58th Annual Conference
Greater Minneapolis/St. Paul Area, Minnesota

Featuring an International Forum entitled:
“The Innovative Adlerian: Working Outside the Lines”

For Psychologists, Business Leaders, Teachers, Parents, Social Workers, Child Care Workers, Marriage and Family Therapists, Counselors, Principals, Parent Educators, and Ministers

Hosted by
The Adler Graduate School of Richfield, MN

June 10-13, 2010
The Ramada Mall of America
BEYOND SUCCESS & FAILURE
Willard & Marguerite Beecher

- In Beyond Success & Failure the Beechers do not offer any panaceas, nor do they provide you with elaborate programs and disciplines.

- They show how to find your own center of gravity inside yourself and begin to know the satisfaction that flows from using your own talents and living as a responsible adult.

- What are your “mistaken certainties”?

- Discover the freedom of being responsible and self reliant.

Price: $11.95 + Shipping & Handling

SIN OF OBEDIENCE
Willard & Marguerite Beecher

- Some unique essays which define a common sense approach to psychological health.

- “Never--but never--seek the Right Way to do anything. Find your own way.”

Price: $7.95 + Shipping & Handling

www.willardmargueritebeecher.org
beecherfoundation@att.net
The 58th Annual NASAP Conference in the Twin Cities

In 2010 we are delighted to be hosted in the twin cities of Minneapolis/St. Paul, home of the Adler Graduate School. The conference location is central and in close proximity to the Mall of America which has entertainment for children and, of course, mega shopping. This mall is the largest fully enclosed retail and family entertainment complex in the United States.

Minneapolis/St. Paul is best known in Canada as the place where Mary Tyler Moore threw her hat in the air and was going to “make it after all.” This event is commemorated with a statue of MTM in downtown Minneapolis. This is also the location where Bob Dylan, Judy Garland, Garrison Keillor, Jessica Lange, Roger Maris and Prince have their roots. Known as the capital for the arts in the Midwest there are more theatre seats per capita than any other American city except NYC.

The Adler Graduate School, an affiliate of NASAP, is a strong host for this years’ conference. The school has a rich history of Adlerian tradition and was originally founded through the support of psychiatrist Dr. Dreikurs in 1967 as the Minnesota Adlerian Society. The school will be providing a tour of their wonderful facilities for conference attendees. In the tradition of honouring the significant contributions of Adlerian masters in their home, Jim Bitter and Betty Lou Bettner will be remembering Manford Sonstegard at lunch on Saturday of the conference. Manford Sonstegard was a past president of NASAP, a teacher, supervisor, counselor, and educator. He opened numerous family education centers and was an expert in Adlerian group therapy.

The conference within a conference theme is "The Innovative Adlerian: Working Outside the Lines." This topic will highlight the creative ways that Adlerians contribute to healthy communities. To initiate this important discussion Dr. Richard Watts is our Friday morning speaker. Dr. Watts is a Professor and Director of the Center for Research & Doctorial Studies in Counselling Education at Sam Houston University in Texas. Dr. Watts has authored numerous books and articles on Adlerian theory and practice and he is a current board member of NASAP.

We are delighted to have Dr. Betty Lou Bettner opening the conference as the Ansbacher lecturer on Thursday evening. Betty Lou Bettner is known nationally and internationally for her works as an author, counselor and workshop facilitator. On Saturday morning we are privileged to have Congressman Jim Ramstad speaking to us from the Harvard University Institute of Politics. Congressman Ramstad has a long history of civic and community involvement and has been the recipient of many awards including the Fulbright Distinguished Public Service Award, Legislator of the Year and he was named the “Leading Light for Seniors.”

Following the successful format in Hershey, the conference days will begin with a town hall meeting followed by over 60 presentations. The presentations will allow you to enhance your knowledge and skill in areas of schools, family education, therapy, counseling, organization and development and theory and research. The Beecher reception, two luncheons and an all inclusive Saturday evening dinner will offer valued time for us to socialize and to connect.

Please join us in Minneapolis/St. Paul for an exciting 58th Annual NASAP Conference.

Teal Maedel
NASAP President
WEDNESDAY, JUNE 09, 2010
2:00 - 5:30  Board of Directors’ Meeting *(Open to all)*
4:00 - 6:00  Registration

THURSDAY, JUNE 10, 2010
8:00 - 7:00  Registration
9:00 -12:00  Board of Directors’ Meeting *(Open to all)*
1:00 - 5:00  Board of Directors and Council of Representatives Meeting *(Open to all)*

PRE-CONFERENCE WORKSHOPS - THURSDAY
9:00 - 5:00  Full Day Workshop
    F-1. Building Life Together: Adlerian Principles for Couples and Couples Counseling - Bitter and Duba (ACT)
    F-2. Adlerian Family Counseling: Demonstration, Analysis & Skill Building - Walton and Eckstein (ACT)
    F-3. Managing Life Transitions - Balla (OD)

*NOTE: A one hour lunch break will be taken at the discretion of the presenters and participants*

8:00 -Noon Half Day Morning Workshop
    H-A. Using the BASIS-A with Clients, Parenting Groups, and Organizations - Belangee and Frey (ACT)

1:00 - 5:00 Half Day Afternoon Workshop
    H-B. When “Nothing Works”: 52 Effective Tools for Parents and Teachers - Maguire and Nelsen (FE)

7:00 - 9:00  Heinz L. and Rowena R. Ansbacher Lecture:
             “Adler on the Task of Intimacy” Betty Lou Bettner, Ph.D.

9:00 - 10:00 Willard and Marguerite Beecher Reception

---

Willard & Marguerite Beecher Reception
*Sponsored by: The Willard & Marguerite Beecher Foundation* 
*Publishers of: Beyond Success & Failure • Mark of Cain: An Anatomy of Jealousy Sin of Obedience • Parents on the Run* 
All titles are available in the bookstore or from the 
Willard & Marguerite Beecher Foundation
P. O. Box 833027, Richardson, Texas 75083-3027 • Phone: 972-863-3507 • Fax: 972-234-0101 
Heinz L. & Rowena R. Ansbacher Lecture

Thursday, June 10 at 7:00 PM

Adler on the Task of Intimacy
Betty Lou Bettner, Ph.D.

This lecture is dedicated to Drs. Heinz and Rowena Ansbacher, introduced to each other by Alfred Adler, and the authors of The Individual Psychology of Alfred Adler. Adler’s theory was based on social embeddedness and the basic need for every human being to belong. He described love in all of its variations as a feeling of belongingness. His words emphasize that need in his famous quote: "The fundamental guarantee of marriage, the meaning of marital happiness, is the feeling that you are worthwhile, that you cannot be replaced, that your partner needs you, that you are acting well, and that you are a fellow human and a true friend." While the need to belong is basic to everyone, the creative solution to fulfill that need is unique to each of us.

Betty Lou has a Ph.D. in Clinical Psychology after receiving degrees from Neumann University, Bowie University, and The Union Institute & University, and is a NASAP diplomat in Adlerian Psychology. She has a private practice in Media, PA and serves on the faculty of Holy Family University in Newtown, PA. Betty Lou served on NASAP’s Delegate Assembly for ten years, was the director of the Family Education Center for the Springfield School District, in Springfield, PA for 25 years, a member of the Advisory Board of Children & Youth Services of Delaware County, PA, a staff member for the International Committee of Adlerian Summer Schools and Institutes (ICASSI), and a contributing column editor of the Journal of Individual Psychology. She is the author of The Creative Force, How Children Create Their Personalities translated into Hebrew and Greek; the co-author of Raising Kids Who Can, A Parent’s Guide to Understanding and Motivating Children, Responsibility in the Classroom, and editor of the Adlerian Resource Book. Betty Lou is a member of the American Counseling Association and the Pennsylvania Counseling Association.

Our degree of alienation – or distance from the living now – is a direct ratio to our habit of wishful thinking.

– Beecher & Beecher
FRIDAY, JUNE 11

7:30 -10:00  Registration

8:00 - 6:00  Bookstore and Hospitality

8:15 - 8:45  Town Hall Meeting: Welcome from NASAP President Teal Maedel and an Overview of the Conference andNASAP

12:00 Noon  Silent Auction Begins

8:45 - 9:45  Plenary Session  (CWC) - Richard E. Watts, Ph.D.

Plenary Session:
Richard E. Watts, Ph.D.
The Innovative Adlerian: Past, Present, Future

Although not necessarily acknowledged as innovative, Adlerians have always been remarkably progressive in terms of both theory and practice. This plenary session will identify and discuss selected ways that Adlerians have been innovative (past), are currently innovative (present), and ways that they may be so in the future. In discussing the future, audience members will be asked to contribute suggestions regarding how Adlerians may continue to be innovative in both theory and practice.

ATTENTION:
Travelers from Outside the USA

Identification requirements were implemented for all individuals entering the United States from Canada and other Western Hemisphere countries. These requirements apply to those who enter the U.S. by air, land, or sea. A passport, NEXUS card, FAST card or other approved documentation is accepted as valid documentation in these instances. A driver’s license is no longer acceptable as valid identification when entering the country via airplane.

The degree of a person’s social interest determines his ability and willingness to function socially;…
Thus, Adler found that social interest was a gauge for defining normalcy, both for the individual and for the group.
– Dreikurs
The sessions are coded using the following KEY:

ACT - Adlerian Counseling & Therapy
Board - Invited Presentations
CWC - The Innovative Adlerian: Working Outside The Lines Presentations . . . Focusing on the Conference-within-a-Conference Theme (CWC)
ED - Education
FE - Family Education
OD - Organization Development
PC - Professional Clinicians
TR&T - Theory, Research, & Teaching

Brief Description of Each Section

Adlerian Counseling and Therapy serves and encourages counselors and therapists to balance the equally important needs for optimal development of the individual as well as social responsibility; this is done by networking and sharing Adlerian ways of working with clients and communities.

Education encourages the application of Adlerian psychological theory and techniques to the specific concerns of education. Members are professionals and non-professionals in the field of education. Education members are dedicated to promoting Adlerian principles as best practice in their perspective school environments. The goals include the sharing and exchange of information, research, and ongoing successful experiences using these best practices in the classroom.

Family Education applies Adlerian principles to the home. Members are professionals and non-professionals dedicated to understanding and improving family relationships between children and adults, within couples, and among individuals.

Organization Development applies Adlerian principles to the workplace by helping individuals, teams, and the overall structure of organizations to move toward healthy patterns of functioning. Aids are provided to create a strategic vision and mission that helps members understand more fully their responsibilities and accountabilities in the workplace.

Professional Clinicians promotes training, knowledge, and teaching of Adlerian psychology for use in clinical setting, and encourages interfacing with other schools of thought.

Theory, Research, and Teaching promotes teaching and research on Adlerian topics in psychology, education and related fields. It fosters the presentation of such research
10:00-11:30 Conference Presentations
1. Elder Circle: Reflections and Musings from Seasoned Adlerians - Pew, Linden, and Edna Nash (Board)
2. Creating Comprehensive Case Formulations in the Diagnosis and Treatment of Children and Adolescent Mental Health Disorders - Post (PC)
3. Use of the Most Memorable Observation: An Innovative Therapeutic Technique - F. Walton (ACT)
4. 3-2-1 - Do Groups? Wanna Do Groups? This is for You! - Milliren (ACT)
5. Successful Striving or Failing to Thrive? A Graduate Student Forum - Stone O’Brien, Beaman-Kogan, Johnson-Migalski, Staneff, Hudson, Nzeke, and Bernovich (PC)
8. Mutual Respect Relates to Need to Belong and to Contribute - Dreikurs Ferguson (TRT)

11:30-11:45 Break

11:45-12:45 Conference Presentations
1. Introduction to Adlerian Psychology - Markowski (Board)
2. Utilizing Competency-based Adlerian Psychotherapy to Improve Therapeutic Effectiveness - Sperry and Sperry (TRT)
3. Early Recollections and Experiences of Immigration - Bluvshtein (PC)
4. Collaborative Adlerian Leadership Training for School Counselors and Principals - DeVoss (ED)
5. Parenting from a Distance - (Workshop for State Correctional Inmates) - Mader (FE)
6. Infusing Adlerian Principles into a University Medical School Curriculum - Eckstein (TRT) (CWC)
7. Dialectics of Masculine & Feminine Protest: Bullies and Cowards - Laube and Obsatz (ACT)

12:45-1:30 Lunch (Ticket Needed)
Meetings: Sections/Affiliates/Long Range Planning (All are Welcome)

Cancellation Policy
In order to receive a partial refund, due to cancellation, all requests must be in writing. Requests postmarked by May 15, 2010 will be assessed a $50.00 charge. Requests postmarked after May 15 will have a $100.00 charge. Meals will only be refunded if cancellation comes in prior to the hotel’s deadline.
1:30-2:30  **Conference Presentations**
1. Balance through Breathing - Goodermont (ACT) (CWC)
2. The Inequality in Conflict - Brokaw (ACT)
3. The Adlerian Perspective on the Psychology of Religion and Spirituality - Rosen (TRT)
4. Research and Clinical Applications of Social Interest and Self Transcendence - Sperry & Sperry (TRT)
5. Adlerian Principles Applied with Three Unique Groups of Older Adults - Bilkey (ACT) (CWC)
6. Reaching Out...Working with Parents of Out-of-Control Teens - Lowe (FE)
7. Student Forum: Where do You Fit in NASAP? - Belangee (Board)

2:30 - 3:00  **Break**
*Sponsored by the Adler School of Professional Psychology Alumni Assn.*

3:00 - 5:00  **Conference Presentations**
1. Caregiving the Caregiver - Balla (ACT)
2. Dear Adlerians - Add Rational Emotive Behavior Therapy to Your Lives! - Ellis (ACT) (CWC)
3. Tools for Creating Peaceable and Inclusive Classrooms - Breeding (ED)
4. Divining a Path: A Lifestyle Journey - Wingett (ACT)
5. Kurt Adler, MD, PhD, Performs an Adlerian Intake Interview - Garrell (PC)
6. DSM: The Baby and the Bathwater - Rasmussen and Williamson (PC)(CWC)
7. Transforming the Challenging Child: The Nurtured Heart Approach - Feigel (FE)
8. The Courageous Parent - K. Walton (FE)

5:00 - 7:00  **Tour of Adler Graduate School**
Bus service to and from the AGS will run continuously from 4:45 - 7:15
Students meet at the school with Betty Lou Bettner (2010 Ansbacher Lecturer) 5:30 - 6:15

---

*The person who clings to hesitation between two tendencies or inclinations is generally trying to reach a negative goal, not openly but by running, and the purpose of his contradictions is to hide his goal from his own conscience.*

– Dreikurs
NASAP 2010 Schedule Summary

SATURDAY, JUNE 12

8:00 - 10:00  Registration
8:00 - 4:00  Book Store & Hospitality
8:15 - 8:45  Town Hall Meeting: The Business of NASAP and NASAP Awards
8:45 - 9:45  Plenary Session - U.S. Representative Jim Ramstad (MN-3) (1991-2009)

Plenary Session:
Jim Ramstad
The Fight for Parity for Mental Illness and Chemical Dependency

Congressman Ramstad will focus on the difficulties many persons in the United States face in gaining access to mental health and chemical dependency services and the work he has done to facilitate parity as it concerns this access. He will call upon nearly three decades of experience as a state and federal legislator as he discusses one of our nation’s most challenging public health problems; that is, the devastation caused by mental illness and chemical dependency and the fact that millions of persons in the United States have not been able to secure help for these problems. Congressman Ramstad will also discuss some of the efforts he has participated in or lead that are meant to remedy these inequities.

Jim Ramstad served as a Member of Congress for 18 years prior to his retirement in 2009. Ramstad was a member of the House Ways and Means Committee, the Health Subcommittee and Chairman of the Oversight Subcommittee. Jim also co-chaired the Addiction Treatment and Recovery Caucus. Jim sponsored the Mental Health Parity and Addiction Equity Act for 12 years before it became law in 2008. Ramstad was named “Legislator of the Year” in 1998 by the National Association of Alcoholism and Drug Addiction Counselors and in 1999 by the National Mental Health Association. Ramstad also received the Distinguished Service Award from Hazelden Foundation and the Lifetime Achievement Award from Johnson Institute. Ramstad served as a First Lieutenant, U.S. Army Reserve, and a Criminal Justice attorney. He also served 3 terms in the Minnesota Senate and was Assistant Minority Leader. Jim received his B.A. degree (Phi Beta Kappa) from the University of Minnesota (1968) and his J.D. (with Honors) from George Washington University (1973).
NASAP 2010 Schedule Summary

9:45 - 10:00  Break

10:00-11:30  Conference Presentations
1. Open Family Forum - Bitter (Board)
2. Organizational Life Style Process - Premo and Andrews (OD) (CWC)
3. Strengths Processing Through Over-Use and Under-Use - Milliren (ACT)
5. Speaking Your Client’s Language: Using Lifestyle to Cultivate a Healing Relationship - Bauman (ACT)
6. How Coloring Books are Ruining the World – Leonard (ACT) (CWC)
7. The Interpretation of Details in Early Recollections – Clark (PC)

11:30-11:45  Break

11:45-12:45  Conference Presentations
1. Professors’ Forum: Is Individual Psychology a Static or Dynamic Theory? - LaFountain, Rasmussen, Watts, Main, and Saiz (Board) (CWC)
2. CHARGE and Adler, and What They Teach Me - Hartshorne (TRT) (CWC)
3. Developing Team Ownership of Individual Life Styles In Male Group Therapy - Noble and Early (ACT)
4. Treating Self-Injury from an Adlerian-feminist Framework - Healey and Byrd (ACT) (CWC)
5. Body, Mind and Spirit: “Vitamins” for Your Whole Health - McKay (TRT) (CWC)
6. The Application of Adlerian Principles in Public vs Private Practice - McDonough (PC)
8. Poster Session Begins

12:45-1:30  Lunch (Ticket Needed) All are welcome to listen to Sonstegard Remembered by James Bitter and Betty Lou Bettner

1:00  Silent Auction Ends
Check at registration desk to see if you had the highest bid!

Badges & Dress

Please wear your conference badge at all times. It will be your admission to all sessions and will help us to welcome you to activities. Dress code for the conference is casual.
1:30 - 2:45 **Conference Presentations**
1. Integrating Spirituality/Religion into Adlerian Practice - Hawkins (ACT) (CWC)
3. Family Constellation: A Multi-sensory Approach - Wingett (ACT)
4. Psychophysiology of Empathic Resonance; Applications to Adlerian Theory - Nash and Nash (TRT) (CWC)
5. Social Intelligence, Emerging from Brain Research, as a Tool for Change - Kyle and Page (TRT) (CWC)
6. An Adlerian Approach to Obsessive Compulsive Disorder - Hedberg (PC)
7. Using the Philosophy of “Acting As If…” to Engage the Reluctant High School Student - Chancler (ED)
8. Poster Session Ends

2:30 - 3:00 **Break**
*Sponsored by the Adler Graduate School Student Association*

3:00 - 5:00 **Conference Presentations**
2. Adlerian Approach to Encouraging Resilience: Caregiver and Person with Dementia - Pinke (ACT) (CWC)
3. Authentic Renewal: Cultivating Wholeness in the Second Half of Life - Schaefers (ACT) (CWC)
4. Transforming Stress - Owen-Sohocki (ACT)
5. An Expanded Approach to Understanding and Using Birth Order - Brokaw (ACT)
6. The Key to Improving Therapist Effectiveness and Client Outcomes - Chesin and Wright (ACT)
8. The Love Triangle Tool - Balfany and Premo (ACT) (CWC)

6:00 - 7:00 **Cash Bar**

7:00 - 9:00 **SATURDAY EVENING EVENT - BANQUET**
*The price of the banquet is included in the 2-day registration fee*

**SUNDAY, JUNE 13**

**Post-Conference Workshops - Half Day 8 - 12**
H-C. Belonging, Movement, and Choice in Adlerian Therapy - Markowski (ACT)
H-D. Ethics? Shark Tank? Or Gold Fish Bowl? - Milliren & Harris (Board)
ABOUT THE HOTEL AND CONFERENCE CENTER

255 rooms, 2 floors. Room rate for the conference is $115.00 (up to quad). The deadline for this rate is 05/18/2010, after that date rooms may not be available. If they are available, you will be charged the full price for your room rather than the guaranteed rate. You must make your own hotel reservations separate from the conference registration PRIOR to the deadline.

The Ramada Mall of America is the only local hotel to offer an outdoor pool and patio bar for your summer enjoyment! We invite you to come and see our newly renovated lobby and sleeping rooms including new bedding package, furniture and 32’ flat panel TV's. The hotel is adjacent to the Mall of America and approximately two miles from the Minneapolis/St. Paul International airport. The hotel operates a free shuttle to/from the airport (24 hours) and the Mall of America. For onsite recreation, enjoy the indoor pool, outdoor pool, game room, fitness room and Joke Joint Comedy Club located on property. For added convenience, the hotel offers a 24-hour front desk, fax and copier access, business center, in-room safes, wake-up calls, free newspapers, and free parking for guests. The hotel allows pets, but restrictions and fees apply. If you plan to bring your pet, please contact the hotel before your arrival to confirm the current pet policy. There are 255 rooms at this hotel. Smoking rooms and rooms equipped for the physically challenged are available upon request. Standard amenities include free wireless high-speed internet, clock radios with MP3 capability, coffeemaker, HBO & ESPN, data port, hairdryer, iron, ironing board, and voicemail telephone.

Other hotel amenities (additional fees may apply to some amenities) include: restaurant on site, hot tub, fitness facility, kids activities, dry cleaning/laundry, golf course, tennis courts, interior corridors, full handicap facilities, pay per view movies, game room, work desk, ATM machine on property, and complimentary newspaper.

Local attractions include: IKEA store, Mall of America, Nickelodeon Universe, Hubert Humphrey Terminal (all 1 block away), Fort Snelling, Minnesota Zoo, Institute of Art, Metro Dome, MN Childrens Museum and Sculpture Garden, Harriet Island, Science Museum of MN, Valley Fair Amusement Park, Mystic Lake Casino, and Downtown Minneapolis.
**NASAP 2010**

**NASAP**

The mission of NASAP is to foster and promote the research, knowledge, training and application of Adlerian Psychology, maintaining its principles and encouraging its growth.

The North American Society of Adlerian Psychology was founded in 1952 under the leadership of psychiatrist Rudolf Dreikurs to promote the growth and understanding of the philosophy of psychiatrist Alfred Adler (1870-1937). Adler's ideas embraced the concepts of social equality, mutual respect, encouragement, holism, and an optimistic view of human potential. He pioneered ideas and techniques now familiar to practitioners in Cognitive Therapy, Reality Therapy, Ericksonian Therapy, Rational Emotive Therapy, Existential Psychotherapy and Family Therapy, to name but a few. Adlerian concepts are used creatively by human resources professionals, marriage and family therapists, addictions counselors, parent educators, health care professionals, parents, and many others who have discovered the effectiveness of Adlerian Psychology.

In keeping with its democratic principles and strong educational thrust, membership in NASAP is open to professionals and non-professionals alike. Its roster includes psychologists, psychiatrists, counselors, educators, social workers and ministers, as well as parents, other interested individuals, and community organizations.

**CE Credits**

NASAP is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. NASAP maintains responsibility for this program and its content. NASAP is also recognized by the National Board of Certified Counselors (NBCC) to offer continuing education for counselors. Many State Boards of Social Work, such as PA, will accept APA CEs. Social workers are encouraged to check with their State Boards. In addition, the Canadian Guidance and Counseling Association (CGCA) has approved the NASAP Conference and Workshops for continuing education. There is an additional fee of $25 for non-members of CGCA who wish to receive CGCA continuing education units.

Participants may gain seven Continuing Education Hours for attending one full-day or eight credits for two half-day pre-conference workshops. A total of 13 Hours of Continuing Education may be gained for attending the Friday/Saturday portion of the conference. Another two credits are available for the Ansbacher Lecture on Thursday evening. Four CE’s may be acquired at the post-conference workshops. The maximum number of Continuing Education Hours that can be earned for this conference is 27. All participants wishing to receive CE Hours or CEUs must complete the appropriate forms and have their attendance at each activity verified by the appropriate room monitor. To receive CE Hours or CEUs, participants must attend the entire workshop or presentation for which credit is requested and complete the evaluation form for that workshop or presentation.
**NASAP Board of Directors**

President:
**Teal Maedel, M.A.**  
Vancouver, BC CANADA

Vice President:
**Mary Frances Schneider, Ph.D.**  
Skokie, IL

Secretary:
**Deb Bailey, M.A.**  
Langley, BC CANADA

Treasurer:
**Joyce DeVoss, Ph.D.**  
Tucson, AZ

Director:
**John Newbauer, Ed.D.**  
Fort Wayne, IN

Past-President:
**Mel Markowski, Ph.D.**  
Greenville, NC

President-Elect:
**Al Milliren, Ed.D.**  
Flossmoor, IL

Executive Director:
**Becky LaFountain, Ed.D.**  
Hershey, PA

---

No organization grows without leadership. We are proud to list the presidents who have served NASAP in the past. The leadership of NASAP also includes members of the Board, the Executive Committees, and the Delegate Assemblies and Councils of Representatives over the past 55 years. Fortunately their names are too numerous to include, but we warmly acknowledge and deeply appreciate their contributions.

**Former Presidents of NASAP**

1952-53  Alexandra Adler, M.D.*  
1953-54  Lydia Sicher, Ph.D., M.D.*  
1954-56  Rudolf Dreikurs, M.D.*  
1956-60  Heinz L. Ansbacher, Ph.D.*  
1960-62  Bernard H. Shulman, M.D.  
1962-63  Kurt A. Adler, M.D.*  
1963-65  Helene Papanek, M.D.*  
1965-67  Manford A. Sonstegard, Ph.D.*  
1967-68  Harold H. Mosak, Ph.D.  
1968-71  W.L. Pew, M.D.*  
1971-72  Walter E. O’Connell, Ph.D.*  
1972-75  Robert L. Powers, M.A.  
1975-76  Leo Gold, Ph.D.  
1976-78  Francis X. Walton, Ph.D.  
1978-79  Harold V. McAbee, Ed.D.*  
1979-80  Edna M. Nash, M.Ed.  
1980-82  Ronald J. Pancner, M.D.  
1982-84  Kathleen A. Walton, B.A.  
1984-86  Guy J. Manaster, Ph.D.  
1986-90  Don Dinkmeyer, Jr., Ph.D.  
1990-92  Joyce L. McKay, Ph.D.  
1992-94  Robert Armstrong, Ph.D.  
1994-98  Mary Jamin Maguire, M.A.  
1998-00  Jane Griffith, M.A.  
2000-02  James R. Sulliman, Ph.D.  
2002-04  John F. Newbauer, Ed.D.  
2004-04  Daniel G. Eckstein, Ph.D.  
2004-06  Erik Mansager, Ph.D.  
2006-08  Edward ‘Mel’ Markowski, Ph.D.  

*deceased
Diplomates

The diplomate in Adlerian Psychology is the highest professional recognition offered by NASAP. The diplomate is awarded to those NASAP members who demonstrate the utmost level of professional accomplishment in and contribution to Adlerian Psychology through the many fields in which it is applied. Please contact the NASAP office regarding more detailed information about the diplomate at 717-579-8795 or info@alfredadler.org.

NASAP Diplomates
as of May 2009

Alexandra Adler*  Michele Frey  Gary McKay
Heinz L. Ansbacher*  Jane Griffith  Joyce McKay
Roger Ballou  Rob Guttenberg  Cameron Meredith
Robert Bartholow*  Timothy Hartshorne  Al Milliren
Susan Belangée  Clair Hawes  Edna Nash
Betty Lou Bettner  Riki Intner  Jane Nelsen
James Bitter  Richard Kopp  John Newbauer
Roseanne Boldt  Becky LaFountain  Paul Peluso
Jon Carlson  Lynn Lott  Robert L. Powers
Oscar Christensen*  Guy Manaster  Paul Rasmussen
William Curlette  Erik Mansager  Mary Schneider
Daniel Eckstein  Edward Mel Markowski  Richard Watts
Barbara Fairfield  Steven Maybell  Wes Wingett
Eva Dreikurs Ferguson  Robert McBrien

*deceased

NASAP Contact Information

NASAP Office:
Becky LaFountain, Executive Director
614 Old West Chocolate Avenue • Hershey, PA 17033
Phone: 717-579-8795 • Fax: 717-533-8616
Email: info@alfredadler.org

Meeting Management:
Joyce L. McKay
1800 North Heatherbrae Avenue • Tucson, AZ 85715
Phone: 520-886-7608  Fax: 520-290-8189
Email: joycelmckay@comcast.net

NASAP Website: www.alfredadler.org
Thursday - June 10

Heinz L. and Rowena R. Ansbacher Lecture
This lecture, which honors Heinz L. and Rowena R. Ansbacher for their dedication and exceptional contributions to advancing the ideas of Alfred Adler, will be held on Thursday, June 10, beginning at 7:00 P.M. Dr. Betty Lou Bettner will deliver the fourteenth Ansbacher Lecture, entitled “Adler on the Task of Intimacy.”

Willard & Marguerite Beecher Foundation Reception
This wonderful reception sponsored by the Willard & Marguerite Beecher Foundation follows immediately after the Heinz L. & Rowena R. Ansbacher Lecture. Come and enjoy the Beechers’ Hospitality.

Friday - June 11

International Forum: The Innovative Adlerian: Working Outside the Lines
The speakers have been chosen or invited because of their presentations’ relevance to this theme.

Town Hall Meeting: 8:15 - 8:45
Today’s Town Hall Meeting will include a welcome from NASAP president Teal Maedel and an overview of the conference and NASAP.

Plenary Session: 8:45 - 9:45
Guest speaker: Richard Watts, Ph.D. Title: The Innovative Adlerian: Past, Present, Future

Friday Luncheon: 12:45 - 1:30
(Ticket needed for lunch)
Meeting during lunch:
Section/Affiliates/Long Range Planning
(All are welcome)

Silent Auction
Participate in NASAP’s Fourteenth Annual Silent Auction being held in the Conference Book Store. Bids on unique and exciting auction items will be taken between noon until bookstore closing on Friday and 8:00 am until 1:00 P.M. on Saturday. The names of those with the highest bids will be available at the registration desk after 1:30 P.M. on Saturday. If you wish to donate something to the Silent Auction please notify the NASAP office by phone or email.

Section Meetings: 12:45 - 1:30
(During lunch)
Come network as each Section meets for their annual business meeting. All Sections welcome new members and potential members; attend the Section meeting of your choice and participate in its governance. Check the onsite grid for each Section and Coordinating Meeting Room.

Adler Graduate School Tour and Reception: 5:00 - 7:00
The faculty, staff, and Student Association of the Adler Graduate School invite you to a reception from 5:00 - 7:00 p.m. You will see the AGS’s new facility, media center, classrooms, etc. In addition, special Adlerian-based conversations will take place during the reception including discussion groups focused on the future of Adlerian psychology, trends in psychotherapy, etc. These will be facilitated by AGS faculty members. These will be informal and friendly. Finger foods, desserts, and beverages will be provided. Bus service to and from the AGS will run continuously from 4:45 - 7:15.

Our 2010 Ansbacher Lecturer, Betty Lou Bettner, will meet with students at the school from 5:30 - 6:30.
PROGRAM INFORMATION

Saturday - June 12

Town Hall Meeting: 8:15 - 8:45
Today’s Town Hall Meeting will include
The Business of NASAP.

Plenary Session: 8:45 - 9:45
Guest speaker: U.S. Representative Jim
Ramstad (MN-3) (1991-2009)
Title: The Fight for Parity for Mental
Illness and Chemical Dependency

Saturday Luncheon: 12:45 - 1:30
(Ticket needed for lunch)
Lecture Presentation during lunch:
Sonstegard Remembered by Jim Bitter
and Betty Lou Bettner
(All are welcome)

Open Cash Bar - Reception 6:00 - 7:00

Banquet: 7:00 - 10:00
The price of the banquet is included in
the 2-day registration fee
(Ticket will be provided at registration)

Join in the Bidding!
It’s Fun and Easy!
Visit the Bookstore and bid on your favorite item(s) in our

Annual Silent Auction

Beginning at 12:00 noon on Friday and
Ending at 1:00 p.m. on Saturday

More information on page 15

Mark Your Calendar Now!

NASAP 2011 Conference
May 12 - 15, 2011
The Fairmont Empress Resort Hotel
Victoria, BC CANADA

The goal of Individual Psychology is social adjustment.
—Adler
THURSDAY, JUNE 10, 2010
FULL DAY WORKSHOPS
9:00 - 5:00

F-1. Adlerian Family Counseling: Demonstration, Analysis, & Skill Building (ACT)
Frank Walton, Ph.D., Psychologist in Private Practice, Columbia SC
Daniel Eckstein, Ph.D., Saba University School of Medicine
The workshop will consist of two family counseling demonstrations based on the Adlerian/Dreikursian theory followed by an analysis of the sessions. Subsequently skill building opportunities will be provided to strengthen participants’ ability to use the most memorable observation and their sensitivity to superiority/inferiority relationships.
Educational Objective #1: Participants will learn how experienced psychologists use the Adlerian/Dreikursian model to help parents and children understand their behavior more fully and become motivated to modify mistaken approaches to family life.
Educational Objective #2: Participants will learn how to strengthen the ability to use the most memorable observation and their sensitivity to superiority/inferiority relationships through skill building activities.

F-2. Building Life Together: Adlerian Principles for Couples and Couples Counseling (ACT)
James Robert Bitter, Ed.D., Professor of Counseling, East Tennessee State University
Jill Denise Duba, Ph.D., Associate Professor of Counseling, Western Kentucky University
The first half of the workshop is a discussion of Adlerian principles applied to the lives couples choose to live. An emphasis is placed on effective communication, mutual respect, social equality, and cooperation. The second half includes a presentation of an Adlerian model for couples counseling and a live demonstration.
Educational Objective #1: Participants will learn Adlerian principles for building a life together based on mutual respect, social equality, and cooperation.
Educational Objective #2: Participants will learn an Adlerian model for working with couples who wish to build a more satisfying life together.

F-3. Managing Life Transitions (OD)
Marion Balla, M.Ed., M.S.W., R.S.W. The Adlerian Counselling and Consulting Group
This course is designed to assist participants to identify and explore the losses and gains inherent in major life transitions, e.g., aging, career change, retirement, marriage, empty family nest, divorce. Through the use of early recollections, anniversary dates, and the exploration of life tasks, participants will gain increased insight and strategies to manage major life changes.
Educational Objective #1: Participants will learn to identify and explore losses and gains in life transitions.
Educational Objective #2: Participants will learn to face life transitions with courage and humor using early recollections, anniversary dates and exploration of the life tasks.
H-A.
Using the BASIS-A with Clients, Parenting Groups, and Organizations (ACT)
Susan E. Belangee, Ph.D., Holy Family University
Michele R. Frey, Ph.D.
This presentation/demonstration will cover the theoretical basics of lifestyle assessment and the specifics about the BASIS-A as an objective lifestyle measure. Participants will take the BASIS-A and learn how to score it, interpret it, and give feedback to clients in numerous settings.

Educational Objective #1: Participants will learn how the BASIS-A was developed, how to score it, and what types of settings it can be used in.

Educational Objective #2: Participants will learn how to give feedback to clients, parents, or professionals in organizations as part of a lifestyle assessment.

H-B.
When “Nothing Works”: 52 Effective Tools for Parents and Teachers (FE)
Mary Jamín Maguire, M.A., L.P., L.I.C.S.W.
Jane Nelsen, Ed.D.
Have you ever heard or said: “I’ve tried everything – and nothing works!” This workshop will use an experiential approach to teach 52 simple, creative, effective non-punitive tools to use with children. The workshop will be fun and interactive - using a deck of Positive Discipline cards.

Educational Objective #1: Participants will learn the basic components of Adlerian Theory as applied to parenting and teaching.

Educational Objective #2: Participants will learn to use 52 non-punitive tools as alternatives to reward and punishment.

---

The tendency to anger is related to excessive ambition; both of which originate in a competitive striving to escape from a sense of being overcome.

– Adler
SUNDAY, JUNE 13, 2010
HALF-DAY MORNING WORKSHOP
8:00 - 12:00

H-C.
Belonging, Movement, and Choice in Adlerian Therapy (ACT)
Edward Mel Markowski, Ph.D. East Carolina University
The workshop will present a way of thinking and treating clients that encourages spontaneity and creativity in helping clients make better choices regarding interpersonal movement. Selected cases will be used to demonstrate Adler's principles of belonging, movement, and choice as essential components of therapy with individuals, couples, and families.
Educational Objective #1: Participants will learn ways of non-pathological thinking and diagnosing.
Educational Objective #2: Participants will how to apply this thinking to contemporary social, educational and mental health cases with individuals, couples, and families.

H-D.
Ethics? Shark Tank? Or Gold Fish Bowl? (BOARD)
Al Milliren, Ed.D., Governors State University & Adler School of Professional Psychology
Kristin Harris, M.S., Doctoral Candidate, Sam Houston State University
What are the elements of a code of ethics? What are the essentials of lifestyle that allow one to operate ethically? What makes the ethics of our profession a shark tank? How is it a gold fish bowl? These questions and many others will be the focus of this seminar.
Educational Objective #1: Participants will learn elements of effective ethical practice and the importance of “standards of practice.”
Educational Objective #2: Participants will learn how lifestyle both supports and interferes with good ethical practice.

For almost every child, adolescence means one thing above all else; he must prove that he is no longer a child.
— Adler

Children who display inadequacy, or disability, are extremely discouraged.
Since they have given up hope of succeeding, they attempt to keep others from expecting anything of them.
— Dinkmeyer & McKay
Elder Circle: Reflections and Musings from Seasoned Adlerians (Board)
Miriam Pew, MSW; George Linden, Ph.D.; Edna Nash, M.Ed
This trio of octogenarian Adlerians invite you to join them as they reflect about the aging process, it’s blessings and challenges. Participants are invited to listen and share in this thoughtful and encouraging presentation.
Educational Objective #1: Participants will learn how a positive attitude towards ourselves while engaging in useful and contributing activities keeps us active and vital.
Educational Objective #2: Participants will learn to be inspired to care for body, mind, and spirit as they continue to stay active in life and in Adlerian work.

Creating Comprehensive Case Formulations in the Diagnosis and Treatment of Children and Adolescent Mental Health Disorders (PC)
Patricia C. Post, Psy. D.
The workshop will present a practical and useful model for creating comprehensive case formulations in the treatment of children and adolescent mental health disorders. Although the DSM is a model that stresses pathology rather than Adler’s psychology of use, clinicians and psychologists treating children and adolescents will be called upon today to make a diagnostic statement for insurance carriers or for their particular organization. Instead of focusing on the differences of each diagnostic system, the workshop will focus on how to integrate the data of each system in order to begin to create comprehensive treatment plans.
Educational Objective #1: Participants will learn how to create integrated case formulations for diagnosing and treating childhood mental health disorders.
Educational Objective #2: Participants will learn to integrate Adlerian diagnostic and clinical information in the process of creating biopsychosocial treatment plans in the treatment of children and adolescent mental health disorders.

Use of The Most Memorable Observation: An Innovative Therapeutic Technique (ACT)
Frank Walton, Ph.D. Psychologist in Private Practice, Columbia, SC
The presenter will demonstrate The Most Memorable Observation technique and speak of applications in counseling. The presenter will note three common compensations to which human beings are vulnerable that may stimulate us to make mistaken decisions. Three specific guidelines for use of the technique will be offered. Opportunity for application will be provided.
Educational Objective #1: Participants will learn how to gather and interpret The Most Memorable Observation.
Educational Objective #2: Participants will learn three common compensations to which clients are vulnerable and three specific guidelines for use of the technique in therapy.

3·2·1 – Do Groups? Wanna Do Groups? This is For You! (ACT)
Al Milliren, Ed.D., Governors State University & Adler School of Professional Psychology
The 3 • 2 • 1 group activity has a three-fold purpose of helping group members get acquainted while learning focus questions in the process of identifying strengths.
Educational Objective #1: Participants will learn elements of effective group process.
Educational Objective #2: Participants will learn how Adlerian theory applies to group practice.
Successful Striving or Failing to Thrive?: A Graduate Student Forum (PC)
Jamie Stone O’Brien, M.A., The Adler School of Professional Psychology,
Leigh Johnson-Migalski, Psy.D.,
Erika Stanef, Sarah Hudson, Josh Beaman-Kogan, Francisca Nzeke, M.A.;
Donald Bernovich, M.S.

The forum will discuss the current and future presence of Adlerian Psychology within
the larger psychological community, misperceptions of Adlerian Psychology and
methods of correcting those misperceptions, the need for Adlerian psychologists to be
socially interested in the Adlerian community, and the applicability of Adlerian Theory
in the modern milieu.

Educational Objective #1: Participants will learn from current graduate students’
subjective perspectives of the misperceptions of Adlerian Psychology and learn methods
to correct misperceptions.

Educational Objective #2: Participants will learn the applicability of Adlerian Theory
and techniques in the current environment of Evidence Based Practice.

Grandmatriotism: Seeking Adlerian Alternative for Wars as an Abused Social
Interest (TRT)
Marina Bluvshtein, PhD; William Premo, PhD;
Jere Truer, MA – Adler Graduate School, MN

Starting with Stein’s note of Adler’s demeanor “often described as that of a gentle
grandmother” (Stein, 2008), this presentation will explore the metaphor of
grandmatriotism as an Adlerian antidote against intoxicating power of patriotism and
possible answer to violence and war as an abused social interest.

Educational Objective #1: Participants will learn about Adler’s views on peace and
violence, Adlerian approaches to concept of patriotism, and a role of Social Interest in
contemporary war-peace dichotomy.

Educational Objective #2: Participants will be introduced to grandmatriotism as a
teaching and therapeutic metaphor in dealing with inter-group and interpersonal
discourse.

The Social Ecology of Overcoming: Resilience and Social Interest (TRT)
Ben Rader

This lecture looks at the emergence of a broad array of research into the area of human
resilience over the past 30 years, and merges its findings with the longstanding theory
and wisdom of Individual Psychology. Findings are reviewed that support the long
overlooked significance of social interest in understanding adaptive behavior.

Educational Objective #1: Participants will learn how the construct of resilience has
emerged from an attempt to identify the specific traits associated with health and
wellness (e.g. research of Kobasa), to a dynamic appreciation for understanding
adaptive behavior relative to the context (e.g. ecological views of resilience).

Educational Objective #2: Participants will learn how the views of Individual
Psychology may be of particular benefit in providing a richer understanding of the
construct of resilience, with particular emphasis placed upon the concept of social
interest.
Mutual Respect Relates to Need to Belong and to Contribute (TRT)
Eva Dreikurs Ferguson, Ph.D., Southern Illinois University Edwardsville

Adler's key motivation is “need to belong” that includes the need to contribute. The small child wants to contribute as part of wanting to belong as an ‘equal among equals.’ In a family with mutual respect, social equality, and democratic processes, the child grows into a caring, productive, contributing adult.

Educational Objective #1: Participants will learn how to relate ‘mutual respect’ with the need to contribute as part of goals and motivation.

Educational Objective #2: Participants will learn to understand how the need to belong can lead to contributory or alienating goals and actions.

Introduction to Adlerian Psychology (Board)
Edward “Mel” Markowski, Ph.D.

This session will provide an integrated approach to understanding Adlerian Psychology in terms of theory, research, and practice. Constructs that will be covered include: lifestyle, social interest, birth-order, and purposefulness of behavior, among others.

Educational Objective #1: Participants will learn who Alfred Adler was and his relevance to psychology.

Educational Objective #2: Participants will learn basic constructs of I.P.

Utilizing Competency-based Adlerian Psychotherapy to Improve Therapeutic Effectiveness (TRT)
Len Sperry, MD, PhD, Florida Atlantic University and Jon Sperry, MSW, Ed. S., Florida Atlantic University

A paradigm shift is occurring in psychotherapy training and practice. Trainees and practitioners will be expected to demonstrate proficiency in the competencies of therapeutic relationship, diagnosis, formulation, intervention, evaluation, and termination. Core competencies in Adlerian Psychotherapy are identified and ways of utilizing them to improve effectiveness are clinically illustrated.

Educational Objective #1: Participants will learn the core competencies of effective Adlerian counseling and psychotherapy.

Educational Objective #2: Participants will learn how to utilize these competencies to greatly improve therapeutic effectiveness.

Early Recollections and Experiences of Immigration (PC)
Marina Bluvshtein, PhD - Adler Graduate School, MN

Early Recollections collected in cross-lingual encounter often miss cultural keys, as mainstream clinicians interpret client’s symbols in a culturally incongruent context. This seminar will present collection of two sets of memories: classical Adlerian ERs and earliest immigration memories, and use of earliest immigration memories to create culturally relevant and therapeutically workable “translations” of one’s LS themes.

Educational Objective #1: Participants will learn to use earliest immigration-related memories to look for signs of unfinished business and challenges in completing life tasks following immigration.

Educational Objective #2: Participants will practice comparing earliest immigration-related memories to Adlerian Early Recollections in search of cross-culturally relevant and therapeutically workable “translations” of one’s LS themes.
Collaborative Adlerian Leadership Training for School Counselors and Principals (ED)
Joyce DeVoss, Ph.D.
Participants will learn the key components of an Adlerian collaborative leadership training model for school counselors and principals and how to incorporate them into a graduate level curriculum or inservice training program. Some of the key components include: early recollections identification and analysis, social interest and advocacy in action, use of democratic principles, encouraging, self reflection, and collaboration.

Educational Objective #1: Participants will learn the key components of a collaborative Adlerian leadership training program for school counselors and principals.

Educational Objective #2: Participants will learn how to integrate the components of the training program into a graduate level curriculum or an inservice training for professional school counselors and principals.

Parenting from a Distance – (Workshop for State Correctional Inmates) (FE)
Carol Mader, M.Ed., LPC
What can a parent do to help in meeting the challenges of raising a family when they are incarcerated? If you have ever wondered what inmates responses were to Adlerian parenting concepts, then join this presenter who will share her experience of starting from the beginning with inmates concerns and then building each week toward the family meeting concept to be used on visiting day.

Educational Objective #1: Participants will learn the process of developing the equivalent of a six-hour workshop for long term inmates at their request.

Educational Objective #2: Participants will learn inmates responses to Adlerian Positive Discipline selected lessons.

Infusing Adlerian Principles into a University Medical School Curriculum (TRT)
Daniel Eckstein, Ph.D., Professor of Medical Psychology, Saba Univ. School of Medicine, Saba, Dutch Antilles, West Indies
The presenter will share his experiences co-teaching medical psychology and medical ethics. Sample topics will include: life on the Caribbean island of Saba, an overview to the curriculum, stresses of prospective medical students, and test anxiety. An article on clients who lie will also be featured.

Educational Objective #1: Participants will learn how Adlerian psychology has been included into medical school training both in courses of medical psychology and medical ethics.

Educational Objective #2: Participants will learn the specific application of Adlerian theory to clients and patients who lie.

Dialectics of Masculine & Feminine Protest: Bullies and Cowards (ACT)
Herbert H. Laube, M.Div, Ph.D., Adler Graduate School MN and Michael Obsatz, Ph.D.
This seminar will focus on contemporary forms of Masculine protest, in particular, “bullying” and it’s ramifications for social interest and belongingness. Effort will be devoted to addressing the issue of “feminine protest” and how it could be defined and treated so far as its impact on love and work relationships.

Educational Objective #1: Participants will learn about contemporary problems of “bullying” and victimization in schools and society.

Educational Objective #2: Participants will learn the about some of the ways that “cowardness” is related to discouragement and the lack of courage.
Balance Through Breathing (ACT)
Jana M. Goodermont, MA, LMFT, Adler Graduate School of Minnesota
Our clients come to us with a variety of emotional energies, ranging from anxiety to depression. This workshop will present easy to use breathing exercises to help create a steady state of energy in the body, helping the therapist as well as the client.

Educational Objective #1: Participants will learn about the holistic relationship between breath and body.

Educational Objective #2: Participants will learn to practice breath work techniques to help move and regulate energy states in the body.

The Inequality in Conflict (ACT)
Susan Pye Brokau, LMFT LICSW & Core Faculty at Adler Graduate School MN
Poor communication, conflict and power struggles often occur because of inequality in the relationship. Learn how to visually demonstrate to clients how inequality is interfering with their ability to solve problems and how to change to an equal relationship that allows for better problem solving.

Educational Objective #1: Participants will learn how to visually show clients that when there is inequality in the conflictual interchange that nothing gets resolved.

Educational Objective #2: Participants will learn to demonstrate how the out of balance relationship can be corrected and problems can be solved.

The Adlerian Perspective on the Psychology of Religion and Spirituality (TRT)
Marni Rosen, Adler School of Professional Psychology
Have you ever wondered how Individual Psychology addresses the areas of religion and spirituality? During this hour, the contents of 191 articles will be succinctly presented to deepening our knowledge of the Adlerian connection between religion, spirituality, and the human psyche.

Educational Objective #1: Participants will learn about the publication trends of Individual Psychology and Psychology of Religion and Spirituality.

Educational Objective #2: Participants will learn Adlerian principals used in the understanding, describing, and clinical use of religion and spirituality.

Research and Clinical Applications of Social Interest and Self Transcendence (TRT)
Jonathan Sperry, MSW, Ed S, Florida Atlantic University and Len Sperry, MD, PhD
The growing link between Social Interest and Self-Transcendence suggests that spirituality is an additional life task. The presentation will discuss the conceptual and empirical links between these constructs, as well as with well-being. Also described and illustrated will be potential areas of research as well as clinical applicability in psychotherapy.

Educational Objective #1: Participants will learn to be able to identify recent theoretical and empirical links between social interest and spirituality (conceptualized as self-transcendence).

Educational Objective #2: Participants will learn about potential areas of clinical research as well as clinical applications of social interest and self transcendence in promoting well-being in the context of psychotherapy.
Adlerian Principles Applied with Three Unique Groups of Older Adults (ACT)

Mark Bilkey Psy.D., Adler School of Professional Psychology

Adlerian principles were successfully applied with three different older adult populations. This seminar will demonstrate how these principles were uniquely used with individuals with dementia, HIV, and with active assisted living residents in a group setting.

**Educational Objective #1:** Participants will learn the characteristics of each older adult group; individuals with dementia, HIV positive older adults, and active healthy older adults.

**Educational Objective #2:** Participants will learn the unique way these Adlerian principles were successfully applied.


Terry Lowe, BSW, RSW, CCFE

Families with out-of-control teens are often at their wits end. By giving these families coping strategies, providing support and connecting them with others they can feel empowered in making the changes needed. In this session we will cover specific strategies to help parents deal with out-of-control teens.

**Educational Objective #1:** Participants will learn to recognize issues that families with out-of-control teens experience.

**Educational Objective #2:** Participants will learn to develop specific strategies to help parents deal with out-of-control teens.

Student Forum: Where Do You Fit in NASAP? (Board)

Susan E. Belangee, Ph.D., Holy Family University

The purpose of this seminar is to introduce students (graduate, undergraduate, and other) to how NASAP is governed as well as the current issues facing the organization. Students will also learn and identify the role(s) they can play in the organization as future leaders of NASAP.

**Educational Objective #1:** Participants will learn the governance structure of NASAP and the current issues facing the organization.

**Educational Objective #2:** Participants will learn the role they can play as future leaders of NASAP.

Caregiving the Caregivers (ACT)

Marion Balla, M.Ed., M.S.W., R.S.W. The Adlerian Counselling and Consulting Group

As caregivers, we must be alert to the signs of distress and “compassion fatigue” as we juggle time, priorities, personal and professional expectations. This workshop will present the latest brain research on self nurturing and self soothing, the warning signs of symptoms which require our active intervention for self care, as well as strategies to ensure we live more balanced and boundaried daily lives.

**Educational Objective #1:** Participants will learn an overview of brain research related to the impact of secondary trauma and distress on personal wellbeing.

**Educational Objective #2:** Participants will learn to examine the signs and symptoms of “compassion fatigue” to assess their present level of stress/distress.
Dear Adlerians – Add Rational Emotive Behavior Therapy To Your Lives! (ACT)

Dr. Debbie Joffe Ellis

Albert Ellis often acknowledged that the work of Alfred Adler contributed to his own pioneering work and REBT approach. It is highly likely that if Adler had lived longer he may have integrated some of the REBT methods into his approach, and embraced the effectiveness of Ellis’s innovations. In this seminar Debbie Joffe Ellis invites and encourages participants to integrate and use relevant aspects of REBT, and she will teach and demonstrate some of these.

Educational Objective #1: Participants will learn how to “work outside strict Adlerian lines” by incorporating REBT into their work and lives.

Educational Objective #2: Participants will learn the main theory and methods of REBT.

Tools for Creating Peaceable and Inclusive Classrooms (ED)

Ken Breeding, Ph.D.

This workshop will explore how to establish the foundation for effective learning communities by consciously creating inclusive and peaceable classrooms. Practical strategies, practices, and concepts will be covered that are guaranteed to raise test scores while creating classrooms where young people want to be and teachers want to teach.

Educational Objective #1: Participants will learn practical strategies and skills for consciously creating classroom communities.

Educational Objective #2: Participants will learn several activities to increase student’s social and emotional competencies.

Divining a Path: A Lifestyle Journey (ACT)

Wes Wingett, Ph.D.

This lecture and demonstration presentation will utilize Adler’s “trustworthy approaches to the exploration of personality” to aid mental health professionals in understanding and assessing lifestyles of adolescents and adults. Emphasis will be on understanding perceptions and outcomes of lifestyle decisions. Applications to individual and group settings will be discussed.

Educational Objective #1: Participants will learn eight potential entries to lifestyle.

Educational Objective #2: Participants will learn strategies to examine lifestyle perceptions.

Kurt Adler, MD, PhD, Performs an Adlerian Intake Interview (PC)

Howard I. Garrell, PhD, NCPsy A

Kurt Adler, MD, son of Alfred Adler, conducts an actual initial intake interview in a 70 minute DVD. A 90 minute DVD then presents a distinguished panel from various mental health fields who question Dr. Adler re: Adlerian techniques used. Dr. Howard Garrell conducts Q and A with workshop attendees.

Educational Objective #1: Participants will learn how to conduct an Adlerian initial intake interview from a DVD on which Kurt Adler conducts this process.

Educational Objective #2: Participants will learn in an additional DVD via a follow-up panel with Dr. Adler about why Dr. Adler asked the questions he did and how his father’s theories were applied. The panel consists of a psychiatrist, a doctorate in social work, a PhD sociologist, and a PhD and PsyD in clinical psychology.
DSM: The Baby and the Bathwater (PC)
Paul R. Rasmussen, Ph.D. and Daniel Williamson, Ph.D.
While frequently and justifiably criticized, the Diagnostic and Statistical Manual (DSM), soon to be in its 5th Edition, is a valuable tool for case-conceptualization, professional communication and treatment planning. The advantages of the system are described in the workshop in ways useful to clinicians, counselors, teachers, and researchers who work within an Adlerian model.

**Educational Objective #1:** Participants will learn advantages and disadvantages of the DSM system.

**Educational Objective #2:** Participants will learn how DSM conceptualization fits an Individual Psychology model.

Transforming the Challenging Child: The Nurtured Heart Approach (FE)
Tina Feigal, M.S., Ed. University of Wisconsin-Stout, Faculty at Adler Graduate School, Richfield MN
Ever wonder why typical parenting and teaching techniques are ineffective with some children? Learn ways to bring about real change with proven techniques. The approach is especially helpful for children with ADHD, ODD, autism, or anyone, ages 2-18, who does not respond to typical methods.

**Educational Objective #1:** Participants will learn hands-on, here-and-now methods for bringing out the best in intense children.

**Educational Objective #2:** Participants will learn the root causes of difficult behavior issues, and will take away a new physiological perspective on leading parents and teachers to healing their own families and students.

The Courageous Parent
Kathy Walton
Adlerian Psychology offers child rearing techniques that pave the way for parents to raise responsible, caring, self-reliant and cooperative children. Techniques to stop the use of misbehavior and to deliberately encourage young children will be offered. Participants will learn this specific how-to-do-it format.

**Educational Objective #1:** Participants will learn how the presenter offers parent education with a specific how-to-do-it format.

**Educational Objective #2:** Participants will learn Adlerian techniques that a) stop the use of misbehavior; b) techniques that deliberately encourage.

---

To the striving for superiority and social interest
Adler later added a third primary factor of human behavior,

namely, degree of activity.

– Ansbacher & Ansbacher
Open Forum

James Robert Bitter, Ed.D., East Tennessee State University (Board)

This session will feature an overview of the methodology of Adlerian Family counseling, followed by a demonstration of the techniques involved. This will demonstrate that family problems can be discussed and solved in an open atmosphere of mutual respect and encouragement.

Educational Objective #1: Participants will become acquainted with the Open forum Family Counseling process.

Educational Objective #2: Participants will learn how to create an atmosphere of cooperation with this Adlerian counseling method that promotes conflict resolutions.

Organizational Life Style Process (OD)

William J. Premo Ph.D  Adler Graduate School and Heather Andrews, MA. Lighthouse 1

This workshop will show you how to do a Life Style for an entire organization. It will also reveal the process of helping organizations understand where they are in and out of alignment based on the four main factors of Organizational Concept, Organizational Ideal, Environmental Factors, and Ethical Convictions.

Educational Objective #1: Participants will learn how to do a lifestyle of an organization.

Educational Objective #2: Participants will learn the process and information to use to create a lifestyle and help organizations see where they are in and out of alignment with their main strategic objectives.

Strengths Processing Through Over-Use and Under-Use (ACT)

Al Milliren, Ed.D., Governors State University & Adler School of Professional Psychology

Strengths processing can be most effective when conducted through the lens of over- and under-use. This workshop will focus on this process and how it can be easily and effectively implemented in an atmosphere of encouragement with individuals and in groups.

Educational Objective #1: Participants will learn basic elements of strengths identification.

Educational Objective #2: Participants will learn how Adlerian theory applies to strengths processing.

Theories and Treatment of Suicide: Where do Adlerians Stand? (ACT)

Leigh Johnson-Migalski, PsyD Adler School of Professional Psychology

In the various theories of suicide, from biological to sociological, where does Individual Psychology stand? Suicidal theories will be summarized. The majority of the session will examine original Adler and how Adlerians conceptualize the purpose of suicide. The presenter will review the eight purposes of suicidal and eleven in-session interventions.

Educational Objective #1: Participants will learn a review of suicidal theories including the purposes of suicide according to Adler and other Adlerians.

Educational Objective #2: Participants will learn treatment strategies and in session Adlerian interventions for suicidal ideation.
Speaking Your Client’s Language: Using Lifestyle to Cultivate a Healing Relationship (ACT)
Gary S. Bauman, Ph.D., LPC, Supervisor, Asst. Professor, Graduate Coordinator - Brenau University
Understanding the individual’s lifestyle early on can help avoid many therapeutic breeches and better establish a healthy working relationship. In this workshop, the presenter will review the clinical usefulness of the Basic Adlerian Scales for Interpersonal Success Inventory (BASIS-A) and discuss how the BASIS-A may be employed in the initial session to help establish this collaborative relationship.

Educational Objective #1: Participants will learn how lifestyle assessment is used in each of the 4 Adlerian Stages of Counseling, with specific focus on the first stage, relationship building.
Educational Objective #2: Participants will learn how the use of the BASIS-A Inventory can be an early assessment tool to understand the clients lifestyle and assist in building a good working alliance with clients

How Coloring Books Are Ruining the World (ACT)
Jennifer L. Leonard M.A Adler Graduate School  Richfield, MN
This lecture/demonstration will offer therapists the opportunity to experience how humor, art, and visual techniques can be incorporated into therapy via alternate means of expression. It could be subtitled: Therapeutic Metaphor for the Psychotherapeutically Challenged. These are the methods that inspired the conference title for 2010.

Educational Objective #1: Participants will learn a fresh perspective on how creativity, humor, and visual aids can be used to enhance the therapeutic experience.
Educational Objective #2: Participants will learn creative techniques that demonstrate and exemplify “working outside the lines”.

The Interpretation of Details in Early Recollections (PC)
Arthur J. Clark, Ed. D., St. Lawrence University
The interpretation of details in early recollections is essential to understanding meanings in the projective technique. Significant details include sensory modalities, color, place, and objects. The session features the interpretation of details utilizing an empathy-based model. After an introduction of the salient details, the approach will be demonstrated and clarified.

Educational Objective #1: Participants will learn to interpret significant details in early recollections.
Educational Objective #2: Participants will learn about an empathy-based interpretation model of early recollections.

Can MBTI® Psychological Types Help Identify Lifestyle? (TRT)
Jean M. Kummerow, Ph.D., L.P. and Kay L. Kummerow, M.S., M.A., C.A.S.
This session discusses how the personality assessment, the Myers-Briggs Type Indicator® (MBTI®) instrument, might be used to identify lifestyle. Family constellation descriptions and early recollections are described in relationship to the 16 psychological types. Presenter examples and participant contributions will provide illustrations of the usefulness and limitations of this tool.

Educational objective #1: Participants will learn how information from psychological type (from the MBTI® instrument) might be used to identify lifestyle characteristics.
Educational objective #2: Participants will learn limits of psychological type in lifestyle identification.
Professors’ Forum: Is Individual Psychology a Static or Dynamic Theory? (Board)

Becky LaFountain, Ed.D., Penn State Univ.; Paul Rasmussten, Ph.D., Furman Univ.;
Richard Watts, Ph.D., Sam Houston State Univ.; Frank Main, Ed.D., Western Illinois Univ.;
Stephen G. Saiz, Ed.D., Plattsburg Univ.

College professors are in the position to challenge assumptions and make things evolve. In this forum the panelists and the participants will discuss questions such as: Is IP a static or dynamic theory? Are we locked into orthodox thinking or can the theory continue to evolve? What can change, and what is foundational? How do we promote consistency in the terminology in order to maintain the basis premises of the theory?

Educational Objective #1: Participants will learn where IP falls on the continuum of being a static or dynamic theory.

Educational Objective #2: Participants will learn what concepts are basic to IP and which ones can evolve.

CHARGE and Adler, and What They Teach Me (TRT)

Timothy S. Hartshorne, Ph.D., Central Michigan University

This presentation concerns the challenges in understanding a rare genetic disorder, and how Adlerian psychology influences the presenter’s thoughts, research, and consultation on the syndrome. Most centrally, it is a somewhat personal account of how being an Adlerian influences how we make sense out of what we do.

Educational Objective #1: Participants will learn about the challenges of trying to understand a rare genetic disorder.

Educational Objective #2: Participants will learn how Adlerian psychology can help to illuminate features of a genetic disorder.

Developing Team Ownership of Individual Life Styles In Male Group Therapy (ACT)

Joseph E. Noble, M.A. (Student - Adler Graduate School, MN) and Thad Early, M.A., L.A.M.F.T.

This presentation will explain the process we created to utilize life style assessments in a male group setting to expand social interest, identify individual strengths, and reveal mistaken beliefs and private logic. It will also provide summaries and explanations of techniques used in the process.

Educational Objective #1: Participants will learn how Life Style Analyses can be used in a group setting to foster movement in individual life styles.

Educational Objective #2: Participants will learn how Life Style Analyses can be used in a group setting to foster social interest in individual members.

Treating Self-Injury from an Adlerian-feminist Framework (ACT)

Amanda C. Healey, M.A., LPC-MHSP, NCC and Rebekah J. Byrd, Doctoral Candidate, Old Dominion Univ.

This presentation proposes various treatment options for self injury within an Adlerian-feminist framework. Techniques from different theoretical approaches are introduced and examples are given with regard to implementation in a clinical setting. Narrative techniques, EMDR, and cognitive-behavioral interventions are also described as they pertain to the Adlerian-feminist theoretical process. Additionally, a model for intervention and treatment is suggested and illustrated through case example. Discussion from participants will be invited with regard to their own experiences in treating self injury.

Educational Objective #1: Participants will learn how to conceptualize self injurious behavior from an Adlerian-feminist perspective.

Educational Objective #2: Participants will learn specific interventions related to Adlerian and feminist theory and discuss a case study in order to apply what is reviewed.
Body, Mind and Spirit: “Vitamins” for Your Whole Health (TRT)

Gary D. McKay, Ph.D.

Adler’s concept of holism encompasses the three dimensions of body, mind and spirit. Native American healing and modern medicine, Adlerian concepts and REBT, and spirituality all help enhance one’s quality of life. The presenters will show how this integrated approach can apply to challenges such as stress, aggression and depression.

**Educational Objective #1:** Participants will learn how the body, mind, and spirit interweave to affect one’s health and vitality.

**Educational Objective #2:** Participants will learn how to apply the integration of the three dimensions to life challenges.

The Application of Adlerian Principles in Public vs. Private Practice (PC)

Dr. Michael C. McDonough

This presentation demonstrates how several Adlerian Principles have been successfully applied with typical private practice clients and families as well as with clients and families attending free public clinics. It will provide important information to therapists just starting their careers as well as for those considering a career change.

**Educational Objective #1:** Participants will learn how Adlerian Principles transcend the various populations served in public vs. private practice.

**Educational Objective #2:** Participants will learn how Adlerian Principles apply to long term private practice therapy and in the more short term relationships involved in some public sector work.

The Courage of Recovery: Adler’s Influence on Alcoholics (TRT)

Mark T. Blagen, Ph.D., The Adler School of Professional Psychology

How does Alcoholics Anonymous work? This is a complex question and yet many plausible answers can be found in the basic concepts of Individual Psychology. The purpose of this presentation is to provide relational and theoretical evidence of how Adlerian thoughts and theory are reflected in A.A. principles and practices.

**Educational Objective #1:** Participants will learn key Adlerian concepts common in substance abuse counseling.

**Educational Objective #2:** Participants will learn Adler’s influence on the inception and development of Alcoholics Anonymous.

POSTER SESSION BEGINS

Adlerian Principles and the Circle of Courage
Kristen Markovich, M.A., Adler School of Professional Psychology

Diagnosing Adults with Fetal Alcohol Syndrome
Jerrod Brown, MS, MS, MA

The Use of Adlerian Techniques in Forensic Mental Health
Jerrod Brown, MS, MS, MA

Reducing DUI Recidivism: Identifying Adlerian Principles & Mistaken Beliefs
Roslyn E. Paterson, MA, BSN, RN

A Theoretical Examination of Adlerian Psychology and Ecopsychology
Brian Waxler, M.A. Adler School of Professional Psychology
Integrating Spirituality/Religion into Adlerian Practice (ACT)
John Hawkins, Ph.D., Delta State University
Spirituality and religiousness are important aspects of many clients’ lives and should be welcome in the therapy room. The Association of Spiritual, Ethical, and Religious Values in Counseling has developed competencies for ethically integrating spirituality and religion into professional practice. This program will present these competencies and apply them to Adlerian psychotherapy.

Educational Objective #1: Participants will learn and understand the competencies for ethically integrating spirituality/religion into professional psychotherapeutic practice, developed by the Association for Spiritual, Ethical, and Religious Values in Counseling.

Educational Objective #2: Participants will learn how to apply these competencies within the context of Adlerian therapy.

Spiritual Self-Talk: What Would Love Say? (ACT)
Lisa Venable, M.A.
In order for clients to make significant transformation, they need to listen to an inner voice that feels good; a voice that speaks from spirit over ego; possibilities over limitation; love over fear. The simple question, “What would love say?” redirects the mind towards thoughts that trust, nurture, and empower.

Educational Objective #1: Participants will learn to heal mistaken beliefs based in fear and help clients access a spiritual, loving voice that speaks truth and acceptance.

Educational Objective #2: Participants will learn ways of integrating spiritually based methods into psychotherapy practice and will leave with exercises and a meditation they can easily utilize with clients.

Family Constellation: A Multi-sensory Approach (ACT)
Wes Wingett, Ph.D.
Family constellation information will be gathered and processed utilizing a visual, auditory, and kinesthetic approach. This strategy is applicable to any family structure and will lead to a deeper understanding of self and others in a school, family, relationship, or work setting.

Educational Objective #1: Participants will learn two strategies to explore family constellation.

Educational Objective #2: Participants will learn visual, auditory, and kinesthetic approaches to the study of family constellation.

Psychophysiology of Empathic Resonance; Applications to Adlerian Theory (TRT)
Elizabeth Nash, M.A. and John Nash, Ph.D.
Abstract ideas such as empathy now can be seen to have a physiological origin and purpose that helps organize cognition. Holism can now be understood as a system of organization, of connectivity amongst brain regions that allows us to comprehend – emotionally and cognitively - our world. Presenters will discuss the mirror neuron system and applications to Adlerian theory and therapy.

Educational Objective #1: Participants will learn psychophysiology of mirror neuron system.

Educational Objective #2: Participants will learn applications to working with clients.
Social Intelligence, Emerging from Brain Research, as a Tool for Change (TRT)

Patricia Kyle, Ph.D. and Linda Page, Ph.D.

The concept of Social Intelligence, which is currently emerging from recent brain research, is a useful tool for Adlerians in helping clients to change. This interactive session will focus on just how hardwired our brains are for social interaction and the connection between Social Intelligence and Adler’s social interest.

Educational Objective #1: Participants will learn to discern how the emerging concept of Social Intelligence can be useful for counselors and psychologists.

Educational Objective #2: Participants will learn to describe the connection between Social Interest and Social Intelligence.

An Adlerian Approach to Obsessive Compulsive Disorder (PC)

Catherine Hedberg, M.A., L.P., Alfred Adler Graduate School of MN

Two separate cases of Obsessive Compulsive Disorder will be presented from beginning through their resolutions. Both cases were resolved by first identifying the extreme fear of worthlessness for which the OCD symptoms served to distract them.

Educational Objective #1: Participants will learn how two cases of Obsessive Compulsive Disorder (OCD) were resolved using an Adlerian Approach.

Educational Objective #2: Participants will learn how looking at the client’s symptom as their solution, leads to the real problem: avoidance of the underlying issues.

Using The Philosophy of “Acting As If…” To Engage The Reluctant High School Student (ED)

Julie Chancler

In the presentation - Using the Philosophy of “Acting As If…” to Engage the Reluctant High School Student, Julie will model ways in which she has personally used this technique in her school. Julie will outline the use of this method from first few weeks of a school year as well as intermittent meetings with students. Julie believes laying the foundation for self-determined behavior is the cornerstone for building successful student outcomes throughout the school year.

Educational Objective #1: Participants will learn to gain an understanding of “Acting as If” by being shown Adler’s use of this philosophy.

Educational Objective #2: Participants will learn how to incorporate the “Acting as If” philosophy into the high school setting by using Goals setting, Story Telling & the use of a Top 40 Song which portrays the “Acting as If” message.

POSTER SESSION ENDS

Whoever is over-anxious, tends to defeat himself, since his anxiety usually expresses an underlying pessimism to attain what he desires.

– Dreikurs
Emotion, Experience, Early Recollections: Exploring Restorative Reorientations in Adlerian Therapy (ACT)
James Robert Bitter, Ed.D., Professor of Counseling, East Tennessee State University
Using the work of Ed Janoe, an Adlerian school counselor from Oregon, as a foundation, this workshop explores the relationship between emotional reactivity and/or trauma and experience and provides counselors and clinicians with an approach to early recollections that can be used to ground a re-“membering” of safety and choice.

Educational Objective #1: Participants will learn a process for using early recollections to address issues of emotional reactivity.

Educational Objective #2: Participants will learn a process for using early recollections as a means of addressing trauma in client’s lives.

Adlerian Approach to Encouraging Resilience: Caregiver and Person with Dementia (ACT)
Judith Pinke, M. A., Adler Graduate School
Research has demonstrated slower Alzheimer’s decline with closer relationship between people with dementia and their caregivers. Interventions that increase communication and encouragement can foster closeness well into the disease progression. Adaptations of the Crucial C’s and five critical Images of Health in the dyadic relationship encourage resilience in both people.

Educational Objective #1: Participants will learn the elements of synergy between Individual Psychology and resilience theory, based on a new way to understand relationships among Adlerian concepts.

Educational Objective #2: Participants will learn methods for encouraging dementia resilience, focusing on the dyad of the person with dementia and his or her caregiver, using Adlerian techniques and Images of Health in the dyadic relationship.

Authentic Renewal: Cultivating Wholeness in the Second Half of Life (ACT)
Kate Schaefers, Ph.D., LP, Jean Tollefson, M.S., N.C.C., and Joseph E. Noble (Adler Graduate School Student)
Midlife (40+) is an ideal time to align life choices with priorities. Choosing to live holistically, attending to mind, body, heart, and soul, becomes more urgent as we age. This session introduces a holistic model for living fully in the second half of life, with purpose, wellness, wisdom, and belonging.

Educational Objective #1: Participants will learn key components of holistic living that promote well being in the second half of life.

Educational Objective #2: Participants will learn strategies for helping clients make conscious choices to live more holistically in the second half of life.

Transforming Stress (ACT)
Deborah Owen-Sohocki, MS, LPC
This is a time of rapid change and uncertainty. Our clients are presenting with stress related problems due to some form of loss, fear, or despair. This workshop offers tools to assist clients of all ages in transforming their painful experiences into wisdom and peaceful resiliency to encourage social interest.

Educational Objective #1: Participants will learn to identify at least three tools to transform stress.

Educational Objective #2: Participants will learn to experience the transformation of stress related emotions using heart rate variability.
An Expanded Approach to Understanding and Using Birth Order (ACT)
Susan Pye Brokaw, LMFT & LICSW, Core Faculty Alfred Adler Graduate School MN and Jodi Wolf, LMFT, RN, Faculty Alfred Adler Graduate School MN
This presentation offers an expanded and comprehensive view of psychological birth order. Characteristics and variations of the standard beliefs and behaviors of each birth order position will be explored. This expanded view will offer the therapist a more thorough understanding and use of psychological birth order in therapy.

Educational Objective #1: Participants will learn an expanded approach to interpreting and utilizing psychological birth order.

Educational Objective #2: Participants will learn to identify psychological birth order beliefs and the various ways they are displayed and direct movement to attain universal and fictive goals.

The Key to Improving Therapist Effectiveness and Client Outcomes (ACT)
Rebecca Chesin, MA, LAMFT and Thomas Wright, MTh, LMFT
Adler urged therapists to treat clients as equal collaborators. Attending to the therapist-client alliance establishes an atmosphere of trust and cooperation that is necessary for the client to achieve lasting, positive change. Using a system of feedback enhances the therapist’s democratic approach and is proven to improve client outcomes.

Educational Objective #1: Participants will learn an Adlerian-compatible method for fostering a therapeutic relationship of collaboration and cooperation as equals.

Educational Objective #2: Participants will learn two paper-and-pencil techniques that have been proven to improve client outcomes and reduce drop-out rates.

The Psychology of Courage: Assessment and Training of Healthy Social Living (TRT)
Julia Yang, Ph.D., Governors State University, Al Milliren, Ed.D., Governors State University, and Mark Blagen, Ph.D., Adler School of Professional Psychology
The purpose of this workshop is to present courage as the main thrust of understanding and training for mental health in the frameworks of Individual Psychology. The participants will actively work with the presenters as they learn to use the creative tools that facilitate courage in the five life task areas.

Educational Objective #1: Participants will learn the meaning of courage and mental health in the framework of Individual Psychology.

Educational Objective #2: Participants will learn assessment and training for love, work, friendship/family, self, and spirituality tasks.

The Love Triangle Tool (ACT)
Craig Balfany, MPS, ATR-BC, Adler Graduate School and William Premo Ph.D, Adler Graduate School
This workshop blends Art Therapy and Adlerian Counseling techniques together. The Love Triangle is a useful process/tool to help create a deeper dialog in couples’ therapy. It helps in the analysis of couples’ personal striving in sustaining long term committed relationships.

Educational Objective #1: Participants will learn a process that integrates art therapy and counseling techniques.

Educational Objective #2: Participants will learn a new tool to help couples increase emotional intimacy.
<table>
<thead>
<tr>
<th>Presenter Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrews, Heather</td>
<td>28</td>
</tr>
<tr>
<td>Balfany, Craig</td>
<td>35</td>
</tr>
<tr>
<td>Balla, Marion</td>
<td>17, 25</td>
</tr>
<tr>
<td>Bauman, Gary</td>
<td>29</td>
</tr>
<tr>
<td>Beaman-Kogan, Josh</td>
<td>21</td>
</tr>
<tr>
<td>Belangee, Susan</td>
<td>18, 25</td>
</tr>
<tr>
<td>Bernovich, Donald</td>
<td>21</td>
</tr>
<tr>
<td>Bettner, Betty Lou</td>
<td>3</td>
</tr>
<tr>
<td>Bilkey, Mark</td>
<td>25</td>
</tr>
<tr>
<td>Bitter, James Robert</td>
<td>17, 28, 34</td>
</tr>
<tr>
<td>Blagen, Mark</td>
<td>31, 35</td>
</tr>
<tr>
<td>Bluvshtein, Marina</td>
<td>21, 22</td>
</tr>
<tr>
<td>Breeding, Ken</td>
<td>26</td>
</tr>
<tr>
<td>Brokaw, Susan Pye</td>
<td>24, 35</td>
</tr>
<tr>
<td>Brown, Jerrod</td>
<td>31</td>
</tr>
<tr>
<td>Byrd, Rebekah</td>
<td>30</td>
</tr>
<tr>
<td>Chanler, Julie</td>
<td>33</td>
</tr>
<tr>
<td>Chesin, Rebecca</td>
<td>35</td>
</tr>
<tr>
<td>Clark, Art</td>
<td>29</td>
</tr>
<tr>
<td>DeVoss, Joyce</td>
<td>23</td>
</tr>
<tr>
<td>Duba, Jill</td>
<td>17</td>
</tr>
<tr>
<td>Early, Thad</td>
<td>30</td>
</tr>
<tr>
<td>Eckstein, Daniel</td>
<td>17, 23</td>
</tr>
<tr>
<td>Ellis, Debbie Joffe</td>
<td>26</td>
</tr>
<tr>
<td>Feigal, Tina</td>
<td>27</td>
</tr>
<tr>
<td>Ferguson, Eva Dreikurs</td>
<td>22</td>
</tr>
<tr>
<td>Frey, Michele</td>
<td>18</td>
</tr>
<tr>
<td>Garrell, Howard</td>
<td>26</td>
</tr>
<tr>
<td>Goodermont, Jana</td>
<td>24</td>
</tr>
<tr>
<td>Harris, Kristin</td>
<td>19</td>
</tr>
<tr>
<td>Hartshorne, Tim</td>
<td>30</td>
</tr>
<tr>
<td>Hawkins, John</td>
<td>32</td>
</tr>
<tr>
<td>Healey, Amanda</td>
<td>30</td>
</tr>
<tr>
<td>Hedberg, Catherine</td>
<td>33</td>
</tr>
<tr>
<td>Hudson, Sarah</td>
<td>21</td>
</tr>
<tr>
<td>Johnson-Migalski, Leigh</td>
<td>21, 28</td>
</tr>
<tr>
<td>Kummerow, Jean</td>
<td>29</td>
</tr>
<tr>
<td>Kummerow, Kay</td>
<td>29</td>
</tr>
<tr>
<td>Kyle, Patricia</td>
<td>33</td>
</tr>
<tr>
<td>LaFountain, Becky</td>
<td>30</td>
</tr>
<tr>
<td>Laube, Herbert</td>
<td>23</td>
</tr>
<tr>
<td>Leonard, Jennifer</td>
<td>29</td>
</tr>
<tr>
<td>Linden, George</td>
<td>20</td>
</tr>
<tr>
<td>Lowe, Terry</td>
<td>25</td>
</tr>
<tr>
<td>Mader, Carol</td>
<td>23</td>
</tr>
<tr>
<td>Maguire, Mary Jamin</td>
<td>18</td>
</tr>
<tr>
<td>Main, Frank</td>
<td>30</td>
</tr>
<tr>
<td>Markovich, Kristen</td>
<td>31</td>
</tr>
<tr>
<td>Markowski, Mel</td>
<td>19, 22</td>
</tr>
<tr>
<td>McDonough, Michael</td>
<td>31</td>
</tr>
<tr>
<td>McKay, Gary</td>
<td>31</td>
</tr>
<tr>
<td>Milliren, Al</td>
<td>19, 20, 28</td>
</tr>
<tr>
<td>Nash, Edna</td>
<td>20</td>
</tr>
<tr>
<td>Nash, Elizabeth</td>
<td>32</td>
</tr>
<tr>
<td>Nash, John</td>
<td>32</td>
</tr>
<tr>
<td>Nelsen, Jane</td>
<td>18</td>
</tr>
<tr>
<td>Noble, Joseph</td>
<td>30, 34</td>
</tr>
<tr>
<td>Nzeke, Francisca</td>
<td>21</td>
</tr>
<tr>
<td>O’Brien, Jamie Stone</td>
<td>21</td>
</tr>
<tr>
<td>Obsatz, Michael</td>
<td>23</td>
</tr>
<tr>
<td>Owen-Sohocki, Deborah</td>
<td>34</td>
</tr>
<tr>
<td>Page, Linda</td>
<td>33</td>
</tr>
<tr>
<td>Paterson, Roslyn</td>
<td>31</td>
</tr>
<tr>
<td>Pew, Mim</td>
<td>20</td>
</tr>
<tr>
<td>Pinke, Judith</td>
<td>34</td>
</tr>
<tr>
<td>Post, Patricia</td>
<td>20</td>
</tr>
<tr>
<td>Premo, William</td>
<td>28, 35, 39</td>
</tr>
<tr>
<td>Rader, Ben</td>
<td>21</td>
</tr>
<tr>
<td>Ramstad, Jim</td>
<td>8</td>
</tr>
<tr>
<td>Rasmussen, Paul</td>
<td>27, 30</td>
</tr>
<tr>
<td>Rosen, Marni</td>
<td>24</td>
</tr>
<tr>
<td>Saiz, Stephen</td>
<td>30</td>
</tr>
<tr>
<td>Schaefers, Kate</td>
<td>34</td>
</tr>
<tr>
<td>Sperry, Jonathan</td>
<td>22, 24</td>
</tr>
<tr>
<td>Sperry, Len</td>
<td>22, 24</td>
</tr>
<tr>
<td>Stanef, Erika</td>
<td>21</td>
</tr>
<tr>
<td>Tollefson, Jean</td>
<td>34</td>
</tr>
<tr>
<td>Truer, Jere</td>
<td>21</td>
</tr>
<tr>
<td>Venable, Lisa</td>
<td>32</td>
</tr>
<tr>
<td>Walton, Francis</td>
<td>17, 20</td>
</tr>
<tr>
<td>Walton, Kathy</td>
<td>27</td>
</tr>
<tr>
<td>Watts, Richard</td>
<td>4, 30</td>
</tr>
<tr>
<td>Waxler, Brian</td>
<td>31</td>
</tr>
<tr>
<td>Williamson, Daniel</td>
<td>27</td>
</tr>
<tr>
<td>Wingett, Wes</td>
<td>26, 32</td>
</tr>
<tr>
<td>Wolf, Jodi</td>
<td>35</td>
</tr>
<tr>
<td>Wright, Thomas</td>
<td>35</td>
</tr>
<tr>
<td>Yang, Julia</td>
<td>35</td>
</tr>
</tbody>
</table>
ANATOMY OF JEALOUSY
(The Mark of Cain)
Willard & Marguerite Beecher

- It is the Beechers’ belief - that jealousy is the affliction which affects us most seriously and pervasively in the conduct of our daily lives.

- They define its root cause: PERSISTING INFANTILISM
Because of this failure of maturity, the individual’s perception of the world in which he is functioning is distorted.

- He cannot be productive, his jealousy stifles him, and he leans more and more upon neurotic disguises to mask his behavior.

Price: $9.95 + Shipping & Handling

PARENTS ON THE RUN
(The Need for Discipline)
Willard & Marguerite Beecher

- PARENTS ON THE RUN is a common sense, authoritative book which enunciates the techniques of developing meaningful family relationships.

- The principles which the Beechers present with clarity, imagination, humor and brilliance express the best tradition of Individual Psychology.

Price: $7.95 + Shipping & Handling

Send Checks To:
P.O. Box 833027
Richardson, TX 75083-3027

For Information Email:
beecherfoundation@tx.rr.com
or Phone: (972) 863-3507