



Idaho Society of Individual Psychology

The ISIP Newsletter

Volume 42, Number 3

November / December 2019

SAVE THE DATE!

March 6 & 7, 2020

ISIP ANNUAL CONFERENCE

Presenter:

Richard Watts, PhD



2020 Spring Training Calendar

- Series Workshops -

Spring Workshops - The Series

April 17th & 18th	Idaho Falls	#1 Adlerian Theory
April 25th & 26th	Lewiston	#3 Adlerian Family Therapy
May 15th & 16th	Boise	#2 Adlerian Psychotherapy

Spring Workshops - Advanced (open to Series graduates ONLY)

May 8th & 9th	Boise	Presenter: Rocky Garrison
Topic is Consultation: Day 1 Supervision		
Day 2 Peer to Peer		

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
Edward Mowry – (208) 761-2921 Email: adleridaho@gmail.com

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Message from the ISIP President, Raissa Miller

I was first introduced to the Idaho Society of Individual Psychology (ISIP) while attending an Idaho Counseling Association Conference in 2016. Tom and Edward were so warm and friendly that I could not turn down the offer to attend the ISIP conference that year. Sitting in a room packed full of professionals, I was in awe of the energy and enthusiasm so present in the room as we learned from Alyson Schafer. I texted my friend and colleague, a professor at the University of Central Florida who specializes in Adlerian Play Therapy, and shared “You will not believe the Adlerian community here in Idaho!” My appreciation for this community has only grown as I have become more involved in attending workshops and participating on the board. We really do have something special here in Idaho!



ISIP is a vibrant organization whose members and leadership are working hard to carry forth and disseminate the ideas first espoused by Alfred Adler. In so many ways, Adler's principles and practices are still as revolutionary today as they were when he first taught them in the early 1900s -- ideas such as equality, democracy, respect, and dignity for all humans (yes, ALL humans -- even young children, undocumented immigrants, individuals identifying as transgender, and other marginalized groups). Through an emphasis on holism, social interest, striving, belonging, and reorientation to ways of being that align with common sense (versus mistaken beliefs), individuals working from an Adlerian lens bring hope, healing, and comfort to so many in our local communities. How exciting to be part of that mission. The organization has already accomplished so much . . . and the future looks even brighter.

The ISIP Board met on September 7th, 2019 to discuss long-term strategic planning. From that meeting, a few priority aims were identified. These aims include (1) supporting leadership transparency and de-centralization of responsibilities, (2) revitalizing use of committees – with particular focus on organizing the volunteer committee, and (3) promoting parent education trainings.

You can help with these aims. Please email adleridaho@gmail.com to express your interest and identify what ways you would like to be involved. Perhaps you would like to hand out folders at the conference, help with publishing the newsletter, offer Adlerian-based trainings, market events in your local area, or support the organization in a way that we have not even thought of yet. Your time, energy, and ideas – from small to big – are welcomed.

Finally, a special thank you to everyone who attended an ISIP series training this fall. We had FOUR different trainers present each of the basic series workshops and one advanced workshop. Edward Mowery, Brad Lambson, Steve Maybell, and Wes Wingett each led two days' worth of meaningful and engaged learning. Training is the heart of the ISIP mission and we would not be able to accomplish this mission if it were not for people willing to train and people willing to attend trainings. I look forward to seeing many of you all at our spring conference and series workshops. As one recent workshop participant said (and I am paraphrasing here), “It just feels good to be around the people at ISIP trainings.” Come, let's support each other and learn together in 2020!

Warmest regards,
Raissa Miller, Ph.D., LPC
2019-2020 ISIP President

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

NATURAL OR LOGICAL CONSEQUENCES

Dreikurs developed a system for training the child in an atmosphere of mutual respect through the use of natural or logical consequences. This system ensures that the child experiences the consequences of his or her choices and actions. Dreikurs recognized that the emerging democratic family required new tools to replace the praise/reward shame / punishment methods which characterized the fading autocratic tradition. Natural consequences follow upon the child's behavior without parental intervention. Parents must simply allow the child to experience the outcome of his or her actions. Logical consequences, however, must be discussed and agreed upon among the affected family members in advance of their application (otherwise, they may be experienced by the child as punishment from "above to below" rather than as an outcome of personal choice and actions).

The use of natural or logical consequences enhances the child's developing sense of him or herself as a responsible participant in shaping the experience of life.

See Dreikurs, R. & Grey, L., 1968.

Source: An Adlerian Lexicon, Fifty-Nine Terms Associated With The Individual Psychology of Alfred Adler, Jane Griffith & Robert L. Powers

In Memorium

In May, 2019, ISIP lost one of our most influential and beloved members.

Dale Babcock passed away suddenly, leaving our community in grief.

Dale was a long time friend to so many of us, and a genuine, caring Adlerian to all of us. His work and efforts helped to guide ISIP in developing our ongoing trainings and enriching our conferences with his search for quality presenters.



Dale was a success in life, and ISIP's future is guided by his belief in Adlerian Principles that he understood and practiced throughout his life.

We miss you Dale. Thank you for sharing yourself with all of us.



HOW TO MAKE YOURSELF MISERABLE

Thomas E. Edgar, Ed. D.

We commonly believe that our feelings are caused by events and people around us. We often feel that our emotions are not really under our own control.

If you listen to yourself and to others you'll often hear us say things like: "When I get a low grade, that really causes me to be depressed," or "That darned thoughtless neighbor really makes me mad," or "You make me so darned nervous when you do that!"

Notice that in each case the responsibility for the way the person feels is placed outside the person and even outside the possible control of the person speaking. In many ways this is nice and comfortable for all of us. I can say, "This is not my fault, my temper tantrum is your fault." To blame others for our anger or nervousness or depression allows us to evade responsibility for what we do or what we say.

Albert Ellis, a leading psychotherapist, claims that it is not what happens "out there" that causes us to be angry or hurt. Instead it is what we say to ourselves about what happens. A disadvantage of this point of view is that it holds us completely accountable for our own feelings. On the other hand, this way of looking at human behavior does give us the power to decide what we will say to ourselves and, in the end, to a great extent how we will feel about what happens in our lives.

Ellis presents an A, B, C, D, theory about our feelings. He says that some activating event (A) occurs and most of us experience an emotional consequence (C). We say A causes C. We hear ourselves saying, "Your stupid behavior makes me embarrassed."

But Ellis says that it is what we believe (B)

about what happens that leads us to feel a particular way.

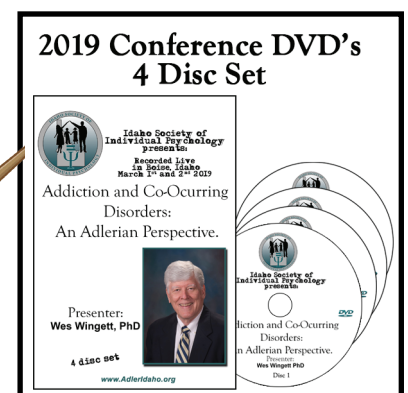
Suppose George gets angry on the very same day at two different people. He tells them both off in no uncertain terms. Louise has the belief that people should like her all the time or she is worthless, a worm, or worse. Louise will probably become depressed or devastated by George's anger directed at her.

Alice, though, says to herself, "I would like people to like me, but sometimes they won't. I would prefer it, but it won't change my worth as a "human being." Alice will probably talk to George and say something like, "I'm sorry you are upset, George. Would you like to talk about the problem we have?"

Alice is using her time and energy in trying to solve the problem and correct the difficulty, Louise is wasting her time feeling depressed and worthless. The difference is not in what happened to the two people, but in what they said to themselves about what had happened.

Most of the beliefs that get us into trouble are filled with "shoulds" and "oughts." They are basically demands that life, the world and other people should be the way that we want them to be. When they are not, we get upset, angry, depressed or devastated. These beliefs are essentially like the beliefs of a spoiled child who has grown up.

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Maybell Memos

The Art of Encouragement in Therapy

Altogether in every step of treatment we must not deviate from the path of encouragement.

(Alfred Adler in *The Individual Psychology of Alfred Adler*, page 342)

Essentially Individual Psychology is a method of limitless encouragement.

(Alfred Adler from *Individual Psychology*, page 27)

Encouragement means... to restore the client's faith in himself, the realization of his strength and ability, and the belief in his own dignity and worth.

(Rudolf Dreikurs from *Psychodynamics, Psychotherapy, and Counseling*, page 13)

Therapeutic Encouragement is a deliberate communication conveyed through attitude, words and actions that sends the message that the client is worthwhile as she is, has strengths and resources to solve life's problems, and has the intrinsic ability to enhance her life and the lives of others.

(Steven A. Maybell)

Only the activity of an individual who plays the game, cooperates, and shares in life can be designated as courage.

(Alfred Adler in *Superiority and Social Interest*, page 60)

Courage is not the absence of anxiety, it is rather the capacity to move forward in spite of anxiety.

(Rollo May in *The Courage to Create*)

Courage means moving forward without the guarantee of success.

(Robert L. Powers)

ENCOURAGEMENT METHODS

Strengthening the Therapeutic Alliance

All of the elements listed in "Elements of Encouragement" help "build the bridge" of the therapeutic relationship, strengthen and empower the client - building the client's courage to face life and to contribute to life.

Education

Whenever we take the time to impart relevant information which increases the client's knowledge of their difficulties, their relationships, and strategies that are designed to effectively address their life challenges - clients are armed with new resources to move forward with enhanced courage. Education takes many forms, e.g. about relationship dynamics and skills, about stress and stress management, about loss and the grieving process, or about the dynamics of trauma.

Psychoclarify

Helping client's to understand their own unconscious belief system and goal orientation, how it impacts their social field, and makes their difficulties "necessary" is ultimately encouraging. This empowers clients to see integrity in their own discouraging experiences, provides the impetus for considering new possibilities, and strengthens the client's courage.

Processing

Taking the time to work through high impact experiences - losses and traumas, helps clients "move down the track" so to speak in their inner and outer worlds. This process provides empathy, validation, clarity, relief - stimulating movement forward. It lightens the client's psychological burden, and thus increases the client's courage to move forward in productive and contributive ways.

Generating New Possibilities of Meaning, Purpose, and Action

The process of creating new possibilities with the client - enhances courage. Whether considering a new approach to a relationship or other life challenge, re-writing and reproducing early memories, re-creating client based metaphors or children's self created stories - or other methods that open up new possibilities enhances courage.

Paradox

An approach where the therapist takes the position of helping the client to appreciate - based on the client's life experiences and interpretation of those experiences, just how important and essential the symptom or dysfunctional behavior actually is ... is the ultimate in empathy, validation, respect, and empowerment.