



Idaho Society of Individual Psychology

The ISIP Newsletter

Volume 33, Number 2

November/December 2010

Thanks to our
2010 Conference
SPONSORS!



You won't
want to miss
the 2011
Annual
Conference!

2011 Training Calendar

Please check our website for more information, or email or call Tom – 344-7194

Email: tommytmcintyre@gmail.com

Spring Workshops - *The Series*

April 15 & 16	BOISE	#2 Adlerian Psychotherapy
April 22 & 23	POCATELLO	#1 Adlerian Theory
April 29 & 30	LEWISTON	#3 Adlerian Family Therapy

Spring Workshop - Advanced (open to Series graduates ONLY)

May 21 & 22	BOISE	Purpose of Emotion – Paul Rasmussen, presenter
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Fall Workshops - *The Series*

September 16 & 17	POCATELLO	#2 Adlerian Psychotherapy
Sept. 30/Oct. 1	LEWISTON	#1 Adlerian Theory
October 7 & 8	BOISE	#3 Adlerian Family Therapy

Fall Workshop - Advanced (open to Series graduates ONLY)

October 20 & 21	BOISE	Understanding Lifestyle – Wes Wingett, PhD, presenter
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SAVE THE DATES! – February 25 & 26, 2011
Grief and Loss - *An Adlerian Approach*

In the September/October ISIP Newsletter, we explained the need to move our usual Conference date (the first Friday and Saturday in March) due to the large increase in attendance requiring us to reserve a larger portion of the ballroom. In future years, we have reserved the larger space accommodations back to our usual Conference dates. Next year, you can expect a large turnout again, due to the nature of the Conference theme; Grief and Loss. Can grief and loss be escaped by anyone?

FRIDAY, FEBRUARY 25th

Premises of Adlerian Psychology – *Goal:* Participants will examine five of Alfred Adler's theoretical premises. Adler viewed humans socially embedded, self-determining and creative, subjective in their perceptions, holistic, and goal directed.

Types of Losses – *Goal:* Participants will investigate five types of losses: obvious, not-so-obvious, age related, limbo, inevitable, and temporary. Participants will identify the losses in their lives. Participants will identify their emotional response to the various losses.

Identification of Personal Needs – *Goal:* Participants will study five methods of understanding children, adolescents, and adults developed by Alfred Adler. Participants will identify what they wanted or needed from others when they experienced loss in their lives.

Identification of Supportive People & Situations – *Goal:* Participants will identify what was and was not helpful and useful to them when they experienced loss in their lives.

SATURDAY, FEBRUARY 26th

Management of Grief and Loss by Adults –

Goal: Participants will examine four structural components of Alfred Adler's theory. Participants will apply the four components to a specific situation involving personal grief.

Delineating the Results of Personal Grief –

Goal: Participants will identify what they have learned through their personal grief and loss.

Management of Grief and Loss for Children and Adolescents –

Goal: Participants will define developmental grief responses for children and adolescents. Participants will survey helpful approaches to children and adolescents who may be experiencing grief and loss.

Identification of Personal Assets & Strengths –

Goal: Participants will identify personal strengths to empower them during times of loss and grief.



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 33, Number 2 November/December 2010

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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.

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Maybell Memos

Can We Make Our Children Happy?

The most important task in any any culture is the task of parenting its children. Yet this is the one task where mandatory education is not required, and children do not come with an owner's manual!

How do we learn how to parent our children? The reality is that we learn from our own parents, for better or for worse, and from the so-called "experts". Since the middle of the last century, experts have legitimately warned us that coercive, controlling and punitive approaches to parenting are damaging to the child's developing self-esteem, and invites power struggles between parents and kids. They have, however, also led us to mistakenly believe we must not do anything to make our children unhappy or uncomfortable, lest we damage them for life. Our job, they insist, is to assure that our children are always happy and comfortable.

Based on my experience as a parent, counselor, and parent educator, I am convinced that we have been deceived by the "experts", and that the formula:

Happiness + Comfort – Self-Esteem. Simply does not add up.

How is self-esteem developed? Where does it come from? The answer can be found in the term itself. SELF esteem can only come from within ourselves, from a belief in ourselves and our own ability. The belief in ourselves is developed by having the room to learn, to make mistakes, and learn from our mistakes. It requires being GIVEN the opportunity and responsibility to manage a new task, a new territory of life. This is the only way a child's "psychological muscle" can grow. The formula above directly subtracts from this process. Parents who see their job as making their children happy foster dependency, the exact opposite of self-sufficiency and self-esteem. Parents who strive to make their kids comfortable, deny their children the opportunity to take on a new challenge, which by definition will be uncomfortable to some degree.

When a child who is truly developing self-esteem faces a problem or challenge, she/he thinks, "I wish I didn't have to face this difficulty, but it will be OK because I have a good person to count on and that's me." Whereas the dependent child tends to think, "This is overwhelming, where is the person who can solve this problem for me?"

A child's psychological muscle, their self-esteem can be fostered in specific ways. For example, (1) giving a young child the experience of sleeping in his/her own bed at night, (2) letting children pick out their own clothes to wear to school (as long as the choice is within the school dress code), (3) teaching children to do their own laundry and then handing this task over to them, (4) giving our children in their early teen years the responsibility of choosing and managing their own bedtime.

An interesting paradox I have noticed is that parents who try too hard to make their children happy and comfortable, add instead to the child's unhappiness and discomfort as they face life as dependent and anxious people. The irony is in their effort to make their children happy... they make their children miserable.

By allowing our children the opportunity, with each passing year, to take on more and more life responsibilities (which comes with some unhappiness and discomfort), we are giving our children the greatest gift imaginable, the gift of true SELF esteem.

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

“AS IF” (FICTIONS)

As used in ADLERIAN PSYCHOLOGY, the phrase “as if” refers to both a basic philosophical construct and a psychotherapeutic technique.

As a philosophical construct, according to H. L. and R. R. Ansbacher (Adler, 1964), it was Hans Vaihinger’s *The Philosophy of ‘As If’: A System of the Theoretical, Practical, and Religious Fictions of Mankind* (1911/1968) that provided Adler with the “philosophic foundation for his developing subjective [fictional] FINALISM (p. 78). And, “Vaihinger proposed that the individual’s activity [L., *fictio*] of imaginative CREATING results in fictions that are (a) subjective, (b) CREATIVE, and (c) UNCONSCIOUS” (p. 90). Vaihinger (1968) states, “For us, the essential element in a **fiction** is not the fact of its being a conscious deviation from reality, a mere piece of imagination - but we stress the useful nature of this deviation.... Conceptual forms and **fictions** are expedient psychical constructs” (p. 99). [See SELF-IDEAL (PERSÖNLICHKEITSIDEAL).]

As a psychotherapeutic technique, therapists ask clients to behave “as if” a particular idea were true, that is, to *pretend* for an agreed-upon period or number of times, that a specific basic belief were *different*. For example, a single female client enters therapy complaining that she has no man in her life and suffers from loneliness. In a LIFESTYLE ASSESSMENT, it is uncovered that she has the notion that all men are untrustworthy. Holding this belief, she is afraid of them; consequently, she pushes them away by looking down on them and withholding friendship and affection. Using the “as if” technique, therapist and client agree that for one week (or one day, or one incident), the client will act “as if” it were true that men *are* trustworthy. The assumption of the “as if” technique is that when the client demonstrates respect for and places confidence in a man, she will begin to experience success, her negative bias will be undermined, new attitudes will begin to emerge, and her COURAGE and COMMUNITY FEELING fostered.

The human mind shows an urge to capture into fixed forms through unreal assumptions, that is, **fictions**, that which is chaotic, always in flux, and incomprehensible.... [My task is] to advance this knowledge which I have gained from the psychological consideration of the NEUROSIS and PSYCHOSIS and which is found, according to the evidence of Vaihinger, in all scientific views (p.96).

See Carich, M.S., 1997, for additional “as if” techniques.

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

How Do I Love Thee? Let Me Show The Ways

by Thomas E. Edgar, Ed.D.

When two people make a commitment to a close and lasting relationship, what is not said generally leads to more trouble by far than what is said. Most of us have expectations about how the other person should be and what they should do. Generally, we are not aware of these expectations. They remain unstated and below the level of consciousness.

But we really do know when our expectations have not been met. We may feel disappointed, frustrated, angry or hurt without always knowing why we feel as we do. In any close, long-term relationship, when one or both of the parties feels annoyed, impatient or short-tempered, much of the time there is a strong possibility that hidden expectations are going unmet.

Why do these demands remain unknown and even when known, unstated? Perhaps they are learned before language was in place. We observe our own parents and from them draw our own conclusions about couples in a relationship. A male may simply assume that women are to clean the house and take care of their husband. But this assumption is not stated in words, it is much deeper than that. It forms the underpinnings of males' relationships with women.

Suppose a man, Joe, does find Sally, the girl of his dreams. She does what Joe expects for a number of years and then decides to go back to school to prepare for a career in education. Dishes pile up. Dirt accumulates in corners, and Joe's buttons aren't sewn on when needed. Sally, in order to keep Joe from being upset and moody all the time, may try to take care of the home, the kids and Joe while pursuing her new career. She just knows it is more peaceful at home if she does this.

Sally, though, is likely to become irritated and resentful at what seems to her, obvious unfairness. But then, why does she do this to herself? Probably she does this because she has the unstated expectation for herself that women are supposed to take care of husbands and keep the house clean! In part, she is disappointed and angry at herself because she isn't being a "good" wife to Joe. The problem is that neither seems to know the source of the anger that clouds the atmosphere in the home so much of the time.

Another reason that expectations are unsaid, even when known and conscious, is that we often hold another hidden belief. Many of us go through life believing that if we are

loved, our partner should know what we want and need. Then, to have to tell the simpleton with whom we are living what we need in order for us to be happy is to admit that he or she doesn't love us. Silly? Perhaps, but it is a very common belief in people who seek to live together.

Couple the belief that, "If you love me, you'd know what I want," with another little beauty, "If you love me, you'd do what I want or need," and real trouble occurs. Of course, neither belief holds up when examined closely. Many times parents, for example, must refuse to do things that the child wants and they can still love their offspring deeply.

Even when both people in a relationship know clearly what they need or want, they don't openly share those expectations with each other for the reasons given above. But often there is also a real fear of being honest that causes trouble, too. What if I tell my friend or lover what I need or want and she laughs or won't give it to me. Wouldn't that be awful? I'd be really vulnerable to humiliation and hurt.

In the absence of sharing expectations, couples often, in a funny way, impose their own needs or wants on their partner. The man might say, "I need to be shown love by being presented with surprise gifts every once in awhile. To show love, then, the husband comes home unexpectedly with candy, flowers and jewelry. What, though, if the wife, while enjoying these gifts, really says inside herself, "I know I'm loved if my partner will just sit and listen to me when I have something to talk about that really matters." But that conversation never happens. She feels unloved and her partner feels unappreciated for his efforts.

Solution? Write a list of those things that will let you know you are appreciated or loved. What would your partner say and do? Be sure to translate love or appreciation into forms of action. Say, "If I am loved, my partner will _____." The list could include things like fix my car, open doors for me, listen when I need to talk, or cook nice meals.

If both partners would prepare a similar list translating love (a practically useless term) into action, and then share the lists, hours of irritation, disappointment and hurt could be avoided. Love as a word means so much that it means nothing dependably. We can love our dog, ice cream, the American flag and love, itself.

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 2011 CONFERENCE

Presenter - Wes Wingett, Ph.D.

Grief and Loss: An Adlerian Approach

February 25 & 26, 2011 • Doubletree Riverside, Boise

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

ABOUT OUR PRESENTER: Wes Wingett has been a counselor in private practice in Norfolk, NE since 1978. Prior to entering private practice, Dr. Wingett had been employed as a counselor in a mental health center, a college program director, elementary school administrator and a junior high and secondary school counselor and teacher. Dr. Wingett received his bachelor's degree from Wayne State College, Wayne, Nebraska and his masters and doctorate in counselor education from the University of Wyoming. Additional graduate study was completed at the University of Vermont and the University of Northern Colorado.

Dr. Wingett's private practice focuses on providing individual, couple, and family counseling; consultation to educational institutions and business enterprises; and presenting Adlerian training in a variety of venues. He has conducted Adlerian based training in sixteen states, Puerto Rico, two provinces in Canada and five countries in Europe. He has been a student and teacher of Adlerian psychology for more than 35 years.

DATE: February 25 & 26, 2011

LOCATION: Doubletree Riverside, 2900 Chinden Blvd, Garden City, ID 83714

For more information call (208) 344-7194.

**Mark Your
CALENDAR!**



The ISIP Newsletter

P.O. Box 284
Boise, ID 83701-0284

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

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