



Idaho Society of Individual Psychology

The ISIP Newsletter

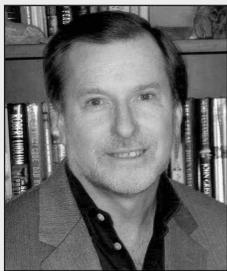
Volume 35, Number 3

January/February 2013

Save the Date!

March 1 & 2, 2013
**ISIP ANNUAL
CONFERENCE**

Presenter:



William G. Nicoll, PhD

***A Resilience Focus for
the Helping Professions***

2013 Spring Training Calendar

– Series Workshops –

Spring Workshops - *The Series*

April 12 & 13	SALT LAKE CITY	#1 Adlerian Theory
April 19 & 20	LEWISTON	#1 Adlerian Theory
April 26 & 27	POCATELLO	#2 Adlerian Psychotherapy
May 3 & 4	BOISE	#3 Adlerian Family Therapy
May 24 & 25	PORTLAND	#1 Adlerian Theory

Spring Workshop - **Advanced** (open to Series graduates ONLY)

May 17 & 18	BOISE	<i>Couples Counseling: Adlerian Style</i> Bob & Wendy Werth, Presenters
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This is open to all graduates of the Series who have received their Certificate in Professional Studies of Adlerian Psychology.

Please check our website for more information, or email or call
Tom McIntyre – (208) 344-7194
Email: tommytmcintyre@gmail.com

The Book Store at the Annual Conference

At the beginning of this Conference registration year I received an interesting phone call. The person wondered if there would be a bookstore at the Conference. To tell the truth, so did I since I had not contacted our bookstore provider to request a continuation of the service she has so willingly offered to our conference attendees. The answer is YES, there will be a bookstore.

Liane Lemons has been wonderfully supportive for many years in providing a bookstore service. Those of you, and I hope it is all of those who are reading this newsletter, are familiar with the set up. Six to ten tables laden with, primarily, Adlerian and Individual Psychology material. Getting this set up and taken down is no small issue, yet one that most of us do take for granted. It's just supposed to be there. Liane contacts our presenter to determine any recommended texts and especially ones that they refer to. There is a predictable rush to the store to determine if it is in inventory. Liane, who is also a CPA, operates under the name of the Book Shelf. She is available for those of you who may wish to avoid the Amazon website for book ordering. She can give you a price and arrange for the book to be delivered to you. You may want to inquire about some prospective book purchases not available locally or may want to check into her services at the Conference. Her cell phone is 208-866-6621 and email is lemons@cableone.net.

Hope to see you all at the Conference March 1st! Early bird cutoff is February 15th.



Q We are contemplating adding a "Question & Answer" column in future issues. Please drop us a note at the P.O. Box, and let us know if you would like to see this. Feel free to start sending and questions you may have about Adlerian Individual Psychology.

WHAT IS ISIP?

The Idaho Society of Individual Psychology is an organization of people in Idaho who are interested in furthering the concepts of Individual Psychology, the psychology of Alfred Adler.

What is Individual Psychology?

Individual Psychology is a philosophical approach to understanding human behavior based on the teachings of Alfred Adler. Individual Psychology helps us understand that all of our behavior is purposeful and the purpose for behavior is to find a meaningful place in any group.

Individual Psychology is also based on the idea that all human beings have goals for themselves as demonstrated by their behaviors and those goals can help the individual achieve meaningfulness in their life.

Individual Psychology emphasizes behavior that is based on mutual respect, social interest and cooperation.

SIGNIFICANT ADLERIAN CONTRIBUTORS

Each year at the ISIP Conference, we recognize individuals who have shown a commitment to the principles of Adlerian psychology through their work, in their family, or in their life. Adlerians are "born", as well as "trained", and many of us know effective and successful parents, community leaders, and compassionate people whose lives show such commitment.

Each year we strive to recognize someone from the professional category as well as the non-professional category. We cannot do this without your help.

Being recognized as a Significant Adlerian Contributor is an experience . . .



Please send us your nominations. Nominations need to include the name and description of contributions the person has made in their family, their workplace, their spiritual life, or their community.

Mail your nominations to ISIP, P.O. Box 284, Boise, Idaho 83701-0284, or phone us at (208) 344-7194

Being recognized as a Significant Adlerian Contributor is an experience one never forgets. Wouldn't you like to give that opportunity to someone special you know?

ISIP WEBSITE

You will find a full range of professional articles, workshop and conference announcements, news postings, conversation forums, and additional resources. Please visit regularly and check us out!

www.adleridaho.com

The ISIP Newsletter

Volume 35, Number 3 January/February 2013

Published three times each year by: Idaho Society of Individual Psychology
P.O. Box 284, Boise, Idaho 83701

ISIP membership and newsletter subscription is included in Annual Conference registration. Non-Member subscription rate is \$10.00 per year.

We encourage readers to send news, suggestions, ideas and opinions.

2012-2013 ISIP BOARD

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Maybell Memos The Art of Encouragement in Therapy

PSYCHO-CLARITY: Another View of the Goal of Therapy

Many therapists are trained as if their task were to pursue the goal of changing the client.

In Adlerian Therapy, therapists learn to attend to keeping the goals of the therapist and client aligned. The therapist who wants the client to change is setting up for a fall. Only the client can decide when to change and what and how to change. Therapists who press for change, or who otherwise find themselves in conflict with their clients, witness a halt to the progress of therapy.

The concept of Psycho-Clarity asserts that the goal of therapy is to clarify with the client what the client is in fact doing. The client is invited to help the therapist to see more clearly what is in the client's thought, feeling, and action, and what its effects are upon the social field. As the therapist comes to see more clearly, the client does as well, until the unconscious benefits of the behavior may be understood. Until then only the suffering has been experienced.

Only at this point is the client free to reconsider, and in that liberation may decide to do so. As Adler wrote, "When one is attempting to redirect his life to a more nearly normal way of living, he will need to understand how he has been seeing the world."

The Psycho-Clarity formula is: You cannot change your mind until you know your mind. You cannot know your mind until you can speak your mind, and your speech brings the private logic into the common-sense world. It is no longer unspeakable.

So, therapy gives the client an opportunity to break the spell of the unspeakable by clarifying for the therapist. When I know my mind I can see that, while the past behavior was understandable, it is no longer necessary.

This approach extricates the therapist from the hidden (maybe not so hidden) agenda he or she has for the client to "improve" and to "change."

Client and therapist are united in the effort to understand what is going on, what it goes on for (its purpose), what it costs to keep it going, and what else is now possible.

© 1983, by Robert L. Powers, Jane Griffith, and Steven A. Maybell Reprinted from the Individual Psychology Reporter, 1 (1).

THE LEXICON OF ADLERIAN PSYCHOLOGY

What is a lexicon? From the book itself, "A lexicon is a stock of terms used in a particular profession, subject, or style; a vocabulary."

Jane Griffith/Robert L. Powers

OVERBURDENING CHILDHOOD SITUATIONS

Adler identified three childhood situations as **overburdening**, all characterized by abnormal stresses placed upon children in particularly difficult circumstances. There are (a) children who experience severe ORGAN INFERIORITIES; (b) children who are pampered; (c) children who suffer from neglect, abuse, or from being hated and unwanted. In situations such as these, where children are not welcomed, are not ENCOURAGED, cannot see PLACES of value open to them, and are unable to believe in what they can do on the socially USEFUL SIDE of life, the probabilities for the development of COURAGE and COOPERATION are gravely diminished, and the likelihood of the development of dysfunctional STYLES OF LIVING is markedly increased. [See SEXUALITY.]

Children born with INFERIOR ORGANS experience their bodies and its pains and weaknesses as a burden. They, much more than normal children, develop INFERIORITY FEELINGS, strive to COMPENSATE these lacks and to arrive at a GOAL in which they foresee and presume a feeling of SUPERIORITY. In this MOVEMENT ... they are attacked much more by the difficulties of life and feel and live as though they were in an enemy country. Fighting, hesitating, stopping, escaping ... they are ... lacking in SOCIAL INTEREST, COURAGE, and self-confidence because they fear defeat more than they desire success (p. 118).

We find this great FEELING OF INFERIORITY also among PAMPERED children. Living in a kind of symbiosis, like parasites, always connected with their mother, their GOAL OF SUPERIORITY is to make this relationship permanent. Each change terrifies them ... Later in life they are not adapted for occupation, love, and marriage, because they consider their own welfare and are not looking for the interests of others... [They are] the majority of the problem children. [Abused, neglected, hated, and unwanted children] feel curtailed and behave like enemies.

Their GOAL OF SUPERIORITY is to suppress the other person..., They are lacking in SOCIAL INTEREST and therefore in COURAGE and self-confidence (pp. 118-119). [The pampered child] is granted prominence without working to deserve it and will generally come to feel this prominence as a birthright (p. 369).

All great accomplishments stem from the blessed struggle with the needs of childhood - be they organ inferiorities, pampering, or oppressing circumstances - as long as the child, at the time of his oppression, has already learned the active ADAPTATION to COOPERATION. Then, and also later on, in the face of all difficulties and torments, only the paths to COOPERATION will be open in accordance with his inviolable LAW OF MOVEMENT (Adler, 1979, p. 54).

We know that every pampered child becomes a hated child... Neither society nor the family wishes to continue the pampering indefinitely (Adler, 1969, p. 10).

See Adler, 1956, pp. 417-420.

Capitalized words refer to a cross reference to other terms in the Lexicon.

Page number quotations are from A. Adler (1946a) *The Individual Psychology of Alfred Adler*.

Readers of the ISIP Newsletter may purchase a copy of *The Lexicon of Adlerian Psychology* for \$50.00 plus \$6.00 S&H.

Send payment and inquiries for bookstore or group discounts to: Adlerian Psychology Associates, Ltd., PO Box 1450, Port Townsend, WA 98368 – Email: Adlerpsy@olypen.com

Edgar's Corner

The Perfect Parent, Stand Up and Be Recognized!

by Thomas E. Edgar, Ed.D.

No one is perfect. Not even God. God, too, makes mistakes! If you don't believe that just look around you the next time you are on a bus, in a classroom or at the movies. No parent that I have ever met wanted to destroy the courage of their children. And, yet, despite the best of intentions, discouraged adults emerge from our families over and over again. What happens?

Much of the discouragement that we inflict on our children is a result of mistaken ideas about how to be a "good" parent. We have no place to turn to learn about parenthood in most communities. Oh sure, we can buy books. Better yet, just buy one. If you get two, the recommendations will usually be in conflict. We can turn to our own parents when that first child appears on the scene. Often the advice of the new grandparents will be based on experiences at a time far removed from this generation. Conditions have changed violently in the past twenty years. And besides, what can you expect in the way of advice from parents who turned you out?

We really learn most of what we come to know about parenting by rearing children and making mistakes, big ones and small ones. The first child is treated as a fragile and delicate creature that might break in half if bent the wrong way. The food is sterilized, the bottles are sterilized, the child's lips are sterilized. The first child grows up in a super antiseptic environment. The second child will get the experience of fighting the family cocker spaniel for the remains of a pork chop if he wants to eat at all. Yes, we learn, often the hard way.

Consider the tremendous original supply of courage with which the infant is born. Can't talk, can't move, can't pick things up, can't focus the eyes, can't even control the bowel or bladder. And given all of these real physical, psychological and social inferiorities, one might expect the child to be born, look around, and then to try and crawl back in. But children do not retreat from the demands of life. They begin immediately to manipulate the world and the people in it. I will guarantee that a newborn baby in the first year of life will teach the parents far more and change the parents far more than will the parents influence that child in the same time span.

So what happens? For one thing, we adults are just a great deal more skilled and competent. We begin to say, "Let me do it." Or, "Here, you're too little or too slow." We begin, in other words, to

point out on a regular basis how incompetent the child is in comparison to us. Very early in life children hear messages which, intended or not, tend to raise doubts in the child's mind about his own capability.

Then, too, we usually haven't settled on a consistent method for disciplining children. We can read, but then which author? The offerings range from books telling you that if you take a stand and say "no, you'll damage your child's soul forever" to those recommending giving the child a few solid whacks every now and then. They say, "what that child needs is a good spanking." Do you remember ever getting a good spanking in your past?

How would you feel if you were forced to get out on the streets with your car under the condition that every driver will make up his own rules for the road on the spur of the moment. I think this time I'll go through on red", I think it would be fun to drive on the other side of the road this afternoon." "Let's do 85 in the School Zone at about 2:45 in the afternoon." You'd be terrified. If things were not changed, you'd be scared to drive at all.

And that is really what happens to children who are disciplined according to inconsistent rules or no rules at all. Life becomes a scary and unpredictable thing, a thing to be avoided or approach with great caution.

Then, too, most of us have a kind of funny belief that if we don't disapprove of the child's misbehavior, the child will never improve. We just don't seem to believe down deep that children seek improvement and want to be more competent. We act as if our child will never stop soiling her diapers if we don't disapprove. We seem to think our child will go off to the army at 19 still subject to embarrassing accidents if we don't let him know that a chapped bottom is no fun. We really act as if the child will never figure that out unless we point it out in detail.

So we tend to disapprove loudly of most of the normal and natural mistakes children make. Consider how you would feel if you there trying to learn a completely new set of skills. Every time you made a mistake the teacher, hovering over you, would point it out to you and everyone handy. Suppose that if you make the same mistake a second time you would hear the volume grow and perhaps feel a sound whack on your head. Well? Probably you would feel very discouraged and very much afraid of trying again. You might even prefer to be called lazy or unmotivated.

Tom Edgar, Ed.D., is a Professor Emeritus from Idaho State University. One of his areas of expertise is Adlerian Psychology. He has authored numerous articles in the Journal of Individual Psychology.

ISIP 2013 CONFERENCE

A Resilience Focus for the Helping Professions: An Adlerian Approach

Presenter - William G. Nicoll, PhD

WHO SHOULD ATTEND? Counselors, Social Workers, Corrections, Case Managers, Psychologists, Nurses, Child Care Providers, Teachers, Parents.

WHY? This is a unique opportunity to learn from an outstanding Adlerian practitioner and teacher. Basic and underlying principles of Individual Psychology will be wrapped in Adlerian strategies of resilience and strength building.

ABOUT OUR PRESENTER: Dr. William G. Nicoll received his Ph.D. degree from the University of Arizona, M.Ed. from Boston University and B.A. from the University of New Hampshire. His professional background in education includes serving as a classroom teacher, special education teacher (EH and LD), and school counselor/school psychologist. He has worked in both U.S. public and international schools. Dr. Nicoll serves as a consultant/trainer with the Resilience Counseling & Training Center in Port St Lucie, Florida. RCTC provides professional development programs for both schools and mental health organizations around the world. Dr. Nicoll is the author of numerous articles and book chapters in professional journals and texts. A well known speaker and consultant to mental health professionals, educators, and parents, Dr. Nicoll has presented well over 400 lectures and workshops in his career.

DATE: March 1 & 2, 2013 **LOCATION:** The Riverside Hotel, 2900 Chinden Blvd, Garden City, ID 83714

FOR RESERVATIONS call: (208) 343-1871 or (800) 222-8733 **For more information call (208) 344-7194.**

IDAHO SOCIETY OF INDIVIDUAL PSYCHOLOGY ANNUAL CONFERENCE
Presenter: William G. Nicoll, PhD

*"Anyone trained in Adlerian
psychology knows what to do the
first time they sit down with a client
and through the process."
Mes Wingett & Steven Maybell*

The ISIP Newsletter
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**2013
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Includes 3 hours of
ETHICS!**

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