



Idaho Society of Individual Psychology

The ISIP Newsletter

Volume 38, Number 3

January/February 2016

Save the Date!

March 4 & 5, 2016
**ISIP ANNUAL
CONFERENCE**

Presenter:



Alyson Schafer, M.A., AAMFT



Happy New Year

Registrations for this outstanding Conference are coming in as we speak. May I urge you to make sure your calendar is marked for getting your registration. Alyson will bring a new and lively insight to this "no manual provided" job called parenting and will enable you in helping your clients, and yourself, with this task. By the way, you may consider bringing your non-mental health professional spouse or significant other along. That could be a kick!

2016 Fall Training Calendar

– Series Workshops –

Tentative

Fall Workshops - The Series

Sept. 23 & 24	POCATELLO	#3 Adlerian Family Therapy
October 14 & 15	BOISE	#1 Adlerian Theory
October 21 & 22	LEWISTON	#2 Adlerian Psychotherapy

Fall Workshop - Advanced
(open to Series graduates ONLY)

October 7 & 8	BOISE	<i>Topic to be determined.</i> Presenter – Wes Wingett, PhD
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2016 Spring Training Calendar

– Series Workshops –

Spring Workshops - The Series

April 15 & 16	LEWISTON	#1 Adlerian Theory
April 29 & 30	POCATELLO	#2 Adlerian Psychotherapy
May 20 & 21	BOISE	#3 Adlerian Family Therapy

Spring Workshop - Advanced (open to Series graduates ONLY)

April 22 & 23	BOISE	<i>Integrative Adlerian Therapy Strategies and Interventions</i>
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Presenter – Richard Watts, Ph.D. Richard has been president of NASAP and is a regular presenter at NASAP annual conferences. He will bring an informative and entertaining topic to add to your therapy tool kit. "Some guitar playing may happen."

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: adleridah@gmail.com

Strategies for Healthy Families

This is a "heads up" encouragement to you regarding next year's Conference. This presentation will have a unique connection to you. Many of you are parents and all of you had parents. Alyson will be speaking to you not only as a family member in your own right, but will also be teaching you as a professional technics of long term goals for parents

It could be said that her presentation could cause you to think she has been peeking in your family's windows. I would expect many "parents" who are not "professionals" will be at the Conference to see and hear this best-selling author and Canada's leading parenting expert. Could be a full house. Brochures were mailed January to over 7,000 of you mental health and school professionals.



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.ORG

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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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The New York Times

by MAGGIE SCARF

February 28, 1971

Continued....

"Fighting, wrestling, beating, biting and cruelties show the aggression drive in its pure form," wrote Adler. "Its refinement and specialization lead to sports, competition, dueling, thirst for dominance, and religious, social, national and race struggles... When the aggression drive turns [back] upon the subject, we find traits of humility, submission and devotion, flagellantism and masochism... the extreme is suicide."

Adler suggested that people with strong aggressive instincts were attracted to certain professions. These included – aside from the obvious examples of the revolutionary hero and the criminal – those of the judge, policeman, teacher, minister and physician. "Charity, sympathy, altruism and sensitive interest in misery represent new satisfactions on which the drive, which originally tended toward cruelty, feeds. If this seems strange, it is nevertheless easy to recognize that a real understanding for suffering and pain can only come from an original interest in the world of torment."

Freud indignantly denied that there was such a thing as a special aggressive instinct which stood alongside "the familiar instincts of self-preservation and sex, and on an equal footing with them." Like all great innovators, he took a defiantly protective attitude toward his newborn system; the idea that behavior might be motivated by aggressive as well as libidinal force threatened the very integrity of his model. Nevertheless some 14 years later, Freud reversed himself on this issue. He conceded that he was now "obliged to assert the existence of an aggressive instinct, but it is different from Adler's. I prefer to call it the 'destructive' or 'death instinct.'"

In formulating the death instinct, Freud borrowed from biology the notion that there is in all living things a tendency to revert to the inorganic state – that is, to die. He suggested that there was in human nature a trend or drive toward return to the inanimate, the so-called "death wish." Thus, a person's aggressive, destructive strivings (which existed alongside his life-enhancing libidinal strivings) represented his instinctual desire to reach a state of nonfeeling, the absolute zero of death. Curiously enough, Adler, too, reversed his position: he later came to believe that man had no instinctual tendencies toward aggression at all. "I enriched psychoanalysis by the aggressive drive," he once remarked. "I gladly make them a present of it."

By 1910, Adler and Freud been associated for some eight years. During that busy period the new discipline which Freud called "psycho-analysis" although still the joke of Vienna, began achieving some international recognition. His "small group" had grown from 5 members to 35; it was now the "Vienna Psycho-Analytical Society" and far too large to continue meeting in the waiting room of his office. That year, Adler was president of the society, coeditor of the *Zentralblatt für Psychoanalyse* – and an increasingly noisy critic of Freudian psychoanalysis.

"I am having an atrocious time with Adler..." Freud complained in a letter written that fall. "I have been hoping that it would come to a clean separation, but it drags on and despite my opinion that nothing is to be done."

Adler had never subscribed to Freud's belief that it was sexual material, repressed into the unconscious during early childhood, that lay at the core of

Alfred Adler: 'His Ideas Are Everywhere'

neurosis. According to Freud, sexual libido was the great dynamic force in psychic life: now Adler made the shocking move of suggesting an entirely different motive force, which he called the "masculine protest". This was – in a society which valued masculinity and devalued the feminine – the child's striving to become big, to take power, to dominate others; in short, "to be a real man" The masculine protest, which could be present in both men and women, was a strategy adopted in early childhood as a means of compensating for subjective feelings of weakness and disadvantage. The child who failed to adapt to his environment thus became the neurotic who sought to dominate it. Seen from this vantage, the neurotic symptom represented not an unresolvable sexual dilemma but a misguided attempt at compensating for feelings of inferiority.

Such views could not be tolerated within the Freudian orbit. In January of 1911, Adler was asked to present before the society a comprehensive report on his own evolving theories. A storm of protests followed. For Adler described sexuality as merely an expression of personality, not its fundamental motivator; while sexual maladjustment was often present in neurosis, he insisted that it was not its cause. The important biological fact, in Adler's terms, was not the child's instinctive sexual behavior but his smallness and helplessness in relation to the "giants" surrounding him. In his early adaptive attempts the child might settle upon faulty methods of gaining significance and self-esteem; he might see "success" in terms of wielding power over others. Adler pointed to the curious "social returns" of neurosis – the

Article to be continued.

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

CREATIVE POWER

Adler deferred to the **creative power** of the individual as at the center of human development. From the earliest years, "how the child assimilates impressions" and shapes responses depends upon "the **creative power** of the child" (Adler, 1979, p. 195).

We must refute the causal significance of situation, milieu, or experiences of the child. Their significance and effectiveness develop only in the intermediary psychological metabolism (p. 178).

All inherited possibilities and all influences of the body, all environmental influences, including educational application, are perceived, assimilated, digested, and answered by a living and striving being, striving for a successful achievement (p. 178).

We cannot know in advance what the child will make of [influences and experiences]... Here the child works in the realm of freedom with his own **creative power**... Here there are thousands of possibilities in the realm of freedom and of ERROR (p. 187).

The **creative** striving of the child takes place in an environment which is individually comprehended and which posits individual difficulties. . . . [A child] depending on a hundred influences and errors, can never be comprehended causally (pp. 184-185).

Every individual represents both a UNITY of personality and the individual fashioning of that UNITY. The individual is thus both the picture and the artist (p. 177).

Who can say that the same ENVIRONMENTAL influences are apprehended, worked over, digested, and responded to by any two individuals the same way? To understand this fact we find it necessary to assume the existence of still another force, the **creative power** of the individual (pp. 176-177).

EDUCATION/GUIDANCE

Because of his UNDERSTANDING that the prototype of the LIFESTYLE is formed in the earliest years of life, Adler was particularly devoted to the successful development of children. Dreikurs followed Adler's lead in directing his major energies to guiding PARENTS and teachers in **educating** and TRAINING children, and, like Adler, in emphasizing the EQUALITY of dignity of adults and children.

Adler emphasized that the schoolroom is a community and that class meetings are a way to bring students together to help each other and solve classroom problems. Dreikurs, Grunwald, and Pepper (1971), in a section titled "Effective Democratic Methods," present a program for teacher-pupil and pupil-pupil interaction for creating a classroom community (pp. 54-185). [See PARENTING; MISTAKEN GOALS OF THE DISCOURAGED CHILD.]

The school is placed between the family and life in society. It has the opportunity of correcting the MISTAKEN STYLES OF LIFE formed under family upbringing, and the responsibility of preparing the child's ADJUSTMENT to social life so that he will play his individual role harmoniously in the orchestral pattern of society (p. 399).

An **educator's** most important task, one might almost say his holy duty, is to see to it that no child is DISCOURAGED at school and that a child who enters school already DISCOURAGED regains his self-confidence through his school and his teacher (pp. 399-400).

The **educational** plan must aim particularly at bringing the child to self-reliance of judgment, at making him more independent of the opinion of others, and at setting up substitute goals [to replace MISTAKEN GOALS] (p. 55).

Educational influences are likely to be accepted only when they seem to hold a promise of success for the individual's STYLE OF LIFE (p. 212).

See Adler, A. (1930); Dreikurs, R. (1974a); for information on *Corsini 4R Schools* based on Adlerian Psychology, see Painter, G., & Corsini, R. J. (1990).

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@olympen.com

Edgar's Corner

Parents, Power & Children

by Thomas E. Edgar, Ed.D.

Like many other identifiable groups such as women and blacks, children are beginning to think of themselves as equal to all other people. While they don't have the age, the experience, the education or the size of adults, they feel themselves to be of equal social worth. Children are no longer quite so willing to allow adults the automatic and uncontested right to tell them what to do.

Because adults have no tradition of equality to fall back on in their relations with children, they can only imagine finding some better and more effective form of power when their children do not mind. Parents often think: I should have the ability to make you do what I want. Children very often have the mistaken belief that: I am a real person when I demonstrate that no one can make me do anything.

When an adult with an acceptance of the right to make children mind meets a child who does not agree, then a power struggle will almost always ensue!

The child, in fact, often provokes the struggle and chooses the battleground. Most often the child selects an arena for the combat in which the adult wants something for the child more than does the child. For example, if it is vital to the parent that a child eat a big and complete meal at every seating, then the child merely has to do nothing to defeat the adult and to demonstrate power. Most children seem to know the important values of the family, often better than do the parents.

How do you know when you are locked in a power struggle? What are the signs? Generally there are two clear and dependable indicators that a

power struggle is taking place.

First, look into yourself and examine your feelings. You have placed your prestige and power on the line and your child is defeating you. You have played your ace and it has been trumped. You are angry, very angry. The issue has become winning out. The solving of the problem has been thrust into the background. It may even have been forgotten in the contest to win, to be superior, to be boss. (Incidentally, an adult who engages a child in a power struggle will surely lose in the end if the child will not give in.)

The behavior of the child can serve as another clue. In an attention-getting relationship, the child will withdraw when enough attention has been earned, but he'll soon be back for more. In a power struggle, the child will redouble his efforts and will stand his ground.

Parents are sometimes surprised to find themselves provoked into a power struggle and then defeated by a child as young as one or two years of age. But it happens regularly. The best remedy for a power struggle is to see it coming and sidestep it. Probably the best first step is for the parent to declare aloud, "I really cannot make anyone in this world do anything except for myself." From that point on, the parent can search for alternative ways to solve problems that exist in their relationships to children.

When the adult accepts the limitations of power, then the use of cooperation and shared responsibility become possible bases for problem solving. This, of course, is a big step toward learning to live together as social equals.

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 2016 CONFERENCE MARCH 4 & 5, 2016



Presenter - Alyson Schafer, M.A., AAMFT

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: Alyson Schafer is a therapist, author and internationally acclaimed parenting expert who empowers families by sharing her principles, rules and tools for raising happy and healthy kids. Her style is fast, witty, warm and encouraging. She delivers her deep insights in ways that today's busy parents can easily understand and apply immediately. As Canada's leading parenting expert, Alyson promotes a firm but friendly "democratic parenting" style and offers practical solutions backed by extensive research. Check her out at www.alysonschafer.com.

Alyson is a third generation Adlerian. She has three best selling books with HarperCollingsCanada: *Breaking The Good Mom Myth*, *Honey, I Wrecked The Kids* and her latest, *Ain't Misbehavin'*. We are sure you will enjoy her fun "edu-tainment" style. She brings a wealth of field knowledge of family life to her presentations that will make you think she has been peeking in your family's windows.

LOCATION: The Riverside Hotel, 2900 Chinden Blvd, Garden City, Idaho 83714

FOR RESERVATIONS call: (208) 343-1871

For more information call (208) 344-7194.

**Mark Your
CALENDAR!**

IDAHO SOCIETY OF INDIVIDUAL PSYCHOLOGY ANNUAL CONFERENCE
Presenter: Alyson Schafer, M.A., AAMFT

"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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