

YEAR BOOK 2008

From the Editorial

The *2008 Year Book* once again brings together an assortment of articles that continue to explore the meanings and techniques that Adler inaugurated, based on the humane logic of prevention *and* treatment. We begin our collection with Anthea Millar's essay on the crucial importance of "*Encouragement and the Essential Elements of Adlerian Practice*". This paper discusses Anthea's original model, one created to illustrate how encouragement is both the heart and the containing frame of the eight elements that make up Adlerian practice. She invites Adlerians not to lose sight of the enabling power of encouragement whilst providing us with invaluable insight into its crucial, everyday use.

Jill Reynolds's poignant paper, "*Working Creatively with Young People – 'We Do Not Stop Playing Because We Grow Older, We Grow Older Because We Stop Playing'*", skilfully discusses and demonstrates the creative dimensions of Adlerian-based practice with youth. Based on her London Conway Hall lecture, Jill saliently draws examples of the potency of working with early recollections, dreams and other creative exercises that enable younger people to work through their dilemmas, to modify their movement in life in ways that are vital and enhancing.

Gary McKay continues the theme of encouragement within the strategy of prevention through his perceptive and pertinent discussion, "*From Self-Esteem to People-Esteem*". Additionally, he speaks to the fact that Adlerian psychology is a values-based psychology by considering some of the core tenets that children and youth require for positive social living.

Daniel Eckstein, Judith Nelson, Adam Zigelbaum and Lisa Wines' "*Ten Recommendations for Providing Psychological Support for Children and Young People with Special Needs*" underscores strategies that can be implemented in schools based on their collaborative experiences in the United States. The discussion considers many of Dreikurs' more famous insights into the purpose of behaviour whilst demonstrating the value of collaboration among professionals. In working together, co-operatively sharing expertise and knowledge, interventions are implemented that positively benefit the special needs of differently-abled and challenged children and youth.

Dave Kearns's "*Responding Creatively to the Making of a Self: A Personal, Practical and Philosophical Enquiry*" provides a reiteration of the importance of creativity in Adlerian psychology. This emphasis on creativity is pertinent to the overall conceptualisation of Adlerian counselling and therapy as an *art*, one richly informed by science and empirical findings, but nevertheless an art in its technical and relational applications. Dave also speaks of this creativity as holistically-based, socially-oriented and an important force within us all, one that is particularly salient in children.

Rachel Shiffron's "*Coping with Change: An Adlerian Model*" addresses the perennial problem of adaptation. She considers the challenge of change as one that entails physical,

emotional, cognitive and spiritual dimensions. Rachel introduces an Adlerian model for coping with change, one that emphasises *movement* and the necessity for inciting it with the aim of restoring homeostasis and accruing the benefits of acceptance through to growth.

Gillian Turner turns our attention to “Mindfulness” in her essay on the benefits of *“Mindfulness-Based Counselling and Psychotherapy: An Adlerian’s Therapist’s Reflections”*. From her own experiences, practising and encouraging Mindfulness in others, Gill speaks to the transformative effects that the practice can have in aiding anxious clients but also anyone at all through the general ups and downs of life. The practice is an excellent means with which to enhance the self-care of both the client and the practitioner. She also draws attention to the empirical support that Mindfulness has gleaned over the years and its compatibility with counselling modalities such as the Adlerian and, separately, cognitive behavioural approaches.

Penny Henderson imparts her wisdom as a counsellor supervisor and supervisor trainer in her essay, *“Diversity and Supervision: How Two Middle-Class, Middle-Aged, White Women Taught About Diversity and Equality”*. Penny looks at the significance of self-reflexivity in counsellor supervision and the importance of sifting through feelings and beliefs when considering various categories of difference and otherness. Her examples are recounted from experiences on several supervision training courses and address the importance of assessment in addition to diversity and equality issues within supervisor-counsellor-client relationships.

Al Milliren and Wes Wingett’s paper, *“Eleven-Seven: Socratic-Style Questions And ‘Story’ Starters”*, considers Adler’s therapeutic style and the qualitative dimensions inherent within it. Using the acronym F-L-A-V-E-R-S, the authors summarise this style as encapsulated within an overall Socratic approach. Al and Wes also consider the strategy of “story-starters”, providing us with salient storied fragments to demonstrate the art of Adlerian counselling and psychotherapy. These kind-hearted examples pragmatically illustrate the theoretical value and utility of the Socratic approach as utilised by Adlerians.

Manu Bazzano’s *“When Rogers Met Adler: Personal Notes on Power, Masculinity, and Gender in Person-Centred Therapy”* brings together the writer’s reflections from attending a graduate level humanistic-based counselling course with his interest in Adlerian psychology. Manu discusses his perceptions of the “feminisation” of therapy drawing on his rich background in philosophy, spirituality and various modalities of counselling and psychotherapy. Consistent with the mytho-poetic approach, he considers traditional meanings of masculinity and manhood within the counselling milieu. He further draws meaningful parallels with poetry in search of the core of masculinity as a lived category of embodied experience.

Daniel Eckstein’s *“A ‘SUPER’ Theory: An Introduction to the Theory of Individual Psychology”* utilises the acronym S-U-P-E-R to capture core Adlerian tenets. This is an excellent starting point for readers with no background in Adlerian psychology. And for the seasoned Adlerian, Eckstein provides us nevertheless with a valuable re-telling of the foundational cornerstones of Adler’s philosophy. In particular, Nira Kefir’s early work is briefly summarised; often difficult to find (due to her published work being out of print), Kefir’s insights are simply recounted in Eckstein’s words based on her unpublished Ph.D.

thesis. These insights are offered alongside standard renditions sourced from other well-known Adlerian scholars and practitioners.

We complete the *2008 Year Book* with another valuable review of Dr. Henry Stein's monumental edited and translated opus: *The Collected Clinical Works of Alfred Adler*. In this review, we are provided with a discussion and summary of Volumes 9 and 10 by our American friend, Erik Mansager, who has diligently introduced – volume by volume – this tremendous asset and re-assembling of Adler's key writings in previous editions of the *Year Book*.

We would like to take this opportunity to thank our 2008 contributors for their hard work and dedication in supporting the British *Adlerian Year Book* in this our 13th annual edition. We are delighted to have received contributions from around the world from passionate, dedicated and expert Adlerians. And equally important, we wish our readers an enjoyable journey through these pages. We also remind readers that we shall welcome and gratefully receive queries and further submissions for our 2009 *Year Book*.

The Editors

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and Christopher Shelley (Vancouver, Canada)