Part II: The Psychoanalytic-Social Perspective

- Many theorists who regarded themselves as orthodox Freudians are now considered psychoanalytic-social theorists.
- Anna Freud elaborated on the concept of ego defenses.
- Hartmann stressed the role of ego in organizing and integrating personality.
- Adler emphasized striving aspects of personality and social context of development.
- Ego’s role includes adapting to relationships with other people (Erikson, Sullivan).
- Theorists in chapter 4-6 (Adler, Erikson, & Horney, with later relational theorists) discussed interpersonal aspects of the ego’s functioning, beginning in family and extending to society.

Part II: The Psychoanalytic-Social Perspective

- Assumptions of the psychoanalytic-social perspective:
  - Ego, adaptational force in personality, is more important than in Freud’s theory.
  - Development of a sense of self is described.
  - Interpersonal relationships, beyond relationship with parents, are important aspects of personality.
  - Social and cultural factors influence personality in important ways.
CHAPTER FOUR

ADLER: INDIVIDUAL PSYCHOLOGY

Chapter Overview

- Illustrative Biography: Oprah Winfrey
- Striving From Inferiority Toward Superiority
- Inferiority
- Fictional Finalism
- The Unity of Personality
- Style of Life
- Mistaken And Healthy Styles of Life
- The Development of Personality
- Parental Behavior
- Family Constellation
- Psychological Health
- Social Interest
- The Three Tasks of Life
- Interventions Based on Adler’s Theory
  - School
  - Therapy

Preview of Adler’s Theory

<table>
<thead>
<tr>
<th>TABLE 4.1</th>
<th>Preview of Adler’s Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Differences</td>
<td>Individuals differ in their goals and in how they try to achieve them, their “style of life.”</td>
</tr>
<tr>
<td>Adaptation and Adjustment</td>
<td>Health involves how, work, and social interaction and is the responsibility of each individual. Social interest, rather than selfishness, is required for health.</td>
</tr>
<tr>
<td>Cognitive Processes</td>
<td>Conscious experience and thought are important and generally trustworthy.</td>
</tr>
<tr>
<td>Society</td>
<td>Society influences people through social roles, including sex roles. Schools are especially influential.</td>
</tr>
<tr>
<td>Biological Influences</td>
<td>Organ inferiority provides the direction of personality development as the individual attempts to compensate for the inferiority.</td>
</tr>
<tr>
<td>Development</td>
<td>Parents have an important influence on children, and better parenting techniques can be taught. Extensive guidelines for child rearing are provided, especially the custom to avoid punishing relationships with siblings.</td>
</tr>
<tr>
<td>Throughout life, people create their own personalities through goal setting.</td>
<td></td>
</tr>
</tbody>
</table>
ALFRED ADLER

- Born into a Jewish family in Vienna (1870)
- Second son in a family of four boys and two girls
- Unhealthy childhood
- Competitive with his brothers
- Medical degree from Vienna University at 1895
- Joined the psychoanalytic group in 1902
- Moved to the US in 1935
- Died in 1937 while on a lecture tour in Scotland

ILLUSTRATIVE BIOGRAPHY: Oprah Winfrey

- Development
  - Fluctuations in parental support & discipline

- Description
  - Oprah’s style of life seems to be one of getting attention, love, & admiration by speaking to a group of people

- Adjustment
  - Oprah’s life exemplifies a well-adjusted person not pursuing only selfish goals, but also contributing to society (“social interest”)

- Cognition
  - Oprah’s “felt minus” or fictional finalism or goal based on social class & privilege

- Society
  - Influences from society allowed opportunity for Oprah’s ascendance

- Biology
  - Final Thoughts:
    - Oprah’s dissatisfaction with nonwhite features

STRIVING FROM INFERIORITY TOWARD SUPERIORITY

- Inferiority
- Fictional Finalism
Inferiority

Adler’s Evolving Ideas about Striving to Improve:
- Organ Inferiority: Compensation for weakness leads to strength
- Aggressive Drive: Experienced as fighting or competition
- Masculine Protest: Seeking the privilege associated with the male gender role
  - Striving to become more masculine (powerful)
- Feelings of inferiority are motivational
- Superiority Striving: Striving to achieve personal best
- Perfection Striving: Inherent motivation toward personal growth

Inferiority

Inferiority Complex
- Stagnation of growth in which difficulties seem too immense to be overcome
- Feeling one never will be strong enough
- Feeling one never will be intelligent enough
- I.e., Inferiority Complex:
  - When feeling of inferiority act as barriers

Striving for Superiority

Striving for superiority is fundamental fact of life
- Later emphasis on striving for social/cultural superiority

Superiority Complex
- Neurotic belief that one is better than others
- Feeling no one else is as athletically fit
- Feeling one’s own ideas are better than anyone else’s
- Individual striving greater than social striving
Fictional Finalism

- Creative Self:
  - Each person is “the artist of his own personality”
  - This creativity is compensatory

Fictional Finalism

- Fictional Finalism:
  - A person’s image of the goal of his or her striving
  - An imagined goal or desirable future state
  - Subjective experience rather than objective reality

The Unity of Personality

Style of Life

- First Memories
  - Evidence of style of life
  - Not necessarily accurate
  - Sources of memory errors:
    - Immature brain (hippocampus)
    - Inadequate early language
    - Distortion from thinking about events based on their subjective importance
The Unity of Personality

MISTAKEN AND HEALTHY STYLES OF LIFE

• Mistaken Styles of Life
  – Ruling Type
  – Depreciation Complex
  – Getting Type
  – Avoiding Type

• The Healthy Style of Life: Socially Useful Type

The Development of Personality

• Parental Behavior
• Family Constellation

Parental Behavior

• The Pampered Child
• The Neglected Child
Parental Behavior

• Parenting Training Programs

Advice for Raising Healthy Children, Derived from Adler’s Approach

<table>
<thead>
<tr>
<th>Advice for Raising Healthy Children, Derived from Adler’s Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage the child, rather than simply punishing.</td>
</tr>
<tr>
<td>Be firm, but not dominating.</td>
</tr>
<tr>
<td>Show respect for the child.</td>
</tr>
<tr>
<td>Maintain routine.</td>
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<tr>
<td>Emphasize cooperation.</td>
</tr>
<tr>
<td>Don’t give the child too much attention.</td>
</tr>
<tr>
<td>Don’t become engaged in power struggles with the child.</td>
</tr>
<tr>
<td>Show by your actions, not by your words.</td>
</tr>
<tr>
<td>Don’t offer excessive sympathy.</td>
</tr>
<tr>
<td>Be consistent.</td>
</tr>
<tr>
<td>(Adapted from Adler &amp; Adler, 1946)</td>
</tr>
</tbody>
</table>

Family Constellation

The Influence of Number, Age, and Sex of Sibling on Personality Development
Firstborn Child

- Adler's prediction: a problem child
- Experiences "dethronement" when the next child is born
- May try too hard and become exhausted

Second-Born Child

- Most favorable
- Peace maker

Youngest Child

- Problem children
- Risks being pampered
ONLY CHILD

- Risks developing a “mother complex”
- Research shows a similar personality to firstborns

RESEARCH ON BIRTH ORDER

- Shows weak and inconsistent effects, which vary depending on other factors (such as culture)
- Does not consistently confirm Adler’s predictions, though there are many supportive findings

SULLOWAY’S ANALYSIS OF SCIENTIFIC REVOLUTIONS

- Conservatism of first-born scientists
- Rebellion of later-born scientists
  - Copernicus
  - Darwin
**Psychological Health**

- **Social Interest**
- **The Three Tasks of Life**

**Social Interest**

- Sense of community and shared tasks
- Essential for mental health
- Measurement
- Positive effects on social behaviors, health, job satisfaction, etc.

**Examples of Questions Suggested by Adler to Measure Psychological Health in Children**

<table>
<thead>
<tr>
<th>TABLE 4.2 Examples of Questions Suggested by Adler to Measure Psychological Health in Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did the child make friends easily, or was the child unsociable, perhaps dominating people and animals?</td>
</tr>
<tr>
<td>2. Is the child inclined to take the lead or to stand aside?</td>
</tr>
<tr>
<td>3. Does the child have rivalry with siblings?</td>
</tr>
<tr>
<td>4. Does the child interrupt other children's games?</td>
</tr>
<tr>
<td>5. In what respect is the child discouraged? Does the child feel slighted? Does the child react favorably to appreciation and praise?</td>
</tr>
<tr>
<td>6. Does the child speak openly of a lack of ability, or “not being gifted enough” for school, for work, for life? Has the child expressed thoughts of suicide?</td>
</tr>
</tbody>
</table>

(adapted from Adler, 1936/1964, pp. 209-210)
THE THREE TASKS OF LIFE

• Work
• Love
• Social Interaction

INTERVENTIONS BASED ON ADLER’S THEORY

SCHOOL
• Individual Education
• Adler’s Child Guidance Clinics

THERAPY
• “What would you do if you had not got this trouble?” (i.e., What are you avoiding?)
• Style of Life
• Brief; Discouraged Transference
• Humor
• Supported Religion
• Effect on Physical Symptoms
• Behavioral Approach

STAGES OF ADLERIAN PSYCHOTHERAPY

<table>
<thead>
<tr>
<th>TABLE 4.4 Stages of Adlerian Psychotherapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Empathy and Relationship Stage: Offer empathy to the client and establish a working relationship.</td>
</tr>
<tr>
<td>2. Information Stage: Gather information about the problem and the client’s past history, early memories, and current functioning.</td>
</tr>
<tr>
<td>3. Clarification Stage: Clarify the client’s core beliefs about self, others, and life.</td>
</tr>
<tr>
<td>4. Encouragement Stage: Encourage the client for progress.</td>
</tr>
<tr>
<td>5. Interpretation and Recognition Stage: Interpret the client’s behavior and help the client recognize and conceptualize his or her behavioral goal.</td>
</tr>
<tr>
<td>6. Knowing Stage: The client knows more about his or her behavior and goals, and he or she now starts to interpret them.</td>
</tr>
<tr>
<td>7. Emotional Breakthrough Stage (OK): Unhealthy patterns are expressed in concrete breakthroughs and are replaced by new ones, sometimes aided by imagery and role play.</td>
</tr>
<tr>
<td>8. Ending Differently Stage: The client gradually starts to behave differently in terms of the new behavioral strategies.</td>
</tr>
<tr>
<td>9. Reinforcement Stage: The client begins paying more attention to other people’s needs, not only his or her own.</td>
</tr>
<tr>
<td>10. Social Inferiority Stage: A feeling of community is strengthened.</td>
</tr>
<tr>
<td>11. Goal Redirection Stage: The client finds a new goal to strive toward.</td>
</tr>
<tr>
<td>12. Support and Launching Stage: The client is striving toward the new goal in a spirit of social interest.</td>
</tr>
</tbody>
</table>

(Adapted from Hale, 1990, and Voss & Edwards, 1990.)
CHAPTER REVIEW

- Striving From Inferiority Toward Superiority
- The Unity of Personality
- The Development of Personality
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- Interventions Based On Adler’s Theory