



**25th**

---

**INTERNATIONAL CONGRESS  
of INDIVIDUAL PSYCHOLOGY**

---

Separation – Trauma – Development

---

100 Years of Individual Psychology

---

14 – 17 July 2011, Vienna

## THURSDAY, 14 JULY

---

9 am – 9.45 am	<b>Opening</b> Georg Winckler Guy J. Manaster Margot Matschiner-Zollner
9.45 am – 10.30 am	<b>Key Lecture</b> Wilfried Datler
10.30 am – 11 am	Break
11 am – 12.30 pm	Comments on Key Lecture Zivit Abramson Almuth Bruder-Bezzel Herbert Laube Georges Mormin Gian Giacomo Rovera
	<b>Open Discussion</b>
12.30 pm – 2 pm	Lunch Break
2 pm – 2.45 pm	Afternoon Lectures
3 pm – 3.45 pm	Afternoon Lectures
3 pm – 4.45 pm	Section Panel
4 pm – 4.45 pm	Afternoon Lectures
5 pm – 7 pm	<b>Special Event</b> Margot Adler Meets Rosa Lyon
7 pm – 10 pm	<b>Welcoming Reception</b> in the Arcade Court of the University of Vienna

---

## FRIDAY, 15 JULY

---

9 am – 10.15 am	<b>Key Lecture I</b> Andrea Ferrero Discussant: Daniel Dalton
10.15 am – 10.45 am	Break
10.45 am – 11.20 am	<b>Key Lecture II</b> Eva Presslich-Titscher Discussant: Erik Mansager
11.20 am – 11.55 am	<b>Key Lecture III</b> Kristin White Discussant: Erik Mansager
11.55 am – 12.30 pm	<b>Open Discussion</b>
12.30 pm – 2 pm	Lunch Break
1.45 pm – 4.45 pm	Adler's Vienna – Tour
2 pm – 2.45 pm	Afternoon Lectures
3 pm – 3.45 pm	Afternoon Lectures
3 pm – 4.45 pm	Section Panel
4 pm – 4.45 pm	Afternoon Lectures
5 pm – 7 pm	<b>Special Event</b> What Myths Can Teach Us Michael Köhlmeier Wolfgang Martin Roth Christine Rosche
7 pm – 8 pm	<b>IAIP Meeting</b> Delegates Assembly
8.30 pm	<b>An Unforgettable Evening</b> at the City Hall of Vienna

---

## SATURDAY, 16 JULY

---

9 am – 10.15 am	<b>Key Lecture I</b> Gertrude Bogyi Discussant: Anna Maria Bastianini
10.15 am – 10.45 am	Break
10.45 am – 11.20 am	<b>Key Lecture II</b> Urte Finger-Trescher Discussant: Christopher Shelley
11.20 am – 11.55 am	<b>Key Lecture III</b> Rebecca LaFountain Discussant: Christopher Shelley
11.55 am – 12.30 pm	<b>Open Discussion</b>
12.30 pm – 2 pm	Lunch Break
2 pm – 2.45 pm	Afternoon Lectures
2 pm – 3.45 pm	Section Panels
3 pm – 3.45 pm	Afternoon Lectures
3 pm – 4.45 pm	Section Panel
4 pm – 4.45 pm	Afternoon Lectures and Section Panel
5 pm – 7.30 pm	<b>Special Event</b> 5 pm Group Photo Session 6 pm Where Adler Gave his Lectures Johannes Gstach Eva Dreikurs Ferguson Refoundation of the IAIP
8 pm	<b>Get-Together</b> at Vienna's Oldest "Heuriger"

---

## SUNDAY, 17 JULY

---

9 am – 10.15 am	<b>Key Lecture I</b> Mary Target Discussant: Michael Winger
10.15 am – 10.45 am	Break
10.45 am – 11.20 am	<b>Key Lecture II</b> Cathy Urwin Discussant: Paul Rasmussen
11.20 am – 11.55 am	<b>Key Lecture III</b> Ursula Oberst Discussant: Paul Rasmussen
11.55 am – 12.30 pm	<b>Open Discussion</b>
12.30 pm	<b>Closing</b>

---

## TABLE OF CONTENTS

### Words of Welcome

---

- 7 Georg Winckler, Rector of the University of Vienna
- 8 Guy J. Manaster, President of the IAIP
- 9 Margot Matschiner-Zollner, President of the OEVIP

### Congress Information

---

- 13 Thematic Framework
- 14 Congress Languages
- 14 Congress Office
- 14 Congress Venue
- 15 Congress Organization
- 16 Area Map
- 18 Floor Plan

### Congress Program

---

- 23 Pre-Congress
- 25 Thursday, 14 July
- 34 Friday, 15 July
- 42 Saturday, 16 July
- 50 Sunday, 17 July
- 52 Section Panels
- 54 Special Events
- 56 IAIP Meetings
- 57 Social Program

### Abstracts

---

- 59 Abstracts in alphabetical order

### Addendum

---

- 155 Index
- 159 Sponsors

## Under the Patronage of

---

**Dr. MICHAEL HÄUPL**  
Mayor and Governor of Vienna

## Words of Welcome

---

The University of Vienna has been engaged in developing psychodynamic theories for a long time. It is an engagement that finds its expression in the fact that Sigmund Freud and Alfred Adler, the founding fathers of the first psychodynamic theories, were among the most prominent alumni of this University. Of course, this historical legacy continues to motivate many researchers at the University of Vienna. They involve themselves with topical issues and areas of concern in the field of psychoanalysis and individual psychology, both in research and in teaching. Psychodynamic theories and, equally so, questions touching on areas of psychotherapy, counselling and education, are subjects of intensive research. As Rector of the University of Vienna, I am pleased that the International Association of Individual Psychology has decided to hold its 25th International Congress at the University of Vienna and that it will, in doing so, cooperate closely with the Austrian Association of Individual Psychology and the research unit "Psychoanalysis and Education" at the University of Vienna's Department of Education. The fact that the Congress aims to explore the 100-year history of individual psychology while also dealing with the thematic field of "Separation – Trauma – Development" suggests that, over the next few days, the participants will be engaging in a series of discussions on historical themes as well as examining topical problems that tend to preoccupy and sometimes deeply trouble many people within the contexts of family and job, school and society. At conferences such as the present one, scientific progress can be advanced by means of discussions between members of the international scientific community. I wish you a successful, productive and interesting event.

**O. Univ.-Prof. Dr. GEORG WINCKLER**  
Rector of the University of Vienna

---

Welcome to the International Association of Individual Psychology's triennial Congress celebrating 100 years of Adlerian psychology. Each congress is exciting in its own right. The mix of people from many countries, with their special perspectives on our theory and its relevance in their culture and society, is exciting. And it is exciting to be with new and old friends. I am always struck by the warmth and openness of the participants. Be sure to walk up to people you do not know and ask questions and start conversations. Over the years, I feel that I have learned as much in the hallways of the Congress and over coffee as I have in formal sessions. This Congress promises to be extra special. The history of Alfred Adler and individual psychology are woven into the program. We will hear echoes of Adler in the city and the coffee shops and we will leave sounds and ideas that will be heard in Vienna and throughout the worldwide Adlerian community for years to come.

On behalf of the Association, I wish you an interesting and stimulating Congress and an enjoyable and satisfying holiday.

**Spence Professor Emeritus in Education GUY J. MANASTER**

President of the International Association of Individual Psychology

---

The Austrian Society of Individual Psychology is very proud to have the privilege to host the 25th Congress of the International Association of Individual Psychology. Vienna is the place where Adler was born, where he lived, and where his pedagogical and medical institutions had a substantial impact on the democratization and reform of health care and society as a whole between the two World Wars.

It is where the history of individual psychology began, and where we will celebrate its 100th anniversary. You will have the opportunity to discover the Vienna of Adler's times, to see the model social housing built by the so-called "Red Vienna", and the middle-class 19th century architecture of the Ringstrasse and the area in which Adler lived.

Our founder, after what may be seen as a kind of unintentional exile lasting 74 years, has thus returned to the place where he lived and worked. This homecoming concludes a period during which we felt that a piece of history had been lost. The physical place of remembrance for Adler gives us the opportunity to preserve our history, to integrate it and to take it as a firm base from which we can venture out on new paths.

I wish all participants an enjoyable time at this Congress in this historical place. You will be able to familiarize yourselves with the diversity of theory and practice of all member organisations of the IAIP. All the current developments which you will get to know at this Congress, as well as future developments within individual psychology, will be represented in the planned Alfred Adler International Center. It will open in 2012 and we hope that your visit this year will be the first of many.

**Mag.<sup>a</sup> MARGOT MATSCHINER-ZOLLNER**

President of the Austrian Society of Individual Psychology

## CONGRESS INFORMATION

Thematic Framework

Congress Languages

Congress Office

Congress Venue

Congress Organization

Area Map

Floor Plan

## Thematic Framework

---

Vienna is the place where, one hundred years ago, individual psychology came into being. When Alfred Adler split away from Sigmund Freud's group in 1911, he initially founded the Society for Free Psychanalytic Research (Verein für freie psychoanalytische Forschung), which was soon renamed the Society for Individual Psychology. This is the event which the International Association of Individual Psychology takes as an opportunity to focus attention, as part of its 25th International Congress, on three thematic focal points.

- 1** Under the title of "Separation - Trauma - Development", the significance of a variety of forms of separation will be discussed. The beneficial distinction between separation and disengagement will be explored; attention will also be focused on those modes of separation that lead to states of illness. In so doing, the development of theory, in general, and therapy, counselling and education, in particular, will be taken into account.
- 2** From this perspective, the development of individual psychology since 1911, but equally so its prehistory, will be the special thematic focus.
- 3** The various traditions of individual psychological practice, which, with its divergent branches of psychoanalytic, humanistic and cognitive-based orientations, has developed over the 100-year course of individual psychology's history, will be explored during the one-day pre-congress on 13 July 2011. Special attention will be given to the in-depth discussion of case materials.

## Congress Languages

---

The congress language is English. There will be full simultaneous interpretation (German, English and Italian) only for the key lectures in the mornings and the special events on Thursday and Friday.

## Congress Office

---

<b>Registration</b>	Congress Office at the University of Vienna Main Building – Aula Dr.-Karl-Lueger-Ring 1 1010 Vienna
<b>Office hours</b>	14 – 16 July 2011, 8am – 5pm 17 July 2011, 8am – 12 noon
<b>Congress Office</b>	Austrian Association of Individual Psychology Hernalser Hauptstrasse 15/1/6 1170 Vienna Austria T/F: +43 1 406 24 35 E: congress2011@oevip.at www.oevip.at

## Congress Venue

---

University of Vienna – Main Building  
Dr.-Karl-Lueger-Ring 1  
1010 Vienna

University of Vienna – NIG (Neues Institutsgebäude)  
Universitätsstraße 7  
1010 Vienna

## Congress Organization

---

<b>Organizer</b>	Department of Education and Human Development (Research Unit: Psychoanalysis in Education) of the University of Vienna. International Association of Individual Psychology (IAIP) Austrian Association of Individual Psychology (OEVIP)
------------------	---

### Responsible for the scientific program

Wilfried Datler, Vienna  
Alexandra Bisanz, Vienna  
Kurt B. Günther, Vienna  
Margot Matschiner-Zollner, Vienna  
Peter Zumer, Vienna

### Preparatory Committee

Edith Bayer, Vienna  
Alexandra Bisanz, Vienna  
Wilfried Datler, Vienna  
Susanna Eder-Steiner, Vienna  
Sabine Freiling, Vienna  
Kurt B. Günther, Vienna  
Margot Matschiner-Zollner, Vienna  
Taha Nasr, Vienna  
Barbara Neudecker, Vienna  
Gabriele Perko, Vienna  
Christine Rosche, Vienna  
Hermine Sperl-Hicker, Vienna  
Peter Zumer, Vienna

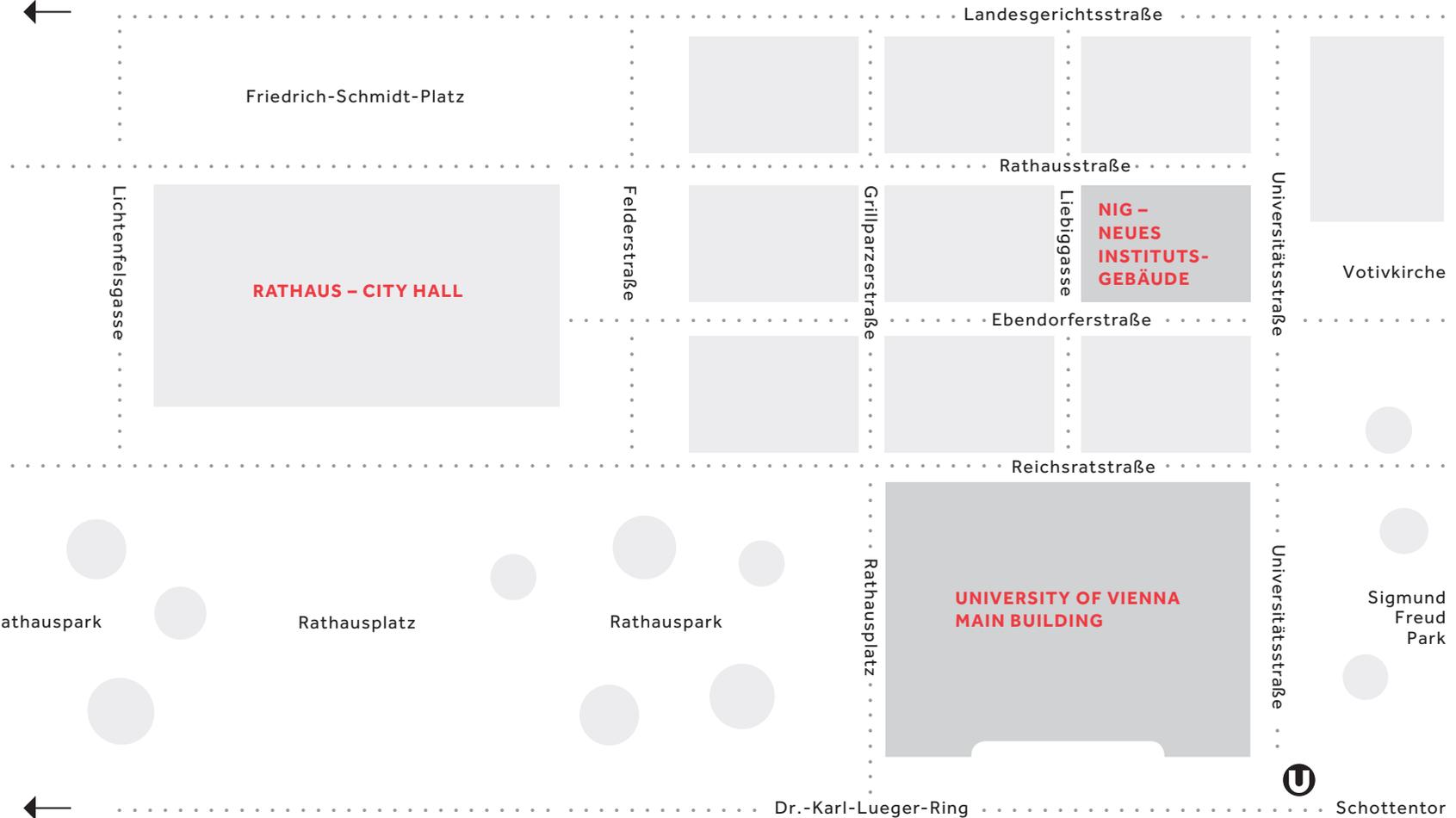
### Council of the International Association of Individual Psychology

Guy J. Manaster, Austin/Texas, President of IAIP  
Gianseco Mazoli, Reggio Emilia, Secretary-General of IAIP  
Horst Gröner, Gotha, Treasurer of IAIP  
Gian Giacomo Rovera, Turin, Honorary President of IAIP  
Rainer Schmidt, Aachen, Honorary President of IAIP  
Bernard H. Shulman, Skokie, Honorary President of IAIP  
Francesca Di Summa, Turin, Vice President of IAIP  
Andrea Ferrero, Turin, Vice President of IAIP  
Kurt B. Günther, Vienna, Vice President of IAIP  
Yannick Le Jan, Paris, Vice President of IAIP

## Area Map

**LOCATION** University of Vienna, Dr.-Karl-Lueger-Ring 1, 1010 Vienna  
 University of Vienna, Universitätsstraße 7, 1010 Vienna  
 City Hall, Lichtenfelsgasse 2, 1010 Vienna

MQ – MuseumsQuartier  
 Kunsthistorisches Museum  
 (Museum of Art History)  
 Naturhistorisches Museum  
 (Museum of Natural History)



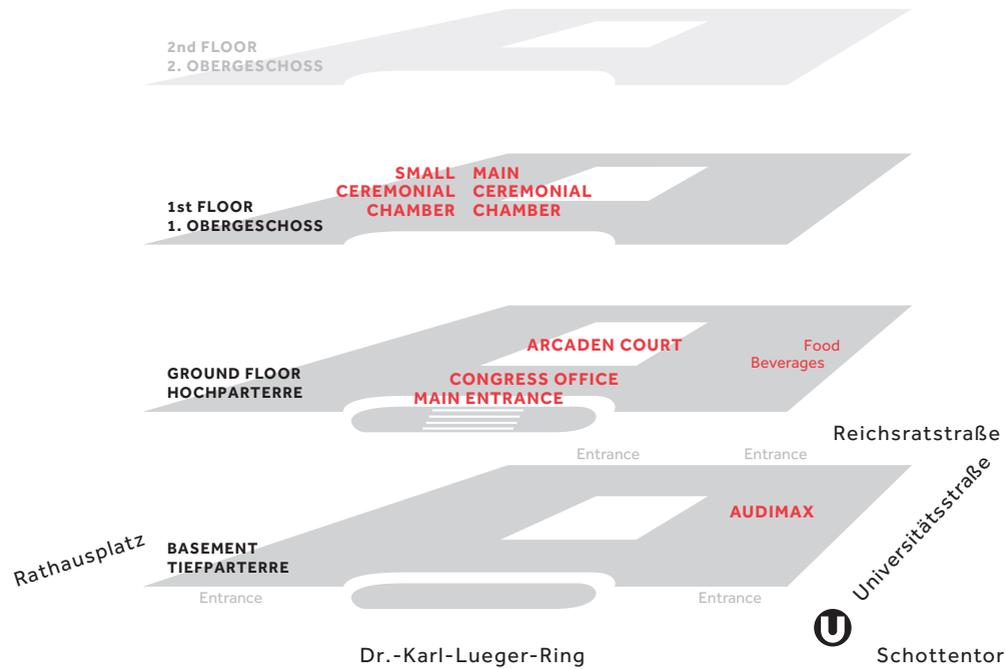
Parlament  
 Heldenplatz – Hofburg  
 Karlsplatz – Opera

Burgtheater

**U**  
 Schottentor  
 Subway: U2  
 Bus: 1A, 40A  
 Tramway: D, 1, 37, 38, 40, 41, 42, 43, 44

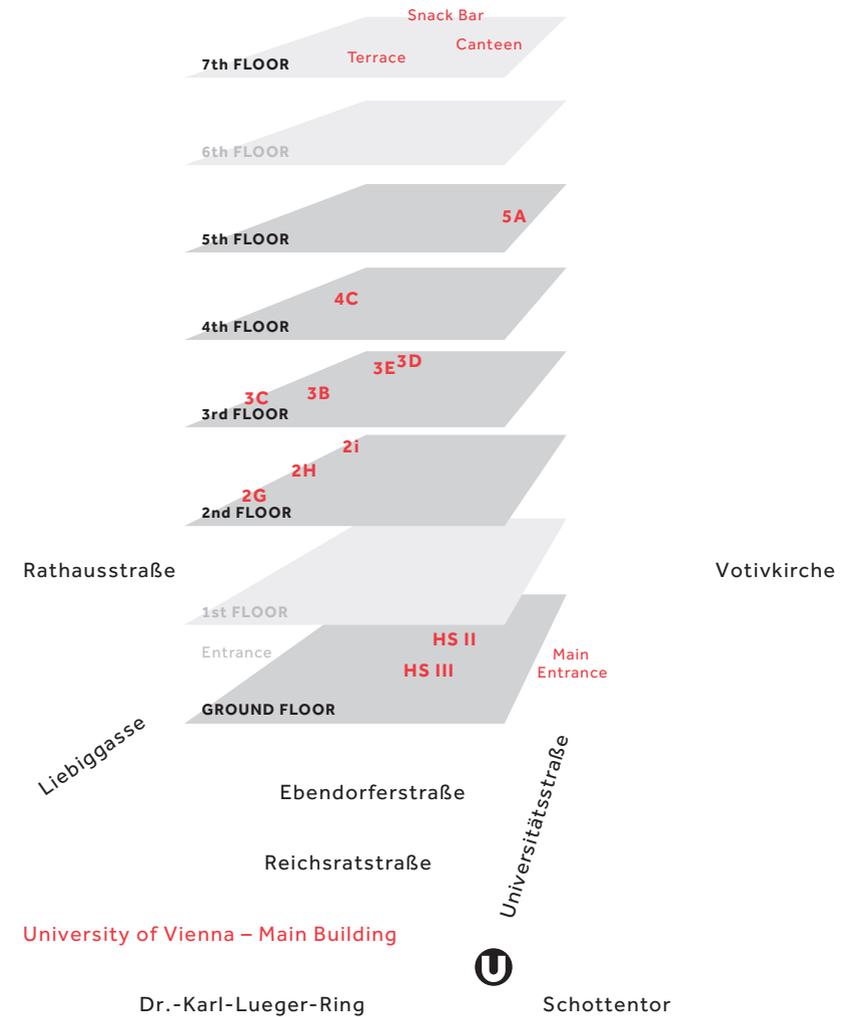
## University – Main Building

**LOCATION** University of Vienna, Dr.-Karl-Lueger-Ring 1, 1010 Vienna  
**CONGRESS OFFICE** Lobby (Aula), Main Entrance (Haupteingang), ground floor  
**ROOMS** Audimax (Auditorium Maximum), basement  
 Main Ceremonial Chamber (Großer Festsaal), 1st floor  
 Small Ceremonial Chamber (Kleiner Festsaal), 1st floor  
 Arcade Court (Arkadenhof)



## NIG – Neues Institutsgebäude

**LOCATION** University of Vienna, Universitätsstraße 7, 1010 Vienna  
**ROOMS** HS II, (Hörsaal II), HS III (Hörsaal III); 2G, 2H, 2i; 3B, 3C, 3D, 3E; 4C; 5A



## CONGRESS PROGRAM

Pre-Congress

Thursday, 14 July

Friday, 15 July

Saturday, 16 July

Sunday, 17 July

Section Panels

Special Events

IAIP Meetings

Social Program

WEDNESDAY, 13 JULY 2011

---

## Pre-Congress

**DATE** Wednesday 13 July, 9.30am – 4.30pm  
**COORDINATION** Datler, Wilfried (AT); Zumer, Peter (AT)

### Individual Psychology at Work

On Wednesday, 13 July 2011, a pre-congress will take place at various locations in Vienna in the context of the 25th Congress of the International Association of Individual Psychology (IAIP). It will be devoted to the exploration of various traditions of the practice of individual psychology which have developed over the 100-year course of its history in different fields of psychotherapy, counselling and education.

For the first time, at various locations in Vienna, case material will be presented and discussed in small groups chaired by experienced individual psychologists from various societies and institutes of the International Association of Individual Psychology (IAIP).

THURSDAY, 14 JULY 2011

---

## Congress Opening

**DATE** Thursday, 14 July, 9am–9.45 am  
**LOCATION** Audimax, University of Vienna, basement  
**LANGUAGE** English, German, Italian (simultaneous interpretation)  
**CHAIR** Datler, Wilfried (AT)

Opening Speech

**Univ.Prof. Dr. WINCKLER, GEORG**

Rector of the University of Vienna

Welcoming Speech

**Prof. em. Dr. MANASTER, GUY J.**

President of the International Association of Individual Psychology

Film Presentation

**Alfred Adler**

Welcoming Speech

**Mag.<sup>a</sup> MATSCHINER-ZOLLNER, MARGOT**

President of the Austrian Society of Individual Psychology

### 100 Years of Individual Psychology. A Vista of the Development of Different Branches and Traditions

In the 100 years of the history of individual psychology, different traditions of its practice have developed around the cornerstones of psychoanalytical, humanistic and cognitivist lines of thought. These traditions have entered the fields of psychotherapy, counselling and education.

Based on this, the question arises as to how the development of these different branches of thought over the 100 years of individual psychology came about.

<b>LOCATION</b>	Audimax, University of Vienna, basement
<b>LANGUAGE</b>	English, German, Italian (simultaneous interpretation)
<b>CHAIR</b>	Gröner, Horst (DE)
	Key Lecture
<b>9.45 am – 10.30am</b>	<b>DATLER, WILFRIED</b> (AT) <i>The Unity of Individual Psychology – A Fiction?</i>
<b>10.30 am – 11am</b>	Break
<b>11 am – 12.30pm</b>	Panel Discussion The following persons have been invited to comment on Wilfried Datler's lecture and to talk briefly on the genesis and development of individual psychology in various countries: <b>Abramson, Zivit</b> (IL) <b>Bruder-Bezzel, Almuth</b> (DE) <b>Laube, Herbert H.</b> (US) <b>Mormin, Georges</b> (FR) <b>Rovera, Gian Giacomo</b> (IT)
	Open Discussion
<b>12.30 pm – 2pm</b>	Lunch Break

## Afternoon Lectures

THURSDAY, 14 JULY

**ALL LOCATIONS:** University of Vienna – NIG (Neues Institutsgebäude)  
Universitätsstraße 7, 1010 Vienna  
**EXCEPT SMALL CEREMONIAL CHAMBER:** University of Vienna – Main Building  
Dr.-Karl-Lueger-Ring 1, 1010 Vienna

### EACH ROOM IS THE LOCATION FOR ONE GENERAL TOPIC:

<b>HS II</b>	Development, Social Interest and Prevention
<b>HS III</b>	Children – Adolescents – Families: Prediction and Facilitation of Healing Processes
<b>2G</b>	Treatment of Traumatizing Experiences within Different Settings
<b>2H</b>	Individual Psychological Rapprochement to Age and Death
<b>2I</b>	Separation and Development in Adolescence
<b>3B</b>	Separating and Connecting Elements in the History of Psychodynamic Theory
<b>3C</b>	Dependence and Treatment of Dependence
<b>3D</b>	Individual Psychological Work in Groups
<b>3E</b>	Individual Psychological Rapprochement in Work with Women
<b>4C</b>	Separation, Trauma & Coping
<b>5A</b>	Development of Individual Psychology in Different Countries
<b>SMALL CEREMONIAL CHAMBER</b>	Panel on Psychotherapy with Children and Adolescents

## 2pm – 2.45 pm

THURSDAY, 14 JULY

<b>HS II, GROUND FLOOR</b>	<b>Manaster, Guy J. (US)</b> Separation – Trauma - Development: Describing Individual Psychology's History and Future
<b>HS III, GROUND FLOOR</b>	<b>Széles, Edit (HU)</b> Encumbrances during Work with Parents accompanying Child Psychotherapy
<b>2G, 2nd FLOOR</b>	<b>Grandi, Lino Graziano (IT)</b> Trauma and Psychotherapy <b>Matschiner-Zollner, Margot; Frühauf, Nicole; Salzl, Barbara; Stieber, Julia (AT)</b> "They know what it means to be 'hated children'." (Adler 1930) Practical Experiences from Pursuing Family Counseling of Traumatized Women
<b>2H, 2nd FLOOR</b>	<b>Enos, Georges (FR)</b> Alfred Adler, an Unknown (Precursor) Geriatrician
<b>2I, 2nd FLOOR</b>	<b>Megglié, Virginie; Zambelli, Alessandra (FR)</b> Adolescence and Separation Processes. Adolescence: A Transitory Stage from One World to Another <b>Ponziani, Francesca; Ponziani, Umberto (IT)</b> The Development of Youth towards an Adult Identity. Between Desire and Disengagement during this Period of "Sad Passion"
<b>3B, 3rd FLOOR</b>	<b>Kapusta, Nestor (AT)</b> Psychoanalysis and Individual Psychology: Understanding the Split <b>Varriale, Cosimo (IT)</b> 1911: The Separation, Perhaps the Trauma, Surely the Beginning of a Precursor Dynamic/Socio-Constructivist Vision of Mind
<b>3C, 3rd FLOOR</b>	<b>Wöfle, Roland (AT)</b> The Practical Approach to Individual Psychology in Indoor Drug Therapy
<b>3D, 3rd FLOOR</b>	<b>Mazzoli, Gianseco (IT)</b> Personal Growth and the Development of Social Feeling in Group Therapy
<b>3E, 3rd FLOOR</b>	<b>Karpati, Gyongyver (HU)</b> The Development of Maternal Identity and Appearance of its Disorder in Adlerian Psychotherapy
<b>4C, 4th FLOOR</b>	<b>Kepalaitė, Albina (LT)</b> Separation in Adolescence. Possibilities of Coping
<b>5A, 5th FLOOR</b>	<b>de Vries, Isolde (DE)</b> How Adler Came to Hamburg

3pm – 3.45pm

THURSDAY, 14 JULY

HS II, GROUND FLOOR	<b>Brinskele, Herta</b> (AT) Gemeinschaftsgefühl. On the Ethical Dimension of a Key Term in Individual Psychology
	<b>Salierno, Francesco</b> (IT) The Power of Alfred Adler's Social View. Developments and Perspectives
HS III, GROUND FLOOR	<b>Csorba, Janos; Grósz, Sophie</b> (HU) Inferiority Feelings of Adolescent Psychiatric Outpatients: Health Behaviour Variables
2G, 2nd FLOOR	<b>Salza, Andrea</b> (IT) Trauma within Psychotherapeutic Treatment
2H, 2nd FLOOR	<b>Trunkenpolz, Kathrin; Datler, Wilfried</b> (AT) The Experience of Separation and Loss in Old Age. Aspects of Affect Regulation in Nursing Homes
2I, 2nd FLOOR	<b>Stoyanova, Stanislava</b> (BG) Attitudes towards Young People in Bulgaria
	<b>Mutafova, Maria; Stoyanova, Stanislava</b> (BG) Stimulation of Students' Self-Respect and Value System
3B, 3rd FLOOR	<b>Maiullari, Franco</b> (CH) Adler, Ferenczi, Freud. Stories of Separation within the Psychoanalytic Movement
3C, 3rd FLOOR	<b>Blagen, Mark</b> (US) Alfred Adler's Influence on Alcoholics Anonymous: A Case Study
	<b>Martino, Simone; Ciufalo, Giuseppina Anna Rita</b> (IT) The Last Phase of a Substance-Abuse Group Therapy in Prison: Regaining Contact with Emotions as a New Chance of Orienting the Style of Life
3D, 3rd FLOOR	<b>Eros, Nikoletta</b> (HU) Severely Traumatized Children's 'Happy Hour'. The Psychodrama, an Open Group in the Child Oncology Department
3E, 3rd FLOOR	<b>Ardenti, Rossella</b> (IT) Endometriosis Disease: A Trauma for Women's Life Style
4C, 4th FLOOR	<b>Bianconi, Alessandra</b> (IT) Psychodynamic Treatment of Subjects with Early Traumas: The Complexity of the Use and Modulation of Counter-Attitude
	<b>Sini, Barbara</b> (IT) The Difference between Qualitative and Quantitative Trauma
5A, 5th FLOOR	<b>Cechova, Daniela</b> (SK) The Spread of Adlerian Ideas in Slovakia
	<b>Stoykova, Zhaneta</b> (BG) Contemporary Status of Adlerian Theory and Practice in Bulgaria
SMALL CEREMONIAL CHAMBER	Panel on Psychotherapy with Children and Adolescents I

4pm – 4.45pm

THURSDAY, 14 JULY

HS II, GROUND FLOOR	<b>Berselli, Chiara</b> (IT) The Concept of Development in the Adlerian Theory
	<b>Yang, Julia; Blagen, Mark</b> (US) From Suffering to Healing: An Individual Psychology Perspective
HS III, GROUND FLOOR	<b>Raviola, Marco; Dolcimascolo, Maria</b> (IT) Constellations without Boundaries: Family Therapy from the Adlerian Perspective
2G, 2nd FLOOR	<b>Grandi, Gian Piero</b> (IT) Thoughts about Physical and Psychological Trauma
	<b>Maffucci, Cristiana; Barbieri, Saveria</b> (IT) After the Storm: Trauma and Resilience
2H, 2nd FLOOR	<b>Gehringer, Manfred</b> (DE) Stirb und Werde
2I, 2nd FLOOR	<b>Levy, Tiziana; Spina, Simone</b> (IT) Separation as a Therapeutic Tool: Integrated Network Treatment Plans for Pathological Adolescents
3B, 3rd FLOOR	<b>Gathmann, Peter</b> (AT) Organ Inferiority and Narcissism: An Interdisciplinary Psychohistorical Study on J.P. Goebbels
	<b>Harms, Andrea; Pawlowsky, Gerhard</b> (AT) Would Adler and Kohut have Spoken a Common Language?
3C, 3rd FLOOR	<b>Akrivos, Patrick</b> (GR) Substance Dependence Prevention: The Final Frontier! Preventing More than just Trauma
3D, 3rd FLOOR	<b>Nakajima, Hironori; Yamamoto, Takuya</b> (JP) Practicing the Basic Assumptions of Individual Psychology in the Group
3E, 3rd FLOOR	<b>Chávez, Juan Luis</b> (UY) Adlerian Psychotherapy in a Detention Center for Women in Uruguay
4C, 4th FLOOR	<b>Imoda, Francesca; Fella, Federica; Rosa, Anna</b> (IT) Symbolic Distress. Possible Instruments to Overcome Trauma
5A, 5th FLOOR	<b>Kreismane, Iveta</b> (LV) Small Country - Interesting History: The Development of Individual Psychology in Latvia
	<b>Bieliauskaite, Rasa; Kern, Erika</b> (LT) Reflection, Influence and Development of Alfred Adler's Theory in the Evolution of the Institute of Individual Psychology in Vilnius
SMALL CEREMONIAL CHAMBER	Panel on Psychotherapy with Children and Adolescents II

## Special & Social Events

THURSDAY, 14 JULY

---

### 5pm **Margot Adler Meets Rosa Lyon**

**LOCATION** Audimax, University of Vienna, basement

**LANGUAGE** English, German, Italian (simultaneous interpretation)

**Margot Adler** is the only granddaughter of Alfred Adler. She is a New York Correspondent for NPR, and is heard by millions. She is the author of *Drawing Down the Moon*, the classic study of paganism, goddess-worship and nature spirituality, and of the 1960s memoir *Heretic's Heart: A Journey Through Spirit and Revolution*. She also gives lectures, workshops and sermons at Unitarian Universalist churches and is currently working on a book on why vampires have such traction in our current society. **Rosa Lyon** studied economy and currently works as a journalist for the ORF. She specializes in making economic concepts understandable. She also portrays cities or people such as John Maynard Keynes.

### 7pm **Welcoming Reception**

**LOCATION** Arcade Court of the University of Vienna

**Between Fall and Survival.  
The Impact of Separation on the Development  
and Psychotherapy of Borderline Disorders**

All their lives, people are faced with different experiences of separation. When they manage to succeed only to a small extent in dealing with these experiences of separation, they run the risk of developing pathological personality structures, which in turn make it even more difficult for them to deal with separation. This causes major challenges for education, counselling and psychotherapy. This topic will be discussed making special reference to the particularities of borderline disorder.

At the centre of the contributions will be three questions:

What roles do burdening experiences of separation play in the development of borderline disorder?

What is the significance of the topic of "separation" in the therapy of patients who suffer from borderline disorder?

How should the topic "separation" be addressed in the conception and execution of psychotherapy with borderline patients?

<b>LOCATION</b>	Audimax, University of Vienna, basement
<b>LANGUAGE</b>	English, German, Italian (simultaneous interpretation)
<b>CHAIR</b>	Jürg Rüedi (CH)
<b>9 am – 9.10 am</b>	Opening of the Plenary Session
<b>9.10 am – 9.55 am</b>	Key Lecture I <b>FERRERO, ANDREA</b> (IT) Dealing with Separation. Theoretical and Technical Issues of Sequential Brief – Adlerian Psychodynamic Psychotherapy (SB-APP)
<b>9.55 am – 10.15 am</b>	Discussant: Dalton, Daniel (US) Further inquiries on the lecture of Andrea Ferrero
<b>10.15 am – 10.45 am</b>	Break
<b>10.45 am – 11.10 am</b>	Key Lecture II <b>PRESSLICH-TITSCHER, EVA</b> (AT) Therapists as New and Other Objects: Which Therapy is Appropriate for Borderline Patients?
<b>11.10 am – 11.20 am</b>	Discussant: Mansager, Erik (CH/US) Further inquiries on the lecture of Eva Presslich
<b>11.20 am – 11.45 am</b>	Key Lecture III <b>WHITE, KRISTIN</b> (DE) The Relevance of Evidence Based Treatment Forms for the Everyday Life of the Psychodynamic Psychotherapist
<b>11.45 am – 11.55 am</b>	Discussant: Mansager, Erik (CH/US) Further inquiries on the lecture of Kristin White
<b>11.55 am – 12.30 pm</b>	Open Discussion
<b>12.30 pm – 2 pm</b>	Lunch Break

## Afternoon Lectures

FRIDAY, 15 JULY

**ALL LOCATIONS:** University of Vienna – NIG (Neues Institutsgebäude)

Universitätsstraße 7, 1010 Vienna

**EXCEPT SMALL CEREMONIAL CHAMBER:** University of Vienna – Main Building

Dr.-Karl-Lueger-Ring 1, 1010 Vienna

**EACH ROOM IS THE LOCATION FOR ONE GENERAL TOPIC:**

- HS II** Psychotherapy with Adults
- HS III** Transculturalism and Helping Relationships
- 2G** Imagination, Representation and Prevention
- 2H** Anthropological Basis for Individual Psychology
- 2I** Education, Guidance and Development
- 3B** Philosophical Dimensions of Adler's Theory
- 3C** Pathological Consequences of Traumatizing Experiences
- 3D** Marriage Crisis and Divorce
- 3E** Consequences and Processing of Traumatizing Experiences
- 4C** Supporting Developments in Organisations
- 5A** Aspects of Development and Spreading of Individual Psychology

**SMALL CEREMONIAL  
CHAMBER**

## 2pm – 2.45pm

FRIDAY, 15 JULY

- HS II, GROUND FLOOR** **White, Kristin (DE)**  
*Lost in Translation: Separation, Loss and Identity*

---

- HS III, GROUND FLOOR** **Rovera, Gian Giacomo; Bartocci, Goffredo (IT)**  
*Individual Psychology and Transculturalism in Helping Relationships (Developments and Challenges)*

---

- 2G, 2nd FLOOR** **Mouroux, Messaouda; Roy, Janine (FR)**  
*Imagination: A Background for Psychic Construction*

---

- 2H, 2nd FLOOR** Chair: **Günther, Kurt B. (AT)**  
*Meeting of Training Analysts and Training Psychotherapists*

---

- 2I, 2nd FLOOR** **Schedl, Anita (AT)**  
*The Imaginary Tram*  
**Yamamoto, Takuya; Nakajima, Hironori (JP)**  
*Encouragement in Classroom Activities*

---

- 3B, 3rd FLOOR** **Mansager, Erik (CH/US)**  
*Is Virtue Teachable?*  
*Adler, Küng, Harris and the Autonomous Ethic*

---

- 3C, 3rd FLOOR** **Rambaudi, Andrea; Viglianco, Paola; Bianconi, Alessandra; Fassino, Secondo (IT)**  
*The Difficult Task of Identity Construction in Subjects with Eating Disorders: The Trauma of Separation*

---

- 3D, 3rd FLOOR** **Di Summa, Franca (IT)**  
*Incidence of the Traumatic Areas in Separation and Individualization during a Marriage Crisis*

---

- 3E, 3rd FLOOR** **Cantarella, Alessia Anna; Grandi, Emanuela (IT)**  
*Dismissing "Old Habitus": Trauma and Progress within Psychological Therapy*  
**Cherasco, Piero (IT)**  
*Schizophrenia: Separation, Trauma, Development.*  
*Reflection on a Series of Clinical Cases in a Public Mental Health Service*

---

- 4C, 4th FLOOR** **Braida, Antonio Andrea (IT)**  
*Separation and Reparation within the Current Culture of Business and Performance*

---

- 5A, 5th FLOOR** **Bluvshstein, Marina; Laube, Herbert H. (US)**  
*Alfred Adler, Russia, and Russians:*  
*Russian Pages in the History of Individual Psychology and Adler's Life*

3pm – 3.45pm

FRIDAY, 15 JULY

HS II, GROUND FLOOR	<b>Mascetti, Alberto</b> (IT) The Fear of Separation and Loss. Clinical Considerations about the Emotional Shock caused by a Separation Experience in a Neurotic Subject
	<b>Otake, Yuko; Noda, Shunsaku Jalsha</b> (JP) Resistance Prevention in the Psychotherapeutic Process
HS III, GROUND FLOOR	<b>Abu-Baker, Khawla; de Vries, Isolde; Mc Gill, David</b> (IL; DE; US) Cross-Cultural Clinical Collaboration: "Separation – Trauma – Development" in Intercultural Family Therapy
2G, 2nd FLOOR	<b>Tacke, Marion</b> (DE) Trust - A Psychological Variable in Interpersonal-Interactive Reflection
2I, 2nd FLOOR	<b>Breznysanski, Laszlo; Szatmari, Agnes</b> (HU) The Significance of Encouraging Pedagogy
3B, 3rd FLOOR	<b>Marasco, Egidio Ernesto; Marasco, Luigi</b> (IT; GB) "Veteris Vestigia Flammis": Kant's Psychology in Adler. Kantian Concepts in Adler. Systematization of Kant's Psychology. Psychoanalytic Criticism
3C, 3rd FLOOR	<b>Mele, Laura; Specchia, Romeo</b> (IT) Trauma and Addiction
3D, 3rd FLOOR	<b>Grandi, Emanuela; Morcinelli, Maria</b> (IT) Counselling in Divorcing
3E, 3rd FLOOR	<b>Mormin, Anne-Marie; Terazzi-Schianchi, Christèle; Turpin, Caroline; Enos, Georges; Mormin, Georges; Coupaud, Sandrine</b> (FR) The Adlerian Clinical Treatment of Trauma: The Integrating Dream Therapy, a Possible Therapy
4C, 4th FLOOR	<b>von Planta, Elli</b> (CH) Introducing Encouragement and Social Interest to Develop Corporate Culture in a Crisis
5A, 5th FLOOR	<b>Bondarenko, Olga; Lukan, Ulf</b> (RU; AT) Professional and Personal Development of Psychotherapists as a New Generation of Individual Psychologists in Russia
	<b>Hazán, Yair</b> (UY) Adlerian Psychotherapy in the Future
SMALL CEREMONIAL CHAMBER	Panel on Science I

4pm – 4.45pm

FRIDAY, 15 JULY

HS II, GROUND FLOOR	<b>Pagani, Maria Beatrice; Ferrigno, Giuseppe</b> (IT) The End of the Analysis and Separation: Emotions in Countertransference
	<b>Matschiner-Zollner, Margot</b> (AT) An End Without Farewells?
HS III, GROUND FLOOR	<b>Bartocci, Goffredo; Rovera, Gian Giacomo</b> (IT) Separation and Conception of the World: A Synergism between Individual Psychology and Transcultural Psychiatry
2G, 2nd FLOOR	<b>Ponziani, Umberto</b> (IT) The Individual Psychology of Alfred Adler, 100 Years On, Increasingly Rooted in Current Scientific Research: Altruism is Innate in Man and Present in the Evolution of all Living Beings
2I, 2nd FLOOR	<b>Mouroux, Messaouda; Schamelhout, Isabelle</b> (FR) From Subject to Individualism
3B, 3rd FLOOR	<b>Abramson, Zivit</b> (IL) Adler was (Also) a Philosopher
3C, 3rd FLOOR	<b>Ornato, Silvia</b> (IT) The Various Forms of Trauma in Situations of Child Sexual Abuse Report
3D, 3rd FLOOR	<b>Pagani, Pier Luigi</b> (IT) Shadows are not Black, They All Have a Colour. Separation and Trauma as a Growth Opportunity
3E, 3rd FLOOR	<b>Rossi, Roberta</b> (IT) Identity Treachery
4C, 4th FLOOR	<b>Laube, Herbert H.; Forisha, Billie</b> (US) How to Provide Adlerian-Based Institutional Leadership that Works: An Examination of the Minnesota Experience. Bones and Blood: Building Bridges over Troubled Waters – Social Engineering for Continuity and Transcendence in the Adlerian World
5A, 5th FLOOR	<b>Molina, A. Francesca</b> (IT) New Hypothesis for a Dialogue and New Developments 100 Years after the Birth of Individual Comparative Psychology
	<b>Speroni, Paola; Molina, A. Francesca</b> (IT) The Experience of Flag Elementary School: The First Primary School Inspired by Adlerian Theory in Italy
SMALL CEREMONIAL CHAMBER	Panel on Science II

## Special & Social Events

FRIDAY, 15 JULY

---

**1.45 pm** **Adler's Vienna – A Guided Tour to Historic Sites**  
**MEETING POINT** Main Entrance of the University of Vienna  
**TOUR GUIDE** Barbara Neudecker

Like Sigmund Freud's psychoanalysis, the development of individual psychology is closely linked to Alfred Adler's home city of Vienna and its political and social context in the late 19th and early 20th centuries. On our bus tour we will visit addresses that were significant for Adler's life and work. We will discuss how these sites influenced the construction of individual psychology.

**5 pm** **What Myths Can Teach Us about Separation, Trauma and Development**  
**LOCATION** Audimax, University of Vienna, basement  
**LANGUAGE** English, German, Italian (simultaneous interpretation)

How do these old stories affect us today? Can they help us deal with experiences of today? A panel discussion featuring the author and tale-teller **Michael Köhlmeier**, the psychotherapist, training group analyst and author of radio plays **Wolfgang Martin Roth** and the director of the Alfred Adler Institute Vienna **Christine Rosche**.

**7 pm – 8 pm** **IAIP Meeting**  
**Delegates Assembly II**  
**LOCATION** Small Ceremonial Chamber, University of Vienna, 1st floor

Election of the new Board of the IAIP

**8.30 pm** **An Unforgettable Evening at the City Hall of Vienna**  
**LOCATION** Rathaus – City Hall of Vienna, Wappensaal  
Entrance: Lichtenfelsgasse 2, 1010 Vienna, Feststiege II

The Mayor and Governor of Vienna requests the pleasure of your company at a Cocktail Reception on the occasion of the 25th International Congress of Individual Psychology. Invitation card needed.

### The Return of the Unendurable. On Treating Traumatic Experiences

In recent years, there has been an explosion in knowledge about traumatic experiences and their consequences. In many individual cases, however, it is still difficult to identify these consequences of traumatic experiences and to make the right decisions about how to help. Taking this into account, and referring especially to the situation of children and adolescents, we will discuss the following questions:

How do burdensome events turn into traumatic experiences?

How can we help children and adolescents when traumatic experiences are threatening to negatively affect their further development?

How can we understand and explain the positive effect of certain interventions and forms of support?

<b>LOCATION</b>	Audimax, University of Vienna, basement
<b>LANGUAGE</b>	English, German, Italian (simultaneous interpretation)
<b>CHAIR</b>	Lehmkuhl, Ulrike (DE)
<b>9.00 am – 9.10 am</b>	Opening of the Plenary Session
<b>9.10 am – 9.55 am</b>	Key Lecture I <b>BOGYI, GERTRUDE (AT)</b> Emotions of Overwhelming Helplessness and their Consequences. Traumatic Experiences as a Subject of Crisis Intervention, Counselling and Psychotherapy
<b>9.55 am – 10.15 am</b>	Discussant: Anna Maria Bastianini (IT) Further inquiries on the lecture of Gertrude Bogyi
<b>10.15 am – 10.45 am</b>	Break
<b>10.45 am – 11.10 am</b>	Key Lecture II <b>FINGER-TRESCHER, URTE (DE)</b> Trauma and Re-enactment. Or: Why is it so Difficult to Understand the Consequences of Traumatic Experiences?
<b>11.10 am – 11.20 am</b>	Discussant: Christopher Shelley (CA) Further inquiries on the lecture of Urte Finger-Trescher
<b>11.20 am – 11.45 am</b>	Key Lecture III <b>LAFOUNTAIN, REBECCA (US)</b> A Holistic Approach to Assessing and Treating Children and Adolescents who have Experienced Trauma
<b>11.45 am – 11.55 am</b>	Discussant: Christopher Shelley (CA) Further inquiries on the lecture of Rebecca LaFountain
<b>11.55 am – 12.30 pm</b>	Open Discussion
<b>12.30 pm – 2 pm</b>	Lunch Break

## Afternoon Lectures

SATURDAY, 16 JULY

**ALL LOCATIONS:** University of Vienna – NIG (Neues Institutsgebäude)  
Universitätsstraße 7, 1010 Vienna  
**EXCEPT SMALL CEREMONIAL CHAMBER:** University of Vienna – Main Building  
Dr.-Karl-Lueger-Ring 1, 1010 Vienna

### EACH ROOM IS THE LOCATION FOR ONE GENERAL TOPIC:

<b>HS II</b>	Panel on Counselling
<b>HS III</b>	Trauma, Adoption and Divorce
<b>2G</b>	Separation and Caring in Early Childhood
<b>2H</b>	Panel on Education and Pedagogy Panel on Business and Organisations
<b>2I</b>	Life Style and Life Style Analysis
<b>3B</b>	Variations of Transgenerational Transfer of Traumatizing Experiences
<b>3C</b>	Individual Psychology and Special Needs
<b>3D</b>	Contributions to Individual Psychological Historiography
<b>3E</b>	Development of Theoretical Presumptions of Individual Psychology in Discussion
<b>4C</b>	Experiences with Oncological Patients
<b>5A</b>	Desire, Emotion and Affect Regulation
<b>SMALL CEREMONIAL CHAMBER</b>	Panel on Psychotherapy

## 2pm – 2.45pm

SATURDAY, 16 JULY

<b>HS II, GROUND FLOOR</b>	Panel on Counselling I
<b>HS III, GROUND FLOOR</b>	<b>LaFountain, Rebecca</b> (US) Easing the Trauma Experienced by Late-Placed Adopted Children through Individual Psychology Practices
<b>2G, 2nd FLOOR</b>	<b>Fürstaller, Maria; Hover-Reisner, Nina; Datler, Margit; Datler, Wilfried</b> (AT) The Development of Social Involvement in Day Nurseries. The Contribution of Children and Adults towards Overcoming Early Separation Processes
<b>2H, 2nd FLOOR</b>	Panel on Education and Pedagogics I
<b>2I, 2nd FLOOR</b>	<b>Shelley, Christopher</b> (CA) Life Task Analysis: A Hermeneutic Approach
<b>3B, 3rd FLOOR</b>	<b>Mendel, Ellen</b> (US) Rescuing History in Order to Build Bridges through Understanding and Dialogue
<b>3C, 3rd FLOOR</b>	<b>Hartshorne, Timothy S.</b> (US) Transition to Independent Living for Adults with Disabilities: Facing Separation
<b>3D, 3rd FLOOR</b>	<b>Mormin, Georges</b> (FR) 1911-2011. Should Adler be Regarded as an Apostate of Freudianism? From the Aggressionstrieb to the Cosmic Feeling, Structure as a Model of Psyche
<b>3E, 3rd FLOOR</b>	<b>Zambelli, Alessandra</b> (FR) "Traumatic Separation" or "Separation Based on Differences"? Which Epistemological Model for Individual Psychology Development
<b>4C, 4th FLOOR</b>	<b>Szentes, Annamaria</b> (HU) Traumatized Children and the "Magic Horse". Horse Assisted Psychodrama in Child-Oncology Rehabilitation
<b>5A, 5th FLOOR</b>	<b>Rasmussen, Paul</b> (US) The Infantile Philosophy

3pm – 3.45pm

SATURDAY, 16 JULY

---

HS II, GROUND FLOOR	Panel on Counselling II
HS III, GROUND FLOOR	<b>Lerda, Gian Sandro</b> (IT) Abandonment Trauma in Adopted Children: Clinical Experiences
2G, 2nd FLOOR	<b>Ghidoni, Claudio</b> (IT) Childhood, a Time of Separation for the Community
2H, 2nd FLOOR	Panel on Education and Pedagogics II
2I, 2nd FLOOR	<b>Kakiuchi, Kunihiro</b> (JP) A Group Approach of Life-Style Analysis
3B, 3rd FLOOR	<b>Mergel-Hoelz, Hildegard; Fischer-Heine, Heike</b> (DE) Transgenerational Transfer of War Traumas
3C, 3rd FLOOR	<b>Wininger, Michael</b> (DE) Adolescent Separation of People with Disabilities – A Psychodynamic Approach
3D, 3rd FLOOR	<b>Rosche, Christine; Zumer, Peter</b> (AT) Lost and Found. Research on the Circumstances of Alfred Adler's Death, on his Urn and its Transfer from Edinburgh to Vienna in Summer 2011
	<b>Hoelzer, Klaus</b> (DE) Reviewing the Importance of Phyllis Bottome as a Student and Biographer of Alfred Adler
3E, 3rd FLOOR	<b>Caudana, Stefania</b> (IT) The Courage to Live in the Separation. "I have told a bit of my past: not because you know that, but to let you know that you will never know it" Wiesel
4C, 4th FLOOR	<b>Bosetto, Daniela</b> (IT) Separation: Experience with Oncological Patients
5A, 5th FLOOR	<b>Oberst, Ursula; Company, Ramon; Paez, Darío; Sánchez, Flor</b> (ES) Interpersonal Emotion Regulation: An Expression of Emotional Growth and Personal Development
SMALL CEREMONIAL CHAMBER	Panel on Psychotherapy I

4pm – 4.45pm

SATURDAY, 16 JULY

---

HS II, GROUND FLOOR	<b>Lemm-Hackenberg, Rainer</b> (DE) Einhundert Jahre danach. Die Kontrahenten und Ihre Metaphern. Zur Metaphorik Alfred Adlers und Sigmund Freuds
HS III, GROUND FLOOR	<b>Fella, Federica; Vegro, Simonetta</b> (IT) Parents' Separation: Which are the Development Opportunities?
2G, 2nd FLOOR	<b>Marabisso, Federica; Raviola, Marco</b> (IT) Support Groups for Caregivers, from Paralyzing Pain to Planning
2H, 2nd FLOOR	Panel on Business and Organisations
2I, 2nd FLOOR	<b>Highland, Richard A.</b> (US) Lifestyle and Traumatic Early Recollections of Murderers and Nonviolent Offenders: An Empirical Study
3B, 3rd FLOOR	<b>Martino, Simone; Ciufalo, Giuseppina Anna Rita; Colenghi, Veronica; De Matteis, Piera; Furno, Alessia; Gallucci, Pier Luigi; Passerini, Robin</b> (IT) A Trauma Named Desire: Three Films Analysed from an Individual Psychological Perspective
3C, 3rd FLOOR	<b>Millar, Anthea</b> (GB) Separation, Social Reciprocity and Autism
	<b>Stephenson, Thomas</b> (AT) No Separation Without Attachment: What We Can Learn from the Autistic Child about "Gemeinschaftsgefühl"
3D, 3rd FLOOR	<b>Rosen, Marni</b> (US) Content Analysis of Published Work: A Method for the Historical Review of Individual Psychology
3E, 3rd FLOOR	<b>Novotny, Eva</b> (AT) ... the conviction held in individual psychology, that 'everyone can do anything', treads on the toes of so many untenable vanities. Alfred Adler Alfred Adler's Most Avant-Garde View of Individual Development or: Alfred Adler as an Early Learning Theorist
5A, 5th FLOOR	<b>Schürer, Yvonne</b> (CH) "TILT" - Blumenthal's Strategy for Maintaining Self-Respect in front of an Aggressive Partner
SMALL CEREMONIAL CHAMBER	Panel on Psychotherapy II

## Special & Social Events

SATURDAY, 16 JULY

---

### 5pm **Group Photo Session**

**LOCATION** Main Entrance of the University of Vienna

### 6pm **Where Adler Gave his Lectures**

**LOCATION** VHS Ottakring, Ludo-Hartmann-Platz 7, 1160 Vienna  
**MEETING POINT** 5.10pm at Main Entrance of the University of Vienna  
**DEPARTURE** 5.15pm bus to VHS Ottakring  
**MUSIC** Ensemble Paradeis  
**CHAIR** Gröner, Horst (DE)

At the community college VHS Ottakring, Johannes Gstach will talk about the beginnings of individual psychological counselling in Vienna and Eva Dreikurs Ferguson will speak on the subsequent development of individual psychology in the USA. As part of this event, the refoundation of the IAIP with its new headquarter in Vienna will take place. After this, we will visit a "Heuriger", a typical Viennese wine tavern.

#### **GSTACH, JOHANNES (AT)**

»The founding of the Counseling Centre revealed itself to be both a necessary continuation of, and a practical addition to, my lectures.«  
(Adler) On the Beginnings of Individual Psychological Counseling for Parents and Teachers in Vienna

#### **DREIKURS FERGUSON, EVA (US)**

Rudolf Dreikurs' Contribution to the Development of Individual Psychology

### 6pm – 7.30pm **Refoundation of the IAIP**

**LOCATION** VHS Ottakring, Ludo-Hartmann-Platz 7, 1160 Vienna  
**MEETING POINT** 5.10pm at Main Entrance of the University of Vienna  
**DEPARTURE** 5.15pm bus to VHS Ottakring

### 8pm **Get-Together at Vienna's Oldest "Heuriger" (traditional Viennese wine tavern)**

**LOCATION** 10er Marie, Ottakringer Straße 222-224, 1160 Vienna

**Development and Relation.  
Towards a Contemporary Theory of the Emergence  
of Social Interest**

Alfred Adler argued that human beings were born as social creatures and, from birth, had the desire to experience satisfying relationships. These relationship experiences are essential for the development of social interest, which plays an important role in the development of the ability to understand other people, as well as the ability to understand social processes. Recent findings in the field of infant and child research seem to support Adler's thesis, inspiring the advancement of individual psychological theory. Therefore, it seems fitting to discuss the following questions:

Which abilities to understand fellow human beings and social relationships do infants and young children have?

Which relationship experiences support the development of those abilities, and which cripple it?

Supposing that the ability to understand social and psychological processes has not developed in early childhood – what are the consequences for the further development of children, adolescents and adults?

And finally: Which consequences does the discussion of these questions have for individual psychological theory of the development of social interest?

<b>LOCATION</b>	Main Ceremonial Chamber, University of Vienna, 1st floor
<b>LANGUAGE</b>	English, German, Italian (simultaneous interpretation)
<b>CHAIR</b>	Wilfried Datler (AT)
<b>9.00 am – 9.10 am</b>	Opening of the Plenary Session
<b>9.10 am – 9.55 am</b>	Key Lecture I <b>TARGET, MARY</b> (GB) The Development of Personal Awareness through Early Relatedness: A Contemporary Account Bridging Psychoanalysis and Research
<b>9.55 am – 10.15 am</b>	Discussant: Michael Winingler (AT/DE) Further inquiries on the lecture of Mary Target
<b>10.15 am – 10.45 am</b>	Break
<b>10.45 am – 11.10 am</b>	Key Lecture II <b>URWIN, CATHY</b> (GB) Group Relatedness in Babies: Some Implications for Accounts of Infant Sociability
<b>11.10 am – 11.20 am</b>	Discussant: Paul Rasmussen (US) Further inquiries on the lecture of Cathy Urwin
<b>11.20 am – 11.45 am</b>	Key Lecture III <b>OBERST, URSULA</b> (ES) How do the Results of Contemporary Research on Infant Behaviour Relate to the Adlerian Concept of Social Interest?
<b>11.45 am – 11.55 am</b>	Discussant: Paul Rasmussen (US) Further inquiries on the lecture of Ursula Oberst
<b>11.55 am – 12.30 pm</b>	Open Discussion
<b>12.30 pm</b>	<b>Closing</b>

## Section Panels

---

### Panel on Psychotherapy with Children and Adolescents

#### The Specifics of Adlerian Psychotherapy

- Bastianini, Anna Maria (IT): Child Psychotherapy: A Prospect of Development for Adlerian Clinical Practice
- Kende, Hanna (HU); Mormin, Georges (FR); Raviola, Marco (IT): Adlerian Psychodrama: a Method for Protecting the Soul, the Originality and the Personality of the Traumatized Child in the Virtual Era

**DATE** 14 July, 3pm – 4.45pm

**LOCATION** Small Ceremonial Chamber

**CHAIR** Ferrero, Andrea (IT); Datler, Wilfried (AT)

### Panel on Science: Theory and Research

#### Mentalisation and Mindfulness Interventions:

##### Some Findings from Clinical Research

- Weinberger, Bettina; König, Dorothe; de Vries, Isolde; Kirsch, Holger (DE): Interventions promoting mentalisation and interventions disconfirming pathogenic beliefs: a single case study.
- Simonelli, Barbara; Fassina, Simona; Cairo, Elisabetta; Bianconi, Alessandra (IT): Mindfulness interventions in the treatment of patients with Borderline Personality Organization.

**DATE** 15 July, 3pm – 4.45pm

**LOCATION** Small Ceremonial Chamber, University of Vienna, 1st floor

**CHAIR** Ferrero, Andrea (IT); Datler, Wilfried (AT)

### Panel on Counselling

- Le Jan, Yannick (FR) – Adlerian Counselling, a Support for Determining an Appropriate Way of Life. Analyzing Educational Practices and Making Them Evolve
- Timpanaro, Carlo (IT) – Communicating Counselling

**DATE** 16 July, 2pm – 3.45pm

**LOCATION** HS II, ground floor

**CHAIR** Le Jan, Yannick (FR)

### Panel on Education and Pedagogics

#### Working with Families

##### Preventing and Managing the Trauma of Separation

- Mouroux, Messaouda (FR): Preventing and managing the trauma of separation by death; palliative assistance allows the removal of silence and restores the link in the family.
- Studener-Kuras, Regina (AT): Divorce, Separation and the Support of Children. Representing Children in Family Court. The Austrian concept of 'Children's Guardian'.
- Jonyniene, Jolita (LT): Adlerian based parenting program in Lithuania: developing the first step

**DATE** 16 July, 2pm – 3.45pm

**LOCATION** 2H, 2nd floor

**DISCUSSANT** Di Summa, Francesca (IT)

**CHAIR** Raviola, Marco (IT)

### Panel on Psychotherapy

#### Recent Developments in Individual Psychology Psychotherapy

**DATE** 16 July, 3pm – 4.45pm

**LOCATION** Small Ceremonial Chamber, University of Vienna, 1st floor

**DISCUSSANTS** Eife, Gisela (DE); Grandi, Lino Graziano (IT); Rasmussen, Paul (US)

**CHAIR** Günther, Kurt B. (AT)

### Panel on Business and Organisations

**DATE** 16 July, 4pm – 4.45pm

**LOCATION** 2H, 2nd floor

**CHAIR** Laube, Herbert H. (US)

## Special Events

---

### Margot Adler Meets Rosa Lyon

**Margot Adler** is the only granddaughter of Alfred Adler. She is a New York Correspondent for NPR, and is heard by millions. She is the author of *Drawing Down the Moon*, the classic study of paganism, goddess-worship and nature spirituality and of the 1960s memoir *Heretic's Heart: A Journey Through Spirit and Revolution*. She also gives lectures, workshops and sermons at Unitarian Universalist churches and is currently working on a book on why vampires have such traction in our current society. **Rosa Lyon** studied economy and currently works as a journalist for the ORF. She specializes in making economic concepts understandable. She also portrays cities or people such as John Maynard Keynes.

**DATE** 14 July, 5pm  
**LOCATION** Audimax, University of Vienna, basement  
**LANGUAGE** English, German, Italian (simultaneous interpretation)

### What Myths Can Teach Us about Separation, Trauma and Development

How do these old stories affect us today? Can they help us deal with experiences of today? A panel discussion featuring the author and tale-teller **Michael Köhlmeier**, the psychotherapist, training group analyst and author of radio plays **Wolfgang Martin Roth** and the director of the Alfred Adler Institute Vienna **Christine Rosche**.

**DATE** 15 July, 5pm  
**LOCATION** Audimax, University of Vienna, basement  
**LANGUAGE** English, German, Italian (simultaneous interpretation)

### Group Photo Session

**DATE** 16 July, 5pm  
**LOCATION** Main Entrance of the University of Vienna

### Where Adler Gave his Lectures

At the community college VHS Ottakring, Johannes Gstach will talk about the beginnings of individual psychological counselling in Vienna and Eva Dreikurs Ferguson will speak on the subsequent development of individual psychology in the USA. As part of this event, the refoundation of the IAIP with its new headquarter in Vienna will take place. After this, we will visit a "Heuriger", a typical Viennese wine tavern.

#### **GSTACH, JOHANNES (AT)**

»The founding of the Counseling Centre revealed itself to be both a necessary continuation of, and a practical addition to, my lectures.« (Adler)

On the Beginnings of Individual Psychological Counseling for Parents and Teachers in Vienna

#### **DREIKURS FERGUSON, EVA (US)**

Rudolf Dreikurs' Contribution to the Development of Individual Psychology

**MUSIC** Ensemble Paradeis  
**CHAIR** Gröner, Horst (DE)  
**DATE** 16 July, 6pm  
**LOCATION** VHS Ottakring, Ludo-Hartmann-Platz 7, 1160 Vienna  
**MEETING POINT** 5.10pm at Main Entrance of the University of Vienna  
**DEPARTURE** 5.15pm bus to VHS Ottakring

## IAIP Meetings

---

### Council Meeting

**DATE** 13 July, 6.30pm – 7.30pm  
**LOCATION** Lecture Hall 1, Department of Education of the University of Vienna  
Sensengasse 3a, 1090 Vienna

### Delegates Assembly I

**DATE** 13 July, 8pm – 9pm  
**LOCATION** Lecture Hall 1, Department of Education of the University of Vienna  
Sensengasse 3a, 1090 Vienna

### Meeting of Training Analysts and Training Psychotherapists

At this gathering, there will be the opportunity to discuss the screening and evaluation of candidates, the qualifications of trainers of psychotherapists and psychoanalysts, ways of conveying theoretical and practical aspects of individual psychology, as well as questions regarding supervision. In particular, we intend to initiate regular meetings of trainers of psychotherapists and psychoanalysts at international congresses for the exchange and discussion of ideas.

**DATE** 15 July, 2pm  
**LOCATION** 2H, 2nd floor, University of Vienna  
**CHAIR** Günther, Kurt B. (AT)

### Delegates Assembly II

Election of the new Board of the IAIP  
**DATE** 15 July, 7pm – 8pm  
**LOCATION** Small Ceremonial Chamber, University of Vienna, 1st floor

### Refoundation of the IAIP

**DATE** 16 July, 6pm – 7.30pm  
**LOCATION** VHS Ottakring, Ludo-Hartmann-Platz 7, 1160 Vienna  
**MEETING POINT** 5.10pm at Main Entrance of the University of Vienna  
**DEPARTURE** 5.15pm bus to VHS Ottakring

### Section Panels with the Election of the Chairpersons

**DATE** 14, 15, 16 July  
**LOCATION** See page 52 and 53

## Social Program

---

### Alfred Adler Memorial Ceremony and Re-Interment in a Grave of Honour of the City of Vienna

**DATE** 12 July, 3pm  
**LOCATION** Zentralfriedhof, Haupteingang / Tor 2 (main entrance / gate 2)  
Simmeringer Hauptstraße 234, 1110 Vienna  
Section 33G, number 43  
**MEETING POINT** 2.30 pm, Zentralfriedhof, Haupteingang / Tor 2 (main entrance / gate 2)

### Welcoming Reception

**DATE** 14 July, 7pm  
**LOCATION** Arcade Court of the University of Vienna

### Adler's Vienna – A Guided Tour to Historic Sites

Like Sigmund Freud's psychoanalysis, the development of individual psychology is closely linked to Alfred Adler's home city of Vienna and its political and social context in the late 19th and early 20th centuries. On our bus tour we will visit addresses that were significant for Adler's life and work. We will discuss how these sites influenced the construction of individual psychology.

**DATE** 15 July, 1.45pm  
**MEETING POINT** Main Entrance of the University of Vienna  
**TOUR GUIDE** Barbara Neudecker

### An Unforgettable Evening at The City Hall of Vienna

The Mayor and Governor of Vienna requests the pleasure of your company at a Cocktail Reception on the occasion of the 25th International Congress of Individual Psychology. Invitation card needed.

**DATE** 15 July, 8.30pm  
**LOCATION** Rathaus – City Hall of Vienna, Wappensaal  
Entrance: Lichtenfelsgasse 2, 1010 Vienna, Feststiege II

### Get-Together at Vienna's Oldest "Heuriger" (traditional Viennese wine tavern)

**DATE** 16 July, 8pm  
**LOCATION** 10er Marie, Ottakringer Straße 222-224, 1160 Vienna

## ABSTRACTS

The abstracts appear in the alphabetical order of their authors' names and have been printed as sent by the authors.

## **ABRAMSON, ZIVIT**

Alfred Adler Institute,  
International Committee for Adlerian Summer Schools and Institutes (ICASSI), IL

### **Adler was (Also) a Philosopher**

#### **DATE**

Friday,  
15 July, 4 pm

#### **LOCATION**

3B, 3rd floor

In 1943, six years after Adler's death, "Being and Nothingness" by Jean Paul Sartre was published, Adler did not speak French and had lectured in Paris only once. Sartre was not familiar with Adler's work except for the early writings from the time Adler's ideas were almost part of Psychoanalysis. Yet, as an Adlerian Psychologist who is also a student of Philosophy I discovered an amazing similarity between the two thinkers. Examples are: personal freedom of choice, goal-directed motivation, subjectivity of interpretation, the holistic approach and more.

The similarity enables us to apply Sartre's Philosophy as a rationale for Adler's ideas and vice versa. The compatibility between the two theories provides answers to problems arising from Sartre's Philosophy through Adler's ideas. Dealing with these issues in my thesis I try to establish for Adler a modest place in the history of Philosophy.

---

## **ABU-BAKER, KHAWLA<sup>1</sup>, DE VRIES, ISOLDE<sup>2</sup>, MC GILL, DAVID<sup>3</sup>**

<sup>1</sup>International Family Therapy Association, The Israeli Association of Family Therapy, IL

<sup>2</sup>Deutsche Gesellschaft für Individualpsychologie e.V. (DGIP), DE

<sup>3</sup>Cambridge Hospital, International Family Therapy Association, US

### **Cross-Cultural Clinical Collaboration: "Separation – Trauma – Development" in Intercultural Family Therapy**

#### **DATE**

Friday,  
15 July, 3 pm

#### **LOCATION**

HS III, ground floor

Family Therapy and Individual Psychology have a lot in common. In relation to the Topic "Separation - Trauma - Development" the presenters will discuss how the culture as the set of norms of human activity would influence the therapeutic activity. Sharing cases among therapists from diverse international and therapeutic 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 three presenters are working together via email with two other Adela G. García (Buenos Aires, Argentina) and Takeshi Tamura (Tokyo, Japan) and they all have different cultural backgrounds. Khawla Abu-Baker worked with American and non American families who reside in America, as well as Jewish Israeli and Palestinian clients. She initiated the idea of multi-cultural case discussion with international therapists. She lectures and gives workshops locally and for the

international community promoting the idea of cross-cultural perspective of mental health.

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.

—  
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.

---

#### **AKRIVOS, PATRICK**

Greek Society of Adlerian Psychology, GR

### **Substance Dependence Prevention: The Final Frontier! Preventing More than just Trauma**

#### **DATE**

Thursday,  
14 July, 4pm

#### **LOCATION**

3C, 3rd floor

Substance dependence prevention is probably the final frontier in the field of substance dependence disorder. Few, if any, are the consensuses on the terms and concepts that make up substance dependence prevention. The probable root of this cul-de-sac is the lack of integrating research from various disciplines, which would lead to a conceptualization of substance dependence disorder that transcends the narrow definitions of the DSM, and hence lead to a structured substance dependence prevention program. A host of research is available that shows how substance dependence works on the neurobiological level. Similarly a host of information is available on the neurobiology of post traumatic stress disorder. Both disorders seem to work on and affect similar neuropath ways. Some research is available that explores the possible correlation. It can be tentatively deduced in light of indicative research that prevention of substance dependent disorder is related to trauma prevention. Trauma can be considered to be a prolonged sense of not being ok and safe. Therefore prevention of trauma that might lead to substance dependence is to help children feel connected, capable, valued and encouraged. It can be concluded that substance dependent prevention can be achieved by training parent, and individuals working in education in relating to children in a supportive and meaningful way that allows them to develop in to a whole person.

#### **ARDENTI, ROSSELLA**

Società Italiana di Psicologia Individuale (S.I.P.I.), IT

### **Endometriosis Disease: A Trauma for Women's Life Style**

#### **DATE**

Thursday,  
14 July, 3pm

#### **LOCATION**

3E, 3rd floor

Endometriosis is a chronic and invalidating gynecological pathology occurring in about 5-10% of women in fertile age causing endometrial-like cells to grow in areas different from the uterine cavity. The survey aims to investigate the bio-psychological impact that the illness symptoms involve, leading to a progressive and utter conviction to become totally unable to cope and reach their own personal aims in life.

When the disease burst in a woman life with painful and severely conditioning symptoms, its impact represents a sort of "watershed" dividing her existence in two parts: how it used to be before the illness and what sort of life it has become.

Women suffering this condition have to face the three-dimensional partition of their life, past-present-future, bluntly interrupting the sense of continuity, and this entails several forced and forceful life-style modifications, far from being their own conscious choices, among the range of behaviors that formerly were so typical. The disease inevitably leads to the sense of failure in respect of the personal life-plans fulfillment and establishes a fearful and doubtful climate, deteriorating the chances that such plans could really ever be achieved.

What women affected by this syndrome have to face is the interruption of their linear identities, an inferiority complex, an absolute loss of the sense of life and a devastating discouragement.

---

#### **BARTOCCI, GOFFREDO; ROVERA, GIAN GIACOMO**

Società Italiana di Psicologia Individuale (S.I.P.I.), IT

### **Separation and Conception of the World: A Synergism between Individual Psychology and Transcultural Psychiatry**

#### **DATE**

Friday,  
15 July, 4pm

#### **LOCATION**

HS III, ground floor

The Authors combine two approaches internationally recognized as effective tools to investigate the etiology and therapy of mental disturbances: Adlerian Individual psychology and transcultural psychiatry. Considering that nowadays transcultural psychiatry is mainly based on the cognitivist approach promoted by North American psychiatry, this lecture' aim is to open the doors to Psychodynamic Transcultural

Psychiatry since it appears a correct, flexible, transpersonal way to focus into the variety of phenomena emerging from multicultural societies.

The paper goes deeper into the interface between inherited cultural conglomerates (cosmogonies, conception of the world, theories on the thereafter, medical and religious paradigm explaining illness) and the experience of the Separation and Loss.

A cross-cultural panorama of cultural factors intervening to influence the meaning and the experience of "normative or pathological" Separation among different ethnic groups will be provided with the aim to offer guidelines for conducting Individual Psychology Psychotherapy sensitive both to social and to cultural factors.

---

#### **BASTIANINI, ANNA MARIA**

Istituto di Psicologia Individuale "Alfred Adler" Torino,  
Società Italiana di Psicologia Individuale (S.I.P.I.), IT

### **Child Psychotherapy: A Prospect of Development for Adlerian Clinical Practice**

#### **DATE**

Thursday,  
14 July, 3pm

#### **LOCATION**

Small Ceremonial  
Chamber

As is known, Adler in his work with children and adolescents in difficulty, proposed a theory and methodology developed above all from a pedagogical point of view.

The Adlerian matrix, integrated contributions of relational psychoanalysis and validated by recent developments in neuroscience and developmental psychology, offers fruitful possibilities for developing a good model of intervention in child psychotherapy from a perspective of continuity and development within the framework of Psychology Individual.

We plan to trace the main lines of a model of psychotherapeutic work with children emerging from the clinical practice of analysts and psychotherapists who work in the area of development at Istituto di Psicologia Individuale Alfred Adler (Turin). It will delve into specific aspects of working with children and their families both from the methodological point of view and as regards the training of analysts. We will refer to, in addition to the contribution of science consistent with current work on Individual Psychology, the observations that emerged from the initial findings of research, from clinical material collected by the Istituto di Psicologia Individuale Alfred Adler (Turin) over the past 10 years.

International exchanges helped with the establishment of the Section of research in child psychotherapy in IAIP and may provide ideas for further consideration.

#### **BERSELLI, CHIARA**

Società Italiana di Psicologia Individuale (S.I.P.I.), IT

### **The Concept of Development in the Adlerian Theory**

#### **DATE**

Thursday,  
14 July, 4pm

#### **LOCATION**

HS II, ground floor

The aim of this paper is to compare evolutionary theories - Charles Darwin's in particular - to Individual Psychology, which was certainly influenced by it, specifically with regard to the concept of development.

According to the Adlerian Theory, the development of a human being - both on the phylogenetic and the ontogenetic level - is strictly linked to the concept of aspiring to superiority; this superiority involves not only the individual but also the community, since it requires cooperating and sharing tasks and work.

Darwin as well had insisted on the role of cooperation - rather than fight - the evolution process and underlined the fundamental importance of mutual help and the interdependence of individuals and species for survival.

Thanks to Darwin, the evolutionary concept re-organised the human timeline: life can no longer be conceived without movement, the movement towards a goal, which is the survival of the individual and the preservation of the species. Adler developed this concept of evolution in terms of intentionality of psychic processes - aiming for a goal - which is always present even if not necessarily on a conscious level.

---

#### **BIANCONI, ALESSANDRA**

Società Adleriana Italiana Gruppi e Analisi (S.A.I.G.A.), IT

### **Psychodynamic Treatment of Subjects with Early Traumas: The Complexity of the Use and Modulation of Counter-Attitude**

#### **DATE**

Thursday,  
14 July, 3pm

#### **LOCATION**

4C, 4th floor

Neurobiological and psychotherapy process research has shown that the analyst participates fully, together with the patient, to co-create and co-construct the therapeutic alliance. They also underline the efficacy of psychotherapy and are consonant and syntonic with the Individual Psychology philosophy.

Counter-attitude, in the current Adlerian meaning, shows the complexity of the therapist's transference and countertransference movements towards the patient: it should be seen as a resource for Adlerian analytic therapies.

Unlike in the past, countertransference is increasingly becoming a necessary, indispensable tool for comprehending patients, particularly patients with serious personality disorders and early traumas, which are the cases we most frequently encounter today. Nowadays the image of a less neutral, more participative analyst is emerging who can, in certain cases, 'act' within the setting (enactment), even revealing and bringing into play parts of himself (self-disclosure), in concordance with a vision of human beings as organisers of experiences and as experiential subjects. In the most critical moments of analysis, particularly with structurally serious patients with whom there is a risk of continual phases of stalemate or negative therapeutic reactions, psychotherapeutic work is only possible if the analyst is capable of bringing into play, or "revealing", some parts of himself in the relationship with the patient, as in 'feeling to encourage feeling', 'thinking to encourage thought', 'speaking to encourage speech', and 'recounting to encourage recounting'. Implicit relational knowing, as a relational procedural domain characterised by "now moments" or "moments of meeting", is intrapsychically distinct from the symbolic domain of transference and countertransference. When the therapeutic relationship structures a corrective emotional experience of suffering, this new experience simultaneously produces a transformation of the implicit traumatic memory, linked to primary attachment, and intrapsychically restructures, at least in part, the patient's conscious and unconscious associative circuits and tie modules. Several clinical examples will be presented.

---

**BIELIAUSKAITE, RASA; KERN, ERIKA**

Lithuanian Society of Individual Psychology, LT

**Reflection, Influence and Development of Alfred Adler's Theory in the Evolution of the Institute of Individual Psychology in Vilnius**

**DATE**

Thursday,  
14 July, 4pm

**LOCATION**

5A, 5th floor

The aim of our presentation is to reflect the evolution of the Individual Psychology Institute in Vilnius. It will be presented in several ways. We will compare the development of Individual Psychology as a separate school and development of our institute, pointing to similarities and differences. We will also reflect how the establishment of our institute was influenced historically by the developmental state of Adlerian theory as well as developmental state of Lithuanian nation. Later we will discuss several Adlerian concepts, that the history of our institute illustrates most. And we will analyze and reflect the ways the institute

was influenced by the personal and professional growth of the staff, including their development in understanding the theory. The Institute of Individual Psychology in Vilnius was established 10 years ago. In the process of becoming the institute we had to separate from the Lithuanian society of IP. Unlike Adler's separation our Institute was growing from a supporting and brotherly/sisterly organization with common mission of spreading Adlerian ideas in the society. This separation still goes on as in the dynamics of sibling constellation. In the early development of the Institute the concept of inferiority complex was important and meaningful in different ways. The main concept associated with Adler in Soviet times was inferiority. Life in totalitarian regime was colored by inferiority-superiority dynamics. Responsibility for our own life seemed inaccessible. One of the common coping strategies became fictitious goal of perfection and control. We will show how change to more expanded community feelings and equality emerged and influenced the development of Institute.

---

**BLAGEN, MARK**

North American Society of Adlerian Psychology (NASAP), US

**Alfred Adler's Influence on Alcoholics Anonymous:  
A Case Study**

**DATE**

Thursday,  
14 July, 3pm

**LOCATION**

3C, 3rd floor

Throughout the world, alcoholism and other forms of addiction have a profound negative impact on individual lives, families, and societal structures. In the United States alone, the economic cost of the inappropriate and excessive use of both legal and illegal drugs exceeds \$245 billion U.S. dollars annually. This conference paper will use a case study approach in analyzing the causes of addiction and successful recovery from addiction through an Individual Psychology perspective. Adler's description of the alcoholic has been quoted as being "an acute feeling of inferiority marked by shyness, a liking for isolation, oversensitivity, impatience, and irritability..." (Adler, quoted in Ansbacher and Ansbacher, 1956). For many, the antidote for this has been Alcoholics Anonymous (AA). Having attended Alcoholics anonymous (A.A.) meetings for over 25 years and studied the facilitative factors of A.A., the author will give an in-depth analysis of the key components of A.A. and compare these with key concepts of Individual Psychology. Although much has been written on both the function and history of A.A. and it has become common knowledge of the indirect influence Jung had on the inception of A.A., virtually no evidence has been discovered and very little written concerning the influence Alfred Adler had on both A.A. and substance abuse counseling. Recent archival

findings indicating a strong possibility that both co-founders of A.A. may have been influenced by Adler will be presented. The conference paper will also discuss how substance abuse counseling practice commonly uses key concepts of Individual Psychology. This paper will conclude with a brief case analysis of both co-founders of A.A. from an Individual Psychology perspective.

**BLUVSHTEIN, MARINA; LAUBE, HERBERT H.**

North American Society of Adlerian Psychology (NASAP), US

**Alfred Adler, Russia, and Russians: Russian Pages in the History of Individual Psychology and Adler's Life**

**DATE**

Friday,  
15 July, 2pm

**LOCATION**

5A, 5th floor

History of Individual Psychology and Adler's personal and professional life were linked to Russia in many ways, both happy and tragic. Russian socialism was Adler's source of inspiration and disillusionment in the very years when many fundamental ideas of Individual Psychology were first discussed. Russian revolutionaries of earlier idealistic cohorts were Adler's friends; and with some of them, he later mourned the loss of the dream dealt by brutal reality of Bolshevism. Russian psychology was more than an accidental interest to Adler, and from 1912 to 1914, he was a board member of the Russian journal Psychotherapy ("Психотерапия"). Finally, "Russian" chapters of his personal story, from 1897 to 1937, are too many to list.

With all these "Russian" connections, essentially weaving in all Adlerian Life Tasks, how do Adler's works read in Russian and how do Adlerian ideas sound when touched by a Russian accent? How can Russian cultural and historical context of the early 1900s help us better understand Adler's life and his writings? How can Adler's "Russian" comments and discussions help a 21st century reader to better study Russian cultural and psychological phenomena? What could have Russians say to Adler 100 years ago? What may Individual Psychology say to Russians and about Russia now? Finally, and for all, how can solutions proposed by Adler while he had witnessed human madness of the early 20th century, assist us now in our very contemporary, high tech and high speed, yet profoundly "trans-chronic" quest for meaning?

The presentation will be an exploration of Russian theme in Individual Psychology, Russian pages in Adler's personal life, and an attempt to answer these questions.

**BOGYI, GERTRUDE**

Österreichischer Verein für Individualpsychologie (OEVIP), AT

**Traces of Overwhelming Helplessness.  
Traumatic Experiences as a Subject of Brief Crisis  
Intervention, Counselling and Psychotherapy**

**DATE**

Saturday,  
16 July, 9.10am

**LOCATION**

Audimax

We will presume in this talk that traumatic experiences are characterised by experiencing threat and helplessness. Based on the work with children, adolescents and families who have undergone burdening experiences with death, we will explain which form of crisis intervention should be started as soon as possible in case of traumatic experiences. Additionally, we will outline the hypothesis, that in certain cases, crisis intervention is not enough, and psychotherapeutic treatment, accompanied by work with parents is recommended. Here, long-time work should be made possible. The talk will answer questions of diagnosis, indication and methodology and will show why it is important to consider subconscious processes of defence, transference and counter-transference. We will do this by referring to the results of an individual psychological research project, which was conducted in Vienna.

**BONDARENKO, OLGA; LUKAN, ULF**

Österreichischer Verein für Individualpsychologie (OEVIP), Russia, AT

**Professional and Personal Development of Psychotherapists as a New Generation of Individual Psychologists in Russia**

**DATE**

Friday,  
15 July, 3pm

**LOCATION**

5A, 5th floor

Historically, there were several distinct periods in the development of psychotherapy in Russia. Psychoanalytic works were first published in the Soviet Union in the 1920s, but ten years later they were banned by the Soviet government. The knowledge about modern theories of psychotherapy began to filter into Russia after the fall of the Iron Curtain in 1986. A. Adler's book was first translated into Russian in 1995. The Joint Project of A. Adler Individual Psychology education lasted from 2005 to 2009 in Nizhny Novgorod State University, Russia and OEVIP, Austria, was a very important event for psychological public in Russia. It was conducted by OEVIP psychotherapists: Dr. Gertrude

Bogyi, Dr. Magdalena Copony, a.o. Univ.-Prof. Dr. Wilfried Datler, Dr. Margit Datler, Dr. Kurt-Bernhard Günther, Dr. Victor Kann, Prim. Dr. Werner Leixnering, Dr. Ulf Lukan, Mag. Margot Matschiner-Zollner, Dr. Roland Wölfle, Dr. Elisabeth Wustinger. As a co-organizer (together with Dr. Ulf Lukan) and a participant, I would like to describe its most important impressions and major results:

1. Feeling the therapeutic relations as the basis for all therapeutic work. Trainers did not just transmit the content, methodology, and general concepts, but above all, they transmitted the quality of therapeutic contact
  2. The respect and appreciation of knowledge. In education it became evident, how much it is necessary to learn to be able to assimilate all the information, accumulated throughout the history of Individual Psychology development. Seminar's topic evoked an interest and desire to master what is still not clear.
  3. An experience of Individual Psychology as a humanistic therapy addressed directly to the person. Recognizing and experiencing Adler's psychoanalytic method as a real humanistic approach.
- As for the main practical result of the Project, it is a new generation of Individual psychologists who are realizing psychotherapy practice in Russia.

---

### **BOSETTO, DANIELA**

Società Italiana di Psicologia Individuale (S.I.P.I.), Istituto Alfred Adler Milano, IT

### **Separation: Experience with Oncological Patients**

#### **DATE**

Saturday,  
16 July, 3pm

#### **LOCATION**

4C, 4th floor

This work concerns the application of the theoretical model of Individual Psychology and aims at developing the theme of "Separation" as characteristic of oncological patients' personal experience. We intend to represent, from a methodological point of view, the phases of the psychotherapeutic path gone through by those oncological patients who turn to UNITRE Milano Center of Psychotherapy. Observing the oncological patients who attend UNITRE Milano Center of Psychotherapy we could notice how in the oncological disease the theme of Separation is important and how it acts on relational dynamics. Especially "social feeling" is heavily damaged by escape mechanisms adopted by patients and the disease often becomes synonym for diversity, which brings to Separation. As oncological patients are prone to take the distance from the ordinary world that surrounds them, the psychotherapeutic path

proposed by UNITRE Center, meant for individual or groups, is aimed at supporting the person in getting back a new capacity of planning, even if he or she is going through a painful period of his or her life. We could notice how the theme of Separation is strictly connected to the personal experience of death proper of the oncological patients who turn to the Center.

---

### **BRAIDA, ANTONIO ANDREA**

Società Italiana di Psicologia Individuale (S.I.P.I.), IT

### **Separation and Reparation within the Current Culture of Business and Performance**

#### **DATE**

Friday,  
15 July, 2pm

#### **LOCATION**

4C, 4th floor

In extreme synthesis, the story of a case of analysis is that of a relationship destined for separation; the aim of its path is in its own end: a crossroad where each one, both patient and therapist, take divergent directions. The image of separation along with the history of the patient and his/her actual lifestyle enter the therapeutic relationship through signs and symbols. These signs and symbols are indicators of a leaning towards ambivalent, affirmative and protective goals. Experiences of separation reveal themselves through changes in the relational style; especially, they reveal themselves in a different way within the therapeutic relationship which is a new experience aimed at testing a free and identified individuality. This new kind of lifestyle is translated into a capacity for autonomy, which uses not only new separation processes, but also new reparation processes in response to possible frustrations. These kind of feelings arise within meaningful, emotional and social contexts through the medium of a laborious re-establishment of one's role and self-esteem. Within today's culture the reparation function is overshadowed by the myth of business -with its challenges, its victories and its defeats- according to which the economical code of throwing- away is leading. This kind of culture affects the world of emotions, but not only: is it not true that new models of short-term psychological help, which provide a pre-fixed and pre-packaged separation, are adhering to this kind of power in the name of an always more widespread and exigent myth of performance?

## BREZSNYANSZKI, LASZLÓ; SZATMARI, AGNES

Hungarian Society of Individual Psychology (MIPE), HU

### The Significance of Encouraging Pedagogy

#### DATE

Friday,  
15 July, 3pm

#### LOCATION

2i, 2nd floor

Adler's views and works had an effect on both the theory of pedagogy and psychology and the development procedures and the processing of traumas. We still dare not say they occupied their due place in the education technical canon of the second part of the 20th Century, such as the official system of teacher training.

The presentation seeks for an answer to what professional causes can explain the reserved or hostile attitude of the official policy.

We deem two important factors decisive.

1. The pedagogy discipline in the second part of the 20th Century categorized education theories into two contrasting groups, the classics theories and the moderns or the reform pedagogy systems. The basis for this division was the assumption that education theories are built on two basic hypotheses:

a) Education, development controlled from outside prefers communal values, resulting in transferring culture, reproducing society. Effect management along external values is characterized by responsibility and decisions taken in hand.

b) Development, perceived as the work of internal forces and inclinations, assisting the individual who is determined from inside to perfection. The education theory concentrating on internal forces supposes self-motivation, individual decisions and venture. Independence and freedom are central values.

Adler's education theory fits neither without distortion. Encouraging education based on IP holds aloof to extremities, is aimed at equilibrium between relying on external and internal determinations. It is a conception based on depth psychology and at the same time absolutely sensitive to society about man, child and education.

2. The second presumed factor is derived from the lack of a systematic IP education theory which has not reached or invaded each segment of school education.

The presentation compares the IP based education concept, and the applicability to the aspect of traditional and modern education theories.

## BRINSKELE, HERTA

Österreichischer Verein für Individualpsychologie (OEVIP), AT

### Gemeinschaftsgefühl. On the Ethical Dimension of a Key Term in Individual Psychology

#### DATE

Thursday,  
14 July, 3pm

#### LOCATION

HS II, ground floor

When Adler put the phenomenon of "Gemeinschaftsgefühl" at the centre of his considerations, he saw it as a counterforce to the aggression drive. With the further development of individual psychology theory, the term Gemeinschaftsgefühl is turning into a very multifaceted concept. The term is sometimes oscillating between being meaningful and being meaningless, making it even harder to work with. In order to capture the meaning of the term concisely, several levels of individual psychology terms must be differentiated. It does make a difference whether one argues on the level of therapeutic situations, on the level of clinical theory or on the level of meta-psychology. What is being focussed on and how one can think on it depends on this. While in Adler's later writing the action theory aspect of the Gemeinschaftsgefühl in the sense of a usefulness for society becomes more important, occasionally with a strongly moralising connotation, the question of how ethical imperatives receive their defining force becomes less and less his focus of attention. If in the Gemeinschaftsgefühl, psychic health and ethical behaviour conjoin, this correlation is of vital importance in the sense of its developmental psychology dimension. This paper investigates those correlations, focussing on comparing the ontogenetic considerations of the Gemeinschaftsgefühl with recent developments in other schools of thought.

## CANTARELLA, ALESSIA ANNA; GRANDI, EMANUELA

Istituto di Psicologia Individuale "Alfred Adler" Torino,  
Società Italiana di Psicologia Individuale (S.I.P.I.), IT

### Dismissing "Old Habitus": Trauma and Progress within Psychological Therapy

#### DATE

Friday,  
15 July, 2pm

#### LOCATION

3E, 3rd floor

An effective therapy requires the subject to uncover "embarrassing" aspects of his personality, and work them out to change the associated mental schemes.

To help the subject in this "deconstruction" and "restructuring" for a better balance, the therapist needs to understand the more important items in the the subject's history and lifestyle: the "family constellation", identifying interactions and profiles, "childhood recalls"

to identify the goals in lifestyle, "day-time phantasies" which show conscious or unconscious objectives, "night-time dreams", "working ways of vital tasks" which help understand his way of behaving and his social sentiment (self-focus vs. focus on others).

Through this data collection the therapist may understand the "mental habitus" (habitus = "clothes") of the subject and help him to understand how it has developed over time and why, also taking into account the daily imbalances he's experimenting.

Letting the old "clothes" go is not an easy ride, even if they are no longer functional and rather source of pain. Helping the subject in achieving this goal, is the ultimate aim of the therapy.

Our report shows how psychotherapy can become means of separation between the old and the new "habitus" of the patient that changes his lifestyle, his vision of the world and his behavior: this separation is not a trauma but it is a clear line of demarcation between the old and the new.

---

#### **CAUDANA, STEFANIA**

Istituto di Psicologia Individuale "Alfred Adler" Torino, IT

#### **The Courage to Live in the Separation.**

**"I have told a bit of my past: not because you know that, but to let you know that you will never know it" Wiesel**

#### **DATE**

**Saturday,  
16 July, 3pm**

#### **LOCATION**

**3E, 3rd floor**

In the centenary of the separation of Adler from Freud, it will be tried to propose and to reread in modern key the importance of such a trial. separation-individualization - and of the fear of the possible trauma whose it is connected to the light of the treatment of a clinical case.

It has to be underlined as such an evolutionary mechanism allows the subject to be individualized him - exactly as the fracture from Freud it has allowed Adler to define and to individualize the Comparative Individual Psychology in its aspects of differentiation from the classical Psychoanalysis. and to assume the responsibility of his own life and his own future.

In an olistic key the man, so characteristic to the light of the run of differentiation of the itself, must make the accounts with the "courage to live": just the "trauma", the suffering inevitably connected to the process of separation from the system of origin, can produce an energy that is channeled in the vital run of development.

#### **CECHOVA, DANIELA**

Comenius University in Bratislava, SK

#### **The Spread of Adlerian Ideas in Slovakia**

#### **DATE**

**Thursday,  
14 July, 3pm**

#### **LOCATION**

**5A, 5th floor**

Although Alfred Adler was born only 60 km from Bratislava, until recently he has received no recognition for his work in Slovakia, as in many other countries. The first original Slovak monograph from Adlerian field of work was written by Slovak psychologist Cecetka and published in 1937. For a long time subsequently, Individual Psychology was rarely mentioned in the literature or taught at our universities. The results today are remarkable. Individual Psychology is a very popular optional course for undergraduate students in the Psychology Department of the Faculty of Arts of Comenius University in Bratislava, the longest established Psychology Department in Slovakia. In addition, Individual Psychology is today taught within the courses of Developmental Psychology, Counselling Psychology, Educational Psychology, Clinical Psychology, and Psychotherapy. There are growing numbers of bc and master's theses from the field of work of Individual Psychology. The entire issue of the professional journal "Child Psychology and Psychopathology" filled with Adlerian contributions was published in 2007, the year of the 70th anniversary of Adler's death.

Membership of the Slovak Adlerian Society, established in 2002, is growing. The Society has organized two long-term psychotherapeutical training sessions: 2004-2007 and 2007-2010. In all, 28 professionals have completed their training consisting of 580 training hours. The Society has also organized Adlerian supervision training and six annual summer schools. This would not have been possible without the help of our American, Canadian and Swiss lecturers. As of today, there are six fully trained Adlerian psychotherapists in the Slovak Republic who have met all the EAP standards and others who are still within the training process.

In Slovakia, Alfred Adler is no longer regarded as the scholar of Sigmund Freud but he is accorded full recognition as one of the three pioneers of psychology.

*This abstract was written in cooperation with Katarina Ludrovská.*

## CHÁVEZ, JUAN LUIS

Center of Adlerian Studies, UY

### Adlerian Psychotherapy in a Detention Center for Women in Uruguay

#### DATE

Thursday,  
14 July, 4pm

#### LOCATION

3E, 3rd floor

This experience is endorsed by the Interior Ministry of Uruguay, Faculty of Psychology of the University of the Republic and Center of Adlerian Studies in Uruguay.

The referential theoretical-technical frame in which stands this experience is the Adlerian which tries to discover the life style of individuals with the aim of developing personality, the feeling of community, the search of meaning of the prison and extra-prison acts and their finality taking into account that individuals perform actions that aim to a conscious or unconscious end. The Adlerian definition of unconsciousness is: "what the individual knows but does not understand", so the goal is understand patients throughout the disclose.

The objective population is primary women who are in prison who are about to be free (six months).

Being in a detention center is a situation of vulnerability in itself. The experience started in 2006 until now and the therapeutical device is the following: twenty four sessions destined to seventy women.

One thousand and five hundred hours of Psychotherapy have already been worked. This research has been denominated: "The woman in prison and the development of her potential for the release".

In this Congress I will present my clinical work with five women who underwent this process.

The aim of sharing this experience of processes of Individual Psychotherapy in the environment of detention, with its strengths and weaknesses, done with young patients who have socioeconomic problems and low level of education is to show the positive changes in the self and hetero image and the view of the world.

## CHERASCO, PIERO

Società Adleriana Italiana Gruppi e Analisi (S.A.I.G.A.), Società Italiana di Psicologia Individuale (S.I.P.I.), IT

### Schizophrenia: Separation, Trauma, Development. Reflection on a Series of Clinical Cases in a Public Mental Health Service

The schizophrenic psychosis as a mental condition which expresses "an interaction between genetic vulnerability and environmental characteristics" can be considered at the time of its inception, as a

#### DATE

Friday,  
15 July, 2pm

#### LOCATION

3E, 3rd floor

separation from a previous state of health.

Dissociation, previous experience other than the mental condition of personal balance is the cause of symptoms that formalizes this dramatic disease.

This new situation for the subject, even though variously aware, is the source of a complex and thriving syndromic set that not only the psychological but which diffuses widely the physical plane, leading inexorably to social.

All of this experience is characterized as a deep shock (trauma) not only for the person who lives it, but for the whole family should share. The expression of the critical event triggering, in most cases come to clinical observation and further treatment, a chain (development) where new trauma alternate new dividing lines in a continuum of pathological mental, physical, cognitive and socio- family that only a structured and consistent therapeutic intervention and rehabilitation can at least hope to stop.

*This abstract was written in cooperation with Elvezio Pirfo and Augusta Gianara.*

## CSORBA, JANOS<sup>1</sup>; GRÓSZ, SOPHIE<sup>2</sup>

<sup>1</sup>Hungarian Society for Individual Psychology (MIPE), HU

<sup>2</sup>Semmelweis University, HU

### Inferiority Feelings of Adolescent Psychiatric Outpatients: Health Behaviour Variables

#### DATE

Thursday,  
14 July, 3pm

#### LOCATION

HS III, ground floor

*Introduction.* There is a shortage of scientific publications concerning traditional or new themes of Individual psychology and their relationships with other fields of psychological research.

*The aims of the present study* were to elicit health behaviour factors predictive of developing inferiority feelings (IFs) adolescent outpatients suffering from psychiatric disorder.

*Subjects.* Pannonia survey:636 patients 14 to 18 years old. Participating tests were: Columbia Depression Scale (CDS) including Beck Depression Inventory (BDI) and Ottawa Self Injury Questionnaire (OSI).Item inquiring about IFs towards the peers of the same sex/age was affiliated to the CDS questionnaire.

*Tests.* The self-report Columbia Depression Scale encompasses a wide scale of risk behaviour of adolescents including health behaviour variables such as substance/drug abuse, alcohol consume, smoking, depressive symptoms, behavioural consequences of addictive behaviour and emotional/physical symptoms of depression to interpersonal space and school. Suicidal thought, attempts, self-injurious ideas,

self-injurious acts were measured by OSI.

*Hypotheses:* worse health behaviour conditions should contribute to increase IFs in both sex.

*Results, conclusions:* from 11 variables only 2-2 have been proved as important predictors in boys and girls in the development of inferiority: Girls: increased role of depression and self-injurious events, their self-esteem depends more on school achievements. Boys: compensation function of smoking strikes and tremendous importance of earlier suicidal attempts.

Further research is warranted to research forms of IFs and place IP themes and issues into the study fields of social psychology and socio-psychiatry.

---

### DE VRIES, ISOLDE

Deutsche Gesellschaft für Individualpsychologie e.V. (DGIP), DE

#### How Adler Came to Hamburg

##### DATE

Thursday,  
July 14, 2pm

##### LOCATION

5A, 5th floor

There isn't any note that Adler had contact to Hamburg, but 2011 we can find a rich community of Adlerians (60 members of DGIP and 10 of ViBD). Encouraged by the book of Helmut Lück and Hermann Feuerhelm from 1997 "Bei den Gründern der Individualpsychologie - Eine Studienreise im Jahr 1932 (By the founders of Individual psychology - a research journey in the year 1932, told from Rommert Casimir) some of us have visited several other Individual Psychologists in Hamburg at their living and working place and asked for their roots and goals as an Adlerian.

In form of a short journey through Hamburg I will present the network of Individual psychologists, who are practising Individual Psychology in different kinds of work in school, counseling and therapeutic practice.

---

### DI SUMMA, FRANCA

Istituto di Psicologia Individuale "Alfred Adler" Torino, Società Italiana di Psicologia Individuale (S.I.P.I.), IT

#### Incidence of the Traumatic Areas in Separation and Individualization during a Marriage Crisis

The theme of separation will be tackled, the problematic areas that impede separation from paternal figures during emotional development and therefore distinguish oneself as an individual, carrier with a

##### DATE

Friday,  
15 July, 2pm

##### LOCATION

3D, 3rd floor

well identified and precise self. Both the psycho therapeutic experience and the experience attained as an expert for the Law Court on the subject of separation and the custody of children have highlighted how and what occurs when separation and individualization do not take place and singling out the impediments that prevent from building a steady and rewarding relationship with an effective partner and restrict a complete life together as a couple. If a couple's life is not harmonious difficulties arise when educating children. The statistical data imputes the problematic areas of individualization and separation and therefore the difficulty to find the emotional distance to maintain from the family of origin, the most common cause of separation and divorce. Two cases will be discussed. The first one concerns how an individual with a narcissistic personality disorder characterized by a symbiotic tie with the maternal figure is treated. The second one concerns a couple going through a difficult period where supportive treatment was suggested.

---

### DREIKURS FERGUSON, EVA US

#### Rudolf Dreikurs' Contribution to the Development of Individual Psychology

##### DATE

Saturday,  
16 July, 6pm

##### LOCATION

VHS Ottakring

Rudolf Dreikurs left Vienna, his birthplace, in 1937 and went to Brazil to give lectures. After founding the Society of Individual Psychology, of which he was made Honorary President, in Rio de Janeiro, Dreikurs went to Chicago to live, where he faced many obstacles. In his hospital internship, required before he could get a medical license in the USA, he found an inhospitable Freudian climate. His efforts to establish Adlerian work were continuously counteracted. Although his Child Guidance Centers helped hundreds of families, he was fought by the medical establishment. This presentation to commemorate 100 years of Adlerian psychology highlights some of the struggles and accomplishments of Rudolf Dreikurs, who was a true pioneer in bringing Adlerian psychology to the people of the world.

## ENOS, GEORGES

Société Française de Psychanalyse Adlérienne (SFPA), FR

### Alfred Adler, an Unknown (Precursor) Geriatrician

#### DATE

Thursday,  
14 July, 2pm

#### LOCATION

2H, 2nd floor

If Adler who was a pioneer in many fields (education, psycho-pedagogy, social medicine), has not dealt with the subject of old age, it is because in his time (1870-1937), it only concerned a minority. But today, this issue has become a social phenomenon. In 2010, 16,8% of France population was over 65 years old and life expectancy (which keeps increasing) is of 84,7 for female population and 78,1 for male population.

However, we may assert that Adler had sensed that he could not approach this issue without taking into consideration the social-economic aspect of medicine. Thus, in the " Livre de la sante pour le métier de tailleur" (1898) (Health book for tailors), and " Medecin comme éducateur" (1904) (practician to educate), he already points out the painfulness of numerous functions carrying factors of premature aging.

Lastly, his meaningful theory of compensating remains essential in all senescence evolution. To assume one's losses and deficiencies, while being able to come up with solutions to compensate for them during all stages of life, is one of the basis for an universal way of aging well. Furthermore, he would have been a convinced and convincing supporter of the insertion of essential clinical gerontology teaching in the training of all patricians.

## EROS, NIKOLETTA

### Severely Traumatized Children's "Happy Hour". The Psychodrama, an Open Group in the Child Oncology Department

#### DATE

Thursday,  
14 July, 3pm

#### LOCATION

3D, 3rd floor

It is well recognized that survival rates for many childhood cancer have improved a remarkable pace over the last four decades. We organized art therapy groups in the oncology departments since February 2009 at Semmelweis University, Budapest for hospitalised children. We invite them to play in various groups. In contrary to the hospitals treatments where they are permanently under the control of the doctors, in these groups they are allowed to make choices and make own decisions. Their presence is depending on their physical state and the number is changing, so we work as an open group.

The aim of the groups is the short term fulfilment of children's desire, and to provide them with „an happy hour" and to help the children to reintegrate to their family. This way we try to reduce the distress, isolation, trauma and to activate the creativity, life happiness specific for their age.

In our opinion the experienced self-strengthening, fulfilment of one's desire contribute to the self-confidence of the children and to the activation of the coping strategy. This way the psychodrama groups help the long term psycho-social rehabilitation.

This open group in the hospital has many specific features, which I would like to present in the lecture through a case.

## FELLA, FEDERICA; VEGRO, SIMONETTA

Società Italiana di Psicologia Individuale (S.I.P.I.), IT

### Parents' Separation: Which are the Development Opportunities?

#### DATE

Saturday,  
16 July, 4pm

#### LOCATION

HS III, ground floor

In the psychotherapeutic field, the parents' separation/divorce has a significant role in the minor's discomfort, such to represent a trauma. The following abstract brings out the useful responses of the children, in relation to the adversity.

In teenagers instead, the parents' separation, despite being painful, may lead to a healthy clarification for the children, especially when unsettled conflicts have been carrying on for quiet some time. Nonetheless, the positive effect of this clarification may be prejudiced when the children are involved as accomplices in the conflict between mother and father.

Daughters are often more involved compared to males of the same age, especially if they become their mother's confidant. In the case of two sisters for example, it may also occur that one of them takes one side, while the other is more understanding towards the other parent, perhaps just to be different. Sometimes instead a new form of union may be created between the two sisters, which may be useful for meditation, especially when the parents, already burdened by their personal sufferings, are not able to handle those of their children. For this reason, within the therapeutic setting, it is important to understand the quality of the interactions that are being generated among the various family members. Therefore, in view of development, it may be useful to promote in the youngster, the alliance with the brothers and sisters, if present, in order to favour in each child, the ideal emotional climate to deal pro-actively with the arisen difficulties. For the youngster is thus possible to find an alternative route

that allows him to reconnect to the main road, which is temporarily not practicable, but tangible and objective sign of his/her origin that cannot be deleted, but that shall always be recovered and valorised, in appropriate ways.

---

**KEY LECTURE****FERRERO, ANDREA**

International Association of Individual Psychology (IAIP), Società Italiana di Psicologia Individuale (S.I.P.I.), Società Adleriana Italiana Gruppi e Analisi (S.A.I.G.A.), IT

**Dealing with separation.****Theoretical and technical issues of Sequential Brief – Adlerian Psychodynamic Psychotherapy (SB-APP)****DATE**

Friday,  
15 July, 9.10am

**LOCATION**

Audimax

(1) Recent research findings concerning the impact of attachment and separation traumas on development and course of borderline disorders are outlined.

(2) Sequential Brief-Adlerian Psychodynamic Psychotherapy (SB-APP), a time-limited treatment (40 weekly sessions) for borderline disorders is presented. SB-APP is delivered in sequential and repeatable modules as a part of a multidisciplinary clinical program in Mental Health Services (MHS) and focuses four personality functioning levels (PFL). SB-APP-practitioners conceptualize interventions along a continuum. They select their interventions both in conservative (respecting and strengthening patients defenses) and mutative way (provoking a change in the patients defense mechanisms), according to personality organization.

(3) Borderline patients' lack of continuity and fear of abandon have to be carefully taken into account. SB-APP treatment strategies in order to avoid drop-out, regression and negative behaviors are described, also providing case material and clinical examples. They concern a) whole clinical program definition (patients must have a stable therapeutic relationship with MHS); b) staff training on borderline patients unusual way to search help; c) rigorously defined psychotherapeutic setting; d) relationship distance regulation during sessions; e) transference and countertransference dynamics exploration. Technical issues will be illustrated by the presentation and commentation of cuttings of therapeutic sessions and dialogues between patients and psychotherapists.

(4) Finally, some preliminary results of a randomized study are presented, concerning SB-APP treatment effectiveness, particularly considering dependence, recurrences and hospitalization at the end of psychotherapy.

**FERRIGNO, GIUSEPPE; PAGANI, MARIA BEATRICE**

Scuola Italiana di Psicoterapie of the Istituto Alfred Adler Milano, IT

**The End of the Analysis and Separation:  
Emotions in Countertransference****DATE**

Friday,  
15 July, 4pm

**LOCATION**

HS II, ground floor

The end of the analysis brings all the emotions related to a separation and implies painful experiences connected to the concept of abandonment, both by the healer and by the one that is healed. The elaboration of separation and of the loss often plays a leading role in psychotherapy. The ability to overcome an abandonment, and therefore a loss, represents by itself a sign of recovery. Besides, it might be useful to examine in depth this phenomenon, also from the point of view of the analyst, as long as behind the choice of the profession of psycho-therapist there are most of the times reasons that trace back to the compensation of an emotional void: the analyst is a "wounded healer" who, in the final phase of the therapeutic course, might feel emotions of contro-transferral kind, which originate from envy and anger and which in the end become, once he is aware of them, just an expression of the emancipation of the patient and of the success of therapy, but also the resistance of the analyst to part from the patient who is now able to take care of himself through the work done by the therapeutic couple. All this represents an incentive to stimulate further research on the continuous and unavoidable flux of emotions in the two-ways-relationship of the healer and the one that is healed, in order to think about the necessity, for every good therapist, of being able to monitor the intrapsychic, the intersubjective and the interindividual, ability which is acquired only through personal analysis, didactic analysis and supervision. This is the only way to avoid that treatment satisfies the needs of the therapist rather than those of the patient.

---

**KEY LECTURE****FINGER-TRESCHER, URTE DE****Trauma and Re-enactment****Or: Why is it so Difficult to Understand the  
Consequences of Traumatic Experiences?****DATE**

Saturday,  
16 July, 10.45am

**LOCATION**

Audimax

The talk will focus on the complex processes of inner-psyche digestion of traumatic experiences, as well as on the various ways in which these experiences are expressed in educational relationships. It will be shown that traumatised individuals subconsciously try to avoid the repetition of traumatic experiences, but at the same time

subconsciously tend to re-enact them. Using case material, it will be illustrated how difficult it is to understand these repetitions and which responsibilities arise from them for those who work in the various fields of education and counselling.

In the talk, reference will be made to the presentation by Gertrude Bogyi on "Traces of Overwhelming Helplessness. Traumatic Experiences as a Subject of Brief Crisis Intervention, Counselling and Psychotherapy", as well as to own experience from the field of therapy and counselling.

---

**FÜRSTALLER, MARIA; HOVER-REISNER, NINA; DATLER, MARGIT; DATLER, WILFRIED**

University of Vienna, AT

### The Development of Social Involvement in Day Nurseries. The Contribution of Children and Adults towards Overcoming Early Separation Processes

**DATE**

Saturday,  
16 July, 2pm

**LOCATION**

2G, 2nd floor

Alfred Adler, in many of his writings, emphasised the importance of the experiences typically encountered by children, as they go through school, for the development of social interest and social feeling. By contrast, he was never much concerned with institutions such as kindergartens or day nurseries. It was, therefore, of particular interest to us to scrutinise more closely the importance of the experience of separation for these very young children as it occurs in the transition from family care to day care in nurseries. It is a question that has been subjected to extensive analysis as part of the study "Toddlers' Adjustment to Out of Home Care", which, among other research tools, employs "Young Child Observation" according to the Tavistock model. Here, in referring to observational material, the contributions made by the caregivers, but also by the children themselves, in coping with the experience of separation and the development of social interaction and involvement, is discussed by the members of the study panel, and the importance of the interplay between the nursery staff and the children, as well as the impact of peer interactions, on the development of social interest and social feeling is subjected to particular attention, while the responsibilities that professionals have in the processes of early education are also given their due consideration.

**GATHMANN, PETER**

Österreichischer Verein für Individualpsychologie (OEVIP), AT

### Organ Inferiority and Narcissism: An Interdisciplinary Psychohistorical Study on J.P. Goebbels

**DATE**

Thursday,  
14 July, 4pm

**LOCATION**

3B, 3rd floor

While historical research has made enormous progress, the accompanying psychological, in particular depth-psychological analysis, remains almost untouched.

Psychohistory, a rather recent form of interdisciplinary approach, uses the classical historical methods combined with linguistic instruments and depth-psychological findings. The latter developed in the intimacy of the dyadic dialogue, the re-staging of infantile pathological child-parent-interaction. Even if the disclosure of the "material" obtained is incompatible with the confidentiality of therapy, the findings include crucial insights of social and political value. This was known and used by A. Adler from the beginning of his publications. In psychohistory research we have to discuss the central methodological problem whether it is scientifically legitimate to use depth psychologically based psychotherapeutic techniques in this interdisciplinary task.

After five years of research in 38 archives as well as research in literature, oral history, acoustic and optic material on J.P. Goebbels, the enormous material sampled underwent a depth-psychological analysis. (Narziss Goebbels, published by Böhlau, 2009)

The working hypothesis used in the analysis of Goebbels' infancy, his crippling handicap, literary production, political career and suicide, is based on Adlerian concepts (organ inferiority, compensatory striving etc, and recently/2010/ H.G. Lang's observations on rage, hate and hatred) as well as the theories of narcissism as described by Kohout, Kernberg and Akthar/Tomsen.

We found it worthwhile - encouraging further efforts - to draw parallels and compare Adlerian and Narcissism concepts in description and assessment of Goebbels' neurotic symptomatology.

The findings suggest the usefulness of ongoing cooperation between psychotherapists of the above-mentioned affiliations in detecting and understanding actual historic undercurrents, particularly the ubiquitous neo-fascistic, the fundamentalist and the terroristic movements.

**GEHRINGER, MANFRED**

Deutsche Gesellschaft für Individualpsychologie e.V. (DGIP), DE

**Stirb und Werde****DATE**Thursday,  
14 July, 4pm**LOCATION**

2H, 2nd floor

The pc-projected presentation wants to shed a light on the psychological relationship between death as a "natural event" and the death of love and herewith also on two topics: death and love which hitherto have been widely neglected by mainstream psychoanalysis. A broad array of samples from literature, film, non-mainstream psychoanalysis (Yalom) and philosophy (Jankelevitch and Macho) will be used for illustration. The pivot point of my line of argumentation however will be Igor Carusos thought that an investigation in the separation process of lovers is also an investigation of the presence of death in our lives. In Carusos words: "Die Liebestrennung zu untersuchen heißt die Gegenwart des Todes in unserem Leben untersuchen."

**GHIDONI, CLAUDIO**

Istituto Alfred Adler Milano, IT

**Childhood, a Time of Separation for the Community****DATE**Saturday,  
16 July, 3pm**LOCATION**

2G, 2nd floor

The lifestyle of the mother and father in relation to the need for tenderness of the child, bear to the sense of community and creating the ideal aimed at self-realization. A difficult period of zero to three years, characterized by steps, separation and abandonment indicates that the child with symptoms and behaviours that require rapid interpretations.

The history of Sofia two years, observed in the kindergarten, testifies to his psychological journey, from a symbiotic state of otherness, acted with aggressive strategies and creative to meet their autonomy after handling a symbolic community of the school. Sofia here is the thought, affection and sociability.

**GRANDI, EMANUELA; MORCINELLI, MARIA**

Istituto di Psicologia Individuale "Alfred Adler" Torino, Società Italiana di Psicologia Individuale (S.I.P.I.), IT

**Counselling in Divorcing****DATE**Friday,  
15 July, 3pm**LOCATION**

3D, 3rd floor

The "Counselling" approach is spreading in Italy as well as in other European countries, for many reasons. It is primarily focused on improving health and well-being rather than healing, and is applicable to different subjects (individuales, families or groups) to help overcome challenges in different life situations.

Counsellor and counsellee build a relationship targeted to promote change and better usage of available resources.

In case of divorce, involving a psychologist is not mandatory, unless major emotional problems arise. At the same time, that kind of situation is a "natural match" for Counselling: no need for rearrangement of personal structure but focus on specific themes; no long timing for application; availability both from public and private sector professionals.

Counselling may help to avoid the conflict escalation, including lawyers and courts, and to stabilize the emotional well-being for both parents and children.

**GRANDI, GIAN PIERO**

Istituto di Psicologia Individuale "Alfred Adler" Torino, IT

**Thoughts about Physical and Psychological Trauma****DATE**Thursday,  
14 July, 4pm**LOCATION**

2G, 2nd floor

This paper aims to highlight an "individual-psychological" approach to the Trauma theory developed by Sandor Ferenczi.

"Trauma" is a very well-known concept across many different professional fields; it relates to both the real event and the emotional consequences of it.

The event may be either a single and highly problematic situation, or a set of small but repetitive and related cases.

The "trauma" must be worked out within a therapeutical setting because " (it) provokes a kind of explosion, a destruction of the links between contents and psychological systems" (S. Ferenczi).

This approach is well complemented with the contribution of Alfred Adler; in the following of the paper, empirical evidence is shown coming from the training experience of young psychologist in the "Scuola Adleriana di Psicoterapia di Torino".

## GRANDI, LINO GRAZIANO

Istituto di Psicologia Individuale "Alfred Adler" Torino, Società Italiana di Psicologia Individuale (S.I.P.I.), IT

### Trauma and Psychotherapy

#### DATE

Thursday,  
14 July, 2pm

#### LOCATION

2G, 2nd floor

The theoretical framework of psychic trauma, that up till now has been one of the explanatory theories of the psychogenesis of neurosis has fallen apart and has been replaced by the theory of fantasizing desires. Therefore, the origin of neurosis relates to the "endon" much more than to the relationship.

Moreover, it has been suggested to abandon the interactive world and move towards psychic intro-flexion in the boundaries of the mind. Infantile traumas are part of the category from which adult therapy is observed. We are therefore going ahead with our research trying to provide a meaning to what we have observed and the features recall a metaphorical and analogical process.

Therapeutical treatment shall concern itself with the emblems or hints of infantile traumas that will be discussed later on.

The treatment shall be able to create "situations" as requisites so as to start a separation process first of all followed by development. Antagonism and incompatibility are often found between the trauma and its representation. Particular attention shall be paid not to what has not taken place but to what has not been able to take place, that is, a painful situation that has caused negative effects and brought about self laceration. The traumatic experience results in steering the more economic aspect of the trauma with respect to the fragility and boundaries of protection. To sum up, in substance trauma delineates the negative and disorganizing forces of traumatic events.

## GSTACH, JOHANNES

University of Vienna, AT

»The founding of the Counseling Centre revealed itself to be both a necessary continuation of, and a practical addition to, my lectures.« (Adler)

### On the Beginnings of Individual Psychological Counseling for Parents and Teachers in Vienna

#### DATE

Saturday,  
16 July, 6pm

#### LOCATION

VHS Ottakring

Shortly after the end of the First World War, Alfred Adler started up the first educational counseling service in Vienna. In the sociopolitical context of the social democratically governed "Red Vienna", Adler and

his colleagues were able to develop a significant variety of activities in the fields of counseling and education during the 1920s, with social democratic as well as upper-middle-class and Catholic institutions fitting in with the precepts of individual psychology.

The lecture traces the genesis and subsequent development of educational counseling under the auspices of individual psychology in "Red Vienna" and, at the same time, highlights the social political environment in which these activities could flourish. Apart from considering some of the notable figures who worked with Adler and who were active in educational counseling, the reasons for the decline of the individual psychological experiments in the field of education are also discussed.

## HARMS, ANDREA; PAWLOWSKY, GERHARD

Viennese Circle of Psychoanalysis and Self Psychology (WKPS), AT

### Would Adler and Kohut have Spoken a Common Language?

#### DATE

Thursday,  
14 July, 4pm

#### LOCATION

3B, 3rd floor

Adler and Kohut belonged to different generations in psychoanalysis. We ask, if there are parallels in their view of psychoanalysis, or more general, in their view of man and his determination? The paper follows the tracks of Adler and Kohut on behalf of the origin of neurosis, drive theory, developmental psychology and the relation of man and society. The anticipation of later developments in psychoanalysis in the work of Adler are described as well as similarities with Kohut's theories; historical achievements and differences of the work of both of them are validated.

## HARTSHORNE, TIMOTHY S.

North American Society of Adlerian Psychology (NASAP), US

### Transition to Independent Living for Adults with Disabilities: Facing Separation

#### DATE

Saturday,  
16 July, 2pm

#### LOCATION

3C, 3rd floor

"What will happen to our child when we grow old and can no longer be caretakers?" Parents want their children to have long, productive lives. But if their child has disabilities such that their child cannot live alone by themselves, then what will become of them? The separation is difficult for parents when any of their children become young adults and leave home. When that child has disabilities, particularly when the disabilities are severe, the parents may feel reluctant to let them leave

at all. But from a developmental perspective, how is the young adult going to continue to develop their social interest and life tasks if they are kept at home with their parents? There are three general alternatives for adult home placement: staying with the parents, living in a group home/institution, and living in one's own home with supports. Each alternative has positives and negatives, and any decision is a four component process: 1. Identify desired Life Experiences & Goals, 2. Determine Pattern & Intensity of Support Needs, 3. Develop Individualized Plan, and 4. Monitor Progress. This decision is complicated by several factors: the availability of local models; the parent instinct to protect and keep close; guilt that makes any choice worrisome; and not knowing the person's own preferences because they cannot state them. Adlerian's recognize that we are all socially embedded, and so any decisions affecting the adulthood of a person with severe disabilities need to consider how that individual can best be supported within their own community, in order to continue the development of the life tasks and social interest. Parents must find the courage to make decisions that promote a positive future for their child. These issues will be illustrated with a case example.

---

### HAZÁN, YAIR

Centro de Estudios Adlerianos of Uruguay, UY

#### Adlerian Psychotherapy in the Future

**DATE**

Friday,  
15 July, 3pm

**LOCATION**

5A, 5th floor

In the past, Adlerian psychotherapy was fruitful. It served as inspiration for most of the techniques and methods now in use. Even now it is still vigorous and effective. Its epistemological roots turn it into a current theory, covering a large span that extends from Vaihinger's fictionalism to Piaget's constructivism. Its ethical and axiological conception is by no means the least of its contributions, from the search of the meaning of life to the sense of living in community, mediated both by the desire to place man alone standing at the razor's edge of loneliness and his need of belonging.

With this wealth of practical and academic experience, we should review the Adlerian's contributions in a century, and the development that other psychotherapies have had on their own. And apply our own developments. We shall find convergences and divergences. We should envision a new model that aims at constant change, but with a need for fixed points. With this metaphor we shall be able to use the lever that Archimedes claimed could move the world.

After an extended period of conditioning imposed by fashion dictates that posed as scientific but left us helpless in the face of anxiety and the lack of real company, and senselessness, we must understand

once again that "everything can be another way." Change and advances in genetic and environmental control design methods lead us to use our maximum creative power, while climate change is a non-plastic reality, and genetics constantly tells us "memento homo ...." We are facing the challenge of renewing deep, positive, holistic, teleological, and axiological therapy that will position us with courage in a range of techniques and methods that are already under construction.

---

### HIGHLAND, RICHARD A.

North American Society of Adlerian Psychology (NASAP), US

#### Lifestyle and Traumatic Early Recollections of Murderers and Nonviolent Offenders: An Empirical Study

**DATE**

Saturday,  
16 July, 4pm

**LOCATION**

2i, 2nd floor

To date, there are no empirical studies that have included all of Adler's theoretical constructs of social interest, pampering, activity level, and criminal planning as it relates to the lifestyle and traumatic memories of murderers and nonviolent offenders. This presentation will provide the participants with empirical findings that support some of Adler's ideas on criminality. The findings support his ideas on social interest, activity level [ADHD], and certain thematic themes in the early recollections of the murderer sample. Support for Adler's pampering construct and criminal planning did not appear to be supported in this forensic sample. The presentation will consist of a brief summary of Adler's Theory of Crime, and a description of the sample, study, and findings. The remainder of the presentation will focus on the content and trauma themes of murderers and nonviolent offenders.

---

### HOELZER, KLAUS

Institute of Depth Psychology, Group Dynamics and Group Therapy (ITTG), DE

#### Reviewing the Importance of Phyllis Bottome as a Student and Biographer of Alfred Adler

**DATE**

Saturday,  
16 July, 3pm

**LOCATION**

3D, 3rd floor

The absence of numerous records and documents about Alfred Adler's life and personality was often regretted. Today we depend mostly on the accounts of people who have been closely involved with him and his work. Among these were the English writer Phyllis Bottome (1882-1963) and her husband Ernan Forbes Dennis (1884-1972). After Adler's death in 1937 Bottome, after having finished her novel *The Mortal Storm*, dealing with the European political situation, hurried back to

Vienna to interview within ten weeks relatives, friends, students and colleagues in gathering information for her Adler-biography. In the years since then new biographies of Alfred Adler have been published, some containing harsh critiques of Bottome's biography. A recent biography of Phyllis Bottome, however, throws new light on her importance as a writer, and as a student and biographer of Alfred Adler.

The proposed paper, which can be seen as a contribution to the history of Adler's later years in the United States and Great Britain, will demonstrate not only that this critique is unjustified, but also that some of Bottome's important and critical observations have yet to be adequately evaluated. Furthermore, I wish to show how Bottome used all of her considerable influence as a writer to spread individual psychological thinking throughout the English-speaking world. Bottome made it clear that democracy is not only a political system, but also a principal to be applied in daily life. Bottome's later writings showed her to be an enthusiastic supporter of Adler's endeavour to introduce his individual psychological ideas to an English-speaking world.

---

**IMODA, FRANCESCA; FELLA, FEDERICA; ROSA, ANNA**

Institute of Individual Psychology "Alfred Adler" Torino, IT

**Symbolic Distress.**

**Possible Instruments to Overcome Trauma**

**DATE**

Thursday,  
14 July, 4pm

**LOCATION**

4C, 4th floor

The influence of a reparative function on significant adults in child trauma can be understood as a bridge to any future possibility of their openness to religious experience.

Clinical experience derives that the image of God is built not so much on the catechesis that the person has received, but the psychic representations of the divine arising from its psychodynamics.

It follows that the trauma suffered by children significantly disturb their chances of opening up to trust, to hope, and then, consequently, their ability to be openly religious.

The traumatized child, unwelcome, cannot get rid of the illusion of omnipotence, he takes refuge in narcissistic and destructive certainties (omnipotence, idealization) as a last defense to prevent psychosis. They cannot accept the difference, ambivalence, the fact that a meeting with another also reveals their limits.

From the moment the child "splits" they cannot accept the symbolic distress. In other words they are not able to reconcile the different pieces into a coherent whole comprising:

1) their internal and external world,

2) their being with their experience,

3) the world of ideals with reality,

4) their mind with their heart,

5) the past with the future.

Symbolic distress is the result of a slow journey towards the achievement of a sense of cohesion with the ego and others.

Being able to combine and accept ambivalence finally gives a sense of the basis of a center that can magnetize all things, guidance, a sense that these things are not separate.

I will present an experimental section. The intent of this section is to highlight the changes in the personality of traumatized adults (those adults that in their life history had a trauma in their childhood) after they have had a reparative experience through psychotherapy.

---

**JONYNIENE, JOLITA**

North American Society of Adlerian Psychology (NASAP), LT

**Adlerian-Based Parenting Program in Lithuania:  
Developing the First Step**

**DATE**

Saturday,  
16 July, 2pm

**LOCATION**

2H, 2nd floor

Parents in the former soviet countries such as Lithuania are faced with a number of familial and external challenges related to stressful work situations, decrease of support from extended family and social agencies as well as an increase of one parent families. In addition to these factors, many families have been traumatized by parents emigrating to other countries for higher salaries and leaving the children in the care of others. From a development perspective, children may suffer the consequences of these situational factors. From our perspective, we believe that parents could benefit from psycho educational information related to parenting which might increase their chances of dealing with their children more effectively when one or more of these life events occur. Though various parenting programs can be found in Lithuania, most of the approaches are incoherent and lack a theoretical base. With this in mind, an evidence-based parenting program - the Systematic Training for Effective Parenting (STEP; authors - Don Dinkmeyer Sr., Gary McKay, Don Dinkmeyer Jr.) - is being implemented for the first time in Lithuania. The program is based on the principles of Individual Psychology and consists of clearly structured sessions, parent manuals and detailed leadership manual.

The purpose of the presentation will be to briefly introduce the program to the participants and describe a research study which was designed by the presenters to test the effectiveness of the STEP program with a Lithuanian sample of parents. The presentation will

include ways of recruiting parents via a website related to the program, training of leaders and translation of the STEP Parent's Handbook into the native language. We believe that this Adlerian-based parenting program can provide parents with skills that may address the developmental needs of their children as well as the trauma's related to challenging events experienced by families. This abstract was written in cooperation with Roy M. Kern.

---

### **KAKIUCHI, KUNIHICO**

Japanese Society of Adlerian Psychology (JSAP), JP

### **A Group Approach of Life-Style Analysis**

#### **DATE**

Saturday,  
16 July, 3pm

#### **LOCATION**

2i, 2nd floor

A group life-style analysis process which utilizes cards and discussion is reported. The purpose of the group is to help a participant to realize their private logic and to help him/her to develop community spirit (Gemeinschaftsgefühl).

A volunteer informant tells the group one of his/her early recollections. He/she is asked to separate it into paragraphs, and to write down each paragraph on a separate card (Paragraph Cards). Paragraph Cards are placed horizontally following the order of the original text. Members of the group examine each Paragraph Card and discuss the emotion and the reason relating to each paragraph. Each idea is written on a card (Feeling/Thought Cards) and put under the corresponding Paragraph Card making a vertical column. A few Feeling/Thought Cards are made to each Paragraph Card.

After preparing Feeling/Thought Cards to all the Paragraph Cards, members discuss to sort them by semantic similarity into stacks of Feeling/Thought Cards and give a title to each stack (Title Cards). A Title Card is put on the top of each stack of Feeling/Thought cards. Now each of the Paragraph Cards is followed by a vertical column of some Title Cards.

Then the members discuss to make a meaningful text by Title Cards. It is most likely that the group constructs a few meaningful texts (logical plots), for an early recollection. Each of the constructed logical plots is regarded as a candidate of the informant's private logic. The informant has freedom to select one among them.

In this method, even non-professional people can deal with a life-style topic in a safe and encouraging manner without giving any traumatic damage to the informant. It is not only useful to develop community spirit of the informant but also of other group members through seeing with others eyes and feeling with others heart.

### **KAPUSTA, NESTOR**

Medical University of Vienna, AT

### **Psychoanalysis and Individual Psychology: Understanding the Split.**

#### **DATE**

Thursday,  
14 July, 2pm

#### **LOCATION**

3B, 3rd floor

Alfred Adler's contribution to the understanding of the aetiology of neuroses was multifaceted. His thoughts and ideas, however, first seemed incompatible with psychoanalysis around 1911. An increasing tension between Freud and Adler led therefore to a split between the two persons and then between both disciplines. Driven by understandable forces and pulled towards personal aims, both Freud and Adler developed their own theories. One hundred years later, some modern psychoanalytic theories are much more compatible with adlerian thoughts than at the beginning of the "psychological century". What once seemed contradicting is not anymore. This process of integration and understanding of both sides of the split is an interesting endeavour and worth a closer look.

---

### **KARPATI, GYONGYVER**

Hungarian Society of Individual Psychology (MIPE), HU

### **The Development of Maternal Identity and Appearance of its Disorder in the Adlerian Psychotherapy**

#### **DATE**

Thursday,  
14 July, 2pm

#### **LOCATION**

3E, 3rd floor

The lecture refutes the accusation related to the determinism of the Adlerian life style when investigates the change in deep level Ego of women assuming a child. The psychotherapy cases of 25 women refer to the three-phasic development of maternal Ego-consciousness (pregnancy, delivery and post partum time). According to a holistic view, the physiological changes of pregnant body affecting the psychic structure break through/to pieces the equilibrium of dynamic parts of personality and the life style accumulates its layers based on anxieties, inferiority feelings and sufferings, that is the way of forming the motherhood.

In the healthy development of maternal Ego, it is important the management of fictions as imaginary possibilities (pregnancy - child as fiction), experience of individual success (delivery - success, satisfaction, completion) and the fulfillment of community feelings (postpartum self-help group of young parents, supporting matrix). The relationship with the foetus and infant, the intensive reciprocity between the mother and baby create the layer of maternal role within the Life

Style, self-knowledge and identity of herself like a mother. In consequences, there are changes in the attitudes towards world, people with new aims, tools and often surprising newly formed feelings.

In the individual life situation of the patients if husband/father of the child/good physician, midwife/nurse/parents of their own - all lack, the supportive presence can be „replaced“ by the therapist in the climate of old-original confidence of the session. On the basis of the effects of corrective emotional experience, the feelings of self-worth grow and the patient is able to leave the therapy with the Ego-consciousness of the good-enough mother.

---

**KENDE, HANNA<sup>1</sup>; BASTIANINI, ANNA MARIA<sup>2</sup>; RAVIOLA, MARCO<sup>2</sup>; MORMIN, GEORGES<sup>3</sup>**

<sup>1</sup> Hungarian Society of Individual Psychology (MIPE), Société Française de Psychanalyse Adlérienne (SFPA), FR

<sup>2</sup> Istituto di Psicologia Individuale "Alfred Adler" Torino, Società Italiana di Psicologia Individuale (S.I.P.I.), IT

<sup>3</sup> Société Française de Psychanalyse Adlérienne (SFPA), FR

**Adlerian Psychodrama, a Method for Protecting the Soul, the Originality and the Personality of the Traumatized Child in the Virtual Era**

**DATE**

Thursday,  
14 July, 3pm

**LOCATION**

Small Ceremonial  
Chamber

Children engage passionately with virtual networks that offer them multiple compensations: to get rid of their frustrations, their traumas, their solitude, to make up for their failures, fulfill their desires, to let them have friends, to become heroes, to obtain powers in the absence of any counterparts, and particularly, without making any efforts on behalf of others.

What is the nature of our relationship with the virtual, with the generation of digital natives or the "net generation"? Can we simply pay no attention to all of this, even though we are dealing with a ubiquitous phenomenon, perhaps even a mutation? Children are reading less, their imagination is shaped by television and virtual games.

In Adlerian psychodrama with children, we are attempting to help the child overcome traumas and deprivations by using his own internal resources. We offer the child the possibility of projecting himself into a magical world that is not prefabricated but elaborated by the child's own imagination, and to replace the will to power with Gemeinschaftsgefühl, the sense of collaboration within the group, of sharing with others.

The question is thus how to stimulate development in children who have been saturated with images, actions, heroes and aggressive combat sometimes entirely gratuitous and sometimes directed against an imaginary enemy, how to facilitate their access instead to situations and ideas that emerge from their own soul. Along with my Italian and French colleagues, we are going to present the Adlerian method of psychodrama with children through examples, and to show how we can help traumatized, anxious, aggressive or inhibited children to find themselves, their own unique individuality, their souls.

---

**KEPALAITĖ, ALBINA**

Lithuanian Society of Individual Psychology (LIPD), LT

**Separation in Adolescence. Possibilities of Coping**

**DATE**

Thursday,  
14 July, 2pm

**LOCATION**

4C, 4th floor

Diseases, various traumas, which take a long time to cure, can have an impact on the decrease of self-esteem of the child and the worsening of his/her emotional state. The situation exacerbates because of separation from the ordinary environment. Thus a need arises to provide such teenagers with timely psychological support that would be efficient during their stay in a sanatorium or hospital and would add to the development of personality later upon returning to their ordinary environment. One of the ways of such support, activating the child's personality resources, could be play therapy. In this research, a play therapy method based on the principles of psychodrama and developed by Raimundo (2009) was chosen to activate the personality resources. The following play therapy sessions were applied to late adolescents: the method of "pillow" - positive early recollections; social atom of friends and family; first step method, which shows an opportunity to create new positive relationships instead negative one. The play therapy sessions were conducted on the counseling principles of Individual psychology. Each child was allocated five hours of individual work. The duration of each play therapy session was 45 minutes. The teenager could attend the play therapy sessions at the time convenient for them (with regard to the time of their health procedures and classes) every two or three days. All the adolescents finished the round of meetings meant for the research within two or three weeks. The changes of emotional state were measured by questionnaire of four basic emotions before and after the play therapy sessions. The application of the method of play therapy helped to improve the emotional state of teenagers: it decreases sadness and fear by strengthening positive emotions. No changes in anger were obtained.

**KREISMANE, IVETA**

Association of Individual Psychology in Latvia (LIA), LV

**Small Country - Interesting History:  
The Development of Individual Psychology (IP) in Latvia****DATE**Thursday,  
14 July, 4pm**LOCATION**

5A, 5th floor

The initial stages of the end of twenties of the last century correspond with great activities in development of ideas of IP in Europe. Our small country Latvia has had a short time of independence between 1919 and 1941. Individual psychology had an important role during that time of history of psychology in Latvia. The first Individual psychology society was established on March 18, 1928 in which many teachers, doctors, kindergarten teachers, lawyers took part. There were also separate Individual psychology departments in both societies of lawyers as well as educators.

During that time the work of Manes Sperber, Ferdinand Birnbaum and Otto Spiel had a great influence on pedagogical and psychological fields of Latvia.

The evidence of those meetings can be found in Latvian National Library archives. There are reports on how the common agreements were formed by those involved about the future goals and tasks that should be achieved.

Meanwhile several important representatives in Riga wrote books and essays about IP and IP related subjects. For example, Janis Bundulis, who published an essay in which he analyzed the Bible story of Joseph and his brothers using IP methods.

Latvia was occupied during the Second World War. During that time psychology as such and psychologically educated people were not confirmed by the political views of soviet dictatorship. The new period of Individual psychology in Latvia started along with regaining independence in 1990. In 2002 Individual psychology Institute was established offering an opportunity to receive diploma of counselor of Individual psychology. Individual Psychology Association in Latvia was established in 2008.

All above mentioned and many interesting publications about what was taking place in Latvia will be mentioned in the lecture.

**KEY LECTURE****LAFOUNTAIN, REBECCA**

North American Society of Adlerian Psychology (NASAP), US

**A Holistic Approach to Assessing and Treating Children and Adolescents who have Experienced Trauma****DATE**Saturday,  
16 July, 11.20am**LOCATION**

Audimax

In this response to Gertrude Bogyi's "Traces of Overwhelming Helplessness, Traumatic Experiences as a Subject of Brief Crisis Intervention, Counselling and Psychotherapy," I will explain my holistic approach to assessing and treating trauma. This biopsychosocial approach takes into account that children and adolescents experience trauma in their own unique, individual way based on where they are in terms of their development, how they perceive the situation, how their life style plays a part in their coping, and the resources within their social context. I will be speaking of on-going treatment following the stabilization of the precipitating event and I will discuss how Adler's fundamental principles, such as encouragement, can move a child or adolescent from a position of helplessness to one of feeling capable. In this approach I define a successful outcome as one where a child or adolescent shows a return to age-appropriate functioning in the tasks of life as delineated by Adler. My message will be that when professionals employ an understanding of the dynamics of trauma along with using Adler's Individual Psychology as their theoretical framework, they have the essential skills for working with children, adolescents and families who suffer from trauma.

**LAFOUNTAIN, REBECCA**

North American Society of Adlerian Psychology (NASAP), US

**Easing the Trauma Experienced by Late-Placed Adopted Children through Individual Psychology Practices****DATE**Saturday,  
16 July, 2pm**LOCATION**

HS III, ground floor

This lecture will provide a framework for understanding and encouraging families with late-placed children (those children adopted at age 4 and older) based on the Individual Psychology of Alfred Adler. First, the presenter will provide a review of the adoption literature emphasizing the trauma experienced by both parents and children since adopted families are built through loss. She will discuss the specific dynamics related to adopting the late-placed child and the effects on all family members. The presenter will share her conclusions that the parental characteristics that adoption researchers have identified that contribute to the success of special needs adoptions (including the late-placed children) are consistent with those parental traits and

behaviors promoted in the Individual Psychology literature. The findings included such variables as good listening skills, encouragement, a tolerance for ambivalent and negative feelings, the ability to find happiness in small increments of improvement, flexible expectations; all of which are consistent with the democratic parenting practices promoted in Individual Psychology. Constructs of Individual Psychology such as belonging, equality, and community feeling will be included. The presenter will use a case study as the thread that will tie together each part of the presentation. A brief outline follows:

Part One: Realistic Expectations of Adoption

Issues Parents and Children Bring into the Newly Constituted Family  
Forming the Family

Parents' Loss Issues

Children's Loss Issues

Attachment and Belonging Issues

Equality

Emotional and Behavioral Issues

Part Two: Encouragement for Parents and Children

Expectations by Parents

Children's Fantasies

Encouraging Parents

Encouraging Children

Democratic Parenting Built on IP Practices

This lecture is based on the manuscript, Individual Psychology as a Framework for Understanding and Encouraging Adoptive Families with Late-Placed Children, that has been accepted for publication in the Journal of Individual Psychology, Vol. 67(3), to be published October 2011.

---

**LAUBE, HERBERT H.<sup>1</sup>; FORISHA, BILLIE<sup>2</sup>**

<sup>1</sup> North American Society of Adlerian Psychology (NASAP), US

<sup>2</sup> Argosy University, US

**How to Provide Adlerian-Based Institutional Leadership that Works: An Examination of the Minnesota Experience. Bones and Blood: Building Bridges over Troubled Waters – Social Engineering for Continuity and Transcendence in the Adlerian World**

The Adlerian movement has a global, national, and a local presence in the presenters' institutions. Adler's 140-year legacy remains one of core viability with multi-generational manifestations of his theory,

**DATE**

Friday,  
15 July, 4pm

**LOCATION**

4C, 4th floor

practice, and salient approach to human development. Ironically, Herb Laube's grandfather, Adolph Laube, was born of German descent in 1870 as was Alfred Adler. Adolph served in the German military, immigrated to the USA, farmed in Iowa, fathered nine children and died in the same decade as Adler. Herb's farmer father was number five of nine children. This all influenced Herb's interest in individual, marriage and family therapy. Never having known his grandfather, Herb adopted Adler as his surrogate grandfather and lifelong professional mentor. Bill's story differs but is similarly poignant. Bill lost his farmer father from North Texas fighting Germans in WWII. As a result he grew up preoccupied with all things German, particularly, with all things Nazi. While trying to understand why the German people would choose the Nazi party, Bill discovered the writings of Adler, Ernest Becker, and Murray Bowen. He combines his former academic background in history with his current interest in the psychology of evil as he teaches doctoral students in Family Therapy about how and why large systems collide. The dual purpose of this presentation is to examine how Adlerian-based centers of holistic learning, education, and practice can be more effectively maintained and how Adlerian thought can be integrated with other systems thinkers on issues that pertain to the confluence of the personal and political. The presenters will also focus on how their mutual institutions--the Adler Graduate School and the Doctoral Program in Family Therapy at Argosy University: Twin Cities--represent a collective process of change and growth and how Adlerian theory and practice continues to inform and inspire their work.

---

**LE JAN, YANNICK**

Société Française de Psychanalyse Adlérienne (SFPA), FR

**Adlerian Counselling, a Support for Determining an Appropriate Way of Life. Analyzing Educational Practices and Making Them Evolve**

**DATE**

Saturday,  
16 July, 2pm

**LOCATION**

HS II, ground floor

Stigmatization of suburbs is a new ostracism. Criminal inclination of some individuals and press coverage addressing the issue set an overall hard working society with plenty of energy and very useful creativeness for the progress of our country in margin. Having been working with teenagers of suburbs for more than 20 years, I have noticed that young person's behavior and life style depend mainly on experimenting life rather than on harmonious development.

Illustrating the history of a young man and his choice of life, we'll address: reference frame, missions, methods of a counseling oriented towards a "Sub spacié aeternitatis" society in Adler's sense.

---

#### **LEMM-HACKENBERG, RAINER**

Deutsche Gesellschaft für Individualpsychologie (DGIP), DE

### One hundred years after – the rivals and their metaphors – about the metaphors of Alfred Adler and Sigmund Freud

#### **DATE**

Saturday,  
16 July, 4pm

#### **LOCATION**

HS II, ground floor

In the context of the common ground and the desperation of the founding fathers the different developing metaphors of Alfred Adler and Sigmund Freud are elaborated and discussed on the background of the theory of metaphor of the cognitive linguistics. Based on different life experiences of the founders there are different sources of images for psychic phenomena and different perspectives of space for the unconscious and the neurotic dynamic that are closely related. Furthermore the theory of metaphors is also a key to similarities in the very different appearing approaches. Finally different perspectives resulting from the discussion of metaphors for the development of practice and theory of Individual Psychology are discussed. This lecture will be held in German.

---

#### **LERDA, GIAN SANDRO**

Istituto di Psicologia Individuale "Alfred Adler" Torino, Società Italiana di Psicologia Individuale (S.I.P.I.), IT

### Abandonment Trauma in Adopted Children: Clinical Experiences

#### **DATE**

Saturday,  
16 July, 3pm

#### **LOCATION**

HS III, ground floor

The psychotherapeutic work with adopted children and adolescents shows that abandonment trauma, whether happened in the earliest period of life, or in subsequent stages, leaves frequently deep marks in the internal world and produce important consequences on mental functioning and behavior. Lack of primary containment, emotional deprivation, physical and psychological ill-treatment and other precocious experiences connected with situations of abandonment or forced separation from biological parents weigh heavily on identity development and on style of life. Motor restlessness, impulsiveness, difficulties in emotional regulation, provocative behaviors,

relationship difficulties are some of the symptoms that may be frequently found in these subjects. This communication, through some clinical exemplifications, shows how in psychotherapies often emerges, in symbolic play as in the work on forged tales as in autobiographic story, the traumatic theme of origins, as area lacking in mental representations and burdened with senses of guilt, distress and anger feelings. We propose hypothesis of psychotherapeutic intervention and possible evolutions.

---

#### **LEVY, TIZIANA<sup>1</sup>; SPINA, SIMONE<sup>2</sup>**

<sup>1</sup> Società Adleriana Italiana Gruppi e Anlisi (S.A.I.G.A.),

Società Italiana di Psicologia Individuale (S.I.P.I.), IT

<sup>2</sup> Società Italiana di Psicologia Individuale (S.I.P.I.), IT

### Separation as a Therapeutic Tool: Integrated Network Treatment Plans for Pathological Adolescents

#### **DATE**

Thursday,  
14 July, 4pm

#### **LOCATION**

Zi, 2nd floor

Violence, self-injury, truancy, unwanted pregnancies, criminality, eating disorders and drug addiction are only a few of the dysfunctional behaviours that Public Services have to manage in working with adolescents. In these situations clinicians have to deal with many factors which can be either causal or correlated elements of adolescents' disorders, such as social deprivation, psychological or sexual abuse, parents' psychiatric disease, legal implications. Cooperation between different operators is required both in diagnostic and therapeutic phases, in order to develop a long-term integrated treatment plan, covering all the areas of an adolescent's life. It is often necessary to plan and carry out a physical separation between patients and their dysfunctional caregivers, either for protection or therapy reasons. As Adler pointed out, any manifestation of an individual is not an isolated fact, but has a relational meaning within a specific social and cultural context. The current models of developmental psychopathology (Elman et al. 1996, Emde 1989, Fonagy 2000, Rutter, 1999) are based on the hypothesis that early attachment experiences with caregivers significantly affect the expression of genetic predispositions regarding vulnerability or resiliency to traumatic life events. In this bio-psycho-social perspective adolescents' psychopathology is often characterized by the loss or inhibition of their "reflective function" (Bleiberg, 2001), considered as the attitude to recognize and integrate one's internal experience with interpersonal relationships and social demands. The Individual Psychological approach can easily consider the enhancement of a patient's "reflective function" or "mentalisation" as an important therapeutic goal, since it is certainly one dimension of "Social Interest".

In this paper the authors present a clinical case which required a network therapeutic treatment plan. Several resources have been employed by different Services in order to reduce the high risk of psychopathology in a 16-year-old adolescent in the context of a preventative intervention.

---

**MAFFUCCI, CRISTIANA; BARBIERI, SAVERIA**

Institute of Individual Psychology "Alfred Adler" Torino, IT

**After the Storm: Trauma and Resilience**

**DATE**

Thursday,  
14 July, 4pm

**LOCATION**

2G, 2nd floor

Literature on a rapidly changing modern society leads to reflections on a theoretical and clinical relation to what is meant by psychological trauma and what events may be considered as psychopathological triggers.

On a phenomenological level, psychic trauma is the psychopathological event that develops traumatic impact with external factors and is strongly influenced by the psychological structure of the subject, from the moment their life cycle begins and by resilience factors.

From a psychodynamic viewpoint, trauma can be considered as an event that invades the psyche, disorganizes and calls into question those defense mechanisms that the average person experiences in daily life. When they crash, first and foremost, the belief in their own stable psychic organization and effectiveness, which activates latent anxieties, often dating back to periods of childhood and remained as such because they are never able to completely overcome them.

Trauma is defined as a real or imaginary event that is characterized by extreme psychological pain for the subject and causes the failure of the self-protection system of the psyche, sometimes it is independent of the severity of the event.

We agree to define, as traumatic for both adult and child, a defined set of exceptional events of such magnitude as to leave no one indifferent but which in fact bears "no ill" all.

In reference to the complexity of this psychic pain, the Working Group on permanent monitoring of the Institute of Individual Psychology "Alfred Adler", proposes theoretical lines established during clinical experience, which may arouse a lively debate on the treatment comparison.

To support these arguments, some cases will be copied from our business model.

**MAIULLARI, FRANCO**

Società Italiana di Psicologia Individuale (S.I.P.I.), CH

**Adler, Ferenczi, Freud. Stories of Separation within the Psychoanalytic Movement**

**DATE**

Thursday,  
14 July, 3pm

**LOCATION**

3B, 3rd floor

This year, a hundred years after the birth of Individual psychology, our International Congress will provide an opportunity to analyse some of the themes that resulted in Adler's breakaway from the psychoanalytic movement. Here I will address neither familiar diatribes regarding psychological determinism and finalism, nor issues of sexuality and aggressiveness but rather I wish to discuss the same theory of the mind in Freud and Adler and also the significance that they attributed to psychosexual trauma in childhood. As is well-known, Freud elaborated a model of the instinctual mind, whereas Adler developed a relational model. Freud, therefore, considered trauma as a fantasy, while Adler thought exactly the opposite. The years 1897-1899 were crucial for the maturation of the Freudian model; indeed, during that period, Freud abandoned the psychosexual theory he had previously upheld together with Breuer and, on account of this, was accused of opportunism. On the other hand, the year 1908 was crucial for the maturation of the adlerian model. In some articles written in that year he echoed the words of the child in Anderson's fairy tale: "The King is naked". In my opinion, this happened when Adler wrote that Freud's definition of the child as perverse and polymorphic was rhetorical, a hysteron proteron or poetic license, according to which Freud places first that which comes afterwards in psychological growth.

In my article, I wish to analyse this story, comparing it with the theoretical position of Ferenczi, which is, in many aspects, very similar to Adler's, but with a fundamental difference: Adler had the courage to face breaking away, whilst Ferenczi remained entangled in a traumatic relationship with Freud that destroyed him.

---

**MANASTER, GUY J.**

International Association of Individual Psychology (IAIP), US

**Separation – Trauma - Development:  
Describing Individual Psychology's History and Future**

**DATE**

Thursday,  
14 July, 2pm

**LOCATION**

HS II, ground floor

The theme of this Congress, Separation – Trauma – Development, has clear clinical meanings and interpretations. This talk will investigate meanings of these terms in a more social or sociological way as illustrative of the history of Adlerian Psychology.

In a sense Adler's move, 100 years ago, to establish his thoughts as

an independent theory marked a separation, from Freud, but also of an incipient branch of psychology and the human sciences. The years since have been marked by further theoretical, geographical and practical separations often fraught with trauma on a persistent yet problematic, precarious path of development. This talk will scrutinize this history.

Furthermore, these terms will be used to evaluate the present status of Individual Psychology and how these terms might clarify possible futures of the theory and practice.

---

### **MANSAGER, ERIK**

North American Society of Adlerian Psychology (NASAP), CH / US

### **Is Virtue Teachable?**

#### **Adler, Küng, Harris and the Autonomous Ethic**

#### **DATE**

Friday,  
15 July, 2pm

#### **LOCATION**

3B, 3rd floor

Adler's leaving Freud opened the avenue for him to explore interpersonal connections that had long interested him. Within half a dozen years after their separation, Freud and Adler were engaged as physicians in World War I; the impact on each was unique. Adler came away convinced of the necessity of scientifically teaching humanity the importance of "brotherly love," *Gemeinschaftsgefühl*. He understood Individual Psychologists to share the responsibility for teaching it. For long decades Adler's psychology stood alone in advocating a values-orientation within psychotherapy. This was in contrast to the purportedly value-free / value-neutral ideology espoused by most psychological theories of the time. Although Adler risked losing his original colleagues and alienating new practitioners he continued to develop his schema of social interest as the measure of mental health. He aimed to teach the practice of 'interconnected concern for others' as sign and guarantor of humanity's wellbeing.

Today, the ethics statements of leading national therapeutic associations acknowledge that "value-neutrality" is a poor formulation of a therapeutic ideal. Rather than clinicians' values being denied, they must be made explicit so that they can be monitored for their effect on the clinical process. This position, however, has opened the doors for explicitly religious values being espoused within the clinical setting by some therapists. Indeed, a growing number of clinicians insist that unless a religious morality is applied, being truly ethical is impossible. From this conflicted backdrop the presentation on Adler's value-focused theory will be presented: current, socially responsible

developments that stress ethics are examined for their compatibility with Individual Psychology. Advances from two influential fields are explored: a broad world-religions perspective (Hans Küng) and a neuroscientific perspective (Sam Harris). Their similarity to Adler's original thesis, that virtue is teachable, will stimulate lively discussion, insights, and therapeutic application.

---

### **MARABISSO, FEDERICA<sup>1</sup>; RAVIOLA, MARCO<sup>2</sup>**

<sup>1</sup> Istituto di Psicologia Individuale "Alfred Adler" Torino, Società Italiana di Psicologia Individuale (S.I.P.I.), IT

<sup>2</sup> Istituto di Psicologia Individuale "Alfred Adler" Torino, IT

### **Support Groups for Caregivers, from Paralyzing Pain to Planning**

#### **DATE**

Saturday,  
16 July, 4pm

#### **LOCATION**

2G, 2nd floor

"I have no more room for me," "I am dead inside", "We are five brothers, but it is as if I was an only child", "I want to start living": are some of the expressions collected in a support group for caregivers in collaboration with the City of Turin and the European Project "Ring", these words express the plight of those who, daily, or for years, care for a sick relative.

Caregivers constantly experience the difficulty of seeing disease in their loved ones, share the grief and are constantly in touch with feelings related to death and separation.

The working group (led by a trainer and a co-trainer) allows participants to find a suitable context for the sharing and exchange of experiences.

The continuous exposure to stressful events can lead the caregiver to feelings of paralysis and suffering, the sense of group membership, allows them to increase their harmony and well-being. Each participant learns, thanks to the group, to recognise their strengths, to experiment with alternative methods and strategies, and to share the gains. A social feeling is awakened and becomes the engine of the creative individual and the group and often creates a real network of support outside the therapeutic setting.

**MARASCO, EGIDIO ERNESTO<sup>1</sup>; MARASCO, LUIGI<sup>2</sup>**

<sup>1</sup> Società Italiana di Psicologia Individuale (S.I.P.I.), IT

<sup>2</sup> British Psychological Society (BPS), GB

**“Veteris Vestigia Flammis”: Kant’s Psychology in Adler. Kantian Concepts in Adler. Systematization of Kant’s Psychology. Psychoanalytic Criticism**

**DATE**

Friday,  
15 July, 3pm

**LOCATION**

3B, 3rd floor

There are at least three points of view from which we can consider the relationship between kantian criticism and Individual Psychology. These three points of view are: Adler’s use of kantian terminology; Adler’s contribution to a systematization of kantian psychology; Adler’s participation in the post-kantian philosophical debate. Individual Psychology grew up in the sphere of the great German culture of the early 20th century. It was deeply imbued in Kant’s thought, in fact the terms that Adler adopted were used with the same meaning that Kant gave them. For example, when Adler (1914, *Lebenslüge und Verantwortlichkeit in der Neurose und Psychose*) spoke about the order (*Veranlassung*) in the finalism, he was referring to the kantian concept (1790, *Kritik der Urteilskraft*) that finalism is a regulatory principle of the knowing skill. Kant affirmed that in the reflecting judgement (*innere Sinn*) the inner “sense” becomes *Gefühl*, but he wasn’t able to find a link between rational and empiric psychology (Bona-Meyer, J. (1870), *Kants Psychologie. Dargestellt und Erläutert*). Adler (1933, *Der Sinn des Lebens*) was the one that gave to *Gefühl* the meaning of new “activity” applied to interior life relationships. He also added that this dynamic process can be examined by the subject by “freezing the movement”. In this way the movement can be seized as a shape because it is in the shape that the movement that has generated it expresses itself. The “Se” (self) (accusative denoting the direct object of a latin pronoun without nominative case) clearly expresses this freezing of what in reality is a dynamic process of the “ego” *cogitans* “me” *cogitantem*. Adler, together with many doctors of his time, was part of a wider philosophical debate. For example in his work written with Jahn (1933), he confronts his psychoanalytic criticism with many other positions like the one Natorp, that was a representative of Marburg school, had.

**MARTINO, SIMONE; CIUFALO, GIUSEPPINA ANNA RITA; COLENGHI, VERONICA; DE MATTEIS, PIERA; FURNO, ALESSIA; GALLUCCI, PIER LUIGI; PASSERINI, ROBIN**

Scuola Adleriana Italiana Gruppi e Analisi (S.A.I.G.A.), IT

**A Trauma Named Desire: Three Films Analysed from an Individual Psychological Perspective**

**DATE**

Saturday,  
16 July, 4pm

**LOCATION**

3B, 3rd floor

The aim of this essay is to analyse from an Adlerian approach themes as trauma, separation and development through the cinema. In *Live and Become*, by Radu Mihăileanu, Shlomo is an Ethiopian boy left by his mother into a Jewish woman’s care so as to save his life. The woman goes to Israel with him pretending to be her mother. This separation will have a big effect on the protagonist’s Style of Life. He will succeed in defining himself as an individual and in reaching an authentic connection with his true Self despite «the fiction» which lasts until his maturity. *Into the Wild* by Sean Penn tells the true story of Christopher McCandless, who leaves his family to set out on a long journey through the United States all the way down Alaska. The journey, going along the stages of his evolution, symbolizes the hope of a new existence. The trauma, caused by the discovery of his family’s «fiction», led to the incapacity of building relationships and to a Style of Life focused on the will to power as the greatest expression of survival. Only when facing death, the boy will understand the importance of collaboration. In *The Road* by John Hillcoat, a father and his son are facing the difficulties of a life in a post- apocalyptic world. During the journey, the father relates his life to his child and succeeds in conveying to him those values that will allow him to experience a suitable development. The father, despite the extreme conditions, is a sweet and reliable parent, who helps his son to evolve from an object of affection into a caregiver. Their relationship is based upon collaboration, the courage to deal with adversity and the ability to turn to their inner resources.

**MARTINO, SIMONE; CIUFALO, GIUSEPPINA ANNA RITA**

Scuola Adleriana Italiana Gruppi e Analisi (S.A.I.G.A.), IT

**The Last Phase of a Substance-Abuse Group Therapy in Prison: Regaining Contact with Emotions as a New Chance of Orienting the Style of Life****DATE**Thursday,  
14 July, 3pm**LOCATION**

3C, 3rd floor

According to Individual Psychology, the Style of Life of a drug addict relates to a deficiency in the personality structure. In a family, the lack of childhood affection could prejudice a suitable development of the social feeling. At an intrapsychic level there is an incomplete self-integration while on a relationship level there is a lack of socialization followed by a hypertrophic development of the will to power. These deficiencies deeply affect the ability of these patients to regulate their emotions, self-esteem and relationships. Drugs are usually needed to control affective states which are too much intense. Drug addiction can be interpreted as a way of reinforcing the fiction, a deceptive attempt to solve and overcome the awkwardness perceived. The substance becomes the magical solution to any problem. The attempt to overcome the inferiority complex aims at impossible goals. The addictive-substance leads to a transient sensation of superiority, integration or annihilation. The drug addict becomes alexithymic being not able to recognize and express emotions. We examined a group therapy in a drug rehabilitation centre in Turin just before the beginning of the social reintegration. We suggest a reflection upon the changes in the expression of the member's emotions. During the therapy, teamwork was really important: discussing problems with people who had faced the same difficulties permits the participants to remember and share personal experiences as well as emotions. It also allows the development of the social feeling and the possibility of giving a new sense to life. During the disengagement phase, it was important to suggest dealing with the detachment process, focusing on abandonment issues in order to allow the orientation of the Style of Life, which is characterized by the possibility of building relationships and the recovery of a process interrupted by drug addiction.

**MASCETTI, ALBERTO**

Società Italiana di Psicologia Individuale (S.I.P.I.), Istituto Alfred Adler Milano, IT

**The Fear of Separation and Loss. Clinical Considerations about the Emotional Shock caused by a Separation Experience in a Neurotic Subject****DATE**Friday,  
15 July, 3pm**LOCATION**

HS II, ground floor

The author firstly analyzes the existential and psychological consequences of a traumatic separation in a neurotic patient and in a second time he focuses on the potential and possible replies and dynamics the patient develops in order to counterpart the emotional shock. While ordinary men welcome freedom as their natural condition and enjoy it, neurotic patients fear freedom as it involves risks and decision making which represent life aspect he cannot deal with. The author then examines and investigates the most relevant strategies that the neurotic subject works out in order to keep the fears which paralyse him under control. The most common reaction is the search for dependence and support from an external source which allows the patient to return to a protected condition similar to the one he enjoyed before the traumatic episode. Dependence is in fact the only possible condition the patients considers acceptable. When the neurotic subject looses family bonds he will try to relate to other people with the only purpose of building relationships which are of course artificial and not genuine but essential for him to restore his self-confidence. In other words, the neurotic patient looks for and finds a safe shelter from the risks and responsibilities of everyday life only by leaning on someone else. In the last section of the essay the writer analyzes the neurotic patient's attempt to escape from reality trying to accept positive sides and denying any painful and stressful aspect his mind cannot cope with. Peace and total lack of responsibility represent the only possible conditions a neurotic patient can accept and tolerate.

**MATSCHINER-ZOLLNER, MARGOT**

Österreichischer Verein für Individualpsychologie (OEVIP), AT

**An End Without Farewells?****DATE**Friday,  
15 July, 4pm**LOCATION**

HS II, ground floor

In the present paper I will describe the final phases of three patients who, for different reasons, ended their therapy prematurely. On the basis of various criteria, for example the ability to perceive oneself and others realistically, the autonomy they achieved in their relationships with important people in their lives or the degree to which they

achieved a de-idealization of the therapist, I will discuss the degree of maturity they reached through therapy. Following this I will investigate the extent to which the patients developed an ability to deal with and work through the problems of the final phase of therapy, such as grief, loss and hope for the future.

---

**MATSCHINER-ZOLLNER, MARGOT; FRÜHAUF, NICOLE;  
SALZL, BARBARA; STIEBER, JULIA**

Österreichischer Verein für Individualpsychologie (OEVIP), AT

*They know what it means to be 'hated children'. (Adler 1930)*  
**Practical Experiences from Pursuing Family Counseling  
of Traumatized Women**

**DATE**

Thursday,  
14 July, 2pm

**LOCATION**

2G, 2nd floor

In this article, case material which has been derived from two years of work done by the Austrian Association of Individual Psychology with socially marginalized families is treated with relation to the idea of "hated children" as formulated in Adler's writings.

Socially marginalized women from migration backgrounds who have suffered through traumatic experiences, and have insufficiently coped with them, are supported by way of continuous, pursuing, psycho-analytically oriented family counseling, in order to enable them to improve their psychological, physical and social situation and manage to lead a self-determined life and (re-)enter into professional life. Practical experience shows that these counseled women, similar to the "hated children" described by Adler, often tend to perceive their environment as unpredictably hostile and to take a defiant stance towards those around them. The question of the extent to which aspects of impaired social interest and the inferiority complex related thereto, as found in hated children, also become visible in counseling work with traumatized women, is pursued in consideration of relevant literature, combined with casuistic elements. The insights derived therefrom are intended to be of use in structuring further practical work.

**MAZZOLI, GIANSECONDO**

International Association of Individual Psychology (IAIP), IT

**Personal Growth and the Development of Social Feeling  
in Group Therapy**

Personal growth and the development of social feeling are discussed in this paper according to the social - analysis methodology, practiced in the Alfred Adler Institute of Torino, Italy.

According to social - analysis method, patients start the group experience after a period of individual psychotherapy. This means that patients have to leave the protected individual setting and start to confront their life - style with other patients. The group provides a new therapeutic environment that, in its dynamics, is less protective and more complex.

Patients and psychotherapists have to face the experience of separation when they decide to open the intimacy of the therapeutic couple to the group dynamics. In this perspective, meanings of separation will be focused as dynamic situations that drive the personal growth. The group sessions stimulate constant confrontation between patients; they are encouraged to share their thoughts and feelings, their past and present experience and to identify themselves with other's patients situations and feelings. The two hours weekly session of group therapy develops the mutual confidence as well as self-reliance, and give to each patient the opportunity to recognize and respect the personal differences.

Social feelings development in patient's life will be presented as consequence of gradual separation from egocentric attitudes or narcissistic positions. Group therapy dynamics lead to the recognition and respect of other's life stile; these achievements are essential for the growth of personality as well as social felling.

---

**MEGGLÉ, VIRGINIE; ZAMBELLI, ALESSANDRA**

Société Française de Psychanalyse Adlérienne (SFPA), FR

**Adolescence and Separation Processes.  
Adolescence: A Transitory Stage from One World to  
Another**

**DATE**

Thursday,  
14 July, 2pm

**LOCATION**

2i, 2nd floor

Adolescence is a period of major psychological and physical transformations that are critical and disturbing. The necessity of separation that it comes to re-symbolize brings the unconscious revival of underestimated or undetected former traumas. The feeling of insecurity

(beyond appearances) is then pushed to its climax. Put again in contact with its archaic (and trans-generational) history, fleeing the separation as much as she or he requires, the child resorts to artefacts or adopts a self-destructive behaviour. Anorexia, revolt, separation anxiety, obsessional neuroses, phobias, are all symptoms to see as an (apparent) expression of a first existential anxiety; as a replay of different identity processes.

Their decryption must be approached as an opportunity to improve access to independence and to complete the separation of the child from his or her background in order to gain a place in society.

What accompanying therapy can the adolescent receive in this initiatory and difficult transition from the known environment of the omnipotent childhood to the world of autonomy (or relative dependency) characterized by constraints and limitations when traumas will have forced the recourse to inhibiting, coercive or painful defence mechanisms?

We will seek to trace an analysis of these elements through a dialogue between the two authors based on their clinical experience.

---

#### **MELE, LAURA; SPECCHIA, ROMEO**

Istituto di Psicologia Individuale "Alfred Adler" Torino, IT

#### Trauma and Addiction

##### **DATE**

Friday,  
15 July, 3pm

##### **LOCATION**

3C, 3rd floor

The authors of this paper wish to offer some thoughts on how the psychotherapeutic treatment of psychological trauma experienced by patients addicted to drugs encountered in the course of their clinical activity.

In particular, we will refer to cases dealt with during the project "Support" carried out with residents in a therapeutic community in Turin by some Institute of Individual Psychology "A. Adler" psychotherapists in Turin, supervised by Prof. L.G. Grandi.

In the classical psychoanalytic concept of psychic trauma is "a sudden and unexpected event that, for its particular intensity exceeds the processing capacity of the ego and pathogenic effects lasting psychological organization" (Corda, 2008). The recent relational theories focus, instead, on the styles of mother-child attachment and define the trauma "as an experience not symbolized, which produces a fragmentation and dissociation of the various self-states."

The concept of trauma does not necessarily refer to a disruptive and circumscribed event (overt trauma), but according to M. Khan (1963) one can speak of cumulative trauma when events situations that are not striking, and therefore could easily be considered non-traumatic,

can lead to a pathogenic effect because repeated and prolonged. The subjects with a history of addiction to drugs in most cases reveal stories of abuse, mistreatment and / or early deficiencies. Through the display of some clinical cases the authors would seek to highlight how different types of trauma could involve different treatment approaches, due to different modes of working of the traumatized mind, which make the treatment more or less complex.

---

#### **MENDEL, ELLEN**

Alfred Adler Institute of New York, North American Association of Adlerian Psychology (NASAP), International Committee for Adlerian Summer Schools and Institutes (ICASSI), New England Association of Adlerian Psychology (NEAAP), US

#### Rescuing History in Order to Build Bridges through Understanding and Dialogue

##### **DATE**

Saturday,  
16 July, 2pm

##### **LOCATION**

3B, 3rd floor

For the past 12 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 an open, sharing approach she is able to use her history to educate and enlighten her audiences about their 'hidden past' and then encourages them to share their reactions and experiences. Her model: 'No Blame, No Shame, Only Sharing' affords her the possibility of setting up a safe and accepting environment in which it is then possible to discuss the difficult past. Her goal is to create a deeper understanding and to elicit participants' responses about what they have learned from their families about those times and to share their own experiences if theirs was a different one, as well. To that end she presently has over 400 letters from students.

The content of her presentation starts with the First World War and 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. For the last few years, she has also been speaking to audiences in the US. By discussing her own early immigrant and refugee experience, she models an open, sharing attitude for her participants.

Ellen Mendel who is the president of The Alfred Adler Institute of NY is in the process of writing a book on the above.

## MERGEL-HOELZ, HILDEGARD; FISCHER-HEINE, HEIKE

Deutsche Gesellschaft für Individualpsychologie e.V. (DGIP), DE

### Transgenerational Transfer of War Traumas

#### DATE

Saturday,  
16 July, 3pm

#### LOCATION

3B, 3rd floor

Traumas, experience of loss and extreme development conditions are aspects which have been reflected in particular in the biographies of the generation of children who experienced the Second World War. For the most part, these children have not addressed their traumatic experiences. They were suppressed, denied and unconsciously passed on to the next generation.

The speakers consider themselves to be the representatives of this subsequent generation: we are psychoanalysts and the daughters of mothers traumatised by war. Through psychoanalytical consideration of the biographies of our mothers and the impact on our lives and our professional existence, it is our aim in this workshop to shed light on the following aspects and discuss them:

Passing on traumatic content and the resulting developments and how to address them. The necessary inclusion of social conditions, living and dominating conditions in order to understand the special defence and protective mechanisms. We shall also include theoretical considerations of the transgenerational perspective, lifestyle analysis, object relation theories and psychoanalytical work in relation to the Holocaust and its consequences.

## MILLAR, ANTHEA

Adlerian Society (of the United Kingdom) and the Institute for Individual Psychology (ASIIP), International Committee for Adlerian Summer Schools and Institutes (ICASSI), GB

### Separation, Social Reciprocity and Autism

#### DATE

Saturday,  
16 July, 4pm

#### LOCATION

3C, 3rd floor

Reciprocal communication is at the heart of effective social interaction and essential to the development of Social Interest. What, then, does this mean for those on the autistic spectrum? Medically based diagnostic criteria have labelled those with autism as having abnormalities of emotional and social reciprocity, underlining a sense of the autistic person's separation and disconnection from the social world. But what is the reality here? Could it be that it is non-autistic people who are lacking in social reciprocity towards the autistic person? Reviewing dynamics in normal early communication development and drawing on some exciting work of autism advocates and key researchers in the field of autism, I wish to challenge the focus taken by many

professionals on the apparent limited social reciprocity of those with autism, and present an alternative perspective as follows:

In order to decrease the sense of separation, and increase social responsiveness in the autistic person, there is clear research evidence that it is the non-autistic person who needs to make greater efforts to see the world through the eyes of the autistic person, and take the initiative to act in a socially reciprocal way.

This presentation will be illustrated with some short film clips.

## MOLINA, A. FRANCESCA

Società Italiana di Psicologia Individuale (S.I.P.I.), North American Society of Adlerian Psychology (NASAP), IT

### New Hypothesis for a Dialogue and New Developments 100 Years after the Birth of Individual Comparative Psychology

#### DATE

Friday,  
15 July, 4pm

#### LOCATION

5A, 5th floor

The 'Associazione Forum di Psicologia Adleriana' (Adlerian Psychology Forum Association) - AFPA Onlus (non profit organisation), was founded in 2003, in Pavia, Italy, with the aim of spreading the Adlerian message, and in order to recover the fundamental need of prevention. The first achievement in this direction has been the opening, two years before the creation of the Association itself, of Flag Elementary School, the first Adlerian kindergarten and elementary school in Italy. The dedication and expertise of its members, especially of the young colleagues who strongly believed in the initiative, allowed the Association to become the counsellor of the Albanian Healthcare Ministry. This led to the opening of a base in Tirana, the design of Masters Degrees for Albanian doctors and psychologists, and the cooperation with the National Institutions in highly skilled projects.

The evolution of AFPA, here presented, is nowadays completed by the imminent inauguration in Pavia and in Tirana of the "European School of Integrated and Complementary Psychotherapy" (SEPIC), which combines the Adlerian theory together with the principles of the neo-Ericksonian technique.

As current president of the Association, I would like to raise your curiosity and interest, moving you to take into consideration the reports of the colleagues from the Directive Council, Francesco Saliero and Paola Speroni, respectively in charge of Project Albania and Principal of Flag Elementary School.

**MORMIN, ANNE-MARIE<sup>1</sup>; TERAZZI-SCHIANCHI, CHRISTÈLE<sup>1</sup>;  
TURPIN, CAROLINE<sup>2</sup>; ENOS, GEORGES<sup>1</sup>; MORMIN, GEORGES<sup>1</sup>;  
COUPAUD, SANDRINE<sup>2</sup>**

<sup>1</sup> Société Française de Psychanalyse Adlérienne (SFPA), FR

<sup>2</sup> Southwest Institute, FR

### The Adlerian Clinical Treatment of Trauma: The Integrating Dream Therapy, a Possible Therapy

**DATE**

Friday,  
15 July, 3pm

**LOCATION**

3E, 3rd floor

From an Adlerian definition of trauma, we will examine what the traumatic imprint and its practical Adlerian treatment possibilities thanks to a body mind therapy called "integrating dream therapy" mean. As far as the traumatized patient is concerned, this technique aims at reconciling and healing the hurt, broken-in body, as well as at restoring its wholeness so as to ensure the patient's integrity.

### **MORMIN, GEORGES**

Société Française de Psychanalyse Adlérienne (SFPA), FR

### 1911-2011, Should Adler be Regarded as an Apostate of Freudianism? From the Aggressionstrieb to the Cosmic Feeling, Structure as a Model of Psyche

**DATE**

Saturday,  
16 July, 2pm

**LOCATION**

3D, 3rd floor

The very recent yet so intensively debated history of psychoanalysis teaches us it is impossible to have a critical reflection on the matter, in particular on the notion of impulse or drive without being scathingly criticized by the bigots. For the bigots, who regard themselves as believers, this is no more than the grotesque vision of the non-believers. They cannot be anything but apostates. In his day Adler, who wanted to suggest a revision of the impulse theory and of the psychic energy, gave up the Freudian dogma.

So, without any attenuating circumstances, he betrays the master, and even worse commit the unutterable apostasy. In 1911, with his title "Critical contribution to Freud's sexual theory of psychic life" Adler raises the issue and details his intentions. So, the question was to debate about the impulse concept, about its theory and to further our knowledge by its application to the definition of neurosis, to the therapy theory and its possible generalisation. 100 years later, a new prospective reading of this work, shows us how modern Adler's forward-thinking views still are.

Basically we start from the Adlerian concepts, such as Aggressionstrieb, Gemeinschaftsgefühl, inferiority feeling, tendentious

apperception, cosmic feeling to consider the evolution of Alfred Adler's views, seen not as renunciations to one concept in favour of another one, but as the explanation of a fictional organization of the psyche.

We will try to show how this psyche was structured as models, as opposed to the topical organization of Freudianism.

### **MOUROUX, MESSAOUDA<sup>1</sup>; ROY, JANINE<sup>2</sup>**

<sup>1</sup> Société Française de Psychanalyse Adlérienne (SFPA), FR

<sup>2</sup> Psychologist, Psychoanalyst, FR

### Imagination: A Background for Psychic Construction

**DATE**

Friday,  
15 July, 2pm

**LOCATION**

2G, 2nd floor

In our neo-liberal, western society which limits the individual being to one dimension only, namely the consuming one, the psychic dysfunction symptoms reveal themselves through early psychopathies, but also through organic disorders such as cancers, painful bodies ...

So as to break the deadlock of sterile thoughts, therapeutic techniques such as story-telling, psychodrama and dream-therapy are offered as means to get the psychic dynamic and the creative power under way again.

The establishment of a new link with the imagination which is present in each of us pieces the human subject together again and gets him or her out of the traumatic societal injunctions.

### **MOUROUX, MESSAOUDA; SCHAMELHOUT, ISABELLE**

Société Française de Psychanalyse Adlérienne (SFPA), FR

### From Subject to Individualism

**DATE**

Friday,  
15 July, 4pm

**LOCATION**

2i, 2nd floor

The whole and indivisible subject linked to the human community through the Gemeinschafts- and the Gesellschaftsgefühl is threatened by neo-liberal individualism which regards the subject and the consumer as one.

Yet, this "homo-economicus" status is suitable neither for the development of the creative power, nor for the psychic dynamic. Our presentation will be based on real clinical situations. We will highlight the implemented societal mechanisms which contribute to the ruin of a humanist society giving way to paranoiac human relations in which everyone mistrusts the other; power relationship prevailing over complementarity and mutual aid.

## MUTAFOVA, MARIA; STOYANOVA, STANISLAVA

South-West University "Neofit Rilski", BG

### Stimulation of Students' Self-Respect and Value System

#### DATE

Thursday,  
14 July, 3pm

#### LOCATION

2i, 2nd floor

Stimulation of students' self-respect and value system influences their activity and their professional competence in future. Based on the principles of consciousness and reflexivity, the students realize their self-esteem on several personality scales of self-esteem (Rozenberg) and of value orientations (I. Karagiozov) in the sense of ranged and achieved values.

## NAKAJIMA, HIRONORI; YAMAMOTO, TAKUYA

Japanese Society of Adlerian Psychology (JSAP), JP

### Practicing the Basic Assumptions of Individual Psychology in the Group

#### DATE

Thursday,  
14 July, 4pm

#### LOCATION

3D, 3rd floor

In this presentation we will introduce a group activity using cards of Adler's and Dreikurs' sayings that we created for the following purposes: (1) to improve understanding of Individual Psychology, and (2) to help people solve problems in a cooperative manner a group according to the theory and philosophy of Individual Psychology. We think that it is important to teach the basic assumptions of the Individual Psychology to help people to gain a clearer understanding of what is going on in their relationships and to be able to more easily apply Individual Psychology concepts, like community feeling, horizontal relationships and encouragement in their daily lives. We developed this method of teaching through a group activity. Our experiment showed that through this activity, participants could easily understand the basic assumptions of Individual Psychology and how they can be applied to problem solving. Using these cards the group session proceeds as follows: (1) One person presents a problem. (2) He/she then shares the problem in more detail with the group. (3) He/she picks one card from the set. (4) He/she then reads the card aloud to the group and confirms whether the saying on the card can help solve the problem. (6) If the card seems helpful in solving the problem, the person shares that with the group. (7) If the saying on the card does not seem helpful in solving the problem, the person picks another card. The member can pick a total of three cards. (8) If the member is not able to solve the problem using the cards, the reasons are discussed within the group. We will discuss the theoretical reasons of how this method can be effective and the limits.

## NOVOTNY, EVA

Österreichischer Verein für Individualpsychologie (OEVIP), AT

*... the conviction held in individual psychology, that 'everyone can do anything', treads on the toes of so many untenable vanities. Alfred Adler*  
**Alfred Adler's Most Avant-Garde View of Individual Development or: Alfred Adler as an Early Learning Theorist**

#### DATE

Saturday,  
16 July, 4pm

#### LOCATION

3E, 3rd floor

Nothing unsettles people more than when I startle them with the revelation that "all people can learn anything" - however this also means that "people need to learn everything". Seemingly obsessed with the fiction of innate talents, they cling to their »fateful assets« as well as to their deficiencies.

This individual tendency meets a broad societal renaissance of an antiquated form of argumentation: the naturalization of differences. Biologism has again become socially acceptable in everyday thinking, as well as in (pseudo)scientific discourse.

The current research in genetics, epigenetics and in the neurosciences speak against this politically fatal determinism which suspends both reason and ethics. All new findings show that the human being is a lifelong unlimited learning system - a system whose growth, however, is dependent on stimulation as well as on obstacles provided by its environments. Different social surroundings reliably produce individual differences.

Three dominant phantasms stand in the way of the multi-faceted development of all people: »talent« - »identity« - »tradition«.

ALFRED ADLER was one of the first to critically deconstruct these concepts.

I want to continue to pursue this project based on the current state of scientific findings. My objective is to rid these concepts of their ideology and their power to stabilize prevailing class structures and to clear the view as well as the way to limitless educational processes.

Which environments promote mentalities that will empower people to utilize their unlimited potential to build and to extend their neural networks by learning?

**KEY LECTURE****OBERST, URSULA**

Deutsche Gesellschaft für Individualpsychology e.V. (DGIP), University Ramon Llull, ES

**Contemporary research on infant behavior in the context of the Adlerian concept of Social Interest****DATE**Sunday,  
17 July, 11.20am**LOCATION**Main Ceremonial  
Chamber

Contemporary research into infant behavior deals with children's capacities and competences and the significance of their experiences with relationships for the development of these capacities. One focus of research is the child's capacity to develop reasoning about the „internal world“ of other individuals and to understand their behavior as an expression of intrapsychic processes.

This presentation puts these issues in an adlerian context of Social Interest and tries to answer the question, if the development of Social Interest theory can benefit from these contemporary research results; the author will also explicitly refer to Mary Target's theories.

**OBERST, URSULA<sup>1</sup>; COMPANY, RAMON<sup>2</sup>; PAEZ, DARÍO<sup>3</sup>; SÁNCHEZ, FLOR<sup>4</sup>**<sup>1</sup> Deutsche Gesellschaft für Individualpsychology e.V. (DGIP), University Ramon Llull, ES<sup>2</sup> Ramon Llull University, ES<sup>3</sup> Universidad del País Vasco, ES<sup>4</sup> Universidad Autonoma de Madrid, ES**Interpersonal Emotion Regulation: An Expression of Emotional Growth and Personal Development****DATE**Saturday,  
16 July, 3pm**LOCATION**

5A, 5th floor

One important aspect of personal development is emotional growth, expressed, among other aspects, as regulation of negative affect after an emotion-loaded interpersonal encounter. While the ability to regulate one's own emotions has been widely studied, the ability to regulate negative emotions of others (interpersonal emotion regulation) is a more neglected area in research.

In our study we had 104 undergraduate psychology students narrate two interpersonal encounters imbued with negative affect (anger and sadness) and then answer a Spanish modified version of the Measure of Affect Regulation Styles (Larsen y Prizmic, 2004; Martínez, Páez y Campos (2008)) to assess their coping strategies with respect to their emotions; at the same time, students had to indicate what they did in order to influence in the negative affect of the other(s) involved. Results of the pilot study indicate that psychology students, though thought to be psychologically minded and interpersonally sensitive, used rather few adaptive strategies and even less in order to help others cope with negative emotions; those who used adaptive strategies

for self-regulation also used more adaptive strategies for interpersonal regulation.

These results will be discussed in the context of Individual Psychology. Adlerians have always insisted the importance of getting along well with others for one's own well-being and mental health; thus, adaptive interpersonal emotion regulation can be seen as one of the aspects of Social Interest.

**ORNATO, SILVIA**

Istituto di Psicologia Individuale "Alfred Adler" Torino, Società Italiana di Psicologia Individuale (S.I.P.I.), IT

**The Various Forms of Trauma in Situations of Child Sexual Abuse Report****DATE**Friday,  
15 July, 4pm**LOCATION**

3C, 3rd floor

When tackling the topic of sexual abuse in childhood, it is alleged or real, it is appropriate to consider many aspects that directly interfere in the psychological evaluation of the child and its familiar context.

This work stems from the need to make some clinical reflections on the theme of trauma in situations of abuse, acquired as a result of an extensive work experience as an expert in collaboration with the judiciary.

It intends to address the trauma in all its complexity, both in terms of psycho-physical aspects that involve the child, both relatively to the family and social context in which the minor lives. The potentially traumatic situation is already evident in the initial stage of the judicial process, when a report is made to the Prosecutor, as the child becomes the subject of consultations, assessments, interrogating, having a significant impact on his psychological balance, on his inner world, the perception of the external world, generating a situation of stress and tension to which the child cannot escape.

Finally, some reflections will be proposed on the obvious pain that a child goes through, even when we are faced with false complaints or suspected abuses that result false and unreliable in the course of the investigation and the expert's work.

## OTAKE, YUKO; NODA, SHUNSAKU JALSHA

Japanese Society of Adlerian Psychology (JSAP), JP

### Resistance Prevention in the Psychotherapeutic Process

#### DATE

Friday,  
15 July, 3pm

#### LOCATION

HS II, ground floor

Each Adlerian psychotherapist has their own skills to reduce patients' resistance during therapy. Those skills, however, are rarely researched because of their non-reproducibility. As we reported in ICIP 2008 [1], the text analysis method, which was developed by one of the authors, was expected to be useful to analyze group process. In this study, employing a similar method, some techniques to reduce resistance in therapeutic conversations were examined.

Ten sessions of life-style analysis by an eminent Adlerian psychotherapist were recorded. Analyzing those records, it is observed that the therapist was intentionally changing the words of the patient into synonymous expressions to make him/her to accept interpretations more easily. In this way the clients were gradually prepared to recognize their immature private logic without traumatic experiences. In consequence the patient realized harmfulness of self-attachment (Ichgebundenheit) and began to develop community spirit (Gemeinschaftsgefühl) through comfortable therapeutic conversations.

## PAGANI, PIER LUIGI

Società Italiana di Psicologia Individuale (S.I.P.I.), Istituto Alfred Adler Milano, IT

### Shadows are not Black, They All Have a Colour. Separation and Trauma as a Growth Opportunity

#### DATE

Friday,  
15 July, 4pm

#### LOCATION

3D, 4th floor

Shadows are not black. None of them is black. They all have a colour - Renoir once said, when trying to theorize the technique that characterized the revolutionary style of painting of the impressionists: they looked for a more modern approach to colours, abandoning the idea that shadows were simply made up from a brown or black adding. Besides this sentence is also loaded with strong metaphorical meanings. In this work we will examine the concept of "separation", mainly as a sense of loss and privation, which nevertheless drives us through a painful process of personal growth. A journey, a change in a lifestyle, an illness, the death of a beloved person, or simply the fact of changing the patterns of our lives to new ones...these are all hard, challenging and difficult experiences. However, they can all turn into productive opportunities to grow. A separation can be imposed, and, even if we are aware of the fact that it is inevitable, we desperately try to remain anchored to our past

and our roots and we refuse to adapt to a new life, or it can be a proper choice, and, as such, with stronger emotional connotations. Trauma originates from the fact of seeing the pillars of our past life crumbling like an ancient temple, from the fear of being deprived from our life and not getting it back and the responsibility of creating a project for a new life. Nevertheless, these are all unavoidable steps that we all have to go through to grow up and to better understand ourselves.

## PONZIANI, FRANCESCA<sup>1</sup>; PONZIANI, UMBERTO<sup>2</sup>

<sup>1</sup> School of Adlerian Psychotherapy (Reggio Emilia), IT

<sup>2</sup> Società Italiana di Psicologia Individuale (SIPI), Istituto Alfred Adler Milano, IT

### The Development of Youth towards an Adult Identity, between Desire and Disengagement during this Period of "Sad Passion"

#### DATE

Thursday,  
14 July, 2pm

#### LOCATION

Zi, 2nd floor

Young men of today, live in a time described by some as of "sad passion". The loss of optimism and hope in a better future, that accompanied the Post-war generations, the radical deconstruction of the past, restricted, but reassuring, social conditions, the insistent drive towards personal success, the intimidating reflections of globalisation, science and technology that do not offer real solutions, the absence of dialogue within the family, the complexity and uneasiness of the parental figures, are only a few of the many reasons for the insecurity and anxiety of those in search of their adult identity today. Constrained within a profound reassessment of their male identity in relation to the female world that confounds them with new and effective expressions of determination, young men have to confront the road to independence from the family in a time when the future is very uncertain. Thus many young men appear to hesitate on the threshold of independence, torn between desire and disengagement, enduring enormous stress on their personal life styles. Adlerian Psychotherapy, with its ability to capture and interpret the paths of Self as well as the social and cultural repercussions, appear to be thoroughly capable of helping young men in their struggle to find a real adult identity, based on self-awareness, understanding of the world, independence and openness towards others. The Adlerian therapeutic path, with its incisive interpretation and encouraging outlook, can offer a comprehension of the life styles in play and their dysfunctions, the disengagement and the avoidance strategies that interfere with an incisive confrontation of the time which we have to live and interpret.

**PONZIANI, UMBERTO**

Società Italiana di Psicologia Individuale (SIPI), Istituto Alfred Adler Milano, IT

**The Individual Psychology of Alfred Adler, 100 Years On, Increasingly Rooted in Current Scientific Research: Altruism is Innate in Man and Present in the Evolution of all Living Beings**

**DATE**

Friday,  
15 July, 4pm

**LOCATION**

2G, 2nd floor

Two great paths of international scientific research are redefining our knowledge of the complex aspects of sociability in humans and in all species. A century after the brilliant discoveries of Alfred Adler, rigorous experimental research on the part of evolutionary psychologists and, in another context, biologists clearly highlight the presence of sociability as a fundamental factor in the organisation of the species. We refer to rigorous experimental studies on the innate social skills of man that are present from the very first months of life of the baby whose behaviour clearly reveals the ability to sense the presence of others and cooperate. On a wider horizon, there are equally significant studies on symbiogenesis that redefine evolution not just as linked to selection based on survival of the fittest or better adjusted, but also as a process relative to symbiotic cooperation between organisms. In the near future, these studies will redefine scientific theories in biology, but also in psychology and therefore for man and his social aspects. The concept of social sentiment, fundamental in Individual Psychology but to date poorly received in the psychology scientific community, is finally receiving scientific confirmation. Thus another brilliant idea of Alfred Adler can be seen and premonitory and fundamental for psychology as a whole.

**KEY LECTURE**

**PRESSLICH-TITSCHER, EVA**

Österreichischer Verein für Individualpsychologie (OEVIP), AT

**Therapists as New and Old Objects: Which Therapy for Borderline Patients?**

**DATE**

Friday,  
15 July, 10.45 am

**LOCATION**

Audimax

For many patients who suffer from a borderline-personality disorder, it becomes easier to build a relationship with the therapist if there is a prospect of a speedy separation from the therapist, as is the case in a time-limited setting. Moreover, federal health insurance would not be able to afford to cover high-frequency therapy over a long period of time for all patients.

But does preferring time-limited therapy for borderline patients not mean following the zeitgeist too blindly?

The talk will refer to experience with borderline patients in therapy, as well as to the contribution of Andrea Ferrero on “Dealing with separation. Theoretical and technical issues of Sequential Brief-Adlerian Psychodynamic Psychotherapy (SB\_APP)”.

**RAMBAUDI, ANDREA; VIGLIANCO, PAOLA;**

**BIANCONI, ALESSANDRA; FASSINO, SECONDO**

Società Italiana di Psicologia Individuale (S.I.P.I.) - S.A.I.G.A., Turin, IT

**The Difficult Task of Identity Construction in Subjects with Eating Disorders: The Trauma of Separation**

**DATE**

Friday,  
15 July, 2pm

**LOCATION**

3C, 3rd floor

Even though the causes of the onset of eating disorders are multifactorial according to the biopsychosocial model, they encounter a significant correspondence in the difficulty that caregivers of these patients have in recognising their children as something other than that, and particularly in the difficulty they have sympathetically reflecting on the internal experience of the children, denying them a central psychological structure, which is indispensable for building a vital sense of self.

Therefore these are parents with a poor capacity for mentalization, which in this context refers to the capacity to perceive themselves and others in terms of mental states (feelings, intentions, beliefs, desires) and to recognise their behaviour and the behaviour of others through a process of reflection; as a result, their children do not acquire the capacity to label and assign meaning to their experience which leads to problems in constructing an identity. The paper aims to reflect on the themes connected with deficits in the function of mentalization and attachment in eating disorders according to the perspective of Individual Psychology and to highlight the most appropriate lines of intervention for activating the patients' processes of separation and definition of self.

A selection of clinical examples will be presented.

**RASMUSSEN, PAUL**

Adler School of Professional Psychology, North American Society of Adlerian Psychology (NASAP), International Conference for Adlerian Summer Schools and Institutes (ICASSI), US

**The Infantile Philosophy****DATE**

Saturday,  
15 July, 2pm

**LOCATION**

5A, 5th floor

In this presentation, the infantile philosophy is discussed relative to Adlerian, and other, concepts of development and unconscious influences. The phrase, "infantile philosophy" is used to refer to the inherent orientation to life that all infants begin life with and which sets the foundation for developmental maturation. This orientation involves the polarity of desire and aversion, which have their basis in evolutionary functioning. The human infant is oriented by its physical capacities to seek safety and comfort and this orientation, or unarticulated philosophy, sets the foundation for the development of an adaptive or maladaptive private logic, which remains unarticulated and unconscious, and subsequently impacts the individual's style of life. Adaptive is defined relative to optimal adaptiveness, which requires social interest. These concepts are related to the development of the neurotic character and the formation of pathologies. It is important that the therapist understand the basic, unarticulated, unconscious philosophy of life that compels infantile desires and actions and the formation of mistaken beliefs and compromised social interest, which often define adult functioning. This understanding helps to reveal the immediately adaptive usefulness of pathological symptoms, which can then be targeted for therapeutic reorientation. These concepts are expanded to describe the basic focus of and challenge to effective therapy.

**RAVIOLA, MARCO; DOLCIMASCOLO, MARIA**

Società Italiana di Psicologia Individuale (SIPI), Istituto Alfred Adler Milano, IT

**Constellations without Boundaries:  
Family Therapy from the Adlerian Perspective****DATE**

Thursday,  
14 July, 4pm

**LOCATION**

HS III, ground floor

The following considerations stem from our work in supporting parents of children and adolescents. Some features seem to be present in many of the families who seek our help. Weaknesses and lack of boundaries that define the force field of the family group appear to be one of the main aspects we shall focus our attention on. Such problematic areas may be considered from different levels of analysis.

From an inter-generational point of view we may see how the boundaries between members belonging to the same family nucleus and those who are placed outside the nucleus are very uncertain and fragmented. If we observe the force field closely we may notice that we have to cope with a poor space differentiation that determines an uncertain definition of the parental couple with respect to children. On examining the analysis in depth from a trans-generational perspective we can see how the weakness of the boundaries may be translated into an image of their role that is just as confusing and only slightly, differentiated where generations of children and parents chase after each other in a game where they are mutually projecting their desires and expectations onto each other.

In this context, the path of growth and development of young generations seems to be slowed down by the entanglement of undifferentiated relationships. Therefore, it is difficult to differentiate and separate them and remain perpetually entangled in an environment that tends to suppress the demands of development.

The psychotherapist who works with parents finds that he has to make a great effort and help to redefine the boundaries aiming to encourage communication that is less confused and more authentic, a fundamental prerequisite for growth and development.

**ROSCHKE, CHRISTINE; ZUMER, PETER**

Österreichischer Verein für Individualpsychologie (OEVIP), AT

**Lost and Found. Research on the Circumstances of  
Alfred Adler's Death, on his Urn and its Transfer from  
Edinburgh to Vienna in Summer 2011****DATE**

Saturday,  
16 July, 3pm

**LOCATION**

3D, 3rd floor

Notes on the death of a travelling lecturer. Seventy years after the death of Alfred Adler on 28th May 1937, a research group of Austrian Society of Individual Psychology set out to reconstruct the circumstances surrounding Adler's death and visited the cemetery where he was laid to rest. This lecture presents some of the results of this research.

The group was made aware of the extent to which Alfred Adler, the founder of Individual Psychology, has been both idealised and rejected. This lecture is also intended as a reminder of Alfred Adler the person, whose memory needs to be preserved.

## ROSEN, MARNI

North American Society of Adlerian Psychology, US

### Content Analysis of Published Work: A Method for the Historical Review of Individual Psychology

#### DATE

Saturday,  
16 July, 4pm

#### LOCATION

3D, 3rd floor

Individual Psychology has reached its 100th birthday; thereby, standing as one of the longest practiced theories of psychotherapy. In a century, the minds of generations have added to the original works of Alfred Adler. The theory has spread across the world and grown to incorporate a variety of perspectives; yet, how does Individual Psychology evolve and reflect upon the last century? How can the community demonstrate the progress of the theory? In exploring Individual Psychology's view on the Psychology of Religion and Spirituality, this presentation will propose that a literary content analysis of published work is an analytical, quantitative method that can highlight the changes, evolution, and development of Individual Psychology. The construction and application of a content analysis allows for Individual Psychology to self-reflect on a collection of work, on a specific topic, over the entire history of Individual Psychology.

## ROSSI, ROBERTA

Scuola Adleriana di Psicoterapia, IT

### Identity Treachery

#### DATE

Friday,  
15 July, 4pm

#### LOCATION

3E, 3rd floor

Communication defines the progressive psychological phases leading to the formation of the Self during the adolescence of a new, yet quite common, specific social category: the Second Generation Teens. Children descendant from immigrants of the First Generation are involved, much more than others, in a complex identity-building process, constantly hovering between psychic and social priority conflict. While the First Generation lived the trauma of parting from their specific original cultures, which remains their personal reference point, now their children have to face the drama of personality clash between the need of belonging to their families and the urge of integration with the new social environment. The process involved in the effort of reaching a unique identity, capable of keeping a stable balance between the different cultures and at the same time that complies with the present real environment, an identity that has grown to become "useful" and "fully operational", implies the solving of a double task: achieving both a personality-self and a cultural self-identity. The survey will investigate all aspects of such "duality", from possible

mental blocks to potential psycho-pathologic developments caused by the difficulty to overcome this double dynamic process through what will be defined as "the courage of treachery". The analysis will focus on the psychological resources that support and sustain such complex identity-building process.

## ROVERA, GIAN GIACOMO; BARTOCCI, GOFFREDO

Società Italiana di Psicologia Individuale (SIPI), IT

### Individual Psychology and Transculturalism in Helping Relationships (Developments and Challenges)

#### DATE

Friday,  
15 July, 2pm

#### LOCATION

HS III, ground floor

- 1 The transcultural dimension is well suited to the model of Individual Psychology, as it represents a useful arena for the development of Adlerian theory and practices, as well as the field of national and international research and also through the discussion of general (etic) and specific (emic) themes.
- 2 The progress of psychopathological and clinical research concerns multiple experiences regarding the use of an Adlerian dynamic psychotherapy, an educative approach, and a treatment of counselling. Thanks to life-style assessment and to cultural formulation, these interventions are implemented in various contexts (e.g. in the Turin area in Italy) which are comparative and correlated with other investigations.
- 3 To this end, several original critical ideas are highlighted regarding cultural identification, intercultural empathetic involvement, the flexibility of the "triadic" setting (which is made up of the patient, the therapist and the cultural mediator), etc. This is where the importance of a network model emerges that can be used in various ways on an informative, instructive, preventive and treatment level.
- 4 The development of the Adlerian paradigm happens in a continuum of capacities for comprehension/explanation/cooperation by means of specific emotional and experiential atmospheres, value-related orientations, individual past experiences (separations, traumas), linguistic differences, and behavioural patterns. These need to be related to the various cultural contexts to which the individuals belong. In this way the fundamental instances of Adlerism can be profoundly articulated with transculturalism through a cultural social sentiment (as mental feeling), a real ambition to achieve something and a creative process of encouragement.
- 5 Further development of the culturally-orientated Adlerian model involves understanding how to use a consensualized model

of reference aimed at an interactive cultural plurality. Therefore it appears to be appropriate: a) to develop the theoretical and methodological aspects; b) to carry out thorough comparative empirical research; c) to perform transcultural supervisions particularly on the dynamics of the networks and of the therapeutic settings; d) to facilitate exchanges with scholars of different cultures, ethnic groups, religions, beliefs and languages. This would help to improve explanatory understanding that could lead to guidelines which would also be useful professionally in adlerian helping relationships.

---

### **SALIERNO, FRANCESCO**

Associazione Forum di Psicologia Adleriana (AFPA), IT

#### **The Power of Alfred Adler's Social View. Developments and Perspectives**

**DATE**

Thursday,  
14 July, 3pm

**LOCATION**

HS II, ground floor

The Italian Association Forum of Adlerian Psychology (AFPA) has been devoted, since its foundation in 2003, to the development of a culture of the "positive" and to the realization of a series of activities, dedicated to the "individual" and to "individuals in their social context", aimed at spreading the concept of prosociality.

AFPA's national and international actions are oriented towards two main objectives: the first is the foundation of "listening and help centres", connected to a network of other local associations, offering psychological services; the second is the realization of post-graduate education programmes for teachers, doctors, psychologists, sociologists and magistrates.

During the last two years, AFPA has widened its horizons towards developing countries. In Albania, a nation with a great potential of cultural and social growth, a place full of contradictions, where the old and the new coexist, AFPA has tried to bring its Adlerian view into the projects of cooperation with the Albanian institutions. The collaboration with the Ministry of Health, the Ministry of Education and OSCE Albania is the result of our ethical and scientific involvement in the promotion of that "community feeling" that Alfred Adler considered the "barometer of normality".

### **SALZA, ANDREA**

Istituto di Psicologia Individuale "Alfred Adler" Torino, Società Italiana di Psicologia Individuale (S.I.P.I.), IT

#### **Trauma within Psychotherapeutic Treatment**

**DATE**

Thursday,  
14 July, 3pm

**LOCATION**

2G, 2nd floor

Should we consider therapist's intervention in psychotherapeutic treatment of the adults as potentially traumatic? Could certain measures of interpretation or symbolization adopted by the therapist have a potential traumatic effect on patient's mental functioning? Traumatic events of this kind can have progressive effects, either positive or negative, if the therapist has correctly assessed the processing capability of the patient. As it is true for surgical traumatic procedures that are needed in order to re-establish health conditions compromised by previously uncontrolled events, also in the context of psychotherapy it may be indicated to operate a rupture in order to reorganize or redirect mental functioning. It is essential to recognize in what types of disorders or psychological diseases similar acts may be necessary, at which stage of the therapeutic process arise the favorable conditions to take action, and what are the risks linked to a traumatic event in the specific therapeutic setting. The development of the psychotherapy sometimes requires abandoning certain mental processes, and this may implicate to stress them up to a breaking point. It is therefore necessary to have a clear consciousness of the patient's resources and of the therapeutic project. The awareness that the therapist is bearer of potential traumatic capabilities implicates the need to acquire proper instruments to avoid the risk of adopting measures that may prove inappropriate or even harmful for the patient.

---

### **SCHEDL, ANITA**

Österreichischer Verein für Individualpsychologie (OEVIP), AT

#### **The Imaginary Tram**

**DATE**

Friday,  
15 July, 2pm

**LOCATION**

2i, 2nd floor

The working method of the Oskar Spiel Schule in Vienna's 15th district is described by the story of a boy who is fixated on trams and thinks he has a "hard-disk built in his head on which it is written that he is bad". Thereby the small class (Kleinklasse) and the work of the team of the Oskar Spiel Schule is demonstrated.

## SCHÜRER, YVONNE

Schweizerische Gesellschaft für Individualpsychologie (SGIPA), International Committee for Adlerian Summer Schools and Institutes (ICASSI), CH

### "TILT" - Blumenthal's Strategy for Maintaining Self-Respect in front of an Aggressive Partner

#### DATE

Saturday,  
16 July, 4pm

#### LOCATION

5A, 5th floor

In couples counseling, as soon as war is openly declared, i.e. when one of the partners insists on a separation or a divorce, we can observe a change of pace: The couple starts to fight with more perilous weapons. At this point, in most cases, one of them refuses to continue with the counseling sessions, and the remaining client and the counselor have to come to a new agreement as to how they want to proceed. Clients often get stuck because of their intrinsic dynamic, in which cases a lifestyle analysis and critical examination of their personality can be a great help. Unfortunately, there is never enough time to wait until the client has adjusted his mistaken beliefs. The tasks that lie ahead are urgent: Radical decisions have to be made and the future must be planned.

Therefore, in most cases, our client needs coaching as to

- How to deal with a hostile partner without losing self respect.
- How to state their point without becoming aggressive.

Eric Blumenthal gave us a precious set of rules with which we can adjust our inner attitude when having to deal with a potential adversary. We can find these rules in his writings, but he never recorded how, exactly, they can be applied, step by step, in the heat of a discussion. Fortunately, Blumenthal used to give more detailed instructions during his supervision sessions, where I took notes. Based on these notes and the work of Erik Blumenthal, it is my pleasure to show by means of case material how the difficult concept of "Nicht streiten - nicht nachgeben" (Don't fight - don't give in) can be applied while dealing with an aggressive partner. With the help of this strategy the client can leave the battlefield and open the way to a constructive discussion.

## SHELLEY, CHRISTOPHER

Adlerian Psychology Association of British Columbia (APABC), CA

### Life Task Analysis: A Hermeneutic Approach

#### DATE

Saturday,  
16 July, 2pm

#### LOCATION

2i, 2nd floor

An intervention using simple ordinal scales is qualitatively deployed early in the therapeutic encounter, with subsequent reviews.

Reassessing any changes allows for client and therapist to clarify therapeutic goals. The overall character of the encounter is

empathic-hermeneutic, or an attuned empathic connection with clients. This therapeutic connection strives for an embodied, interpretative and Socratic alliance that aims for insight, clarity and an empowered capacity to make affirming choices. The grounding of the intervention is anchored in the life tasks whereby the self-reflexive capacity of the client is both assessed and worked upon. Greater clarity and consciousness is sought through the insights gleaned from symbolic order material and affective as well as embodied reactions (metaphors, dreams, early recollections, parapraxes, art therapy, transference/counter-transference, etc.). Life task "scores" are qualitatively re-evaluated at key points to aid in the integration of sought-for changes, to (re)assess levels of self-reflexivity and to recalibrate/adjust therapeutic goals. Increases in the outcome scores is often synonymous with subjective changes in fictions, leading from a "felt minus to a felt plus", hence greater levels of agency and empowerment.

## SIMONELLI, BARBARA; FASSINA, SIMONA; CAIRO, ELISABETTA

Società Adleriana Italiana Gruppi e Analisi (S.A.I.G..A.), IT

### Mindfulness Interventions in the Treatment of Patients with Borderline Personality Organization (BPO)

#### DATE

Friday,  
15 July, 3pm

#### LOCATION

Small Ceremonial  
Chamber

This contribution aims to propose some hypotheses concerning theoretical and technical issues of the psychotherapies with BPO patients.

Adlerian Psychodynamic Psychotherapies (APPs) consider the pathogenesis of personality organization to be related to the vicissitudes of vulnerability and consider traumatic experiences, even relational ones, as trigger events, not only for their objective existential impacts but also for their subjective symbolic meanings.

Traumatic experiences inhibit the development of mentalization abilities, i.e. the ability to understand the mental states of oneself and others, and mindfulness abilities, i.e. the possibility of being present and paying attention in a non-judgmental way to affections and emotions, related to both mental states and corporeal feelings, in the present moment.

From an Adlerian perspective, mindfulness can be considered a specific function of Social Feeling, which: 1) enables one to accept the inferiority feeling in a non-judgmental way; 2) modifies the apperceptive schema in order to experiment new ways of perceiving oneself and the world; 3) fosters a creative adaptation to environmental demands; 4) promotes a better aggregation of Self instances.

In this paper we suggest that specific mindfulness interventions can be useful in the treatment of BPO patients, especially those with lower levels of functioning, according to SB-APP, Sequential Brief Adlerian Psychodynamic Psychotherapy, which is adapted from APPs as a specific technique for the treatment of borderline personalities. Through the possibility of being connected with the present moment and the “full catastrophe living”, mindfulness interventions actually allow the restructuring of procedural memories, thus influencing the emotional-corporeal archives of the implicit memory. Finally, we propose some reflections about the therapist’s mindful attitude, as an aspecific technical aspect that can enable therapeutic processes of trans-motivation and encouragement through the relational now moments and moments of meeting.

---

**SINI, BARBARA**

Istituto di Psicologia Individuale “Alfred Adler” Torino, IT

**The Difference between Qualitative and Quantitative Trauma**

**DATE**

Thursday,  
14 July, 3pm

**LOCATION**

4C, 4th floor

Right from the start and up until today Individual Psychology has focused its attention on individual goals/aims, that the individual person pursues, or rather, what springs up from the complex process of integration that creates cohesion in the mind, that is the base of an individual life style.

But what happens when a traumatic event prevents an individual person from integrating his own mental representations? Recent studies into Neuroscience and Psychobiology have provided us with empirical data relative to Adler’s pioneeristic concept of the bio-psycho-social unity of man. First and foremost, the traumatic experience shows us how our brain reacts to potentially dangerous situations, isolating the specific neuronal circuits that end up by becoming a real and true “island” without any connections with associated representations (Siegel, 1995, 1996; Terr, 1988). The differences that appear between implicit and explicit memory in psychological traumatic disorders lead us to consider trauma as a stressful situation drawn out and increasing over the course of life, as the definition “Post Traumatic Stress Disorder” (PTSD), seems to suggest. Research into the reduced hippo-campal dimension, following overexposure to stress, have lead to reach this kind of definition. The aim of this contribution is to show, and particularly referring to infantile Psycho-therapy, how traumatic experiences are not to consider themselves as the quantitative effects, implying a cumulative nature event, to track down stressful,

drawn out or too intense experiences, but rather a phenomenon of a qualitative that entails massive interference in emotional and motivational processes and the mental condition, so much so as to prevent them from integrating in a cohesive and harmonic development of the mind.

---

**SPERONI, PAOLA<sup>1</sup>; MOLINA, A. FRANCESCA<sup>2</sup>**

<sup>1</sup> North American Society of Adlerian Psychology, IT

<sup>2</sup> Società Italiana di Psicologia Individuale (SIPI), North American Society of Adlerian Psychology (NASAP), IT

**The Experience of Flag Elementary School: The First Primary School Inspired by Adlerian Theory in Italy**

**DATE**

Friday,  
15 July, 4pm

**LOCATION**

5A, 5th floor

In September 2001 Flag Elementary School was founded in Pavia, Northern Italy. It grew from the desire to construct an educative model that was Italian, European and Adlerian. The school uses three languages, Italian, English and German. The ‘Associazione Forum di Psicologia Adleriana’ (AFPA) is the methodological reference. One of the aims of AFPA is to spread the Adlerian message within the scholastic environment. Adlerian analyst and President of AFPA, Dr. A. Francesca Molina, helps to write Flag Elementary School’s educational programme. AFPA regularly organises lectures at the school and the teachers are encouraged to attend. The staff of the school operates as a team, in which each member feels respected for his role. The common goal is to respect the psychological development of the children and their innate need to learn. The main instruments for learning are observation of real life, curiosity and encouragement. The school is not only an academic institution; it aims to help the children grow with a good emotional understanding of themselves and those around them. Guidance is passed on in all subject areas and through classes of ‘prosocialità’ (Emotional Intelligence). Thus Adlerian methodology colours all aspects of school life. In addition, links between school and home are kept strong. Parents have access to the AFPA lectures and appointments with Dr. A. Francesca Molina, Adlerian analyst. The benefits of the Flag Elementary School approach are seen in academic success, resolution of problem behaviours, staff and parent satisfaction. The school started with one class of eight pupils. Now there is a kindergarten of fifty pupils, a primary school of one hundred and a full waiting list.

### STEPHENSON, THOMAS

Österreichischer Verein für Individualpsychologie (OEVIP), AT

#### No Separation Without Attachment: What We Can Learn from the Autistic Child about "Gemeinschaftsgefühl"

**DATE**

Saturday,  
16 July, 4pm

**LOCATION**

3C, 3rd floor

The term „Gemeinschaftsgefühl“ is hard to translate and includes a number of subterms like „social interest“, „social feeling“, „feeling of togetherness“ which are not completely interchangeable. Infact: „Gemeinschaftsgefühl“ although one of the most important terms of Adlerian Psychology is still not clearly defined. In the last decades a great number of findings have shown that the earliest mother-child-interactions include many subtle processes. Most of them deal with affect regulation by mentalization. Mentalization means the ability of recognizing and understanding oneself as well as the „the other“ as human beings, which contain conscious and unconscious mental processes concerning different wishes, fears, goals, phantasies, drives, images and so on. The autistic child has fatal problems with this basic achievements. This causes a great number of developmental problems which have to do with certain aspects of „Gemeinschaftsgefühl“. They are summarized in the above mentioned title: „No separation without attachment“. Realizing mentalization as the basis for emotional attachment and emotional attachment as the basis for intersubjectivity leads to a specific relational understanding of the term „Gemeinschaftsgefühl“ with new implications for a number of theoretical and technical topics of Individual Psychology.

### STOYANOVA, STANISLAVA

South-West University "Neofit Rilski", BG

#### Attitudes towards Young People in Bulgaria

**DATE**

Thursday,  
14 July, 3pm

**LOCATION**

2i, 2nd floor

This paper presents a study of the stereotypes of and attitudes towards young people in Bulgaria. The method was developed on the basis of Fishbein's and Ajzen theory and using several coding matrices for content analysis by a group of psychologists during the summer school "Social cognition" held in Blagoevgrad, Bulgaria in July 2010. The social involvement of young people, life satisfaction and family issues are studied.

### STOYKOVA, ZHANETA

North American Society of Adlerian Psychology (NASAP), BG

#### Contemporary Status of Adlerian Theory and Practice in Bulgaria

**DATE**

Thursday,  
14 July, 3pm

**LOCATION**

5A, 5th floor

One of the contemporary stages of the modern development of individual psychology is related to the dissemination of Adlerian ideas in the East European countries, Bulgaria in particular. The organization and management of this process in our country is the result of the cooperation between Trakia University and ICASSI which started 15 years ago. It includes training teachers in the principles of Adlerian theory and practice working on Adlerian Paradigm in Education and Modern Educational Approaches based on Adlerian Psychology programs, carried out by ICASSI faculty members. The further activities of ICASSI and the Department of Information and In-service Teacher Training resulted in designing courses for teachers based on Adler-Dreikurs principles and the ideas of the democratic school reform. The ICASSI faculty members took part in The Annual National Pedagogical Forum with international participation and contributed to the development of the theory and practice of interactive teaching. This collaboration enriched the career counseling of the Career Development Center. Most recently, in 2009, we successfully continued working on Trakia University's project: " Model for Enhancing the Quality of Education at Trakia University" with the participation of ICASSI faculty members. The main objective of the project is to contribute to the improvement of the quality of student training by means of applying new approaches to academic education and fostering active motivation for learning in the students. In order to achieve this goal, it was necessary to change the directive methods of instruction and to replace them with more interactive teaching methods. In the process of applying good international practices in academic education, Trakia University benefited from the theoretical and methodological help of ICASSI. In the course of many years, ICASSI faculty members participated in the academic training of Trakia University students. This abstract is written in cooperation with Valentina Sharlanova, Galya Kozhuharova, Krassimira Mutafchieva.

## STUDENER-KURAS, REGINA

University of Vienna, AT

### Divorce, Separation and the Support of Children. Representing Children in Family Court - the Austrian Concept of a "Children's Guardian".

#### DATE

Saturday,  
16 July, 2pm

#### LOCATION

2H 2nd floor

The concept of the "Children's Guardian" was mainly established to provide a legal foundation for the support of those children who are involved in highly severe cases of divorce proceedings in family court. This opportunity was enacted by law in Austria 2010 and is based on a four years pilot project from the Austrian ministry of justice. A "Children's Guardian (CG)" is a professional person who is appointed in court by the judge. He is legally obligated to look after the children's and young people's intentions in terms of living and contact with their family. He has to represent the child during the law proceedings and is asked to make sure that the children's voice is heard in court. In all of these belongings a CG is working in professional secrecy. According to this, he has to be experienced and trained in psychoanalytic pedagogical skills, child development as well as in interdisciplinary juridical reasoning.

The current lecture gives an insight in the working process with the child, the setting and the working concept behind. The presentation of some case studies helps to get an impression of the psychodynamic processes, possibilities and challenges in granting relief to a child in highly affected, risky times. A short introduction in the provisions of the national law explains the duties and tasks of the CG in court and informs about the duty of education and experience that is required for this kind of profession in Austria.

An overview about the policy, procedures and models for "Children's guardians" in family court in other countries, leads finally to an open discussion regarding the international situation.

## SZÉLES, EDIT

University of West Hungary, HU

### Encumbrances during Work with Parents Accompanying Child Psychotherapy

#### DATE

Thursday,  
14 July, 2pm

#### LOCATION

HS III, ground floor

The accompanying therapy with parents is a peculiar characteristic of the psychotherapy working together with the child. This is from time to time a heavy task, which demands a big elasticity from the psychotherapist including the recognition of the different expectations,

aims, in the exploration of the lifestyles and in the interpretation of the transference processes and in treatment. The child's dependency relation of parents requires from the therapist to understand the attitude pattern of the environment contributing to the child's lifestyle mistakes and to make the parents recognise it as well.

In this way, both the child and the parents may find relieving support to the working-through of their guilt feelings stemming from the responsibility concerning the illness of the child.

The presentation of the peculiarities of the work with the parents is based on the psychotherapies of three children. The common feature of the cases that the disturbance of the interpretation of the parental roles appeared at the parents and mostly both parents took part at the accompanying discussions.

Presenting the child's experience world, his/her aims, feelings, and compensatory efforts - led to the parents' growing empathy for their child, Imago formed about their son/daughter may have become more realistic and their feelings of security got stronger in their own role. The trainings which change the parents' educational view and their attitude may increase the efficiency of the psychotherapy, which an example of the parents' Open University Course illustrates.

## SZENTES, ANNAMARIA

### Traumatized Children and the "Magic Horse". Horse Assisted Psychodrama in Child-Oncology Rehabilitation

#### DATE

Saturday,  
16 July, 2pm

#### LOCATION

4C, 4th floor

The diagnosis of childhood cancer causes great emotional distress for the patients and for the family. During the long treatment traumatized children are separated from their families, their schools and their healthy environment.

The aim of the horse therapy is to improve the self-esteem of the children. In harmony with the nature, the physical contact with the horse may reduce their sentiment of loneliness and isolation. The children can also feel the emphatic presence of the others. The presence of an natural environment and of the „magic“ white horse facilitating the emergency of their imagination the kids become able to create they own marvelous story and then we play it together in colourful costumes.

The horse always has an important role in the fairy tale. On the back of the horse they can fight with the enemy and they can feel themselves strong and healthy. This progress may help facilitating the psychosocial rehabilitation, the reintegration to the peer group and the

emergency of Gemeinschaftsgefühl.

In my lecture I would like to show you our experiences in this group therapy.

---

**TACKE, MARION**

Deutsche Gesellschaft für Individualpsychologie e.V. (DGIP), DE

### Trust – A Psychological Variable in Interpersonal-Interactive Reflection

**DATE**

Friday,  
15 July, 3pm

**LOCATION**

2G, 2nd floor

Trust in the behavioural patterns of our fellow human being is being perceived again as an important psychological dimension in an increasingly anonymous society and globalized world. The subject of trust had been neglected in psychological literature for a few decades, since Luhmann had dealt with it intensively in the 1970's.

After some short theoretical elucidations, we will focus on interpersonal-interactive aspects of psychological trust building and encouragement; for this, the small family as well as any pre-school or school institution can be as significantly important as trust building in profit or non profit institutions. The development of trustful atmospheres should already begin with building self-confidence during infancy, should continue with the development in school processes, and should be encountered again in adult and later ages as a psychological dimension. By using trust, the Adlerian common sense can be taken into account in a more and more insecure and changing world.

---

**KEY LECTURE**

**TARGET, MARY**

University College London, GB

### The development of personal awareness through early relatedness: A contemporary account bridging psychoanalysis and research.

**DATE**

Sunday,  
17 July, 9.10am

**LOCATION**

Main Ceremonial  
Chamber

This presentation will outline a psychoanalytic theory of self development, and how the experience of thoughts and feelings is supported and made meaningful through interaction with trusted others. This theory has broad roots, in the modern Freudian/ego psychology theory of representation, in the work of Wilfred Bion and Donald Winnicott on early mirroring and alpha function, and in attachment theory. A fundamental assumption is that social awareness and understanding grows from birth, and that cognition, representation

and expression are 'embodied', that is they unconsciously continue to express early affective exchanges in later social interaction. As well as drawing together divergent theoretical traditions, and clinical observations from adult and child analysis and infant observation, the theory has been strongly informed by research on infant and adult attachment, and on the development of very early social cognition. The paper will attempt to show the relevance of this integrative approach for the understanding of early development as well as for clinical work, by suggesting its role in transference and countertransference experience and in the processes of therapeutic action.

---

**TIMPANARO, CARLO**

Scuola Adleriana di Counselling Professionale of the Istituto di Psicologia Individuale Alfred Adler Torino, IT

### Communicating Counselling

**DATE**

Saturday,  
16 July, 2pm

**LOCATION**

HS II, ground floor

In Italy and in much of Europe today, Counselling is primarily provided by public and private structures within the welfare network. From the Client's viewpoint, what Counselling offers is immediately available only if it is incorporated into existing structures. In Italy, people receiving Counselling services from public structures are often not even familiar with the word "Counselling". Counselling seems to be hidden in a wide range of social aids.

What seems to be lacking in public opinion is a correct understanding of Counselling as an important opportunity to receive specific aid in difficult moments; it offers the Client a listening, orientation and support service when the radical restructuring of an individual's personality is not necessary; it can be practised in a limited timeframe and is easy to obtain both from institutions and from professional counsellors operating privately.

This same lack of specific knowledge is evident in the business context, where companies are accustomed to consider human resources problems as an obstacle to everyday operations, and counselling as another term for "coaching", applying it only to serious problems of human resources management, such as personnel outplacement. If correctly explained, Counselling could operate effectively within companies not only to tackle crises, and could improve the quality of every-day human relations inside the working environment, with consequent benefits for productivity.

We now need to devise a communications plan to raise awareness of what Counselling means, and how it can become an important resource with individual and social benefits.

The plan should communicate:

- the existence and meaning of the word Counselling;
- the wide scope in which Counselling can operate effectively;
- Counselling as a resource in moments of common difficulty;
- the short time needed to address specific problems;
- ease of access in moments of need.

---

**TRUNKENPOLZ, KATHRIN; DATLER, WILFRIED**

**The Experience of Separation and Loss in Old Age.  
Aspects of Affect Regulation in Nursing Homes**

**DATE**

Thursday,  
14 July, 3pm

**LOCATION**

2H, 2nd floor

This talk will be based on observations that were carried out within the framework of a research project which examined the quality of life of persons who were living in a nursing home and who were also suffering from dementia. In the course of the presentation, firstly, we will touch upon the many experiences of separation and loss, which tend to put considerable strain on both the nursing home residents themselves and the care-giving personnel. Secondly, we will show that these emotional burdens entail various forms of affect regulation, which stand in close connection with the experiences of relationships that the residents and nurses encounter in their daily lives. In this context, also, we will take a closer look at the manner and extent to which two elderly people, who were being observed at the home, experienced the loss of their physical and sexual attractiveness. Thirdly, and finally, we will advocate a more enhanced thematic analysis of burdensome emotions and put forward the thesis that such a scenario would lead to an improvement of the quality of life of the nursing home residents and to an increase in the quality of the work performed by the nurses. It is conceivable that these kinds of experiences, for which Wilfred Bion has coined the paired terms "container - contained", could ultimately contribute significantly towards the cultivation of social interest and social feelings within a nursing home setting.

**VARRIALE, COSIMO**

Società Italiana di Psicologia Individuale (S.I.P.I.), IT

**1911: The Separation, Perhaps the Trauma, Surely the  
Beginning of a Precursor Dynamic/Socio-Constructivist  
Vision of Mind**

**DATE**

Thursday,  
14 July, 2pm

**LOCATION**

3B, 3rd floor

Comparing some Adlerian key concept (creative self, life style, social/ community feeling) with the theoretical system of "radical" constructivism (Kelly, Bruner, von Glasersfeld, Watzlawick) and of community psychology (Lewin, Rappaport, Bronfenbrenner, Murrel, McMillan, Chavis), the author wants to show that (1) on the epistemic-theoretical background Alfred Adler's intuitions anticipate many assumptions of modern cognitive-constructionism, (2) from a clinical-therapeutic point of view, the P.I. contains some important peculiarities of the meta-cognitive approach (for example, in the analysis and treatment of obsessive-compulsive disorders), (3) that the socio-educational interventions in "Red Vienna" and then in the U.S.A (which have an anchorage on the conceptualisations developed by Adler before his meeting with Freud) are strong precursors of community psychology as an autonomous "bridge" discipline, centered on the process of empowerment, on the social and psychological emancipation, on the prevention and promotion of wellness. So, perhaps, for the period in which the father of P.I. lived, his ideas and his praxis were too ahead to be truly understood!

---

**VON PLANTA, ELLI**

Schweizerische Gesellschaft für Individualpsychologie nach Alfred Adler (SGIPA), CH

**Introducing Encouragement and Social Interest to  
Develop Corporate Culture in a Crisis**

**DATE**

Friday,  
15 July, 3pm

**LOCATION**

4C, 4th floor

Adlerian principles are mostly applied in the field of education, social work and family counseling. IP is almost not heard of in the work-place. The presenter was the spokesperson of the Swiss work force of a globally operating Swiss Bank during the financial crisis (2007-2010). It was during this period that the presenter introduced a model with workers based on the principles of Individual Psychology. At the time being management and employees alike were traumatized by the crisis, which was reflected by a lack of leadership and mutual understanding within the organization. From the presenters perspective some of the problems centered on the crisis as well as not having ways of creating a positive and encouraging organizational climate

during the crisis. The presenter used her experience as a mother of four as well as her 25 years of workshops and educational experiences related to the theory and practice of Individual Psychology to create a systematic program to assist the organization deal with the stress and trauma related to the economic crisis.

This presentation will provide participants with a personal field /report on how Adlerian Principles (encouragement, social interest) were applied in the area of employer/employee relations to increase understanding between management and employees.

It will consist of an overview of the political system of Switzerland, (a mature Democracy, never ever ruled by an autocrat), a brief analysis of the dynamics in hierarchically/autocratic run, male dominated Swiss Bank culture followed by examples of implementing Adlerian Principles in this setting.

---

**WEINBERGER, BETTINA; KÖNIG, DOROTHE; DE VRIES, ISOLDE; KIRSCH, HOLGER**

Deutsche Gesellschaft für Individualpsychologie e.V. (DGIP), DE

**Interventions Promoting Mentalization and Interventions Disconfirming Pathogenic Beliefs: A Single Case Study. Some Findings of the Single Case Psychotherapy Research Group Frankfurt (SCPRGF)**

**DATE**

Friday,  
15 July, 3pm

**LOCATION**

Small Ceremonial  
Chamber

The experience of the therapeutic process and the therapeutic alliance has a strong efficacy on the outcome. Which kind of interventions is effective? We really know very little about this (Kazdin 2009) and we have to strengthen our knowledge about it. It is not useful to create new therapeutic schools instead.

The therapy process of 3 patients, diagnosed by independent interviewers as chronic depression and /or borderline personality disorder (DSM IV), is investigated for promoting mentalization and disconfirming pathogenic beliefs. Trained clinicians and students rate interventions and the responses of the patients.

Hypotheses: Therapeutic interventions, promoting mentalization or disconfirming pathogenic beliefs, lead to better therapeutic alliance and to better assessment of the session by the patient.

Background: Patients have unconscious beliefs that have been acquired in childhood or by trauma. They are often unwarranted or pathogenic and prevent people from reaching their personal goals. The Control Mastery Theory (CMT) (Silberschatz 2005) has tested this hypothesis. The theory has a strong association to Individual Psychology (Brockmann 2003).

Mentalizing means to see oneself from inside and others from outside. With other words: Having mind in mind. The concept of P. Fonagy and colleagues joins the concept of mentalization to attachment theory (Bowlby).

Results: The rater reliability for interventions promoting mentalization, plan formulation (CMT) and interventions disconfirming pathogenic beliefs is acceptable (Cohens alpha nearly 0.7 for 3 raters).

Further results will be presented. Their relevance to the therapeutic process and long term treatments will be discussed.

This lecture will be held in German.

---

**WHITE, KRISTIN**

Deutsche Gesellschaft für Individualpsychologie e.V. (DGIP), DE

**Lost in Translation: Separation, Loss and Identity**

**DATE**

Friday,  
15 July, 2pm

**LOCATION**

HS II, ground floor

The paper presents some aspects of 10 years of work with English-speaking psychotherapy patients in the author's private practice in Berlin, Germany.

The lecture gives an introductory overview of some of the basic topics that are relevant to the treatment of English-speaking patients who have usually moved to Germany from English-speaking countries. These patients have generally not experienced external reasons for leaving their home country such as the severe social trauma of war or starvation. For the most part, they have moved to Germany voluntarily. Thus it is that we can focus all the more on the inner motivations of these patients. The lecture draws on Bowlby's theory of attachment and Melanie Klein's theory of the depressive and the paranoid-schizoid positions to give a theoretical framework for looking at some of the particular difficulties with which the therapist is confronted when working with this particular group of patients.

---

**WININGER, MICHAEL**

Goethe-University, DE

**Adolescent Separation of People with Disabilities – A Psychodynamic Approach**

**DATE**

Saturday,  
16 July, 3pm

**LOCATION**

3C, 3rd floor

Leaving the parental home is a crucial step in adolescent development; this is also true for young adults who are mentally handicapped. It not only represents a symbolic outward appearance of increased autonomy, but also provides important developmental stimuli and

opportunities.

Nevertheless, it is often particularly difficult for the parents of mentally handicapped children to encourage and facilitate their departure and autonomy. Instead, it is often the case in families with handicapped children that complex relationship dynamics and 'counter-separation attitudes' appear, which inhibit the adolescent's detachment from his/her family and can therefore threaten the further development of all family members, including the parents.

From a psychodynamic point of view, such problems are often caused by and stem from anxieties and unconscious defence mechanisms. With reference to psychoanalytical theories, the first question that will be raised will be how the occurrence and maintenance of complex relationship patterns can be understood. Citing case material, the second discussion topic will question how processes of adolescent development in mentally handicapped children can be facilitated and supported.

---

#### **WÖLFLE, ROLAND**

Österreichischer Verein für Individualpsychologie (OEVIP), AT

### **The Practical Approach to Individual Psychology in Indoor Drug Therapy**

#### **DATE**

Thursday,  
14 July, 2pm

#### **LOCATION**

3C, 3rd floor

The Therapiestation Lukasfeld is a hospital in western Austria for detoxification and mid term treatment of adolescent and young adult drug addicts. The treatment lasts 2 -6 months and has a concept which is based on depth psychology. There are focuses for patients with migrational background (mainly Turkey and former Yugoslavia) as well as for persons with a comorbidity of addiction and psychosis. 2005 a lot of individual psychological principles for living together in a therapeutic community got placed. Besides of general psychotherapeutic aspects there are a lot of applications in the everyday life of a therapeutic community. Examples are: management of rule-breaking, learning by consequences, principles of encouragement and supporting self esteem, mutual respect and professional partnership, consensus in making decisions, democratic structures, participation and a holistic-integrative approach, as soon as mechanisms of splitting and exclusion appear. This concept is borne by the whole multiprofessional team and not only reduced on single or group settings. After 5 years we can say, that the Individualpsychology of Alfred Adler and Rudolf Dreikurs proves very well in indoor drug therapy and is well accepted by most patients and team members.

#### **YAMAMOTO, TAKUYA; NAKAJIMA, HIRONORI**

Japanese Society of Adlerian Psychology (JSAP), JP

### **Encouragement in Classroom Activities**

#### **DATE**

Friday,  
15 July, 2pm

#### **LOCATION**

2i, 2nd floor

In this presentation, we will introduce an approach to student encouragement based on the theory and philosophy of Individual Psychology. Specifically, we will examine the impact of this approach when applied to "classroom activities".

We assume that affective notions of self-affirmation as well as cognitive development of group consciousness of the students will increase if we integrate non-judgmental "encouragement", based on Adlerian Individual Psychology, into the "classroom activities". We think that if the students' self-affirmations and group consciousness increase, then they will feel that they are capable and that their classmates are their "cooperators".

Our purpose of this research is to determine how best to educate students to feel "I am capable" and "My classmates are my cooperators" through using "classroom activities". This aim is based on the Japanese parent education course called "Passage". The psychological purpose of which is to encourage children to feel empowered and have a positive reciprocal partnership with others.

Yamamoto is working as a teacher in a public junior high school in Japan. Our research consisted of twelve (N=12) assessments made by both Yamamoto and Nakajima in addition to monthly activities that Yamamoto ran in class. Over the course of the study, change was observed in the students. We will report the progress of this change. Furthermore, we will report and discuss the results gleaned via our research utilizing our original socio-metric test, the projective ego-gram, as well as a questionnaire devised to examine the effectiveness of the measure in this research.

---

#### **YANG, JULIA; BLAGEN, MARK**

North American Society of Adlerian Psychology (NASAP), US

### **From Suffering to Healing: An Individual Psychology Perspective**

#### **DATE**

Thursday,  
14 July, 4pm

#### **LOCATION**

HS II, ground floor

Suffering is inevitable and is a universal aspect of our living. Death and disease are sources of the inferiority feeling from which very few of us escape. We live in a problematic and hostile world where tragic events may threaten our wholeness, alienating us from ourselves and the society. Inherent in our suffering is a deep feeling of physical, social, and moral isolation and a crisis of meaning.

From the Individual Psychology perspective, suffering is an unconscious decision of not appearing defeated. Suffering serves a purpose. It is a guilt feeling used to stifle recovery, a partial expression with the whole style of life. Prolonged suffering is the psychological arrangement for individuals who have mistaken beliefs. The individual's characteristic approach to life and one's life goal of perfection have a defining effect on the courage it takes for the person to see the cause and use of his/her suffering.

Adler's stance on healing is based on education for ideal cooperation. The attainment of healing must start with the individual's courage to cooperate in a positive movement with the "Yes" attitudes toward community feeling. To heal is to become whole again and to regain a sense of harmonious connection with ourselves, others, and the universe. Healing, therefore, is the courage to transcend suffering via the process of moving toward one's harmonious relationships with one's self, others, and the universe in spite of the adversities. This paper will specifically focus on how suffering is part of our natural striving toward meaning as well as how healing is a transformative experience through one's innate creative power, striving, overcoming, acting as if, and social usefulness.

---

#### **ZAMBELLI, ALESSANDRA**

Société Française de Psychanalyse Adlérienne (SFPA), FR

### **"Traumatic Separation" or "Separation Based on Differences"? Which Epistemological Model for Individual Psychology Development**

#### **DATE**

Saturday,  
16 July, 2pm

#### **LOCATION**

3E, 3rd floor

The focus of this talk is to describe and analyze the phenomena of the repeating, violent schism act as a method historically dominating into the evolution of psychoanalytic theories and societies. The final goal is promoting discussion about this basic question: "which epistemological structure could replace this schismatic model?"

Our thesis is oriented to the paradigm of separation as differentiation, towards a concept of multiple and complex truth as opposed to anti-nomic and absolute truth. An epistemology of the complexity and of the opening is a possible outcome?

Here we develop the ground idea of our thesis work to overcome the paradigms conflict, (Libido to Gemeinschaftsgefühl, drive to teleological) without simplifying and reducing differences, but saving them, relying upon Lakatos' epistemological theory and Misch' phenomenology.

Freud and Adler, Jung and Ferenczi, and Rank; Klein and Winnicott; Lacan and Granoff...All historic relations between masters and colleagues-pupils and/or pupils-patients, whose traumatic separations are famous for their paradoxical sides. The schism can symptomatically point out a partial absence of epistemological thought, to which the psychoanalytical societies answer with violent acting-out?

We'll analyze this hypothesis leveraging the schemes proposed by Roberto Spaziali-Bigliacca in "Ubi Maior" and by Thomas H. Ogden in "This Art of Psychoanalysis".

Time has come to think of an ethic of the separation and the difference to achieve a consequent epistemology. Promoting the Being so that the Thought could follow it?

Is this one of the international society critical functions?

## ADDENDUM

Index

Sponsors

## Index

---

### A

Abramson, Zivit 27, 39, 61  
Abu-Baker, Khawla 38, 61  
Adler, Margot 32, 54  
Akrivos, Patrick 31, 62  
Ardenti, Rossella 30, 63

### B

Barbieri, Saveria 31, 104  
Bartocci, Goffredo 37, 39, 63, 131  
Bastianini, Anna Maria 43, 52, 64, 96  
Bayer, Edith 15  
Berselli, Chiara 31, 65  
Bianconi, Alessandra 30, 37, 52, 65, 127  
Bieliauskaite, Rasa 31, 66  
Bisanz, Alexandra 15, 160  
Blagen, Mark 30, 31, 67, 149  
Bluvshstein, Marina 37, 68  
Bogyi, Gertrude 43, 69  
Bondarenko, Olga 38, 69  
Bosetto, Daniela 46, 70  
Braidà, Antonio Andrea 37, 71  
Brezsnyanszki, László 38, 72  
Brinskele, Herta 30, 73  
Bruder-Bezzel, Almuth 27

### C

Cairo, Elisabetta 52, 135  
Cantarella, Alessia Anna 37, 73  
Caudana, Stefania 46, 74  
Cechova, Daniela 30, 75  
Chávez, Juan Luis 31, 76  
Cherasco, Piero 37, 76  
Ciufalo, Giuseppina Anna Rita 30, 47, 109, 110  
Colenghi, Veronica 47, 109  
Company, Ramon 46, 122  
Coupaud, Sandrine 38, 118  
Csorba, Janos 30, 77

### D

Dalton, Daniel 35  
Datler, Margit 45, 84  
Datler, Wilfried 15, 23, 25, 27, 30, 45, 51, 52, 84, 144, 160  
De Matteis, Piera 47, 109  
de Vries, Isolde 29, 38, 52, 61, 78, 146  
Di Summa, Francesca 15, 37, 53, 78  
Dolcimascolo, Maria 31, 128  
Dreikurs Ferguson, Eva 48, 55, 79

### E

Eder-Steiner, Susanna 15  
Eife, Gisela 53  
Enos, Georges 29, 38, 80, 118  
Eros, Nikoletta 30, 80

### F

Fassina, Simona 52, 135  
Fassino, Secondo 37, 127  
Fella, Federica 31, 47, 81, 92  
Ferrero, Andrea 15, 35, 52, 82  
Ferrigno, Giuseppe 39, 83  
Finger-Trescher, Urte 43, 83  
Fischer-Heine, Heike 46, 116  
Forisha, Billie 39, 100  
Freilinger, Sabine 15  
Frühauf, Nicole 29, 112  
Furno, Alessia 47, 109  
Fürstaller, Maria 45, 84

### G

Gallucci, Pier Luigi 47, 109  
Gathmann, Peter 31, 85  
Gehring, Manfred 31, 86  
Ghidoni, Claudio 46, 86  
Grandi, Emanuela 37, 38, 73, 87  
Grandi, Gian Piero 31, 87

Grandi, Lino Graziano 29, 53, 88  
Gröner, Horst 15, 25, 27, 48, 55  
Grósz, Sophie 30, 77  
Gstach, Johannes 48, 55, 88  
Günther, Kurt B. 15, 37, 53, 56, 160

## H

Harms, Andrea 31, 89  
Hartshorne, Timothy S. 45, 89  
Häupl, Michael 6  
Hazán, Yair 38, 90  
Highland, Richard A. 47, 91  
Hoelzer, Klaus 46, 91  
Hover-Reisner, Nina 45, 84

## I

Imoda, Francesca 31, 92

## J

Jonyniene, Jolita 53, 93  
Jürg Ruedi 35

## K

Kakiuchi, Kunihiro 46, 94  
Kapusta, Nestor 29, 95  
Karpati, Gyongyver 29, 95  
Kende, Hanna 52, 96  
Kepalaité, Albina 29, 97  
Kern, Erika 31, 66  
Kirsch, Holger 52, 146  
Köhlmeier, Michael 40, 54  
König, Dorothe 52, 146  
Kopf, Elisabeth 160  
Kreismane, Iveta 31, 98

## L

LaFountain, Rebecca 43, 45, 99  
Lang, Johannes 160  
Laube, Herbert H. 27, 37, 39, 53, 68, 100

Lehmkuhl, Ulrike 43  
Le Jan, Yannick 15, 52, 101  
Lemm-Hackenberg, Rainer 47, 102  
Lerda, Gian Sandro 46, 102  
Levy, Tiziana 31, 103  
Liebscher, Christa 15  
Lukan, Ulf 38, 69  
Lyon, Rosa 32, 54

## M

Maffucci, Cristiana 31, 104  
Maiullari, Franco 30, 105  
Manaster, Guy J. 8, 15, 25, 29, 105  
Mansager, Erik 35, 37, 106  
Marabisso, Federica 47, 107  
Marasco, Egidio Ernesto 38, 108  
Marasco, Luigi 38, 108  
Martino, Simone 30, 47, 109, 110  
Mascetti, Alberto 38, 111  
Matschiner-Zöllner, Margot 9, 15, 25, 29, 39, 111, 112, 160  
Mazzoli, Giansecondo 15, 29, 113  
Mc Gill, David 38, 61  
Megglé, Virginie 29, 113  
Mele, Laura 38, 114  
Mendel, Ellen 45, 115  
Mergel-Hoelz, Hildegard 46, 116  
Millar, Anthea 47, 116  
Molina, A. Francesca 39, 117, 137  
Morcinelli, Maria 38, 87  
Mormin, Anne-Marie 38, 118  
Mormin, Georges 27, 38, 45, 52, 96, 118  
Mouroux, Messaouda 37, 39, 53, 119  
Mutafova, Maria 30, 120

## N

Nakajima, Hironori 31, 37, 120, 149  
Nasr, Taha 15  
Neudecker, Barbara 15, 40, 57

Noda, Shunsaku Jalsha 38, 124  
Novotny, Eva 47, 121

## O

Oberst, Ursula 46, 51, 122  
Ornato, Silvia 39, 123  
Otake, Yuko 38, 124

## P

Paez, Darío 46, 122  
Pagani, Maria Beatrice 39, 83  
Pagani, Pier Luigi 39, 124  
Passerini, Robin 47, 109  
Pawlowsky, Gerhard 31, 89  
Perko, Gabriele 15  
Ponziani, Francesca 29, 125  
Ponziani, Umberto 29, 39, 125, 126  
Presslich-Titscher, Eva 35, 126

## R

Rambaudi, Andrea 37, 127  
Rasmussen, Paul 45, 51, 53, 128  
Raviola, Marco 31, 47, 52, 53, 96, 107, 128  
Rosa, Anna 31, 92  
Rosche, Christine 15, 40, 46, 54, 129  
Rosen, Marni 47, 130  
Rossi, Roberta 39, 130  
Roth, Wolfgang Martin 40, 54  
Rovera, Gian Giacomo 15, 27, 37, 39, 63, 131  
Roy, Janine 37, 119

## S

Salierno, Francesco 30, 132  
Salza, Andrea 30, 133  
Salzl, Barbara 29, 112  
Sánchez, Flor 46, 122  
Schamelhout, Isabelle 39, 119  
Schedl, Anita 37, 133  
Schmidt, Rainer 15

Schürer, Yvonne 47, 134  
Shelley, Christopher 43, 45, 134  
Shulman, Bernard H. 15  
Simonelli, Barbara 52, 135  
Sini, Barbara 30, 136  
Specchia, Romeo 38, 114  
Sperl-Hicker, Hermine 15  
Speroni, Paola 39, 137  
Spina, Simone 31, 103  
Stephenson, Thomas 47, 138  
Stieber, Julia 29, 112  
Stoyanova, Stanislava 30, 120, 138  
Stoykova, Zhaneta 30, 139  
Studener-Kuras, Regina 53, 140  
Szatmari, Agnes 38, 72  
Széles, Edit 29, 140  
Szentés, Annamaria 45, 141

## T

Tacke, Marion 38, 142  
Target, Mary 51, 142  
Terazzi-Schianchi, Christèle 38, 118  
Timpanaro, Carlo 52, 143  
Trunkenpolz, Kathrin 30, 144  
Turpin, Caroline 38, 118

## U

Urwin, Cathy 51

## V

Varriale, Cosimo 29, 145  
Vegro, Simonetta 47, 81  
Viglianco, Paola 37, 127  
von Planta, Elli 38, 145

## W

Weinberger, Bettina 52, 146  
White, Kristin 35, 37, 147  
Winckler, Georg 7, 25

Winger, Michael 46, 51, 147  
Wölfle, Roland 29, 148

## Y

Yamamoto, Takuya 31, 37, 120, 149  
Yang, Julia 31, 149

## Z

Zambelli, Alessandra 29, 45, 113, 150  
Zumer, Peter 15, 23, 46, 129, 160

## Sponsors

---



University of Vienna



MA7



BMW F



Vienna Convention Bureau



INTERNATIONAL ASSOCIATION OF INDIVIDUAL PSYCHOLOGY



Österreichischer Verein  
für Individualpsychologie

- EDITORS** Zumer, Peter; Matschiner-Zollner, Margot; Günther, Kurt B.;  
Datler, Wilfried; Bisanz, Alexandra; Österreichischer Verein für  
Individualpsychologie, International Association of Individual  
Psychology
- PUBLISHER** Deutsche Gesellschaft für Individualpsychologie e.V., Gotha
- DESIGN** Buero Baustelle Vienna – Elisabeth Kopf, Johannes Lang
- PRINT** Rema Print, Vienna
- COPYRIGHT** All rights reserved. No part of this publication may be reproduced or  
transmitted in any form or by any means without the prior written  
permission of the International Association of Individual Psychology.
- EDITION** First edition of 600 copies; July 2011