An Adlerian Analysis of "The Kid" Movie

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Abstract

The main inspiration of cinema is human life, and cinema is an important tool in the journey to the human inner world. Therefore, psychology, as a science which tries to understand the individuals, has always been inside the cinema. This article presents an Adlerian approach towards the movie "The Kid" which was directed by Jon Turteltaub and written by Audrey Wells. The movie was released in 2001 in Turkey. Authors of the article focus on the life of the main character, Russ with an Adlerian perspective and analyse the movie using Adlerian terms such as social interest, lifestyle, inferiority feeling and superiority striving, superiority complex, family impact, life tasks and early recollections. It has been revealed in the document analysis conducted that childhood memories have left marks on the life of the main character, Russ; that his personality is influenced by the intense inferiority he felt during his childhood and that his lifestyle, his occupation, and his interpersonal relations have been shaped according to these life events. As a result, this study shows that the movie, "The Kid", can be used as an experimental learning material for teaching the theoretical knowledge about the Individual Psychology.

Introduction

Movies are influencing a lot of people potently. The integrated impact of images, music, dialogue, sound and effects reveals the engraved feelings, assists people to reflect on their own and other people's lives. Because of this, movies are important resources embodying psychological theories and concepts. When literature is reviewed, theoretical movie analysis studies can be found. The movie, "Cars", was analyzed in terms of social interest which is one of the basic concepts of Individual Psychology by Culbreth and Huber (2015). Concepts of analytical therapy were used in the analysis of the movie, "Who's Afraid of Virginia Woolf?", by Falsafi, Khorashad, and Abedin (2011) and of the play, "Summer and Smoke", by Senejani (2011). There are also quite a few examples analyzing movies in terms of psychology and psychological counseling theories in Turkey. For instance, Sakızcıoğlu and Voltan Acar's (2016) analysis of the movie, "Uzak/Weit", using existential therapy concepts is one of them. Nadir (2013) elaborates "The Prince of Tides" using structural family therapy. Acar and Voltan Acar (2013) examine "Babam ve Oğlum/My Father and My Son" using the concepts of multigenerational/intergenerational family therapy. Siviş Çetinkaya (2017a) evaluates the first season of 43 episodes in the first season of "In Treatment" TV series in terms of ethical codes. Apart from those mentioned above, there are other studies using movie analysis in the literature

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(Çağ & Voltan Acar, 2015; Derin & Voltan Acar, 2016; Horzum, 2011; Morsümbül, 2015; Ormanlı, 2011; Ülker Tümlü & Voltan Acar, 2014; Yıldırım, 2011). As a result, it can be said that there are studies theoretically analyzing movies in literature and they are increasing not only in international but also in Turkish literature in recent years.

One of the main interests of psychology is to elaborate the real-life cases in an educational environment and presenting the real-life examples to the students. The method mentioned is not easy to sustain practically and ethically, so it is possible to declare there is material scarcity in therapy education. There are researchers who realiz this absence in this domain, adopt the idea that movies can be used for educational purposes and utilize them in educational settings (Anderson, 1992; Boyatzis, 1994; Fleming, Piedmont, & Hiam, 1990; Koch & Dollarhide, 2000; Shen, 2015; Toman & Rak, 2000; Tyler & Reynolds, 1998; Villalba & Redmond, 2008). Toman and Rak (2000) are among these researchers and suggest activities using movies for diagnosis, psychological counseling theories, and ethics classes and presents movie lists.

Psychologists experts follow a route and adopt a therapeutic approach to help their clients. This route occasionally bears the traces of a single theory. Most of the time it is affected by several therapy schools. Individual Psychology which is developed by Adler influenced many modern therapeutic approaches (Carlson, Watts, & Maniacci, 2006; Oberst & Stewart, 2003). Even if it is referred together with Freud's and Jung's theory, it would be wrong to see Individual Psychology as neo-psychoanalytic (Ergüner Tekinalp, 2016; Oberst & Stewart, 2003). In this context, there are scholars who write about the concepts and the approaches Individual Psychology contains. Oberst and Stewart (2003) state that Individual Psychology mostly resembles the humanistic and cognitive therapies and underlines the significant similarities between constructivist theories and Individual Psychology. On the other hand, Corey (2005) delineates Adlerian approach as a humanistic, short-termed, cognitive, existentialist, post-modern, feminist, systemic and culturally sensitive theory.

According to Adler, understanding the human can be achieved by seeing him/her as a whole and by discovering the lifestyle he/she produced for him/herself. This style of life is formed in the early stages of life, and even if it undergoes some alterations, it keeps the essential characteristics (Yörükan, 2015). Apart from early childhood years, the wrong evaluations in this period are also crucial in Individual Psychology because it is claimed that these wrong evaluations are influencing the following years dramatically (Adler, 1998). Even though the theory is named as Individual Psychology, it does emphasize the interaction of the individual with other people and impact of family on the development of this interaction (Adler, 2011; Sharf, 2014). Hatipoğlu Sümer and Rasmussen (2012) claim that Individual Psychology is compatible with Turkish culture when the fundamental assumption that Individual Psychology uses to understand the individual and social structure of Turkish society are considered together. They underline that Adlerian approach focusing on the individual in the social context and paying attention to phenomenology and holism suits traditional Turkish culture which stresses the importance of family in personality development and prefers cooperation to competition. Furthermore, Akçabozan and Hatipoğlu Sümer (2016) discuss the practicality of Adlerian theory in family counseling with regards to Turkish culture. In this study, researchers claim that Adlerian approach would be effective in Turkish context as it employs an active, cooperative and didactic role to the counselor and it has an eclectic perspective. Despite the declared harmony between Adlerian approach and Turkish culture, there is no movie analysis study based on Adlerian theory in Turkey. Hence, it is aimed to elaborate Adlerian approach through movie analysis method and to create a teaching material which can be used in instruction of the theory.

Method

This is a descriptive study which analyses the movie "The Kid" written by Audrey Wells and directed by Jon Turteltaub in an Adlerian perspective. The movie was released in 2001 in Turkey. Document analysis which is a qualitative research method was used in the study. Yıldırım and Şimşek (2013) state that document analysis can be used as a data collection method in qualitative research. In this method, documents may vary from movies to videos and photographs, from textbooks to teacher guidebooks (Yıldırım & Şimşek, 2013).

Procedure

The study started with the selection of the movie which is suitable for Individual Psychology and which contains the basic concepts of the theory. To select the movie, lists of psychological movies, and movies released after the year 2000 in IMDB website were reviewed. The shortlisted movies were examined in terms of suitability with the theory. The movie "The Kid" was selected as it discusses childhood of an adult (Russ) and covers most of the basic concepts of the Idividual Psychology.

Before the analysis of the movie, basic concepts of the Adlerian theory were reviewed, and a concept list was prepared. Later, both researchers watched the movie considering this list, detected the scenes covering related concepts and their timing in the movie. Inter-rater reliability coefficient was calculated using Miles and Huberman's formula. The number of agreements (36)/The number of agreements + disagreements (39) formula was used. According to the calculations, internal consistency coefficient is .92. According to Miles and Huberman (1994), consistency level should be at least .90. After that finding, the researchers discussed the movie scenes which were transcribed. The study finalized with getting the opinion of an expert who is studying Adlerian theory. Table 1 presents cast and crew list for "The Kid."

Table 1. Tag of Movie

Movie Title	The Kid	
Director	Jon Turteltaub	
Writer	Audrey Wells	
Release Date	2000 ABD February 09, 2001 TR	
Stars	Bruce Willis (Russ)	The main character is an image advisor and will then pilot.
	Emiliy Mortimer (Amy)	Russ's assistant
	Chi McBride (Kenny)	Boxer
	Spencer Breslin (Rusty)	Russ's eight-year-old (childhood)
	Dana Ivey (Dr. Alexander)	Russ's psychiatrist
	Liy Tomlin (Janet)	Russ's secretary
	Jean Smart (Deirdre)	News announcer/The person Russ met on the plane
Kind	Family, Drama, Fantasy, Comedy	
Country	ABD	
IMDB Score	6.1	19.11.2017
Time	104 minute	
Movie Title	The Kid	

The movie was nominated for the best performance by a younger actor, the most intrusive musical score, the best family feature movie – comedy and won the best performance in a feature movie– the young actor age ten or under award (Spencer Breslin–Rusty) (Internet Movie Database [IMDB], 2017).

Synopsis of the movie is as follows: Russ Duritz, who is an image consultant, dramatically changes as he magically meets his 8-year-old version. Little Rusty (Spencer Breslin) is a cute kid, but his clumsiness and awkwardness remind Russ of the painful memories of his past. Because it is understood that Russ, who has a respectable job and life in his fourties, does not have a smooth childhood as thought and could not make his childhood dreams come true (Sinemalar.com, 2017). The problems Russ have root back to incidents he experienced in his childhood and Russ suppresses them. Rusty pops up to remind these events to Russ and help him to understand source of the problems, so that he can solve them. In the end, Rusty disappears when Russ solves his problems. The aim of the study is to analyse the movie "The Kid" which is appropriate for screening in educational environment, in an Adlerian perspective.

Results

Adler underlines the concepts of social interest, lifestyle, inferiority feeling and superiority striving, superiority complex, life tasks, family impact and early recollections in his theory. Scenes related to these concepts are listed below. Table 2 demonstrates the scenes, their timing and the related concepts.

Table 2. Scenes Relating to the Concepts of Adler Approach and Placement Screenings on the Movie

Scenes	Impression Place on the Movie	Basic Concepts
1	03.'38''- 05.'15''	Social Interest
2	06.'52''- 08.'48''	Social Interest
3	18.'07''- 18.'20''	Social Interest
4[1]	73.'03''- 75.'46''	Social Interest
5	00.'49''- 01.'22''	Life Style (Ruling Type)
6	17.'08''- 17.'56''	Life Style (Ruling Type)
7	24.'22''- 26.'47''	Life Style (Ruling Type)
8[2]	35.'40''- 37.'41''	Life Style (Ruling Type)
9	39.'27''- 40.'19''	Life Style (Ruling Type)
10[3]	43.'17''- 44.'42''	Life Style (Ruling Type)
11	10.'21''- 10.'51''	Life Style (Socially Useful Type)
12[4]	15.'09''- 16.'55''	Life Style (Socially Useful Type)
13[1]	72.'01''- 75.'46''	Life Style (Socially Useful Type)
14[5]	75.'16''- 76.'57''	Life Style (Socially Useful Type)
15	96.'37''- 97.'40''	Life Style (Socially Useful Type)
16	50.'13''- 50.'49''	Inferiority Feeling and Superiority Striving
17	50.'32''- 54.'13''	Inferiority Feeling and Superiority Striving
18	58.'16''- 60.'10''	Inferiority Feeling and Superiority Striving
19	66.'24''- 66.'38''	Inferiority Feeling and Superiority Striving

Table 2. Continued

Scenes	Impression Place on the Movie	Basic Concepts
20	68.'57''- 70.'17''	Inferiority Feeling and Superiority Striving
21	81.'40''- 85.'00''	Inferiority Feeling and Superiority Striving
22	00.'20''- 00.'44''	Superiority Complex
23	01.'36''- 02.'28''	Superiority Complex
24	18.'40''- 21.'00''	Superiority Complex
25[2]	35.'40''- 36.'16''	Superiority Complex
26[4]	15.'06''- 16.'05''	Superiority Complex
27[6]	41.'41''- 42.'14''	Superiority Complex
28[3]	43.'17''- 43.'58''	Superiority Complex
29	06.'58''- 08.'47''	Family Impact
30	77.'49''- 78.'43''	Family Impact
31	87.'03''- 90.'06''	Family Impact
32[6]	41.'41''- 42.'14''	Life Tasks (Work)
33	42.'18''- 42.'45''	Life Tasks (Work)
34[7]	91.'48''- 95.'09''	Life Tasks (Work)
35	62.'29''- 63.'06''	Life Tasks (Love/Close Relationship)
36[7]	91.'48''- 95.'09''	Life Tasks (Love/Close Relationship)
37	97.'41''- 98.'59''	Life Tasks (Love/Close Relationship)
38	38.'57''- 39.'38''	Early Recollections
39[5]	76.'30''- 80.'48''	Early Recollections

Note: Some scenarios describe two different concepts. For this reason, there was a ruckus during the stage. The staging scenes are given as superscripts with the same numbers (i.e. 4[1].-13[1]).

It can be clearly seen on the table that many concepts of Individual Psychology are observed in the movie. In the following part, firstly Individual Psychology concepts will be introduced and then scenes will be analyzed according to the concepts.

Social Interest

Adler, who attracts the attention towards the togetherness of people by his saying "No isolated persons are to be found in the whole history of humanity", underlines the importance of social interest concept by defining it as "The oldest instinct of humanity is concerned with the connection of human beings to their fellow humans" (Adler, 2011). Adler reckons social interest which means the contributions of individual to others and society as the baseline for his mental health (Barlow, Tobin, & Schmidt, 2009; Nikelly, 2005) and happiness (Adler, 1979). According to Adler (2014), humanity advanced thanks to the sharing of others feeling. Moreover, he indicates that human should be examined as a social being rather than an individual one and compares this concept to a "cover". A right judgment for an individual can be achieved by uncovering it (Adler, 2001).

As several scholars (Bubenzer, Zarski, & Walter, 1991; Kalkan, 2009; Watts, 2012) indicate, social interest is an umbrella term which contains concepts like belonging, friendship, sympathy, empathy, unconditional acceptance, tolerance, and cooperation. As it is understood, it is important not only to understand the individual but also to the individual himself. Social interest provides a kind of security which supports individual's life (Adler, 1998). Mosak (1991) states that people with high social interest are not excellent but able to accept their own or other people's imperfections. They believe in themselves, and they desire to contribute to the wellbeing of other people. They have the creative power as well as affiliative manner, and they cooperate.

Social interest is found in every person however it is not sufficient for it is only a potential, not a real ability. It develops in time with the help of consistent lifestyle of individual (Sharf, 2014). The family is the most important factor in this development process (Manaster & Corsini, 1982). The very first relationship that bears and teaches social interest is mother-child relationship. Adler assigns the task of developing cooperation and friendship in infant to mother. Moreover, mother presents a role model with her interest towards her spouse, other children, and relatives (Sharf, 2014). Apart from mother, father's personality also plays an important role in the development of social interest as it should be (Özgü, 1994). This parental role can be either positive or negative for social or emotional disengagement of a parent may result in lack of social interest of the kid (Adler, 2014). In the following part, scenes related to social interest are presented and discussed.

When main character Russ is examined regarding social interest, it is seen that his relationship with his social circle is weak. He has neither a close friend nor a relationship with his family. He keeps the distance from his father who wants to create a rapport with him. While his father wants Russ to show an emotional interest and social share (18.′07′′- 18.′20′′), Russ sees these as waste of time and thinks that he can meet his fathers needs only supporting him financially. He is not aware of the fact that he cannot meet the expected social relationship (06.′52′′- 08.′48′′). He mostly communicates with his secretary Janet and his assistant Amy; however, this communication is limited to business. Furthermore, Russ shows a reactive behavior towards those who want to get in touch with him. His reactions can be seen in his communication with Deirdre Lefever (03.′38′′- 05.′15′′). When Deirdre wants to talk to Russ, he asks "So the cosmic purpose of our meeting is for me to give you free advice. What do I get out of it?". Deirdre replies "We don't know yet. But I'll owe you". When his communication not only with his father but also with Deirdre are considered, it can be claimed that Russ evaluates his relationships on gain or loss grounds and reacts accordingly. His offer to send a cheque to his father when he is moving or questioning the potential benefit of communicating with Deirdre implies his approach. Moreover, Russ is not interested in what people around him feel or does not show an effort on what he can do for them. However, social interest prioritizes social benefit. In the following minutes of the movie, Deirdre faces Russ that he does not have anything valuable even if he is 40, that he behaves careless towards his family and friends and that he even lost Amy who is the only important woman in his life. With the help of Deirdre, Russ realizes the importance of Amy in his life and thanks Deirdre for providing a different perspective (73.′03′′- 75.′46′′). After this dialogue; he collaborates with Rusty, who is the 8-year-old version of him, and starts to realize the incidents which weaken his social interest. During the last scenes of the movie, his relationship with Rusty, Amy, Janet, Deirdre and his father become more quality.

Life Style

Another concept which has an important place in Individual Psychology theory is the lifestyle. Lifestyle is defined differently by different resources. Corey (2005) underlines the similarities of those different concepts by stating "Lifestyle expresses the life orientation of individual and consists of the issues that give meaning to individual's life. Synonyms for this term include "plan of life", "style of life", "strategy for living", and "road map of life" (Corey, 2005). This study adopts the term lifestyle.

Lifestyle is formed between the ages of 5-8 (Dinkmeyer & Sperry, 2000). First experiences in childhood, intrafamily relations, psychological birth order, family conditions and siblings are the factors shaping lifestyle which consists of individual's thoughts, feelings, behaviours, sense of self, primary objectives and which is observed in individual's attitudes towards oneself, others and world (Adler, 1964; Corey, 2005; Oberst & Stewart, 2003). For instance, the lifestyle of an individual can be overtly observed via observable behavioral patterns like his occupation, his illnesses, his conscious choices, emotive states, relationships with family, friends, colleagues and opposite sex or eating and sleeping habits (Geçtan, 1998). Even if observability of lifestyle is stated above, Adler (1964) underlines that this can only be achieved by an Individual Psychology expert. Changes in lifestyle may occur in two ways. It can be either through educative experience of psychotherapy or personal life experiences raising awareness (Shulman & Mosak, 2015).

The lifestyle has various functions. The lifestyle leads the individual to unity and integrity. This consistency in certain conditions not only forms the personality of child but also individualizes child's all behavior and differentiates him from other kids. In other words, it creates consciousness of a constant uniformity and unity. It makes the individual unique (Corey, 2005; Geçtan, 1998). Apart from these, lifestyle has other functions like organizing and facilitating, problem-solving, experience controlling, myth-making, reinforcing, self-protection, self-viewing and judging (Shulman & Mosak, 2015). Adler classifies individuals into four personality categories according to lifestyle attitudes. It can be seen contradictory that even though the theory underlines the unity and uniqueness of lifestyles, he reduces these just to four types. However, it should not be forgotten that lifestyle attitudes or character types help to make generalizations (Yazgan İnanç & Yerlikaya, 2015). Before elaborating these personality types, Adlerian "personality" should be discussed. Personality, according to Adler, is the manners of a person, a mental attitude. It is a reflection of lifestyle, and it is not innate, it is acquired (Adler, 2001; Özgü, 1994). Personality traits are vehicles that will give respectability to an individual and ensure the consistency of the individual under every condition without much thinking (Adler, 2001).

Adler has four personality types according to personality traits: ruling, leaning, avoiding, socially useful personalities. Each type has different activities and social interest levels (Adler, 1933). The ones who are dominant and have directing attitudes are among the ruling type. These people have high activity but low social interest levels. A ruling person directly attacks depending on how active they are. They receive their superiority by hurting and abusing (Lundin, 1989). The second type of personality, leaning personality, they expect everything from others, they are dependent/receiving. They have low activity and social interest level. Adler states that this type is quite common. The people who feel successful by refraining to solve the problems have avoiding personality. They do not have social interest, and their activity level is quite low. People of this type choose to walk around the problem rather than fighting it, they expect to get rid of the problem in this way. Socially useful people are the ones who are trying to solve problems in a way which would also bring benefit to other people more or less. Both their social activity and social interest levels are high. The ruling, leaning and avoiding personalities are not ready to solve problems. They lack contribution and collaboration abilities (social interest) while socially useful ones are ready, they always have some energy for other people's benefit. They are aware of the other's needs, and they contribute to the well-being of society (Indick, 2011; Lundin, 1989; Mosak & Maniacci, 1999). Adler (1956) states that socially useful types are "healthy" and "beneficial" ones among these four personality types.

In the movie, examples of two personality types (ruling and socially useful) are observed. Russ is an example of the "ruling type" while Amy and Deirdre (speaker) are "socially useful". The scenes stressing the characteristic features of these roles are presented:

Russ presents an example for the ruling personality in Adlerian personality typology in the beginning. In the very first scene of the movie, while paying the cheque at desk, Russ becomes impatient and pays for the customer in front of him. He behaves impolitely and bossy. The customer perceives this as a sign of courtesy and thanks, Russ. Russ replies "I didn't do it for you. Check your bags next time" and shows his impolite and ruling attitude once again (00.′49.′′- 01.′22′′). Russ is also a ruling "boss" in his relationship with his secretary Janet. He wants to get what he wants immediately; if not so he rages and thinks that he has right to call his secretary in the middle of the night (17.′08′′- 17.′56′′/ 35.′40′′- 37.′41′′). In another scene, to get professional psychological assistance, he consults to a psychiatrist. He performs a defensive behavior, insists on directing the interview and setting up the rules himself (24.′22′′- 26.′47′′). Likewise, in his communication with Rusty, he uses imperatives, maintains furious and sarcastic attitudes (39.′27′′- 40.′19′′/ 43.′17′′- 44.′42′′).

Amy and Deirdre are the "socially useful" characters of the movie. Amy supports Russ to create a better relationship with others (10.'21'' -10.'51'') and reminds him that the world does not revolve around himself, helps him to realize the other people around him as well as the beauties of the world (15.'09''- 16.'55''). Deirdre also makes Russ to develop an "insight" by developing a different perspective (Deirdre makes Russ to realize that his 8-year-old version arrived to help, teach and remind something, that he does not have anything special in his life even if he is 40 and that he even lost Amy, the only important woman in his life). She opens a road for Russ, in which "he can request help from and give a hand for people" rather than being "against" them, in other words, Deidre helps Russ to be "next to" the people (72.'01"- 75.'46'').

During the movie, Russ follows a route from ruling type to the socially useful one. He presents an exceptional example for Adlerian theory which states that lifestyle cannot be easily changed without an intervention (like psychotherapy, role model, experiences and so forth) or a significant life experience (like trauma). Russ is the exceptional case. Russ is influenced by the personalities of Amy and Deirdre and their approach towards Rusty. As a result, in the following moments of the movie, changes in Russ's personality are observed. He transforms from the "ruling" to "socially useful" personality. He displays this change in the scenes when he draws apart from Deirdre, just afterward in the telephone conversation with his secretary Janet and in the scene where he talks to Rusty to confront the unpleasant memoirs from his childhood (75.'16''- 76.'57''). The change is clearly observed in the scenes he surprises Janet by presenting a plane ticket to her and when he tells his father that he is going to help him in moving (96.'37''- 97.'40''). Moreover, he starts to request rather than command. His tone of voice and body language becomes smoother.

Feeling of Inferiority and Striving for Superiority

To Adler (1964), to be a human being means to feel oneself inferior. Human is incapable in front of nature. For instance, an infant feels inferiority from the moment of birth for it is surrounded by stronger and capable adults (Adler, 1927; Sharf, 2014). Moreover, they need to be fed and protected (Dreikurs, 1967). This is a universal feeling, and it is not an illness (Dixon & Strano, 1989; Geçtan, 1998). It is also not a weakness so long as it does not turn to inferiority complex (Geçtan, 1998; Sharf, 2014). It is even a motivating factor for normal development (Adler, 2001). From the moment that children start to communicate with their environment, with the self-comparison process, inferiority feeling shows itself (Adler, 1956; Mosak, 1977).

In order to understand the feeling of inferiority, this important factor should be considered: this feeling assumes that an individual is inferior physically and socially, or inferior to its own aims or standards. This assumption may not be consciously expressed, because even the individual himself may not be aware of it (Dreikurs, 1948). The feeling of inferiority also has some advantages. This feeling determines the existential goals of the individual (Adler, 1927). Besides, it also provides benefits for creativity, productivity, struggle with difficulties, positioning in the life (Adler, 2011), and directing an individual to recovery (Adler, 2014).

Just like many other "excesses", excessive feeling of inferiority which is innate and "normal" may result in negative consequences. The possibility of directing the individual to a psychological adjustment and widening the gap between individual and objective reality is one of them (Adler, 1998). Another danger that can occur in the excessive feeling of inferiority is that child may try to compensate himself excessively because of being afraid of not living as he/she wants in the future (Adler, 2001). Apart from these possibilities, Adler also mentions characteristics of individuals with excessive feeling of inferiority. According to Adler, these children do not get enough of normal relationships. They undertake big and remarkable actions according to their high goals. They are in hurry and rush. They try to guarantee their position ignoring their environment with excessive impulses. They are against

everyone and everyone is against them (Adler, 2001). They are susceptible, think about themselves egocentrically, lay a base for a neurosis, and torture themselves (Adler, 2011).

Everyone tries to be a better person. No one can endure inferiority feeling for a long time because this feeling causes stress. This stress forces individual to take an action. This action is "striving for superiority" (Adler, 2014). Corey (2005) warns against the misunderstanding of this concept: superiority does not mean being superior to others. It is used to express to proceed from a perceived inferior position to a perceived superior one; in other words, it is an advancement from the perceived minus to the perceived plus (Akdoğan, 2012; Nader, 2008). Adler's stress on the feeling of inferiority has changed in time. In that regard, inferiority feeling is posterior to superiority, coping and striving for perfection in Adlerian theory. In short, in his last works, Adler stresses upon the striving and social interest rather than inferiority feeling (Dixon & Strano, 1989; Slavik & Carlson, 2006). Superiority and social interest are related concepts and striving for superiority might appear in either healthy or unhealthy forms. Healthy forms of superiority benefit the individuals and society whereas the unhealthy ones result in negative consequences (Adler, 2011).

Just like feeling of inferiority, everyone feels the superiority in a normal way. Individual desires to be more qualified and more complete than before, tries to create an ideal self by using the actual self (Powers & Griffith, 1987; Shulman & Watts, 1997). "Create a self" underlines the creative self. Creative self is individuals' forming their own personalities by using inheritance and environmental factors (Engler, 2013) and may affect the lifestyle of the person. According to Adler, an individual should take the responsibility of the style he chooses and its consequences. The central concept that leads the individual to take the responsibility is "creative self". Creative self is responsible for making sense of life experiences, perception, analysis and interpretation (Carducci, 2009).

The feeling of inferiority and striving for superiority cannot be separated. Adler (1998) thinks that togetherness of these two concepts means they are Janus faces of the same psychological reality. Individual copes with the feeling of inferiority by natural tendency of "balancing". Just like developing hearing in order to compensate for not being able to see, individual balances the feeling of inferiority by developing himself in the areas that he thinks he is successful (Indick, 2011). Reaching the feeling of superiority can be done by occupation, social activities, education and so forth (Sharf, 2014). Scenes dealing with "feeling of inferiority and striving for superiority" are elaborated below.

Feeling of inferiority and striving for superiority are interwowen. This togetherness is also observed in the movie. Rusty is a kid who is called as clumsy, who gets beaten when he falls off in the school and who is ridiculed (50.'13''- 50.'49'' / 81.'40''- 85.'00''). So Russ wants to teach him basic defense techniques and for this reason he gets help from a boxer (50.'32''- 54.'13''). Rusty feels inadequate compared to his peers when he gets beaten. This causes him to feel inferiority. It can be said that by learning box (as it provides self-defense), he tries to cope with this healthily and he "strives for superiority". Along with it, his striving for superiority also observed in his occupation. In the beginning, he is an image consultant and makes suggestions to people about how they may look better. When his childhood experiences are considered, being an image consultant is meaningful for him. He is insulted because of his appearance by his peers, and he feels intensely inferior. To cope with this situation, he loses weight and be careful about his clothing, his speech, his behaviors and how he is seen by "others." It can be clearly observed in a dialogue with Rusty (50.'13''- 50.'49''). In another scene (58.'16''- 60.'10''), Amy and Russ talk about Rusty who is watching TV. In this dialogue, it is realized that Russ has a feeling of inferiority about his childhood. Russ gets irritated when Rusty scratches his belly, he picks his nose and from his hairstyle. Moreover, Russ does not want to take him to Kenny's wedding as he fears that Rusty may humiliate himself. These can be interpreted as the implications of Russ's feeling of inferiority. In another dialogue between Amy and Russ, he defines himself as "a rotten boss who feels obligated to his clients" (66.'24''- 66.'38''). Another moment that

implies the feeling of inferiority and striving for superiority is the dialogue between Russ and Rusty after Kenny's wedding (68.′57′′- 70.′17′′). In this scene, Rusty asks Russ "Do I ever do anything right?". With this question, it is understood that Russ feels inadequate and unsuccessful in his childhood. To answer this, Russ gives examples from his life: Getting high grades at highschool, winning a scholarship to UCLA, joining the track team, being a speech therapist and finally doing a master's degree in business. These examples give clues about "striving for superiority" to cope with inadequacy.

Inferiority Complex and Superiority Complex

It has already been pointed out that feeling of inferiority and superiority is a necessary and normal feeling for the development of the individual. On the other hand, when the sense of superiority loses its normal form, it becomes harmful and dangerous when it gains excess (Özgü, 1994). There is an important point to note in this case: a normal person strives for superiority but does not develop a "superiority complex" to conceal the inferiority (Sharf, 2014).

The sense of superiority comes from the feeling of inferiority. In the same way, the superiority complex is the work of the inferiority complex (Özgü, 1994). The inferiority complex is that a discouraged person uses a genuine or supposed deficiency for a specific purpose or benefit. This benefit usually manifests itself in not participating in an activity, producing an excuse for withdrawal, requesting special service/ interest. One is fully aware of this process and tries to influence others with their deficiencies (Dreikurs, 1948). The inferiority complex arises in the face of a difficulty which a person cannot adapt adequately to or does not have enough means to cope with. It emerges when one believes that they cannot overcome that difficulty (Adler, 2014). According to Adler (1938), "When an individual does not try to correct or improve his situation and shows a fatal reaction in the face of an unfortunate situation, he or she develops an inferiority complex. This should not be confused with the inferiority feeling which each person, especially each child, gets in certain situations and which encourages one in a successful development normally (as cited in Dreikurs, 1948, p. 45-46). Inferiority feelings naturally produce overreactions to superiority, which can also be put as "overcompensation." While compensation is a normative way to get rid of the inferiority complex, overcompensation related behaviors are incompatible. The pathological situation that manifests itself in results of this continuous and general overcompensation, namely "domination" and humiliation of people, is the "superiority complex" (Indick, 2011). As a result, while inferiority feeling and striving for superiority is a "healthy" path for the individual, the inferiority and superiority complexes state an "unhealthy" situation. Considering these explanations, it can be argued that in the movie, Russ has the superiority complex. Scenes that are related with this argument and the reviews of these scenes are as follows.

It can be argued that Russ, the main character in the movie, overcompensated in order to cope with his inferiority feelings and developed the "superiority complex" as a result. The movie starts with a scene in which a plane glides in the air, so in the beginning, we see a "flying metaphor" (00.′20′′- 00.′44′′). In another scene, we see that someone leaves a model plane to the Russ's house and Rusty plays with it (18.′40′′- 21.′00′′). These two definitely indicates that superior feeling of Russ is pretty strong. Apart from that, it is possible to observe the symptoms of superiority complex in many different ways. People with superiority complex are generally pompous, egocentric, arrogant or cynic. These characters probably feel important by mocking with others or grinding them down (Sharf, 2014). They want to stick their nose into other people's affairs because they suppose that they think better than others. They easily criticize others (Özgü, 1994). As a matter of fact, we observe that Russ communicates with Janet (35.′40′′- 36.′16′′) in an insulting manner, with the governor (01.′36′′- 02.′28′′) and Amy and Rusty (15.′06′′- 16.′05″ / 43.′17′′- 43.′58′′) in a sarcastic way. It can be argued that Russ's choice of image counseling is also a reflection of his superiority complex. That is, when Russ gives information to Rusty about image counseling, he tells he does not want others to stick their nose into his affairs, by putting it like "You tell other people what to do. That's the fun of it; You boss people around" (41.′41′′- 42.′14′′). It can be argued that

based on these statements, he has a desire to establish a superiority over others. It can be said that the superiority complex seen in Russ shows a parallelism with the lack of social interest and the dominating attitude in his lifestyle.

Family Impact

The first social institution in which the child lives is the family. The family is the primary source of personal identity development about the external world (Adler, 1958). The first source of the socialization process is family relations. This socialization process involves teaching how to approach one's social, marital and professional roles in the best way possible, as well as transferring of family values, perspectives and myths (Adler, 1956; Nicoll & Hawes, 1985). In fact, these relations have crucial and lasting effects on the child's personality and social relations. Mothers and fathers cannot expect a social consciousness to develop in their children if there is no appropriate atmosphere in the family (Adler, 2014). The negative nature of this effect puts the child in conflict situations that cannot be easily overcome (Yörükan, 2015). One of these negative situations is "constantly scolding the child". The child who is scolded and despised by his or her parents at every opportunity believes that he or she is not liked, wanted or loved by his or her parents as a result. Another negative situation is "father's oppressive attitude". The child may force himself or herself to move in accordance with the demands of the father in case of oppression and hardship and may strive for staying away from the unfavorable things. However, behaviors that are resulted from the father's pressure and that are based on force only can never give the expected results. They cannot create the desire for cooperation in the child (Özgü, 1994).

According to Adler, what is expected from the parents is encouraging the child to gain ability to be a person of action and self-confidence by exhibiting their love (Geçtan, 1998). Adler gives the primary role in the development process of personality to the role played by his mother, although both parents have distinct importance and influence in the child's life (Yörükan, 2015). Initially, the extent of the father's involvement with the child is not very broad, but the impact of the father on the child begins to appear later.

According to Adler, important tasks of the father which are related to the analyzed movie are as follows: to fulfill three life tasks (job/profession, friendship and relationship/love) in a satisfying manner; to be a model for the child in terms of developing a sense of community and willingness for social co-operation; taking the position of a good friend in relation to his wife, children and society; to establish a positive dialogue with people; to strive for the protection of the family from the danger and the well-being of it with his wife as equal partners; and avoiding (especially physical) punishment (Adler, 2014). Below are the scenes and reviews about the family impact.

In the movie, it is seen that there are some scenes that reflect the family impact, especially about the relationship of Russ with his father. Since he lost his mother at the age of nine, there are not many scenes about mother-child relationship. It is seen that his father has crucial influences on his childhood and adult life. In as much as, it is striking that Russ is angry with his father and he does not communicate with him (06.'58''- 08.'47''). The reason of this is understood in following scenes (77.'49''- 78.'43''). In the scene between Rusty and his father, it is clear that Rusty's father is authoritarian and punitive. In another scene (87.'03''- 90.'06'') conversation between Rusty and his father is given, and in this scene again, the reason behind the anger towards the father is clarified. Rusty thinks his mother killed herself because of himself on account of his father's words and he feels guilty. It is due to the effect of this incident that the eye of Russ twitches involuntarily. When the scenes about the father figure are reviewed together, it is seen that Russ experienced intense fear, anxiety, and guilt during his childhood. It is also a remarkable detail that Russ has taken his father as a model and adopted a communication style similar to his father in his adult life. It is possible to observe this in the conversations that Russ has with the people around him (imperative sentences, talking loudly and harshly).

Life Tasks: Job/Occupation and Relationship

According to the Adlerian theory, there are five different life tasks (Baruth & Manning, 1987). Three of these tasks are named by Adler himself; work, friendship (social relationship), and close relationship (love/romance) (Adler, 1998; Corey, 2005; Yörükan, 2015). Later, two additional tasks, coping with oneself and spirituality were added by Dreikurs and Mosak (1967).

Adler (2014) draws attention to the firm commitment of his first stated work, friendship, and close relationship tasks. According to Adler, these tasks can never be found separately from each other, and all three are intertwined like gear wheels. Since the task of friendship (social relationship) under "social interest" topic, the tasks of work and close relationship are especially mentioned here. Dreikurs (1953) states that the job/occupation task is the most important task for the survival, which somehow all human beings fulfill this task, and defines this task as any occupation beneficial to the society. He also points out that this task does not necessarily have to be a paid job, either housework or voluntary work can also be included in these tasks.

Adler states that childhood experiences or games may be a clue to the future occupation of the individual. For example, playing a sewing game with a needle thread does not have to be a signal that the child will grow up to be a tailor in the future; this may be the first step towards a surgical career. Children who experience some painful, death-like experiences in the early years may have a desire to be a doctor and may want to internalize all medical knowledge in order to survive (Adler, 2008). Adler notes that another clue may exist between the individual's chosen occupation and his or her lifestyle. According to him, the lifestyle can completely be predicted by looking at the occupation that a child would choose. It shows the basic direction of the individual's effort and tendency, as well as the values at the top of his or her values catalog (Adler, 2014). It is for this reason, Adler states that comparing all the choices made by a child during the development is worthy of looking into and that taking them as a whole shows the individual's attitude, social interest and the extend of courage (Adler, 2008). In other words, it can be said that the dynamics underlying the chosen occupation give important information about the individual.

The other life task is close relationship (love, romance). Adler argues that there is love in every human being, but the ratio may be different from one person to another (Geçtan, 1998). He made his view clear by saying "love is inevitable for many people" (Adler, 2014). According to Sweeney (1975), this is the task that requires the greatest courage and confidence in one's self and their partner's. Dreikurs (1953) notes that since there is close contact between two people, a high level of social interest is required to complete this task. Whether or not social interest is a prerequisite for this task, this task requires the union of mind and body and the highest cooperation possible with the partner. However, there are researchers (Dreikurs, 1953; Dreikurs & Mosak, 1967) who point out that the close relationship task is rarely completed compared to other life tasks. Adler points out that the individual applies to work and occupation task as an apology to alleviate the frustration experienced in situations that the individual cannot fulfill close relationship task (Adler, 2014). The scenes related to life tasks in the movie and the reviews about these scenes are as follows.

When we examine how the main character, Russ is fulfilling his life tasks of job/occupation and love/close relationship in the first place, we see that he has a job, he is in a successful and respectable position in that job. However, Russ still feels unsuccessful because he could not become a pilot, his dream occupation. This is why Russ fulfills his job/occupation life task only "on the surface"; it is seen in the following scenes that, he cannot complete this task because he could not be a man in his dreams and feels unsuccessful in that regard (41.′41′′-42.′14′′). Rusty confronts Russ with his failures in the occupation and love/close relationship tasks and makes him realize these failures (42.′18′′- 42.′45′′).

Except for the last scenes of the movie, Russ does not show any success on the life task of love when his 40-year-life considered. Indeed, when dancing with Clarisa, Russ states that he could not find the right person to get married (62.′29′′- 63.′06′′). Towards the end of the movie, Russ foresees 30 years later (91.′48′′- 95.′09′′). On this scene, he sees the first implications of his marriage with Amy and getting his dream occupation (pilot), and

finally he achieves these tasks after the age of 40. The film ends with the happy relationship of Russ and Amy, in other words achievement of the life task of love (97.'41''- 98.'59''). It is also possible to see that achievement of this life task made Russ feel excited, happy and whole.

Early Recollections

Both Freud and Adler emphasized the importance of early recollections from childhood years in understanding the person's current personality structure and function (Fowler & Hilsenroth, 1995; Mayman, 1968). However, there are some differences between the two theorists. Bruhn and Last (1982) indicate that the basic difference in the theory of Freud and Adler's early recollections is that Freud sees them as a means of hiding, while for Adler they are revealing.

According to Adler, the individual chooses to remember the memories associated with the present among millions of other childhood memories (Josselson, 2000). The early recollections contain cues about the person's weaknesses and tips on the importance of certain experiences. There is no such thing as "coincidental memories"; people call back memories that they feel they would be important for future development from among countless memories, even if implicitly. Therefore, memories constitute the "life story" of a person (Adler, 2014). Murdock (2014) notes that early childhood memories reflect the individual's current lifestyle and world-view, give information about the level of social interest of the individual, and give valuable clues about their life plan and goals. In short, the early recollections contain what the individual has chosen among the important life experiences. The following are the scenes of the early recollections and the reviews of these scenes.

In the movie, it is seen that Russ has forgotten his childhood memories. Russ asks Rusty's help to remember these memories. The early recollection Russ remembered is that when he was a child, they moved to a new house 12 times, and he also remembers the moment when he fell from the roof of a house where he lived (38.'57''- 39.'38''). According to this, Russ is affected by moving out often and by falling down the roof, so these may end up as his traumas. In later scenes, Russ talks to Rusty about his childhood and asks some questions to remember his other memories (76.'30''- 80.'48''). From these conversations, it is clear that Russ has suppressed events that he lived through and was negatively affected in his past.

Discussion, Conclusion and Suggestions

According to Individual Psychology, it is necessary to evaluate an individual from a holistic view in order to fully understand him/her. According to Adler, it is about understanding the childhood experiences, the family environment and the lifestyle of the individual (Adler, 1998, 2001; Corey, 2005; Yörükan, 2015). The fact that the individual is psychologically healthy requires that he or she is both effective and his or her social interest is developed. The individual can only solve the problems with these two and be beneficial to the society. It is possible to see more realistic reflections of these ideas, which Individual Psychology asserts, in a more concrete way in life stories that the cinema narrates. In this study, "The Kid" was analyzed in order to further embody the concepts of the Adlerian approach and to review the movie from a different perspective.

The main character of the movie, Russ is someone who seems to be a successful and happy person in his business life, but he is someone who experiences "inadequacy" and "failure" in many subjects. Throughout the movie, Rusty leads to the sources of these failures that Russ has experienced. It is seen how Russ has gained "insight" with recognizing and accepting them, and how he has undergone change and development when he gains insight. In this study, main character Russ's life, problems and the sources of his problems were examined and concrete examples of many Adlerian approach concepts were found out. Moreover, it can be argued that this article, can be used as a different teaching material in the teaching of the theory and enriches the teaching environment.

Teaching and learning with movies is a popular approach to meet the needs of students who are addictive to audiovisual literacy at our time and who have a multimedia culture. Today's students (children and young people), which are called "digital natives," are generally using non-print, digital resources and preferring new technologies because they attach more importance to visuals, movements and music than plaintexts (Palfrey & Gasser, 2017; Şahin, 2009). It has been revealed through researches that the use of movies at the university level as a teaching material affects students' learning positively (Anderson, 1992; Boyatzis, 1994; Fleming et al., 1990). Advantages of the use of movies in psychological counseling training include teaching/pedagogical advantages (Higgins & Dermer, 2001; Koch & Dollarhide, 2000), student happiness (Fleming et al., 1990; Hudock & Gallagher-Warden, 2001; Kirsh, 1998; Koch & Dollarhide, 2000; Toman & Rak, 2000; Tyler & Reynolds, 1998), the personal development of the students (Gladstein & Feldstein, 1983; Tyler & Reynolds, 1998), and the academic development of the students (Anderson, 1992; Fleming et al., 1990; Koch & Dollarhide, 2000). On the other hand, disadvantages include the difficulty of planning the lesson and spending too much time on movie selection (Higgins & Dermer, 2001; Hudock & Gallagher-Warden, 2001; Sheperis & Sheperis, 2002) emotions and countertransference issues that arise during the screening (Anderson, 1992; Hudock & Gallagher-Warden, 2001). Despite these mentioned difficulties of teaching with the movie, it has been seen that they contribute to the student and the teacher. Alexander, Lenahan, and Pavlov (2005) stated that adding movies to teaching process enhances the level of satisfaction of both pupils and teachers. In addition, Maynard (1996) stated that the use of movies for educational purposes inhibits the exhaustion of faculty members who are burned out of their routine lessons and stimulates their creativity. Nadir (2014) also suggests that a teaching material appealing to different senses and allowing room for discussion can increase the productivity of the material up to 90%, and therefore recommends the addition of specially prepared materials and popular movies to the curriculum.

In the field of psychology, movies are mostly used as teaching materials for mental health/psychopathology courses (Badura, 2002), couple and family therapy courses (Shepard & Brew, 2005; Stinchfield, 2006), group therapy (Tyler & Reynolds, 1998), multiculturalism and cultural diversity (Shen, 2015; Villalba & Redmond, 2008). In addition to these, it is seen that teaching with movies is also seen in the theories of psychology and theories of psychological counseling classes. For example, Koch and Dollarhide (2000) used *"Good Will Hunting"* during the course of a seminar in the field of theories of psychological counseling, and they conveyed the details of this program in their articles. Siviş Çetinkaya (2017b) used the experiential learning method which deals with both the traditional and the series episodes in the teaching of the vocational ethics course. At the end of the study, it was seen that the students evaluated the method of experiential teaching made through the TV series more favorably than the traditional method. As a result, it can be argued that the use of movies as a teaching material positively influences learning. It can be said that "The Kid" movie can also be used as a teaching material that will positively affect the learning in the teaching of Adlerian approach more effectively and interactively.

As with any scientific study, this one has limitations too. Firstly, the conducted document analysis was limited with the extent that the screenplay of "The Kid" movie allows to analyze the concepts of Adlerian theory. Moreover, since the movie does not contain all the concepts of Adlerian theory, concepts like birth order, inferiority complex, avoiding and leaning types are not included in this study. Similarly, Culbreth and Huber (2015) analysed the movie Cars from an Adlerian perspective and focused on the development of Lightning McQueen, from a self-centered, narcissistic character to a communally oriented individual who lives with social interest. In this context, it can be said that it would be very difficult to cover the Adlerian theory, which has a comprehensive content and handles the individual in many aspects, with a single movie.

Various suggestions can be made to the academics and experts in the field of psychology and psychological counseling in view of the research findings. First of all, in order to lessen the mentioned limitations, it is advisable to find different movies containing other Adlerian concepts which are not covered in this study. Moreover, it may be useful to consider other theories in psychology (existentialist theory, attachment theory, etc.) through movie analyses. Researchers who will be doing movie analyses in the future may be advised to decipher the movie scenario, watch the movie many times, and get feedback from experts working on the field in order to better understand the details on the movie.

This study, which enriches the education environment and provides experiential learning, can be suggested to mental health professionals while teaching Individual Psychology. It may also be advisable for academics who offer theoretical lectures to utilize movies and current movie analyses studies while teaching other theories. In addition to the movie analyses, the anlysis of advertisements, lyrics, and personalities can be reccomennded to enrich the theoretical course materials.

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