.

When I come to the part of the OTR that requests the estimated length of stay (ELOS), the whole process comes to a screeching halt. I have some difficulties with the ELOS process; but, in general, I have learned that if you know the limitations of the policy and work this out in advance with the client and Managed Care Company (MCC), you can avoid major difficulties. In my opinion, working with a MCC which doesn't work with you makes no sense anyway. Fortunately, I have found a few that are reasonable. For me, ELOS is not the biggest difficulty in managed care; in fact, I would place it well behind paperwork. The problem I have concerning ELOS is putting it in perspective relative to the "meaning" for me of providing therapy.

I was with Harold Mosak when the first Blue Cross/Blue Shield (BC/BS) case management forms were used. These forms did not have an approval of sessions/benefits process tied to them, but we were told that "peers" would review them as some sort of standard of care process. When Dr. Mosak filled out a form, he could write the codes, fill in the symptoms and describe the treatment plan. But under ELOS he would question them back by adding, "How long does it take to encourage someone?" and send it in.

In the case of the OTR in front of me, Dysthymia is the diagnosis. Medication and cognitive treatment are being used but the client's problem is best summed up through understanding his lifestyle. While he is a wonderful worker, provider and organizer, he just does not attach well and does not feel he belongs. He goes on vacation looking for enjoyment but always comes back

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Silent Auction Items Available For Bidding

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convenience of both parties.

Three tapes being offered by James Croake are both historical and educational. They comprise an extensive interview with Sadie "Tee" Dreikurs discussing her life and work. A retail value of \$150 has been suggested for these tapes, but as a one of a kind item they could be considered priceless.

Becky LaFountain is offering a copy of a new book which she co-authored, *A School with Solutions*, retail value \$20. More books (a total of 20) are being provided by Impact Publishers on the subject areas of mental health, relationships, personal growth, working caregiver, families and communities and books for children. Included is *How You Feel Is Up To You* by Gary McKay and Don Dinkmeyer. These books retail from \$8 to \$15 each. In addition, Brooks Cole Publishing is donating a collection of seven Gerald Corey books including text books and self-help books.

In the totally unique category, Frank Main is offering a native American beaded hair piece which he values at \$50 retail. And, last but definitely not least, Neva Hefner is donating the pen holder from Rudolf Dreikurs' desk set.

NASAP is still in need of many more items to make the auction a financial success. Check to see if you have something which may be a value to your fellow Adlerians. Don't miss your chance to be a part of the fun and support NASAP, too! Contact the central office 312/629-8801, Fax 312-201-5917, with your donation and/or bid.

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NEWSLETTER DEADLINE:

The deadline for the July/August issue of the NASAP Newsletter is **June 19**. Send all your news items, feature articles, letters to the editor, etc. to the central office (address, fax and e-mail in box at left) by that date.

The Journal of Individual Psychology — **—The Year 200 And Beyond!**

By Roy M. Kern and William C. Curlette

Over the past several months, we, the incoming editors of The Journal of Individual Psychology, have been devoting time to organizing an efficient editorial support staff. In addition, we have been consulting with present and past editors, publication committee members, valued colleagues, students, and NASAP administrative staff. The topics have been ranging from the manuscript review process to Individual Psychology in the year 2000 and beyond. As of this date, we are pleased to report that the editorial support staff are onboard and that the infrastructure of the Journal's day-to-day operations are in place as well. The Journal staff members are: Bil Boozer, Rebecca Childress, Lynda Dinter, Kelly Gfroerer, and Kim Rushing.

Kelly has been identified as the managing editor. Bil is the technical editor and Rebecca, Lynda and Kim are support and special project staff members. As a result of the support of the chairpersons in the Department of Counseling & Psychological Services and Educational Policy Studies at Georgia State University, as well as the director of the Bureau of Educational Research and the dean of the College of Education, The Journal of Individual Psychology staff now has a separate office with the appropriate staff meeting space. With this office space, we also have a separate telephone number, voice mail, and fax availability. The telephone number is 404/651-IPSI (4774). The fax number is 404/651-4683.

Because the editors are strong advocates of a team approach, we have expanded the Journal content by creating teams of two to three column editors to create manuscripts for purposes of supplementing the major manuscript content areas within the journal. The column content areas will be Education, Psychological Interventions, Research, Biopsychosocial, and Family Interventions. There will also be a Reports and New Developments section. In general, manuscripts for these sections will be shorter than the standard-length manuscripts in the body of the Journal.

To assess consumers' satisfaction of journal content and their ideas on possible special issue topics, the editors have designed and disseminated a NASAP readership survey. Preliminary results of the survey seem to indicate a need for an increase in practical application and research based articles.

To expand the team concept, the editors have also requested the support of additional manuscript reviewers. We have been encouraged on all fronts by the support we have encountered from the membership.

We believe that the future of the The Journal of Individual Psychology will flourish by providing the members of NASAP with scholarly information in the areas of theory, practice, and research. However, for Individual Psychology to be truly a driving force in the year 2000 and beyond, we must also reach individuals who are not members of NASAP. For many, The Journal of Individual Psychology is the only resource to reach this group. Thus, it is imperative that the Journal represent the breadth and depth of Individual Psychology in a scholarly fashion. We, therefore, encourage each of you to join us as we approach the year 2000 and beyond to reach these goals. If you have a scholarly manuscript based on Individual Psychology, don't hesitate to submit it to the Journal for review.

Individuals submitting manuscripts must include four copies of the manuscript in APA style on a 3-1/2 inch disk (preferred format is WordPerfect), an abstract, the author(s)' full address, university affiliation, and a brief biographical description of the author(s).

The mailing address for The Journal of Individual Psychology is as follows:

**Educational Research Bureau
College of Education
30 Pryor Street, Suite 330
Georgia State University
Atlanta, Georgia 30303-3083**

--Member News--

Bernard Shulman was honored at a special convocation April 18 for his many years of service to the Adler School of Professional Psychology as a faculty member, supervisor, trustee and mentor to many persons. The recognition was part of the Second Congress of Senior Adlerians.

Gerald Mozdierz, Robert Powers and **Norman Silverman** shared some of their experiences working with and learning from Dr. Shulman. Each also spoke on the topic, Individual Psychology for a New Century. Harold Mozak, last year's honoree paid tribute to Dr. Shulman along with Dr. Shulman's daughter and son.

###

Jane Griffith and **Bob Powers** have received a letter from a psychologist in Ekaterinburg, Russia who asks for copies of their books (which they have sent), as well as help in acquiring other books and materials. The writer, Yaroslav Koryakov, is a member of the faculty of Ural State University and also represents the Ural Association of Psychotherapy and Psychosomatic Medicine.

He writes: "In Russia -- especially outside of Moscow -- we almost have no profound literature and information on many aspects of modern psychology, human science, psychotherapy (especially Individual Psychology) and all related subjects, and of course foreign ones aren't available here. And, you know, unfortunately, it is impossible for us to pay for books, periodicals, and materials from abroad. We are also interested in professional papers and other related texts and articles (may be old, damaged, spare, duplicate copies, no longer needed, journals...). We should be extremely obliged and it would be so helpful!"

NASAP members, if you can help our struggling colleagues in Russia, please send materials to: Yaroslav I. Koryakov, Gottwald St. 11-33, Ekaterinburg, 620034 Russia.

--More Member News--

Amy Lew reports that April was a busy month for her. She presented a workshop, *Memory as Metaphor: the Connexions Focusing Technique for Using Early Recollections in Psychotherapy*, for the Adlerian Society of the United Kingdom and the Institute for Individual Psychology. She also conducted a three-day training for parents and staff at the Hopes and Dreams day care and hotel in Islington, London.

Meanwhile back in the states the Boston Herald quoted her twice in news articles -- once about the effects of the Clinton affairs on couples; and another about friendship and betrayal as it applies to Monica Lewinsky and Linda Tripp.

###

Jim Bitter regrets that he will not be joining us for the 1998 convention and workshops in Dallas but he is busy in his new starring role as the *father of two*. Nora Elizabeth Grace Williams gave him that distinguished title when she was born April 20, at home, with many loving and eager family members present, including big sister Alison. Jim reports that mom, Lynn Williams, is feeling fine and happily making her transition into the mother of two girls.

###

The Family Education Section is developing a second resource directory. New members who are involved in parent education and want to be included in the directory should contact Jill Pickett, 2613 Chateau Lane, Davis, CA 95616, 530/753-4123.

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Mary S. Wheeler was elected president of Rotary Club of Highlands, North Carolina and will take office July 1. Rotary is a renowned social service organization whose outreach is international as well as local. Rotarians specialize in four areas of service: vocational, community, club and international. Among other successful projects, Mary noted, Rotarians have been instrumental in eradicating polio.

###

Betty Lou Bettner has been invited to present six topics at the *Family University* to be held in Salzburg, Austria by the Young Presidents Organization, a worldwide executive education organization of corporate presidents and chief executive officers. The group holds this event annually for its members and their families. Betty Lou will also be working with the children who attend.

In addition, Betty Lou and Amy Lew were recently interviewed on WLTW-FM radio in New York City about what parents and teachers can do as part of Mayor Guiliani's effort to make their city more civilized.

###

Paul J. Kahn of Palo Alto, California, a NASAP member since 1962, has passed away, his daughter recently informed us. Kahn had retired marriage, family and child therapist, he was still an active Adlerian in his community. As a lifetime member, he also maintained membership in all seven of NASAP's interest sections.

BOOKS IN THE NEWS

Tactics in Counseling & Psychotherapy is a new book by Harold H. Mosak and Michael P. Maniaci, published by F.E. Peacock in Itasca, IL. This book deals with the 'What do you do when...?' question. Its main focus is helping therapists overcome certain situations they find themselves in with clients. It can be ordered through the publisher, 630/775-9000, fax 630/775-9003 or the Adler School of Professional Psychology, 312/201-5917, ext.228, fax 312/201-5917.

###

The Family That Works Together, by Riki Intner and Lynn Lott, is now out of print and the book is being reprinted with a new title, *Chores Without Wars*. Available through Prima Publishing, it will be offered at the Dallas convention bookstore.

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Connexions Press has new editions available on two of its publications: *Responsibility in the Classroom: A Teacher's Guide to Understanding and Motivating Students* and the *Parent Study Group Leader's Guide* for the *Raising Kids Who Can* series, both by Betty Lou Bettner and Amy Lew. To order call Connexions Press, 617/332-3220 or fax 617/332-7863.

###

Donations

(NASAP thanks the following who donated in March and April.)

**Charlotte M. Harrell
Inge R. Schnee**

*In Memory of Seymour Schneider
Lynn Benson*

*In Memory of Hal McAbee
Carol Kline Juran*

Adler-Dreikurs Fund

*In honor of Esther Peterson
Carole B. Aderholdt*

*In memory of Hal McAbee
Hala L. Buck*

*In memory of Antonia Schoenaker
Theo Schoenaker*

News and Events from the Regions

Regions 1A - 1B

Vancouver, BC - The Adler School of Professional Psychology BC has several classes scheduled for June: *Use of Art in Marriage and Family Counseling*, Mary E. Farrell, June 5-7; *Advanced Life Style Diagnosis*, Clair Hawes, June 11-14; and *Theories of Personality*, Verna Amell and Anne MacGregor, June 19-21. Contact Adler BC at 604/874-4614 or Fax 604/874-4634.

Williams Lake, BC - Cariboo-Chilcotin Family Resources is a new affiliate of NASAP located here. Cariboo-Chilcotin is an educational organization which plans to teach the principles on Individual Psychology in their community. Contact person for the new group is Herbert Nakada, 250/392-1000, Fax 250/392-3109.

Regions 3A -3B

Springmaid Beach, SC - The South Carolina Society of Adlerian Psychology has issued a call for papers for its 1998 conference for October 3-5 at Springmaid Beach. Proposals are invited for 75 minute presentations, full-day and half-day workshops. **Deadline for proposals is June 22.** To receive proposal specifications or be placed on the mailing list for the conference brochure, contact Frank Walton at 803/798-0300 or Fax 803/798-9005.

Boco Raton, FL - The Adlerian Training Institute has two one-week experiential training sessions, June 21-28, one for mental health professionals entitled *Strategies & Techniques in Brief Therapy: Individuals, Couples and Families* and one for educators entitled *Cooperative Discipline and Beyond: Developing Positive Classrooms and Responsible Students*. Professionals interested in the mental health sessions may contact ATI at 954/757-2845 (phone/fax). Educators should contact Pete DeSisto at 800/954-7704.

San Juan, PR - The Puerto Rico Association of Individual Psychology is sponsoring a training course for parent education leaders to be presented by Betty Lou Bettner June 11-13 at the American University in Bayamon, PR. NBCC and CE credits will be available. Contact: Mary Alice Lausell, Ext. College Park, 275 San Alfonso, San Juan, PR 00921-4729, 787/754-7333.

Regions 4A - 4B

Fort Wayne, IN - The Alfred Adler Institute of Fort Wayne announces it has a new web page: www.fortwayne.infi.net/~adlerpsy. Anyone interested in future classes can contact them by e-mail: adlerpsy@fortwayne.infi.net or call Michael Moore at 219/461-5845.

Lanham, MD - A call for papers for the NASAP northeast regional conference has been **extended until June 19**. The conference will be held at the Best Western Capital Beltway in Lanham October 16-17. Entitled *Opps! The Value of Mistakes, Their Lessons & Consequences*, the conference will feature 1-1/2 and 3 hour workshops in three tracks: Professional (mental health, educational and day care), Parent/Family/Marriage and Business/General Appeal. Contact person is Terri Crovato, 301/384-2764 or e-mail: tcrovato@nccbuscc.org.

Kensington, MD - The Parent Encouragement Program will feature a presentation by Frank Walton, *Developing Psychological Muscle and Social Interest in Children and Youth*, June 24. For more information on this and other PEP programs contact them at 301/929-8824, Fax 301/929-8834, e-mail: pepoffice@aol.com, web site: www.ipo.net/parenting.

Regions 6A - 6B

Walnut, CA - The Adlerian Society of Southern California will feature a presentation by Lois Ingber June 13 entitled *Working with Teens*. ASSC offers CE's for its monthly sessions. For additional information contact Joyce Francis, 909/591-9822 or Sandra Paul, 909/445-6327.

San Francisco - The Alfred Adler Institute of San Francisco announces its Summer Master Seminar, *Transforming Classical Adlerian Theory into Practice*, will be held here July 17-19. AAISF is also offering a home study version of its recent course, *Substance Abuse Diagnosis, Assessment & Treatment: An Adlerian Perspective*. For more information contact Henry Stein, 415/282-1661, e-mail: HTStein@worldnet.att.net.

International

ICASSI — The 31st Rudolf Dreikurs Summer Institute (ICASSI) has many prominent NASAP members on its faculty roster for this year's sessions to be held at the University of Vilnius in Lithuania, July 19 through August 1, 1998. Participants may come for one or two weeks and are encouraged to bring their families since the Institute provides courses for non-professionals and professionals, alike, as well as all age groups.

Registration brochures are available from the central office and will be in the bookstore at the Dallas convention. They can also be obtained from Betty Haeussler, fax 301/595-0669 or e-mail: PeteHMSU64@aol.com.

Classes (1-1/2 to 2 hours) being taught this year by NASAP members are listed on page seven.

Staying Human in a Managed Care World

(Continued from page two)

disappointed because of a fight with his wife or friends, never getting that feeling of positive connectedness.

My dilemma: where in the OTR do I put this? It doesn't really have to go in the OTR. I'll get the approval without adding lifestyle information to the codes and check marks, but this leaves a gap in my work. While putting down the codes and symptoms means I will get paid, it leaves me divided between how I conceptualize the case in writing and in my mind. The terrible part about this is that I sometimes see it reflected in my work. I begin to interact with the symptoms, goals and diagnosis rather than the person and their lifestyle. This, I believe, is the number one challenge to the therapist in a managed care situation, i.e., not letting the clinical treatment management process pull the therapist out of the creative, dynamic and interactive parts of our work.

It is not my intent to reopen the evils of MCC Pandora's box; in fact, I like many aspects of Managed Care case management. I think Adlerians have a profound edge in this market as we have believed from the start that focus (goal oriented) and active interventions are useful.

Caregivers Not Technicians

Many of the therapists I know did not enter their field to become technicians but rather caregivers and healers interacting with people. What do we do when the Managed Care processes push us to reduce these interactive and encouraging activities for providing therapy, pushing therapists to be more like technicians?

I wish I had a great answer for this dilemma. I would like to start a discussion within NASAP about what we have been doing to keep meaning in our work. If you write me, I'll compile the suggestions and include them in a future column. Perhaps through sharing we can meet this challenge to the provision of therapy.

You can send the information to the NASAP central office or directly to me at 4440 W. 95th St., Oak Lawn, IL 60453.

NASAP Welcomes Two New Section Delegates

Susan Prosser-Zuijdwijk and **Peter Brown** are NASAP's new Section Delegates. Susan will serve for the Family Education Section, replacing Georgine Nash, and Peter becomes the new delegate for the Professional Clinicians Section, replacing John Newbauer.

Susan is an associate at the Adlerian Centre for Counseling and Education in Ottawa, Canada where she counsels individuals, couples and families. In addition, she conducts workshops and courses on a wide variety of topics including parenting, relationships and communications. She has been teaching parenting for twenty years and says she "maintains a passionate interest in helping parents to create an environment where their children can thrive and grow to their fullest potential".

Peter Brown received both his masters and doctoral degrees in Clinical Psychology from the Adler School of Professional Psychology. He is currently employed as a staff psychologist at Oak Forest Hospital in Illinois where his responsibilities include patient psychotherapy, psychodiagnostic/neuropsychological testing, emergency room and consultant for the brain-injury rehabilitation and pain management programs.

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Participation: Our Key To The Future

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look ahead, one person, or even the NASAP Board, Committees and staff, cannot accomplish this alone. NASAP reaching its potential requires a shared vision, joint participation, a sense of commitment which runs rampant throughout the membership and an enthusiasm which encourages others to join us.

Since I am new to NASAP, I am still learning about the membership, its needs and expectations, as well as its personality and idiosyncracies. Consequently, I am reserving judgement when I witness the extremely low response to recent requests for participation. In particular, I remember my surprise at the incredibly low response to Section Delegate elections which were held this past winter for four Sections (Business & Organization, Clinicians, Education and Family Education). There was similarly low response to the Journal of Individual Psychology readership satisfaction survey.

Perhaps the membership is so satisfied with everything as it is that a lack of response is simply an endorsement of what is currently in place, or perhaps there is some apathy afoot. Perhaps schedules are so demanding that members hardly have time to read their mail much less respond to even a simple request for information, or perhaps it is easier to expect that **someone else** will respond while others "take a pass". I'm still pondering and trying to assess the meanings behind the behaviors I am seeing. However, I know that in order for NASAP and Adlerian Psychology to achieve their potential, we all need to be actively working together, communicating, collaborating and involving others.

As I interpret the NASAP mission, I am motivated to reach out to everyone who has need of Adlerian Psychology. In my assessment, that represents everyone on the globe. Our work is cut out for us, but we have the key ingredients — the knowledge, the techniques and the people to share them. We simply need a strong organization to supply the means — the programs, the literature, the outreach and the collaborative efforts.

I believe that the social interest to which Adler so often refers also applies to participation in NASAP. Through an active membership, we can ensure that Adler's hope for the future, "Individual psychology might be developed into a most powerful instrument for ridding nations and groups of the menace of their collective inferiority complexes" becomes a reality. What a future NASAP has! We simply ask that you play an active role in that future. So, climb aboard and pick up an oar; I think you'll enjoy the ride even better as an active participant!

Lee Ann Deal, Executive Director

There are no ills created by democracy that can't be cured by more democracy.
Rudolf Dreikurs

No More Logical Consequences — At Least Hardly Ever Focus on Solutions

By Jane Nelsen

During a class meeting, students in a fifth grade class were asked to brainstorm logical consequences for two students who didn't hear the recess bell and were late for class. Following is their list of consequences:

1. Make them write their names on the board.
2. Make them stay after school that many minutes.
3. Take away that many minutes from tomorrow's recess.
4. No recess tomorrow.
5. The teacher could yell at them.

The students were then asked to forget about consequences and brainstorm for solutions that would help the students to be on time. Following is their list of solutions:

1. Someone could tap them on the shoulder when the bell rings.
2. Everyone could yell together, "Bell!"
3. They could play closer to the bell.
4. They could watch others to see when they are going in.
5. Adjust the bell so it is louder.
6. They could choose a buddy to remind them that it is time to come in.

The difference between these two lists is profound. The first looks and sounds like punishment. It focuses on the past and making kids "pay" for their mistake. The second list looks and sounds like solutions that focus on helping the kids do better in the future. It focuses on seeing problems as opportunities for learning. In other words, the first list is designed to hurt; the second is designed to help.

In the first, the kids try to disguise punishment by calling it a logical consequence. Why do they do that? Could it be that this is what they are learning from adults? The "Four R's of Logical Consequences" (Related, Respectful, Reasonable, and Revealed in advance) were conceived in an attempt to stop the trend of logical consequences sounding like punishment, but they have failed.

Many teachers like numbers 2 and 3 on the first list above. It is true that those suggestions are related, reasonable, and could be enforced respectfully and revealed in advance; however, they focus on making the child pay for the past mistake instead of finding a solution to solve the problem in the future.

Kay Rogers, a recently retired teacher from Sharon School in North Carolina, said, "After I heard about the possibility of focusing on solutions instead of consequences, it was the hardest habit for me to break. All my life I had believed that kids learned from punishment— or at least from consequences. I can now see that my students and I both tried to disguise punishment by calling it consequences — even though the consequences weren't as harsh

(Over)

as blatant punishment. I had to learn about the effectiveness of focusing on solutions right along with my students. We were all surprised by the difference it made in our classroom. The level of respect and caring for each other was raised tenfold. Students became pleased to find their name on the agenda because they knew, as Jane Nelsen had told us, that we would have a whole room full of consultants to give us valuable suggestions. And the solutions they found were much more effective in changing behavior than anything we had done before.”

Parents also are discovering the value of focusing on solutions. One parent said, “I can’t believe how much peace we have in our home now that I have stopped using logical consequences. Obviously, I was trying to disguise punishment by calling it a consequence, because I soon found myself in power struggles with my kids when I tried to enforce the ‘consequences’. My kids are great at finding solutions, and instead of resentment, I now have cooperation.”

This does not mean logical consequences cannot be effective when properly understood and used. Hopefully, the chapter on “Natural and Logical Consequences” in the newly revised edition of *Positive Discipline* will help. However, logical consequences are rarely necessary and are only one possibility. Rudolf Dreikurs taught that logical consequences are effective **only** for the mistaken goal of undue attention. Too many adults look for logical consequences to “punish” every behavior. Looking for solutions is more effective in most situations.

Many teachers have switched to and now teach the “Three R’s and an H for Solutions”: Related, Respectful, Reasonable and *Helpful*. Once students have brainstormed for solutions to a problem, it is extremely important to let the individual student choose the solution he or she thinks will be most helpful. A vote should be taken only if the problem involves the whole class.

Please take up the call to forget about logical consequences. It is much simpler and much more effective to focus on solutions.

Additional Recommended Reading:

Positive Discipline in the Classroom. Nelsen, Jane; Lott, Lynn and Glenn, H. Stephen. Prima Publishing, 1997.

Positive Discipline: A Teacher’s A-Z Guide. Nelsen, Jane; Duffy, Roslyn; Escobar, Linda; Ortolano, Kate and Owen-Sohocki, Debbie. Prima Publishing, 1996.

(The above books can be ordered through Empowering People, 800/456-7770)

You have just read an article based on Adlerian Psychology. NASAP, the North American Society of Adlerian Psychology, was founded in 1952 by a small group of Adlerians under the leadership of Rudolf Dreikurs. Their purpose was to promote growth and understanding of Adlerian Psychology, the work of Alfred Adler, and effective approaches to living based on his philosophy. In the early 1900’s, Adler began addressing such crucial issues as equality, democracy, parenting, education, the influence of birth order, life style, and the holism of individuals. Today Adlerian concepts are being used creatively in education, community programs, business and the arts, as well as in counseling, therapy and clinical practice. NASAP membership includes educators, psychologists, psychiatrists, counselors, parents, business people, community organizations and other interested people. If you are interested in knowing more about NASAP, Adlerian Psychology or Adlerians practicing in your area, please call or write us, we’d love to hear from you:

NASAP

North American Society of Adlerian Psychology

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Chicago, IL 60601

(312)629-8801

FAX (312)201-5917

email: nasap@msn.com

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FOR SALE: NASAP Membership Directories

Has anyone seen my NASAP membership directory?

Wow! The 1998 NASAP convention and workshops in Dallas was extraordinary! If only I knew how to reach some of the people I met and be able to contact some of the speakers directly...

There are several of us who have talked of starting an Adlerian group, but we don't know where to start. I sure wish I knew how to reach some of the affiliates and other Adlerian groups in NASAP to learn how they got started...

How often have you heard these statements — or had them run through your own mind from time to time? Are you

- a member for whom one copy of the directory is not enough?
- a member who has misplaced your original copy?
- a member who would like to give a non-member accessibility to the wealth of knowledge and experience which is accessible via the directory?

- an associate member who would like to have Adlerian resources at your fingertips?
- someone who is not yet a member but would like the ability to reach out and touch Adlerians throughout North America?

If you fit any of the above descriptions or have realized other reasons for needing your own or an additional copy of the NASAP membership directory, don't despair. The directories are now available through the central office and will also be on sale at NASAP '98. Prices are as follows:

General Members:	\$10.00
Associate Members	\$15.00
Non-members	\$25.00

Don't delay! Get them while they're hot! Place your order by phone (312/629-8801); fax (312-201-5917) or email (nasap@msn.com).

NASAP Newsletter

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NASAP Members Presenting at ICASSI

Edward Abelson: *Psychopathology and Diagnosis: An Adlerian Approach* - designed for practicing clinicians, students, and others interested in examining emotional-psychiatric disturbances and disorders, and their categorical descriptions from an Adlerian viewpoint; *Clinical Interviewing Techniques* - explores how to connect with clients in a way which helps them feel more comfortable and more forthcoming.

Marion Balla: *Gender Issues* - changing roles and relationships of men and women are explored in historical and social contexts; *Methods of Therapy* - designed for clinicians who wish to learn a variety of assessment and treatment techniques based on the principles of Adlerian psychology.

Betty Lou Bettner: *Family Dynamics* - individuals evaluate themselves within the context of the family, and figure out how to move, act and 'be' in a world of other people as well as what to expect from self, life and others; *Working with Kids who 'Give' Problems* - discusses how behavior must be understood within its social context, and misbehavior must be seen as a coping strategy to compensate for feelings of alienation, inadequacy, insignificance and inferiority.

Oscar Christensen: *Introduction to Individual Psychology* -- a course for newcomers to the theory of Adler and works of Dreikurs; *Open Center Family Counseling* -- provides instruction in the practice and theory of family counseling and offers strategies for initiating, organizing, and maintaining family education centers and parent study groups as developed by Dreikurs.

Renee Dobkin Dushman and Judy Sutherland: *Dreamwork and Creative Arts Therapy* - experiential group processing of individual dreams supplied by class participants through an integration of psychodrama and creating art together; *Loss and Grief, Creative Arts Therapy* - loss and grief issues will be explored using the integration of the expressive arts therapies, psychodrama and art therapy.

Timothy Evans: *Brief Therapy through Strength Assessment* - teaches assessment and intervention techniques that reduce time but provide valuable information for helping clients.

Eva Dreikurs Ferguson - Adlerian Psychology in the Workplace - work roles, conflict resolution, group dynamics, and personality variables are viewed within the Adler-Dreikurs framework.

Leo Gold - Psychodynamics of Lifestyle in Psychotherapy - uniqueness of lifestyle form the basis of this didactic course, with focus on lifestyle assessment and creative therapeutic techniques; *Dream Interpretation* - experientially teaches the art of dream interpretation through theory and practice, drawing on students' own dream material.

Robert Guttenberg - Individual Psychology and the Use of Music - introduces a variety of therapeutic techniques employing music as a means of inspiring courage and stimulating social interest; *Counseling Persons with Disabilities* - teaches Adlerian counseling skills that stimulate 'Social Interest' and encourage individuals to pursue 'useful' compensations for feelings of inferiority.

Clair Hawes: *Couples Growing Together* - focuses on the assets of each partner, and on the strength of the relationship; *Coping with Separation and Divorce* - addresses issues of both the therapist who helps one or both partners work through the labyrinth of separation and divorce, and the partner(s) who may still be coming to terms with the loss.

Theo Joosten: *Implementing Adlerian Ideas and Methods in the School* - building on their own teaching behavior, participants learn effective methods for improving the school and for implementing encouragement-based classroom management.

Roy Kern: *Leadership and Management Institute* - two three-day workshop series designed for individuals in leadership and management positions in business and organizations; *Lifestyle, Stress and Wellness* - information from relevant non-Adlerian literature is integrated with Adlerian concepts to show how stress may evolve from the environment, the variety of foods one eats, and one's lifestyle.

George W. Linden: *Comparative Psychology and Philosophy* - a comparative discussion of Individual Psychology and how it is compatible with and/or differs from the basic principles of other psychological 'schools'; *Men's Issues* - by means of an Adlerian approach, men's feelings, attitudes, communication, and behavior are examined.

Erik Mansager: *Spiritual Meaning of Individual Psychology* - an interactive dialogue will explore meanings of spirituality and religion, their beliefs and limitations with reward and punishment as a departure point.

Norma Lou McAbee: *Advanced Art Therapy* - participants will increase self-awareness and learn to interpret the graphic products of others within the framework of Adlerian theory; *Art Therapy* - an introductory course to increase understanding of self through painting.

Edna Nash: *The Art of Encouragement* - introduces and refines learning of encouragement skills in integration with other basic tenets of Adlerian psychology.

Kathy Walton: *The Pre-School Child* - prepares participants to utilize an Adlerian approach to the education of children in pre-school centers; *Parent-Child Relations* - designed to help parents and professionals improve their knowledge of techniques appropriate to the parenting of children from birth to eleven years of age.

Frank Walton: *Parenting and Counseling of Teenagers* - offers demonstrations, consultation with parents, individual counseling of teens, and counseling with families that include teens. While primarily designed for counselors and parents, teenagers are invited to participate.

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DREIKURS' SAYINGS:

We think our neighbors can influence our lives, for better or for worse; but we are also our neighbor's neighbors.