



Idaho Society of Individual Psychology

The ISIP Newsletter

Volume 34, Number 1

September/October 2011

Save the Date!

March 9 & 10,
2012

ISIP ANNUAL CONFERENCE

Presenter:



**Marion Balla, M.Ed.,
M.S.W., R.S.W.**

2011 Fall Training Calendar

– Series Workshops –

Fall Workshops - *The Series*

September 16 & 17	POCATELLO	#2 Adlerian Psychotherapy
October 7 & 8	BOISE	#3 Adlerian Family Therapy
October 14 & 15	LEWISTON	#1 Adlerian Theory

October 28 & 29	SALT LAKE CITY	#1 Adlerian Theory
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Salt Lake Regional Medical Center, the Moreau Auditorium
100 East South Temple, Salt Lake City

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

October 21 & 22	BOISE	"Understanding Lifestyle" – Wes Wingett, PhD, presenter
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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

BREAKING NEWS!! ISIP Brings Adler to Utah!

Have you heard the saying, "If one is good, two is better?" Your ISIP Board is bringing the Adlerian Training Series to Utah. Over 200 graduates of The Series in Idaho, and approximately 30 Advanced graduates are testimony to the usefulness, effectiveness and contribution to professional health providers. It was decided that, in keeping with it's mission, the Adlerian psychology model could be well received in Utah. An immediate problem presented itself... the NBCC CEU credit for counselors could no longer be offered through our Idaho provider, Intermountain Hospital. What to do? ISIP applied for and was approved to be an NBCC provider for CEUs. ISIP also meets the criteria for Social Worker CEUs in Utah.

The first in The Series, Adlerian Theory of Personality Development & Family Functioning will be presented October 28 & 29. The workshop will be held at the Salt Lake Regional Medical Center, the Moreau Auditorium, 1002 East South Temple, Salt Lake City. ISIP's past-president, Edward Mowry, will be the presenter. Please see the Salt Lake City brochure on our website, www.adleridah.org for our presenter's impressive credentials.



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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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.

2011-2012 ISIP BOARD

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Maybell Memos

Theory of Human Behavior:

- The indivisible person.....(holism),
- indivisible from the social world.....(social embeddedness, social systems),
- strives toward self created goals of significance, security and success.....(teleology),
- based on a private philosophy of life.....(cognition, private logic, lifestyle).

The lifestyle is created on the basis of necessity – for the child must immediately begin the process of orienting to the social world, and does so by creating meanings of what life is like, what others are like, what facilitates and impedes success, and what the child him/herself is like and is capable of. Since the first conclusions are formulated in childhood, they become the foundation of the lifestyle. Since the vantage point of all early conclusions is from the small, weak, inexperienced child, there are always mistakes made in the meaning given to life and the self-image is always distorted to some extent by feelings of inferiority. The growing and developing child compensates for these feelings through the creation of compensatory goals for success, which like other conclusions are likely to be mistaken to some degree.

The lifestyle, which is created at a pre-verbal level and never formulated into clear concepts, operates at an unconscious level. All future experiences are interpreted in accordance with the lifestyle and all future actions are guided by its laws. As social beings, effective living means effective social living. In the rapidly changing and democratic world in which we live, the mandatory life tasks of work, love and friendship in their unending challenge, require confidence, courage and an approach to relating founded on the iron clad rule of social living – equality. An approach to social relationships based on respect for self, respect for others, and the working out of mutual agreements toward the enhancement of our shared lives, is the only approach, which results in real success, on the useful side of life.

The model for “mental health” is where the lifestyle meanings and goals of an individual are facilitative of successful social living and include a sense of belongingness, a valuing of self and others, autonomy and courage, and compensation for natural feelings of inferiority through goals which include self development in line with social enhancement (*Gemeinschaftsgefühl* - Social Interest). Such a person is prepared for effective social living based on mutual respect, and can meet life’s changes, challenges and losses with significant inner and outer resources.

Human dysfunction has as its foundation a lifestyle with distorted meanings (mistaken ideas) and extreme feelings of inferiority (inferiority complex) compensated for by narrow and exaggerated goals of personal significance, security and success (superiority complex). This foundation leaves the person vulnerable to life’s challenges, changes and losses (exogenous factors). Dysfunctional behavior occurs as the lifestyle is unable to accommodate to the challenges with necessary flexibility, courage and cooperation. In the place of flexibility, distorted meanings lead to hesitation and limited options for problem solving. In contrast to courage and confidence, a sense of failure and despair is eminent as the narrowly defined goals become impossible to retain. Cooperation is replaced by the self-elevation and self-protective requirement of the style, further limiting the individual’s resources and leading to avoidance, dependency or contention. The specific symptoms or dysfunctional patterns emerge as an expression of defeat and discouragement or as compensatory solutions – efforts to regain a position of personal safety and superiority in line with lifestyle convictions, while safeguarding the self-esteem.

Relationship dysfunction occurs whenever an effort exists to create or maintain superiority/inferiority dynamics, regardless of the nature of the relationship. Both sociological and psychological realities support the inevitability of disharmony which exists in all relationships of inequality. Sociological trends recognize the growing and unyielding development of democracy and equality in all our social institutions. Added to this the psychological movement of all persons that proceeds from the status of inferiority to a position of self-enhancement, and it is clear that no human being will agree to occupy a position of social inferiority, but will strive always to overcome this position. This is the basis for human conflict.

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

THE ARRANGEMENT

Adler named a section of *The Practice and Theory of Individual Psychology* (1959) "The '**Arrangement**' of the NEUROSIS" (p. 37). By this phrase Adler referred to the constructions created by the NEUROTIC person, those " '**arrangements**' lying along the path to the feeling of superiority" (Adler, 1959, p. 44). In an example, Adler notes the NEUROTIC who "would sing and hum to himself on the street at public places to show his contempt for the world (i.e., *he is arranging* feelings of superiority)" (Adler, 1959, p. 48).

The hypnotic nature of the GOAL of the NEUROTIC forces his whole psychic life into an integrated adaptation.... The strong urge toward the integration of his personality ... has been created by his tendency to SAFEGUARD himself. The path is made secure and unalterable by the proper schematic "**arrangements**" of character-traits, affect-preparations and symptoms (Adler, 1959, p. 38).

DISCOURAGEMENT, the surest sign of a NEUROTIC, forces him to put distance between himself and absolutely necessary decisions. To justify this distance he resorts to **arrangements** which pile up in front of him like a mountain of junk (p. 305).

THE BIG NUMBERS

The subjective field of perception is not limited to an extension in social space; it may include an extension in time, and especially in life-span. It appears that, in creating the GENDER GUIDING LINES, children regard their PARENTS as norms for what it means to be a man or a woman, and on the basis of these images they form expectations as to how life will be for them as they grow up. These expectations have to do with the way life unfolds over time. Powers and Griffith (1986) introduced the notion of **the big numbers** and observed that "the ages at which particular events took place in the life of a [person's] same-sex PARENT serve as 'markers' or points of reference, forming a private timetable against which to measure personal progress, for better or worse."

As an example, they cited Paul A. Samuelson, the first American to receive the Nobel Prize in Economics, whose father died when Samuelson was twenty-three. After his father's death, Samuelson reported, "Consciously or unconsciously, I was a young man in a hurry because I felt that the limited lifespan of my male ancestors tolled the knell for me. What I was to do I would have to do early" (pp. 1, 6). [See GENDER GUIDING LINES AND ROLE MODELS.]

See Powers, R. L. & Griffith, J. (1992); Powers, R. L., Griffith, J., & Maybell, S. A. (1993).

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 Gap Between Generations is Now a Chasm

by Thomas E. Edgar, Ed.D.

In an earlier column I took the stand that parenting was a much more difficult task in these times of rapid change. The future for which we, as parents, are attempting to prepare our children is considerably less predictable and knowable to us.

In illustration, it has been said that knowledge doubled from the time of the Pharaohs to 1750. Knowledge again doubled from 1750 to 1900. From

1900 to 1950 it doubled again and from 1950 to 1970 it increased twofold. Where will it all go? We have less and less to pass along to our children based on our own experiences gathered as we have lived our own lives. Try as an experiment to discuss computers with your own 13- or 14-year-old son or daughter. If you'd like a more devastating experience, challenge them to combat on an electronic game in a local video game room. Our children will be confronted by situations, options and choices that most present parents can only vaguely understand.

To make matters worse, we have created a separate culture for our teenagers to live in. In most societies in the past and even today, a young person is first a child, then is initiated into adult ways through some sort of initiation ceremony. We as a nation have placed an extended period of time between childhood and adulthood. We call it adolescence. During this time of life the young people are relatively free of work, have little responsibility, and have an existence separate from adult influence to a large extent. Yes, probably to our sorrow, we have created a kind of subculture with its own music, its own rules, its own clothing style and its own language. The separation is very real.

Margaret Mead spoke of the modern parent as being a first generation native-born person. It was common in the days of heavy migration to this country for first generation, foreign-born parents to lose touch with their children. The second generation, born here, entered the new culture, picked up the new customs, adopted the new language, and the new dress habits. And their parents often were a source of embarrassment to them. They had old-fashioned ideas, outdated clothing styles, couldn't speak the language very well and just didn't understand the problems their children were encountering.

In many ways modern parents stand in the same relationship to their adolescent children. There is a gap between genera-

tions which never existed before to quite the same extent and in quite the same way. Around the turn of this century, as a point for comparison, the typical young man would enter the world of work directly from school which often ended at the age of 12 or 13. From that time on the young person would spend a major portion of time with adults. He would adopt adult values and share his ideas and frustrations with adults. There was little separation between people of differing ages.

On the other hand, the adolescent of this day spends practically no time in a close relationship with any adult – be it parent, teacher or friend. He enters the subculture of adolescence at an early age. From that moment on the power of adults to really influence the young person becomes far less than the power of the peer group.

Parents are finding that young people are identifying themselves as part of the teenage group much younger – as early as 8, 9 or 10. Those activities like dating and using make-up which used to be reserved for older young people are practiced now much sooner.

What this really means to us all is that parents have less time to influence the course of development of their children. Children move from the primary family group to an identification with the adolescent subculture far, far earlier. Young women are having their first menstruation nearly a year earlier on the average than was true several decades ago. There seems to be no clear explanation for this turn of events. But even in a physiological sense, transitions seem to be coming earlier to our youngsters.

Of course I do remember that my parents couldn't understand me. In some magical way I felt that I must have been a product of immaculate conception since I was convinced my parents didn't know anything about sex – or anything for that matter.

I am convinced that the misunderstandings that occur between generations is as old as generations and the existence of people on this earth. Still the gaps are far wider and more difficult to span than has been true before. What were merely gaps in an earlier day have become chasms. And that adds a great deal to the already immense difficulties of being an effective parent.

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 2012 CONFERENCE

The theme has not been selected yet but Marion will deliver a dynamic, informative and useful presentation.

Presenter - Marion Balla, M.Ed., M.S.W., R.S.W.

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: Marion Balla is the President of The Adlerian Counselling and Consulting Group in Ottawa, ON, where she offers individual, couple and family therapy. As a trainer, she has presented a variety of workshops for workers in the mental health and social services fields; hospitals, municipal, provincial and federal government departments focusing on team building, communication skills, conflict resolution and principles of progressive leadership. Marion is the recipient of many awards acknowledging her important contributions to business and in parent education.

DATE: March 9 & 10, 2012

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

FOR RESERVATIONS call: (208) 343-1871 or (800) 222-8733

For more information call (208) 344-7194.

**Mark Your
CALENDAR!
March 9 & 10, 2012**



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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*

**2012
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