



TENDERNESS AND AGGRESSIVENESS: THE CHALLENGE OF OUR TIMES

Vilnius, Lithuania

July 31 – August 3, 2008

PROGRAM

Organizers:

Lithuanian Society of Individual Psychology
On behalf of the
International Association of Individual Psychology (IAIP)
Supported by the Faculty of Philosophy of Vilnius university
and the Institute of Individual Psychology of Vilnius

Congress Site:

Vilnius University,
Faculty of Philosophy
Universiteto str. 9/1 and
Vilnius Town Hall,
Didžioji str. 31

Schedule of the Congress

Thursday, 07 31	Friday, 08 01	Saturday, 08 02	Sunday, 08 03
9.00–13.00 5 workshops: Kern, "Età Evolutiva", Günther, de Vries, Kende	9.00–10.00 Opening Ceremony	9.00–10.30 Panel on Education and Pedagogics Lectures with discussions (therapy), only in English	9.00–11.00 Panel on Science
	10.00–10.30 Main Lecture: Guy Manaster (Chaired by G.G. Rovera)		
10.00–12.00 IAIP Council Meeting, Room 208	11.00–12.30 Panel on Therapy	11.00–12.30 Lectures with discussions (therapy), only English	11.30–12.30 Main Lecture: Danutė Gailienė and Rasa Bieliauskaitė (Chaired by G. Mazzoli)
	14.30–16.00 Video Program at the University	Panel on Business and Organizations	
14.00–16.00 IAIP Delegates Assembly (1). Room 201	14.30–16.00 Special Lectures: Gian Giacomo Rovera; Rainer Schmidt; Eva Dreikurs-Ferguson (Chaired by G. Manaster)	IAIP Delegates Assembly (2). Room 201 14.30–15.15 15.30–16.15 16.30–17.15 Parallel Presentations:	14.00–16.30 Workshop: Mansager
	16.15–18.00 IAIP Sections. Rooms 201, 301–304	16.30–17.15 17.30–18.15 Parallel Presentations:	
18.00–21.00 Welcome reception. Refreshments and pay bar	IAIP Sections. Rooms 201, 301–304	Parallel Presentations:	<input type="checkbox"/> at the University, no translation <input checked="" type="checkbox"/> at the Town Hall, translation <input type="checkbox"/> at the Town Hall, no translation
	18.30–19.30 IAIP Sections. Rooms 201, 301–304	Departure to the Banquet from the University	



TENDERNESS AND AGGRESSIVENESS:
THE CHALLENGE OF OUR TIMES

24th International Congress
of Individual Psychology

Vilnius, Lithuania
July 31 – August 3, 2008

The Congress is hosted by Vilnius University

Under the patronage of
GINTARAS STEPONAVIČUS
Deputy Speaker of the Seimas of Lithuania
and
JUOZAS IMBRASAS
Mayor of Vilnius

Congress Organization

Organizers:

Lithuanian Society of Individual Psychology

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International Association of Individual Psychology (IAIP)

Supported by the Faculty of Philosophy of Vilnius University and the Vilnius Institute of Individual Psychology

Congress Site: Vilnius University, Faculty of Philosophy, Universiteto str. 9/1, LT-01513 and Vilnius Rotušė (Town Hall), Didžioji str. 31, Vilnius

Congress Center: Faculty of Philosophy, Vilnius University, Universiteto str. 9/1, Vilnius

Congress Office:

Institute of Individual Psychology

Pamėnkalnio str. 19, LT-01114 Vilnius

Internet: www.iaipwebsite.org

E-mail: vilnius_congress@yahoo.com

Phone: +37062055320

Fax: +37052471751

International Congresses of Individual Psychology

1. München	(D)	1922	13. München	(D)	1976
2. Berlin	(D)	1925	14. Zürich	(CH)	1979
3. Düsseldorf	(D)	1926	15. Wien	(A)	1982
4. Wien	(A)	1927	16. Montreal	(CDN)	1985
5. Berlin	(D)	1930	17. Münster	(D)	1987
6. Zürich	(CH)	1954	18. Abano	(I)	1990
7. Oosterbeek	(NL)	1957	19. Budapest	(H)	1993
8. Wien	(A)	1960	20. Oxford	(GB)	1996
9. Paris	(F)	1963	21. Chicago	(USA)	1999
10. Salzburg	(A)	1966	22. München	(D)	2002
11. New York	(USA)	1970	23. Torino	(I)	2005
12. Milano	(I)	1973	24. Vilnius	(LT)	2008

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DIDIT ANTIQVO VIRTUS NOVA LEMINA CIELO

Welcome Addresses

Welcome address of the President of the International Association of Individual Psychology

Prof. GUY MANASTER

The word ‘congress’ is derived from con – ‘together’ + gradi – ‘walk.’ Thus I welcome Adlerians from around the world, old timers and newcomers, to the IAIP Congress to walk together as we teach and learn from each other. Individual Psychology theory emphasizes activity and community. Our congresses are very active learning communities. Although our concepts and practices emanate from a single theory, time and distance, history, society and culture interact to affect our understandings and interpretations of the theory. This is illustrated at each congress. A presenter from one country will define or use a concept differently from its definition or use in another country. The discussion that follows may be strenuous, even heated, but in the spirit of walking together. I think each congress foments incremental progress in the coherence of Individual Psychology theory and practice.

There are few, if any, experiences more fulfilling than walking and talking with friends. Relaxed and accepted, sharing and not competing, receptive and contributing, everyone benefits.

Welcome to the IAIP Congress. Let us grow individually and together as we walk in this beautiful country with our beautiful theory and conception of the good life.

**Welcome address of the President
of Lithuanian Society of Individual Psychology
Dr. RASA BIELIAUSKAITĖ**

Dear guests and colleagues,

The Lithuanian Society of Individual Psychology is happy to welcome our colleagues from fourteen countries and four continents in our home town. The Lithuanian Society of Individual Psychology is one of the youngest members of the International Association of Individual Psychology (IAIP). Many colleagues from various countries with love and community feeling were leading us from a group of enthusiasts to the organised and quite numerous Lithuanian Society of Individual Psychology. Today we are especially honoured by the international Adlerian community who gave us credit to organise the 24th Congress of IAIP in Vilnius. We want to express our appreciation for this trust and we are doing our best to show that you are beloved guests for whom we are waiting.

Tenderness and aggressiveness are the notions that deeply touch the hearts of Lithuanian people. Our country for many years was on the crossroads of large imperias falling prey to various divisions of spheres of interest between East and West. Trying to protect our identity and the existence of the nation itself, we learned to lose open battles and endure long resistance. So our tenderness was toughened by the pain while crying over the best perished daughters and sons; also, our aggressiveness became covered and sometimes turned inward against ourselves, but the creative force of individuals and of the nation, in spite of all oppression, was strongly expressing itself until in the last decade of the last century our independence was restituted.

Now Vilnius and Lithuania are a new part of the quickly evolving Europe, and this part is looking for a way to move from a deficit of democracy to its unfolding. A new lifestyle is emerging in the country preserving the old strengths and looking for a new self-significance. It might seem strange that I am talking about old traumas in the welcome address of a psychological congress. Psychological reflection of old traumas on the personal and communal levels is necessary to move on. How to find tenderness beneath toughness and

firmness instead of aggressiveness and self-aggressiveness? More than that – we believe that many countries experience the same challenge.

We are looking forward with great interest to more than 60 presentations tackling the issue of tenderness and aggressiveness from different perspectives. We shall be able to deal with many issues from the perspectives of different cultures: the role of parents, operationalising and verbalising the psychotherapeutic process, burnout syndrome in various organisational cultures, discussions on the issues of tenderness and aggressiveness in Adlerian theory. We look forward to five pre-conference workshops and, of course, we are happy to invite you to an interesting social program which will give you the possibility to learn more about us and our country.

We wish you a good time, fruitful work, interesting insights, new thoughts, inspiring meetings with new people – let tenderness prevail, and our aggressiveness let be directed to conquering areas new for knowledge – inside and outside a person.

**Welcome address of the Deputy Speaker
of the Seimas of Lithuania
GINTARAS STEPONAVIČIUS**

Contemporary world is challenged by problems and often they are connected with issue of values. Scientists of various fields – economy, politics, sociology, law – reveal importance of human values. Value of freedom not always meets its counterpart of responsibility, therefore lack of honesty or faithfulness ruins economics, creates atmosphere of intolerance and selfishness. It may even lead world community or societies of individual countries to great political, humanitarian or economic disasters. It is very important that international community of scientists and intellectuals would actively encourage and foster creation of value rich life.

Individual psychology of Adler is highlighting community feeling and social interest as inborn nature of person. Psychologically sound person according to Adler is the one who has possibility to be responsible and to care for every other being.

It is my pleasure to congratulate Lithuanian Society of Individual Psychology, who on behalf of International Association of Individual Psychology alongside with other Lithuanian partners organised 24th Congress of Individual Psychology in Lithuania. Allow me to wish you to achieve best results in sharing your knowledge, ideas and experience for the benefit of all our societies. Moreover, I do hope that you will have the most enjoyable time in Vilnius!

Welcome address of the Rector of Vilnius University
Prof. BENEDIKTAS JUODKA

The University of Vilnius welcomes all the participants from Europe and other continents who participate in the 24th Congress of the International Association of Individual Psychology. The University and its Rector are pleased and honored to host this Congress and greatly acknowledge its distinction and value for the university and its community.

Established in the 16th century, today Vilnius University is the oldest and largest Lithuanian higher education institution. Herewith, along with its history, it not only remains an integral part of European culture and science, but is an active participant in international scientific and academic activities. Scientific development and the expanding relations with other universities and research centers have contributed to the variety of research and studies at modern-day Vilnius University.

Vilnius University is considered to be a cradle of psychology in Lithuania. Study program in psychology, opened in 1969, has remained the exclusive program in this field for several decades up to 1990s and has already educated several generations of psychologists in Lithuania. Indeed, Vilnius University is not only a place whence psychological science and research in Lithuania originated, but today it is one of the leading addresses for students looking for excellent quality of studies in psychology, for practicing psychologists looking for fresh ideas for their work. Currently, psychology at Vilnius University is represented by the Department of General Psychology and the Department of Clinical and Organizational Psychology at the Faculty of Philosophy which is an integral part of the Old Vilnius University.

Situated right at the heart of the capital city of Lithuania, Vilnius University and its modern Faculty of Philosophy offer students, academic community and visitors a unique blend of culture heritage, classical university and modern infrastructure. I wish all the participants an exciting Congress, which provides you with plenty of time for meeting friends and colleagues to exchange news and views, to have critical discussions and to find initiatives for new research collaborations.

A cordial welcome to all participants of the 24th Congress of the International Association of Individual Psychology!

Congress Organization

Organizers:

Lithuanian Society of Individual Psychology,
on behalf of the
International Association of Individual Psychology (IAIP),
supported by the
Faculty of Philosophy of Vilnius University and the
Vilnius Institute of Individual Psychology.

Advisory Board:

Prof. Dr. Guy J. Manaster, Austin/Texas, President IAIP
Giansecondo Mazzoli, Reggio Emilia, General Secretary IAIP
Horst Gröner, Gotha, Treasurer IAIP
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Preparatory Committee:

Dr. Rasa Bieliauskaitė, Vilnius
Dr. Rasa Barkauskienė, Vilnius
Edita Briedienė, Panevėžys
Marija Giedraitytė, Vilnius
Lilija Lasauskienė, Vilnius
Silva Markuckienė, Vilnius
Viktoras Šapurovas, Vilnius
Aušra Trimonytė, Vilnius
Erika Kern, Vilnius
Eglė Zubienė, Panevėžys

Congress Office: Institute of Individual Psychology

Pamėnkalnio str. 19, LT-01114 Vilnius

www.iaipwebsite.org

E-mail: vilnius_congress@yahoo.com

Phone: +37062055320

Fax: +37052471751

General Information

Registration at the Congress:

Congress Center at the Faculty of Philosophy of Vilnius University,
Universiteto str. 9/1, Vilnius:

31.07.2008: 9.00–20.00

01–02.08.2008: 14.00–16.00

Registration at Vilnius Rotušė (Town Hall):

01–02.08.2008: 8.00–11.00

03.08.2008: 9.00–11.00

Registration fee at the Congress:

Registration fee includes free entrance to the scientific program and abstracts from the conference (available at the registration desk during the Congress) but does not include pre- and post-Congress workshops and social events.

for participants/lecturers	300.00 EUR
for full-time students of Universities and Adlerian Training Institutes (please have a proof of status) and participants from Eastern Europe	75.00 EUR
for accompanying person (with identical address, not valid for lecturers)	75.00 EUR

Fee for Social Events:

EUR 10 EUR Welcome Reception

EUR 30 EUR Congress Banquet

Fee may be paid (in EUR) to the bank account of Institute of Individual Psychology, Lithuania:

SEB bank AB, Vilnius

SWIFT CBVILT2X

IBAN LT48 7044 0600 0578 4605

Visa or *Mastercard* acceptable at the Congress Site, Faculty of Philosophy.

Congress Language: English

Full synchronous translation will be provided only at the Town Hall for main lectures and panel presentations in the morning as well as for special lectures and special discussions on Friday afternoon (into English, German, Italian and Lithuanian). Consecutive translation from Italian to English is planned for some presentations in the afternoon discussions.

Pre- and post-Congress Workshops (at Vilnius University):

1.	Early recollections and therapeutic alliance: Getting clients to return Roy M. Kern, Erika Kern, <i>Lithuania</i>	July 31, 4 hours, 9.00–13.00	English
2.	Theoretical methodological model in the context of child psychotherapy “Età Evolutiva”, team of Istituto Alfred Adler, <i>Italy</i>	July 31, 4 hours, 9.00–13.00	Italian, translation into English
3.	The development of the technique of couples and family therapy Kurt B. Günther, <i>Austria</i>	July 31, 1.5 hours, 11.00–12.30	English
4.	Cross-cultural clinical collaboration: Comparing international cases in family therapy David McGill, <i>USA</i> Isolde de Vries, <i>Germany</i>	July 31, 2 hours, 11.00–13.00	English
5.	Melody for peoples fraternity – Bartok: <i>Cantata Profana</i> Hanna Kende, <i>Hungary</i> Georges Mormin, <i>France</i>	July 31, 2 hours, 11.00–13.00	English
6.	Individual Psychology and lesbian/gay identity – Course correction Erik Mansager, Sharyl Trail, <i>USA</i>	August 3, 2.5 hours, 14.00–16.30	English

IAIP Meetings

Council: Chaired by President Prof. Guy J. Manaster Ed.D. from Austin/Texas IAIP Council will meet on **31.07.2008** at 10.00–12.00 at the Faculty of Philosophy, Vilnius University. Room 208.

Delegate Assembly: Delegates of the IAIP member organizations (societies and institutes) will meet on **31.07.2008** at 14.00–16.00 at the Faculty of Philosophy, Vilnius University and again on **02.08.2008** at 13.30–14.15. Room 201.

Section Meetings: The five Sections of the IAIP chaired by the Vice-presidents of the IAIP, will convene on **31.07.2008** at 16.15–18.00 at the Faculty of Philosophy, Vilnius University. A second meeting during the Congress will be held on Friday, **01.08.2008** at 18.30–19.30 (if the sections not decide on another time). Rooms 201, 301, 302, 303, 304.

Scientific Program

The Scientific Program of the Congress consists of the following parts: pre-and post-Congress Workshops, Main Lectures and Panels, Special Lectures, Lectures with Discussions and Presentations at Thematic Sections.

Daily Program

FRIDAY, AUGUST 1, 2008

Vilnius Rotušė
(Vilnius Town Hall, Didžioji street 31)

- 9.00–10.00 **Congress Opening Ceremony**
- Welcome address of Prof. GUY MANASTER
*President of the International Association
of Individual Psychology*
- Welcome address of Dr. RASA BIELIAUSKAITĖ
President of Lithuanian Society of Individual Psychology
- Welcome address of GINTARAS STEPONAVIČIUS
Deputy Speaker of the Seimas of Lithuania
- Welcome address of JUOZAS IMBRASAS
Mayor of Vilnius
- Welcome address of Prof. BENEDIKTAS JUODKA
Rector of Vilnius University
- 10.00–10.30 **Main Lecture**
- Chairperson: Gian Giacomo Rovera
- Guy J. Manaster**
EVOLUTION AND REVOLUTION: TENDERNESS
AND AGGRESSIVENESS
- 10.30–11.00 Break
- 11.00–12.30 **Panel Discussion on Therapy**
- THE CASE OF MS D.
Chairperson: Dan Dalton
Speakers: Bernard Shulman, Gisela Eife,
Alessandra Bianconi
- 12.30–14.30 Lunch break

Special Lectures

- 14.30–15.00 **Gian Giacomo Rovera**
TENDERNESS AND AGGRESSIVENESS IN ELDERLY INDIVIDUALS
- 15.00–15.30 **Rainer Schmidt**
THE DIALECTIC TENSION BETWEEN STRIVING FOR POWER AND GEMEINSCHAFTSGEFÜHL – A CONTEMPORARY DEPTH PSYCHOLOGY MODEL
- 15.30–16.00 **Eva Dreikurs-Ferguson**
MOTIVATION FROM THE ADLERIAN PERSPECTIVE

Vilnius University, Faculty of Philosophy,
Universiteto street 9/1

16.30–18.15 **Presentations in Parallel Sections (A, B, C, D, E)**

Section A: Room 201

Chairperson: Petra Fischer

- 16.30–16.50 **Petra Fischer**
CASE STUDY: A GIRL FINDS A BALANCE BETWEEN TENDERNESS AND AGGRESSION
- 16.55–17.15 **Eleonora Casi, Piero Cherasco, Laura Grimaldi**
TENDERNESS AND “HIDDEN” DESTRUCTIVENESS IN THE MOTHER-CHILD RELATIONSHIP WHEN THE PARENT BECOMES THE “CHILD”: THE CHALLENGE OF OUR TIMES
- 17.15–17.30 Break
- 17.30–17.50 **Rūta Gaubienė**
NARCISSISTIC ANGER AS A CAUSE OF AGGRESSIVE BEHAVIOR IN CHILDHOOD
- 17.55–18.15 **Francesca Di Summa**
TENDERNESS AND AGGRESSIVENESS IN A MOTHER’S BEHAVIOUR SEXUALLY ABUSED IN HER CHILDHOOD

Section B: Room 301

Chairperson: Horst Gröner

- 16.30–16.50 **Ellen Mendel**
RESCUING HISTORY IN ORDER TO BUILD BRIDGES
THROUGH UNDERSTANDING AND DIALOGUE
- 16.55–17.15 **Gintautas Vaitoška**
THE STATE AS A DYSFUNCTIONAL FAMILY: POST-
COMMUNIST REFLECTIONS
- 17.15–17.30 Break
- 17.30–17.50 **Eglė Zubienė**
THE DEVELOPMENT OF THE CHILD – INSTITUTE
OF INDIVIDUAL PSYCHOLOGY: FROM THE BIRTH
TO EARLY ADOLESCENCE. ADLERIAN APPROACH
- 17.55–18.15 **Horst Gröner**
SOME REMARKS ON THE HISTORY OF THE INTER-
NATIONAL ASSOCIATION OF INDIVIDUAL PSY-
CHOLOGY (IAIP)

Section C: Room 302

Chairperson: Anthea Millar

- 16.30–16.50 **Anthea Millar**
ENCOURAGEMENT AND THE ESSENTIAL ELE-
MENTS OF ADLERIAN PRACTICE
- 16.55–17.15 **Giansecondo Mazzoli**
TENDERNESS AND AGGRESSIVENESS IN GROUP
THERAPY
- 17.15–17.30 Break
- 17.30–17.50 **Anna Maria Bastianini, Saveria Barbieri, Ester Chicco,
Marco Raviola, Anna Rosa**
PSYCHOMOTOR THERAPY WITH CHILDREN
- 17.55–18.15 **Bettina Schubert**
NO ROAD WITHOUT A GOAL – PRACTICAL ADVICE
AND HELP FOR TEACHERS AND ADMINISTRATORS
IN EMERGENCY SITUATIONS

Section D: Room 303

Chairperson: Tina Zumer-Haslehner

- 16.30–16.50 **Ursula Oberst, Marta Beranuy, Xavier Sánchez-Carbonell**
INTERNET ABUSE AND INTERNET ADDICTION –
A NEW DISORDER IN ADOLESCENTS AND YOUNG
ADULTS?
- 16.55–17.15 **Dalia Nasvytienė**
THE ANALYSIS OF ADOLESCENTS' EXPERIENCE OF
PSYCHOLOGICAL HELP-SEEKING
- 17.15–17.30 Break
- 17.30–17.50 **Barbara Simonelli, Simona Fassina, Alessandra Bianconi**
TENDERNESS AND AGGRESSIVENESS OF
THE THERAPIST IN THE PSYCHOTHERAPY
OF PATIENTS WITH BORDERLINE PERSONALITY
ORGANISATION
- 17.55–18.15 **Tina Zumer-Haslehner**
ON PSYCHIC PAIN

Section E: Room 304

Chairperson: Zivit Abramson

- 16.30–16.50 **Ayako Ihara, Masako Seino, Shunsaku J. Noda**
A COUNSELING PROCESS IN PARENT-STUDY
GROUPS BASED ON INDIVIDUAL PSYCHOLOGY
- 16.55–17.15 **Zivit Abramson**
ADLERIAN FAMILY AND COUPLES THERAPY
- 17.15–17.30 Break
- 17.30–17.50 **Max Deon**
“WHISTLEBLOWING” AGAINST CORRUPTION,
MOBBING, NEPOTISM AND SOMETHING MORE

SATURDAY, AUGUST 2, 2008

Vilnius Rotušė
(Vilnius Town Hall, Didžioji street 31)

- 9.00–10.30 **Panel Discussion on Education and Pedagogics**
ROLE OF MOTHER AND FATHER TODAY: BETWEEN
TENDERNESS AND AGGRESSIVENESS
Chairpersons: Francesca Di Summa, Marco Raviola
Speakers: Rasa Barkauskienė, Anna Maria Bastinini,
Joyce Callus, Margit Datler
- 10.30–11.00 Break
- 11.00–12.30 **Panel Discussion on Business and Organizations**
THE BURN-OUT SYNDROM
Chairperson: Max Deon
Speakers: Michael Froese, Lino Grandi,
Viktoras Keturakis
- 9.00–12.30 **Lectures with Discussions, Chamber Hall**
Chairperson: Alessandra Bianconi
- 9.00–9.45 **Hans-Jürgen Lang**
ANGER, AGGRESSION AND HATE: CONCEPTS
INFLUENCED BY INFANT RESEARCH ANF ATTACH-
MENT THEORY – AN INDIVIDUAL PSYCHOLOGICAL
PERSPECTIVE
- 9.45–10.30 **Ellen Behrmann-Zwehl**
INFANT RESEARCH AND THE MODEL OF MENTALI-
SATION
- 10.30–11.00 Break
- 11.00–11.45 **Gisela Eife**
COMMUNITY FEELING AND STRIVING FOR COM-
PLETENESS AS AN EXPRESSION OF IMMEDIATE EX-
PERIENCE – A BARELY NOTICED ASPECT IN ADLER'S
THEORY

- 11.45–12.30 **Andrea Ferrero, Elisabetta Cairo, Simona Fassina, Barbara Simonelli**
AGGRESSIVENESS INTERPRETATION IN THE PSYCHOTHERAPY OF BORDERLINE AND NARCISSISTIC PERSONALITY DISORDERS
- 12.30–14.30 Lunch break

Vilnius University,
Faculty of Philosophy, Universiteto street 9/1

- 14.30–17.15 **Presentations in Parallel Sections (A, B, C, D, E, F)**
- Section A: Room 201
- Chairperson: Wolfgang Lemmel
- 14.30–14.50 **Edita Briedienė**
TENDERNESS IN PSYCHOTHERAPY OF INDIVIDUAL PSYCHOLOGY
- 14.55–15.15 **Wolfgang Lemmel**
“MEN ARE SHOOTING AS THEY ARE NOT ALLOWED TO CRY” – A CONTRIBUTION TO THE UNDERSTANDING OF AGGRESSION AND AUTOAGGRESSION
- 15.15–15.30 Break
- 15.30–15.50 **Manfred Gehringer**
SIMILARITIES AND DIFFERENCES BETWEEN ADLERIAN PSYCHOLOGY AND MODERN INTERSUBJECTIVE THEORY
- 15.55–16.15 **Paul R. Rasmussen**
THE ADAPTIVE PURPOSE OF EMOTIONAL EXPRESSION: PROMOTING TENDERNESS AND UNDERSTANDING AGGRESSION
- 16.15–16.30 Break

- 16.30–16.50 **Andrea Bovero, I. Graziato, Simona Fassina,
Riccardo Torta**
TENDERNESS AND AGGRESSIVENESS IN THE
RELATIONSHIP WITH THE ONCOLOGICAL DYING
PATIENT
- 16.55–17.15 **Roberta Rossi**
LOVE LINKS BETWEEN POWER AND RECIPROCITY

Section B: Room 301

Chairperson: Eglė Zubienė

- 14.30–14.50 **Aušra Gričiūtė**
MANIFESTATION OF PECULIARITIES OF PSYCHOLO-
GICAL FACTORS OF RESILIENCE AMONG TEENAGERS
ACCORDING TO THEIR BIRTH ORDER (SINGLE, FIRST-
BORN, SECOND-BORN AND THIRD-BORN)
- 14.55–15.15 **Sara Goldoni, Chiara Pisi, Sabrina Contu,
Mazzoli Giansecondo**
ADOLESCENT LIFE STYLE TEST (A.L.S.T.)
- 15.15–15.30 Break
- 15.30–15.50 **Renata Garckija**
PARENTING STYLES AND CHILDREN'S BEHAVIORAL
AND EMOTIONAL PROBLEMS: WHAT PERSONALITY
TRAITS CAN TELL US?
- 15.55–16.15 **Timothy S. Hartshorne, Alyson Schäfer**
THE CHALLENGE OF PARENTING CHILDREN
WITH SIGNIFICANT DISABILITIES
- 16.15–16.30 Break
- 16.30–16.50 **Albina Kepalaitė**
INTERRELATIONS OF TEACHERS' COMPARATIVE
FEELING OF INFERIORITY, SOCIAL INTEREST AND
AGGRESSIVENESS
- 16.55–17.15 **Stefania Caudana, Maria Morcinelli**
TENDERNESS AND "HIDDEN" DESTRUCTIVENESS
IN THE MOTHER-CHILD RELATIONSHIP

Section C: Room 302

Chairperson: Marco Raviola

- 14.30–14.50 **Gyongyver Karpati**
FROM THE NEED FOR TENDERNESS TO THE PSY-
CHOTHERAPY
- 14.55–15.15 **Lino Graziano Grandi**
AGGRESSIVENESS AND TENDERNESS IN THE THE-
RAPEUTIC RELATIONSHIP
- 15.15–15.30 Break
- 15.30–15.50 **Maria Dolcimascolo, Marco Raviola, Andrea Salza**
TENDERNESS AND AGGRESSIVENESS IN GROUP
THERAPY WITH ADOLESCENTS
- 15.55–16.15 **Georges Mormin**
WHAT OCCURS TO THE WOMAN SO THAT THE
CHILD APPEARS
- 16.15–16.30 Break
- 16.30–16.50 **Hanna Kende**
DOMESTICATION OF THE ZOMBIE. ADLERIAN
CHILD PSYCHODRAMA GROUPS IN THE VIRTUAL
SPACE OF THE XXI CENTURY
- 16.55–17.15 **Lilija Lasauskienė, Rūta Lasauskaitė**
BULLYING PREVENTION PROGRAM AT SCHOOL:
PRACTICAL IP APPLICATION

Section D: Room 303

Chairperson: Erika Kern

- 14.30–14.50 **Judit Hajdu**
BRUTALITY. THE MEANING AND MANAGEMENT
OF AGGRESSION IN FRENCH-HUNGARIAN CHIL-
DREN'S DRAMA
- 14.55–15.15 **Maria Morcinelli, Stefania Caudana**
ADOLESCENCE AND AGGRESSIVENESS: FROM
EMANCIPATION TO VIOLENCE. STORIES OF FAMILY
CRIMES

- 15.15–15.30 Break
- 15.30–15.50 **Gloria Fasano, Cristina Carpinello**
THE AGGRESSIVENESS OF MOTHERS WHO KILL
THEIR SONS: IS IT A SOCIAL PROBLEM?
- 15.55–16.15 **Yannick Le Jan**
FROM AGRESSIVENESS TO TENDERNESS
- 16.15–16.30 Break
- 16.30–16.50 **Alessia Cantarella, Cristina Carpinello**
D.C.: THE HISTORY OF A STALKER. FROM LACK OF
TENDERNESS TO THE MALICIOUS AGGRESSIVE
DRIVE
- 16.55–17.15 **Christopher Shelley**
WAS ALFRED ADLER THE “FIRST COMMUNITY PSY-
CHOLOGIST”?

Section E: Room 304

Chairperson: Emanuela Grandi

- 14.30–14.50 **Szélesné Ferencz**
THOUGHTS ABOUT THE CHILDREN PLAY IN RELA-
TION TO “DEATH AND DYING”
- 14.55–15.15 **Cristiana Maffucci, Federica Marabisso, Marco Raviola**
AGGRESSIVENESS AND TENDERNESS...ON STAGE
- 15.15–15.30 Break
- 15.30–15.50 **Emanuela Grandi, Alessia Anna Cantarella, Anna Rosa**
EMOTIONS’ ROLE IN A PERMANENT SUPERVISION
GROUP: A CONTRIBUTION
- 15.55–16.15 **Hironori Nakajima, Tadashi Tanaka, Masako Hagi, Kei-
ko Okada, Shunsaku Noda**
USING NUMBER ONE PRIORITY AND SENSORY
TYPES TO UNDERSTAND LIFE STYLE IN THE GROUP
WORKSHOP
- 16.15–16.30 Break

- 16.30–16.50 **Emanuela Grandi, Alessia Anna Cantarella, Anna Rosa**
A GROUP ANALYSIS EXPERIENCE ON CONTINUUM
BETWEEN TENDERNESS AND AGGRESSIVENESS
- 16.55–17.15 **Alessandra Zambelli, Silvia Pagani**
TENDER IS THE ANGER

Section F: Room 307

Chairperson: Roy M. Kern

- 14.30–14.50 **Messaouda Mouroux**
FAILURE OF THE CREATIVE CAPACITY, CANCER-
ROUS SOMATIZATIONS
- 14.55–15.15 **Roberta Chiodo Martinetto, Elisabetta Cairo**
AGGRESSIVENESS AND TENDERNESS IN THE BIO-
PSYCHO-SOCIAL CONSTRUCTION OF THE CORPO-
REAL IMAGE: A CASE OF GROWTH HORMONE (GH)
DEFICIENCY
- 15.15–15.30 Break
- 15.30–15.50 **Yvonne Schürer**
LIFESTYLE COMPARISON: AN EFFECTIVE WAY TO
DETECT HIDDEN AGGRESSION IN RELATIONSHIPS
- 15.55–16.15 **Roy M. Kern**
LIFESTYLE ASSESSMENT: FROM THE OBJECTIVE
TO SUBJECTIVE
- 16.15–16.30 Break
- 16.30–17.15 **Dorothee Kollmann, Anna Peter, Beatrix Ruhberg-Reim,
Anne-Els Stadler**
AGRESSION AND TENDERNESS IN
THE THERAPEUTIC RELATION

3 AUGUST, 2008

Vilnius Rotušė
(Vilnius Town Hall, Didžioji street 31)

9.00–11.00

Panel Discussion on Science

IS IDENTITY RELATED TO TENDERNESS,
AGGRESSIVENESS OR BOTH?

Chairpersons: Andrea Ferrero, Alessandra Zambelli

Speakers: Gian Giacomo Rovera, Wilfried Datler,
Albrecht Stadler

11.00–11.30

Break

11.30–12.30

Main Lecture

Chairperson: Giansecondo Mazzoli

Danutė Gailienė, Rasa Bieliauskaitė

TENDERNESS AND AGGRESSIVENESS: LOOKING
FOR THE BALANCE FACING THE PAST

12.30–13.00

Closing of the Congress

Abstracts

(in alphabetical order)



ADLERIAN FAMILY AND COUPLES THERAPY

1 August, 2008 (16.55–17.15)

ZIVIT ABRAMSON

Alfred Adler Institute

Tel Aviv, Israel

Dr. R. Dreikurs described the basic ground rules and the process of Individual Psychotherapy. Later, therapists began to practice more and more Family and/or Couples Therapy. For some of us, and for many of our clients, it became the preferred choice in a great number of cases and it still continues to spread.

Due to the difference in structure and in the focus of the therapeutic goal, there are some points and some techniques in which Adlerian Family and Couples Therapy differ from Adlerian Individual Therapy. These will be described whilst providing examples to illustrate each point. The comparison will include the intake, the therapeutic contract, clients' motivation to attend therapy, the issue of resistance, the use of some typical Adlerian techniques and the full process of therapy. The "Four Phases of Therapy" as formulated by Rudolf Dreikurs serve as a starting point for the above comparison. These include: Phase one, the therapeutic relationship, which is obviously dissimilar in the case of more than one person. Phase two, The psychological investigation which in the case of Family and Couples Therapy includes both parent-children relationship and conflict, and couple relationship and conflict. Phase three, Interpretation, which in Family and Couples Therapy raises among other things the questions of who gets it and who should be present, who responds to it and who confirms it and in what way, and finally, Phase four, reorientation, namely practicing change of behavior (Coaching?). Done by a family unit, dynamics naturally differ from those of a single individual.

The observations and recommendations, which will be presented, are based on experience gained at the Clinic for Family, Couples and Child Therapy, at the Alfred Adler Institute of Tel Aviv, Israel, over the past 3 decades.

THE ROLE OF MOTHER AND FATHER TODAY:
BETWEEN TENDERNESS AND AGGRESSIVENESS

2 August, 2008 (9.00–10.30, Panel on Education and Pedagogics)

RASA BARKAUSKIENĖ
*Mykolas Romeris University,
Vilnius Psychological Educational Service
Lithuania*

Motherhood and fatherhood traditions in Lithuania originated and described in folk literature centuries ago have survived major hardship during a soviet period. However, ongoing basic social transformations of the recent period in Lithuania have again challenged the roles of men and women, father and mother. Though the ideas that mother is a primary caretaker of children and conservator of tenderness and father is a breadwinner and symbol of power and dominance are still strong among Lithuanians, today they undergo the new examinations. What does it mean to be man and father in a modern Lithuania? Do traditional stereotypes of masculinity apply for today's fathers? How do women outlive their motherhood nowadays? How do children experience the changing roles of their parents? Answers to these questions will be illustrated on the grounds of surveys and research results. The issues of the today's roles of mother and father and its associations with tenderness and aggressiveness will be discussed from the Individual Psychology perspective.

THE ROLE OF MOTHER AND FATHER TODAY:
BETWEEN TENDERNESS AND AGGRESSIVENESS

2 August, 2008 (9.00–10.30, Panel on Education and Pedagogics)

ANNA MARIA BASTIANINI

Alfred Adler Institute

Turin, Italy

In the light of the deep evolution which has taken place in Italian families over the past 50 years, we intend to focus our attention on the transformations of maternal and paternal roles.

Within a family which is no longer “normative”, but rather “affective”, in which the homogenization and confusion of roles and generations prevail, the articulation and integration of tenderness and aggressiveness as registers that lay the foundations of a harmonious psychological growth, seem today even more problematic.

PSYCHOMOTOR THERAPY WITH CHILDREN

1 August, 2008 (17.30–17.50)

ANNA MARIA BASTIANINI, SAVERIA BARBIERI,
ESTER CHICCO, MARCO RAVIOLA, ANNA ROSA

*Alfred Adler Institute
Turin, Italy*

Over time the Turin “Istituto Adler” has gained vast experience in therapeutic work with children with Pervasive Development Disorder, autism and child psychoses. A video expounding some examples of our way of working with children will be shown. In this type of work the relationship with the body is of fundamental importance in any therapeutic intervention. To make the child’s development possible, it is necessary to go back in time, to the sensations brought about by physical games, to give the child the possibility to experience in a reassuring and pleasurable context new ways of interacting with the world and with other people. The most original aspect of our experience lies in the possibility of an intervention that, beginning from the evident and emergent contents of the images given by the children, doesn’t aim so much to refashion the image, but rather to affect bodily sensations as being at the origin of mental and phantasmal life, within a relationship of pleasure. The phantasmal scenario of each child in the group unfolds around a register of tenderness and aggressiveness, concentrating on certain specific themes. We will see how each child, depending on his personal history and issues, brings into play phantasmal elements, both personal and shared with the rest of the group, that appear thanks to an indissociable connection between action and narration. Our basic hypothesis is that playing in this phantasmal register enables the personality of each child to be constructed and his/her issues to be surmounted.

The role of the adults is to act as directors of the scene, by not dealing immediately with the contents, but rather with the container. The adults are present first of all to offer archaic sensations related to the body and, subsequently, to stage the imaginary life of each child, receiving and containing their projections (anger, destruction, restraint, reception) in an appropriate manner, to enable them to play with them in an area of shared pleasure.

INFANT RESEARCH AND THE MODEL OF MENTALISATION

2 August, 2008 (9.45–10.30)

ELLEN BEHRMANN-ZWEHL

Germany

New findings in infant research underline the importance and at the same time the fragility of early bonding between babies and their primary caregivers. I will outline the complex process of building up a secure relationship between parents and their babies, give some input on various disturbances of the regulatory system of babies and will introduce to the concept of early mentalization during infancy. A case presentation will show the conflicting strives of “loving care and tenderness” versus “hate and destruction” within the first vulnerable month of parenting and their reflection in the process of transference and counter-transference

TENDERNESS AND AGGRESSIVENESS IN THE RELATIONSHIP
WITH THE ONCOLOGICAL DYING PATIENT

2 August, 2008 (16.30–16.50)

ANDREA BOVERO, I. GRAZIATO, SIMONA FASSINA,
RICCARDO TORTA

*Psycho-Oncology Unit, S. Giovanni Battista Hospital, University of Turin
Turin, Italy*

Objective: To analyse how the concepts of tenderness and aggressiveness influence the quality of life and death in terminal oncological patient.

Method: Through the presentation of some clinical cases, following the individual-psychological model, we have analysed some aspects of the patient aggressiveness (such as anger, negation, impotence, guilt, etc) and the psychotherapist aggressiveness towards the clinical situation (frustration, difficulty in communication, anguish of death, escape, etc). We have considered tenderness as the basic strategy in the approach with dying man (encouragement process, empathic coparticipation, accompanying strategy, etc) and as the psychotherapist attitude towards death.

Results: According to the analysed cases we have shown that the psychotherapist abilities to manage his own personal experience and the use of the encouragement strategy have promoted the process of elaboration of anticipatory grief and helped the terminal phase of existence. This study has also shown the importance of self perception and how these patients have fought through “affirmation needs”, to be seen or appreciated as powerful mediators in the preservation of their dignity. Striving for power, as fighting spirit coping, has helped those patients to overcome their illness-related concerns and to optimize their quality of life. The encouragement process applied to terminal patients has allowed to keep a positive self-regard towards a diminishing independence and preserve hope.

Conclusions: This study has displayed the efficacy of the Adlerian model, individually tailored, put in an existentialism perspective in the therapeutic process with the dying patient. Aggressiveness meant as “striving for good death” and encouragement strategy have revealed to be efficacious in satisfying the patient cure needs, in facing teleological inferiority feelings and in giving a meaning to his existence. Thus through an aggressive virile protest against the inferiority feelings, the patient and the psychotherapist try to dominate reality and to overcome human conflicts. Striving for power and the social feeling foster the acceptance process of the terminal illness in the oncological patient and the possibility to achieve death with dignity. Finally these insights will provides indications for the approach to dying cancer patients intended to bolster hope, enhance meaning and lessen suffering for patients nearing death.

TENDERNESS IN PSYCHOTHERAPY
OF INDIVIDUAL PSYCHOLOGY

2 August, 2008 (14.30–14.50)

EDITA BRIEDIENĖ

Institute of Individual Psychology
Lithuania

Alfred Adler wrote about the need of tenderness in the childhood. A child needs tenderness in order to develop ability to love and to start relationship. Adults should satisfy their need of tenderness in their sexual life. Unfortunately, Adler wrote a little about further development of tenderness and seeks of tenderness. Do adults need not only sexual tenderness?

Someone has compared Z. Freud's psychoanalytical method with surgeon's knife and A. Adler's method with covering the wound with healing unguent. Is it about tenderness? Is there enough tenderness in the Individual Psychology? How do we understand tenderness? How does tenderness manifest itself in psychotherapy? What place does it take there? I am going to answer these and other questions in my paper/report and hope to discuss them with You.

THE ROLE OF MOTHER AND FATHER TODAY:
BETWEEN TENDERNESS AND AGGRESSIVENESS

2 August, 2008 (9.00–10.30, Panel on Education and Pedagogics)

JOYCE CALLUS

Malta

It does not require a long stretch of the imagination to link tenderness and aggressiveness to parenting. They are like the two extreme ends of a parenting pendulum swing. Parents may adopt both tenderness and aggressiveness in their parenting style with good intentions and might not be aware of the negative outcomes of these approaches. Extremes are always extremes and very often beget an action-reaction result. It is usually between the opposites that a possibility for growth and improvement exists. As Adlerians we are aware of the three Cs (controlling, cocooning, collaborating) that enhance the feeling of Belonging, here I would like to focus on another set of Cs – the three Cs of Parenting. These represent the two extremes and the middle force where empowerment, movement and solutions can be found.

D.C.: THE HISTORY OF A STALKER. FROM LACK
OF TENDERNESS TO THE MALICIOUS AGGRESSIVE DRIVE

2 August, 2008 (16.30–16.50)

ALESSIA CANTARELLA, CRISTINA CARPINELLO

Alfred Adler Institute

Turin, Italy

This report aims to face, through the analysis of a clinical case unfortunately well known in Italy also as criminal news, the psychological and social phenomenon of “Stalking”.

Stalking is a particular criminal behaviour based on a unsuitable use of the aggressive drive and lack of social feeling, known also a “obsessive following syndrome”.

According to one’s personal familial and affective history and aside from their motivations based at the beginning of their obsession.

Stalkers, in general, show a clear problem in the emotional, relational, communicative and affective areas.

We’ll analyze in particular the type of stalker whose main characteristic is the presence of deep internal feeling of inadequacy, envy and resentment for the world outside.

Their behaviour is caused by the want of revenge because of a damage or an injustice that they believed to have suffered and it is so feeded by the search of revenge itself.

From the Adlerian point of view we will analyze then course that leads to the healthy construction of Identity and self recognition, set against to the course that, instead, doesn’t allow the harmonious development of personality on the useful side of life.

Our attention will be so placed on that part of life that sends this kind of person to face the lack of love and tenderness, lack of a “sufficient good home”, lack of the ability to manage the aggressive drive and to direct it towards its own advanced form as will of power and striving for superiority, with the absence of balance of an adequate social feeling.

The history of “our” stalker will highlight how D.C. during her childhood had felt worthless, despised and refused, and how this situation had caused her need for self defense from relationships. “I never felt myself in on the same wavelength as the others, I always had the sensation of a lack of balance and harmony (...) I always felt myself inadequate. I convinced myself that I am on one side and all the others are on the other side (...) I am sad because I don’t feel myself as worthy as the others and I am angry towards those who make me feel like this.”

TENDERNESS AND “HIDDEN” DESTRUCTIVENESS IN THE
MOTHER-CHILD RELATIONSHIP
WHEN THE PARENT BECOMES THE “CHILD”:
THE CHALLENGE OF OUR TIMES

1 August, 2008, 16.55–17.15

ELEONORA CASI, PIERO CHERASCO, LAURA GRIMALDI

Opera alla Crocetta

Turin, Italy

“In deference to our social conventions, the elderly are... , so to say, put on the shelf...” (Adler, 1930).

Our experience in the care of institutionalized elderly with disabilities offers a privileged point of view on the reversed parent-child relationship, where it is sometimes difficult to reach a balance between tenderness and aggressiveness.

There is a deep dichotomy between the being and the must-being, but also between what someone wants to be and what they can be, a gap between an idealistic (and sometimes ideological) representation of one’s role and the actual role. This gap, of which the caregivers are not fully aware, is a sensation of exhaustion, lack of energy, almost feverish grief that sometimes leads to mechanical and detached attitudes of control towards the elderly parent.

The core of the problem is that the caregivers are faced with needs and demands they can’t always satisfy and, if overwhelmed by them, they feel so completely worn out and stressed that they forcefully become less caring and helpful towards their old and frail parent.

What is the right distance to keep from the elderly parent?

How to intervene in this relationship so to find the right balance between tenderness and aggressiveness?

“In order to understand the social situations it is necessary to identify who holds the power and why” (Hachen, 2003).

Bibliography

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Hachen D.S., *La sociologia in azione*, Carocci, Roma, 2003.

TENDERNESS AND “HIDDEN” DESTRUCTIVENESS
IN THE MOTHER-CHILD RELATIONSHIP

2 August, 2008 (16.55–17.15)

STEFANIA CAUDANA, MARIA MORCINELLI

*Alfred Adler Institute
Turin, Italy*

“There is no worst way of abusing a child than being over indulgent towards him” (D. W. Winnicott). Family is a place where traumas and micro-traumas take place; at the same time, family can be an irreplaceable and potential resource of energies and affection. Talking about the far-reaching topic of aggressiveness, we can focus the attention on two wide spread aspects of our confused and troubled age: violence hiding fragility and tenderness can conceal destructiveness.

If we use Individual Psychology as an interpreting tool, aggressive drive, defined as “a basic energy not well channelled and controlled yet capable of ensuring fundamental needs to be met”, can sometime turn into a “psychic or behavioural event with affirming, competitive and sometimes destructive purposes”.

When aggressiveness can turn into something else? We can state that, when a child is not allowed to freely express his strength, i.e. his positively aggressive drive, he experiences mistrust and the inability to achieve his goals and establishing feelings of tenderness towards the world. The build up of anger and grudge, triggered by the impossibility of happily living his “loving” aggressiveness, can turn the original drive into aggression—internal or external.

Keeping the spot light on “children’s issues”, we believe it is urgent and relevant to focus on “adult issues” as well, or better on the general difficulties typical of our age in performing the parenting role. Violence is congenital to human kind, and mothers who have always symbolized sweetness and love, at unconscious level – through tenderness – hide absolute possession and control over children, not envisaging any autonomous space for them; such mechanism favours an internal process leading to the maternal figure considering the child not as a being carrying an independent meaning, “existing that cannot exist”. It is apparent that the drive of possession towards children does not coincide neither with objectuality nor with love. Unfortunately, examples are numerous: news frequently report resounding facts of murderer or potentially murderer mothers. In the light of the above, my speech will discuss in the attempt to understand, in specifics, the psychodynamics of processes regulating some expressions of more or less latent aggressiveness – concealed by tenderness – in the mother-child relationship. We must consider that unconscious aggressiveness can be more dangerous than explicit violence.

AGGRESSIVENESS AND TENDERNESS IN
THE BIO-PSYCHO-SOCIAL CONSTRUCTION
OF THE CORPOREAL IMAGE:
A CASE OF GROWTH HORMONE (GH) DEFICIENCY
2 August, 2008 (14.55–15.15)

ROBERTA CHIODO MARTINETTO, ELISABETTA CAIRO

Italy

The subject of the body as a representation has been systematically tackled by a variety of disciplines and by studies regarding eating disorders and the related physical experience.

Corporeality originates in the first relations with parental figures, in the initial experiences of inferiority, including experiences of physical inferiority, and from the level of satisfaction of the early needs for tenderness and security.

In Individual Psychology, individuality means indivisibility and unity in the sense that all parts are interrelated, both mutually and with the environment, according to a unitary concept of the mind in which “the psychic life can only be understood by setting it in the environment of collective relations.” (Adler 1927).

So from this point of view, the family is the first social network in which an individual’s biological, intra-psychic and interpersonal dynamics interconnect to create normal or pathological development.

In this paper, we have taken some elements from a case of growth hormone (GH) deficiency in order to highlight how the body and the physical existence are interlinked in human situations as a dimension of the same and how corporeality is a broader “gift of senses” because it is the vehicle that we use to meet others.

The physical history of a subject and the unique style of their significant actions offer an explanatory key not only to any motives that lead them to endure dissatisfaction but also to the (sometimes fictitious) goal that they intend to pursue.

In this sense, many problems that manifest a lifestyle filled with the fear of being inadequate in relations with others reveal an inferiority complex which is linked to the corporeal image, a problem that can manifest itself with aggressive behaviours and anxious-depressive states.

THE ROLE OF MOTHER AND FATHER TODAY:
BETWEEN TENDERNESS AND AGGRESSIVENESS

2 August, 2008 (9.00–10.30, Panel on Education and Pedagogics)

MARGIT DATLER

Austria

Alfred Adler published his paper “Das Zärtlichkeitsbedürfnis des Kindes” in 1908. One main topic is his thoughts about education, about the role of parents – about the problems of parents to interact with their child too caress or too cold. The parent-child-relationship has an impact on development of inferiority feeling and of aggressiveness. The child wants to be kissed, to get the feeling of being important, to be praised to the skies, to be the only beloved one, and so on. The child develops by and by his own strategies to get satisfaction of his (elementary) needs. With some vignettes of baby-observation-protocols I will show in my paper how in the very first time in the life of a baby parents and baby may find together, how there could be an affective attunement between parents and baby and in which ways baby’s needs are satisfied or stay unsatisfied. I also want to outline which opportunities parents find to support their babies, why parents also fail and how babies react if they could not stand frustration.

“WHISTLEBLOWING” GEGEN KORRUPTION, MOBBING,
NESPOTISMUS UND ANDERES MEHR

1 August, 2008 (17.30–17.55)

MAX DEON

Zürich, Schweiz

Ist der Ombudsmann passé oder braucht es schärfere Methoden, um Misstände mit Nachdruck aufzudecken? Es is eine ausgesprochene Mutfrage verkrustete, verheimlichte, als ungerecht empfundene Strukturen zu thematisieren,

Haben wir unser Gerechtigkeits-Empfinden für das übergeordnete Gemeinwohl einmal entwickelt, so drängt sich die Verpflichtung zur Aufdeckung von Misständen geradezu auf!

Es werden keine rechtlichen Aspekte angegangen. Nur psychologish-moralische Abläufe interessieren.

MOTIVATION FROM THE ADLERIAN PERSPECTIVE

1 August, 2008 (15.30–16.00)

EVA DREIKURS FERGUSON

*Southern Illinois University Edwardsville
Edwardsville, Illinois, USA*

Adlerian Psychology was developed at a time when a largely mechanistic and biological emphasis prevailed. Psychology as a whole was in its infancy when Adler presented his socio-teleological and holistic psychology in the first two decades of the 20th Century. At that time, his theory and its methods were not well understood, not adequately appreciated, and his impact on the developing discipline of psychology was minimal compared to the more biological and mechanistic theory of Freud.

The intervening years since Adler first put forth his theory have seen a dramatic change in the practices and beliefs of society-at-large as well as within the more maturing discipline of psychology. The presentation for the IAIP Congress reviews some of the changes in society and in the discipline of psychology that helped to make the ideas of Adler and Dreikurs far more accepted by lay people and by theorists and practitioners in the field of psychology.

The construct of MOTIVATION is the focus in this presentation, because it is unique in Adler's theory. Motivation is a key concept in all dynamic theories of personality. The Adlerian conceptualization differs from other dynamic theories and differs from many cognitive and behavioral approaches. Some of these differences are discussed. Focus is given to the Adlerian emphasis on goals and private logic. These latter concepts help explain motivation in general (nomothetic) terms and in relation to each unique individual (idiographic approach).

The role of awareness is also considered. New neuroscience and cognitive research has shown that many aspects of thought and motivation are out of awareness. The presentation covers a wide range of research and shows how it supports the Adlerian approach to motivation.

Social Interest or *Gemeinschaftsgefühl* is a basic construct in Adlerian psychology, and it plays a key role in understanding an individual's motivation. Does the person have high *Gemeinschaftsgefühl*? If so, this person's motivation will be different than that of a person with low *Gemeinschaftsgefühl*. The importance of this is discussed when considering an individual's motivation.

Additionally, the topics of encouragement and discouragement are discussed as motivational conditions that affect a wide range of behaviors. Methods for recognizing discouragement are discussed, as are methods for encouragement. When individuals are encouraged they show more pro-social actions and are more creative as well as persistent in task performance. How encouragement differs from extrinsic rewards as means of inducing positive motivation is also discussed.

TENDERNESS AND AGGRESSIVENESS
IN GROUP THERAPY WITH ADOLESCENTS

2 August, 2008 (15.30–15.50)

MARIA DOLCIMASCOLO, MARCO RAVIOLA, ANDREA SALZA

*Alfred Adler Institute
Turin, Italy*

It is not always possible for adolescents to benefit from the work done in individual psychotherapy. Many reasons seem to justify this situation: for some youngsters it is difficult – if not impossible – to talk about themselves and their experiences to another person. In fact their internal organisation brings them to act out their emotions, rather than think them. Furthermore, being in a couple can bring about strong anxieties due to the excessive emotional proximity experienced. And yet the level of difficulty is considerable and many people notify the need for prompt and effective assistance.

We started a group of therapy with six youngsters of twelve-thirteen years old at a centre in a socially problematic area of the city of Turin. The observations we will expose are a result of considerations stemming from this experience.

One of the basic evolutive tasks of adolescence is individualization, which takes place through emancipation from the people, the emotions, the attitudes and the behaviours that characterized childhood. Tenderness has a lot to do with the world of childhood and for this reason it is seen by adolescents as the bearer of relationships that are at the same time desired and feared.

A therapeutic group setting – as far as were able to observe in our experience – makes it possible to shift the tenderness, as well as the aggressiveness, onto a mediator, that is used by all the members of the group. This experience makes it possible to gradually become aware of these aspects, to increasingly play with them and control them, first in the here and now of the sitting, then in the inner world and finally in the outside world.

If the aggressiveness is given a chance to express itself, then it is possible to free the energy necessary to build a distinct identity, which means going from a state of affective and emotional undifferentiation (aggressiveness, sexuality, tenderness, anger, joy) to a progressive differentiation.

Mastering tenderness means being capable of using it to approach others (parent figures, friends, partners) and to enter into an emotional relationship without allowing anyone to intrude.

Within the group one of the roles of the therapist is to enable the youngsters to enter into contact with the adults and with each other thanks to the modulation of tenderness and aggressiveness. The therapists, thanks to the fact that they enter into direct contact with the youngsters, and to the creation of a favourable relational environment, enable them to experience tenderness as a mode of communication and contact with others, without them having to fear entering into a symbiotic relationship; aggressiveness is experienced as an energy at the service of self-affirmation and of the affirmation of one's identity, which restrains and limits the destructive aspects of oneself and of others.

COMMUNITY FEELING AND STRIVING FOR COMPLETENESS
AS AN EXPRESSION OF IMMEDIATE EXPERIENCE – A BARELY
NOTICED ASPECT IN ADLER’S THEORY

2 August, 2008 (9.00–12.30)

GISELA EIFE

*Alfred Adler Institute Munich
Germany*

When Adler developed his concept of community feeling he framed it within the context of the patient’s immediate experience, general issues of human life and the striving for overcoming.

I propose that Adler’s attention on immediate experience is a barely noticed aspect of his theory. Both realms: the feeling of the patient and the issue of life movement unite in the phenomenon of “life”. According to Adler life is “movement” with a “direction towards more, towards a “supplementation, an enhancement, towards a power offering safety “without losing sight of permanent unsafety” (1926k). The individual life has a “tendency for overcoming”, “especially as a result of the pressing feelings of tension due to incompleteness” (1933l). This tendency “informs each tiny impulse of movement, operates without words and concepts and demands the whole creative force of the individual” (1933l), which “is identical with the life force itself” (1932g). According to Adler this tendency can also be named “striving for perfection, safety, completeness” (1933i). This striving “is innate as something that belongs to life”, an “urge, a development, something without which we simply cannot visualize life” (1933i).

Adler’s basic concepts of striving for perfection, completeness and community feeling are often taken as ethical norms. Yet in his citations Adler focuses on something immanent to life itself that can be lived, suffered and experienced. During the last decade extensive research has been conducted on these psychosomatic affects and immediate experiences. In this paper I will present ways of interpreting community feeling and striving for completeness insofar as these concepts represent the immediate experience.

THEORETICAL METHODOLOGICAL MODEL IN THE CON-
TEXT OF CHILD PSYCHOTHERAPY

(Pre-Congress workshop, July 31, 9.00–13.00)

“ETÀ EVOLUTIVA”

team of Istituto Alfred Adler, *Italy*

We propose the theoretical methodological model in the context of child psychotherapy, developed by the “Età Evolutiva” (“Age of Development”) team of “Istituto Alfred Adler” (Turin, Italy).

This model follows the Adlerian theory, with reference to current views of Adlerian and psychoanalytical thought, that enable, in a congruous manner, the closer examination and elucidation of an evolutive and pathogenetic theory, and of a methodology of intervention in the field of child psychotherapy with analytical orientation.

As it is known, Adler, even though he did give essential concepts and references in this area, he didn’t develop it, and Adlerian thought was successfully applied to the field of educational psychology rather than to psychotherapy.

More specifically, with reference to clinical examples, the following points will be highlighted:

- the importance of a psychodiagnosis as a useful starting point to individuate the psychological functioning of the child with relation to his/her emotional/relational environment and to his/her personal and family life history;
- the usefulness of a therapeutic project that considers the work with the child within the “enlarged therapeutic environment”, in which the parents, teachers, educators, etc. can also be involved, as an important resource for overcoming difficulties of the age of development;
- the methodology of intervention that favours playing as a possibility of expression and transformation of the inner world of the child in relation to the therapist;
- the function of restraint and interpretation, within a setting that envisages the active participation of the therapist within the child’s game.

THE AGGRESSIVENESS OF MOTHERS
WHO KILL THEIR SONS: IS IT A SOCIAL PROBLEM?

2 August, 2008 (15.30–15.50)

GLORIA FASANO

Italy

When the thought generally goes to the relationship between mother and small child, almost it was an automatism, it gives rise to some mental representations permeated of tenderness. These preconstituted “patinated” images defensively deny the existence of the aggressive impulses that, instead, the mother often perceives in the comparisons of a son who totally uses her physical and mental energies up. If it is true, that to reach an extreme action like the killing of a son, it is necessary to have a personality structure very fragile, when not frankly psychotic, it is equally true that the increment of this phenomenon unavoidably places us behind a question: which aspects of the western society of the last twenty years are so much changed as to becoming *ezio*-pathogenous – or at least to feeding a lot of serious disturbs of personality and psychosis? The pro-adlerian cannot realize that one of the most important modifications regards the structure and the consequent running of the familiar constellation and generally of the social net. In the past, in the families where even three generations lived together, in spite of the inter-relational tensions, the mother had the possibility to receive a real and moral support by her brothers and parents, who, in necessity case, could become compensative and/or substitutive figures of the child’s parents. At a more macroscopic level we have assisted to a progressive individualization of the life style who has taked to the difficulty of having to manage in complete loneliness all the existential problematics and the emotional ones, between which those connecting to the accudimento of a child. This same individualistic model places objectives of working and personal realization very ambitiouses, often incompatible with the dispatch of the maternal role. The woman comes to find herself shared among opposite needs who go to increase her frustration and, often, her depression.

An ulterior consequence of the raging of disintegrated, chaotic, enlarged families is the fact that often the women, who become mother today, not having had a system of stable and coherent reference, they haven’t got the way to acquiring a model of parental behavior to put in action with their own sons. The psychical confusion, that derives, helps to make these women feel a prey to instability and afraid even to going towards the failure like mothers, just when the imperante culture demands them to show themselves adequate in all the feminine roles. About this purpose, moreover, it must remember that the actual social system promotes the egocentrism and the narcissism, for which it gets hard for a person to suddenly find itself in the situation to having to decentralize itself off, to supply the requirements of someone, who completely depends on the others.

AGGRESSIVENESS INTERPRETATION
IN THE PSYCHOTHERAPY OF BORDERLINE AND
NARCISSISTIC PERSONALITY DISORDERS

2 August, 2008 (9.00–12.30)

ANDREA FERRERO, ELISABETTA CAIRO,
SIMONA FASSINA, BARBARA SIMONELLI

*S.A.I.G.A.
Torino, Italy*

According to Individual Psychology, personality disorders in the borderline spectrum are expressed as self pathologies with polymorphic pervasive traits, a distorted drive for power, fictitious hypercompensatory goals, diminished social interest, malicious aggressiveness, and flawed psychosexual and bodily identity.

Specific cognition deficits associated with the psychological function of mentalization are also described.

The symptoms are the final result of an attempt at self-protection when faced with hermaphroditic deindividuation anguish.

We can describe patients with borderline personality organisation according to four different psychological functioning levels, which correspond with different possible object relation and intra-psychic dynamisms.

In reference to this, aggressiveness displays itself in different ways in the intra-psychic and relational sphere, with different symptomatologic expressions ranging from auto and hetero aggressive acting to the possibility of mentalization.

In psychotherapy, the possibility of using interpretation as a technical instrument with regard to aggressiveness depends on the patient's psychological functioning level, on his defence constitution, on the quality of his object relations, and on the transference relation.

Clinical examples will be presented.

FALLDARSTELLUNG EINER SANDSPIELTHERAPIE:
EIN MÄDCHEN FINDET EINE BALANCE ZWISCHEN
ZÄRTLICHKEITSBEDÜRFNIS UND AGGRESSION

1 August, 2008 (16.30–16.50)

PETRA FISCHER
München, Deutschland

Anhand eines ca. zweijährigen Sandspieltherapie-Prozesses (nach Dora Kalff) soll die Entwicklung eines sechsjährigen Mädchens mit einer frühen Regulationsstörung und einer Angststörung beschrieben werden. Es werden ausgewählte Photos gezeigt, die die allmähliche Veränderung des neurotischen Lebensstils der jungen Patientin nachzeichnen.

Zu Beginn nimmt das Mädchen die Welt als unberechenbar, bedrohlich-aggressiv und chaotisch wahr, sich selbst als minderwertig und hilflos. Zuweilen hat es Ängste, den Übergang von der Mutter, die es zärtlich tröstet, zur Therapeutin zu überwinden. Eine kleine Seehund-Figur hilft Anna schließlich in einer Art rite d'entrée, ihre Ängste in den therapeutischen Raum zu bringen und sich von nun an während eines Sandspielprozesses mit den aggressiven Aspekten bei sich selbst und anderen auseinanderzusetzen. Im Verlauf von insgesamt 44 Sandbildern wird dabei das Thema des Übergangs bzw. der Verbindung von ihr auf verschiedenen Ebenen symbolisch im Sandkasten dargestellt und intrapsychisch immer wieder um- und neugeformt – solange, bis Anna die beiden Pole Zärtlichkeitsbedürfnis und Aggression integriert hat.

Anna versucht, das ihr Vertraute und Phantasievolle mit dem unberechenbaren Fremden und Realen zu verbinden. Sie gestaltet schöpferisch in jeder Therapiestunde eine Welt der Tiere, mit deren Bewohner sie sich identifiziert. Indem Anna ihren Tierfiguren überkompensatorisch größtenphantastische Macht und Überlegenheit gegenüber den mir zugeteilten Menschen zuschreibt, schützt sie sich unbewusst vor dem Spüren ihrer eigenen Minderwertigkeit. Gleichzeitig erprobt sie dabei mutig neue Beziehungserfahrungen und verändert dabei spielend ihre lebensstiltypische Bewegung der Ohnmacht und Vermeidung.

Bei ihrer kontinuierlichen schöpferischen Gestaltung des Sandes arbeitet Anna unbewusst auch an einer Geburtsthematik, die ihre eigene, äußerst belastende Zeit als Fötus sowie als Säugling und Kleinkind nochmals nachzuempfinden scheint und die diesmal eine entwicklungsförderndere Wendung nimmt. Anna stellt zunächst den Übergang vom Uterus in die Welt durch eine Delfin-Figur dar. Dabei spielen nährende, befruchtende und heilende Elemente, jeweils symbolisch inszeniert,

eine wichtige Rolle. In einem weiteren Schritt verzichtet Anna auf Symbolfiguren und empfindet die Entstehung neuen Lebens lediglich durch das Material Sand auf einer wesentlich tieferen, präsymbolischen Ebene nach. Die therapeutische Beziehung ist in diesen Sitzungen äußerst dicht und bedeutungsvoll. Am Ende des Sandspielprozesses gestaltet Anna einen festen Berg, als Selbstsymbol, durch den ein Tunnel führt, mit dem also Übergang und Verbindung möglich sind. Robert F. Antochs Ausdruck vom „Selbstsein im Bezogensein“ trifft diese Gestaltung Annas meines Erachtens sehr eindrucksvoll und sie wird auch von Anna intuitiv als ihr abschließendes Sandbild erfasst.

Anna nimmt sich nun als selbstbewusst genug wahr, um ihre Beziehungen zur Welt regulieren zu können, ohne dabei von Ängsten mit Regressionsbedürfnissen und verzweifelter Aggression überflutet zu werden. Sie hat für sich eine Balance zwischen Zärtlichkeitsbedürfnis und Aggression gefunden.

BURNOUT – DIE WENDE VON 1989
EIN ANPASSUNGSTRAUMA?

2 August, 2008

(11.00–12.30, Panel on Business and Organizations)

MICHAEL J. FROESE

Potsdam, Germany

Für viele Menschen in den Ländern des ehemaligen Ostblocks war die Wende von 1989 eine grosse Befreiung. Psychodynamisch kann sie aber als fundamentale Versuchungs-Versagungs-Situation gelesen werden, die zu heftigen Identitätskrisen geführt hat. Der Übergang in das kapitalistische Wirtschaftssystem ein Modernisierungsschub, dem viele mit ihren im autoritären System gelernten Anpassungsmechanismen begegnen mussten. Zentral war hierbei ein Muster einer Spaltung in Unterwerfung unter die väterliche Autorität und deren gleichzeitiges Unterlaufen. Am Beispiel von Erfahrungen mit aktuellen Patienten aus Ostberlin, die die Wende als Adoleszente erlebt haben, wird gezeigt, wie sich hinter Beschwerden, wie dem Burnout-Syndrom, massive Anpassungsschwierigkeiten verstecken können. Der politische Systemumbruch führte zu Formen prolongierter Ablösung von den äußeren und inneren Autoritäten und damit dem Aufbau fragiler eigener Identitäten.

TENDERNESS AND AGGRESSIVENESS: LOOKING FOR THE
BALANCE FACING THE PAST

3 August, 2008 (11.00–12.30)

DANUTE GAILIENĖ, RASA BIELIAUSKAITĖ

Lithuania

In the middle of the 20th century Lithuania like other Baltic countries survived heavy historical traumas: soviet occupation, nazi occupation, second soviet occupation. Plenty of people were repressed, tortured, persecuted. For some decades (until 1990) the country lived under totalitarian regime.

We shall present the data of research conducted at Vilnius University which revealed that effects of long-term traumatisation persisted for decades after its impact. Also research data gave us possibility to talk about transgenerational aspects of political traumas.

But our society has larger goals than only measure the impact of trauma. Our research data raises a lot of questions for broader reflections: how the whole society was inflicted? How can survivors and perpetrators communicate and live together? In our opinion we should think not only in terms of victims and perpetrators but also to look for and even construct ways how to accept and understands everyone's identity and vulnerability; how to cope with historical circumstances challenged by freedom, how to create democracy, how to achieve reconciliation in society? How to get out of the circle of condemnation and not ignore justice? What is the role of professional psychologists and psychotherapists? How can they keep dialogue with philosophers, politicians, other scientists? What is the impact on different societies of the fact that Europe acknowledges crimes of one totalitarian regime but ignores those of another?

PARENTING STYLES AND CHILDREN'S BEHAVIORAL
AND EMOTIONAL PROBLEMS:
WHAT PERSONALITY TRAITS CAN TELL US?

2 August, 2008 (15.30–15.50)

RENATA GARCKIJA

Vilnius, Lithuania

There has been an increase of concern about the mental health problems in general population and especially of children and adolescents. Even though it is not easy to evaluate the prevalence of mental health problems in various countries, it is a common opinion that approximately 10 to 20 per cent of children suffer from one or several behavioural or emotional problems (Gintilienė, Girdzijauskienė, Butkienė, Lesinskienė, Pūras, 2005).

The crucial impact of parents – child relationship on future child psychological adjustment had been acknowledged for many decades. Belsky (1984) suggests parenting is determined by three general sources of influence: 1) the parent's personality and psychological resources; 2) the child's individual characteristics; 3) contextual sources of stress and support, including marital relations, social network and occupational experience. According to Belsky, each of these domains influence child rearing quality, and through parenting – child development. Still the parent's personality was considered to be the most influential.

There is a lack of systematic research on parent's personality impact on parenting and child adjustment. The conducted studies rarely evaluated the personality thoroughly. Usually the scientists evaluated parent's psychopathology – level of depression or anxiety and aggressiveness are most common to mention. The rise of Big Five personality theory started research on relationship between personality traits and parenting styles. Still not all of them attained proper consideration. Such traits as conscientiousness, openness to experience and agreeableness are underresearched.

The purpose of our research was to evaluate the impact of personality traits of parents to their parenting styles (behavioural, psychological control and affection). Families with children aged 3 to 11 years of age were recruited. Both mothers and fathers were asked to fill the questionnaires. We hope the results of our research would provide mental health professionals with valuable insights about possible ways of prevention of children's emotional and behavioural problems.

NARZISTISCHE WUT ALS URSACHE DES AGRESSIVEN
VERHALTENS IM KINDERALTER

1 August, 2008 (17.30–17.50)

RŪTA GAUBIENĖ

*Pedagogische psychologische Beratung
Klaipėda, Litauen*

Durch die Geburt wird das Kind in die große Unsicherheit gestürzt, in die Welt, wo es sich einen Platz erobern muss. Es muss eine Leitlinie gestaltet haben, um sich in seiner Umgebung am besten zu orientieren und zur Bedürfnisbefriedigung, zur Vermeidung von Unlust, zur Erzielung von Lust zu gelangen. Aus diesem Leitbild tritt anfangs besonders das Zärtlichkeitsbedürfnis hervor, das ursprünglich die Bildsamkeit des Kindes fördert, behauptet Adler. Von den ersten Tagen seines Lebens an lebt das Kind in einer Gemeinschaft und ist mit ihr in einem Dialog. Es muss den Dialog mit den Menschen, die ihm nahe sind, vor allem mit der Mutter und mit dem Vater, mit seiner Familie mitgestalten. Seine Umwelt tut auf ihn eine Einwirkung, die fördert. Das Kind antwortet und wartet auf die Antwort, es will gesehen und akzeptiert werden, es soll von Zärtlichkeit und von Liebe umhüllt sein. Wenn aber die Umwelt nicht fördernd, sondern hindernd oder traumatisierend wirkt, leidet das Kind unter dem Druck, fühlt sich verloren und bedroht, minderwertig und ungeborgen. Die negativen Antworten überwältigen das Kind. .Dann strebt es verstärkt nach Sicherheit. Da entstehen die inneren Konflikte, die lebenslänglich von bestimmender Wirkungskraft und Intensität sind (Leon Wurmser). Seine Gefühle und Wünsche können überwältigend und maßlos werden und so stehen sie dem Bedürfnis nach Mäßigung und Regulierung gegenüber. Da entwickelt sich das ganz tiefe und überragende Bedürfnis nach psychischer Selbstbehauptung von innerer Einheit gegenüber der Zugehörigkeit, der Liebe und der Verschmelzung – der Selbsthingabe. Da entstehen Dreieckskonflikte, Wünsche, den einen zu lieben, den anderen zu hassen. Diese Konflikte erscheinen in der Beziehung des Einzelnen zu sich selbst und zur Umwelt. Alle inneren Konflikte neigen dazu zu äußeren Konflikten zu werden, alle inneren. Konflikte haben Vorgänger, die auf Konflikte mit der früheren Umwelt zurückgehen, also ursprünglich äußerlich sind (Leon Wurmser).

Die Geschichten von zwei Jungen (beide jetzt 8 J. alt), deren Mütter über ein Jahr lang nach ihrer Geburt an Depression gelitten haben, können die Gedanken illustrieren. Die Gegnerschaft dieser Kinder zu ihrer Umwelt, eine herrschende Haltung permanenter Kampfbereitschaft, zeigen ihre Art der Selbstbehauptung. Dadurch leben die beiden im ständigen Konflikt mit ihren Eltern, mit den Lehrern und mit ihren Gleichaltrigen. Da entsteht die Frage, welche psychotherapeutische Möglichkeiten es gibt, um den Kindern zu helfen, ihre Lebensbewegung anders, nicht auf solch eine feindselige Weise, gestalten zu können.

SIMILARITIES AND DIFFERENCES BETWEEN
ADLERIAN PSYCHOLOGY AND MODERN
INTERSUBJECTIVE THEORY

2 August, 2008 (15.30–15.50)

MANFRED GEHRINGER

München, Germany

The speech wants to draw parallels between the Adlerian and the intersubjective clinical view, show that in certain aspects Adlerian clinical sensitivity is very much up to date whereas in others it could be very rewarding to incorporate elements of the intersubjective clinical theory.

ADOLESCENT LIFE STYLE TEST (A.L.S.T.)

2 August, 2008, (14.55–15.15)

SARA GOLDONI, CHIARA PISI, SABRINA CONTU,
GIANSECONDO MAZZOLI
Adlerian School of Psychotherapy
Reggio Emilia, Italy

Working with adolescents attending the High Schools of our area, a working group of the Adlerian School of Psychotherapy of Reggio Emilia (Italy) reached the conclusion that an Adlerian test that might bring information about the different dimensions of self-esteem in the development of the adolescent life style could be very useful.

Taking inspiration from the “Picture Frustration Study Test” (P.F.S.) by S. Rosenzweig and the Pre-Adolescent Life Style Evaluation Test (TVSVP/91) by C. Varriale our working group built up, with the support of an professional cartoonist, the A.L.S.T. that consists of 30 cartoons presenting different situations related to family, school, and friendship relationships. A preliminary step was to investigate with different groups of adolescents the different sentences that might be used as questions in each single cartoon. As result of this work, the working group was able to give the final shape to A.L.S.T. in order to start the further steps of checking the validity and fidelity of the new test.

The A.L.S.T. is a half-projective test that asks the adolescent to react and reply to the stimulus of each cartoon. The answers obtained are related to the Adlerian dimensions such as “inferiority feeling”, “superiority and inferiority dynamics”, “social feelings”, and the relationship between these dimensions may give information about the way the adolescent is going on in building his personal life style.

Up to now the initial research has been conducted on a sample of 124 subjects (49 males; 75 females) who are attending the first and second years of the High Schools and who are in the 15-16 age range. With the initial data the group is working in building the different clusters of the answers obtained in the to main dimensions such as “self interior” and “social – self”.

Our new instrument, the dimensions explored, the criteria used to cluster the answers and the result obtained up to now will be presented.

EMOTIONS' ROLE IN A PERMANENT SUPERVISION GROUP:
A CONTRIBUTION

2 August, 2008 (15.30–15.50)

EMANUELA GRANDI, ALESSIA ANNA CANTARELLA, ANNA ROSA

Alfred Adler Institute

Turin, Italy

This contribution is focused on emotions and group supervision drawing from our workgroup experience.

We have been conducting weekly group supervision sessions in the last 6 years, helped by a SIPI (Società Italiana di Psicologia Individuale) Didatta, Prof. Lino G. Grandi.

In the beginning we were focused on understanding the interrelationship between therapist and the patient, a process including consulting, training and analysis from Supervisor and confrontation among colleagues. The need to focus on the therapist's individual dimension as intrinsic part of the psychotherapeutic process and as change catalyst, revealed issues about emotions' management not only in the therapist-patient relationship, but mainly within the workgroup. Becoming aware of the issue caused more complexity both in the therapy structure and in the interrelationships within the workgroup.

Actually, in the workgroup each professional is alone to manage his job and his emotions, but at the same time is linked with the other members, each one with his way to manage and communicate emotions.

From our experience we learned how the foundation of a well-functioning workgroup is each member's ability to find in it a "comfy box" suitable to welcome weaknesses and fragilities, being personal or professional, with no judgment. Tenderness and aggressiveness play then a fundamental role in setting the climate in the workgroup, encouraging or discouraging the openness of the therapist.

We therefore investigated, starting from our group, the role of emotions, feelings and mindset of the therapist, their contribution to the group dynamics, if and how they influence the private life, how consciously they are used in the relationship with the patient – and if they could be defined as resources. Our work will propose some answers about these questions, trying to give some food for thought about an often ill-defined and formalized work setting.

A GROUP ANALYSIS EXPERIENCE ON CONTINUUM
BETWEEN TENDERNESS AND AGGRESSIVENESS

2 August, 2008 (16.30–16.50)

EMANUELA GRANDI, ALESSIA ANNA CANTARELLA, ANNA ROSA

Alfred Adler Institute

Turin, Italy

Our aim is to highlight the original side of the socio-analytical model created in the Istituto di Psicologia Individuale “A. Adler”, consisting of the group organization made by an experienced trainer, a co-trainer whose presence and role counterbalance the hierarchical concept, and a group of patients with different illnesses.

Group therapy means both “networked” treatment, and growth targeted path. The group is suggested as completion, reworking and improvement of what has been started in the individual treatment; individual and group treatment are equally important and complementary to achieve a change in lifestyle for people.

The therapeutic factors of the group socio-analytic model are: sharing sufferings, improvements, analytical reflections; respecting and building on individual differences, as source of enrichment; accepting others’ differences and becoming aware of own biases; increasing self-esteem; becoming aware of own rational dynamics and transfer projections; group cohesion; identification; openness; universality; information; transmitting hope. Each person from birth is intrinsically prepared to aggregation (Burrow) but also to aggressiveness (L.G. Grandi): the skill to manage and work aggressiveness around develops in each subject starting from first relationships and through elaboration of experiences. Individual and social misresponses stem from the incapacity to manage emotions as aggressiveness and tenderness; a way to act on those dynamics is the group treatment, which allows to rediscuss false self-images brought by roles and social morality.

A specific factor of group therapy, whose structure resembles a family, is transference, particularly vs. peers, which may reopen experiences coming from brothers, friends, schoolmates which were relevant in the past. Besides other two transference types are particularly important: vs. people with different roles (trainer and co-trainer), and vs. whole group.

Our work will investigate those dynamics in the continuum between tenderness and aggressiveness, drawing from our experience.

AGGRESSIVENESS AND TENDERNESS
IN THE THERAPEUTIC RELATIONSHIP

2 August, 2008 (14.55–15.15)

LINO GRAZIANO GRANDI

Alfred Adler Institute

Turin, Italy

The therapeutic relationship is not exempt from hostility, aggressiveness, affection, tenderness. In human nature we can find violence, but also emotions, and tenderness which is a warm and involving feeling recalling the first stages of the child's growth. A mother's warmth is vital for the child; the unlimited abandonment of the child who needs tender answers and the mother's body welcomes him. The issues related to translation are to be considered.

The details of transference and counter-transference reveal tender and hostile feelings in both the patient and therapist; acknowledging their influence will avoid the danger of "the confusion of languages" (e.g. between assuming "the back-up ego" role and aggressiveness, particularly when elaborating the process of changing the dysfunctional behaviour of the patient or the mystification of impulses of passion presented and perceived as tenderness, with all the sexual meaning that may be involved.

The therapist should reveal the meaning of the emotions directed towards him, and progressively lead the patient to be aware of them; he should also work around the emotions generated by himself to reduce risks in order to apply a direct treatment to the patient involved.

Transference relationship issues are complex and often disguised, therefore they require more attention, care and constant supervision.

MANIFESTATION OF PECULIARITIES OF PSYCHOLOGICAL
FACTORS OF RESILIENCE AMONG TEENAGERS ACCORDING
TO THEIR BIRTH ORDER (SINGLE, FIRST-BORN,
SECOND-BORN AND THIRD-BORN)

2 August, 2008, (14.30–14.50)

AUŠRA GRICIŪTĖ

*Lithuanian Academy of Physical Education
Kaunas, Lithuania*

The main aim of this study was to analyse the differences in psychological factors of resilience among teenagers according to their birth order (single-, first-born, second-born and third-born) and gender.

Definition of resilience – the capacity, which allows a person to prevent, minimize or overcome the damaging effects of adversity (E.Grotberg, 1995).

Participants. The tested group embraced students from randomly selected forms (8th – 10th) from one of gymnasium in Kaunas (Lithuania). The selected school was a comprehensive school (grades from 5 to 12); and students, attending that school, lived in different districts of Kaunas city. The research was carried out in September, 2007. The total number of students tested was 396. In this research were analyzed the data of 305 subjects (153 boys and 152 girls, aged 13–17 years). Some questionnaires were rejected for several reasons: dabble answers given; not all the questions answered. According to the birth order four groups of teenagers were selected: single (N=61), first-born (N=88), second-born (N=102) and third-born (N=54).

Methods. The participating students were asked to complete a self-reported questionnaire, which was developed on the theoretical framework of E.Grotberg (1995). According to this theory, resilience comes from three sources: 1.factors of external support, 2.factors of internal, personal strengths, and 3.factors of social and interpersonal skills. The questionnaire consisted of 25 questions (factors) (Cronbach α 1-25 = 0.85) and involved three groups of questions (according Cronbach α 1-11 = 0.71, α 12-20 = 0.76, α 21-25 = 0.61). The questionnaire applied a seven-point rating scale format, raging from 1: “No, never” to 7: “Yes, always”. Students completed the questionnaire in their classes.

Results. The most considerable differences were established comparing the answers to the questions produced by third–born students, i.e., the third-born students gave the lowest evaluations of their factors of social and interpersonal skills ($p < 0.05$), compared to the children from only- and second-born groups; as well as factors of internal, personal strengths ($p < 0.05$), compared to the group of first–born children.

From the standpoint of gender it was established that third–born boys evaluated their personal skills lower compared to the single children ($p < 0.05$); as well as their factors of internal, personal strengths, compared to the second–born children ($p < 0.05$).

SOME REMARKS ON THE HISTORY OF THE INTERNATIONAL
ASSOCIATION OF INDIVIDUAL PSYCHOLOGY (IAIP)

1 August, 2008 (17.55–18.15)

HORST GRÖNER

Gotha, Germany

Officially, the IAIP was founded 1954 at the first International Congress of Individual Psychology after World War II in Zurich, Switzerland. During Alfred Adler's lifetime, there was no formal organisation connecting the various local groups of Individual Psychologists.

This presentation will show the development of organisational attempts in order to Adler's personal activities until his death in 1937. The difficulties in re-establishing an international network in the early fifties will be explored. And, behind official statements and writings, there may be found tendencies of power-struggle as well as those of friendliness and friendship.

Mutual respect and understanding and cooperation, as in any other organisation, are substantial needs in IAIP, too. Thus, the principles of Individual Psychology reflect some kind of "red thread" within the history of the IAIP itself.

THE DEVELOPMENT OF THE TECHNIQUE
OF COUPLES AND FAMILY THERAPY

(Pre-Congress workshop, July 31, 11.00–12.30)

KURT B. GÜNTHER

Austria

In this workshop the development of the technique of psychodynamic couple's and family therapy will be discussed. Psychodynamic couple and family therapy is a powerful tool for understanding and growth. It derives from the analytic principles of listening for unconscious themes, the use of transference and countertransference, and interpretation to enlarge understanding of unconscious shared patterns. The analyst trained to work with couples and families comes well-armed with experience in listening for the unconscious, working with countertransference to understand deep anxiety and defense, and the tact to discuss these matters with couples and families. During the last three decades we saw a remarkable change and development in working with couples and families. This concerns mainly the topics of diagnosis and technique and has to do with the remarkable development of object relations theory and, concerning technique, especially with the consideration of solution oriented systemic thinking.

I shall begin the discussion group by shortly describing three main points of psychodynamic work with families and couples. The first point relates to examining the family as a group. Examining the family as a group means that, from the moment they start working with the family, the therapists are part of this group. And whatever happens with one single member of the group is understandable as an expression of the group as a whole and also of every single member of this group. The second point is seeing the family or the couple as if it were one person, which helps to get an idea of which organizational level the family is functioning. Is it mainly on the level of a borderline personality organization or a neurotic personality organization? And third: In contrast to the pathogenic-oriented focus, a balanced focus on progression is also necessary when working with families. Finally, this discussion group will use a video of a family in treatment as a starting point for discussion. This family I worked with about twenty years ago broke off the therapy after two sessions. I am providing a video case example with 10 minutes of the assessment process with the entire family and about 15 minutes of the therapy sessions with the parents. Participants are invited to provide their own vignettes of family or couple's work for consideration by the group.

BRUTALITY. THE MEANING AND MANAGEMENT
OF AGGRESSION IN FRENCH-HUNGARIAN
CHILDREN'S DRAMA

2 August, 2008 (14.30–14.50)

JUDIT HAJDU
Budaörs, Hungary

Any method of therapy of children must ensure their safety. The extensive use of metaphor and symbolism within drama enables distressing or difficult experiences and emotions to be shown or enacted in safe ways. However, various forms of aggression do appear in children's psychodrama, and it would be fallacious not to make good use of them.

Assault in psychodrama can take many forms. We can witness physical as well as verbal aggression directed either towards fellow members or the group leaders. Auto-aggression can also occur. These varied forms of assault can happen in the symbolic terrain of psychodrama in compliance with the rules of the game, or as acting-out during the warming up or discussion phase. Aggression can also occur while acting but disregarding the "as if" rules, that is performing overt aggression while playing.

Whatever the case group leaders must tend to aggression, and there are two considerations we have to bear in mind. One is their hidden meaning, in other words what threats and traumas they manifest, the other is the impact they have on the group and its individual members.

Drawing from my experience with children in institutional care I would like to show the audience a variety of possible ways to manage and exploit aggression.

THE CHALLENGE OF PARENTING
CHILDREN WITH SIGNIFICANT DISABILITIES

2 August, 2008 (15.55–16.15)

TIMOTHY S. HARTSHORNE

*Central Michigan University
Mount Pleasant, MI, USA*

ALYSON SCHÄFER

Toronto, ON, Canada

Adler was particularly interested in child guidance and parent education. The Adlerian literature on parenting is quite vast. However, there is very little in this literature that addresses the parenting experience around raising a child with significant disabilities. This presentation will discuss the challenges involved in parenting children with severe disabilities who may be cognitively impaired, and who may engage in behavior that is self-stimulatory, self-injurious, repetitive, and disorganized. There are several reasons why this is challenging.

First, some parenting techniques are very difficult to implement with significant disabilities. This can be due to communication difficulties that make conversations around behavior, for example at family meetings, very problematic. The disabilities may severely limit choice making by the child which constricts their participation in democratic decision making. The nature of the disability itself might limit the kinds of consequences that can be employed or that are effective.

Second, there may be a tendency on the part of parents to excuse the child's behavior because they have a disability. This relates to the conference theme of tenderness. If the child has a bad heart, for example, the parent may be tempted to give in to their demands and temper tantrums out of caring for the challenges the child experiences. Some parents may have had to work for the first four of life to keep the child alive, and the consequence of that may be to have lower expectations for the child's behavior. In other words, there may be a greater tendency to spoil a child with disabilities.

Third, there may be a genetic component to the behavior. Very challenging behavior is often associated with genetic syndromes. When faced with severe aggression on the part of the child, for example, (conference theme again) parents very naturally tend to attribute the problem to the syndrome and conclude there is nothing that they can do about it. Physicians do their very best to assist the parents, but this is often limited to prescribing psychotropic medications which reduce the behavior, but do not eliminate it.

One of the presenters is the father of a child with severe disabilities, and the other is an expert on Adlerian parenting. Together they will discuss the challenges involved, but also how the concepts of goals of misbehavior, redirecting misbehavior, natural and logical consequences, cooperation, and developing the courage to be imperfect may be beneficial to these parents.

A COUNSELING PROCESS IN PARENT-STUDY GROUPS BASED ON INDIVIDUAL PSYCHOLOGY

1 August, 2008 (16.30–16.50)

AYAKO IHARA, MASAKO SEINO, SHUNSAKU J. NODA

Japanese Society of Adlerian Psychology
Osaka, Japan

In Japan, a programmed course for parent education based on Individual Psychology is provided. After finishing the course, many of participants join follow-up parent-study groups which are held all over Japan mostly once a month. Usually leaders of the programmed course organize and facilitate the follow-up groups. Most of the leaders are non-professional; some of them finish the counselor training course authorized by the Japanese Society and some do not, but all of them finish the training course for parent education. In the follow-up parent-study groups a participant presents a family problem, mostly problems with children. The facilitator and other members help him or her to solve the problem, usually referring the textbook of the programmed course.

We visited some of those follow-up groups and recorded all the discussions of the day. We analyzed these records and discovered a common structure in the group counseling process which consists of some phases. A group session may be divided into five phases; 1) a report about the problem, 2) an episode concerning to the problem, 3) analysis of the episode, 4) discussion on alternative ideas, and 5) final group sharing. These phases are initiated by “meta-messages.” For example, “Would anyone like to share a recent event?” is a meta-message to initiate the episode phase. If necessary, the facilitator may use “messages” which regulate the conversation to maintain the context of the phase.

It is useful to know the function of the meta-message. It provides the specific phase which decides the context of conversation. Each group is unique, so there is no group process which is exactly the same, but there is a common basic principle. To improve the quality of group counseling process, it is necessary to place meta-messages in a reasonable order. Our ideas about the reasonable order of meta-messages will be illustrated in our presentation.

On the other hand, each group has its own character. We extracted five indexes which specify group characters; 1) talkativeness, 2) exclusiveness, 3) participation, 4) looseness, and 5) openness. As they are decided mainly by the facilitators' behavior, a facilitator can know her own inclination by these indexes and, if necessary, can improve the group process by considering the usage of messages.

FROM AGRESSIVNESS TO TENDERNESS

2 August, 2008 (15.55–16.15)

YANNICK LE JAN

France

Since the mists of time, the humanoïde did not cease evolving, becoming aware of himself and of universe for more humanity.

Individuation and community sense are the two axes seeming contradictory that he must test and integrate.

Female pole then male pole were expressed through patriarchal and matriarcales societies.

Today, our ultra competitive modern societies are in search of a balance between masculinity and femininity, aggressiveness and tenderness.

Aggressiveness must allow to communicate with oneself and the others. Tenderness must allow to welcome the victim and the attacker and to put everythings to his right place.

To live the “gemeinschaftguefuhl” it is over all to be able to live at the same time tenderness and aggressiveness in every day life.

FROM THE NEED FOR TENDERNESS
TO THE PSYCHOTHERAPY

2 August, 2008 (14.30–14.50)

GYONGYVER KARPATI

Budapest, Hungary

The Individual Psychology is effective both in individual/group and adult/child therapies. The Adlerian method makes the therapy of all age groups efficient in the hand of psychotherapists.

Evidences of that statement listed in the casuistic part of the lecture telling the histories of patients having a variety of age. We know a girl in her early adolescence suffering from attention deficit hyperactivity disorder (ADHD) and attending IP play drama, than a 18 year old high-school girl, another patient getting individual therapy because of agoraphobia (fears from travelling), further examples are an anxious single adult with somatisation symptoms needing IP analytic long therapy and a pair requiring the saving of their marriage.

The dynamic therapy throws light on the pressure of pain, the painful inferiority complex the origins of which are in each case the need for tenderness remaining unsatisfied. The lecture deals with the Adlerian category of „need for tenderness” becoming a standard IP category and reflects the creationistic, philogenetic, ontogenetic and neuro-physiological aspects of the need for tenderness.

In practice, in the therapeutic work and especially in the explanatory phase of causal-finalistic adult therapy, the patients resort back in time during the self-explanatory, self-knowing work. They glance back upon the fore of their life, on the needed tenderness and on the painful social experiences. The IP comprehensive technique using analogous interpretations confronts the adult patients with their inner commands and misgoals of their destructive style of life, the correction of which in small steps gives the chance of recovery.

From the brief vignettes of life stories of children, early and late adolescents emanate the longing for the tenderness and acceptance of parents/adults without preconceptions in the languages of symbols. This age group gets corrective emotional experience through IP techniques of perceiving symbols. The therapist may experience as a present the self-curing power and the realm of phantasies of children in the play-drama groups.

DOMESTICATION OF THE ZOMBIE.
ADLERIAN CHILD PSYCHODRAMA GROUPS
IN THE VIRTUAL SPACE OF THE XXI CENTURY

2 August, 2008 (16.30–16.50)

HANNA KENDE

Hungary

The Adlerian psychodrama offers an alternative outcome to children discouraged by current social changes, with their inferiority feeling related to the marginality of their family as well as their loneliness, negative self-image and subsequent anxiety make to try escaping in a virtual world.

Permitting those children to express their pulsions by dynamics of the play, the group children-psychodrama allows them avoiding the tendency of identify themselves aggressively with the inhuman or negative heroes of T.V. and the virtual world. In the acceptant and permissive atmosphere of the therapists and the group the Zombie, instead of wishing desperately to become an omnipotent killer, encouraged by his own creativity, will be able to accept himself as a lovely child. Scenes extracted of the activities of various groups shall illustrate several methods invented not only by the therapists, but by the children themselves how some Zombie is capable to domesticate himself.

MELODY FOR PEOPLES FRATERNITY – BARTOK:
CANTATA PROFANA

(Pre-Congress workshop, July 31, 11.00–13.00)

HANNA KENDE

Hungary

GEORGES MORMIN

France

This French-Hungarian Workshop is based on the well known music of Béla Bartók, *Cantata Profana*, a non religious hymn to liberty and fraternity of peoples. The aim of this presentation is to illustrate the magic story of *Cantata Profana* in a pantomimic way involving in addition to its French-Hungarian players all volunteers coming from the audience.

The story is about the nine sons of an archaic hunter who transform into splendid stags and refuse to rejoin their father's and mother's home because of choosing the free life of the forest. The orchestral music of Bartók is punctuated by human voices.

The text of the poem will be distributed in four languages (English, German, French and Hungarian). The composer took the original of the poem from a Rumanian folk's tale he translated himself into Hungarian. He wrote (1930): „My basic thought is the brotherhood of nations, brotherhood despite all wars and conflicts. I try to contribute to that with my music as far as my abilities allow.”

INTERRELATIONS OF TEACHERS' COMPARATIVE FEELING OF
INFERIORITY, SOCIAL INTEREST AND AGGRESSIVENESS

2 August, 2008 (16.30–16.50)

ALBINA KEPALAITĖ
Vytautas Magnus University
Kaunas, Lithuania

The quality of teaching depends both on professional knowledge and peculiarities of teacher personality. Individual Psychology suggests the feeling of inferiority as the main motivating power of people. Feeling of inferiority and striving for superiority can be not only the reason for choosing the teaching profession but also negatively influence professional relations with students and colleagues. In this case the lack of social interest directs this striving to the useless side of life and might increase the aggressiveness. On these aspects of teacher personality depends the way the class is managed, and class/school atmosphere is created. That is why, having in mind the importance of the teachers' personality in the process of teaching, the following aims have been formulated: to define the interrelations of the teachers' feeling of inferiority, social interest and aggressiveness in respect of their gender, age, and teaching work record.

The sample analysed included 181 subjects from different schools of Lithuania. Each subject responded to three instruments: social interest scale (J.Crandall, 1981), comparative feeling of inferiority index (D.Strano, P.Dixon, 1990) and hostility scale (A.Buss, A.Durkee, 1957). Covariates were gender, age and teaching experience. Data were analysed via factorial analysis of variance and multiple comparisons.

According to the investigation results most teachers demonstrate very high, high and average social interest and average inferiority feeling level, but they weren't significantly related with age, teaching experience and gender. Inferiority feeling, aggressiveness and social interest weren't significantly related too. Qualitative analysis of data revealed, that some forms of aggressiveness significantly related with age. Factorial analysis of data revealed two groups of indicators, on the basis of which supposition can be made, that feeling of inferiority might be prior than social interest and aggressiveness.

The interpretation of the received data and qualitative analysis allowed formulating possible reasons of negative relations with students and colleagues. The relevance of teachers' personality impact to pedagogical interactions should be taken into consideration in teacher – training workshops. Teacher education programs should include workshops for training self-awareness, self-development, and skills of the aggressiveness coping.

LIFESTYLE ASSESSMENT:
FROM THE OBJECTIVE TO THE SUBJECTIVE

2 August, 2008 (15.55–16.15)

ROY M. KERN

Vytautas Magnus University, Lithuania
Georgia State University, USA

Lifestyle assessment has been used by clinicians as a way of helping the individual understand the ways in which one deals with his/her beliefs and emotions that can range from fear, anger, aggression to love. Yet as one reviews the literature much of what has been written about this cornerstone construct centers on the clinician's interpretation of the lifestyle dynamics the individual employs to deal with these emotions. In other words several clinicians could interview the same client and arrive at similar but different lifestyle dynamics to explain the way the individual deals with these emotions. Thus for many professionals the idea of the value of the lifestyle construct has been minimized due to the lack of objective evidence to verify that there is such a construct as lifestyle. It was not until the development of an objective instrument titled the Basic Adlerian Scales for Interpersonal Success Inventory (BASIS-A) that verification of the construct began. The purpose of this presentation will be to provide the participant with a summary of research related to aggression, intimate relationships and other relevant research that has evolved from the use of this instrument from and demonstrate ways in which this same inventory can be employed in a personal interview with clients.

EARLY RECOLLECTIONS AND THERAPEUTIC ALLIANCE:
GETTING CLIENTS TO RETURN

(Pre-Congress workshop, July 31, 9.00–13.00)

ROY M. KERN, ERIKA KERN

Lithuania

There are many common therapeutic factors that account for therapeutic success as well as failure. According to Lambert, as much as 40% of the outcome in therapy is based on client variables and extra-therapeutic influences. This includes such factors as ego strength, and the client's social context. The therapeutic relationship accounts for approximately 30% of the client improvement and the remainder of change or failure in therapy is related to expectations and specific therapeutic techniques. Many experts claim that these particular aspects of therapy can best be described under the clinical term therapeutic alliance. Regardless of the terms used, therapists are aware that it is critical to get the client to come to therapy for at least four sessions to increase the possibility that these therapeutic factors will be effective in therapy. Yet at times we are ineffective. This ineffectiveness to get the client to return to therapy ranges from 20 to 30 percent of clients that come to therapy. This might be attributed to poor goal alignment, readiness of the client, level of impairment of the client, finances, or difficulties related to the therapist client relationship. What ever the reason most of us as clinicians do question the reasons why clients do not continue. We ask ourselves, was it the client or was there something I could have done to enhance the relationship? So then the question for all of use is how best to utilize the principles of Individual Psychology to enhance change, develop a therapeutic alliance and most of all to get the client to return so that we can be effective.

The focus of this seminar /workshop will be to introduce to the participants to an early recollection technique related to enhancing the therapeutic alliance, demonstrating the technique and providing participants with a skill building session related to use of this technique with their clients.

CAN WE HELP BURN-OUT PEOPLE IN BUSINESS
ORGANIZATIONS? IS POSSIBLE TO COMBINE ALERIAN
APPROACH WITH EXPERIENTIAL LEARNING METHOD

2 August, 2008 (11.00–12.30, Panel on Business and Organizations)

VIKTORAS KETURAKIS

Lithuania

Business development and good earnings were made possible by growing economies. It also produced widely spread burn-out symptoms of different intensity among people at work. These symptoms appeared as diminished job motivation, exhaustion, disappointment. We employed experiential learning method as helping tool for people to disconnect from their job routine and rediscover their colleagues and other people near by as well as to encounter their personal feelings and wishes. Social interest may be increased, horizontal strivings are developed as opposed to usual hierarchical power relations by exploring potential for cooperation and mutual support.

AGRESSION AND TENDERNESS
IN THE THERAPEUTIC RELATION

2 August, 2008 (16.30–17.15)

DOROTHEE KOLLMANN, ANNA PETER,
BEATRIX RUHBERG-REIM, ANNE-ELS STADLER
Germany

During the therapeutic setting we continuously meet pattern of interaction including aggression and tenderness.

“Two case histories concerning aggression in a child and selfdestruction in an adult female will be presented.”

WUT, AGGRESSION UND HASS: MODELLE,
DIE SÄUGLINGSFORSCHUNG UND
BINDUNGSTHEORIE EINBEZIEHEN –
EINE INDIVIDUALPSYCHOLOGISCHE PERSPEKTIVE

2 August, 2008 (9.00–9.30)

HANS-JÜRGEN LANG

*Alfred Adler Institut
München, Deutschland*

In Adlers Konzept des „Zärtlichkeitsbedürfnisses“ ist die Grundtatsache menschlicher Bezogenheit vom Beginn des Lebens an enthalten, wie sie in den letzten Jahren von Säuglingsforschung und Bindungstheorie differenziert erforscht und bestätigt wurde. Darüber hinaus hat Adler sich differenziert mit dem Grundphänomen menschlicher Aggressivität auseinandergesetzt – er sprach sogar von einem „Aggressionstrieb“. Auch zum Verständnis von Wut, Aggression und Hass können Säuglingsforschung und Bindungstheorie wichtige Beiträge liefern, die sich differenzierend in wesentliche individualpsychologische Konzepte einfügen lassen.

Zunächst werden einige für das Themenfeld charakteristische Ideen des selbstpsychologischen Ansatzes dargestellt, um dann auf Lichtenbergs klinisches Verständnis von Wut, Hass und Aggression einzugehen. Lichtenbergs therapeutisches Modell ist durch eine Weiterentwicklung selbstpsychologischer Überlegungen in Verbindung mit der modernen Säuglingsforschung gekennzeichnet, die in seine Theorie der Motivationssysteme einmündet.

Peter Fonagy hingegen verbindet in seinem therapeutischen Ansatz objektbeziehungstheoretische Vorstellungen mit der neueren Bindungsforschung. Wut und Hass als klinische Phänomene erscheinen in seinem Modell als Folgen eines terrorisierenden inneren Objekts mit prärepräsentationalen Zügen. Der betreffende Mensch bleibt an ein „Hassobjekt“ gebunden, solange keine „mentalierenden“ Fähigkeiten und keine differenzierten inneren Bilder von sich und anderen Menschen entwickelt werden können. Die beschriebenen Modellvorstellungen und therapeutischen Vorgehensweisen werden darüber hinaus mit individualpsychologisch-psychoanalytischen Überlegungen verbunden. Ich möchte darstellen, wie aus Säuglingsforschung und Bindungstheorie abgeleitete Modellvorstellungen das psychotherapeutische Verständnis von

Phänomenen wie Wut, Hass und Aggression bereichern können. Dabei greife ich auf meine individualpsychologische Sichtweise zurück; in der modernen Individualpsychologie sind freilich Psychoanalytiker, die sich im Rahmen ihres adlerianischen Bezugsrahmens vor allem an den Theorien von Melanie Klein oder Wilfred Bion orientieren, ebenso vertreten wie solche, die eher selbstpsychologischen Ansätzen nahe stehen, und darüber hinaus gibt es natürlich noch viele andere Orientierungen. Ich behaupte deshalb selbstverständlich nicht, ich würde in dieser Arbeit „die“ individualpsychologische Perspektive vertreten – es gibt eben auch in der Individualpsychologie unterschiedliche Auffassungen. Diesen Theoriepluralismus halte ich im Wesentlichen für eine Bereicherung. Theoriepluralismus und die meiner Meinung nach grundsätzliche Offenheit der individualpsychologischen Theorie und Praxis schließen Schwerpunkte im wissenschaftlichen Interesse und im Verständnis klinischer Phänomene wie eben auch von Wut, Hass und Aggression gerade nicht aus, und einen solchen Schwerpunkt möchte ich in dieser Arbeit setzen.

Anmerkung: Der Vortrag ist die überarbeitete und ergänzte Fassung eines Referats, das ich im Rahmen der „Werkstatt für Individualpsychologie“ vor einigen Jahren vor etwa 40–50 Kolleginnen und Kollegen gehalten habe (in Bernried, Deutschland).

*ANGER, AGGRESSION AND HATE: CONCEPTS INFLUENCED
BY INFANT RESEARCH AND ATTACHMENT THEORY –
AN INDIVIDUAL PSYCHOLOGICAL PERSPECTIVE*

HANS-JÜRGEN LANG

Adler described not only the fundamental “need for tenderness” but also developed the concept of a “drive for aggression”. Meanwhile theoretical and practical concepts derived from infant research and attachment theory enrich the therapeutic understanding of phenomena such as anger, hate and aggression. Two important contemporary psychoanalytic approaches are presented: Joseph D. Lichtenberg integrates self psychological ideas with modern infant research, whereas Peter Fonagy is influenced by object relational ideas as well as modern attachment research. These theoretical models and therapeutic stances are discussed within an individual psychological frame of reference.

BULLYING PREVENTION PROGRAM AT SCHOOL:
PRACTICAL IP APPLICATION

2 August, 2008 (16.55–17.15)

LILIJA LASAUSKIENĖ, RŪTA LASAUSKAITĖ

Lithuania

Recently much attention is being paid for bullying prevention in Lithuanian schools. The reasons of aggressive behavior of children and adolescent and ways to eliminate them are being investigated. One statement is that modern social and health service system must be implemented in the state. The other opinion is that the society itself is responsible for violence phenomena. One more belief is that aggressiveness problem is related to value orientation of the society. The deeper the crisis in the adults' world, the more violence, more inter-hostility, mistrust, consumer values and power cult arise. All this affects the children behavior. "Children Support Center", "Childline" and other organizations in Lithuania are offering programs to overcome bullying, organizing campaigns.

In one of Vilnius schools the team for bullying prevention was gathered. It organized an anonymous survey within school community, ascertained the excess of bullying, identified the places and time where and when the bullying is happening mostly. The seminar for teachers, class meetings and many other preventive means were organized.

In this presentation we will share the experience of the role of an Adlerian school psychologist in bullying prevention. By giving concrete examples we will illustrate the advantages of implementing Individual Psychology ideas.

MÄNNER SCHIEßEN, WEIL SIE NICHT WEINEN DÜRFEN:
EIN BEITRAG ZUM VERSTÄNDNIS VON AGGRESSION
UND AUTOAGGRESSION

2 August, 2008 (14.55–15.15)

WOLFGANG LEMMEL

Alfred Adler-Institut, München,

*Institut für Psychotherapie und Psychoanalyse Mecklenburg-Vorpommern, Rostock
Deutschland*

Bei dem Titel handelt es sich um eine Schlagzeile einer großen deutschen Zeitung nach dem Amoklauf eines Schülers (in Erfurt im Jahr 2002) mit 17 Toten. In dieser Schlagzeile drückt sich ein gewisses psychodynamisches Verständnis aus. Mit einem Fallbericht aus meiner Praxis - am Beispiel eines Mannes mit einer Angststörung - möchte ich dies verdeutlichen.

Aggression und Autoaggression können als Ausdruck und Folge einer Selbstentfremdung, bzw. einer Selbst- oder Identitätsstörung verstanden werden, als Ausdruck einer Identität, die nicht auf eigenen Gefühlen, Impulsen und Bedürfnissen aufbaut, sondern auf der Identifikation mit frühen Bezugspersonen und deren Aggression. Diese Sichtweise – “die Identifikation mit dem Aggressor” – stellt nichts Neues dar, erweist sich in der Praxis jedoch immer wieder als hilfreich.

AGGRESSIVENESS AND TENDERNESS ... ON STAGE

2 August, 2008 (14.55–15.15)

CRISTIANA MAFFUCCI, FEDERICA MARABISSO,

MARCO RAVIOLA

Italy

Throughout the communication a professional experience, using the theatre performance as a sort of therapy, will be shown. Theatre therapy isn't only a sort of active, expressive and telling psychotherapy, as the psychodrama is, but a theatrical psychotherapy, meeting the standards of art: this means that the aesthetic dimension establishes a strong synthesis of its own creative potential and the great subjects, belonging to the humanity, in the "here and now".

The attention isn't focused on the particular rendition of the role of a character, as in the dramatherapy, but on the brought into being relation among the members of the group, between these ones and the cultural context in which the group is working, among the stage customs and the inward objects, in the situation of pre-expressive, meaningful workshop and in the editing, pertaining to the stage scenery.

This kind of implement allows to find out the fantastic populated village, inside everyone of us, in which the actor-patient can be "Uno, nessuno, centomila" (One, no one, one hundred thousand), paraphrasing the famous comedy by Pirandello.

The stage can give voice to the inside characters so that, by the dramatisation, they can be mates of this journey, also in everyday life. There's a continuous confrontation in a meeting-conflict on the stage, made by all these strangers, crossing the stage door, outing from the backstage. Their stage life is short, for at the end of the performance they tend to return to the backstage. As a matter of fact, the aim of the theatre therapy precisely consists in finding out the hidden treasures at the backstage, making them remaining on stage, under the spotlights, as much as possible, so that the characters can be recognized and added on as new parts of itself.

Aggressiveness and tenderness can, at that moment, get the stage as "different characters from itself"; they can spring up through a transitional space of mind, a representative and intermediate area of action between the inside

world and the outside world, in which you can show your “true itself” as personal identity and ability pertaining to relations.

The experience we are going to explain, will tell and show how it has been possible to work together with adolescents suffering from affective and cognitive pain. In about a year of work we have had the favourable opportunity to observe closely, how deep and complicated is, for this kind of patients, to approach to the feeling of tenderness, because it foreshadows a strong, comprehensive, “good enough“ love connection, an affective, emotional exchange, as far as the first days of life, between a mother as the mirror and her son as her reflection.

Theatre can give an opportunity of a creative looking at oneself, if conceived firstly as a method to take care of the other, of the opera, of the “itself”.

EVOLUTION AND REVOLUTION:
TENDERNESS AND AGGRESSIVENESS

1 August, 2008 (10.00–10.30)

GUY J. MANASTER

USA

Sporadically Adler and Dreikurs mention evolution as if there is an inevitability and positive direction to mankind's development and future.

Moreover, social interest, community feeling, in this view, has an innate potentiality inherent in the species and its evolution. Strangely enough, evolutionary theory seems to support Adler's notions in some ways, whereas social evolution, the changes and developments of societies and the human world, is apparently not proceeding in the positive, optimistic path Adler predicts.

This talk will examine these ideas, speculate on possible futures and contemplate how Adlerian psychology might redirect our path, augment evolution with revolution for the good of humankind.

INDIVIDUAL PSYCHOLOGY AND LESBIAN/GAY IDENTITY –
COURSE CORRECTION

(Post-Congress workshop, August 3, 14.00–16.30)

ERIK MANSAGER, SHARYL TRAIL

USA

This session critiques Adler's aggressive conceptualization of LGBT individuals by applying the principles of Individual Psychology to Adler's original formulation. It affirms LGBT individuals along a conceptual spectrum including issues of counseling, parenting and theological theories. Considering LGBT persons as unique individuals affirms their contributions to the greater community.

Adler's original theory regarded homosexuality as a simultaneous failure of the three life tasks, with a greater emphasis on the love task. There has not been much published in the English language Adlerian literature on the topic since the special issue of *The Journal of Individual Psychology* in 1995. Publications along the theoretical line have generally rejected Adler's position while older research characterized at least male homosexuals in a continually negative light.

The proposed lecture serves to update the Adlerian community on theoretical work being done at the Adler School of Professional Psychology to understand Adler's approach to the topic in a new light. With data gathered from a number of sources the Lesbian, Gay, Bisexual and Transgender (LGBT) community is shown to include those who are full-contributors in society. Marked evidence of their successful engagement in the three life tasks is presented and discussed. Adler's concepts are reviewed and critiqued from within his own theory and the resulting affirmation of the LGBT community is presented as a model of best practices for the field of psychology.

General Outline:

Overview: Adler, oppression, and the freedom to be fully human (Erik)

LGBT identity and the Student Forum (Sharyl)

Dialogue with participants

Spirituality and LGBT community (Erik)

Parenting and the LGBT community (Sharyl)

Dialogue with participants

Learning objectives for the session include the following goals

Participants will learn Adler's original formulation of homosexuality as neurosis no longer applies to the self-evolved LGBT Community.

Participants will learn how IP theory can embrace and encourage LGBT individuals in affirming their contributions to the larger community.

TENDERNESS AND AGGRESSIVENESS IN GROUP THERAPY

1 August, 2008 (16.55–17.15)

GIANSECONDO MAZZOLI

Adlerian School of Psychotherapy

Reggio Emilia, Italy

Twofold pattern may be observed during group therapy sessions. The first is related to the participant's inner psychological dynamics and second to what happens in the group's psychological reality. Both dimensions raise different emotional needs, related to each participant's personal history and life style as well as the group history and its dynamics.

Tenderness requests, coming out from conscious and unconscious level, raise in different forms. Needs to be protected, accepted by the others, acknowledgment to be a significant part of a whole, not be judged means tenderness requests.

On the other side aggressiveness are brought up; during the sessions participants live their inner conflicts, making experience of the positive side of aggressiveness (such as assertivity, self assurance) as well the negative one (jealousy, supremacy and superiority deprived by social feeling).

Tenderness and aggressiveness are two dimensions lived by group's members during the interactions with the other participants (brotherhood level) and the trainer – co-trainer couple (parental level). These experiences provide the means to get in contact with a new and wider relationship system. It gives the chance to become aware of the personal way to manage tenderness and aggressiveness and their level of development. Each participant may point out what belongs to the useless part of the life style; assisted by the tenderness and the positive aggressiveness of the group he she may develop new ways of being, more related to the useful part of the life style.

CROSS-CULTURAL CLINICAL COLLABORATION: COMPARING
INTERNATIONAL CASES IN FAMILY THERAPY

(Pre-Congress workshop, July 31, 11.00–13.00)

DAVID MCGILL

USA

ISOLDE DE VRIES

Germany

Sharing cases among therapists from diverse international backgrounds invokes deeper perspectives to one's own therapy, sharpens the sensitivity to cultural issues in family dynamics, and widens possibilities for professional and personal growth.

The presented cases are families influenced by specific changing socio-cultural forces and stressors in their societies. Therapy in all cases emphasize that all cultures can become a source of stress for families that experience social changes, which may create sense of exclusion, social isolation and prejudice.

The two presenters are working together via email with three other therapists (Khawla Abu-Baker (Akko, Israel), Adela G. García (Buenos Aires, Argentina), Takeshi Tamura (Tokyo, Japan) and they all have different cultural backgrounds.

David McGill has collaborated with international therapists, facilitating international case discussion. He is particularly interested in participating in international collaborative peer case consultation groups.

Isolde de Vries works with psychosomatic patients of multicultural background and focuses the transgenerational transmission of trauma and sociocultural events.

The presenters will comment one another's cases and possible solutions and discuss how the culture as the set of norms of human activity would influence the therapeutic activity. The culture of the therapists will be discussed as an important lens through which therapists filtrate family problems and their dynamics.

Participants attending will be invited to comment as peer consultants for the presenters. We hope to give participants the experience of how we may receive useful insights for our work from therapists from very different cultures. We look forward to a rich exchange with workshop participants.

RESCUING HISTORY IN ORDER TO BUILD BRIDGES
THROUGH UNDERSTANDING AND DIALOGUE

1 August, 2008 (16.30–17.50)

ELLEN MENDEL

The Alfred Adler Institute of NY
USA

For the past 8 years, the presenter, Ellen Mendel, who is German born and Jewish has been speaking in German to students (and adults) in Germany, using personal photos, about the years from WWI to the present. By employing a “No Blame, No Shame, Only Sharing” approach she is able to use her own history to educate and enlighten German students about their own “hidden past” and then encourages them to share their reactions. The model affords her the possibility of setting up a safe and accepting environment in which it is then possible to discuss the difficult German past. Her goal is to create a deeper understanding and to elicit students’ responses about what they have learned from their families about those times. The content of the presentation which starts with the First World War deals with the following questions: “How did Hitler come to power? What happened when he did? What happened to the Jews” What happened to my family? Why wasn’t it spoken about for so long? Where are we today? The last question relates to the students’ reactions and sharing about their own families who are either from Germany or who have come from another country and have found a new home in Germany. By discussing her early immigrant and refugee experience, she models that, in terms of responses from students whose families have come from other countries.

ENCOURAGEMENT AND THE ESSENTIAL
ELEMENTS OF ADLERIAN PRACTICE

1 August, 2008 (16.30–16.50)

ANTHEA MILLAR

*Bottisham College
Cambridge, UK*

All those trained in Adlerian practice learn about the fundamental principle of encouragement. However, looking through some Adlerian texts offering overviews of Adlerian practice, readers could construe that encouragement is just one specific technique, or stage in the work.

When we look back at Adler's original writings there is a different story. He stated: 'Altogether, in every step of the treatment, we must not deviate from the path of encouragement'. Adler took an optimistic view of human nature, believing that our need to belong and contribute to the group is inborn in each of us. This innate potential of social interest cannot happen on its own. It needs nurturing through encouragement.

With Adler's words in mind I have created a model called 'The Essential Elements' that will form the basis for this presentation. The model aims to illustrate how encouragement is not just one aspect of Adlerian practice, but is both the heart and the containing frame of a helping process. This process involves eight essential elements: Ethics, Equality, Empathy, Exploration, Enabling insight, Education, Extension and Effectiveness. These elements are also closely connected with Rudolf Dreikurs' four phases of therapeutic practice: Establishing a therapeutic relationship, Psychological exploration, Interpretation and Reorientation.

In this paper I aim to illustrate the holistic and socially embedded nature of encouragement by outlining each 'Essential Element' of Adlerian practice and identifying some of the many ways to ensure encouragement remains at the heart of all Adlerian practice, whether it is psychotherapy, supervision, parent education, teaching, vocational guidance or workplace management.

ADOLESCENCE AND AGGRESSIVENESS: FROM EMANCIPA-

TION TO VIOLENCE. STORIES OF FAMILY CRIMES

2 August, 2008 (14.55–15.15)

MARIA MORCINELLI, STEFANIA CAUDANA

Alfred Adler Institute

Turin, Italy

In our age, the need for a clinical perspective which considers teenagers' troubles in a dynamic and integrated way with social and environmental factors is becoming increasingly urgent. The teenager is trapped in a paradox: from a physical and formal point of view, he is approaching adult age, while he often remains entangled in a conflict between emotional autonomy and dependence. The conflict between identification and separation trends, and the need for protection, places the teenager in a frustrating condition which enhances the aggressive drive. Teenager trouble is without a doubt more complex and ambiguous than any other type of life-related distress situations in other stages. Fragility and emotional loneliness are quite widespread, as well as vulnerability and typical teenager troubles, hidden behind aggressive and fake "savvy" looks. It is worth pointing out that in our daily life the threshold of what is regarded as illicit is lowering: it is the same adult society itself, besides teenagers, that perceives certain violation of normality and legality as less severe than in the past. The teenager finds himself uncomfortable and ill at ease at "cross-roads". Violence related to such trouble always shows a request for help as it is the expression of deep psychic distress, at the origin of which is an inner conflict that the individual cannot handle.

We often hear that teenagers are aggressive by nature, but a distinction must be made between normal aggressiveness, that we may call "healthy aggressiveness", and an aggressive and destructive violence rooted in an unhealthy development of the mental processes that will define his inner world and space.

The surfacing of potentials and at the same time the raising difficulty of handling such resources in a more adult way, can fuel ideas of violent revenge and emancipation towards the adults that are the closest to them: i.e. parents. Obviously the transition from an idea or a fantasy to an homicidal act involves other risk factors. What draws the attention of crime news is the apparently skin-deep reasons justifying the crime. No major reason is needed to commit a murder; one may kill for money, for emancipation, to feel free of doing whatever he wants. Family crimes always occurred in any cultural and geographical context. Many individual psychological aspects have been identified in children killing their parents: feeling of suffered injustice, low frustration threshold, lack of self-criticism, need for immediate satisfaction and impulsiveness. "Good boy" behaviours can hide deep problems which dramatically result in murders.

WHAT OCCURS TO THE WOMAN
SO THAT THE CHILD APPEARS

2 August, 2008 (15.55–16.15)

GEORGES MORMIN

France

“These women in evil of child, the failure of the procreations assisted with the success of the psychotherapy assistance, the advent of the desired child: Many women live like an open wound, the incapacity which prevents them from answering their desire of child. Medicine at the end of 10 15 meetings of assisted procreation, is returned to its impotence, of as much as no real organic cause is detected.

These women live a true psychodrama being estimated not finished, infertile... useless.

Vis-a-vis this drama, the psychoanalyst treating question of inferiority and possible self-scourging invites the patient with a rebuilding or a construction of the woman in it, so that the true desire of maternity occurs and that the child is profiled.

It is here the account of a therapist being based on the experiment of its practice. “

But what does it mean to “listen to” and “think through” the anger? And what does the patient’s anger stir up in the therapist, especially when it is directed at him or her? It is difficult to allow anger to enter/occupy the therapist’s mind, maybe because it is an extraordinary bridge to the deepest, most anguished and inferiority-prone spheres of the patient and of the therapist as well. Anger arouses many unconscious resistances. We will detail those reactions as we describe and reflect on two clinical experiences of “listening to” anger, both active and passive. Our analysis of anger will rely on the relations of transference and counter-transference, on the detailed analysis of the therapeutic communication both implicit and explicit, and on the analysis of dreams and actual behaviors.

THE ROLE OF MOTHER AND FATHER TODAY:
BETWEEN TENDERNESS AND AGGRESSIVENESS

2 August, 2008 (9.00–10.30, Panel on Education and Pedagogics)

GEORGES MORMIN

Société Française de Psychanalyse Adlérienne (SFPA)
France

The need for attachment, at the source of the human culture

To the human culture's root there is the need for attachment: The culture carries the individual and humanity's story but it carries its own existence only at the same time convergent and divergent binary gestation human being and of the human community. It is through the irruption of the humanism, heard like the design and the humanity's valorization as an autonomy's capacity which birth takes modernity and which the human being sees held for the source of its norms and its laws, parental education being one of its major works.

FAILURE OF THE CREATIVE CAPACITY,
CANCEROUS SOMATIZATIONS

2 August, 2008 (14.30–14.50)

MESSAOUDA MOURoux

France

One of the characteristics of cancerous somatization is to attack itself, in its evolutionary process, with the creative capacity, expression of quality complex and total of the conscience in particular in a form of its irreducible intentionality to a functional property, that of a physical tonality because it is the greed even of the intentionality of the conscience which cannot be seized like the greed of the direct fiction.

This attack has as a consequence the collapse of *Gemeinschaftsgefühl* involving at some subject a traumatic vacuum, impotence. The conscience is submerged by one “vague basic” which directs it and pushes it to direct itself towards a movement which is that of the need which carries it to be constituted as “traumatized conscience” in so far as it is evaluated like such.

All symptoms resulting from the attitudes of the cancer patients discouraged are offered to the therapist as a traumatic depression which is generated itself. The creative capacity is destroyed and the diverted aggressive impulse of its function of energy of the creative capacity is diluted in an inescapable compulsion of loss and self-destruction of ego. All is in the capacity of the subject of the therapy to reanimate this creative capacity and the combative capacities of the conscience.

USING NUMBER ONE PRIORITY AND SENSORY TYPES
TO UNDERSTAND LIFE STYLE IN THE GROUP WORKSHOP

2 August, 2008 (15.55–16.15)

HIRONORI NAKAJIMA, *Okayama University of Science*

TADASHI TANAKA, *Tadashi Mental Clinic*

MASAKO HAGI, *Sakai-City Education Center*

KEIKO OKADA, *Hattori Mental Clinic*

SHUNSAKU NODA, *Adler Guild*

Japan

Adlerian psychology stresses the uniqueness of the individual. We must understand each individual's life style one by one. But using typology is very useful when we use it as a "door knob" to understand each individual's life style in the group setting. Adler thought that typologies were helpful in understanding all individuals.

We use Number One Priority Theory (Pew) and Sensory Types Theory (Adler). Dewey wrote that "Number One Priority is one aspect of life style." He also wrote it is "a shorthand statement about convictions, within the life style, which are answers to the questions, "What is most important in my quest for belonging?" and what must I most urgently avoid?" The four priorities are: Comfort, Pleasing, Control, and Superiority. We use new categorization by taking account the variables of problem solution vs. human relation maintenance and passive movement vs. active movement.

The Sensory Type Theory is the theory that we have dominant sensory type when we understand the environment event. Adler did not make typology of sensory types but he used it in his case studies. Three sensory types are: Auditory type which is especially sensitive to story and listening. Visual type is especially sensitive to image and perspective. Sensory-motor type is especially sensitive to kinesthetic sense and feeling.

We find very effective when we use these theories in the group workshop. The Group's goal is to understand each individual's own unique life style in order to increase self-confidence, the ability to cooperate with other people. This group will proceed as follows. (1)Learn these theories. (2)Find each member's type. (3)Discuss with same type members how they think, feel and act in the certain situation. (4)Discuss with different type members. (5)Search each individual's strength of each type. (6)Find most suitable terms or sentence to describe each member's life style.

At the congress we will present particular examples of the workshop. Then we will discuss effectiveness and defect of using these typologies.

THE ANALYSIS OF ADOLESCENTS' EXPERIENCE
OF PSYCHOLOGICAL HELP-SEEKING

1 August, 2008 (16.55–17.15)

DALIA NASVYTIENĖ
Vilnius Pedagogical University
Lithuania

Adolescence with its developmental task of identity formation challenges the inner dynamics of teenagers' personality as well as functioning of their family systems. Up to 20% of adolescents experience various kinds of mental health problems (Raviv, Sills, Raviv&Wilansky, 2000). At the same time there is evidence about some gap between the rate of mental health problems - and orientation to cope with them. Findings report very low percentage of those experiencing a diagnosable problem to seek psychological services (Vogel, Wade&Hackler, 2007). In particular, higher levels of suicidal ideation led to lower levels of help-seeking intentions among adolescents in New Zealand (Carlton&Deane, 2000). The search for psychological help turns to be important component in health-preserving behavior. Help-seeking is defined as a coping strategy to reduce stress. It's a process that comprises several components: 1) an individual becomes aware of the problem; 2) he realizes about some possible resources from other people necessary to overcome problems; 3) the individual has to communicate in some way with these other people (Karabenick, 1998, cit. according Lau Y, Wong D., 2008).

The variables of adolescents' help-seeking behavior were outlined in research findings. Satisfaction with school, family, and friends, and ethnicity are important predictors associated with the willingness to ask for both formal and informal help (Grinstein-Weiss, Fishman&Eisikowitz, 2005). On the other side, adolescents' belief in dealing with depression alone was associated with male gender, less favorable views about mental health professionals, more favorable views about using substances to deal with depression (Jorm, Kelly, Wright, Parslow, Harris& McGorry, 2006).

Numerous studies on this topic are based on quantitative research while our opinion is consistent with the view about qualitative paradigma as suitable basis to reveal personal experience. Qualitative analysis enables to open the sense of experience. According with Husserly's tradition, a kind of "pheno-

menological reduction” in data analysis ensures to gain the inner perspective of experience (Smith, 2003). In order to identify and understand inner forces leading the adolescent to ask for psychological help we carried out semi-structured interviews with 15 adolescents with various emotional/behavioral problems. All of participants were involved in individual psychotherapy in out-patient setting.

The results are discussed in face of other findings, namely grounded theory-based study that communal pressure on wealth, success, and high expectations creates a tremendous amount of stress and contributes to a stigma about help-seeking (Timlin-Scalera, Ponterotto, Blumberg&Jackson, 2003). Their conclusion was valid for male adolescents, our data confirm it for female adolescents. Our generalization about various aspects of negative self representation as important factors in help-seeking process are consistent with Vogel, Wade&Hackler (2007) findings. It makes sense to regard our conclusions with reference to the process of self formation (Kohut, 1971).

INTERNET ABUSE AND INTERNET ADDICTION –
A NEW DISORDER IN ADOLESCENTS AND YOUNG ADULTS?

1 August, 2008 (16.30–16.50)

URSULA OBERST, MARTA BERANUY,
XAVIER SÁNCHEZ-CARBONELL
*Ramon Llull University
Barcelona, Spain*

Since the internet and other new technologies, mainly the mobile phone, and video and computer games, have been introduced, a vivid debate has arisen in the media and in scientific publication of whether usage of these technologies has a negative impact on social adjustment, emotional development, or increases aggressiveness and violence, as well as impoverished genuine social relationships of young people. This is a topic of interest for parents, educators, psychologists, and others. While this discussion is ongoing, other investigators even argue that a maladaptive use of these technologies can lead to abuse and, ultimately, to addiction, similar to other mental disorders, like substance addiction and impulse control behaviors (e.g. pathological gambling). This paper gives a review of the state-of-the-art of this debate and presents some of the authors' own empirical data on the relationship between internet and mobile phone use on one hand, and psychological distress and emotional intelligence on the other.

THE ADAPTIVE PURPOSE OF EMOTIONAL
EXPRESSION: PROMOTING TENDERNESS AND
UNDERSTANDING AGGRESSION

2 August, 2008 (15.55–16.15)

PAUL R. RASMUSSEN

Furman University

USA

The role of evolutionary processes in explaining psychopathology and mental health is gaining increasing momentum in psychology. This movement in psychology complements well the Adlerian notions of superiority striving, social interest and the psychology of use. In this lecture, evolutionary aspects of Adlerian theory are described and the value of this integration is explained. In particular, the adaptive role (i.e., purposefulness) of emotional expression is described, specifically as such expressiveness relates to acts of social interest (tenderness), life-task shortcomings and the failure to act with social interest (protection and aggression). The treatment implications of the Evolutionary-Adlerian model will be described as will be the broader implications of the integrated evolutionary model.

LOVE LINKS BETWEEN POWER AND RECIPROCITY

2 August, 2008 (16.55–17.15)

ROBERTA ROSSI

Adlerian School of Psychotherapy

Reggio Emilia, Italy

By this communication I intend to treat the subject of sentimental links starting from an evolutionary concept of human being, that is to say from an idea of the growth of the Self also identifiable in the quality of the relationships the individual establishes with his or her love object. I will describe the most evolved and mature form of love as a specific relational dynamic centred on Reciprocity, which is a meaningful part of Social Feeling, intended as a process and a place where both individuals find their own opportunity of self-assertiveness. On the other hand, pathological and childish forms of love spectrum will be interpreted in the light of Power need, a negative assertion of the Will to Power, cancelling relational dialogue and letting control and exploitation prevail until cancellation of the Other Self.

TENDERNESS AND AGGRESSIVENESS
IN ELDERLY INDIVIDUALS

1 August, 2008 (14.30–15.00)

GIAN GIACOMO ROVERA

Italy

1) The Adlerian approach in analysing the dynamics of tenderness and aggressiveness. These are in line with: the Theories of Attachment and Loss; the recent discoveries of Neuroscience on implicit memory; the reflections on Relational Mind and intersubjectivity (or even better on interindividuality).

2) Therefore, an assessment of tenderness and aggressiveness in elderly people concerns the Epigenetic Criterion and the various Life Cycles: throughout life, experiences are lived in the context of the three areas of personal fulfilment (love, work, society), which, from time to time, change the capacity of giving and receiving tenderness, as well as acting or using aggressiveness towards Oneself and towards the Others (also in a protective way). During the last existential cycles of old age (chronological age from 70 to 85 and over), the subject tends to be more vulnerable, especially in certain areas. Besides the onset or the worsening of somatic and psychic diseases, it is possible to observe an involuntional transformation of certain parameters. These latter concern: a) “Self-lifestyle” (with a progressive cognitive, emotional and social stiffening); b) “Psychosexuality” (with reconfirmations, denials, experiential elaboration); c) “Sphere of significant relationships” (with separations, losses and also acquisitions of new family ties); d) “Psychological-social-cultural situations” (with disposition to isolation, redefinition of Status/Role, use of residual creativeness, etc.).

3) Referring also to certain clinical cases (which will be explained more extensively in the oral presentation), the dynamics of tenderness and aggressiveness emerge with particular characteristics in relation to: a) significant variations in the request of “supply of tenderness and presence”; b) a higher exposition to other people’s aggressiveness; c) identity crises and reduction of planning aspects; d) increase in the “distance” between Oneself and the Others.

4) Adlerian-type interventions, preceded by a correct overall diagnostic complex, are tailor-made: short, focused, supportive-existential, consistent with the family and institutional context, aimed to a “therapeutic alliance” with the whole treating team.

THE DIALECTIC TENSION BETWEEN STRIVING
FOR POWER AND GEMEINSCHAFTSGEFÜHL –
A CONTEMPORARY DEPTH PSYCHOLOGY MODEL

1 August, 2008 (15.00–15.30)

RAINER SCHMIDT

Aachen, Germany

Following his return from World War I in 1918, Alfred Adler expressed a central idea of his Individual Psychology that appears very topical from today's point of view. He introduced two sources of force which are effective in the unconscious scheme of human life into discussions. On the one hand he described man as being nailed to the cross of his fictions of outdoing, power and godlikeness to compensate the powerlessness of his existence from the time of his birth. On the other hand, he saw this striving as a corrective force in the innermost experience of a natural feeling of a co-existent (empathic) involment with the world that surrounds him from birth. He called this *gemeinschaftsgefühl*. Adler thus created a model of the unconscious which is valid to this day and distinctive from the libido theory, and which can be understood in the tradition of the history of psychoanalysis. Sigmund Freud's statement that the unconscious is the larger circle encompassing the smaller circle of the conscious remains the basis of all depth psychology deliberations. The lecture pursues the history of ideas behind Adler's model and attempts to substantiate its validity in today's world.

LIFESTYLE COMPARISON: AN EFFECTIVE WAY TO DETECT HIDDEN AGGRESSION IN RELATIONSHIPS

2 August, 2008 (16.55–17.15)

YVONNE SCHÜRER

Alfred Adler Institute

Zürich, Switzerland

By comparing the lifestyles of two partners the counselor can see the underlying causes of their misunderstandings. This also allows the couple to gain an insight into the nature of their mutual conflict. Both can reach a better understanding of each other.

Whenever there is violence, one has to deal with aggressors and victims.

In a long-term relationship certain patterns of aggression can develop, which are not clearly visible from the outside, but which, nevertheless, are capable of causing a devastating damage to the relationship and to the psyche of those involved.

Latent hostilities present a formidable challenge to a counselor. The roles the aggressor and his/her victim play are often hard to define clearly. Clients with difficulty expressing themselves cannot stand up for their own cause and must rely on the counselor's help.

How can we help our clients refrain from their constant moaning and their confused accusation? In such cases exposing the marital ping-pong game would not be sufficient: we have to make sure both partners are aware of the conflict, which destroys their relationship.

In Adlerian couple counseling we get our clients to acknowledge their own contribution to the problem, thus enabling them to see themselves not as a mere victim, but also as a culprit. Whether openly or in a hidden, secretive way, they are hitting back seeking to make up for their defeat. It can be very helpful if a couple realizes their cards were shuffled before they started 'playing together' and that they got engaged in preparing their role as a partner long ago.

A structured, mutual lifestyle assessment offers a unique chance to study and compare both partners' individual value system, to examine their major fears and obtain an insight into how they are trying to avoid or cope with them.

Comparing our clients' fears and analyzing their attempts to compensate for them enables us to comprehend the actual conflict in all its variations.

Each of the parties involved had hopes and expectations when they made a crucial decision to share their life with their spouse. What guided them in their pursuit of happiness toward the fulfilment of their wishes? In what way, now, is their partner blocking access to that happiness?

Mutual lifestyle assessment is a learning process that gives both partners a chance to see each other in a new light.

NO ROAD WITHOUT A GOAL – PRACTICAL ADVICE
AND HELP FOR TEACHERS AND ADMINISTRATORS
IN EMERGENCY SITUATIONS

1 August, 2008 (17.55–18.15)

BETTINA SCHUBERT

Germany

In 2005 the Berlin school authority developed 25 scenarios as guides for schools in cases of mobbing, bodily harm or threats of possible mass attacks. Assistance can only be given effectively when victims and perpetrators are taken seriously. In Berlin, an effective set of guidelines has been developed in cooperation with school administrations and external partners in order to reduce the dangers of violence in Berlin schools.

WAS ALFRED ADLER
THE “FIRST COMMUNITY PSYCHOLOGIST”?

2 August, 2008 (15.30–15.50)

CHRISTOPHER SHELLEY

Vancouver, Canada

This paper will critically examine the assertion that Alfred Adler was “the first community psychologist”. The claim has been put forward by the Chicago based Adler School of Professional Psychology (ASPP) and was the basis for radical reforms to the curriculum at ASPP’s Chicago, USA and Vancouver, Canada campuses. Many North American Adlerians have trained in counselling, psychotherapy and clinical psychology at ASPP over the past five decades. By comparing the Masters degree curriculum at ASPP prior to 2006–2007 and the present curriculum, the author shall argue that the school no longer produces Masters level Adlerian clinicians. Rather, the school largely produces counsellors competent in a generalist or eclectic approach with a strong accompanying emphasis in community psychology. Moreover, it will also be argued that Adler was not the ‘first community psychologist’ since the fields of Community Psychology and Adler’s Individual Psychology are distinct. Nor is Individual Psychology synonymous with Community Psychology. Rather, Individual Psychology shares some compatibility with community psychology while retaining strong disagreements.

TENDERNESS AND AGGRESSIVENESS OF
THE THERAPIST IN THE PSYCHOTHERAPY
OF PATIENTS WITH BORDERLINE PERSONALITY
ORGANISATION

1 August, 2008 (17.30–17.50)

BARBARA SIMONELLI, SIMONA FASSINA,
ALESSANDRA BIANCONI

Italy

Psychotherapy for patients with borderline personality disorders should be thorough in terms of the diagnostic implications, choices of technique, setting management and the management of transference and countertransference dynamics.

With these patients, the therapist is the target of the patient's devaluations and idealizations, and is therefore sometimes the object of aggressive and manipulative projections instead of requests for caring and tenderness. This is frequently manifests as acting out during and outside of the session.

It is when the therapist is faced with the patient's acting out and intense emotional investment that he is most often put to the test. This tests the therapist's "strength" in terms of emotions, technique and methodology.

These types of patients frequently arouse feelings in the therapist that alternate between tenderness and aggressiveness. If these feeling can then be understood and elaborated, they can help us to understand the patient's intra-psychic dynamics in that moment and their meaning in the therapeutic relationship.

Therapists who work with these patients needs to know how to use their aggressiveness and tenderness to serve the objectives of the therapy. They can be used to increase the ability for mentalization, to increase the ability to integrate affective and emotive states, to improve the quality of relations and to reduce symptoms.

In addition to having the technical skills required, the therapist needs to know how and be able to make his lifestyle/creative self available to the therapeutic couple and therefore to the patient by using processes of empathic identification and creative regression.

Some clinical examples will be presented.

TENDERNESS AND AGGRESSIVENESS IN A MOTHER'S BEHAVIOUR SEXUALLY ABUSED IN HER CHILDHOOD

1 August, 2008 (17.55–18.15)

FRANCESCA DI SUMMA
Adlerian School of Psychotherapy
Turin, Italy

A case study is related to a 38 woman who was sexually abused by her brother and by a brother's friend when she was 10 years old. Sexual abuse by the brother lasted to all adolescence.

The woman never told the mother or the elder sister about this violence subita. She got married and for all her marital life she hid this experience from her husband.

Sexual life in the couple has been difficult, but she succeeded to become mother. At the beginning of the baby life she was able to express tenderness but as the baby grew up the tenderness changed into aggressiveness.

The influence of the early years in the woman's life style will be discussed as well as the questions related to the difficulties in the psychotherapeutic treatment.

GEDANKEN ÜBER DIE SPIELE DER KINDER
IM ZUSAMMENHANG MIT „TOD UND STERBEN“

2 August, 2008 (14.30–14.50)

SZÉLESNÉ FERENCZ EDIT

Veszprém, Hungary

Wenn wir uns als Therapeuten mit einer anderen Persönlichkeit treffen, die inneren Seelenzustände der Patienten übernehmen, an ihren Gefühls- und Gedankenwelt teilhaben, bewegen wir uns auf einem Gebiet, wo sich die Analyse und Verarbeitung unserer eigenen Gefühle und Offenbarungen auch ständig abspielt.

Im Vortrag werden die bei der Therapie der Kinder im Spiel erscheinenden Erlebnis- und Symbolwelt „des Sterbens“ analysiert, und durch drei Beispiele erleuchtet. Durch die einzelnen Fälle werden der Sinn des Themas bzw. der Dynamik im Spiel, in der Entfaltung der Kompensationsfähigkeit, der sich erneuernden Selbstschöpferkraft der Kinder gesucht, wobei auch die Dynamik der Impulsüberleitungsprozesse in der Kommunikation bei der Therapie, die Spiegelung und das Verständnis der eigenen Gefühlswelt der Therapeuten während der Therapie auch dargelegt werden.

THE STATE AS A DYSFUNCTIONAL FAMILY:
POSTCOMMUNIST REFLECTIONS

1 August, 2008 (16.55–17.15)

GINTAUTAS VAITOŠKA

Vilnius, Lithuania

Contrary to the great pessimists of the last centuries of European culture, the will to power, in the eyes of Alfred Adler, does not possess the inevitable metaphysical roots but is, rather, a deviation from the good development of human being. Together with the aggressiveness, it is a compensation for the feeling of weakness; this weakness is the outcome of the deficit of love and a tyrannical exercise of authority in the family. However one would view it from the point of postmodernist deconstruction, in our lives as citizens of various states, we live the narrative of the family. The head of the state, as well as its executive organs, are real powers whose exercise can be tender or cruel. The citizens in a cruel state are like children of a cruel father: intimidated and weak, they tend to be aggressive and striving for power.

The experience with persons from different states suggests that the level of weakness/aggressiveness of the individual is encompassed not only in the psychodynamic context of the family, but also in that of the state. There is more anger and sadness in posttotalitarian states, as reflected on faces on the passports, silent passing by of neighbors, rates of crime and suicide, and even in, to use the phrase of Eric Ericson, the „genital combat“ as reflected in the particular „beauty“ of our provocatively dressed ladies to the eye of the visitor from abroad. As in psychotherapy, the path towards healing of the child/citizen, lies through making conscious the unconscious, repressed and denied memory of the cruelty of the communist „Father“; how can we do that without aggressive explosion is an important question to consider. The healing also takes a conscious effort to say hello in an elevator or when leaving a cafeteria, giving way to a fellow driver and – in order to remember the right proportion between tenderness and aggressiveness – intimidating the photographer with a wide smile – the one, who is commanding you not to do so when taking a photo for your document...

TENDER IS THE ANGER

2 August, 2008 (16.55–17.15)

ALESSANDRA ZAMBELLI, SILVIA PAGANI

France / Italy

This work concentrates on the analysis of anger as it arises in therapy and within the therapeutic relationship. Our aim is to show that anger is a fundamental component of many psychic disorders and that in order to give an appropriate response to the therapeutic needs of the patient, it is essential for the therapist to “listen to the anger”. We will thus discuss the delicate and crucial transition from anger to tenderness for oneself and the other; that transition coincides with the evolution from a narcissistic state to the perception of the other as a subject, in his wholeness.

Alfred Adler points out that if the child is left alone with his acute quest for love, he focuses on his own person: “...social feelings remain rudimentary and only those tendencies toward satisfaction prevail that stem from self-love in all its forms”. The only alternative is aggressiveness.

Our clinical observations as well as a vast literature which we will refer to have shown that patients often ask, implicitly, that their anger be “listened to” and “thought through” by the therapist. This implicit appeal invokes, within certain limits, the possibility of expressing and, recognizing the anger.

Insofar as it will be “listened to”, the anger will be contained by the therapist. When “thought through” by the therapist and “translated” for the patient, it will become acceptable and understandable, and the patient himself will be in a position to “think” .

THE DEVELOPMENT OF THE CHILD –
INSTITUTE OF INDIVIDUAL PSYCHOLOGY:
FROM THE BIRTH TO EARLY ADOLESCENCE.
ADLERIAN APPROACH

1 August, 2008 (17.30–17.50)

EGLĖ ZUBIENĖ
Institute of Individual Psychology
Lithuania

The paper is very personal speculation or cogitation of the author, who is one of the founders of the Lithuanian Institute of Individual Psychology, a member of the Teaching board and a student of the psychotherapeutic program in the Institute, about the development of the Institute as a child from the adlerian point of view. It is not a deep analysis, but the attempt to explore the growth of the institution, using key concepts of the Individual Psychology such as- inferiority feeling, striving for superiority, social interest, hyper compensation, goal, masculine protest and etc. This paper is one of the possible opinions where we find ourselves after the eight years of existence and what perspectives for the future development we have. But as far as we know “everything can be different”.

ON PSYCHIC PAIN
ÜBER DEN PSYCHISCHEN SCHMERZ

1 August, 2008 (17.30–17.55)

TINA ZUMER-HASLEHNER

Child Guidance Clinic

Vienna, Austria

Schmerz ist ein ubiquitäres Phänomen, welches jedem Menschen im Laufe seiner Entwicklung begegnet.

Der Begriff „Schmerz“ bezieht sich im Allgemeinen auf ein körperliches Erleben.

Neben somatischem Schmerz und seinen psychischen Begleiterscheinungen, existiert Schmerz jedoch auch als eine rein innerpsychische Kategorie.

Dem Phänomen des innerpsychischen Schmerzes wurde in der Psychoanalyse bislang wenig Beachtung geschenkt.

Eine frühe Auseinandersetzung mit dem Phänomen des psychischen Schmerzes findet sich in Freuds „Entwurf einer Psychologie“ aus dem Jahre 1895. Später widmete er sich in „Trauer und Melancholie“ (1917) und in „Hemmung, Symptom und Angst“ (1926) erneut diesem Thema.

Freud sah in der Folge Angst als Vorwegnahme der Gefahr des Objektverlustes, während Schmerz als eine direkte Antwort auf den Verlust zu verstehen ist.

Psychischer Schmerz ist also gekennzeichnet durch das Spüren einer fehlenden Beziehung zwischen Selbst und Objekt.

Im Verlauf der psychoanalytischen Theoriebildung wurde psychischer Schmerz in einem weiteren Sinn verstanden, was bedeutet, dass viele negative und Unlust erzeugende Affekte unter diesem Begriff subsumiert wurden.

Objektbeziehungstheoretiker beschreiben in erster Linie ein Phänomen „an der Grenze zwischen psychischem und physischem Erleben“ und grenzen es gegen Angst und Depression deutlich ab. Zum Beispiel Betty Joseph beschreibt einen Schmerz, der körperlich empfunden und im Allgemeinen im Brustkorb lokalisiert wird; sie sagt, dass es keine direkten Herzschmerzen seien und dass es keine genaue Bezeichnung für sie gebe – es ist „einfach nur ein Schmerz“.

Psychischer Schmerz wird im kleinianischen Sinn als Folge einer Verlagerung

des von der Persönlichkeit aufrechterhaltenen Gleichgewichts verstanden. Bestimmte Personen bleiben zwischen der paranoid-schizoiden und der depressiven Position stecken und versuchen in dieser Position ein Gleichgewicht aufrechtzuerhalten.

Versucht der Patient sich aus dem fraglichen Gleichgewicht heraus zu bewegen, verursacht das langsame Auftauchen aus diesem Zustand einen extremen Schmerz unbegreiflicher Art.

Von wesentlicher Bedeutung für das Verständnis des psychischen Schmerzes sind Bion's Überlegungen. Er beschreibt, dass es Menschen gibt, die Schmerz oder Frustration als so unerträglich empfinden, dass sie den Schmerz zwar einerseits wahrnehmen, aber nicht erleiden können, ihn nicht aufspüren können, und dass daher der Mensch, der keinen Schmerz leidet auch keine Lust „leiden“ kann.

In dieser Arbeit möchte ich drei verschiedene theoretische Ansätze der Psychoanalyse zu diesem Thema vorstellen und anschließend eine Fallvignette aus meiner eigenen klinischen Erfahrung präsentieren.

PANEL DISCUSSIONS

Panel Discussion on Therapy

1 August, 2008 (11.00–12.30), Vilnius Town Hall

THE CASE OF MS D.

Chairperson: Dan Dalton (Canada)

Speakers: Bernard Shulman (USA),

Gisela Eife (Germany),

Alessandra Bianconi (Italy)

Outline of the Program and Presentation Format

Similar to Adler's – The Case of Mrs. A (London, 1931), four experienced Adlerian Psychotherapists who have no previous knowledge of the client will be presented with information of a patient suffering from a serious psychological disorder. The presentation will involve a psychiatric assessment written by a non-Adlerian practitioner.

The presentation format will allow the panel members to discuss the significance of each detail of the client's life and condition as it is revealed. Panellists will pay particular attention to the development and use of tenderness and aggressiveness tendencies as they manifest themselves within the client's approach to social problem solving.

Fifteen minutes will be reserved at the end of the presentation for audience questions.

Detailed Summary of Presentation

This seminar is a demonstration of a single case analysis that could be useful for teaching purposes, and as an introduction to understanding a client's lifestyle.

Utilizing the factual raw data of a person's past and present life circumstances, plus a description of their feelings, thinking and behaviour, the panellists will demonstrate how Adlerian clinicians interpret client information in their efforts to understand the purpose and movement of an individual's behaviour.

Since the client is suffering from a psychiatric illness, particular attention will be paid to the clients faulty conclusions and mistaken interpretations.

Two points will be considered in the analysis. First, is the point of origin of the symptom expression (the internal feeling of inadequacy). The second point is the method used by the psyche to overcome feelings of inadequacy and strive towards an ideal final form. Attention will be directed towards an individual's movement from a felt minus to a perceived plus.

The format of this presentation will be similar to Alfred Adler's famous case of Mrs. A. (London, 1931). The client chosen will be suffering from a serious psychological condition, and panel members will have no prior knowledge of this client. Information will be presented detail by detail and each item will be discussed in an open forum by the panellists. The panellists will be expected to formulate hypotheses, explore and investigate the possible lifestyle themes, mistakes, and origins of an individual's unpreparedness for the life tasks. Effort will be directed towards illuminating the patient's creative development of safeguarding symptoms.

This technique will be used as a teaching tool to help participants begin to think in a similar way to Adler and to benefit from a variety of interpretations that are expressed through the collective experience of the panellists. Emphasis will be placed on the utilization of deductive reasoning as a practitioner tool in zeroing in on the client's lifestyle.

Panel Discussion on Education and Pedagogics

2 August, 2008 (9.00–10.30), Vilnius Town Hall

MOTHER AND FATHER'S ROLE TODAY BETWEEN TENDERNESS AND AGGRESSIVENESS

Chairpersons: Francesca Di Summa, Marco Raviola (Italy)

Speakers: Rasa Barkauskienė (Lithuania),
Anna Maria Bastianini (Italy), Joyce Callus (Malta),
Margit Datler (Austria), Georges Mormin (France)

The subject we have chosen for the discussion is possible to explore different aspects of the field of education. Mother and father's role is important not only in the family but also in many other contexts such as schools, therapeutic community and others organized groups.

Panel Discussion on Business and Organizations

2 August, 2008 (11.00–12.30), Vilnius Town Hall

THE BURN-OUT SYNDROM

Chairperson: Max Deon (Switzerland)

Speakers: Michael Froese, (Germany), Lino Grandi (Italy),
Viktoras Keturakis (Lithuania)

Früher wurde das Überforderungs-Phänomen unter dem Titel „Stress“ diskutiert und vorwiegend als berufliche, vertikale Belastungsfahren.

Heute aber sind diese Belastungsflächen vielschichtiger ineinander verwoben, Gesellschaftliche und politische Fortschritte, Spitzenarbeitsleistungen und Komplexe wirtschaftliche und technologische Fortschritte, sowie familiäre Umstände fordern – wie in Bewerbungsschreiben oft gefordert – den belastbaren Menschen. Dies hat die Werthaltungen verändert und zu existenziellen Krisen geführt. Das gilt allgemein und besonders für Verantwortungsvolle Entscheidungsträger. Diese sind dem Burn-out-Phänomen am stärksten ausgesetzt. Wir stellen es in der Folge zur discussion.

Panel Discussion on Science

3 August, 2008 (9.00–10.30), Vilnius Town Hall

IS IDENTITY RELATED TO TENDERNESS, AGGRESSIVENESS OR BOTH?

Chairpersons: Andrea Ferrero (Italy),
Alessandra Zambelli (France)

Speakers: Gian Giacomo Rovera (Italy),
Wilfried Datler (Austria), Albrecht Stadler (Germany)

The themes of tenderness and social interest, aggression drive and striving for power were treated more originally and specifically by Adler than by Freud, as early as the Vienna Psychoanalytic Society.

The Adlerian view of these instances was to mark one of the specific divergences between Individual Psychology and the other Deep Psychologies.

In this session we will be discussing the importance of feelings of tenderness in early relationships in terms of identity construction and in relation to the aggressive tendencies that exist right from the early mother-child relation.

We will be discussing the implications relating to the normal development of a personality in relation to possible pathological occurrences which may form the basis for a personality disorder in later life.

We will also be looking at clinical examples regarding the way in which the psychotherapist is called upon to work with the patient on attachment issues in accordance with the different personality organisations.

Exhibitions

The exhibition “Tenderness and aggressiveness: the challenge of our times” by professional Lithuanian artists will be opened on the venue of the Congress at Vilnius Rotušė (Town Hall). Meeting with the artists and discussion about art works will be held, with the possibility to buy works of art.

Films on History of Individual Psychology

Documental films on the history of Individual Psychology and people important to Adlerian psychology will be demonstrated during the Congress at the Faculty of Philosophy, Vilnius University.

Social Events

Welcome Reception: A welcome reception will be held for the participants of the Congress on Thursday, 31 July, 2008, starting from 18.00 in the café of Faculty of Philosophy, Universiteto 9. The charge will be 10 EUR per person for finger buffet. A pay bar will be available.

Congress Banquet: A Congress Banquet will be held in the Verkiai restaurant (30 EUR). Departure to the party is planned by bus at 19.00 from the square near Faculty of Philosophy, Universiteto 9. Verkiai Palace is located in Vilnius, in a historical park. Principal buildings of the Verkiai estate were constructed in the classicistic style in the 18th–19th centuries, household structures show features of folk art. Verkiai has always attracted people because of its striking nature and beautiful and rich structures, legends and opulent history. You can see the Verkiai restaurant on www.verkiai.lt

Audio Tapes

Please note that private audio- and/or video-recording is prohibited at all presentations of the scientific program.

Public Transportation in Vilnius

The Vilnius Old Town is not large – it can be easily walked around. Other places in Vilnius can be reached by bus or taxi.

Vilnius has an effective and cheap network of busses and minibuses. Tickets can be bought in press-shops or from the driver of a bus. Prices for buses and minibuses are up to 1 EUR.

Excursions

The BALTIC TOURS VILNIUS office can reserve a number of tours & excursions for the Congress participants: short excursions in Vilnius, around Vilnius (Trakai, Kernavė, Kaunas, Rumšiškės), also longer excursions to Curonian Spit, Kaliningrad, Riga and Tallinn.

You can get all information prepared specially for the participants of the Congress and make reservations online www.baltictours.com

J. Tumo-Vaizganto 9/1, LT-01108 Vilnius, Lithuania

Tel.: +370 5 266 1616

Fax: +370 5 212 6767 E-mail: incoming@baltictours.com

You also can find information at Tourist Informations Centre located just in Town Hall.

Useful Information

Climate

Lithuania has a Central European climate. To know more about the weather, [click here](#).

Time

The Eastern European Summer time is 3 hours ahead of the Greenwich Mean Time.

Currency

The official currency in Lithuania is Litas. Litas is bound to EUR with 3.4528 Litas for 1 EUR. Currency can be exchanged at the airport, banks and in hotels.

Credit cards

Visa and Master Card are accepted in most shops, hotels and restaurants. You will find a cash dispenser on nearly every corner.

Electrical appliances

The voltage in Lithuania is 220 volts.

Safety

The Baltic is in general seen as a safe area with no imminent threat of terrorism or violence. In an international survey, Vilnius is rated as the safest capital in the Baltic States and also safer than many European capitals. Take care of your money and other valuable things and remember that not all people you meet are what they pretend to be.

Health

The hygienic standard in Lithuania in general is of a very high level. No special precautions are needed, no special vaccinations required.

Shopping

Shops are generally open 10.00–19.00 on weekdays and 9.00–17.00 on Saturday. Many shops are open on Sunday as well. Most major shopping centers and supermarkets are open 8.00–24.00 daily.

Insurance

All participants are reminded that the Organizing Committee is **not** liable for any losses, accidents or damage done to persons or private property. Participants and accompanying persons are requested to make their own arrangements in respect of health and travel insurance.



About Vilnius University

Vilnius University, one of the oldest and most famous establishments of higher education in Eastern and Central Europe, was founded in 1579. Functioning for a long time as the only school of higher learning in Lithuania, it was a preserver of cultural and scientific traditions, and has played a significant part in the cultural life not only of Lithuania, but of the neighboring countries as well. During more than four centuries of its existence Vilnius University has seen periods of growth and decline, revival, and closure. The University is a unique witness to the history of the Lithuanian state.

Today Vilnius University has 12 faculties, 8 institutes, 10 study and research centers, the oldest library in Lithuania, 3 university hospitals, an astronomical observatory, a botanical garden, a computer center, and St. John's Church.

Faculty of Philosophy is the oldest faculty of Vilnius University, but at the same time it remains open and modern. It is a wide-spectrum institution of science and education that offers study programs in **philosophy, educology, psychology, social work** and **sociology** as well as organizes scientific research in those areas.

You can get more information and see the University at www.vu.lt

TENDERNESS AND AGGRESSIVENESS:
THE CHALLENGE OF OUR TIMES

Program

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