



Idaho Society of Individual Psychology

The ISIP Newsletter

Volume 30, Number 1

September/October 2007

A Tribute to Sandy Hall, Counselor

by Mike Eisenbeiss, colleague and friend

Sandy Hall was a counselor from the Adlerian tradition. She was always at the annual gathering of Adlerians and utilized many of Adler's ideas in counseling. She was dedicated to the premise of equality for all children. She taught parents the use of logical and natural consequences. I had the privilege of working with Sandy over the last 20 years. Children felt safe with her. She was about the same size as some of the kids with whom she worked. She utilized play therapy with her children. Her office was kid oriented, with toys and games stacked in bookcases.

Adler stressed the need for empathy and Sandy possessed that quality. The children felt listened to and accepted. These children, who had often been abused and felt unloved, experienced the love of a little lady who never had children of her own. Sandy was able to combine the science of counseling with the art of therapy, making her a true artist in the Adlerian tradition. Kids felt supported and understood as they worked out the tragedies and traumas in their lives through drawings, figurines buried in the sand, or themselves huddling under a table holding onto a warm, furry teddy bear. When their story became too overwhelming they would climb into Sandy's arms and she would hold, comfort, and soothe them. The children didn't realize this was breaking the "counselor rules" but Sandy knew what they needed to get well. When their feelings erupted into anger Sandy would gently but firmly wrap her arms around them in a reassuring embrace until they calmed down.

As the children gained confidence, Sandy would be in the court room as their advocate. As they faced the adult who had been abusing them they were able to look at Sandy's face and see the confidence she had in them as they gathered the courage to share their horrible story with the judge. She may have been tiny in stature but big in determination for helping her kids. I can recall many times over the years when a father, involved in a custody suit, would storm into the office to give Sandy a piece of his mind. I would see them leaving the office with the look of a person who had been hit by a Mack truck. No one would get in the way of her protecting and defending her little clients.

Sandy has been fighting her second battle with cancer. She scheduled her chemotherapy sessions on Fridays which gave her some time to deal with the side effects and be back with her children on Monday. One morning the physician inserted a large syringe through her back to relieve the buildup of liquid on her lungs but she was back with the kids that afternoon.

The doctor told Sandy's husband she would die within a few days. I called a week later and Sandy answered the phone. I was taken back and didn't know what to say. I said something stupid like "How are you doing?" "Well, I hope to go home tomorrow, Mike, what's up with you?" As I was about to hang up the phone I said something to her I had never said before. "I love you Sandy." She answered, "I love you too, Mike." What a nice way to end a conversation. What a nice way to say a final "goodbye."

Sandy's ashes were scattered in the William's Lake area outside of Salmon, Idaho where she was raised. She is surrounded by the forest, mountain, and the River of No Return. She flies free without pain. Sandy Hall made a difference in many lives.

NEWS - NEWS - NEWS!!!

Please mark your 2008 calendar for our **2008 Annual Conference – February 29 & March 1**. **THREE HOURS OF ETHICS ARE INCLUDED.** Our presenter is an internationally known Adlerian, **Wes Wingett, Ph.D.** You will not only receive the "how to do it" Adlerian process of therapy but will walk away energized – guaranteed. Wes is a natural encourager, teacher and scholar, with a personal touch. Wes will be doing all three hours of Ethics, including ethics for both social workers and counselors. His work in this area is outstanding. Our conference theme is **Changing "PERCEPTIONS" Immediately: The Power of Encouragement.** The conference will be in the Riverside Doubletree, Boise.

EASTERN IDAHOANS – The Series workshops, leading to a *Certification of Professional Studies in Adlerian Psychology*, held in Pocatello since the beginning in 2004, will move to Idaho Falls this fall. The attendance population is pretty evenly divided between the two cities. We will experiment with alternating the two cities, spring and fall, in fairness to the general Eastern Idaho folks. We think it is a good idea and will let our experience decide if so.

NEW COLUMN – A new column is added to your newsletter - 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." Each issue will highlight Adlerian terms.

"For more than 20 years Griffith and Powers's 1984 Lexicon has been indispensable in my writing, teaching, and professional practice. Now they have developed an expanded edition, so if you want to know the essential language of Adlerian theory and practice, it is here. If you want to explore Adler's genius, it is here. If you want to understand the context for the development of the theory, it is all here. When I am asked by students and others, 'What do I need to know in order to understand Adlerian Psychology?' This is the book I will hand them". – James R. Bitter, Ed.D., Faculty, Eastern Tennessee State University

PLEASE VISIT OUR WEBSITE FOR MORE DETAILS!

SPRING SERIES GRADUATES – Each of the cities produced graduates this Spring. In Lewiston the graduates are Dorothy Brandt, Leslie Rist, and Diane Yeoman. In Pocatello the graduates are Sandra Elkin-ton and Michael Kennedy. Congratulations! As you know, Series graduates are entitled to register for **ADVANCED** classes.



Boise Graduates L to R Front: Tom McIntyre, Exec. Dir., Dale Babcock, Training Dir., Brigett Hollander. Back: Steve Maybell, Patti Knighton, Isabell Duke, Rhonda Luttman, Michelle Montoya, Robert Franklin, Jana Thomas, Amy Olsen.

Boise, Spring 2007 Advanced Graduates –

The individuals below received the *Certification of Advanced Professional Studies in Adlerian Psychology*. The requirement for receiving this certification is the completion of five Advanced Modules and one Annual Conference. Congratulations are well deserved!



L to R: Vivian Brault, Julene Coston, E. Fred Snow, Tom McIntyre, Executive Director, Dr. Jan Thomas, and Frank Walton, Presenter.



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

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

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THE ELEMENTS OF STYLE (LIFESTYLE)

Maybell Memos

AN ADLERIAN PSYCHOLOGY VIEW OF PERSONALITY

PROMINENT INTERNALIZED BELIEFS:	PRIVATE LOGIC: (OFTEN OUT OF CONSCIOUS AWARENESS)
1) <u>SELF-IMAGE</u>	"I am..."
2) <u>WORLD VIEW</u>	"The world is... life is... others are..."
3) <u>GENDER GUIDING LINES</u>	"Men are...", "Women are...", "As a man or woman, I must or must not..."
4) <u>BIG NUMBERS</u>	Unconscious expectations about what is likely to happen at certain times in life, based on my "internal calendar" as it relates to the events and timing of my parent's life or events in my own childhood.
5) <u>RELATIONAL IMAGE</u>	"My view of relationships are that... therefore the relationship I must create or avoid is..."
6) <u>VALUE SYSTEM</u>	"What's important in life is..."
7) <u>GOALS AND METHODS</u>	"What I must do to achieve security, belongingness, significance, and success is..."

THE LEXICON OF ADLERIAN PSYCHOLOGY

Jane Griffith/Robert L. Powers

ADLERIAN PSYCHOTHERAPY

The Individual Psychology of Alfred Adler (Adler, 1964a) contains, in excerpts throughout the text, accounts of Adler's techniques of **psychotherapy**, or ways of UNDERSTANDING and treating the patient. Especially relevant is Chapter 13 (pp. 326-349), the Introduction, "UNDERSTANDING the Patient," "Explaining the Patient to Himself," "The Therapeutic Relationship," and "Special Aspects and Techniques of Treatment." Similarly, there are valuable examples of UNDERSTANDING and treating the patient throughout *Superiority and Social Interest* (Adler, 1979). Also pertinent is Part III: "Case Interpretation and Treatment" (pp. 139-201), the Introduction, "Two Grade-School Girls," "The Case of Mrs. A.," and "Technique of Treatment."

Rudolf Dreikurs (1973) systematized Adler's work by identifying four phases of **psychotherapy**: (a) rapport, or establishing and maintaining the therapeutic relationship; (b) investigation of the client's past and present life situations and the client's LIFESTYLE; (c) interpretations and the development of client self- UNDERSTANDING; and (d) reorientation. The "phases" are not set in a temporal sequence; they proceed in a logical order of primacy and dependency that pertains throughout the therapeutic encounter. By "rapport" is meant the ALIGNMENT OF GOALS of client and therapist. [See PSYCHOCLARITY/UNDERSTANDING; LIFESTYLE/LIFE-STYLE/STYLE OF LIVING/ STYLE OF LIFE; EXOGENOUS FACTOR.]

From the very beginning the consultant must try to make CLEAR that the responsibility for his cure is the patient's business. . . The adviser can only point out the MISTAKES, it is the patient who must make the truth living (p. 336).

The most trustworthy approaches to the exploration of personality are given in a comprehensive UNDERSTANDING of (1) the earliest of childhood memories [EARLY RECOLLECTIONS], (2) the position of the BIRTH ORDER, (3) childhood disorders [ORGAN INFERIORITY; OVERBURDENING CHILDHOOD SITUATIONS], (4) day and night DREAMS, and (5) the nature of the EXOGENOUS FACTOR (pp.327-328).

[The client's] APPERCEPTION-schema must always be traced and unmasked as being immature and untenable, but suited to the purpose of continued fighting (p. 333).

A real explanation must be so CLEAR that the patient knows and feels his own experience instantly (p. 335). The increased insight into himself then stands like a guardian over the patient and forces him to find more USEFUL paths for his desire to be above, and to dampen his DEPRECIATION TENDENCY (p. 357).

In practice we attempt to undo the great ERRORS, to substitute smaller ERRORS, and to reduce these further until they are no longer harmful (p. 187).

The cure or reorientation is brought about by a correction of the faulty picture of the world and the unequivocal acceptance of a mature picture of the world (p. 333).

Nobody who has understood anything of INDIVIDUAL PSYCHOLOGY would attempt to cure by upbraiding the patient, as if we could do good by taking up a moralistic attitude. A patient has to be brought into such a state of FEELING that he likes to listen, and wants to UNDERSTAND. Only then can he be influenced to live what he has understood (p. 335).

In every step of treatment we must not deviate from the path of ENCOURAGEMENT (p. 342).

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@olyphen.com

Edgar's Corner

How Really Good is the “Good Parent”?

by Thomas E. Edgar, Ed.D.

Think for a moment how courageous a new born infant is. The little one is unable to speak, unable to walk, unable to see well and even unable to care for himself. He is thrust into a world not of his choosing, a cold and strange place. He is just plain incompetent to cope with the world.

Yet in a rather miraculous way the child sets out from the beginning to change that world to become more to his liking. I would ask those readers with children to consider this question, “Who changes most in the first year of the child's life – the child or the parents?” My observation is that the child changes virtually everything that the parents do and a great deal of what they think in that first year. Most of the changes that the child goes through are the result of the natural development of the infant, not as a result of parental influence.

As an example of this I would point out that no one teaches the child to walk. Despite our best efforts the child learns to walk only when we let go. We may dangle the child from side to side causing the feet to imitate walking. We can coax and we can praise. But the fact is the child will walk when the child will walk. We seem not to be able to influence the process very much from the outside. Even more clear is the fact that the child learns to walk on her own, largely by making mistakes, correcting them, and then doing it over again, over again and over again.

Why all this discussion? It is to show that children begin life as powerful, courageous, self-confident human beings. Somehow along the way, this perfectly wonderful little creature so often turns into an adult with self doubts, deficient in courage, tentative, afraid to risk, and terrified of making mistakes. How? Who would choose to do this awful thing to a child surely not her parents. No parent I have met ever wanted to create such a person out of the child that they have received. And yet it happened again and again.

I believe it happens through our mistaken ideas of what it means to be good parents. We start with a perfectly good idea

of the good parent and then exaggerate it. Let me give sane examples.

We all want to give things to our children, to provide them with a good life-perhaps better than the one we had. We push this too far and give our children too much and too often. The child learns that what they want they should have, and that they should not have to work for what they get.

We want to be nice to our children and allow them freedom. We exaggerate this desire and begin to fail in the courage to say “No” and mean it. When the child makes a request we often first say “No”, then if the child nags and complains, we cave in and finally give in. The child learns that the apparent limits on behavior are not real. She also learns to be a complainer and a nag, because it works. People will approach a life without clear rules and known boundaries with extreme caution. They learn to be tentative and fearful.

We want to help our children so we begin to take over and do things for them that they very well can do for themselves. Mothers, in my own experience in working with families, are most adept at this. A “good” mother becomes so necessary that the whole family without her becomes totally helpless should she go to a hospital for a week. What does the child learn? I am not competent to do things for myself but I don't need to worry for someone else will always take care of me.

We want our children to become “good” children. In order to create such a child we criticize and we emphasize errors and failures. Suppose your own child brings home a report card with four “A” marks and one “D”. Which gets the most attention? Case closed. We teach our children to doubt themselves to be fearful of making mistakes. But remember, almost everything the child has learned really is the result of making mistakes. With diligence though in five or six years of consistent effort we ~ teach the child to have a great deal of self doubt and to be afraid of mistakes.

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.

**Mark Your
CALENDAR!**

ISIP 2008 CONFERENCE

Changing "PERCEPTIONS" Immediately:
The Power of Encouragement

Presenter - Wes Wingett, Ph.D.

FALL "Series" WORKSHOPS:

October 5 & 6:

Boise

#1 – Adlerian Theory

November 2 & 3:

Pocatello

#3 – Adlerian Couple and Family Therapy

November 30 & December 1:

Lewiston

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

WHY? These are unique opportunities to learn from outstanding Adlerian practitioners and teachers. Basic and underlying principles of Individual Psychology will be wrapped in Adlerian strategies of resilience and strength building.

For more information call (208) 344-7194 and/or visit our website at:

www.adleridaho.com



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*"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*

**2008
ANNUAL CONFERENCE
February 29 & March 1
Includes 3 hours of
ETHICS!**

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