



Idaho Society of Individual Psychology

# The ISIP Newsletter

Volume 43, Number 1

May / June 2020

MEANINGS ARE  
NOT DETERMINED  
BY SITUATIONS,  
**BUT WE**  
DETERMINE  
OURSELVES BY  
THE MEANINGS  
WE GIVE TO  
SITUATIONS.  
-ALFRED ADLER

## 2020 Spring Training Calendar

- Series Workshops -  
Spring Workshops - *The Series*

**Unfortunately we had to cancel the spring workshops for 2020 due to the Coronavirus.**

### Advanced Spring Workshop

We have moved the spring workshop to online learning!  
Visit our website for more information.

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](mailto:adleridaho@gmail.com)

## Thank You to our 2020 Conference Sponsors!



Mental Health Specialists  
Pocatello, Idaho



**RECOVERY 4 LIFE**  
Changing lives one family at a time



**BestNotes**



---

---

## THE 1ST OF 9 PRINCIPLES OF ADLERIAN PSYCHOLOGY ~WES WINGETT

*People are social beings seeking ways to connect and contribute in families, schools, and communities.*

People are social beings who want to contribute and belong first in a family, then in an educational setting, and then in the larger community.

Alfred Adler was born on the outskirts of Vienna, Austria in 1870. His father was a grain merchant, his mother did not work outside the family home that eventually included seven children, and Alfred was the second child and the second son. Adler's experiences and his theory were impacted by some events within his family of origin. When Adler was four years of age his brother Rudolf died in the same room where they both slept. Adler's family was impacted by an economy characterized by many peaks and valleys and times of economic insecurity. Adler's family was a Jewish family in a predominantly non-Jewish area.

Alfred Adler has been considered to be one of the first social psychologists. His theory and practice centered on understanding and empowering democratic leadership in three social arenas, the family, the school, and the community. Democratic leadership would be characterized as environments embracing the idea of freedom with order in families, schools, and communities. Democratic leadership would be contrasted with autocratic leadership characterized as order without freedom and anarchy characterized by freedom without order.

In addition, Adler believed that at birth humans entered a family seeking connection and needed help from others to evolve into socially responsible individuals. Eventually each individual in the family would contribute to the good of the family. This tradition of helping others hopefully would continue in schools and communities.

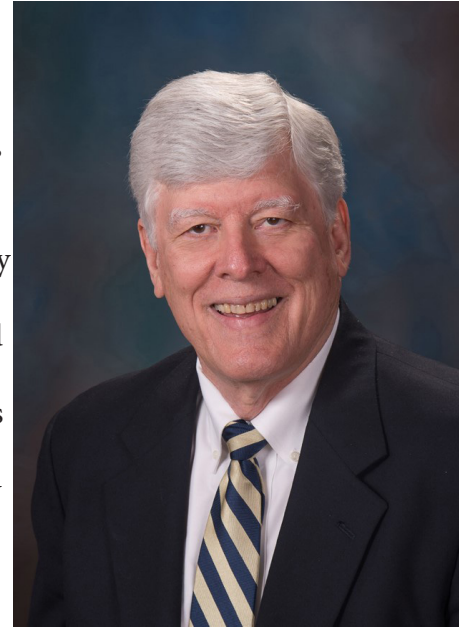
After finishing medical school Adler wrote his first publication focusing on a social problem, that is, the working conditions of tailors. In 1895 Adler identified a social problem, described the social problem, and created possible solutions to treat that specific problem.

After his fourth tour of duty in the military, Adler returned to Vienna in 1919 and began working with parents, teachers, and students in child guidance centers in Vienna. The movement toward learning democratic principles in families and schools were introduced in post-World War I Vienna. Families that had been impacted by war characterized Vienna. Families were affected by the death and injuries of loved ones, families were affected by division and displacement. Some families were living in poverty. Adler and his associates began working with Viennese families and their teachers.

Adler and his colleagues worked together to encourage and empower personal and social understanding and responsibility in families and schools. In the early 1930's 33 child guidance clinics had been established in Vienna.

Adler's work in communities continued after his completion of medical school, the writing of his first paper, and the opening of a medical practice that was located near the circus in Vienna where people with a variety of issues sought his help.

Adler's influence and his socially forward thinking have influenced families and schools through family and teacher education. His influence in the community has impacted psychiatric hospitals and psychiatric day care centers, all Twelve Step programs, and positive and productive work place relationships. Adler's theoretical emphasis on equality, education, encouragement, empathy, creative problem solving, and personal and social responsibility has positively influenced families, schools, and communities.





## Encouragement is in order

*Ted Warstadt*

Current worldwide concern related to Covid 19 has contributed to considerable anxiety, fear, confusion and conflict. Many individuals have lost SO much. They have lost loved ones, lost employment and peace of mind.

Maintaining a healthy perspective during challenging times is not an easy task. Adding to that is the fact that we have been medically prescribed social isolation due to safety issues. We are in a unique situation where we have been asked to limit our face to face social interaction – the incredible fertilizer for growing the produce of encouragement.

So many are struggling to solve problems related economy, mental health and safety. At this time in our world history it may be helpful to remember that there have been, there are, and there ALWAYS will be those whose life experience has served as examples of inspiration and encouragement to others. There are many examples of those who have offered encouragement in the course of human history; one is Alfred Adler.

Alfred Adler dedicated his life and career to promoting encouragement. He did this while seeing through the eyes of equality and love. Adler actually referred to his approach to psychology as a “method of limitless encouragement”. This is quite a statement when considering the challenges that he experienced throughout his childhood and adult life. His promotion of encouragement came despite his own numerous challenges. He himself overcame considerable obstacles. At the age of four he witnessed the death of a sibling due to pneumonia. Rickets prevented him from walking until he was four years old. At age five he nearly died of pneumonia. He had

poor eyesight and was nearly ran over by a car on two occasions. In short, Adler struggled significantly in his formative years. He was a sickly child who struggled in school. One of his teachers suggested to his parents that he become an apprentice to a shoemaker.

This was the man who indicated that the chief danger in life is that people take too many precautions. Through his tenacity, kindness and optimism, Alfred Adler has given the world a rich history of intellectual and philosophical depth with his contribution to human services -- Individual Psychology.

Adler’s encouraging approach to emotional wellness involves a process of unoffensively allowing the individual to question his or her own beliefs. This is done in a gently guiding manner. He helped others to look beyond the restrictive, limiting lenses of personal perception and embrace new vistas. His approach allows individuals to look at their behavioral problems as mistakes and to then develop the freedom to see more favorable potentialities and outcomes. Adler summarized his approach to mental wellness with this: “In Individual Psychology, during its mild barrage of questions, the erring person experiences grace, redemption, and forgiveness by becoming a part of the whole”. Many individuals over the past century have benefitted from Adler’s encouraging approach to emotional wellness. Many have felt peace and wholeness as the result of experiencing healing through Individual Psychology.

In returning to the current matter at hand – the challenges posed by a worldwide pandemic. These challenges are real. There are various competing ideas on how the individual, the family, the state, nations and the world should approach this difficult challenge. Perhaps, however, it would do us well to dig into the positive experiences of humanity and look to encourage and to be encouraged—to help others and be helped by others. We would do well to develop an interest in the interest of others. All others.

We know that infirmity, injustice, trauma and tragedy may appear to hinder one person’s development,



*Ted Warstadt*



while another may seem to travel an unobstructed path toward the attainment of his or her goals. It is not needful, however, to compare our perceived personal misfortunes or advantages to those of others. Looking for superiority or inferiority in interpersonal comparisons, in short, is competitive in nature and may reap very narrow, constricting, self-assuming and socially disconnected emotional results – and at the expense of the peace that is experienced by seeing through the eyes of equality. After all we have an opportunity to see that we are literally “all in this together”. It could be beneficial for us to seek to improve our abilities while engaged in constructive involvement with our fellow beings. Additionally, while recognizing that life will inevitably place before each of us a variety of unexpected obstacles, we can receive some reassurance in recognizing this truth: the mere presence of even the most severe and extreme forms of adversity can never eliminate the opportunity for individual personal growth and development. Ironically, we frequently find that the most significant personal accomplishments occur amid life’s most difficult and undesirable challenges. Such was the case of Alfred Adler - our encouraging pioneer in Positive Psychology.

## THE ISIP 2020 BOARD OF DIRECTORS

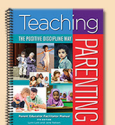
President- Dave Webster  
President Elect - Ric Boyce  
Secretary - Karen Dietz  
Past President - Raissa Miller  
Treasurer - Julene Coston  
Historian - David Teed  
Member-at-Large - Rodney Dotson  
Member-at-Large - Staci Cooper  
Member-at-Large - Brandon Clark  
Member-at-Large - Charity Potter  
  
Executive Director - Edward Mowry

### ***Stay Tuned!***

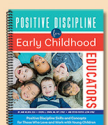
The ISIP Board has been working to find the best way to offer trainings during this trying time. We are still hoping to offer training opportunities this fall as well as the conference in spring of 2021. Please continue to check the website at [www.AdlerIdaho.org](http://www.AdlerIdaho.org) to keep up to date with adlerian training opportunities here in Idaho!



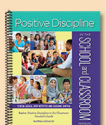
#### Training and Certification



Parent Educator



Early Childhood



School & Classroom

### Positive Discipline Association

The Positive Discipline Association is the premier provider of training, certification, and distribution of Positive Discipline materials for creating respectful relationships in homes and schools. Positive Discipline teaches important social and life skills in a manner that is respectful to both adults and children. Children who have experienced trauma need secure relationships, appropriate boundaries, and problem solving skills. Positive Discipline provides resources for developing these skills.