



# Adlerian Society of Arizona

## Newsletter, October 2009

### What's Inside?

- President's Corner:  
What is the Future of  
ASA? (Meeting: 10/29/09)
- 57<sup>th</sup> NASAP Conference
- Have a Laugh:  
"Definitions"
- Wellness for Life: "Every  
Day is Thanks Giving"
- Stress Workshop Notice  
(11/14/09)
- Holliday Party  
(12/13/09)
- Annual Meeting  
(1/16/10)
- Resource Article:  
"Discipline Through Choices"

---

#### Editors

Gary D. McKay and Lyric Peate

---

#### NEWSLETTER SUBMISSIONS

The next newsletter will be published in March. If you have an item you'd like to see printed in the newsletter, please submit by February 27th. Use this email address: [dr.g.mckay@comcast.net](mailto:dr.g.mckay@comcast.net)

### President's Corner

Ed Doran, M.Ed., NCC

With cooler Fall weather in the air, Tucsonans can now breathe a collective sigh of relief that the hot summer has finally passed, and the holiday season will be here before we know it. The NASAP Conference held in Tucson this past June was a resounding success! I wish to thank all those who volunteered their time and energy to this tremendous undertaking. I am honored to have been elected to the position of Education Section Representative for NASAP during the Conference, and look forward to working with other NASAP members from around the country. Please see the article summarizing activities at the Conference in this newsletter.

It seems hard to believe that my term as President is nearly complete. Without a chapter Vice-President this year to prepare for service as upcoming President, the future leadership of our organization is in question. ASA has a rich history of promoting Adlerian principles to the community and creating a fellowship with those who adhere to those principles. Forums and workshops have provided opportunities for members and those interested in Adlerian Psychology to increase their knowledge and learn techniques for application of Adlerian principles. Unfortunately, this year has seen a decline in the active participation of members at these workshops, forums and even the NASAP Conference. I am not sure how to interpret this, knowing that the current economic situation has impacted many in a very detrimental way likely has played some role in this downturn. However, perhaps it is time for the organization to re-evaluate its mission. I would enjoy hearing from you to discuss your thoughts on the future of ASA, and what direction you would like the organization to take.

I personally envision a vibrant organization where members share the Adlerian philosophy to schools, social service agencies, and community organizations. Accomplishing this requires commitment by many and a strong Board to fulfill the mission. Nominations for our upcoming election at the January Annual Meeting are now open. Please consider your place in directing the future of our organization. You may submit names for consideration via email to my attention, or by mail to the chapter address. Both are listed in this newsletter. 2010 will be a turning point in the future of our chapter. What role do you wish to play?

## **What Is The Future Of ASA? Help Us Decide!**

Please join us for a brainstorming and planning meeting to address as we reassess the mission and future of the Adlerian Society of Arizona.

Questions to address include:

- Evaluate our mission- in what ways does ASA currently follow this?
- How are we sharing the gift of Adlerian Psychology to our community?
  - What do we want ASA to be? To Become?
    - How do we grow our membership?
- How does our membership provide learning opportunities for one another?

Your participation is not only welcomed, but necessary! Please join us for this important discussion that will determine the future direction of our organization.

Date: Thursday, October 29, 2009

Time: 6:00 PM

Place: Home of President Ed Doran  
2638 N. Goyette Ave.

(2 blocks east of Columbus- between Grant Road and Glenn Street)

RSVP to: 240-7319 Ed Doran

Or

[Doran02@gmail.com](mailto:Doran02@gmail.com)

**57<sup>th</sup> NASAP Conference  
Tucson, AZ  
June 25-28, 2009**

Westin La Paloma Resort, nestled against the Santa Catalina Range, was the location of this year's Annual Conference. The theme for the event was "Reclaiming our Children- Questioning the Culture". Attendees were treated to an incredible 75 different conference presentations to choose from covering Adlerian Counseling and Therapy, Education, Family Education, Organizational Development, Theory, Research and Teaching sections. The local committee worked hard to assist NASAP during the conference.

Multiple Tucson ASA members were among the presenters at this year's event, including:

**Drs. Gary and Joyce McKay**, who were the Ansbacher Lecture presenters speaking on the Power of Encouragement.

**Dr. Joyce DeVoss**, whose workshop entitled "Encouraging Leadership from Within" addressed the Adlerian approach to Educational Leadership within K-12 settings.

**Dana Duclo**, presented "What's in a Name?", covering the psychiatric labeling of children and its effect.

**Lyric Peate**, who presented a poster session on Art, the Artist, and Perception.

Of course, without the dedication and support of the ASA conference planning committee and volunteers, none of this could have been possible!

Please join me in applauding the efforts of our committee members:

Carolyn Crowder	John McClure
Ed Doran	Joyce McKay
Rick Lassiter	Nancy Stevenson
Lois Marecek	Rosenna Trejo
Kevin Mathieu	Joan Winn

And to those who volunteered their time and energy during the conference, including staffing the bookstore, ensuring that meeting rooms were prepared for presenters, room monitoring, tape recording of sessions, setup of AV equipment, and in general, keeping our guests happy!

Sharon Arkin	Kim Metz
Mary Estrada	Lyric Peate
Leah Evans	Larry Schnebly
Perry Higgins	Christine Taylor
Susan Keippel	Alison Tibbals

Sallie Lane

Ana Urias

Janet Walker

I would like to especially thank Nancy Stevenson for her amazing organizational skills and dedication both prior to and during the event in her role as Volunteer Coordinator!

Finally.....our chapter has been the host site for the NASAP Conference every four years. ASA has again submitted a proposal to host the conference in 2013. The time is now to begin forming the working committee to prepare for the event. Please contact me if you would like to be a member!

Submitted by  
Ed Doran

---

**Have a Laugh**

**Definitions:**

Feedback: The inevitable result when your baby doesn't appreciate the strained carrots.

Grandparents: The people who think your children are wonderful even though they're sure you're not raising them right.

Hearsay: What toddlers do when anyone mutters a dirty word.

Independent: How we want our children to be as long as they do everything we say.

Verbal: Able to whine in words.

Whodunit: None of the kids that live in your house.

Parenting: Spending the first two years teaching them to walk and talk and the next several years trying to get them to sit down and shut up.

---

*"It is easier to fight for one's principles than to live up to them."*

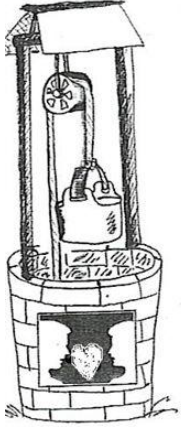
Alfred Adler

---

## Every Day Is “Thanks Giving”

Within “a blink of an eye”, the holidays will be here. Where does the time go? Who can say!

In any event, there are always some words of wisdom we come across. They appear in a variety of forms from inspirational to humorous and let’s not forget those family gems that are shared from year to year across the age levels. All in all, some of us look forward to them as much as or more than the holidays themselves.



**WELLNESS FOR LIFE**  
by Lois G. Marecek M.Ed., NCC, LPC

Why? Could it be a way of reminding us what is precious, humorous, and nonsensical or a way of bringing family and friend together? I’ll let you be the judge.

If we take a look at them, on the surface, they may appear to travel in one direction. For those who know me, they could be viewed like the “warm fuzzies” I share.

I came across this selection, “An Educator’s Guide to ‘THANKS GIVING’” by Dave and Nancy Craig, which I’d like to share parts with you.

Whining and complaining seem to be inherent to the human condition. While THANKS GIVING tends to be an acquired skill.

Children and teens often overlook the pleasures of being a continual THANKS GIVER. They’re unaware of the benefits. THANKS GIVING is one of those skills that benefits both the giver and the receiver. THANKS GIVING can’t be practiced without benefiting the THANKS GIVER!

It could be argued that the skill of THANKS GIVING is best learned from watching skilled THANKS GIVERS.

How to spot a professional THANKS GIVER:

- They often combine a physical action with a verbal THANKS!
- After receiving a compliment they often turn the tables and do some THANKS GIVING of their own. (“...well, Thank You! You look pretty spiffy yourself”)

- They think of creative ways to express gratitude (An e-mail is handy, but a written note more dandy.)

Some of the typical language of professional THANKS GIVER:

- “I appreciate you, and all that you do.”
- “I’m so glad that you are here working with me!”
- “You made my day yesterday when you....”
- “Your son is doing so much better. Thanks for taking time with him.”

Personal characteristics of professional THANKS GIVERS:

- Optimistic, looking for the bright side....and finding it.
- An eagerness to pass successes on to others.
- They can’t seem to keep their hands to themselves...., always patting others on the back, nudging them with confidence.
- When they greet students, teachers, or parents, they somehow nonverbally say: “I’m so glad you are here!”]

If you think for a moment, this view can apply to all ages, in every walk of life.

The Craig’s have summed it up so realistically, “The bottom line: To a professional THANKS GIVER, every day is another day to enjoy the bounty and pleasures of THANKS GIVING!”

Until we meet again, let me leave on a light note.

May your stuffing be tasty,  
May your turkey be plump.  
May your potatoes and gravy,  
Have nary a lump.  
May your yams be delicious,  
And your pies take the prize;  
And may your Thanksgiving dinner,  
Somehow stay off your thighs.

...anonymous

HAPPY AND HEALTHY HOLIDAYS!

Warm Fuzzies,

Lois

---

*“Most people get exactly what they want -- only they don’t know that they want it.”*

Rudolf Dreikurs



**THE ADLERIAN SOCIETY OF ARIZONA PRESENTS:**

*Adlerian Fest*

*Professional Adlerian Continuing Education*

**"DE-STRESSING OURSELVES AND OTHERS:  
PRACTICAL SKILLS FOR STRESS MANAGEMENT"**

Gary D. McKay, Ph.D., Jack Harris, M.Ed. and Lois Marecek, M.Ed.

While stress is a part of daily living that challenges people in many positive ways, it can also become a destructive force that adversely affects careers, personal & professional relationships, health and quality of life. Through a combination of presentations, exercises and small group discussions, "De-stressing Ourselves & Others" will give the participants an opportunity to see how stress affects them and those around them. They will learn practical techniques that can be used immediately to help manage stress more effectively and help prevent it from destroying the very things they have worked so hard to build.

***For counselors, psychologists, social workers in agency, private practice or school settings.***

***Saturday November 14, 2009, 9:00am-4:30pm (Check in 8:30-9:00am)***

**LEARNING OBJECTIVES:** Participants will learn:

- The power of stress.
- To recognize stressors.
- Practical skills to help them manage stress more effectively.

**ABOUT THE PRESENTERS**

**Jack Harris, M.Ed., LPC** conducts seminars around the country on a variety of topics aimed at helping *Keep Good People Good*. His results-oriented programs help people develop practical skills they can apply to everyday, real-life situations. He is also a licensed professional counselor, trained mediator, and Board Certified Expert in Traumatic Stress by the American Academy of Experts in Traumatic Stress.

**Lois G. Marecek, M.Ed., NCC, LPC.** Her background: developmental school programs, 1997 recipient Arizona School Counselor of the Year award. Agency work: severely traumatized children. Currently part of local fire critical incident stress team and serves as part of a state multidisciplinary team providing medical care during disasters or other catastrophic events i.e. Hurricane Katrina. Lois is also an educational consultant.

**Gary D. McKay, Ph.D.** is the co-author of 14 books and programs, including *Systematic Training for Effective Parenting (STEP)*, the world's leading parent education program, *How You Feel is Up To You* and *Body, Mind and Spirit: "Vitamins" for Your Whole Health*. He is a retired psychologist and a diplomate in Adlerian Psychology (North American Society of Adlerian Psychology.)

**LOCATION:** Community Room, Pima Community College Downtown Campus, 1225 N. Stone, Tucson, AZ (NW corner: Speedway & Stone).

**CREDIT:** 6 CE's. The Adlerian Society of Arizona (ASA) is an affiliate of The North American Society of Adlerian Psychology (NASAP). This workshop is co-sponsored by NASAP. NASAP is approved by the American Psychological Association to sponsor continuing education for psychologists and is recognized by the National Board of Certified Counselors (NBCC #5363) to offer continuing education for counselors. NASAP maintains responsibility for this workshop and its content.

**REGISTRATION FEES:** *Before November 4, 2009: Save \$15!*  
Non-Members \$60, ASA Members \$50 Full-Time Students \$40 (Includes 2009 & 2010 ASA Membership)

*After November 4, 2009* Non-Members \$75, ASA Members \$65 Full-Time Students \$55 (Includes 2009-2010 ASA Membership)

*Groups of 3 or more* who register together deduct an additional \$15 from each registration. Registrations and payment must be received together to be eligible for Group Discount.

*Join ASA* for 2009-2010 (\$25) and get the member rate (\$50 or 65) for this workshop!

**PAYMENT OPTIONS:** Online: Visit our website: [www.adlerianaz.org](http://www.adlerianaz.org) By Mail: Please *make check payable to:* ASA and mail to: ASA (PACE Program), 3343 E. Glenn St. Tucson, AZ 85716.

To learn more about ASA see [www.adlerianaz.org](http://www.adlerianaz.org) For more information please call 520 240 7319.

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Primary Phone # \_\_\_\_\_

Secondary Phone # \_\_\_\_\_

Email \_\_\_\_\_

Position: ( ) Marriage & Family Therapist ( ) Social Worker  
( ) Counselor ( ) Psychologist ( ) Educator ( ) Other

Setting: ( ) Agency ( ) Private Practice ( ) School  
( ) Other \_\_\_\_\_

- ( ) **ASA Member** \$65 (\$50 postdated by 11/4)
- ( ) **Nonmember** \$75 (\$60 postdated by 11/4)
- ( ) **Full Time Student** \$55 (\$40 postdated by 11/4)
- ( ) **Group of 3 or more**

Total enclosed: \$ \_\_\_\_\_

## **Holiday Party Fun and Food!**



This year we will be partying at Buddy's Grill at 4821 E. Grant Rd. 623 8409  
(On the north side of E. Grant between N. Swan and N. Arcadia)

Date: Dec. 13, 2009

Time: 1-4pm

Choose your meal from Buddy's vast menu.

## **ASA Annual Meeting**

Please join us for the ASA Annual meeting. We will be electing new officers for the year 2010 as well as discussing plans for the year for our educational forums, workshops and other activities.

This is a good chance to catch up with what's going on and meet, greet, and eat. Snacks will be served. A \$3.00 per person or \$5.00 per couple donation is requested.

You can renew your membership for the year: \$25.00.

**DATE AND TIME:** Saturday, January 16, 2010, 10:00 am - 12:00 pm.

**PLACE:** Mary Christensen's house. *7002 East Soyaluna Place, Tucson AZ.*

**RSVP:** Please call Mary Christensen at 296 6819 by Wednesday, Jan. 13<sup>th</sup>.

**DIRECTIONS:** (East Soyaluna Place is near East Tanque Verde Road and North Sabino Canyon Road.) Take East Tanque Verde Road to North Indian Ridge Drive – which is one block west of North Sabino Canyon Road. Turn north on North Indian Ridge Drive and continue on to East Soyaluna Place. The Christensen's house is on the south east corner of North Indian Ridge Drive and East Soyaluna Place, facing North Indian Ridge Drive. If you get lost, call: 296 6819.

## **Resource Article**

### **Discipline Through Choices**

Gary D. McKay, Ph.D.

Rewards and punishment don't work as well as they did in the "good ole' days" - whenever those were. Today's children consider rewards their right and punishment as an invitation for revenge. So what can parents do? You can't just let kids do whatever they want - that's disrespectful to you, and them, and doesn't prepare them for life.

First, realize that we live in a democratic society. Living in such a society requires making choices and being responsible for our choices. Our choices aren't unlimited - you can't drive as fast as you might want to without consequences - for you and someone else. Your choices have limits--if you want to drive, you must drive within the speed limit and obey the traffic laws. Society sets limits. The same is true for children, while they have choices, these choices have limits.

For example, a child is given an allowance with the expectation that this allowance will last until the next "pay day." The child has a choice about how to spend the allowance, but if s/he spends the allowance in one day, there is no more money until the next allowance day. In this way, the youngster learns to budget within the limits of the allowance.

Children are always choosing, so why not use this behavior in discipline? You might think that children don't always have a choice - not true - they always have a choice. At the lowest level they can choose whether or not to go along with your commands!

Choices help children learn self-discipline. We can't always be there to provide discipline for our kids. Helping them learn to discipline themselves is the best we can provide.

#### **Preventing Problems**

The more choices you give, the less misbehavior you'll have to correct. Children who are given choices feel more in control and responsible for their behavior.

**Chores:** Kids often resent being assigned a chore and are often more willing to do chores if they are invited to participate in the distribution of chores. At family meetings parents and kids can discuss what chores need to be done and who will do a particular chore. Some families like rotating chores from week to week. Others use a "job jar" where the family discusses the necessary chores and places each chore on a slip of paper for drawing from the jar. The family establishes when the chores will be done. In this way the kids know that chores they've agreed to do must be done before they engage in other activities such as watching TV or going out to play.

**Clothing Selection:** Kids may choose what outfit to wear to school or other activities. You may have to give them a choice between the types of clothing that are acceptable until they learn what is acceptable. As kids get older, they can help shop for their own clothes. Teens can be given a clothing allowance.

**Menu Planning:** Many "yuk" comments can be silenced by letting the kids participate in selection of meals. In a family meeting, the family discusses what to serve during the coming week. Agreements are reached. Older kids can also help prepare the meals.

**Toys:** Kids can be given choices between appropriate toys within your budget and values.

**Making Their Own Lunches:** When kids enter the first grade, they can begin to prepare their own school lunches.

**Family Outings and Vacations:** Instead of just dragging the kids along to places you go, involve them in the planning. The family will enjoy the activity more when an agreement has been reached.

**Homework:** When kids enter the fourth grade, they can begin to have a say in their homework times, for example, before or after dinner.

**The More Areas You Can Find To Give Choices, The More Cooperation You'll Get:** Also, learning how to make decisions is a developmental process. If we want kids to make good decisions as they grow, we have to give them practice. Research shows that kids with good decision-making skills are better prepared to resist negative peer pressure such as using drugs. So, look for areas in which you can give your kids choices. When kids develop "chooseability" they also develop responsibility.

### Correcting Problems

Of course there will be times when you will have to correct problems. You can also use choices for discipline problems, replacing rewards and punishment with natural and logical consequences. A natural consequence is the result of going against the laws of nature. The child who refuses to eat lunch is hungry before dinner. The child who doesn't wear a raincoat on a rainy day gets wet. The child who doesn't go to bed on time is tired the next day if s/he has to get up to go to school. The parent doesn't have to interfere but simply lets nature do the teaching.

Unfortunately some natural consequences are dangerous, and there are no natural consequences for many social situations. In these cases, logical consequences are designed. The parent designs the logical consequence, but the child must recognize that it is logically related to the misbehavior. For example, getting yelled at for spilling your milk at dinner is not logically related to the misbehavior - cleaning up the spilled milk is the logical extension.

**Here's Some Examples Of Logical Consequences:** You're on the phone and your five-year-old keeps interrupting. If there's a phone in another part of the house - such as the bedroom, put your caller on hold and move to the bedroom and close the door, leaving the child outside the door. If you don't have another phone in a room where you can close the door you can give the child a choice: "I'm sorry but I need to talk to . . . I'll talk with you when I'm finished. You may stay here and wait quietly or go to your room and wait, you decide." Act on the child's decision. If s/he interrupts, the child has chosen to go to his/her room as these were the limits you set.

Suppose your eight-year-old snacks while watching TV in the family room and neglects to clean up after him/herself. Again you can use choices: "If you want to snack in the family room, you'll need to clean up when you're finished, you decide." If the youngster chooses to leave a mess, resist the temptation to comment at that moment - as your child will expect you to comment. When we react in ways children expect, we often reinforce the misbehavior to correct misbehavior; we need to do the unexpected. So for now take care of the mess yourself when the child is not around. The next time your child brings snacks into the room you can say: " Since the family room was not cleaned up after you snacked (name the time) you've chosen not to snack in the family room. You may try again tomorrow to see if you're ready to clean up when you're finished."

Your 11-year-old comes home late for supper. Inform the child when supper will be served and if s/he expects to eat, the child will have to be home on time. If the child chooses not to eat because s/he is late and complains about not getting supper, you can simply say, "I'm sorry you chose not to be with us, breakfast will be served in the morning." Of course there are no snacks that evening - snacks are for those who eat regular meals, not a substitute for meals. You can politely tell the child this should he/she reach for a snack.

Suppose your teen comes home late from an outing on Friday night. Again, resist the temptation to comment when the teen comes in the door. Assuming there's been a discussion about an acceptable time to be home, the next time the child wants to go out, such as Saturday night, you simply say, "I'm sorry but you're not yet ready to keep the agreement on when to be home. You may try again next weekend."

## **In Order To Be Effective, Consequences Must Follow Certain Guidelines Or They Become Another Form Of Punishment.**

**1. They Must Be Firm, But Friendly:** Most parents are firm and most are friendly - but seldom at the same time. The voice and body language must be friendly as well as firm when you give a choice or follow through. If you're angry, lecture or talk down to the child, your choices and consequences will fail. Logical consequences are based on mutual respect.

**2. Sometimes They Need To Be Stated Or Negotiated In Advance** ... such as in the examples of being late for supper or home from an outing. Where there's "wiggle room" such as when to be home from an outing, negotiate. For example, your child may want to be home at midnight and you may want him or her home earlier, so perhaps you can suggest 10pm and come to an agreement on 11pm.

**3. Remember That You Are Rejecting Misbehavior, Not The Child** ... when you use consequences. Your child will do things that are acceptable and unacceptable to you. Accept your child as a worthwhile human being despite his or her behavior.

**4. Keep Your Words Brief And To The Point:** Parents talk too much when children misbehave. Remember, "Action speaks louder than words."

### **Summary**

Natural and logical consequences are challenging for parents and take time to be effective. Your kids are used to being rewarded and punished--they will test your new approaches. Give them choices between logical limits and accept the decisions they make: realize when you give a choice; there is no "wrong" choice.

Consequences, whether natural or logical are *not* punishments. They are simply the *result* of an action or inaction as the case may be. So consequences could also be called natural and logical results.

### **Sources**

This article is based on books by Gary D. McKay. You may wish to obtain one or more of these books to increase your knowledge of effective parenting skills.

Dinkmeyer, Don and McKay, Gary D. *Raising a Responsible Child*. (Rev.) (1996). NY: Simon & Schuster.

Dinkmeyer, Don, McKay, Gary D. and Dinkmeyer Don Jr. (1997) *The Parent's Handbook*. Circle Pines, MN: Bowling Green. KY: Step Publishers.

McKay, Gary D. and Maybell, Steven A. *Calming the Family Storm: Anger Management for Moms, Dads and All the Kids*. (2004). Atascadero, CA: Impact.

---

©CMTI-West, Tucson, AZ, 2009

**Multiple copies of this article can be made for clients and presentations. No part of this article can be used for commercial purposes.**

---