



Idaho Society of Individual Psychology

The ISIP Newsletter

Volume 33, Number 3

January/February 2011

Thanks to our
2010 Conference
SPONSORS!



You won't
want to miss
the 2011
Annual
Conference!

PLEASE NOTE! This UPDATES some changed dates from the previous newsletter.

2011 Training Calendar

Please check our website for more information, or email or call Tom – 344-7194

Email: tommytmcintyre@gmail.com

Spring Workshops - *The Series*

April 15 & 16	BOISE	#2 Adlerian Psychotherapy
April 22 & 23	POCATELLO	#1 Adlerian Theory
April 29 & 30	LEWISTON	#3 Adlerian Family Therapy

Spring Workshop - Advanced (open to Series graduates ONLY)

May 20 & 21	BOISE	"The Peculiar Relationship" – Paul Rasmussen, presenter
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Fall Workshops - *The Series*

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

Fall Workshop - Advanced (open to Series graduates ONLY)

October 21 & 22	BOISE	"Understanding Lifestyle" – Wes Wingett, PhD, presenter
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SAVE THE DATES! – February 25 & 26, 2011
Grief and Loss - *An Adlerian Approach*

In the September/October ISIP Newsletter, we explained the need to move our usual Conference date (the first Friday and Saturday in March) due to the large increase in attendance requiring us to reserve a larger portion of the ballroom. In future years, we have reserved the larger space accommodations back to our usual Conference dates. Next year, you can expect a large turnout again, due to the nature of the Conference theme; Grief and Loss. Can grief and loss be escaped by anyone?

FRIDAY, FEBRUARY 25th

Premises of Adlerian Psychology – *Goal:* Participants will examine five of Alfred Adler's theoretical premises. Adler viewed humans socially embedded, self-determining and creative, subjective in their perceptions, holistic, and goal directed.

Types of Losses – *Goal:* Participants will investigate five types of losses: obvious, not-so-obvious, age related, limbo, inevitable, and temporary. Participants will identify the losses in their lives. Participants will identify their emotional response to the various losses.

Identification of Personal Needs – *Goal:* Participants will study five methods of understanding children, adolescents, and adults developed by Alfred Adler. Participants will identify what they wanted or needed from others when they experienced loss in their lives.

Identification of Supportive People & Situations – *Goal:* Participants will identify what was and was not helpful and useful to them when they experienced loss in their lives.

SATURDAY, FEBRUARY 26th

Management of Grief and Loss by Adults –

Goal: Participants will examine four structural components of Alfred Adler's theory. Participants will apply the four components to a specific situation involving personal grief.

Delineating the Results of Personal Grief –

Goal: Participants will identify what they have learned through their personal grief and loss.

Management of Grief and Loss for Children and Adolescents –

Goal: Participants will define developmental grief responses for children and adolescents. Participants will survey helpful approaches to children and adolescents who may be experiencing grief and loss.

Identification of Personal Assets & Strengths –

Goal: Participants will identify personal strengths to empower them during times of loss and grief.



Q We are contemplating adding a "Question & Answer" column in future issues. Please drop us a note at the P.O. Box, and let us know if you would like to see this. Feel free to start sending and questions you may have about Adlerian Individual Psychology.

WHAT IS ISIP?

The Idaho Society of Individual Psychology is an organization of people in Idaho who are interested in furthering the concepts of Individual Psychology, the psychology of Alfred Adler.

What is Individual Psychology?

Individual Psychology is a philosophical approach to understanding human behavior based on the teachings of Alfred Adler. Individual Psychology helps us understand that all of our behavior is purposeful and the purpose for behavior is to find a meaningful place in any group.

Individual Psychology is also based on the idea that all human beings have goals for themselves as demonstrated by their behaviors and those goals can help the individual achieve meaningfulness in their life.

Individual Psychology emphasizes behavior that is based on mutual respect, social interest and cooperation.

SIGNIFICANT ADLERIAN CONTRIBUTORS

Each year at the ISIP Conference, we recognize individuals who have shown a commitment to the principles of Adlerian psychology through their work, in their family, or in their life. Adlerians are "born", as well as "trained", and many of us know effective and successful parents, community leaders, and compassionate people whose lives show such commitment.

Each year we strive to recognize someone from the professional category as well as the non-professional category. We cannot do this without your help.

Being recognized as a Significant Adlerian Contributor is an experience . . .



Please send us your nominations. Nominations need to include the name and description of contributions the person has made in their family, their workplace, their spiritual life, or their community.

Mail your nominations to ISIP, P.O. Box 284, Boise, Idaho 83701-0284, or phone us at (208) 344-7194

Being recognized as a Significant Adlerian Contributor is an experience one never forgets. Wouldn't you like to give that opportunity to someone special you know?

ISIP WEBSITE

You will find a full range of professional articles, workshop and conference announcements, news postings, conversation forums, and additional resources. Please visit regularly and check us out!

www.adleridaho.com

The ISIP Newsletter

Volume 33, Number 3 January/February 2011

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ISIP membership and newsletter subscription is included in Annual Conference registration. Non-Member subscription rate is \$10.00 per year.

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

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Maybell Memos

Understanding the Dynamic Impact of Birth Order

- 1) Always consider *psychological position vs. ordinal position*. A therapist can always rely upon the client, e.g. for a client who had two older siblings, “Did it feel more like you were a youngest of two, or an only child.”
- 2) *Psychological Competition* is a primary dynamic when considering birth order vantage dynamics. When a second child comes along, she/he in an effort to find a unique place of significance seeks to:
 - Avoid those areas where the older sibling is most prominent or capable.
 - Develop in those areas where the older sibling is less prominent or capable.This in turns “cements” the orientation of the older sibling, who wishes also to be unique, by being different than the younger sibling. The other dynamic of psychological competition occurs when the younger child decides to compete directly in the same “field of activity” as the older brother or sister with an effort to surpass the older sibling. This is referred to as the “Avis” child - “I’m #2 but I try harder”.
- 3) The *greatest psychological competition* exists between children of the same gender and who are close in age.
- 4) *Psychological competition can play out through the life cycle*, e.g. a first-born, suddenly depressed and discouraged at age 35 and did not know why. Exploration revealed that his younger sibling recently graduated with his doctoral degree.
- 5) Take *age differences* into consideration. Where there are gaps of three or more years, it is common for the birth order to begin anew, creating *birth order sub-groups*.
- 6) *Blended or step-families* go through a period of disorientation and competition for “place” as there is typically two first-borns, two youngest, etc.
- 7) Look always for the dynamic of *dethronement*, for the next oldest sibling when a new sibling comes along. This tends to be temporary.
- 8) When *displacement* occurs, meaning the younger sibling overtakes the older with respect to accomplishments, this is much more devastating in the long run.
- 9) The way in which *gender* is defined by the parents in a family has strong impact on psychological birth order. Boys and girls may be assigned a very different value and very different roles in the family. A firstborn daughter, for example, whatever her ordinal position may have significant domestic and care-taking responsibilities. The firstborn son may be given heightened value and privilege even though he is not born first.
- 10) *Health/Mental Health problems* have impact. A developmentally disabled child, for example, can remain in the “baby” position regardless of ordinal position. This in turn impacts the psychological position of the other children.
- 11) *Adopted Children* are in a unique place in a family. Parents may be so thankful for the child that they are overindulgent. At the same time the child may be plagued by not being wanted by the biological parents. If the adopted child is in a family with biological siblings, the adopted child may feel different and alienated from the rest of the family.
- 12) *When a child dies in the family*, this can have an effect on the position of the other children. Dynamics may include the over-indulgence of the remaining children, or the deceased child being so idealized in the family, as to present an impossible image to live up to.
- 13) *Twins* know, as do the rest of the family, who was born first and who was not...
- 14) Adler pointed out that in his experience the *extreme positions* tend to experience the extreme problems. I have found this also to be true.
- 15) *In all modalities of treatment*: individual, couple, and family therapy, uncovering psychological birth order dynamics can be most useful and at times key to understanding the case. It can be a most illuminating process to look at birth order combinations between parents and their kids, and between members of a couple.
- 16) In some cases, *birth order dynamics* are primary in their impact on lifestyle or relationship dynamics. In other cases the impact of *birth order* is *secondary* to other more prominent issues and dynamics, e.g. family atmosphere, parenting styles, gender guiding lines, memorable or traumatic experiences.

THE LEXICON OF ADLERIAN PSYCHOLOGY

What is a lexicon? From the book itself, "A lexicon is a stock of terms used in a particular profession, subject, or style; a vocabulary."

Jane Griffith/Robert L. Powers

EMOTIONS (FEELINGS)

The **emotions** were, for Adler, to be considered and understood apart from speculations concerning their origins in the operations of the nervous or endocrine systems. He was respectful of the variety of habitual **emotional** patterns predominant in different individuals, and he did not rule out the likelihood of their being discovered to be HEREDITARY in origin. Allowing that their primary forms could be identified in the responses to certain shocks experienced by infant and child, and in a mental tension then communicated and felt throughout the body by means of the autonomic system, Adler found the meaning of such events in whether they were clung to and rehearsed, instead of being allowed to pass from awareness after the moment of their occurrence. Adler regarded this clinging and REHEARSING to be the work of the individual, molding the expression of **feelings** into forms consistent with his or her STYLE OF LIVING, in line with a personal GOAL. He differentiated among these expressions as either socially disjunctive (G., *trennende Affekte*) as in anger, sadness, misuse of emotion, disgust, and fear and anxiety; or conjunctive (G., *verbindende Affekte*) as in joy, sympathy, and modesty (an affect which he says can be both conjunctive and disjunctive). (Adler, 1957, pp. 209-218). Also see Beecher, M. & Beecher, W., 1972, on jealousy. [Note that INFERIORITY FEELING and COMMUNITY FEELING are not included as **emotions**, but carry a different meaning, namely a sense of things as they are in reality, independent of **emotion** or opinion.]

Readers of Adler will not be unimpressed by his foreshadowings of the work of later distinguished contributors to human UNDERSTANDING. Hans Selye (1907-1982) in his identification of the *general adaptation syndrome* (1956/1978) uses the term stress in much the same way tension is used by Adler. Karen Homey (1885-1952), who departed from Freud's psychoanalytic assumptions on much the same grounds as Adler had many years before, is often credited with having introduced the terms "conjunctive" and "disjunctive" into psychological discourse regarding the **emotions**, although the priority is almost certainly Adler's, who used both terms in *Understanding Human Nature* (1927/1957). (It is possible that Homey failed to acknowledge Adler's contribution of these terms because of being not yet sufficiently independent of psychoanalytic domination to defy Freud's well-known edict against citing Adler.)

The feelings of an individual bear the impress of the meaning he gives to life and of the GOAL he has set for his STRIVINGS. To a great extent they rule his body and do not depend on it (p. 226).

Feelings always agree with the GOAL Of SUPERIORITY, and should not be regarded as arguments (Adler, 1969, p. 117).

Joy does not brook isolation (Adler, 1957, p. 216).

We cannot have anger without an enemy ... its PURPOSE is a victory over this enemy (Adler, 1957, p. 209).

Emotions... have a definite GOAL and direction (Adler, 1957, p. 209).

[Affects] occur whenever they are appropriate to the given STYLE OF LIFE and the predetermined behavior pattern of the individual. Their PURPOSE is to modify the situation of the individual in whom they occur, to his benefit (Adler, 1957, p. 209).

INDIVIDUAL PSYCHOLOGY has an axiom that behavior is organized toward a final GOAL and that emotions are the catalysts of action (Shulman, 1973, p. 63).

Capitalized words refer to a cross reference to other terms in the Lexicon.

Page number quotations are from A. Adler (1946a) *The Individual Psychology of Alfred Adler*.

Readers of the ISIP Newsletter may purchase a copy of The Lexicon of Adlerian Psychology for \$50.00 plus \$6.00 S&H.

Send payment and inquiries for bookstore or group discounts to: Adlerian Psychology Associates, Ltd., PO Box 1450, Port Townsend, WA 98368 – Email: Adlerpsy@olypen.com

Edgar's Corner

But... How Can My Children be so Different!

by Thomas E. Edgar, Ed.D.

Ever wonder why children born in the same family, reared by the same parents, can turn out to be so different? There are many possible reasons. The second child, for instance, is raised by parents who are experienced parents. The first was not. The economic level usually changes as time goes by. Children who are born later often have parents with more money to spend.

Probably the most plausible reason, though, is that children born into different positions in the family have different experiences and tend to see things from unique perspectives.

The first born child, as an example, is the only child who existed alone in the family. For a time the first born was the center of the world – and then, one day was dethroned. Another little person comes into the family taking time, energy and, most importantly, the attention of the parents.

The children at each birth position – first, middle, youngest or the only child, simply have different experiences. In this column, the common experiences and the common interpretations of life of the oldest child in the family will be noted.

Children at all birth positions set about immediately to find a place, to locate a niche for themselves in the family. Many of the ways that children seek to belong influence their lives long after they have left the family and have grown into adulthood.

First borns tend to associate largely with the parents for a long time. They tend to understand and appreciate power. They like rules. They tend to become overly responsible and very cooperative.

The first born tends to be conservative and to place a great deal of emphasis on being right, being good and being proper. They seldom are willing to

look foolish and so they want to know the rules before they will enter into new situations. They lack spontaneity because a spontaneous action could be wrong or be foolish. And that would be terrible to the typical oldest child.

When these children grow up to be adults, they are wonderful to have on committees. They will take responsibility quickly. People from other birth positions can usually outwait them any day. First borns spend about half their time volunteering to take responsibility and around half their time complaining about being too busy.

With other children in the family, first borns tend to be bossy. They can always catch others violating the rules of the family. They delight in reporting these observations to the parents and nearly anyone else who will listen.

When oldest children grow up they are very likely to be achievers, strivers, strugglers. They go to the moon, and they cultivate ulcers.

Usually first borns try to please. They try to give the parents what they want. They often do well in school, are cooperative and serious.

Sometimes, though, a first born may be defeated by a faster developing, younger child or may begin to doubt his ability to be the “good” child. When this happens, another child (often the second) will become like the oldest child in the family. The oldest then may turn away from being responsible, cooperative and hard working and begin to seek a place in other ways.

We all sought to find our place in the family. Decisions we made often influence our behavior long after we become adults. In later columns the middle child, the youngest child, and the only child will be discussed.

Tom Edgar, Ed.D., is a Professor Emeritus from Idaho State University. One of his areas of expertise is Adlerian Psychology. He has authored numerous articles in the Journal of Individual Psychology.

ISIP 2011 CONFERENCE

Presenter - Wes Wingett, Ph.D.

Grief and Loss: An Adlerian Approach

February 25 & 26, 2011 • Doubletree Riverside, Boise

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

ABOUT OUR PRESENTER: Wes Wingett has been a counselor in private practice in Norfolk, NE since 1978. Prior to entering private practice, Dr. Wingett had been employed as a counselor in a mental health center, a college program director, elementary school administrator and a junior high and secondary school counselor and teacher. Dr. Wingett received his bachelor's degree from Wayne State College, Wayne, Nebraska and his masters and doctorate in counselor education from the University of Wyoming. Additional graduate study was completed at the University of Vermont and the University of Northern Colorado.

Dr. Wingett's private practice focuses on providing individual, couple, and family counseling; consultation to educational institutions and business enterprises; and presenting Adlerian training in a variety of venues. He has conducted Adlerian based training in sixteen states, Puerto Rico, two provinces in Canada and five countries in Europe. He has been a student and teacher of Adlerian psychology for more than 35 years.

DATE: February 25 & 26, 2011

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

For more information call (208) 344-7194.

**Mark Your
CALENDAR!**



The ISIP Newsletter

P.O. Box 284
Boise, ID 83701-0284

*"Anyone trained in Adlerian Psychology knows what to do the first time they sit down with a client and through the process."
Wes Wingett & Steven Maybell*

**2011
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