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Introduction to the Journal Editors and to the Editorial Board:

IJCTRT Editor:

The Editor of the Journal is **Dr. Thomas S. Parish**, who is an Emeritus Professor at Kansas State University in Manhattan, Kansas. He earned his Ph.D. in human development and developmental psychology at the University of Illinois at Champaign-Urbana, Illinois. He's

CTRT certified and has authored or co-authored more than 300 articles that have appeared in more than 30 professional refereed journals. Dr. Parish and his wife recently served as consultants for LDS Family Services in Independence, Missouri, and they currently co-own Parish Mental Health of Topeka, Kansas. **Any correspondence, including questions and/or manuscript submissions should be sent to parishts@gmail.com** You may also contact him by phone at: (785) 845-2044, (785) 861-7261, or (785) 862-1379. In addition, a website is currently available. It can be accessed by going to:

www.wglasserinternational.org Notably, the Journal is no longer password protected on the WGI website, so now anyone can gain access to it, anytime, 24/7!

IJCTRT Editorial Board Members:

Editor: Thomas S. Parish, Ph.D., CTRTC, please see listing printed above.

Other Members of the Board:

Janet M. Fain Morgan, Ed.D., is currently a Director of the William Glasser International Board and the Research Coordinator for William Glasser International. She is also a faculty member of the WGI lectures on Choice Theory and Reality Therapy. In addition, Dr. Morgan has an extensive background in counseling and teaching with specialty areas in Military Issues, Grief and Loss, Marriage Counseling, and Domestic Violence Predator Treatment.

Emerson Capps, Ed.D., Professor Emeritus at Midwest State University, plus serves as a Faculty Member of WGI-US.

Joycelyn G. Parish, Ph.D., CTRTC, is a licensed clinical psychotherapist. She earned her Ph.D. from Kansas State University and is a board-certified clinician and certified reality therapist.

Patricia Robey, Ed.D., Full professor at Governor's State University, Licensed Professional Counselor, and Senior Faculty Member of WGI-US and William Glasser International.

Brandi Roth, Ph.D., Licensed Private Practice Professional Psychologist in Beverly Hills, CA.

Jean Seville Suffield, Ph.D., Senior Faculty, William Glasser International, as well as President and Owner of Choice-Makers@ located in Longueuil, Quebec, CANADA.

Robert E. Wubbolding, Ed.D., Professor Emeritus at Xavier University in Cincinnati, Ohio, and is the Director of the Center for Reality Therapy also in Cincinnati, Ohio.

IJCTRT Technical Advisor:

Denise Daub, Web Administrator and Finance Manager for William Glasser International.

ATTENTION: BRIEF BIOS are due in FALL, 2024

Pleased be advised that there will be only one more opportunity for everyone to submit their NEW or REVISED CT/RT "Brief Bios." The "drop-dead date" for your "Brief Bio" will be September 1, 2024, for its inclusion in the Fall 2024 issue of the Journal. It must be noted in the "Subject Box" of your submission whether your Brief Bio" is "NEW" or "REVISED," and then submit your "Brief Bio" to me at parishts@gmail.com

Since only four (4) "Brief Bios" were submitted for inclusion in this current issue of the Journal the decision was made to postpone the entire listing of all of our "Brief Bios" until the Fall, 2024 issue of *the International Journal of Choice Theory and Reality Therapy*. To see what's expected of all who still wish to submit their "Brief Bios," the reader is asked to refer to the Fall 2020 (Vol. 40 [1]) issue of the Journal (at www.wglasserinternational.org/journals) which lists about 75 such "Bios" that might be used as templates for anyone who wishes to submit their "Brief Bio" for inclusion in the Fall, 2024, issue of the Journal. Again, this will be your last chance to submit a "NEW" or "REVISED" "Brief Bio," for its inclusion as an important part of our history, at least in terms of sharing with others (1) what you have done, (2) what you're doing, and (3) what you plan to do to help others to understand and use CT/RT, and to share it with others, rather than keep it a big mystery.

To: Members and Friends of the William Glasser International Organization

Fr: Thomas S. Parish, Editor, The International Journal of Choice Theory & Reality Therapy

Re: An invitation to you to submit to the International Journal of Choice Theory & Reality Therapy

Previously, the Journal has focused upon inviting writers to submit research articles and/or articles that focus on new ideas and/or new insights that are primarily focused upon the concepts concerning Choice Theory, Reality Therapy, and other strategies that were developed by William Glasser, M.D., and his associates.

However, The Journal is about to expand its menu to include other options for its contributors. More specifically, the Journal will now also consider the following options as well: Book reviews, Brief summaries of research, Historical reports, as well as Odes, Poems, Tributes & Eulogies. Our hope is that we will be able to unveil new areas of potential exploration that could expand what we will need to investigate in the future using techniques that we will have available to us.

Some of the inclusions in this issue of the Journal should allow you to see what we hope authors will do in order to expand our areas of investigation, but we're truly hopeful that other approaches might be successfully used in order to advance our understanding of Glasser's original ideas and those of his associates over the last half century or so and all the centuries yet to come.

Our desire, of course, is to include writings that will possess great heuristic value for our readership and excite the readership into contributing writings of their own in order to help greater interest to grow as we endeavor to implement more ideas and insights regarding all of Glasser's ideas and others, too, and how they have aided/or will aid people in various walks of life, be it in the past, present, or future.

For instance, forty-three years ago I was certified in Reality Therapy, and it was a truly great experience for me! One reason why this was such a great experience was due to the fact that I shared a hotel room with a fellow who owned a chain of butcher shops, and he was convinced that his certification was going to be great for him, his company, and throughout his industry. He was so convinced that this was going to be so good that he was going to encourage all of his managers to go through the RT certification process, too, plus he said that he was willing to underwrite the entire expense for all of his managers out of his own pocket! Unfortunately, however, I lost contact with this gentleman after we were certified, so I never found out if his company, in Utah, expanded or not, but there are many more questions, like this one, that certainly need to be investigated in order to more fully understand all the ways that Dr. Glasser's ideas have impacted our lives and the lives of countless others too.

So, please join me and others as we endeavor to find various ways to help determine how Glasser and his associates have impacted people around the world as we seek to teach the world all about Choice Theory, Reality Therapy, and the other insights that Glasser and company have had and will have on people in their various walks of life.

Best wishes,

Tom Parish, Editor, IJCTRT

THE POETRY OF LOVE and FORGIVENESS

Thomas S. Parish, Ph.D., CTRTC, Editor, *The International Journal of Choice Theory & Reality Therapy*

Abstract

Whether the focus is on world peace or personal relationships, what the world needs now is true love, kindness, and forgiveness. The following poems, and associated commentary, should demonstrate why this is so.

THE POETRY OF LOVE

What Does the World Need Today?

What does the world need today?
Who really knows? Who'd like to say?
This question has been asked often in the past,
but the answer is evasive, leaving many to gasp!

It really isn't difficult to surmise,
especially if you think that you're very, very wise.
For with it, many are known to likely thrive,
but without it, they might not even survive!

Ah, this entity is almost magical,
but sometimes it strives to be rather illogical!
Some have even thought it to be paradoxical,
but once found, it can be paradisaical!

TSP/August 11, 2022 (Revised)

What Does the World Need Now?

Kindness seems to be in short supply today,
as many people describe others in very hateful ways!
Don't they understand that more love is needed now,
and that withholding it won't draw us together somehow?

Truly, what the world needs now is love unfeigned,
and not by finding someone that we can always blame!
The notion of hurting people as we live out our life,
will only heap upon us much more stress and strife!

So let's put behind us our un-Christlike ways,
and love each other fully, what more can I say?
Just study Christ's life, and all that he has done,
and then act like him, as you interact with everyone.

This is how you can establish your own heaven on earth,
and meanwhile enhance everyone's personal self-worth.
This is what God asks all of us to do,
as we seek to act in accordance with the *Golden Rule*.

TSP/2016 (Revised)

Best Poets of 2016, p. 40.

What the World Needs Now is Love!

Love is critical!
It needs to be strong, but never brittle!
With love, our concern for others is assured,
but without it, many things may become very blurred!

With love, families can become eternal,
but without it, life can be like hell or like an intense inferno!
Again, with love we'd gladly make sacrifice after sacrifice,
but without it, we'd less likely value paying the price.

Without love, parents' roles might not be so apparent,
but with it, close relationships can be more inherent!
Truly, love is an elixir for many of our cultures' woes,
but without it, no one really knows what the future holds!

So it is that love makes the world go 'round,
and promotes the idea that we're all honor-bound!
Those who see the world in this way,
will most likely meet again in heaven someday!

TSP/August 11, 2022

What If?

What if the world was perfect,
as perfect as it could be.
What if happiness prevailed
for everyone in your family?

What if love were found to exist,
and did so abundantly?
What if everyone shared their talents,
and did so unselfishly?

What if we all sacrificed for others,
by trying to be sisterly or brotherly?
What if all this really happened,
and it wasn't a big fantasy?

"How could that possibly be?" you ask?
Well, Christ acted accordingly,
and if we will act more like him,
our lives should become more heavenly!

TSP/August 18, 2008

Poetry.com

Comment: Below are some poems specific to husband and wife....

Love

Love should be never-ending,
beginning long before the wedding,
and lasting long beyond this life,
for both the husband and the wife.

It can actually be for all eternity,
if we love with great sincerity.
Love should also be very forgiving,
focusing less on getting and more on giving!

There are many ways to express our love,
ranging from great big kisses to little hugs.
No matter how we do it, though,
the message sent is that we love them so.

We don't share these emblems with everyone,
only with those with whom we covenant to be one!
Yes, we find happiness with those we hold most dear,
and experience great joy whenever they are near.

Curiously, it may take months to show that we care,
but it only takes a few seconds to cause great despair.
So, be sure to cherish each other as much as you can,
and never utter words that could hurt your biggest fan!

TSP/2014

Who's Who in American Poetry, p. 6

Love is best seen through the lens of a camera, if . . .

- You and your companion are always "on a roll."
- You use digital film since you don't want to appear too negative.
- You always try to focus on the "good times."
- You delete any displeasing photos, and then take more pics.

- You realize that as in life, sometimes we may need to wait and then see what develops.
- When all else fails, just take your pic!
- Said somewhat differently, just save the best, and toss the rest!

TSP/August 22, 2013

Comment: The following is a tool for measuring how well you are doing....

The Celestial Marriage Scale*

Check the space that you perceive to describe you.

1. I treat my marriage like a pearl beyond price.
Never I _ I _ I _ I _ I _ I _ I _ I Always
2. I am filled with faith when it comes to my marriage.
Never I _ I _ I _ I _ I _ I _ I _ I Always
3. I strive to be kind within our marriage relationship.
Never I _ I _ I _ I _ I _ I _ I _ I Always
4. I engage in self-evaluation and repentance within our marriage relationship.
Never I _ I _ I _ I _ I _ I _ I _ I Always
5. I maintain a high level of humility and constantly seek to undergo a "change of heart."
Never I _ I _ I _ I _ I _ I _ I _ I Always
6. Within our marriage I strive to bless and help my companion.
Never I _ I _ I _ I _ I _ I _ I _ I Always
7. I continually show respect for my companion.
Never I _ I _ I _ I _ I _ I _ I _ I Always
8. I put my marriage and family first, above all other considerations.
Never I _ I _ I _ I _ I _ I _ I _ I Always

9. I work side-by-side with family members doing the work around the home.

Never I _ I _ I _ I _ I _ I _ I _ I Always

10. I maintain transparency in all that I do, keep no secrets, and I am fiercely loyal.

Never I _ I _ I _ I _ I _ I _ I _ I Always

11. I love my companion and am totally committed to him/her.

Never I _ I _ I _ I _ I _ I _ I _ I Always

*This scale was developed by T. S. Parish, Ph.D., an emeritus professor of developmental psychology at Kansas State University in Manhattan, KS. It was derived from the remarks made by L. Whitney Clayton, which were made at the Church of Jesus Christ of Latter-day Saints General Conference in Salt Lake City, UT, April 7, 2013.

Comment: Whether thinking of world peace or personal relationships, always remember to....

JUDGE LESS AND FORGIVE MORE

Judge less, forgive more,
and never, ever try to keep score!
For those who do rarely find
any real peace of mind.

For so it is, and it will always be,
throughout all time and eternity.
So, what must you do in order to win?
Remember that none of us is without sin!

Next, you must set aside your foolish pride,
and listen to others without taking one's side.
As you do so, things will likely get better,
whether you're a rich man or just a debtor.

As you come to know this simple fact,
you'll more likely understand what you actually lack.
Yes, life should really be just fine.
In fact, for some, it should become sublime!

TSP/2007

The Best Poems & Poets, p. 2-3

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Brief Bio—

Thomas S. Parish, Ph.D., CTRTC, is an emeritus professor of human development/developmental psychology at Kansas State University where he taught from 1976-2005. In addition, he has been the editor of *The International Journal of Choice Theory and Reality Therapy* from 2010-present, plus he has authored or co-authored several hundred refereed journal articles as well as published more than 200 poems and odes.

WHO IS YOUR "NORTH STAR"?

Thomas S. Parish, Ph.D., Editor, International Journal of Choice Theory and Reality Therapy

Joycelyn G. Parish, Ph.D., LCP, CTRTC, Private Practice: Parish Mental Health and Life Coaching, Topeka, KS.

Abstract

It often takes someone that we greatly admire to show us the way that we need to go in order to become the best person that we can be. Such an individual might be referred to as our "North Star," since s/he lightens the way that we must go and often shows us what we need to do as we endeavor to find our way!

Who is Your "North Star" is a poem that is intended to introduce you to your "North Star". By watching others whom we admire as they experience challenges, and overcome them, we can learn how to deal more effectively with our own challenges and to progress toward becoming the best that we can be.

- **The following is a poem meant to help acquaint you with "North Stars"** (Who is Your "North Star"?)
- **The North Star Assessment Checklist** can be used to identify how your "North Star" behaves and how you behave now and will behave in the future.
- **The Plan for Greater Happiness** is a plan sheet that will help you to progress toward becoming a "North Star" yourself and toward creating greater happiness in your life.
- **Plan Sheet Recommendations** explain how to use the plan sheet.

Who is Your "North Star"?

Who is the person that has led you by example?

Who is the person that sees to it that others have ample?

**Such a person is likely your "North Star,"
who inspires you, helps you, and encourages you to go far!**

**North Stars are people who share their love like Christ,
and strive to do so throughout their entire life!**

**Regardless of their color, creed, or race,
they are those who likely wear a smile on their face!**

**They care for others, be they friends or not,
and seek to share with them, a little or a lot!
They help bring out the best in us, for sure,
and help make it possible for us and others to endure!**

**Our "North Stars" may be many different souls,
championing kindness and seem to have this as their goal.
So let us all be thankful for such stars that love us so,
who guide by example in the ways that we too should go!**

Thomas S. Parish, Ph.D.

North Star Assessment Checklist

Which of the following words best describe how each of the following behaves. (Check all that apply.)

	Deity	Your North Star	You Today	You 10 years from now	*Priority for improvement
Godly					
Kindly					
Friendly					
Wisely					
Orderly					
Gently					
Christlike					
Lovingly					
Forgivingly					
Fairly					
Protectively					
Devotedly					
Faithfully					
Heavenly					
Trustingly					
Understandingly					
Warmly					
Openly					
Affectionately					
Approvingly					
Appreciatively					
Cooperatively					
Generously					
Encouragingly					
Favorably					
Generously					
Happily					
Loyally					
Pleasingly					
Sweetly					
Sincerely					
Tenderly					
Thankfully					
Thoughtfully					
Truthfully					
Wonderfully					
Politely					
Peacefully					
Courteously					

***Priority = please prioritize the order of the actions that you wish to adopt, first to last.**

Your signature: _____ Printed name: _____ Date: _____

Plan for Greater Happiness

To Begin With ---

What's Your Long-Term Goal?

What's Your "B Plan" (for example, your action plan for next week)?

Remember, A Good Plan is:

1. **Simple** Not complicated, a small plan, not self-defeating.
2. **Specific** As to what, when, where, how, etc.
3. **A "Do" Plan** A "Do Something Plan" and NOT a "Stop Doing Something Plan"
4. **Repetitive** Something you can do each day or repeat often.
5. **Independent** A plan that is dependent upon you and not upon others.
6. **Immediate** A plan that can be started right away or really soon, a "Now Plan"!

You might consider building your plan to include some of the following:

Choose to make a plan to:

1. **Achieve something each day.**
2. **Approach others first.**
3. **Promote fun each day.**
4. **Be responsible and make choices.**
5. **Be curious and spontaneous and seek out the new and different.**
6. **Be in balance and be in control.**
7. **See what is positive in self, in others, in situations and in things.**
8. **Practice good health.**

Now, Make a Commitment, and Put Your Plan into Action....

Because I want to do better and feel better, I will seek to work toward my goals and build my Psychological Strengths. To do so, my plan for the next week is to:

Working my plan:	Did I do it?	Feelings/Comments
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Printed name: _____ Signed name: _____ Date: _____

This questionnaire was originally created in 1980 by Dr. Gary Applegate of Beverly Hills, California.

Plan Sheet Recommendations

First, create your own long-term goal, and don't keep it a secret. In fact, let others know so that they can help and encourage you.

Second, create sequential short-term goals (B plans, C plans, etc.), remembering to include the qualities of "A Good Plan," as described above.

Third, remember that when we "work our plan" that we likely feel "better" but when we fail to work our plan, we tend to feel "bitter," perhaps because we did not work the plan as we had promised ourselves that we would, or perhaps because the plan is not good or not in line with our "quality world pictures." (Hence, we may need to rework our plan.) Please remember that good plans help us to experience positive emotion as we work to fulfill them.

Fourth, the key is to amass as many successes as we can, as we seek to fulfill our various plans!

Fifth, as a result of our endeavors we'll live our lives more effectively and/or more like our North Stars.

**Be sure to work your plans, record your "yeses,"
and then look forward to a future likely filled with many successes!**

Please don't forget to share these Plan Sheets with others. They'll greatly appreciate it!

THE GAMES PEOPLE PLAY

Dr. Janet Morgan, Ed.D., CTRTC

“Play is the highest form of research.”

Albert Einstein

While the definition of play is elusive, all play, online, random, and structured, is included in this article. Play is voluntary and has no extrinsic goals, plus it offers fun and can be a natural behavior. Dr. Glasser identified fun as one of the basic needs of humans.

“Fun is the genetic reward for learning. We are descended from people who learned more or better than others. This learning gave these people a survival advantage, and the need for fun became built into our genes. ...The day we stop playing is the day we stop learning.” (Chapter 2, Basic Needs and feelings, (Wm. Glasser’s *Choice Theory, A New Psychology of Personal Freedom*).

Therapists, counselors, and teachers have used board games for counseling children for several years. Board games offer a relaxed atmosphere for children to connect with the therapist and invite conversations that otherwise may be difficult without establishing a trusting and open relationship. In addition, board games may help teach specific skills, such as impulse control, communication skills, using rules and strategies, how to make and be a friend, identify feelings and much more. There are graduate certificates and advanced degrees that focus on Play Therapy because research has provided evidence of positive behavioral change from this approach to therapy. Many CT/RT therapists, counselors, and educators have written books and published articles that support play in therapy using Choice Theory and/or Reality Therapy. In a 2018 article published in the *International Journal of Play Therapy*, authors Stutey and Wubbolding featured a case study on how to integrate play therapy and Reality Therapy in the playroom (Stutey, D. M., & Wubbolding, R. E. (2018). Reality play therapy: A case example. *International Journal of Play Therapy*, 27(1), 1–13. <https://doi.org/10.1037/pla0000061>). According to Google, 91% of children (618 million) regularly play online games on any device. Adults also participate in online games but at a lower (80% of adults) percentage. Notably, males are more inclined to engage in online gaming (55%) than females, but this discrepancy is quickly adjusting across genders. Research cites that during the pandemic there was a surge in online gaming to over 2.7 billion players (<https://explodingtopics.com/blog/number-of-gamers#gamer-demographics>). Today, it is estimated that there are over 3.2 billion gamers worldwide and that number increases every day (<https://www.statista.com/statistics/748044/number-video-gamers-world/>).

“During the pandemic shutdowns, gaming and streaming platforms offered an entertaining social, and safe alternative to recreation during severe lockdowns and social isolations.” See Kim Tucker Campo, New York Tech News, 2023, How Gamers’ health fared during the Pandemic (https://www.nyit.edu/news/features/how_gamers_health_fared_during_the_pandemic).

How do we reach the gaming population? There are various online platforms that offer gaming therapy for children and adults. The integration of therapy and gaming can be a valuable tool in addressing mental health issues such as anxiety, depression, PTSD and addiction. The very nature of gaming invites a unique therapeutic model to a population that already uses the platform. In a Choice Theory study by Pichot and Paulet, (<https://proc.iscap.info/2021/pdf/5531.pdf>) the authors offered participants a choice to complete assignments and online or video assignments were included as options. The results suggested that when students were offered a choice in their assignment platform the results were favorable (2021 Proceedings of the EDSIG Conference, Washington, DC., @2021 ISCAP (Information Systems and Computing Academic Professionals Page 1 <https://proc.iscap.info>; <https://iscap.info>). It seems that fun can inspire creativity and offer learning at the same time. In another study (Finding Reality in the Sand, Transitions with children using Choice Theory, Reality Therapy and SandPlay), authors Sori and Robey integrate sand trayplay within the framework of Choice Theory and Reality Therapy providing an opportunity for learning to be encouraged. I still use a book I bought years ago entitled, Quality Time for Quality Kids (Glenn Smith and Kathy Tomberlin, New View Publications, 1992). It is based on Choice Theory and has wonderful activities to introduce Choice Theory to children. Bob Sullo's book, Teach Them to be Happy (New View Publications, 1998) and The Classroom of Choice; Giving Students What They Need and Getting What You Want, Jonathan C. Erwin (ASCD Publishers, May 15, 2004). I would be remiss if I didn't mention Carleen Glasser's work, My Quality World Activity Set, January 1996, My Quality World Workbook, William Glasser Books, January 2017 (<https://wglasserbooks.com/book/my-quality-world-activity-set/>). Dr William Glasser(<https://wglasserbooks.com/>) offers much for creativeness and play in education with his work. These are some of the books/articles he has published: Every Student Can Succeed, January 2011, Schools Without Failure, January 1969, Choice Theory in the Classroom, January 1998, The Quality School, Managing Students Without Coercion, January 1998, The Quality School Teacher, January 1998, and the Glasser Class Meeting Kit, March 2005. On the website, Teachers Pay Teachers (<https://www.teacherspayteachers.com/browse?search=reality%20therapy>) there are some games and worksheets based on CT/RT available.

What about online games? There are several online games that can be used in therapy. Some that I have used with children and adults are Animal Crossing, Minecraft, Pokemon and Roblox. When I first ventured into this field I knew that I needed more information to offer quality online therapy so I found a website that offered training for therapists, <https://letsplaytherapy.org/courses/let-s-play-animal-crossing-free-training>. The training for some of the games is free but doesn't offer CE credit for the training. They offer an introduction to video games in Play Therapy and Understanding Thematic Play in a digital world, on the website. Both are helpful as introductions to using online gaming in therapy. In addition, check your state play therapy association to see if they offer training. Two other resources for training are: <https://therapyfocus.org.au/our-services/gaming-therapy/> and <https://www.herojourney.club/>. Both offer training for working with children and adults. A resource for your gaming clients as an introduction to therapy and gaming: <http://platinumparagon.info/gamers-and-therapy/>. Another gaming learning tool for therapists can be found in a research article by Bocci, Sarini, and Ferrari, Putting the

Gaming Experience at the center of the therapy--The video game therapy approach, (Healthcare 2023, 11(12), 1767; <https://doi.org/10.3390/healthcare11121767>). This excellent article outlines how to use video games in therapy from the beginning of therapy throughout the therapeutic process. Although the authors cite therapeutic approaches such as Adlerian, CBT and DBT in their imaginative techniques, Choice Theory and Reality Therapy could be substituted with similar results.

One interesting online game is Pokémon, launched in Japan in 1996, and is one of the most popular children's games in the world. Although this is considered a children's game many adults play it as well.

The world of Pokémon connects people across the globe, beloved by kids, adults, and every trainer in-between! These incredible creatures have crossed borders and language barriers to reach the hearts of millions for over 25 years, bringing people together through the joy of play and discovery (The Mission Statement of Pokémon).

The Pokémon company is a Japanese media franchise consisting of trading card games, animated series and films, video games, a cell phone game called Pokémon Go, and other related media. Pokémon Go, is an online game usually played on cell phones or tablets and has captured the hearts of my grandchildren. In this game the players synchronize the app with GPS. It is usually played on foot, with designated locations for play. The game is universal and can be played in the backyard or on vacation. It gets my grandchildren outdoors and the youngest at 4 four years old can play alone or join his cousins for play. The players can play alone or find a 'raid' where a group of participants (mostly strangers) can combine their 'power' to overcome the Pokémon and band together to achieve a goal that they could not complete on their own. It can be a very social game and if you see cars collecting by the side of the road or people walking with their phones pointing toward a designated location they may be playing the game. (<https://www.pokemon.com/us/app/pokemon-go>). The relationship aspect of the game, along with the objectives and challenging goals invite players of all ages, genders, and nationalities.

So, go play!!

Play is essential to development because it contributes to the cognitive, physical, social, and emotional well-being of children." ~ Kenneth R. Ginsburg

"We don't stop playing because we grow old; we grow old because we stop playing." ~ George Bernard Shaw

"The creation of something new is not accomplished by the intellect but by the play instinct." ~ Carl Jung

"Almost all creativity involves purposeful play." ~ Abraham Maslow

"Do not keep children to their studies by compulsion but by play." ~ Plato

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Sub-stack post from Peaceful Parenting #14
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WHOSE REALITY IS IT ANYWAY?

Our perception is dependent upon our individual Quality World pictures.

Many years ago, my eldest sister accompanied me house shopping. Both of my children had plans of their own as they completed college and took their next steps into adulthood; one aiming for California and the other for Colorado. I was several years post-divorce and in search of a smaller dwelling for my aging mother and me. I did not have a clear idea of the house I was seeking, but I had faith I'd know it when I saw it.

My helpful and knowledgeable realtor took us to several places that were okay, but not for me. That is until he showed us the house on the hill. As soon as we got out of the car and I turned east, I was in love! Upon entering the house my love deepened. Here was a place with a large central room, including the living and dining rooms, plus a kitchen all open concept. To the left was a den plus master bedroom and bath. To the right were three more bedrooms and bath. Once I look out the large picture window facing east and took in the view of the water, the bay, all the way out to Block Island, I knew I was home. This was the place for my mother and me. She would have her "wing" of the house and I would have mine. As we got back into the realtor's car I was filled with excitement and joy. What a perfect house! Living on top of this hill would be awesome!

Once back in my car, leaving the realtor for this day's search, my sister said of the house, "Too bad about that driveway. Otherwise, this would be a terrific place."

I said, "What driveway?"

Perceptions are a funny thing. Each of us has an individual and unique perceptual system that bridges the gap between what is out there existing in the environment and our own internal system that takes in and makes sense of this information. Each of us interprets the world and configures it into our own personal interpretation of reality.

Although my sister and I were seeing the same properties, our perception of what we were seeing was not the same. She saw a potential insurmountable obstacle, a driveway with a severe incline. I saw a perfect home with space to accommodate essential individual privacy for my mother and me, and we could have delightful shared space with a dramatic, ever-changing view of the waterway and harbor.

Who was right?

Every person on the planet has his/her own, individualized perceptions. Mine is mine and yours is yours. Two people who witness the same accident or crime may file two conflicting reports of what occurred. Each observation is unique for each person.

1. What we sense.
2. What we know.
3. What we value, believe, and/or want.

What we sense:

As humans we are born with five senses: hearing, seeing, tasting, touching and smelling. (Some believe there is a 6th sense which includes the ability to intuit, getting a feeling about something beyond using only the five basic senses.) Not all people have the same sense-ability.

What we know:

During our entire lifetime we are constantly learning and growing. Some curious people may learn more because they seek out new experiences, people and/or things. What a person knows and understands at age 15-years is greater than what she knew when she was 5-years old. There are many people, places, things, and experiences in the world that each of us will never know about. Our not knowing does not cease these things from existing. There is also a large in-between category of ideas and functions you may not know or understand, but you may want to learn. This list could include a foreign language, full understanding of what can be done on your cell phone or computer, how to run for and win a political office, the eco-systems in Alaska, the culture and customs practiced in Tasmania, and thousands more. Once you have an interest or need, however, you can learn and perhaps discover that these things were in your environment all along. You didn't see them because you didn't know what you were looking at. Have you ever had the experience of purchasing a new car? Suddenly you begin to see this car everywhere. Until you purchased yours, you never even saw or knew about this particular make and model. Everyone seems to have chosen the same color too!

According to Miles Kington, knowledge is knowing a tomato is a fruit; wisdom is not putting it in a fruit salad.

What we value, believe, and want:

When we sense and know about a person or place, we ultimately place a value on it. We claim the pizza is good, awful, or unremarkable. The same goes for the weather, a new person that we just met, a song that we heard for the first time, or the wait time needed to pay and check out of a store. Our opinion, descriptor, and level of value is based on how we compare our sense and knowledge of this thing with what we want, i.e., our own quality world pictures. Remember, these are the pictures and internal movies that are associated with strong, positive feelings for the people, things, systems, and beliefs that are need-satisfying to us. When I meet someone who reminds me of my father, I immediately have positive feelings toward him.

Every year I attempt to make an apple pie for Thanksgiving dinner. My pie always falls short of the pie my mother made. These are examples from people of high value to me, even after their death.

The opposite also occurs. Arriving on time for a medical appointment only to be told I need to wait more than twenty minutes is unacceptable to me. I'm on time. You should be too. My time is as valuable to me as yours is to you. I have a very clear quality world idea of punctuality for both parties attendance at this meeting. This is based on my quality world picture and subsequent internal dialogue. I feel equally strong about people who want to point out the shortcomings and liabilities of an event while I'm in the midst of sharing my joyful experience with them. I'm tempted to say to these rude people, "If you don't have anything nice to say, keep your mouth shut." At the same time I have another quality work picture of me being a kind and compassionate person. I remain silent while seeing them with love, gratefully giving thanks for my positive experience with them. My perceptions are based on my quality world pictures. This is my perception, not theirs!

Next, according to Christopher Moore, CHILDREN SEE MAGIC BECAUSE THEY LOOK FOR IT.

Each of us lives in a world of our own making, even when we seemingly experience the same reality. Our perceived world is how we take in the information from out there and sense, know, and make meaning of the world. Each of us uniquely builds our personal representation of the real world. Even though our perceptions may be similar to someone else, it is not the same. Yours is yours and mine is mine.

We each delete, distort and generalize based on our perceptual experiences. These are also known as our bias, distortions and/or blind spots.

It's cold in here

Autumn is the best season

The people in Colorado are nice and friendlier than the people in New England.

The people in the south are not as smart as the people in the north.

Florida is the best place to retire.

Getting a seasonal flu shot keeps you healthy.

Northerners are ivy league, liberal songs.

People from New York City don't know how to drive.

All people from blue/red states are . . . fill in the blank.

People who wonder whether the glass is half empty or half full miss the point, i.e., the glass is refillable. Simon Sinek

When we experience and discover that our beliefs about the world are different from one another, life gets interesting. This can lead to lively discussions between folks. Sometimes these debates can lead to surprising and humorous exchanges. I never thought of it that way. And sometimes they can result in angry, hate-filled feelings and name-calling, I never realized what a narrow minded, prejudiced person you are. Sadly, too much of our present political climate is filled with the latter.

GROWING GOOD MENTAL HEALTH means letting go of needing everything to be your way. Debating over who is right is fruitless. Since we each make up our own version of reality, there is never going to be an absolute answer. You are right for you, I am right for me. If we want to get along, get curious instead of righteous. I'll tell you my perception if you tell me yours. Then together we can come to some agreement. Perhaps we can agree to disagree. After hearing about your perception, I may now better understand and appreciate your point-of-view, even if I don't agree. Will you do the same for me?

If every could learn that what is right for me does not make it right for anyone else, the world would be a much happier place.

William Glasser

Understanding and appreciating that we each build a personal understanding of reality is essential in GROWING GOOD MENTAL HEALTH. My perception is mine. Your perception is yours. No one is right or wrong. It's okay to be different from each other. For the preservation of your important relationships that contribute mightily to your good mental health, we need to get curious about our differences, rather than getting angry or indignant about them.

P.S. My mother and I did buy the house on the hill and we did renovate the driveway.

Dr. Nancy Buck

Sub-stack post from Growing Good Mental & Family Health —

Peaceful Parenting #27

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FROM COOPERATIVE TO COMPETITIVE AND BACK AGAIN

Successful parenting during your child's development

When my identical twin sons were 3-years old, they would argue over whose turn it was to sit on my lap. Instead of feeling warm about my children loving me, I felt confused and uncomfortable. Upon further investigation I realized they were focusing more on whose turn it was to play with their favorite toy, and who would choose the book to be read at nap time rather than the toy, my lap, or the book. Everything had become a competition, and then wound up in an argument.

An infant's first, central need that dominates all initial behaviors is the need for survival, safety and security . Baby is learning to survive out in the world, no longer biologically safe and secure within mother's womb. This is a HUGE biological adjustment for baby. At the same time this is also a HUGE adjustment for parents who are now caring for, tending to, and/or ensuring the survival of their new infant!

Although we are all born with the genetic instructions for love, power, and freedom, once baby grows into the next period, beyond the adjustment of surviving infancy, there are fluctuating periods during childhood. Either the cooperative or competitive needs seem to dominate your child's behavior. Through it all, the central safety need remains. These are the ages and stages of a child's life and beyond.

COOPERATIVE NEEDS: Fun & Love, The joy of laughter and love

When your child is in his cooperative stage, his needs for love and fun are the needs most strongly driving his behavior. Starting at around 8 months, your baby smiles when seeing you. This is not the same practice smile of infancy when baby was stretching and using his facial muscles for the first time. This is a genuine smile, sometimes accompanied with laughter. Joy fills your heart! You and your baby are bonding, falling in love with each other. Cooing, smiling, laughing, looking into mother's eyes and following father's movements result in parents staying close, providing nourishment and companionship. Mother delights as baby smiles at her when she approaches. Father

pridefully declares to all visitors that he can make the baby laugh. After playing peek-a-boo with siblings and babysitters comes a game that all look forward to. This wonderful stage when baby is meeting his/her strongest needs for love and fun which lasts for a long time in this baby's brief life; from about 8 to 24 months. Although this early life stage is challenging and stressful for parents, by continuing to help your baby feel safe and secure you allow him/her to experience the joy of helping and supporting your baby as s/he satisfies his/her love and fun needs. This enables your child to remain open and to continue growing and learning.

COMPETITIVE NEEDS: POWER & FREEDOM. Learning to cooperate with your child's need to compete.

At about age two, toddlers are driven to meet their power and freedom needs. "NO!" becomes your child's favorite word. S/He is driven to meet his/her need to be in charge and make his/her own choices that very well may be different from yours. Refusing, demanding, and declaring are common and frequent. Suddenly, "the terrible twos!" has real meaning to you. This dramatic shift can be surprising and unpleasant for parents. What happened to my darling, sweet and cooperative child? Everything feels like a battle. Be reassured parents. Your child is still kind and loving. Right now, however, his/her stronger need for power, to be in charge, and his/her stronger need for freedom, plus refusing to be restricted by only what you want, is a regular, daily pattern or argument. Too often, it can feel like your child purposefully wants the opposite of what you want. Yes, that's exactly what is going on! Power and freedom.

Truly, what you choose to do as a parent at this time is **extremely important!**

PARENTS, COOPERATE WITH YOUR CHILD'S COMPETITIVE NEEDS.

This competitive phase, and all the additional subsequent competitive stages, are often the time that parents fall into the mistake and illusion that it's the parent's job to control their child. This is a BIG mistake! When you demand compliance, you are creating the means for your child to meet his need for power and freedom by defying and arguing with you! Instead, now is a phase where his/her demands for greater power and freedom can be met by you providing more opportunities for him/her to meet these needs acceptably. You get to choose the time, circumstances, and opportunities for these choices. Once you've made these decisions, ask your child to choose what s/he wants among your acceptable choices. Hint: it helps if you give your child three choices instead of just two. Two choices puts both of you into the tug-of-war for power. With three options your child feels like s/he's in charge.

Here's what it looks like:

- “Do you want to wear your purple or blue pants today?” you ask your child. I want to wear my green ones! your son/daughter answers. If that is equally acceptable to you, go with it.
- When my sons wanted a drink I would ask, “Do you want refrigerator water, kitchen sink water, or water from the bathroom sink?” As you can see my answer to their request was water. They got to choose which tap it came from. Each would emphatically make his own choice. (Today there are many more options for water then there was during my children's childhood.) Which cup do you want to use?
- Put your child in charge of making the dinner menu, at least once a week. If his/her choice doesn't include all the nutrients you think are essential, add on to the menu. Be prepared since your child may choose cereal and popcorn. Go with it. “And I'm going to also add hot-dogs and green beans for those of us who might like those foods too.
- On occasion, play a game where you child gets to be the “parent for a day” who makes the rules and gives the orders. You become the child who follows these directions and plans. Be sure you pick a day where you will remain at home. It's awkward and counterproductive if you're playing the game at the bank and your child is giving directions and making rules that you really can't follow.

Learning when to cooperate with your child's need for power and freedom helps your child learn to effectively, responsibly, and respectfully meet his/her needs. At the same time, it is less frustrating and aggravating for you. You are providing your child with more opportunities for more freedom and power. However, don't expect your kiddo to thank you or appreciate the additional options you're providing. At this stage s/he thinks s/he should be in charge. In fact, s/he probably won't even notice that you had anything to do with it!

This initial competitive stage lasts for about six months. One morning you will wake up and realize that your delightful, loving cooperative child is back. Once again, your child is in a cooperative stage where love and fun are the dominant needs driving his/her behavior. Ah! Joy! Don't miss this loving and fun stage! About six months into this stage your child will switch again, back into a more competitive phase where power and freedom are driving your child's behavior.

These cycles of cooperative to competitive to cooperative and back to competitive continue for about every six months until around the age of seven. At age seven these cycles continue, but the time expands to every 8 or 9 months. Yes, parents, these cycles

generally continue. Be sure you notice and celebrate when your child is in a cooperative phase needing love and fun! When s/he shifts back into the competitive phase, you shift, too, by providing more acceptable ways for your child to meet his/her needs for power and freedom.

Once your child enters his pre-adolescent phase you will know. He will become more private, more seemingly sullen, but actually more introverted. During this phase your child still has a very strong need for love and connection, just more with friends than with parents and family. Power and freedom needs are generally met with increased demand for privacy.

SURVIVAL

In early life, the primary need for drinking fluids is due to your baby's need for survival, safety and security. This biological and psychological need remains constant throughout life. When this need is regularly satisfied, it falls into the background of what drives his/her behaviors. As parents, not only does our own safety need drive our behavior, but our need to keep our children safe is also driving us.

During childhood, whether your child is in a cooperative or competitive phase, when his/her need for safety is threatened, s/he will rely on his/her cooperative behaviors, and s/he will seek shelter with you. The child who argued and protested the entire morning while you prepared for the doctor's visit, suddenly becomes quiet, stuck to your side, following your every request. Why the dramatic shift? Your child didn't feel safe at the doctor's office and was relying on your warm comfort to keep him/her safe. You'll notice this when you receive rave reviews from your child's teacher, babysitter, grandparent! Why does my demanding and seemingly uncooperative child get along with everyone but you? It may not feel like it, but this is good news. Your child feels safe enough with you to practice learning how to meet his/her needs for freedom and power and knows you won't get angry or withhold your love while s/he is testing his/her limits and choices.

This changes during adolescence. When a teen doesn't feel safe, he relies on competitive behaviors. This looks and sounds like demanding, commanding and arguing. (Please read by Sub-stack post, Help! I'm parenting a teen! January 21, 2024.)

The essence of Peaceful Parenting is through understanding your child's basic psychological needs and using them as your guide to parenting. Thus, helping your child to learn responsible and respectful ways to meet his/her needs for love and fun during his/her cooperative phases, and his/her power and freedom needs during his/her competitive

phases, should be very beneficial. For in so doing, it is thought to better prepare him/her to more likely become a more self-assured, responsible, and respectful adult.

Brief Bio—

Dr. Nancy Buck's "Brief Bio" appears as a "NEW" Brief Bio, with others' Brief Bios later in this issue of the *Journal*.

SELF-EVALUATION: INTERVENTIONS FOCUSING ON THE FORK IN THE ROAD

Robert E. Wubbolding, Ed.D.

Abstract:

The art of questioning and formulating other interventions focusing on self-evaluation constitutes an indispensable component for using reality therapy. The metaphor, fork in the road, operationalizes the principle of effective and ineffective behaviors described by William Glasser (2005). Some choices are seen as effective and others ineffective. The helper uses questions, reflections and many other interventions to assist clients and client systems to assess the value and effectiveness of their total behavior.

As stated throughout the choice theory and reality therapy literature, self-evaluation is the cornerstone, the keystone in the arch of the rich array of interventions used by practitioners (Wubbolding, 2023). Discussed in a previous article, a counselor helps Jeddy, a hypothetical client, evaluate his wide range of anti-social behaviors.

A reading of the abbreviated dialogue (Wubbolding, 2022) indicates that the counselor utilizes not only divergent thinking but also convergent thinking. The reason is to illustrate that not everyone is comfortable with open-ended questions. It seems that many clients in schools, agencies, and even in successful business institutions are more likely to evaluate their behaviors if the helper (counselor) intervenes with “either or questions” that reflect Situation A or Situation B (Glasser, 2005).

The counselor began with an open-ended question, “Jeddy, we’ve talked about your troubles. What do you think about what’s happening to you?” As the session develops, the counselor intervenes with 15 simple questions and reflections that attempt to elicit simple responses. Among these are: “Do you agree?” “Which road is better for you?” “Are you willing to take the first step down ‘happiness highway’ (Situation B)?” “Do you think you deserved expulsion?” “How about I explain this to you?”

Fork in the Road

I prefer the metaphor “Fork in the Road” rather than “Crossroads”. If you’ve driven on a road that you’ve never been on, it is easier to make a decision if you come upon a fork rather than crossroads. The latter presents too many choices. Keep in mind that we are focusing on clients and metaphors. Besides, the fork in the road more clearly represents Situation A and Situation B. The motto for dealing with clients whose behavioral suitcases are filled with anti-social or ineffective behaviors is, “KIS” Keep It Simple. Depressed clients, anti-social clients, even people victimized by society, or behaviors that no one would say it’s

their faults, such as debilitating sicknesses, can gain more effective inner control if they realize they have a pathway that leads them to even a slight increase in satisfaction or happiness.

In summary, clients feel empowered by coming to believe that they have choices resulting in more productive behaviors.

Future Direction

Subsequent interventions with Jeddy might include: “How will you spend your time today, this afternoon?” “When you take steps down happiness highway, what will it look like?” “What obstacles might you find?”

Interventions for organizations such as schools, agencies, businesses include: “What specifically do you need to do to take more steps on Situation B, the effective, more productive pathway?”

Summary and Conclusion:

The metaphor “Fork in the Road” provides a way for clients and client-systems to evaluate their own behaviors, the behaviors of the organization such as policies, rules both written and unwritten and the culture of the organization. A reading of Glasser’s early use of reality therapy and even his later training materials as well as his books are grounded in the philosophy “KIS”. Such is his legacy. He always helped individuals and groups take better charge of their lives by making more effective choices. The “Fork in the Road” helps the practitioner introduce clients to choice theory and helps them become motivated to lessen Situation A behaviors and to increase Situation B behaviors.

In the future, please be alert to a book, maybe several books, on this powerful metaphor.

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Brief Bio—

Robert E. Wubbolding, Ed.D., was the Director of Training for the William Glasser Institute from 1989-2011, taught courses around the world regarding Choice Theory and Reality Therapy and has also authored or co-authored eighteen books and forty-one textbook chapters on Choice Theory and/or Reality Therapy. Finally, he is also an emeritus professor of psychology at Xavier University in Cincinnati, Ohio.

USING CHOICE THEORY TO SURVIVE AS A SUBSTITUTE TEACHER

Jane V. Hale

Everyone knows that being the “substitute teacher” can often be compared to being in front of a firing squad. The term “sink the sub” has been around for ages, and I vividly remember being a student in the classroom where this saying was demonstrated. Fast forward approximately 35 years and it still is an adage that is alive and well. The reason I am writing this article is because during my winter break, I thought it would be a great idea to substitute teach for a public special-needs school to stay active working with students and making connections with others. I am an established counseling professional and counselor educator, so I felt confident I could be successful working with any students, even the ones with significant behavioral issues, but I was still nervous.

I told myself, “Just use Choice Theory and you will be fine.” I was placed in an emotional support classroom with students ranging in ages from 10-12. Again, this is a special needs school where all students have Individualized Educational Plans, and if a student is in the emotional support classroom here, it is because they are no longer able to get their support needs at their home school district. My plan was to start with My Job/Your Job and try to understand their behavioral reward system that was in place in the classroom. I figure the best way to do this was to have them be the expert and let me know their behavioral expectations and how they knew if they met their goals or not. They clearly described what they valued the most...the reward time of being on their phones and electronic devices. This was important for me to know. I could start to see the picture that was in their Quality Worlds. I quickly learned that the phones were not just used for playing games, but for showing pictures of their pets and engaging in conversation about what they value. When one student told an outrageous story about an anger outburst he experienced over his holiday break and how he escalated towards his neighbor over protecting his dog, I reflected what stood out to me that was positive, which is how much he must love his dog and allowed him to talk about his anger. It was my first conversation with this student, and I wouldn't doubt if he expected me to reprimand him for his aggressive behavior, and in fact, might have been seeking that out to get a need met. In Choice Theory, it is so important for the student to be valued for who they are and not to be told how they should react in emotional situations. I had to remember that the student is doing his best at the time to get his needs met.

Needless to say, I spent the rest of my day trying to recognize what needs may or may be being met for my students and focused on relationship building. There were times that the students chose to use profanity, didn't participate in the lesson, and called other students' names. They would instantly look at me to see how I was going to react. I know how they wanted me to react, such as assert power through yelling and assigning a punishment. Instead, I tried to rely on Choice Theory and would ask them a “Doing” question in WDEP. I knew that the classroom already had a behavioral reward system in place, so I would ask them if their behavior is helping them get what they Want? I was aware that many students are experts at engaging teachers into power struggles to get their needs met, and if the teachers choose to engage, both parties will lose. Even if the teacher wins the battle

for control, the relationship will be affected, so I consider the power struggle a loss for everyone.

I am happy to report that I would rate my day as a success. I do not know if I had an effect on any of the students, but they weren't able to successfully "sink the sub." I truly liked the students that I got to spend time with for the day. It wasn't easy, and I had to take some deep breaths, but I can say that I got some of my own needs met by trying a new task, developing more confidence in my use of Choice Theory, and developing new relationships.

Biography

Jane V. Hale is an Associate Professor in the Department of Counseling and Development at Slippery Rock University where she coordinates the School Counseling Program and also teaches in the Clinical Mental Health Counseling Program. Dr. Hale has an extensive resume of practitioner experience in both the mental health and school counseling fields. She has worked as a therapist in a family-based program, started a private practice specializing in the treatment of adolescents and families, was a professional school counselor at the elementary school level, and provided counseling services to students in a public special education school. Dr. Hale holds certification as a k-12 school counselor and is a Licensed Professional Counselor in the state of Pennsylvania. She is certified in Choice Theory and Reality Therapy through the Glasser Institute for Choice Theory and infuses the principles into her counseling, teaching, and supervisory roles.

Dr. George Leonard Harrington

Dr. Glasser always spoke warmly about Dr. George Harrington, whom he considered to be his mentor in UCLA and, in 1965, Dr. Glasser dedicated his book *"Reality Therapy"* "To G.L. Harrington, M.D." It was in fact Dr. Harrington who convinced Glasser about the role of choice in so-called "mental illness".

Glasser reported that one day Dr. Harrington took him to visit a long-term catatonic patient. This tall gentleman of Native American stock would spend the day in silence and with one arm raised in the air. Dr. Harrington invited Glasser to observe as he walked up close to the patient and began talking about him.

Raising his voice so that the patient could hear him, he said words to the effect that this "so-and-so" (using slightly more colorful language) spends all day with his arm in the air. Harrington apologetically explained to Glasser that such language had more impact. On repeating this description several times in a critical tone, the patient eventually responded by lowering his arm protesting that nobody could talk to him like that because he was a veteran (ex-military). If there is any one moment when we might say that the basic principle of Choice Theory was born, this was probably it.

Dr. Harrington's life

George Leonard Harrington was born on 6th February 1916 in Independence, Missouri, United States of America. He studied at the University of Kansas receiving a medical degree in 1941. During these student years he played football for the university. During World War I he interned in Chicago. In World War II he served in the Pacific as a Navy flight surgeon. He received a Personal Citation, Distinguished Flying Cross, and four Air Medals as a result of his service.

In 1946, George began his residency training in psychiatry at the Menninger Foundation of Psychiatry, later becoming a faculty member at the Menninger School of Psychiatry. He also served as chief of professional services at the Winter VA Hospital in Topeka, Kansas and was a member of the American Psychiatric Association. In 1955, he moved with his family to Pacific Palisades, where he began private practice. He was also a clinical professor of psychiatry at UCLA and head of psychiatric services at Brentwood VA Hospital until 1965.

He served as staff psychiatrist in charge of a research project on chronic mental illness at the Brentwood VA Hospital. It was during this time that William Glasser began developing his ideas about therapy based on his mentoring by Harrington. In the acknowledgments of the book, *"Reality Therapy"*, Glasser mentioned that few people challenged the basic tenets of conventional psychiatry. He wrote, "one of these few was my last teacher, Dr. G.L. Harrington. When I hesitatingly expressed my own concern, he reached across the desk, shook my hand, and said, 'join the club'." Over a period of eight years Glasser explained that Harrington worked with him to develop the concepts of Reality Therapy. Glasser formulated this approach and his challenge to traditional psychiatry in his book, *"Reality Therapy"* published in 1965 and dedicated to Harrington.



Dr. Harrington had many noted writers and entertainers among his patients, many of whom dedicated works to him. The playwright George Furth dedicated his Broadway play, "Company," to Dr. Harrington, who was an avid sailor and continued this activity until his death in 1988.

Insights from a medical colleague

Dr. Micheal Kennedy worked with Dr. Harrington and his observations provide a fascinating insight into this amazing medic whom he described as "the most impressive man I have ever met in Medicine". (See <https://abriefhistory.org/?p=7201>). Dr. Kennedy wrote:

"Harrington was a big rugged looking guy who walked with a limp from a femur fracture incurred in an auto accident soon after he finished his residency at Menninger Clinic. He told me his father had been a minister who became a lay psychoanalyst and spent time in Vienna with Sigmund Freud. In fact, he told me that he had sat on Freud's knee as a child. From the time he was 17 he wanted to be an analyst. His father was at Menninger hence his MD from the University of Kansas. After the war, he began his residency at Menninger and found that analysis had little or nothing to offer psychotic patients. He told me that every summer, the staff psychiatrists would leave the state hospital on vacation, leaving the medical students to take over. It didn't take long for him to realize that he was getting nowhere with psychotics using analysis. He was a funny guy with a great sense of humor and an ability to mimic.

He became a clinical professor of Psychiatry at UCLA and took over a ward at the Sawtelle VA hospital sometime before 1962 when I met him. He told me that staff at the VA were very skeptical of his new ideas on therapy so, early in his tenure, they lined up a "hard case" for him to demonstrate this new "talk therapy." The new drugs had made things much easier to deal with schizophrenics and he wanted to go beyond with some sort of behavioral therapy. He said the patient was a typical schizophrenic little guy. Harrington asked him how things were going, and the patient responded with a long stream of typical crazy talk. Harrington listened to all this, then responded that something very similar had happened to him. He then repeated almost verbatim the same stream of crazy talk the patient had related. Halfway through, the patient he said began to laugh. He was no longer psychotic if he had ever been so. He liked having a bed and three-square meals a day. He had memorized enough crazy talk to keep everyone convinced that he belonged there. Harrington cautioned me that anybody who wanted to live in a nut house was not normal. Still, the guy was just not that psychotic. He convinced the ward staff that there was something to his ideas. After that, everybody on the staff was part of the treatment team. Even the guy who ran the floor polisher was invited to the Wednesday staff meeting.

What Harrington did was to set up a program of rules that taught these psychotic patients that we knew they were crazy, and we were not about to throw them out into a world that scared them so badly. We also, me especially, talked to them and focused on the part that was not crazy. It could be exhausting to do so but patients would respond. One of them told me as I was leaving at the end of the summer to go back to school that talking to me allowed more of his mind to come out of the psychosis. Of course, he didn't put it that way but that is what it sounded like to me. It was an intense summer and George Harrington was someone I will never forget."

Death

Private services were held for Dr. G. L. Harrington, a longtime Pacific Palisades resident who died at St. John's Hospital and Health Center on August 28, 1988. He was 72 years old. (See <https://www.findagrave.com/memorial/174693256/george-leonard-harrington>)

Forest Lawn Mortuary

HARRINGTON, Dr. G. L. died at St. John's Hospital on Sunday,

August 28, 1988 at age 72. Born on February 6, 1916 in Independence, Missouri, he graduated with a medical degree in 1941 from the University of Kansas. After interning in Chicago, he served as Naval Flight Surgeon in the Pacific Theatre from 1942 to 1946 and received a personal citation, the Distinguished Flying Cross and four Air Medals. He trained at the Menninger Foundation School of Psychiatry and was a member of the faculty of the Menninger Foundation School of Psychiatry from 1948 to 1955. He was Chairman of the Research Board at the V. A. Hospital in Topeka, Kansas until 1955 and was a member of the American Psychiatry Assoc. In 1955, he and his family moved to Pacific Palisades, CA where he had been in private practice. He became Clinical Professor of Psychiatry at U.C.L.A. and Consultant at V.A. Brentwood Hospital. As Staff Psychiatrist in charge of research projects on chronic mental illness at V.A. Brentwood Hospital led to the culmination in the publication of the book 'Reality Therapy' which offered a new approach to psychiatric treatment. The book was dedicated to him and was published by Harper's in 1965.

He is survived by his wife, Willa; three children, George, Carter and Deborah and five grandchildren.

A private memorial service will be held in the Harrington garden on September 18.

Dr. Harrington's Family

George's father was also George Leonard Harrington (1885-1953) and his mother was Alice Myra Criley (1886-1952). He had one sister, [Alice Myra Harrington](#) (Mosser) (1921-1993).



George married Willa Mae Redfield in 1939. Willa passed away on 3 January 2006, aged 89, just over 17 years after George. Willa was a concert pianist in her youth. Their home had been in the Palisades area of Los Angeles from 1955 to 1997. Willa and George had three children: George, Carter and Deborah. (See <https://www.palipost.com/willa-harrington-89-former-palisadian/>)

Glasser and Harrington

The name "Harrington" seems to have stemmed from the Old English "Hoeferingun" which meant a "settlement on stony ground". The "Glasser" surname came from the Middle High German word for "glass". Their names provided uncannily appropriate metaphors for the new structures that Harrington and Glasser would build, moving from the stony ground of conventional psychiatry to a new crystallization of the role.

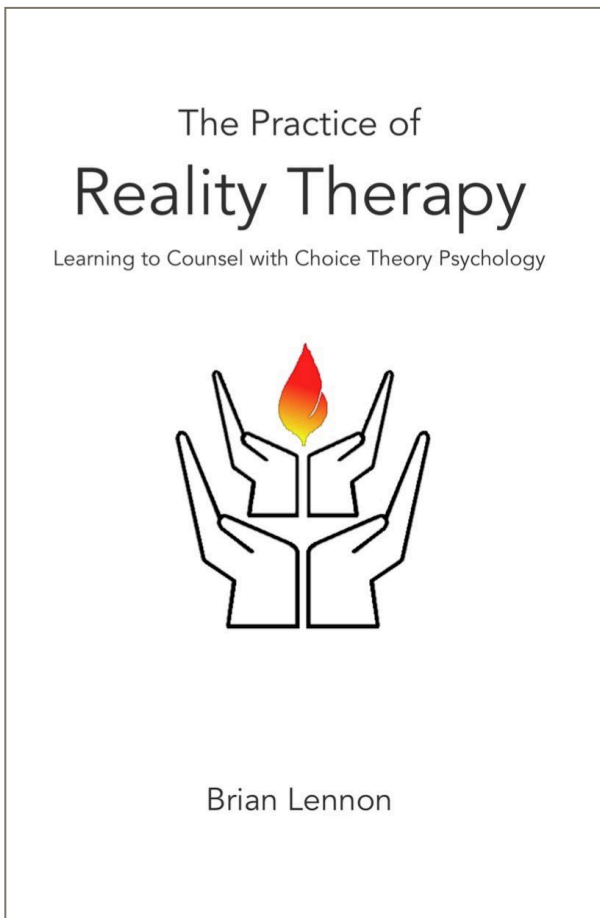
In the preparation of the fascinating Glasser biography, "William Glasser, Champion of Choice" (2014), author Jim Roy had extensive interviews with Dr. Glasser. In these, as in his talks and publications, Glasser frequently acknowledged the contribution that Dr. Harrington had made to the development of his ideas. It became equally clear that Dr. Harrington, almost fifty at the time and at the peak of his professional career, had become nervous with the revolutionary ideas that Glasser outlined in "Reality Therapy". Glasser fully understood and respected this caution and, although it may have caused some distance between them, he never ever forgot the genius that was Dr. George Leonard Harrington. We are all indebted to this other Giant of Choice.

Timeline

- 1916 0 George Leonard Harrington born in Independence, Missouri, USA.
- 1939 23 married Willa Mae Redfield
- 1941 25 medical degree from the University of Kansas
- 1946 30 Menninger Foundation of Psychiatry
- 1955 39 Private practice in Pacific Palisades
- 1956 40 Veteran Administration Centre. Meets William Glasser
- 1957 41 Glasser ended residency but continued to meet with Harrington
- 1962 46 in UCLA to 1965. Glasser created the name "Reality Therapy" in Vancouver
- 1965 49 Glasser published "Reality Therapy" and dedicated it to Dr Harrington
- 1988 72 Death of George Leonard Harrington
- 2006 Death of Willa Mae Harrington (Redfield), aged 89

With special thanks to Jimmie Woods, Sr. Basil and Graham Reynolds for tracking down initial information about Dr. Harrington.

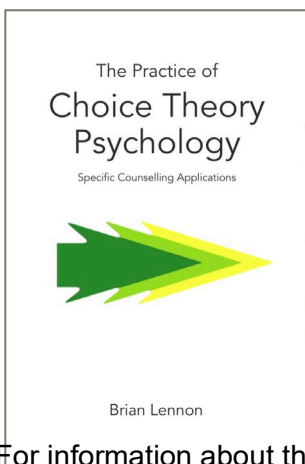
Books by Brian Lennon



“The Practice of Reality Therapy” explains Reality Therapy in such a way that the reader can begin to practice the different components that make up this powerful counselling modality.

The book is unique in that the author pays special attention to the process of learning to counsel. This, together with the many useful exercises, will be of special interest to anyone engaged in Reality Therapy training, either as trainer or as trainee. The main focus of the book is the goal of learning to understand and apply Reality Therapy.

This is a companion volume to the author’s “The Practice of Choice Theory Psychology”. Both books are available from Amazon as paperbacks or as Kindle books.



“The Practice of Choice Theory Psychology” explores the use of Choice Theory psychology in a range of counselling and educational settings. These include relationships, conflict, bullying, abuse, loss, responsibility, drugs, anger and the self.

The Choice Theory perspective is explained and, in most cases, practical ideas are offered for counselling or dealing with these situations.

For information about the *Choice Theory in Action Series*, visit wgii.ie/choice-theory-in-action-series/

THE HISTORY OF THE JOURNALS ASSOCIATED WITH CHOICE THEORY & REALITY THERAPY

Jean Seville Suffield, DNM., WGI Senior Faculty, Brain-Based Education Trainer, Author, Glasser Canada and Former WGI Board Member

Abstract

There have been mainly two Editors-in-Chief of the Journal over the years and an editor for some issues through The William Glasser Institute with each bringing their vision and beliefs to the work. Dr. Thomas S. Parish has moved well beyond our expectations of what the Journal should be. His leadership, expertise in research, and his collaboration with others in the research field have transformed the Journal into an internationally known work appreciated by members of the Glasser community. Paying tribute to one is tribute to the others who provided a base for the evolutionary nature of the work.

We all need happy, supportive people
in our quality worlds; nothing less will
do.

— William Glasser, *Choice Theory*
(New York: HarperCollins 1998), p. 50.

Larry Litwack, Ed.D., ABPP, RTC. [Deceased] Editor of the *Journal of Reality Therapy* (1981-1996) and the *International Journal of Reality Therapy*, (1997-2009).

According to Larry Litwack, "The *International Journal of Reality Therapy* was directed to concepts of internal control psychology with a particular emphasis on research, theory, development or special descriptions of the successful application of internal control systems as exemplified in reality therapy and choice theory, (2009)." The work was sponsored and published semi-annually by National Louis University. In this particular Spring edition, we can appreciate articles from a wide variety of international groups: Malaysia, Australia, the United States, Canada, and the United Kingdom. The late Dr. Litwack had worked hard since the journal's inception in 1981 and offered Compendium Sets: Vol 1-27 of Journal 1981-2007; Vol 17-27 of Journal 1997-2008, and International Resource Guide, and these, at list, sale, and international prices. If you wish to travel down nostalgia lane, then review what you have in your archives for many good reads.

Jeffrey Tirengel, Psy.D., M.P.H. [Deceased] Professor of psychology at Alliant International University, and also served as a licensed psychologist at Cedars-Sinai Medical Center in Los Angeles, California. Jeff was Editor (2006-2008) of the *International Journal of Choice Theory*, which was under the auspices of The William Glasser Institute in Chatsworth, CA.

Dr. Glasser had decided to have the *International Journal of Choice Theory* published by The William Glasser Institute with a new layout of photographs offered by Dr. Brandi Roth, faculty member. Jeff Tirengel was appointed editor with the following mandate: The *International Journal of Choice Theory*, published semi-annually in Fall and Spring, is directed in enhancing Choice Theory scholarship and applications in education, counseling, management, and public mental health . . . (Fall 2006). Articles in the Fall edition featured Australia, South Korea, the United States, with an excerpt from Jim Roy's dissertation, most of which would be published by Jim, as Dr. Glasser's biographer designate, in *Champion of Choice*. The Journal's new look boasted photos and 'colour' to signal another milestone in Glasser's ideas with a focus on choice theory. Jeff came to the rescue when Dr. Glasser needed his assistance and did a formidable job.

Thomas S. Parish, Ph.D. Editor of the *International Journal of Choice Theory® and Reality Therapy* (Editor-in-Chief, 2009-present).

In His Own Words

"The mission of the *International Journal of Choice Theory® and Reality Therapy* is directed toward the study of concepts regarding internal control psychology, with particular emphasis on research, theory development, and/or the descriptions of the successful application of internal control systems through the use of Choice Theory and/or Reality Therapy (Spring 2017)." The *IJCTRT* is currently online with an editorial board, similar to earlier versions of the Journal over the years.

Dr. Parish is an Emeritus Professor at Kansas State University in Manhattan, Kansas. He earned his Ph.D. in human development/developmental psychology at the University of Illinois in Champaign-Urbana, Illinois, and subsequently became CTRTC certified in 1981, specializing in the areas of mental health, educational counseling, and marriage and family counseling. He has authored hundreds of refereed journal articles (many of which having focused on CT/RT) that have appeared in more than thirty different professional refereed journals. He has an extensive background in designing and conducting research studies as well as developing strategies for the implementation of Choice Theory and Reality Therapy. He also has served from 2013 to 2015 as a consultant for LDS Family Services, which is located in Independence, Missouri. This organization provides various psychological and family services to much of Kansas and Missouri. Any correspondence, including questions and/or manuscript submissions, should be sent to Dr. Parish at: parishts@gmail.com You may also contact him by phone at: (785) 845-2044, (785) 861-7261, or (785) 862-1379. In addition, a website is currently operational for the Journal. It is www.wglasserinternational.org/journals."

Tribute to Dr. Thomas S. Parish

The extraordinary service that Dr. Tom brings to the Journal is the dedication to this body of work. In 2009, Larry Litwack asked him whether he would assume the leadership in this field. Dr. Glasser and The William Glasser Institute wanted the journal offered online to reduce the costs incurred through mailings. This appeared to be a very good idea. The name of the Journal reflected Dr. Glasser's emphasis on choice theory, so the name was changed to the *International Journal of Choice Theory® and Reality Therapy*. Tom agreed to these conditions and, with Larry's and Bill's support, began as Editor-in-Chief in December of 2009 with a new format in mind.



Dr. Parish has made past issues of the Journal more accessible through Topical and Author Guides going as far back as 1981. He is the innovator in having the journal available to everyone (member or non-member) online. His work has been untiring and extraordinary!

I salute you, my dear friend, and know that I have your collaboration and support, and that you embody the main principles of choice theory that Dr. Glasser wanted us to use in our daily lives.

References

Copies of the *International of Reality Therapy*, *International Journal of Choice Theory*, and the *International Journal of Choice Theory® and Reality Therapy*. Notably, however, only the *International Journal of Choice Theory and Reality Therapy* has been and is still available online at www.wglasserinternational.org/journals and is free of charge to all.

©Fotolia Image, Standard License, subscription Glasser Canada.

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Brief Biography

Jean Seville Suffield, DNM is a senior faculty member of WGI, trainer, consultant, staff developer, author, and a Doctor of Natural Medicine. Due to her expertise in brain-based learning, Jean's instructional approach is highly practical and interactive to help individuals begin to integrate and personalize their learning through a wide variety of involvement activities and discussion sessions. This is Jean's third term as President of Glasser Canada and is one of Canada's reps to the International Board. She is a former Director on the WGI – Québec Board and has been a member of the Editorial Board of the *International Journal for Choice Theory® and Reality Therapy*. *Glasser Unplugged* is in progress [2024]. You may find her books, most notably *A Role-Play Notebook: Questions that really make a difference!* Third Edition (2012), on www.lulu.com or through www.choice-makers.com/shop

My deepest sympathies to
the Lawrence and McDaniel families on the passing
of Jeanette, a friend a colleague!



Tribute by Jean Seville Suffield, Senior Faculty



Faculty at the International Conference in Vancouver, B.C. Canada, 1992

Front Row, left to right: Jeanette McDaniel; Peter Appel; Linda Harshman; Bob Wubbolding; Karen Sewall; Georgellen Hofhine

Middle Row, left to right: Jim Montagnes, Judith Klefman; Nancy Buck; Perry Good; Elaine Kniepfel; Dan Aune; Tom Smith; Kathy Curtiss; Pete Peterson; Carleen Floyd; Shelley Brierley

Back Row, left to right: Bill Abbott; Diane Gossen; Rick Puteran; Bob Hoglund; Unknown; Al Katz

Tribute: Jeanette was my teacher and mentor for several levels of my journey in becoming a basic instructor. She was a mentor and known for her unique ability to help people self-evaluate, which was an invaluable asset as an instructor. We subsequently became colleagues and friends. I share the generous nature of the Jeanette I began to know during my visits to Los Angeles as the Canadian representative to The William Glasser Institute. Picture Jeanette, followed by Linda Harshman, Carleen Glasser, and Jean shopping at high-end stores in the day, helping Jeanette replenish her wardrobe. Yes, it was fascinating to learn that Jeanette gave her clothing to others more in need and bought new ones. It was especially amusing to me since, at that time, I could afford a few brand names and sported Weekenders, a company that sold clothing like Tupperware, at parties sponsored by reps. I was helping my niece, as a rep, at the time. I loved these shopping sprees. Jeanette, in the photo, is smiling, exuding energy with hair in place and magnificent clothing that matched.

Jeanette was beautiful! She was beautiful mainly from the inside: joyful, energetic, generous, loving, a kindred spirit to those she touched. Her inner strength, knowledge, skill, and caring for others is the legacy she has left. May God bless!

To: WGI faculty and friends
Fr: Barnes Boffey
Re: **E. Perry Good**

Greetings everyone. My name is Barnes Boffey and I wish I were there with you, but it is not to be. I did want to share some reflections on one of my favorite people ever, E. Perry Good, and perhaps even a few laughs.

I won't go on too long because I can, of course, hear Perry's voice in my ear saying. "Now if think I want people to blather on for hours about how nice I was, you got another think comin'. **I'm serious.** And if you really want to know, I was not that nice a person.

Well despite those suggestions (read commands), I do want to share some wonderful things about a woman who affected my life in powerful ways.

I played many roles in Perry's life over the 45 years we knew each other since 1977. I was her trusted friend, her trusted servant, her teacher, her student, her target, her confidant, and the role I loved the most, Court Jester to the Queen. She often needed a little (or a lot) of humor to talk her down from a position she had taken or an attitude she had chosen which threatened to make the climax of Oppenheimer seem like a minor explosion. She needed a Jester, for make no mistake about it, she was a Queen in many ways. She had no problem with reigning and governing those who needed it (in her humble opinion) and when in teaching and workshop mode, she was generally surrounded by an entourage of people ready to do her royal bidding.

I often had great compassion for those hotel employees and managers who came within the scope of her ire or her desire. She was not to be put off, and I saw more than one hotel manager damn near swallow his tongue as he realized too late that he had underestimated our "demure Miss Perry." Whenever I called her office, just for fun, I would ask in a different way if she was about. I asked, "Is Oh Great One there?" or "Is she who must be obeyed in residence," or "Is her majesty there?" Never once did anyone skip a beat, they knew who I was talking about and immediately reported her whereabouts."

And the other way round too, in workshop settings I was often asked, "Where's Perry?" My smiling response was generally, "If you can't hear her, she's not here." Perry was a presence, and although there were moments, like all of us, where her influence had unexpected or questionable results, in its most basic form, that presence was for good.....for the good of others, for the good of the group, for the good of her instructors, for the good of her family, for the good of the country and for the good of the world.

There is a lot of talk about Superheroes and superpowers these days. If Perry had a superpower, it was her ability to profoundly influence people in their life choices. In her teaching, she gave them accurate and important information about human behavior in the various iterations of our work with Reality Therapy, Choice Theory and Applied Control Theory. She then urged them to ask the question, "Who do you want to be, and if you were that person, what decisions would you be making in your life?"

Choosing to be a friend or student of Perry's also meant being willing to look in the mirror. Those unwilling to look in the mirror at their own behavior and responsibility often drifted off and, in all likelihood, blamed her for their discomfort. I am not saying Perry was always a mirror and never a pointed finger.. Sometimes it was "How would you like to handle this?" and sometimes it "Ok, here's the deal!"

That was part of what it meant to love and appreciate the incredible person Perry was. She was never a straight line; she was a swirling combination of emotions and skills and actions which were sometimes consistent and sometimes blatantly not so.

I remember one workshop participant who remarked while watching Perry role play, "Isn't she doing exactly what she tells us not to do?" "Yes, I said, but she's Perry." My terse response was trying to express that I was aware Perry used a number of tactics and skills to get what she wanted, some within the purview of what she preached and taught and some outside that purview (some **way** outside) but you always knew that her intention was to help and guide and solve and support. She was, as I mentioned, a true force for good, but she sometimes exhibited in plain sight of those around her, the human inconsistencies and foibles and weaknesses that made her both a queen and also "just one of us". She had the quality that made you say to yourself, "Wow, if she can make those mistakes and live with that level of error in pursuit of the good, maybe I can too." *Her* humanity gave us permission to show *our* humanity.

Perry was not always an easy friend, but she was worth it. I watched her for many years while she taught in foreign countries, especially Croatia, as she helped our dear friend Leon Lojk do the foundational work to help him and others establish internal control theory (for them, Reality Therapy) as an officially accepted therapeutic approach in Europe. I watched her as she spoke to groups large and small and drew them in with her folksy, thoughtful, professional presentations, and I watched her suffer behind the scenes when her expectations of others and herself did not meet the test of reality. She felt deeply, she cared deeply, and she worked as hard to make her dream happen as anyone I have ever seen. She also made sure that those around her worked just as hard, and I'm sure that Fred is still sitting in heaven thanking the stars that they don't allow boxes of books to be shipped above the cloud line.

Her confidants were few, but those who were privy to her "off cameras" feelings know the struggles she faced and the battles she fought to make sure that she was useful and strong and helpful and solvent. She loved her family fiercely and Jessica was the crown jewel in her mother's kingdom. And from everything I saw, her family supported her and her sometimes wild lifestyle in ways that few could have. As I said, she wasn't easy, but she was worth it!

I miss Perry deeply and I am grateful to her in ways that one is to a friend, or AA or church or sports or a deep love, or anything that affects the direction and quality of one's life over many years. I was happy to have Perry as a queen in my life. She added fun and meaning and love, strength and hope wherever she went, and I am proud to say she was my friend. I know you are here today because you too felt some of that energy.....I know it was not always clear what that energy was, but after 45 years as a friend and loyal subject, I can guarantee you that whatever else it might have felt like, at its core, it was love.

Thank you,

Barnes Boffey

From: [Janet Morgan](#)

To: [WGI members and friends](#)

Subject: J. McDaniel, E. Perry Good

Dear WGI members and/or friends--

Remembering Jeanette McDaniel:

The first words that come to my mind when I think of Jeanette McDaniel are, smiling and colorful! Every time I saw Jeanette she lit up the room with her inviting smile and her beautifully tailored attire. Her hair was perfectly coiffed, and she shone like the sun as she entered a room. Her outfits were exquisitely tailored for the event to which she was invited, and all eyes were drawn to her as she presented herself. She reminded me of a bouquet of freshly cut flowers and her physical beauty was engaging and filled with energy and purpose. Jeanette embraced Choice Theory with every fiber of her being and her presentations welcomed the audience into a world as mesmerizing as her Southern voice could summon. Aside from her physical beauty, Jeanette embraced her mission to teach Choice Theory as a part of her very being. She walked the walk and talked the talk. I truly admired her energy, beauty, and intelligence, but her dedication to teaching the world choice theory in her distinct way was her signature trait that I will embrace throughout my life.

Remembering E. Perry Good:

I never met E. Perry Good, but I have used her publications so often in my career that I have felt a personal connection with her and her work. Her cute illustrations characterized Choice Theory messages to clients of all ages with humor, yet with concrete purpose and meaning. The layout of her books was formatted so that they weren't overwhelming for the client or student to embrace but, at the same time, offered the reader a sense of ease while learning a life-changing concept! Thank you, E. Perry Good, for transforming Choice Theory into a lively, creative, fun topic that all ages can embrace! Your efforts have helped make my work more joyful and fun and I will always remember you for transforming how I teach Choice Theory.

Written by: Dr. Janet Morgan, LPC, NCC, CT/RT, EMDR, MFLC, BC-TMH

<https://janet-morgan.clientsecure.me/>

From: [Bob Wubbolding, Ed.D., CTRTC](#)
To: WGI members & friends
Subject: J. McDaniel & E. Perry Good

Dear WGI members and/or friends--

Remembrance: Jeanette McDaniel

Jeanette McDaniel, Senior Instructor for the William Glasser Institute, was always available to teach basic or advanced training as well as certification weeks. We could count on her to show Choice Theory and Reality Therapy as a credible system worthy of respect by the professional world. Jeanette was a reliable and personal confidant to many Instructors in the Glasser Institute. We will surely miss her wise judgement.

Remembrance: E. Perry Good

For decades E. Perry Good was a vocal presence in the William Glasser Institute. When she walked into a room, she made her presence known to all. She livened any meeting with her enthusiasm and ready contributions. Never shy about expressing herself, she attracted a band of loyal followers around the world, especially in Southeastern Europe. She leaves a worthy and indelible mark on the Institute and its entire membership.

Written by: Robert E. Wubbolding, Ed.D., CTRTC, LP, LCC, BCC

Remembrance of Jeanette McDaniel and E. Perry Good

Both Jeanette and Perry were wonderful, kind, and fun-loving people, with a great sense of humor and both also had a deep, undying respect for Dr. William Glasser and his theories. They also loved WGI and all of its incredible members. In fact, with Jeanette and Perry present, there was never heard a discouraging word, primarily because everyone held such great respect for each other. Unfortunately, neither one sent me a “Brief Bio” of themselves, so try as we might, it will be difficult to find very many facts about them, though their legends will live on and become “bigger than life” because they were both such “super” people. If anyone wishes to find out more about either individual, however, I can recommend two great sources. Specifically, for Jeanette, I would suggest that you contact Wendall Walker. For Perry, I would have to say Barnes Buffey would do well there.

I can only comment further about Jeanette’s dancing, you see, because she and I really enjoyed dancing together, and those great times won’t be easy to come by now that she’s gone.

Of course, I strongly believe that we will all be together again someday, and maybe we will be able to have more great times there. After all, we’ve been great together teaching the world Choice Theory, so when we see each other again “there”, it will be more like the gathering of a large, loving family with Dr. Glasser still coming up with new theories. Of that I have NO doubt.

Incidentally, back in 2014 I wrote 37 tributes to many WGI members, and they were published in the Fall issue of the Journal that year. Kindly look them up and reacquaint yourself with those folks, because they were a joy to many then, and will likely be fondly remembered now.

Best wishes to all those who are also current members and/or friends of WGI.

Your friend for the ages,

Tom Parish

Dr. Mary Patric Gould

1941 - 2023

Dr. Mary Patricia Donihee Gould

1941 - 2023

Dear Family Members,

I met Pat during a conference held by the Canadian Association for Reality Therapy [CART], now known as Glasser Canada. I found Pat to be loving, generous, and sociable in accepting my friendship. Pat was a beautiful person not only from the outside, but also from within. She was generous with her time and always respectful. We worked together, planned together, and had great fun. Pat and Ken were always gracious during my visits, which meant jokes and plenty of laughter. It was always a 'must' for us to take time to catch up at Glasser conferences and retreats. I applauded Pat for working through a Mediation Program which incorporated Doctor Glasser's concepts. She loved her community and was always willing to take time to share sites with us and she knew the history better than any guide. I loved her and kept in touch over the years checking out how we could get together once more; however, this plan did not come to pass. I pray for acceptance for her family and trust that the pain of loss at this time shall emerge into only happy memories as time goes by. I shall miss Pat, her smile, her knowledge, creativity, and her laughter.

Dr. Jean Seville Suffield, Senior Faculty

Brandi Roth, Ph.D. Biography and Personal Statement 2024

Background Highlights:

- Brandi Roth, Ph.D., Psychologist (California license PSY11855), Educator, Author and Faculty member of the William Glasser National and International Institutes
- National and International Choice Theory and Reality Therapy presenter from 2000 to 2020 including at the following locations:
 - United States of America: New Jersey, Colorado (Colorado Springs), California (San Francisco, Beverly Hills, Los Angeles, Anaheim), and Texas (San Antonio)
 - International: Cairo, Egypt; Dublin, Ireland; Slovenia; and Croatia

Biography Highlights:

Brandi Roth, Ph.D. is a Licensed Psychologist in Beverly Hills, California. She is a senior faculty member of William Glasser Institute (WGI). Recent events and years have brought changes to Dr. Roth's life and practice. Her physical office of 38 years has closed because the building landlords changed. Wonderful husband Bruce Clemens' 48 year law office was also closed. Both have been and are revamping their lives. Bruce now only provides mediation services as a neutral. Brandi counsels a select number of clients from the patio garden at home. Both are playing tennis, being creative in multiple endeavors and busier than ever.

Dr. Roth's professional legacy:

Dr. Roth's counseling practice specialized in relationship connections between adults, children, and families. Her clients included a wide spectrum of people from all walks of life and all ages. She was a consultant to therapeutic and educational organizations in the public and private sectors.

Dr. Roth is the co-author of numerous books and publications. She has written strategies to help parents and students select appropriate schools for their children's education. She collaborated with Carleen Glasser to write a Role Play Handbook. She has written articles and books incorporating Reality Therapy and Choice Theory techniques.

Prior to becoming a psychologist, Dr. Roth spent two decades working for the Los Angeles Unified School District, first as a classroom teacher and then as an educational specialist assisting children with special needs achieve success in their regular classroom settings. Dr. Roth was a founder and faculty member implementing the Schools Attuned Program in Southern California. Over 1500 teachers received training to expand recognition of the unique differences in how students learn. Extensive ways to develop and implement individualized strategies for increased learning and school success were provided.

Statement about Dr. William Glasser's impact on my life.

Beginning in 2000 and throughout the next decade of his life William (Bill) Glasser, M.D., became my mentor, my colleague, my editor, my supporter, and most of all, my friend.

Bill had already changed my life much earlier from reading his book "Reality Therapy" during college. In 1969 Bill published "Schools Without Failure". At that time, I was a beginning classroom teacher with many disadvantaged students in the Los Angeles Unified School District. As a result of Bill's writings, I was immediately changed as an educator. I had an expanded toolbox of ideas to support children to achieve greater learning success. I implemented class meetings and developed my own problem-solving strategies based on his ideas. I was able to see immediate transformations in my classroom with more collaborative students and a greater clarity of my roles in facilitating their learning progress.

A few decades later, I met Bill and Carleen Glasser. We began a journey of friendship, learning, training, travel, and fun together. It was a privilege to travel throughout the world with Bill, to speak on seminar podiums with him, to role-play scenarios with him and to write articles, seminar presentations and books incorporating Bill's ideas. In addition to working with Bill, I received valuable and quality training and mentoring from Carleen and so many other extraordinary Senior Faculty teaching in the William Glasser Institute.

Bill's genius was his multifaceted thinking and endlessly creative writing. His passion for teaching through role-play was unique and helpful. His ideas and theories are timeless, useful and apply to multiple domains – in the workplace, personally, in counseling and in school settings. Bill never stopped developing ideas and theories. He was open to hearing about new ideas. His legacy of writing, teaching, generosity, sharing of ideas and viewpoints and most of all his kindness will always influence my work and my life.

I look forward to continuing my work of striving to happily enjoy life, to being helpful and to applying Bill's valuable ideas of self-evaluation, advocacy, and collaboration. It is a privilege to be one of the countless millions who continue the legacy of ideas that Bill Glasser so generously provided.

Dr. Roth's Publications:

- Role-Play Handbook: Understanding and Teaching the New Reality Therapy, Counseling with Choice Theory Through Role-Play, Roth, B., Glasser, C. (2008), Association of Ideas Publishing. This handbook, with contributions by Senior William Glasser Faculty, is designed for training counselors, teachers, companies, individuals, William Glasser Institute (WGI) faculty, and students. This guide describes Choice Theory, Reality Therapy, Lead Management, and Quality School concepts and teaches Dr. Glasser's theories through role plays. (Available from the William Glasser Book Store at wglasserbooks.com)
- Relationship Counseling with Choice Theory Strategies, Roth, B., Goldring, C. (2005, 2008, 2020), Association of Ideas Publishing. This seminar handbook presents tools and tips to guide couples and individual clients toward successful and happy connections using Choice Theory and Reality Therapy strategies. The problem-solving framework provides steps to resolve dilemmas. Participants learn to assess relationships and levels of behaving, to understand the impact of past relationships on present relationships and ways to self-evaluate. Strategies are provided for increasing relationship happiness.
- Role-Play Handbook: Understanding and Teaching the New Reality Therapy, Counseling with Choice Theory Through Role-Play, Roth, B., Glasser, C. (2008), Association of Ideas Publishing. This book is designed for counselors, teachers, companies, individuals, William Glasser Institute (WGI) faculty, and students. This guide teaches Dr. Glasser's theories on Reality Therapy, Choice Theory, Lead Management and Quality Schools through role play. (Available from the William Glasser's Book Store at wglasserbooks.com)
- Contemporary Issues in Couples Counseling: A Choice Theory and Reality Therapy Approach, Robey, P.A., Wubbolding, R.E., Carlson, J. (2012), Taylor & Francis Group, LLC. (2012). Dr. Roth contributed the chapter entitled The Celebrity Challenge: Counseling High-Profile Clients.

- Happy – Unhappy: The Tug of War in Relationships, Roth, B. (2024) (In development). A toolbox for increasing happier and more successful relationships. Describes how decision-making and expectations affect communication. Highlights ways of taking responsibility for building connections and adapting to change. Includes coping strategies for challenges and the unexpected.
- Choosing the Right School for Your Child, Roth, B., Van Der Kar-Levinson, F. (1995,1998,2008). Association of Ideas Publishing. A nationwide guide and workbook for families exploring choices about elementary, middle, and secondary schools for their children. (Out of print, Amazon may sell used copies.)
- Secrets to School Success: Guiding your child through a joyous learning experience, Roth, B., Van Der Kar-Levinson, F. (2002), Association of Ideas Publishing. This book guides families through the adventures of an effective and joyous elementary, middle, and high school experience. (Out of print.)

Selected Journal contributions:

- The International Journal of Choice Theory
 - Roth, B. (2006). The Art of Teaching Through Role-Play and Choice Theory: A World of Difference. *International Journal of Choice Theory*, 1(1), 21, 24.
 - Wubbolding, R. E., Brickell, J., The Work of Brandi Roth. *International Journal of Choice Theory and Reality Therapy*, Vol. XXIII, No. 2, Spring 2014

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BRIEF BIO

In August of 1979 I completed my requirements to become certified in Reality Therapy. That final week of study was remarkable. Every morning of our five days of training, Dr. Glasser addressed all fifty of us in attendance. He was teaching us about his latest thinking and writing on something called Control Theory. He told us this was a new theory for human behavior, explaining why and how all human beings behave. His work was based on William Powers work and book Behavior: The Control of Perception.

EDUCATION

University of Rhode Island, Bachelor of Science, Nursing 1974

University of Rhode Island, Masters of Arts, Counseling Education 1980

The Union Institute, Ph.D. Developmental Psychology 1997

I first learned about Dr. Glasser, and his work Reality Therapy as an undergraduate in my baccalaureate program in nursing. Once I read the book, and did my internship during my psychiatric rotation, I knew this was going to be the foundation for my life's career.

SAMPLING OF WORK EXPERIENCES

Butler Psychiatric Hospital, Acute Day Hospital Newport County Mental Health Center (Now known as an IOP) Assistant Nurse Manager Emergency Services, Manager Providence Mental Health Center Emergency Services, Staff RN

In 1984 I attended the first Reality Therapy Institute conference held in Chicago, Ill. At that time the United States and Canada were divided into regions, each region voting in their regional representative. This leadership Board formalized the training and achievement steps to train interested participants to become certified, the basic and advanced practicum supervisors, as well as the basic and advanced weeks faculty. I became the second elected leader for the Northeast Region, and was also became the President of the Board two years later. In 1994, I was also part a member of a select group of faculty to review and revise some of the details regarding our training programs training.

SCHOLARLY CONTRIBUTIONS TO CHOICE THEORY PSYCHOLOGY

In 1997 I earned my Ph.D. in developmental psychology with an emphasis on parenting. My work, PEACEFUL PARENTING, includes a developmental model for human behavior from birth.

to death using Choice Theory psychology as the foundation. Since then I have written four additional parenting books:

WHY DO KIDS ACT THAT WAY? The Instruction Manual Parents Need to Understand Children at Every Age, 2009.

HOW TO BE A GREAT PRENT Understanding your Child's Needs and Wants 2013.

A Choice Theory Psychology Guide to Parenting, The Art of Raising Great Children,2019.

PEACEFUL PARENTING WORKBOOK, 2009.

University Teaching as Adjunct Professor:

University of Rhode Island

University of Massachusetts

Salve Regina University

Rhode Island College

Community College of Rhode Island

PRESENT

Growing Good Mental & Family Health

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"I am truly impressed. There are not many good writers about the important ideas of Choice Theory psychology and how to apply them. CT is a much-needed mosaic. You are a parent writing to parents, and more. But you also maintain your persona of expertise in the best way possible" from Sub-stack reader and Senior Faculty, Barnes Boffey, Dartmouth University Emeritus

DR. JEAN SEVILLE SUFFIELD AND ALL THINGS GLASSER

Abstract



Dr. Jean Seville Suffield has worked tirelessly since hearing Dr. William Glasser in Lake Placid, NY in the eighties which would change the course of her life. This led to a Leadership Diploma from McGill University involving a self-initiated research project. That project was "William Glasser." From then onwards, her life's work would involve his concepts and shape the decisions to the present day. Her generosity of time, loyalty, and commitment are evidenced throughout her career, where she feels she is in a safe, supportive, and loving environment. Peers recognized her leadership skills from the early days as stated in her high school yearbook: "The difficult takes time but the impossible takes a little longer." Dr. Jean offers the Glasser impact on her life and her recent plans: new website, podcasts, *The Phoenix: Mental Health* [2024], and the "pièce de résistance" *Glasser Unplugged* [Spring 2024], which reveals the whole story.

Jean Seville Suffield, DNM

- Doctor of Natural Medicine, Ph.D. [2013 International Quantum University for Integrative Medicine, Hawaii USA]
- Brain Soul System™ Mastermind Coach, Certified [©2019, Brain Soul Success and B.R.A.I.N. System. All rights reserved.]
- Senior Faculty [Conferred by Dr. William Glasser, 2000. The William Glasser Institute.]
- Basic Instructor [The William Glasser Institute, 1994 to 2000]
- Biofeedback, International License [IMMUNE International University for Natural Education.]
- Biofeedback Specialist [2006 + Natural Therapies Certification Board]
- Health & Wellness Coach [2006 + Natural Therapies Certification Board]
- Master Certification Diploma in Brain-Based Learning, Jensen Learning Corporation
- BA., MA., B.Ed. [1982 Concordia University and 1985 Université de Montréal, Ph.D. Courses in English Literature with no dissertation]
- Leadership Practices and Research [1987 McGill University]
- Languages: English, French, some Arabic

Positions

- President, Glasser Canada [2015-2020] & [French Translation: Take Charge book.]
- Canada Representative: William Glasser International, Inc. Vice-Chair [2015 – 2020]
- Mentor to WGI-North Africa, Glasser Saudi, WGI-Kuwait, WGI-Turkey, WGI-Qatar, and WGI-Bahrain
- Professional Listing: WORLDWIDE PUBLISHING 21st Edition 2018: Empowering Executives Professionals & Entrepreneurs Around the Globe. [Page 1561]
- Facilitated the Publishing of the Commemorative Historical Edition Volume XXXVI, No. 2, Spring 2017 of the International Journal for Choice Theory® and Reality Therapy. Thomas S. Parish, Ph.D. Editor, Patricia A. Robey. Ed.D., Guest Lead Editor.
- International Liaison to the New WGI Association by Brian Lennon [2010–2012]

- Glasser Canada Board Member [1996 +]
- Canada Representation to The William Glasser Institute [1996–2002]
- Member of the Editorial Board of the International Journal for Choice Theory® and Reality Therapy [2011]; Editor of WGI Newsletter [2010-2013]
- Assisted with Globe Image and Format of the International Journal for Choice Theory® and Reality Therapy with Linda Harshman Executive Director, Thomas S. Parish. Ph.D., Editor, and Glen Gross as Technical Assistant, Spring of 2010.
- Assistant Director General [Assistant Superintendent] South Shore Protestant School Board. Saint-Lambert, QC/Oversaw French Translation of *Every Student Can Succeed*
- Director General [Superintendent] the Richelieu Valley School Board,
- First Female Chairperson, Directors'-General Association
- Principal. Richelieu Valley High School, McMasterville, QC Canada
- Vice-Principal, Richelieu Valley High School, McMasterville, QC Canada
- Department Head of the English Department. Richelieu Valley High School, McMasterville, QC Canada

Major Publications /Lieutenant-Governor of Québec Medal for Highest Achievement

- *The Efficacy of Stress Management through Quantum Biofeedback and the Conscious Intent of Quantum Medicine: Case Studies of Ménière's Disease*. Dissertation. IQUM. The Quantum University for Integrative Medicine. Hawaii, USA. [2013].
- "*Bilingualism*" The Praeger Handbook of Learning and the Brain (2006). Based on the longitudinal study, St. Lambert Elementary School, under the South Shore Protestant Regional School Board.
- *Masque as Rôle*. Thesis. Concordia University (1982). Montréal, Québec, Canada.

Publications

- Glasser Unplugged [Publication Spring 2024]
- Creation and Renewal: A Reality (√) for Health [Publication Winter 2021]
- 20/20 Leadership: *Alternate models for enhancing self-evaluation and assessment!* [2010, 2015]
- *A Role-Play Notebook: Questions that really make a difference!* Third Edition. [2012].
- *10 Steps to Dynamic Leadership: Practical Models for Immediate Use!* [2008].
- *Self-Evaluation and the Student-Led Conference*. Second Edition. (1999, 2003).
- *Conflict Resolution: Creating a classroom learning environment*. Second Edition. (1998, 2003). Note: This and *Student-Led* for the Québec Ministry of Education.
- *Visionary Leadership* co-authored with Richard Coutu (1996).

Published Articles & Manuals

- Articles for *The Choice Theory™ Journal*. Editor: Jeff Tirengel, Psy.D. MPH.
- Articles for The William Glasser Institute *Newsletter*.
- Preparation and formatting for the Programs, Policies, & Procedures Manual, French Newsletters for other organizations.
- Grant submissions for Québec Schools through the Ministry of Education QC.
- Preparation and publishing of materials through the Ministry of Education QC.
- Special Needs Manual through the Richelieu Valley School Board, Otterburn Park, QC.
- Study Skills through Richelieu Valley Regional High School, McMasterville, QC.

- Grammar Manual for Middle School through the South Shore School Board, Saint-Lambert, QC. Canada

Dr. Jean's teaching style is highly energetic, quick-paced, interactive, and fun-filled, with learning in mind. She has presented at all international conferences except San Antonio & Scotland. She has worked in Canada, US, Ireland, Australia, Bogotá [Colombia/with Brian Lennon & co-verification 1st WGI Glasser QS, now a Choice Theory School], Korea, Macedonia, Belarus, Ukraine, Singapore, South Africa, The Kingdom of Bahrain, Kuwait, The Kingdom of Saudi Arabia, Egypt, India, the Philippines, Morocco, Malaysia, mainland China, and Japan.

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Brief Bio

Jim Coddington III, CTRTC is a Licensed Clinical Social Worker and a Licensed Addiction Counselor with extensive experience working with couples and individuals with mental health and/or substance abuse issues. He currently works for a non-profit Hospice Agency and has a private practice in Colorado serving individuals and couples.

Take Care,

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