Adlerian counseling and psychotherapy

A Practitioner's Approach

FIFTH EDITION

Thomas J. Sweeney



Contents

xiii

| List of Figures List of Tables List of Forms Acknowledgments Introduction | xiii xv xvii xix xxi |
|---|--|
| Part I Foundations for Understanding Human Nature | |
| 1 Individual Psychology: The Man, the Movement, and the Psychology of Alfred Adler The Man The Movement Basic Concepts Socio-Teleo-Analytic Early Human Development Family Constellation The Five Major Life Tasks Function of Emotions and Feelings Holistic View Philosophy and Value System Low Social Interest Validation Multicultural Considerations Gender Considerations Adler and Beyond | 3 6 7 9 12 14 17 19 20 21 24 24 25 27 |
| Summary Study Questions | 31 32 |

vi • Contents

| 2 | Wellness Through Social Interest: The Goal of Helping JANE E. MYERS | 33 |
|-----|---|----|
| | Definitions of Wellness | 34 |
| | Positive Psychology | 35 |
| | The Wheel of Wellness | 36 |
| | The Indivisible Self: An Evidence-Based Model of Wellness | 37 |
| | Wellness Research | 41 |
| | Wellness Counseling | 42 |
| | Summary | 43 |
| | Study Questions | 43 |
| | Activities | 44 |
| Paı | rt II What We Learn From Life | |
| 3 | Life's Rules Are for Everyone: Natural and Logical | |
| | Consequences | 47 |
| | Action Dimensions | 48 |
| | Natural Consequences | 48 |
| | Logical Consequences | 48 |
| | Encouragement | 48 |
| | Experiencing Natural Consequences | 48 |
| | Practical Implications | 49 |
| | Self-Study Situations | 49 |
| | Logical Consequences: Social Living Lessons | 52 |
| | Comparisons of Consequences and Punishment | 53 |
| | Aspects of Logical Consequences | 54 |
| | Attitudes | 54 |
| | Choices | 54 |
| | Action, Not Words | 55 |
| | New Rules | 56 |
| | Summary | 56 |
| | Study Questions | 57 |
| | Activities | 57 |
| | Examples | 59 |
| 4 | Encouragement: The Essential Element of Helping | 61 |
| | On Believing in One's Self | 63 |
| | Self-Esteem | 64 |
| | Consequences of Self-Esteem | 65 |
| | Assessment and Intervention | 66 |
| | Readiness for Change | 66 |
| | Interventions by Readiness Stage | 66 |
| | Self-Development Application | 69 |

| | Definition and Assumptions | 72 |
|-----|--|-----|
| | Essence of Encouragement | 74 |
| | Communicating Encouragement | 77 |
| | Discrimination Categories and Response Examples for | |
| | Communications | 79 |
| | Discrimination Exercises for Communications | 80 |
| | "I" Messages | 83 |
| | Further Application | 84 |
| | On Being Encouraging | 86 |
| | Summary | 89 |
| | Study Questions | 90 |
| | Activities | 90 |
| Pai | rt III First- Versus Second-Order Change: Counseling | |
| | d Psychotherapy | |
| 5 | Lifestyle Assessment: Uncovering the Unconscious | 97 |
| | Data Gathering | 98 |
| | Sources of Data | 98 |
| | Family Constellation | 100 |
| | Early Recollections | 102 |
| | Observations | 107 |
| | Summary | 108 |
| | Study Questions | 109 |
| | Activities | 109 |
| 6 | Adlerian Counseling and Psychotherapy Practice | 115 |
| | Stages of Adlerian Counseling and Psychotherapy | 117 |
| | Relationship | 118 |
| | Psychological Investigation | 120 |
| | Interpretation | 125 |
| | Reorientation | 137 |
| | Specific Techniques | 139 |
| | Spitting in the Soup | 141 |
| | Antisuggestion | 141 |
| | "If Only I Could" | 141 |
| | Push-Button Technique | 141 |
| | Adding Significant Modifiers | 142 |
| | Assessing Probabilities | 142 |
| | Task Setting | 142 |
| | Summary | 143 |
| | Lifestyle and Early Recollection Session Excerpts | 143 |
| | Lifestyle Assessment Information | 143 |

viii • Contents

| | Early Recollection/DCT Assessment Conclusion Study Questions | 151 159 160 |
|----|--|-------------------|
| | Study Questions | 100 |
| 7 | Using Diagnostic and Statistical Manual of Mental Disorders | |
| | (DSM) Diagnosis for Adlerian Outcomes | 161 |
| | TODD F. LEWIS | |
| | The DSM and Diagnosis | 162 |
| | Strengths of Diagnosing and the <i>DSM</i> | 163 |
| | Criticisms of Diagnosing and the DSM | 164 |
| | An Adlerian Perspective on Psychopathology | 165 |
| | Adlerian Theory, the <i>DSM</i> , and Diagnosing | 166 |
| | Using the DSM Within the Context of an Adlerian | |
| | Counseling Approach | 168 |
| | Case Study | 170 |
| | Adlerian Lifestyle Assessment | 172 |
| | Specific Diagnosis | 173 |
| | Treatment Planning and Change | 176 |
| | Specific Foci and Issues of Adam's Treatment | 177 |
| | Conclusion | 179 |
| | Study Questions | 180 |
| Pa | rt IV Applications of Individual Psychology | |
| 8 | Career-Style Counseling | 183 |
| | MARK L. SAVICKAS | |
| | The Matching Model | 183 |
| | Adlerian Enhancement of the Matching Model | 185 |
| | Elaboration 1: From Fit to Belongingness | 185 |
| | Elaboration 2: From Similarity to Uniqueness | 186 |
| | Elaboration 3: From Inventorying Interests to Creating | |
| | Interest | 186 |
| | Elaboration 4: From Matchmaking to Meaning-Making | 187 |
| | Adlerian Career Counseling | 189 |
| | Career-Style Interview | 190 |
| | Question 1: Models | 190 |
| | Question 2: Magazines | 192 |
| | Question 3: Favorite Story | 193 |
| | Question 4: Mottos | 194 |
| | Question 5: School Subjects | 194 |
| | Question 6: Leisure Activities | 195 |

| | Career-Style Assessment | 195 |
|----|--|-----|
| | Practice Case | 197 |
| | Career-Style Counseling | 201 |
| | Summary | 206 |
| | Study Questions | 207 |
| 9 | Guiding Children Through Social Interest and Cooperation | 209 |
| | Principles of Child Guidance | 210 |
| | Goals of Disruptive Behavior | 212 |
| | Attention Seeking | 213 |
| | Power Seeking | 213 |
| | Revenge Seeking | 213 |
| | Inadequacy or Assumed Disability | 213 |
| | Example: Charles | 213 |
| | Identifying Goals of Children's Disruptive Behavior | 214 |
| | Attention Deficit Disorder | 216 |
| | Typical Faulty Goals of Adolescents | 218 |
| | Superiority, Conformity, and Popularity | 219 |
| | Defiance, Promiscuity, and Inadequacy | 220 |
| | Charm, Beauty, and Sexism | 221 |
| | Intellectuality and Religiosity | 222 |
| | Summary | 222 |
| | Violence and Substance Abuse | 223 |
| | Corrective Action | 224 |
| | Catch Yourself | 225 |
| | Assess Goals | 225 |
| | Respond With Consequences and Encouragement | 226 |
| | Execute With Consistency, Friendliness, and Respect | 239 |
| | Summary | 240 |
| | Study Questions | 241 |
| | Activities | 241 |
| 10 | Love: Counseling Couples | 255 |
| | Love: The Antecedent and By-Product of an Intimate | |
| | Relationship | 256 |
| | Choosing a Mate | 258 |
| | Couples Counseling | 260 |
| | Establishing the Relationship | 261 |
| | Assessment | 262 |
| | Lifestyle Assessment for Couples | 264 |
| | The Case of Nel and Mark | 264 |
| | Interpretation | 266 |
| | Reorientation | 267 |

x • Contents

| | Summary | 270 |
|----|---|-----|
| | Study Questions | 270 |
| 11 | Consulting With Families | 273 |
| | Adlerian and Systems Theory | 274 |
| | Underlying Assumptions of Adlerian Consultation | 277 |
| | Characteristics of Strong Families | 278 |
| | Interview | 279 |
| | Establishing Rapport | 280 |
| | Parent Interview | 281 |
| | Children Interview | 285 |
| | Consolidation | 289 |
| | Typical Recommendations | 289 |
| | Alarm Clock | 290 |
| | Dress Before Breakfast | 290 |
| | No Reminders | 291 |
| | Bedtime | 292 |
| | Establishing New Agreements | 293 |
| | When Recommendations Fail | 294 |
| | Talking | 294 |
| | Inconsistency | 296 |
| | Overcorrecting | 297 |
| | Self-Fulfilling Prophecy | 297 |
| | Follow-Up | 298 |
| | Further Applications | 298 |
| | Summary | 299 |
| | Study Questions | 300 |
| | Activities | 300 |
| 12 | Working With Groups | 305 |
| | Types of Groups | 307 |
| | Discussion Groups | 308 |
| | Discussion Groups for Children | 308 |
| | Family Meeting or Council | 319 |
| | Marriage Discussion Groups | 321 |
| | Consulting Groups | 323 |
| | Counseling Groups | 324 |
| | Lifestyle Groups | 324 |
| | Starting Lifestyle Groups | 325 |
| | Lifestyle Sessions | 325 |
| | Summary | 327 |
| | Study Questions | 327 |
| | Activities | 327 |

Contents • xi

| 13 | Passing on the Adlerian Legacy | 333 |
|----|---------------------------------------|-----|
| | Teaching | 334 |
| | Modeling and Mentoring | 335 |
| | Co-Counseling and Supervision | 336 |
| | Peer Supervision | 337 |
| | Consulting | 337 |
| | Summary | 337 |
| | Study Questions | 338 |
| | Activities | 338 |
| | Interviewer's Lifestyle Script | 338 |
| | Lifestyle Assessment Interview Script | 338 |
| | Family Constellation | 339 |
| | Early Recollections | 342 |
| | Concluding Lifestyle Interview | 343 |
| | Summing Up the Lifestyle | 343 |
| | Appendix A: Family Counseling | 351 |
| | Parent Interview | 351 |
| | Children Interview | 363 |
| | Parent Interview Resumed | 369 |
| | Appendix B: Family Council | 371 |
| | References | 385 |
| | About the Author | 393 |
| | About the Contributors | 395 |
| | Index | 397 |