

DR. A. JOHN BALAIAH

UNIT IV
ALDRERIAN THERPY

ALFRED ADLER & ADLER'S PSYCHODYNAMICS

- ◉ Family and Lifestyle Information
- ◉ Birth Order and Sibling Relationships
- ◉ Inferiority
- ◉ Sense of belonging
- ◉ Social Instinct
- ◉ Not deterministic like Freud
- ◉ Teleological
- ◉ Development of individual Personality while understanding and accepting the interconnectedness of all humans.



ALFRED ADLER

- ◉ Vienna (1870-1937)
- ◉ Third among five boys and 2 girls
- ◉ At 4, almost died of pneumonia
- ◉ Decision to become a doctor
- ◉ He was all ill during the early childhood years
- ◉ Pampered by Mother
- ◉ Later he was dethroned by his younger brother

FORMATION OF THEORY

- ◉ Who shaped his own life
- ◉ Not determined by his fate
- ◉ Fit to be a Shoemaker- Teacher said
- ◉ Started as an ophthalmologist then to General medicine
- ◉ Neurology and psychiatry
- ◉ Incurable childhood diseases
- ◉ Outspoken on childhood reforms, school reforms
- ◉ Love for the common person
- ◉ He served in World war I as medical officer
- ◉ Numerous Child guidance clinics
- ◉ Visited USA
- ◉ Died in Scotland while taking a walk before a lecture



- ◉ Instrumental in the formulation of psychodynamic approaches to counselling
- ◉ Social and cultural factors had great impact on the personality development of a person
- ◉ Moved away from Freud's biological and deterministic view of human nature
- ◉ (Karen Horney, Erich Fromm, Harry Stack Sullivan)

SOCIAL & CULTURAL FACTORS

- ◉ IPL
- ◉ Social Roles, social expectations, Leadership styles
- ◉ Political ideologies
- ◉ Communication patterns
- ◉ Patterns of Economic prosperity
- ◉ Poverty, war or peace
- ◉ Patterns of intolerance
- ◉ Discrimination
- ◉ Family organization
- ◉ Rituals, cultural myths

CHANGE FACTORS

- ◉ Move from one culture to another
- ◉ Entry into new roles
- ◉ Age graded expectations
- ◉ Historical events



- ◉ Social -psychological and teleological view of human nature
- ◉ Where we are going is more important than where we have come from (Past- Future)
- ◉ Humans as creators and creations of their own lives (Self made people)
- ◉ Not determined by childhood experiences
- ◉ We shape our lives rather than shaped by our childhood expereinces

KEY CONCEPTS

- ◉ View of human nature
- ◉ Freud was narrow in his stress on biological and instinctual determination
- ◉ Largely influenced by first six years
- ◉ No exploration but he is interested in the person's perception , this interpretation has a continuing influence
- ◉ Humans are motivated by social urges rather than sexual urges
- ◉ Behaviour is purposeful and goal directed
- ◉ Consciousness and not unconsciousness is the centre of personality

ADLER VS FREUD

- ◉ Social Vs Sexual
- ◉ Consciousness VS unconsciousness
- ◉ Past Vs Future
- ◉ Choice Vs Compulsions
- ◉ Responsibility Vs Instincts
- ◉ Subjective Vs objective (other, object)
- ◉ Growth Model Vs Developmental model
- ◉ Meaning in life Vs Gratification of instincts
- ◉ Therapeutic Relationship (Equal) Vs Neutral

KEY CONCEPTS

- ◉ AA stresses
- ◉ Choice and responsibility
- ◉ Meaning in life and striving for success or perfection
- ◉ Feelings of inferiority can result in neurotic behaviour (BUT)
- ◉ In the right setting it can also be used as motivation to strive for greater success
- ◉ Feelings of inferiority can bring the wellsprings of creativity

KEY CONCEPTS

- ◉ Humans are not determined by heredity and environment
- ◉ Instead they have the capacity to interpret, influence and create events
- ◉ What we were born with is not central rather what we do with the abilities we possess
- ◉ Adlerian recognize that biological and environmental conditions limit our capacity to choose and create
- ◉ Although they disagree with Freud on many counts , they do not say that individuals can become whatever they want

GROWTH MODEL & SUBJECTIVE APPROACH TO PSYCHOLOGY

- ◉ Re-educating and reshaping the society
- ◉ Forerunner of a subjective approach to psychology which focuses on internal determinants of behaviour such as values , beliefs, attitudes, goals , interests and the individual perception of the society
- ◉ Pioneer of an approach that is holistic, social, goal oriented and humanistic
- ◉ Phenomenological - it pays attention to the individual way people perceive their world

SUBJECTIVE APPROACH

- ◉ Phenomenological
- ◉ Subjective frame of reference
- ◉ Subjective perception
- ◉ Subjective world view as a basic factor to explain behavior
- ◉ Many contemporary theories have incorporated the 'subjective reality'- How life is in reality is less important than how the individual believes life to be
- ◉ (Existential therapy, Person centred therapy, Gestalt therapy, Cognitive behavior therapies, reality therapy)

UNITY AND PATTERNS OF PERSONALITY

- ◉ Basic premise- Individual psychology
- ◉ Individual is indivisible whole, born, reared , living in specific familial, social and cultural contexts
- ◉ Social, creative , decision making who have a unified purpose and cannot be fully know outside this context

UNITY AND PATTERNS OF PERSONALITY

- ◉ A person becomes unified through the life goal
- ◉ Feelings, thoughts , beliefs, character and actions are expressions of his uniqueness
- ◉ Self selected life goal
- ◉ Client is an integral part of a social system
- ◉ More focus on interpersonal relationships than on the individual's internal dynamics

BEHAVIOUR AS PURPOSEFUL AND GOAL ORIENTED

- ◉ Adler replaced determinism with teleological (purposeful and goal oriented)
- ◉ What we are striving for is very crucial (Individual psychology)
- ◉ Decisions should be based on experiences , on the present situation, and on the direction in which person is moving
- ◉ Pay attention to the themes running through one's life

FICTIONAL FINALISM-

- ◉ Fictional finalism- Imagines central goal that guides the behaviour
- ◉ People live by fictions / views of how the world should be (Hans Vaihinger's View)
- ◉ The guiding fiction may be expressed as
- ◉ “ only when I am perfect, can I be secure”
- ◉ “Only when I am important can I be accepted”
- ◉ The fictional goal motivates a person for a particular position
- ◉ Finalism refers to the ultimate nature of the goal , by which we have the creative power to choose what we will accept as truth, how we behave, how we interpret events and how we misbehave.

STRIVING FOR SIGNIFICANCE AND SUPERIORITY

- ◉ Striving for perfection and coping with inferiority by seeking mastery are innate
- ◉ To understand human behaviour it is essential grasp the ideas of basic inferiority and compensation
- ◉ The moment that we feel inferior , we are pulled by the striving for superiority
- ◉ Superiority does not mean being superior to others but rather attaining a perceived better position in life
- ◉ Felt minus to a felt plus
- ◉ Change a weakness into strength
- ◉ Strengthen competencies

SOCIAL INTEREST

- ◉ Most distinctive concept
- ◉ Aware of a part of a human community and to the individual's attitudes in dealing with the social world
- ◉ Socialization process begins in childhood
- ◉ Finding a place in the society
- ◉ Equated social interest with identification and empathy with others
- ◉ “ To see with the eyes of another, to hear ... To feel
- ◉ Sharing is a measure of mental health
- ◉ As social interest develops , feelings of inferiority and alienation diminish
- ◉ It is taught, learned and used

SOCIAL INTEREST

- ◉ No social interest, become useless side of life
- ◉ Many of the problems are due to the fear that we are not accepted by the group that we value

MOSAK'S FIVE LIFE TASKS

- ◉ Relating to others (Friendships)
- ◉ Making a contribution (work)
- ◉ Achieving intimacy (love and family relationships)
- ◉ Getting along with ourselves
- ◉ Developing spiritual dimensions(Values, meanings, life goals, relationship with the universe and cosmos)

BIRTH ORDER POSITION

- ◉ The oldest - Centre of attention, Dependable, hard working and strives to keep ahead. With the arrival of a new brother or sister , feels ousted from the favoured position
- ◉ No longer unique
- ◉ Newcomer is an intruder

BIRTH ORDER POSITION

- ◉ The Second child - Shares attention with another child . Generally in a race and with full steam. Finds the weak spots of the oldest and strives to get appreciation and praise from the parents and teachers
- ◉ Second one is often opposite to the first born

BIRTH ORDER POSITION

- ◉ Middle child
- ◉ Feels squeezed. Feels cheated on many accounts. Poor me attitude and can become the problem child
- ◉ If there is a family conflict, may become a switchboard and often the peacemaker

BIRTH ORDER POSITION

- ◉ The youngest is always the baby of the family. Most pampered one. They tend to go on their own way
- ◉ Special role to play
- ◉ Creative ways that others have not even thought about it

BIRTH ORDER POSITION

- ◉ The only child
 - Shares the characteristics of the first one (high achievement drive)
- ◉ May not share or cooperate with others
- ◉ Dependent on either of the parents / both
- ◉ Learn to deal with adults as well
- ◉ Centre stage all the time and if it is challenged, will feel very unfair
- ◉ Certain personality trends have a huge impact in the adult life

THE THERAPEUTIC PROCESS

◉ Therapeutic goals

- ◉ Collaborative
- ◉ Relationship on a mutual respect
- ◉ Disclosing mistaken goals and faculty assumptions
- ◉ Holistic psychological investigations/Life Style
- ◉ To assist clients to understand unique life styles
- ◉ To meet the tasks with courage and social interest
- ◉ Not a medical model (sick... need of curing)
- ◉ In reeducating individuals and in reshaping society
- ◉ Fear and courage go hand in hand (courage to do)
- ◉ Discouraged people do not act in the social interest

MOSAN AND MANIACCI

- ◉ Goals for the education process of therapy
 - Fostering social interest
 - Helping clients overcome feelings of discouragement
 - Modifying views and goals/ Changing life style
 - Changing faulty motivation
 - Encouraging individuals to recognize equality among people
 - Helping people to become contributing members of the society

THERAPIST'S FUNCTION AND ROLE

- ◉ Correct the faulty cognitions (Beliefs and goals)
- ◉ To make the comprehensive assessment of client's functioning
- ◉ Gathering family constellation (Questionnaire - Basic personality)
- ◉ Early recollections as a diagnostic tool (Reflect current convictions, evaluations, attitudes and biases)
- ◉ Identifies major success, failures and mistaken beliefs (Life Style Assessment)

CLIENT'S EXPERIENCE

- ◉ Life style - Blue print
- ◉ Explore private logic- concepts about self , others and life that constitute the philosophy on which individual's life style is based
- ◉ Problems are due to the conclusions of the private logic that do not conform to the requirements of the society
- ◉ Discover basic mistakes
- ◉ Eg. Depressed man (No one cares, critical, things will rarely work out, guilt that he is letting everyone down)

CLIENT'S EXPERIENCE

- ◉ Private logic

 - I must get what I want in life

 - I must control everything in life

 - I must know everything, otherwise
catastrophe

 - I must be perfect in everything I do

Feeling but beliefs >>> emotional and behavioural disturbances

Learn better ways of thinking in order to act & Feel better

Clients are not sick but discouraged - Receive encouragement

RELATIONSHIP BETWEEN THERAPIST AND CLIENT

- ◉ Equals - cooperation, mutual trust , confidence and alignment of goals
- ◉ Plan - Detail- Contract - what they want - where are they heading
- ◉ Developing a contract is not a requirement
- ◉ Client is not a passive recipient
- ◉ Collaborative partnerships
- ◉ Without initial trust and rapport, the difficult work of changing one's lifestyle is not likely to occur

APPLICATION: THERAPEUTIC TECHNIQUES & PROCEDURES

- ◉ Four Phases
- ◉ 1. Establishing the Relationship
- ◉ Working relationships - Helping clients to become aware of their assets and strengths rather than liabilities and deficits
- ◉ Listening, responding, demonstrating respect, capacity to change, genuine enthusiasm
- ◉ When they enter therapy - Diminished sense of worth
- ◉ Support- antidote to despair and discouragement
- ◉ Attending - Ph and Psy
- ◉ Listening - VM & NVM

POWERS & GRIFFITH

◉ Initial interview

- What brought to see me?
- What have you done about your problem now?
- What would you do if you were well?
- What are your expectations of our work together?

PHASE TWO

◉ Exploring the individual's dynamics

- Two folds: Understanding life style & how it affects the current task functioning?
- Counsellors help the clients to connect the past/present and the future
- Life style: Feelings, beliefs , motives and goals
- Life style investigator
- Interpretations of private logic: If they are not perfect, they are a failure
- Aware of negative thinking and how it restricts their living
- Psychological explorers - in their journey
- More productive and constructive future

THE FAMILY CONSTELLATION

- ◉ Evaluating the conditions that prevailed in the family when the person was young child in the process of forming lifestyle convictions and basic assumptions in life
- ◉ Lifestyle assessment questionnaire (Power, Griffith, Mosak and Shulman)
- ◉ Early Recollections- Before the age of 9 (at least three) - Tell me what moments stand out for You?
- ◉ Remember only those things consistent with the current view of themselves
- ◉ Limited perception strengthens people's private logic

DREAMS

- ◉ Projections of a client's current concerns and indications of his / her mood.
- ◉ Dreams are rehearsals of possible future courses of actions
- ◉ Dreams are purposeful and unique
- ◉ No fixed symbolism in dreams

PRIORITIES

- ◉ Israeil Psychologist , Nera Kefir
- ◉ Four priorities
- ◉ 1. Superiority - Leadership & Accomplishment
- ◉ Overwork, overburdened
- ◉ 2. Control - Guarantees against ridicule, cannot tolerate humiliation, socially successful
- ◉ 3. Comfort- Avoid pain and stress. Delay the process of decision making. Routine tasks are avoided
- ◉ 4. Pleasing - Avoid rejection by seeking constant approval and acceptance
- ◉ Is it therapists role to change one's behaviours?
- ◉ Can we aim for wide range of behaviours to attain significance?

INTEGRATION & SUMMARY

- ◉ Life style q reveals a pattern of basic mistakes, faulty assumptions, absolutes, rigid stands that makes it difficult for a person to enjoy life
- ◉ Read the summary to the client
- ◉ In the following session, the client reads the summary loud
- ◉ Observe NVM

MOSAK'S 5 MISTAKES

- ◉ Life style can be conceived of as a personal mythology as if everything was true
- ◉ 1. Overgeneralizations: No Fairness in the world
- ◉ 2. False / Impossible goals_ I must please everyone, if I am to be loved
- ◉ 3. Misperceptions of life- Life is very difficult for me
- ◉ 4. Denial of one's worth- I am stupid
- ◉ 5. Faulty Values- I must go to the top regardless of who gets wounded (Ruth's Case)
- ◉ Encouragement process: Asking the clients to challenge the mistakes
- ◉ Discouragement is the basic condition that prevents people from functioning

PHASE 3

◉ Encouraging insight

Though they are supportive they are also confrontive

- * Insight is a step towards behavioural changes
- Interpretation is a technique that facilitates the process of getting insight
- “ it seems to me I have a hunch....This is how it appears to me
- Interpretation is a virtue than a technique

PHASE 4

- ◉ Helping with reorientations/ Action -insights into practice
- ◉ Re-education
- ◉ Act as if they wanted to be this way not the other ways (Mistakes)
- ◉ Clients are asked to catch with old patterns and take a pause that will help them to modify their behaviours
- ◉ Consider possible alternatives and commitment to the decisions (Reorientations)

TECHNIQUES

- ◉ Immediacy: What is going on in the present moment - Client is leaning on you for advice from you ... Say it
- ◉ Self defeating by clinging on to the faulty belief that she cannot take decisions

PARADOXICAL INTENTION

- ◉ Way of changing behaviour
- ◉ Prescribing the symptoms and anti-suggestion
- ◉ Outcome: Exaggerate debilitating thoughts and behaviours
- ◉ Symptoms become out of proportion
- ◉ It joins the client's resistance
- ◉ Procrastinations
- ◉ Exaggerations of behaviours can help the client might learn from the experiment
- ◉ Insight- How they are dramatically behaving and the consequences of it

ACTING AS IF

- ◉ Role playing situation
- ◉ Imagine and act the way they like to be
- ◉ Ruth - she is not attractive - Married the one who dated
- ◉ What would have happened, if you had acted as if..... You were very attractive
- ◉ Positive experiences and positive changes in the plans

SPITTING IN THE CLIENT'S SOUP

- ◉ Counsellor determines the purpose and payoff of some behaviour and then spoils the game by reducing the usefulness of the behaviour in front of the client's eyes
- ◉ Eg: Father Vs children
 - ◉ Mileage out of the situation
 - ◉ Works hard that the children can enjoy
 - ◉ Martyr stance
 - ◉ The price that he pays
 - May continue with the behaviour but he does not want to deceive himself

CATCHING ONESELF

- ◉ Client becomes aware of some self destructive behaviour / irrational thought but does not engage in self condemnation
- ◉ Initially clients catch themselves too late
- ◉ Follow same patterns
- ◉ Father Vs Children - Avoid using guilt as a way to get gratitude
- ◉ Still catch up with the same old patterns
- ◉ Client can take a break and consider other ways of responding

PUSH -BUTTON TECHNIQUE

- ◉ Positive Event VS Negative Event
- ◉ Pleasant & Unpleasant Experiences
- ◉ Feelings followed
- ◉ Visualization process
- ◉ Eg. Depression - Result of thinking
- ◉ Aim- Clients can create whatever the feelings they desire by deciding on their thoughts
- ◉ Counsellor sends home ('2 butts- De.. butt and ha... butt)

AVOIDING TRAPS

- ◉ Some of the self defeating patterns
- ◉ (No one cares)
- ◉ Cling on to pay off
- ◉ Set Up a situation that counsellors may react in the same way others react
- ◉ Not to reinforce behaviours
- ◉ Encourage those behaviours that will bring psychological maturity

TASKS SETTING & COMMITMENT

- ◉ Concrete steps and commitment
- ◉ Tasks must be realistic and achievable
- ◉ Long term goals and direction

TERMINATING AND SUMMARISING

- ◉ Setting limits
- ◉ Closing times
- ◉ Summarising the highlights of a session
- ◉ Action oriented “homework assignment”
- ◉ Adlerians are pragmatic
 - Advice
 - Homework (Shopping & returning)
 - Humour: Help the clients to take themselves less seriously
 - Silence : Giving advice too quickly and too often or rescuing clients

APPLICATIONS

- ◉ Individual psychology - Growth model # medical model
- ◉ Varied spheres
- ◉ Child -guidance centres
- ◉ Parent-child counselling
- ◉ Marital counselling
- ◉ Family therapy
- ◉ Mental health institutions
- ◉ (Faulty lifestyle of school children- sought social interest and mental health, Mistaken concepts and values are at the root of social and emotional problems)
- ◉ Identify and change their mistaken beliefs about life and thus participate more fully in a social world)

CONTRIBUTIONS

- ◉ A great deal of freedom using wide range of techniques
- ◉ Individual psychology
- ◉ Teleological world view
- ◉ Cognitive ideas that emotions and behaviours are influenced by one's beliefs and thinking
- ◉ Working out an action plan
- ◉ Collaborative relationship
- ◉ Encouragement
- ◉ Abraham Maslow, Victor Frankle, Rollo May and Ellis have acknowledged his contributions
- ◉ Most influential on other therapy systems (Person as purposive and self determining and as always striving for growth, value and meaning

LIMITATIONS AND CRITICISM

- ◉ Formalizing and teaching others the basic concepts of individual psychology
- ◉ Placed practice and teaching in a systematic way
- ◉ Difficult to empirically validate the basic hypothesis
- ◉ Common sense psychology for its simplistic nature
- ◉ Self as the locus of change and responsibility
- ◉ Detailed explorations of one's early childhood - Many clients are likely to resent intrusions
- ◉ There is no one way to deal with problems
- ◉ Culture expect the counsellors to be “ experts” in solving the problems of the client .

SUGGESTED READINGS

- ◉ Adler, A. (1958). *What life should mean to you*. New York: Capricorn
- ◉ Adler, A. (1964). *Social interest: A challenge to mankind*. New York: Capricorn
- ◉ Mosak, H. (1977). *On purpose*. Chicago: Alfred Adler institute