

William Glasser International, Inc.

Leading the world with Choice Theory psychology!

Follow the passion of Choice Theory and Reality Therapy!

Slovenia

Ireland

Australia

United States & other CT/RT communities . . .

**William Glasser International
Institut William Glasser Institute – Canada
Toronto, Canada
July 9 – 13, 2014**



April 18 – 21, 2013
5th European Reality Therapy
Conference



We cling to our own point of view, as though everything depended on it.

Yet our opinions have no permanence; like autumn and winter, they gradually pass away.

— **Zhuangzi, Chinese Philosopher**
4th Century, BCE

High



!

**International Board Incorporated as William Glasser International, Inc.
Take Charge of Your Life receives Prestigious Star Award from iUniverse Publishing
Jim Roy Makes 'History'**

All in this exciting 1st Issue of WGI

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Greetings from the Glassers

Take Charge of Your Life - Prestigious Star Award by iUniverse Publishing



We are happy to announce that we have cause to celebrate some wonderful news here at the Glasser house. First, we have been informed that our new book, *Take Charge of Your Life*, has been given the prestigious Star Award designation by iUniverse Publishing. This means that it will be republished and handled by them exclusively. They will take over the promotion and sales in bookstores nationwide and online, similar to the other Glasser books which are published by

HarperCollins. Here's thanks to all of you who have purchased the book in numbers significant enough to get their attention!

The next 'feel good' news we received came from Jim Roy. Please read his brief account and news on being the author of Dr. Glasser's authorized biography later on in this newsletter. Congratulations, Jim, for a job well done!

Finally, we are pleased with the progress of the new online course, Choice Theory in the Classroom. Thanks to Terri Allen, whose expert help made this course possible, it has been launched successfully and is selling to teachers everywhere. Terri, a very talented and knowledgeable, newly-certified addition to The William Glasser Institute family, has continued to contribute significantly to the promotion of our ideas. She has written a very important article in this newsletter that we sincerely urge you to read. Terri is initiating the application process for registering Choice Theory and Reality Therapy as an evidence-based practice. In a quote from her article, she says, "We need objective evidence to substantiate what we all know to be true: that the practice of Reality Therapy informed by Choice Theory has a tremendous potential to impact positively the lives of those who encounter it."

Terri and Kim Olver are working closely together on this project and they could use your help. If you want to become involved in this project, please contact Kim Olver at the Institute.

We would like to remind you to check our website, www.wglasserbooks.com, often if you need any Glasser books or materials and thank you for your dedicated efforts in teaching the world Choice Theory.

Bill & Carleen Glasser

Newsletter Design

Articles are presented in alphabetical order by author. Subsequent article(s) by the same author may be found later in the newsletter. Spelling may vary depending on the country of origin. This Newsletter is designed and presented by Jean Seville Suffield, Senior Faculty, WGI. *Disclaimer:* Opinions expressed in articles are solely those of the authors. Please note that William Glasser International is non-sectarian and does not endorse any religion over any other.



Brian Lennon, Chairperson
William Glasser International, Inc.

INTERNATIONAL BOARD PROGRESS REPORT

At the beginning of December the international organisation took a major step forward in that everyone on the existing board joined with the Glassers in a new board under the name of "William Glasser International."

The current members of our legal board are now Dr. Glasser, Carleen Glasser, Terry Hoglund, Brian Lennon, Juan Pablo Aljure, John Brickell, Nancy Buck, Janet Fain Morgan, Ellen Gélinas, Nancy Herrick, Peter Ho, Masaki Kakitani, Mitchell Messina, Jim Montagnes and Mirjana Palcic Bubnic.

One of the first tasks of the newly constituted William Glasser International board has been, as planned, to broaden the scope of the incorporation documents and modify some articles of incorporation to reflect changes in the organisation in the last decade. For example, Reality Therapy and Choice Theory with an added emphasis on personal well-being rather than on psychological problems were among the changes approved at the meeting of the board on 9th December 2012.

At the time of writing, the final documents are in place and are being signed by our board members around the world. As soon as these arrive at the WGI office, the re-incorporation documents will be lodged in the USA State of California and our legal advisers say that it is then only a matter of days to confirm our incorporation.

A NEW NAME: WILLIAM GLASSER INTERNATIONAL

Following previously unforeseen legal advice about the inappropriateness of the word "association" in the name of WGAI, we considered other options and the board opted for the name "William Glasser International, Inc." We appreciate that changing names is not something we want to do too often but we believe the advice received was legally valid and necessary for us to do, despite it being so early in our development.

So, the name of our international organisation is now "William Glasser International, Inc." and will operate simply as "William Glasser International." This new name has the full approval of the board including Dr. Glasser and Carleen Glasser. Dr. Glasser continues as President of William Glasser International.

The new name represents the merger of identities and functions of "The William Glasser Institute" and "William Glasser Association International." These last two names will cease to be used. The international board and organisation as proposed in Nashville in 2009 and fully endorsed by Dr. Glasser is now "William Glasser International, Inc." and, from now on, "WGI" will refer to this body.

It is very important to realise that this new body encompasses all the countries in the world. It will act as the umbrella to all national and regional organisations that are affiliated to us. Members will continue to operate closely with their local organisations but the international body will give the benefits of unity and authenticity.

The new name makes one thing easy to remember: what WGI [The William Glasser Institute] did in the past is now being done by WGI, William Glasser International!



INTERNATIONAL BOARD PROGRESS REPORT

WGI-US

We have had very productive meetings with the board of the United States organisation, WGI-US. In the past it was the USA organisation [operating as WGI] that took all other countries under its wing and helped them establish CT/RT on a firm footing. With that role switching to the international organisation, WGI-US becomes the local body for USA and a member organisation of William Glasser International. WGI has set aside funds to help WGI-US become financially independent.

POLICIES

The policies, procedures and practices of "The William Glasser Institute" will continue as the policies, procedures and practices of "William Glasser International." There has never been any lapse in the PPP application. We will be reviewing all of these with a view to constant improvement and will always be open to your suggestions for change. Indeed, we are actively seeking your suggestions.

The board will be producing a number of policies in the interests of fairness and transparency. We have already decided that such documents will be stored on the website so that members can always locate the latest version of official documents.

WEBSITE

The official website of "William Glasser International" from now on will be www.wglasserinternational.org [although the previous address "www.wgai.net" will continue to access the same website for one year]. We are keen to promote all CT/RT activities and events around the world. Send details to Kim [kim@wglasserinternational.org]. Please put www.wglasserinternational.org into your bookmarks and favourites now! Note that WGI-US will be retaining the site www.wglasser.com for their own use.

We are currently working to create a definite policy on the website and to structure it to reflect the changes in WGI.

MEMBERSHIP RENEWAL

At the present time we are concluding the process of annual membership renewal and we encourage all of you to become members of William Glasser International. Remember that William Glasser International is now the official new form of The William Glasser Institute.

Membership fees are part of the funding needed to keep the organisation running. We need staff, websites and communications. There is an amazing amount of work that is done as a gift to our members but some expenses are still needed for us to serve our members and the vision we share.

We are restructuring membership so that in future a larger number of people can become official members of William Glasser International; however, for this year, the membership system will remain unchanged. Your fees will come to the legal board of the organisation.



INTERNATIONAL BOARD PROGRESS REPORT

MEMBERSHIP RENEWAL

It is a current policy that all faculty members [practicum supervisors and instructors] are required to be official members of William Glasser International and to be in full acceptance of William Glasser International policies. That requirement remains in effect. A list of official faculty will be displayed in the public area of our website as well as in the members' directory. This list will help those who are organising official training and will be updated each year in early January.

The benefits of membership of WGI are:

- ★ funding the administrative work required to run the organisation
- ★ sharing in the promotion of our vision and goals
- ★ official recognition as a member of the organisation
- ★ access to bulletins, newsletters and a journal
- ★ special discounts
- ★ voting in elections

For example, in the 2014 International Conference due to be held in Toronto, members will have a reduced rate.

Please visit www.wglasserinternational.org now where you will find further information [top right] about how to update your membership. Be part of WGI!

INTERNATIONAL CONFERENCE 2014

Now is the time to plan to join us in Toronto July 9-13, 2014 for "Hope For The Future, Getting There From Here." We will explore *Glasser in the 21st Century* in an environment of a luxury hotel in the downtown core of a major international, multi-cultural city. The conference will offer a broad array of programs from around the world, children's program, entertainment and fun. Toronto [Ontario, Canada] offers a wide array of entertainment, learning and excitement just outside the doors of the hotel. Please look on our website for additional information which is coming your way starting in January at William Glasser Institute - Canada. There will be a link to our conference material. Please contact us for information or questions or suggestions.



INTERNATIONAL BOARD PROGRESS REPORT

WGI ELECTIONS

One of the most complex parts of the re-incorporation process of William Glasser International has been the manner of protecting continuity in the board. Obviously, if all the members of the board change at the same time, there is no continuity and the accumulated experience of the board is lost.

The solution for this is to stagger the three year terms of the board members so that about one third of the members change each year, but no more than a third. At the same time we believed it would be important that some of our larger electoral areas with more than one representative would not change all their representatives at the same time. The challenge to produce a good strategy for this was like playing sudoku and four-in-a-row at the same time! Here is the system we have produced for the years 2014 to 2016 and this will repeat for subsequent periods of three years.

2014	2015	2016
USA 1	USA 2	USA 3
CANADA 1	CANADA 2	AUSTRALIA /NEW ZEALAND
JAPAN/KOREA/SINGAPORE 1	SOUTH/CENTRAL AMERICA	JAPAN/KOREA/SINGAPORE 2
EUROPE 1	S AFRICA/REST OF WORLD	EUROPE 2

This poses a further issue for those areas where there is more than one representative [the coloured cells above]. Should they divide so that each representative corresponds to one division of their area? This would mean that each area would have an election every three years. The alternative is for the multiple representatives to represent the entire area and a consequence of this is having elections every year or nearly every year. This is a decision for the members of each of the areas to take.



INTERNATIONAL BOARD PROGRESS REPORT

WGI ELECTIONS

There is yet one more challenge in creating this staggering system! Our current board members were not voted into such a system! Consequently, we need to transition to the new system and we have had wonderful collaboration from the board members in arranging this. Some will withdraw from the board a little earlier or a little later than their original term in order to accommodate the new staggering system.

<i>ZONE</i>	<i>DELEGATE</i>	<i>End of Term</i>
USA 1	Nancy Buck	2014
USA 2	Janet Fain Morgan	2015
USA 3	Nancy Herrick	2016
CANADA 1	Ellen Gelinis	2014
CANADA 2	James Montagnes	2015
EUROPE 1	Mirjana Palcic Bubnic	2014
EUROPE 2	John Brickell	2013
AUSTRALIA/N ZEALAND	Ivan Honey	2013
JAPAN/KOREA/SINGAPORE 1	Masaki Kakitani	2014
JAPAN/KOREA/SINGAPORE 2	Peter Ho	2013
SOUTH/CENTRAL AMERICA	Juan Pablo Aljure	2015
S AFRICA/REST OF WORLD	Mitchell Messina	2015
President	Dr William Glasser	2013
Secretary	Carleen Glasser	2013
Finance	Terry Hoglund	2013



INTERNATIONAL BOARD PROGRESS REPORT

WGI ELECTIONS

The "End of Term" indicates when the members of a given area will need to elect a new representative to the board. Our international organisation is founded on the idea that it is the members who elect representatives rather than national organisations although these may act on behalf of their members. This means that all those who are members, even in countries or areas without a formal organisation, can still register to vote for representatives to the board.

Dr. Glasser and Carleen have been keen to retire from "active service" on the board but kindly agreed to continue until the new board was fully incorporated. Ivan Honey representing Australia and New Zealand recently indicated his wish to resign from the board for personal and career reasons. John Brickell representing European countries and Peter Ho representing Singapore have both volunteered to withdraw from the board this year to accommodate the new staggering arrangement. Ivan, John and Peter have contributed enormously to the work of the board and each has brought his own wonderful insights to the discussions. We hope that, in fact, we will not miss them because we hope that their flow of insights will continue.

This does mean that elections are due in 2013 for the following areas: Australia/New Zealand, Europe and Singapore.

DISCUSSIONS ONLINE

As part of our policy to have members play a more active part in our international organisation, we have encouraged the use of online discussions. One such is the group "William Glasser International" set up in www.linkedin.com. This has a number of fascinating topics and we encourage you to have a look at them. We are also hoping to set up a more private discussion forum on our own website where members can bring up topics of interest within our organisation.

ONLINE PAYMENTS

Some members have been confused when making online payments, membership renewal, for example. It is not necessary to have a PayPal or any other special account in order to make the payment. Although we use the services of PayPal, their page should give you the option to pay without having a PayPal account. If you have any difficulty please contact terry@wglasserinternational.org.

CHIEF EXECUTIVE OFFICER: WGI

Contact Kim if you have questions regarding training, becoming an affiliate organization or policies & procedures. Kim works closely with the International Board, carrying out their direction. She is responsible for facilitating worldwide communication, monitoring and updating the WGI website, and exploring creative ways to lead the world with Choice Theory psychology. You may also contact Kim with questions, concerns, or suggestions related to CT/RT/LM/QS. kim@wglasserinternational.org.



INTERNATIONAL BOARD PROGRESS REPORT

FINANCE AND DATA MANAGER: WGI

Terry Hoglund manages the office of Finance and Data Management of William Glasser International. This office handles the financial and office management aspects of WGI. Finance and Data Management pays the bills, deposits the funds and keeps track of the day to day office management needs. Finance and Data Management receives and records all training information, maintains membership records, provides updates to the website, maintains certificates and brain charts and communicates with the global community about these issues. You can contact Terry at terry@wglasserinternational.org.

YOUR INVOLVEMENT

The message is gradually spreading throughout our organisations and members around the world that we really do want your input. As we look at the possibility of new courses, new course structures, new faculty training, new membership structures and lots of other areas, we need to hear from you. What would you like to change or introduce? Obviously, we cannot guarantee we will incorporate all suggestions but we will attend to them and do our best to represent the views of our members. Please send your ideas to Kim at kim@wglasserinternational.org.

NEWSLETTER EDITOR

This issue of the Newsletter happens to be the last one that Jean Suffield will be editing, a decision she has taken herself. We will very much miss her special talent in this area and, on behalf of all of us who have benefitted so much from her work, I wish to say a massive thank you. Jean's creativity and personality reaches far beyond her native Canada and we look forward to seeing and hearing more of her in the years to come.

If any one or more of our members would like to carry out this editorial task as newsletter editor, please contact the WGI office at kim@wglasserinternational.org. We are hoping that the job will be made somewhat easier by having representatives from each area around the world contribute news and comments from their own locations to the newsletter editor.

WGI Board Members . . .

- **Nancy Buck, Janet M. Fain Morgan, & Nancy Herrick** representing United States of America
- **Ellen Gélinas** and **Jim Montagnes** representing Canada
- **John Brickell** [withdrawing from Board, see page 9] and **Mirjana Palcic Bubnic** representing Austria, Belgium, Bosnia & Herzegovina, Croatia, Denmark, England, Finland, France, Germany, Ireland (Republic), Italy, Macedonia, Malta, Netherlands, Northern Ireland, Norway, Poland, Scotland, Slovenia, Spain, Sweden, Switzerland, Wales
- Australia, New Zealand [Post vacant, see page 9]
- **Masaki Kakitani** and **Peter Ho** [withdrawing from the Board, see page 9] representing China, Hong Kong, Indonesia, Japan, Korea, Malaysia, Philippines, Republic of Singapore, Taiwan, Thailand
- **Juan Pablo Aljure** representing Argentina, Colombia, Cuba, Dominican Republic, Mexico, Nicaragua, Paraguay, Brazil
- **Mitchell Messina** representing Albania, Bahamas Is, Bahrain, Egypt, Grand Cayman Is, Iceland, India, Iran, Israel, Jordan, Kenya, Kuwait, Russia, Saudi Arabia, South Africa, Turkey, Ukraine

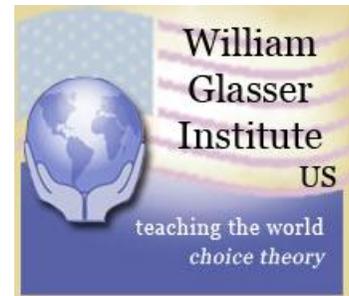
New Kid on the Block – WGI-US

Kim Olver, Executive Director
William Glasser Institute-US

I am proud to announce that WGI-US is the newest international location of WGI. While it's difficult to think of the US as the "new kid on the block," we have never before been our own organization. What was formally known as The William Glasser Institute has become the global entity William Glasser International. Consequently, the United States organization needed to become incorporated as a non-profit and develop its own Articles of Incorporation and Bylaws. We became incorporated in September 2012 and finished adopting our Bylaws and Articles of Incorporation at a productive, face-to-face Board meeting in December.

Our current Board, Frank Dunn, president; Bob Hoglund, vice-president/president elect; Beverly LaFond, treasurer; Sue Tomaszewski, Peter Driscoll, Steve Hammond, Eric Newton, Bruce Allen and Nancy Buck, is an awesome collection of dedicated Choice Theory individuals. They work cooperatively together and are willing to disagree but yet work steadfastly toward win/win solutions. I couldn't be happier with this group of people and believe great things are going to happen here in the US.

We have a new logo for our website we really like, created by our webmaster, Denise Daub. There is much left to accomplish. We are putting together our Policies & Procedures Manual and Beverly LaFond is working on our 501(c)(3) application with the IRS.



And we have many benefits we are working on to keep both our current members while attracting new ones. We are doing interviews of newly certified people and putting those up on our website. We have created monthly teleconferences for different groups—we have a counselor group, an educator group and an administrator group. These groups are each lead by a senior faculty, working with one or two newer faculty or faculty-in-training to provide support for individuals working to implement Choice Theory in their work. These are just beginning but so far, the reviews have been positive. We also intend to do interviews of outstanding people who are doing great work with Choice Theory in the field but who may not be on the faculty track. We want members to know what's happening in the world of CT, while providing some recognition for people who are doing outstanding work but are not necessarily interested in becoming faculty.

This is an exciting time for all organizations teaching Dr. Glasser's ideas. We now have global representation and a group of people who will be safeguarding the integrity and quality of our teaching, while bringing us all together on equal footing. I am excited to be a part of that effort and look forward to creating a WGI-US worthy of the Glasser seal of quality.

Interested in Discussing Issues Central to Choice Theory?

If you are on LinkedIn, you may join the group called William Glasser International. The link is:

http://www.linkedin.com/groups/William-Glasser-International-4402773?trk=myg_ugrp_ovr

WGI – US: Report From the Chair

Frank E. Dunn, President & Chairperson
William Glasser Institute – US

February 11, 2013

It has been my privilege to have a place in this newsletter to greet you as President of the William Glasser Institute's Advisory Board. That has been a wonderful experience, but it is time to bid a "farewell" to my participation in this publication and yield to Brian Lennon as this newsletter becomes the official communication piece for William Glasser International.

The last few years have been exciting as we have formalized the global impact of Dr. Glasser's teachings by organizing a truly international institute. Any change presents challenges, and the size and impact of organizing the international structure has been monumental. Thank you to all who have put an enormous effort onto seeing this long-awaited event come to fruition.

The WGI-US will continue to operate as a separate identity like all other national/regional organizations. We are grateful for the help received from the WGI board through the transition process. The hard work and dedication of US board members, and our Executive Director, Kim Olver, is also greatly appreciated.

I wish Brian and the WGI board smooth seas and favorable winds as you lead Choice Theory's international journey into the 21st century.

Thankfully yours!

Reminder for Submissions to the International Journal for Choice Theory and Reality Therapy!

Please submit entries to Tom Parish at
parishts@gmail.com

Tributes to Linda Harshman are welcome and these will to be published in the next issue of The Journal. Please send tributes to Tom
parishts@gmail.com

Tom Parish, Ph.D., Editor, IJCTRT

Welcome to New Faculty!

Basic Instructors

The Kingdoms

Mona K. Al-Fajem, Saudi Arabia
Laila Abdullah Al-Kadhem, Saudi Arabia
Amira A. Al-Rehaimi, Saudi Arabia

Khaloub Farid Basrawi, Saudi Arabia
Maysaa Wael Buraik, Saudi Arabia
Yasmine Wael Buraik, Bahrain

United States

Scott D'Alterio

Welcome to Newly Certified!

India

Front Row, Left to Right: Mimansa Popat, Jean Seville Suffield & Farida D'Silva Dias [Faculty], Sushma Sharma

Back Row, Left to Right: Henry D'Souza, Saakshi Tikku, Rita Paes, Pamela Doreen D'Souza,

Karl F. Desouza, Gregory Harry Lobo, Boniface D'Souza

Welcome to Newly Certified!

Philippines

Front Row, Left to Right: Tri Thi Minh Thuy , Niño Jose Mateo [President, WGI-Philippines], Maristel Moralejo Feliciano

Back Row, Left to Right: Katrina Marie Diano, Lidia Paice & Jean Seville Suffield [Senior Faculty],

Angela Luisa Abaya-Garcia, Ma. Araceli Alcala, Ma. Dinah Espartero-Asiatico

Welcome to Newly Certified!

South Africa

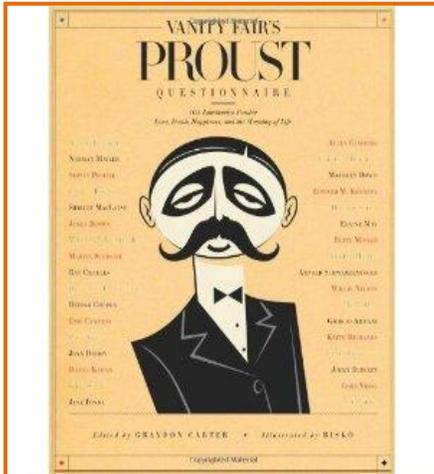
Front Row, Left to Right:

Eugenia Matyatya, Thobeka Msi, Mandy Mortlock,
Weziwe Mavovana

Back Row, Left to Right:

Denzyl Witbooi, Lidia Paice, Jean Seville Suffield
& Mitchell Messina [Faculty], Marjorie Holand,
Susan Burgess, Grantham Jansen

The Choice Theory® Questionnaire¹



Jim Coddington participates . . .

1. What is your idea of perfect happiness?

"Perfect" happiness is a sense of well-being and contentment that can be better described as that which is not based on external events. Such a state of happiness can actually be felt in spite of externally challenging circumstances.

2. When and where were you happiest?

While I was living in the mountains of Colorado, in the Aspen area. It was there I felt that my basic needs were most satisfied on a regular basis.

3. What do you consider your greatest achievements?

My greatest "achievement" was putting myself through 3 years of school and earning a Master of Social Work degree in 1994. My greatest on-going achievement, which I wouldn't refer to it as an achievement, 'end goal,' is my commitment to my spiritual path.

4. Which talent would you most like to have that you don't have now?

The ability to have a powerfully positive and revolutionary influence that will be felt within the United States and beyond.

5. What or who is the greatest love of your life?

My Higher Power- God.

6. What is your favorite journey/vacation?

Returning to the majesty of the Rocky Mountain of Colorado to visit my friends and resume a lifestyle I still cherish that fulfills me spiritually, emotionally, intellectually and physically.

7. Which historical figure do you most admire?

Jesus Christ, Mahatma Gandhi and Martin Luther King Jr..

8. What is your greatest extravagance?

Living on a sailboat.

¹Adapted by Jean Seville Suffield from the Proust Questionnaire, Vanity Fair, with apologies to Marcel Proust.

The Choice Theory® Questionnaire¹

9. What is the quality you most admire in a woman?

Inner Strength.

10. What is the quality you most admire in a man?

Integrity.

11. What is your most marked quality or characteristic?

Spirituality that feeds a desire to seek a deeper way of interacting with the world and connecting with others.

12. What qualities do you most value in your friends?

Compatibility, loyalty, a sense of humor, having purpose, being trustworthy, being supportive, being of service to others, spirituality, and being the kind of person I can count on.

13. Who are your favorite writers?

Paramahansa Yogananda¹, Eckhart Tolle, Wayne Dyer, Thom Hartmann, and, of course, Dr. William Glasser, to name a few.

14. Who are your heroes in real life?

When I think of heroes, I think of mentors such as Ammachi, Dr. William Glasser, Carleen Glasser, Father Thomas Keating, Jack Rosenbaum, Bono, President Obama, Michael Hull and the young man who laid down in front of a military tank during the Tiananmen Square protest among many others. I realize in answering this question many of my heroes are "ordinary" men and women who go beyond themselves and take an "extraordinary" stand in the acculturated "ordinary" world.

15. How would you like to be remembered?

By having the type of impact with my life that I will leave this world a better place for generations to come.

16. What is your favorite motto or expression?

I no longer have bad days. I have good days and better days.

Let's choose happiness!

Jim Coddington

¹Paramahansa Yogananda, (sometimes spelled Paramahansa Yogananda), 1893 – 1952, was the first yoga master of India to take up permanent residence in the West.

The Corning~Painted Post High School Learning Center

An Alternative High School Success Story

Frank Barber, Nick Ely, Liz Cristofaro, Mike Sanfratello,
Dave Quackenbush, Margie VanVleet, Peg Vogel

Abstract

C-PP teachers and administration came together to create this update that could be a useful guideline for alternative school replication and success.

Introduction

The Corning-Painted Post School District met with educators, local businesses and community members in 2002 to create an alternative educational option for students struggling in or dropped out of school. In 2003, The C-PP High School Learning Center opened on the Corning Community College campus. The curriculum is directly aligned with the District's learning goals of Rigor, Relevance and Relationships with an emphasis on Relationships. Ten years of statistics prove the effectiveness of the school.

New student orientation includes teaching Dr. William Glasser's internal vs. external control, the 7 Deadly Habits, the 7 Caring Habits and personal responsibility for choices. Students are introduced to The Guiding Principles and investigate what those behaviors would look like through a variety of activities. Each is demonstrated in the structure of the school. The Guiding Principles include:

Mutual Respect

Students and staff demonstrate respect in school, the community and in work placements. As a result, the school environment is a safe one in which there have been no fights in 10 years.

Commitment and Self-Discipline

100% attendance is expected. Students call if ill and schedule times to make up missed time and work. Students take ownership of their learning process which requires focused participation and self-reflection.

Excellence

Students work for quality. The only grades are on the New York State required examinations in various disciplines.

Growth

Students write and give a "Presentation of Learning" each of 3 trimesters to a chosen panel detailing academic progress (or lack thereof), evidence of personal growth and goals for the next trimester. A teaching piece is included to be given to staff and students.

Overall Rating: 5

5 out of 5 | 1 Review

The Overall Rating is the school's average rating from parents, students, school faculty and staff.
The highest rating is five apples and the lowest is one apple.

The Corning~Painted Post High School Learning Center

An Alternative High School Success Story

Integrity and Ethics

Students work a required 15 hours per week (paid) in the community. Each is expected to be on time, demonstrate a good work ethic and avoid being in the local paper's "Police Beat." Over 130 local businesses and not-for-profit organizations have served as mentors.

Citizenship

Students donate 10 hours of community service per trimester to build relationships, move from a feeling of disconnectedness to being connected and contributing by demonstrating the importance of giving back to the community.

Shared Responsibility

Students and staff work together to create a culture of respect for each individual and for the learning process which results in the well-being of the school with everyone invited to contribute.

Leadership

Each student is expected to be a leader and to detail in the Presentation of Learning how that was demonstrated. Graduation occurs at the end of each trimester for students who have completed graduation requirements. Each student gives a speech at Graduation. Leadership encompasses all of the Guiding Principles so that all members of the school contribute and show initiative.

Students ages 16-19 who live in the Corning-Painted Post School District may apply for acceptance. Each must then attend an interview with teaching staff, current students and business and community representatives. Those students who apply but are not accepted are challenged to demonstrate change and commitment, develop a plan and reapply. Those who are accepted have met the criteria of not being successful in the traditional school, are capable of earning a college-prep diploma and demonstrate a desire to change. Twice while in Corning, Dr. Glasser visited the school and met with students and staff.

Student Testimonials

"I once was very self-conscious and didn't care about anything. I always thought people were judging me for my looks and I was afraid to talk to people. I had no goals for myself and could care less where I ended up. Now, from my experience at the High School Learning Center, I have confidence in myself and I have accomplished things I never thought I would have. I have learned how to deal with people who do judge me and I have learned to open up and talk to people more. I also have goals for my future. I plan to start college in the fall at Corning Community College and major in Criminal Justice."

Heather

The Corning-Painted Post High School Learning Center

An Alternative High School Success Story

"It seemed that I was all but a wilting flower, thirsty and in need to get out of the drought I was in. Finally, I was accepted into the beautiful garden known as the High School Learning Center where I was showered with knowledge and hope. There, I grew into the successful being I am today. I couldn't be more thankful."
Kaylara

Corning -Painted Post High School Learning Center Statistics

100	Percentage of students accepted who were at risk of dropping out of school for academic failure or discipline issues.
458	Total number of applicants 2003-2012
300	Total number of applicants accepted
85	Number of applicants who had already dropped out
24	Number of applicants who were on home teaching
92	Percentage of students who passed the Jan. 2012 N.Y.S. Regents examinations
141	Number of graduates as of September, 2012
65-7	Percentage of students who have gone on to a 2 year college
14	Percentage of graduates who have gone on to a 4 year college
19,000 plus	Number of community service hours contributed

Please visit www.corningareaschools.com/HSLC

*Congratulations on a job done
extraordinarily well!*

Mood Dudes¹ & Total Behaviour

Susan Burgess, CTRTC

PSP – Training Candidate

Senior Education Specialist-Foundation Phase Curriculum Advisor

The process of counseling may be used with children to help them recognize that everybody has different feelings at different times and in different situations. To experience a feeling that differs from others and that is not always pleasant is an important lesson to teach a child. We can invite children to be aware of their emotions and to recognize what they are feeling. We can also teach them that their feelings are only one component of what William Glasser refers to as the Total Behaviour Car. These four components, which always occur synchronously, are as follows:

1. Acting (doing) e.g. walking, talking, smiling
2. Thinking e.g. reasoning, fantasizing
3. Feeling e.g. angering, depressing
4. Physiology (body talk) e.g. sweating, cramping

While we want children to describe their feelings, we also want to teach them that they have more direct control over their thinking and acting (doing) while we only have indirect control over our feelings and physiology (body talk). We, therefore, assist children to choose behaviour, **what they really want** and **how to get what they want** in more effective ways. The faces of Mood Dudes or a poster depicting emotions is a useful tool to help children identify and recognize their own feelings/emotions and explore ways of expressing these feelings.

The following is important for children to realize:

1. We all have different feelings/emotions.
2. It is useful to learn the vocabulary to express/name the feelings like happy, sad, mad, etc.
3. It doesn't matter if we do not want to be happy BUT we need to learn that our behaviours cannot interfere with others in the class who are always behaving to match their pictures and meet their needs in hopefully responsible ways.
4. The adult/teacher is responsible for my safety as well as the safety of the other children in the group.
5. As long as my chosen behaviour is within these parameters of safety, it's okay.
6. We can be taught how to behave more responsibly when experiencing certain emotions from a very young age.

For younger learners, choosing a responsible behaviour might be difficult; however, how does one help a child to choose a more effective, responsible behaviour? Is it good to make suggestions? Yes, it is. Part of learning is taking on new information. Always preface new information with comments like, "I have an idea. May I share it with you?" or "Do you want to hear what I think?"

Activities in the classroom:

It is important to have the faces of Mood Dudes or any similar depiction of the same base emotions on your desk or in your classroom all the time.

¹Mood Dudes: <http://www.childtherapytoys.com/store/product2403.html>

Mood Dudes¹ & Total Behaviour

1. Discuss every one of the faces and ask learners how this dude is feeling. Allow learners to give different emotions to the same faces. There is no wrong answer – it's their perception. Encourage vocabulary. E.g. crazy face, angry, frustrated, yucky, disgusted, etc. Make a chart with each face at the top and list the different emotions the children named. This chart remains in the class for reference and for the children to identify how they feel. Having sight words like sad, mad, glad, bad etc. so kids can learn vocabulary and select new words is a good idea.
2. Ask the children to copy the faces. For example, you may ask, "Can you make a face to show me you are happy/angry/confused/scared/sad?" Take pictures of the children and show them their photos depicting the emotions on their own faces.
3. Discuss the behavior that accompanies the emotion: What do you do when you feel sad? What are you thinking? What is your body talk? (How are you behaving?) Discuss "safe" behaviour vs. unsafe behaviour. It is ok to feel sad/mad/angry, but you have to let the teacher know when you feel that way – if they have pictures of the dudes' faces on their desks in a small container, they might choose the appropriate face and put it somewhere on the desk where the teacher can see it. The teacher acknowledges the feeling and accepts the chosen behaviour, like spending a few minutes in the "quiet corner." Only *you* can control *your* behaviour.

Game: Teacher shows the faces of the dudes. A child chooses a face without telling the rest of the group. The child communicates the feeling by miming to the group. The group then guesses the feeling/emotion the person is portraying. Discuss what that person is thinking and his body talk in relation to that action. Also, discuss communication and perceptions with the group.

4. Look at my face: (make a sad face) If I say, "I'm so happy!" Will you believe me?

Or I make a happy face while I am telling you how angry I am? Discuss body language and perception. (Important here is to be aware of one's own body language when entering a classroom or speaking to the children. We do and think and believe that we are in effective control of ourselves but, if the thinking is negative, then the physiology wheel or body talk is concurrent with our thinking. About 5% of the communicated message is non-verbal, not what we say or speak.

5. The faces of Mood Dudes are also easy to draw. Older children can design even more feelings/emotions – discuss how they are feeling and what they are thinking. It can lead to discussions on what children want (quality world). Ask the kids to role-play what it looks like to be someone with that face.
6. An alternative to this activity may be used in discussion with one's own children to reflect on the feelings and thoughts they had during the school day about subjects/teacher/friends/ etc. rather than just discussing events. Which face were you when you were mad? What face would you like to be next time? What would you be thinking?
7. Children can draw their own depiction of significant feelings they have experienced or are experiencing with a teacher/friend/family member.

¹Mood Dudes: <http://www.childtherapytoys.com/store/product2403.html>

Mood Dudes¹ & Total Behaviour

The process of working with a troubled child is not an instant one. In some cases, the child will not even respond to the suggestion to choose a face. It might take a whole session or several sessions just for the child to start trusting you. All children respond differently but what is important to remember is that they can identify the emotion. They start to realise they can describe the yucky feeling/emotion by giving it a name and then one works towards a face that shows how he wants to be feeling. There is no wrong answer since children respond differently towards different faces/emotions.

When working with a child, it is important for counselors and teachers ask themselves the following:

- How does each child behave when feeling angry. For example – what does he do? Is it safe or not?
- If the child wants to be happy, what will I then see the child do?
- What can the child do to show me that he is angry?
- What responsible/safe behaviour does the child choose to do when he feels the anger?
- How will he let me know?
- What will my behaviour be?
- If we can try [name the behaviour] for one day?

The real lesson here is not for the child but for the teacher to begin recognizing that, as adults, we are used to verbalizing and masking our feelings/emotions. A child learns best through experience, so having the Mood Dudes available and getting the children to explore their feelings and thoughts, assists them to choose more effective behaviours.

[Certification Presentation January 2013, South Africa]

¹Mood Dudes: <http://www.childtherapytoys.com/store/product2403.html>

William Glasser's Authorized Biography – Coming Soon!

Jim Roy, CTRTC
Author

This past year I finished writing the life story of William Glasser. What began as a doctoral dissertation transformed into Dr. Glasser's authorized biography. Bill and I sat together for close to 50 recorded interviews totaling almost 70 hours of reflecting, answering, explaining, describing, declaring, and, at times, defending. We chuckled and laughed deeply, while at other times the room became very quiet, even silent, as we re-lived difficult times.

Like so many of you, Glasser's ideas resonated with me early in my career. As a young teacher and then later as a principal, I sought to understand his ideas and put them into practice. How it came to be that I would be chosen to write his story is . . . well, it's a story in itself. The process meant a great deal to me and I will treasure those interview moments for the rest of my life.

When this newsletter comes out, you will be among the first to know that I have signed a publishing contract and the book will soon be available in hard copy and electronic form. I will let WGI know as soon as the book is available. I think you will learn a great deal about Glasser and the development of his ideas--where they came from and how and why they changed, but in the meantime, I will share (as Jean requested) some of the things that impressed me about Glasser as his biography unfolded.

Lemonade

Bill had this ability, this way of being, that when life dealt him lemons, he would turn them into a wonderful concoction of lemonade. He would consistently downplay these key moments in his life, but as I put the pieces together, the real story would emerge. An excellent example of this occurred at the end of his psychiatric residency when his career was just starting. A clinical teaching position at UCLA that had been promised him was retracted at the last second and his prospects were not looking so good. Key individuals at UCLA had taken exception to Glasser's non-traditional views and had not given him referrals for a practice he was trying to get off the ground. Rather than become discouraged about this lack of support, he followed up on a job posting that no one else was interested in -- a consulting psychiatrist at a prison for girls that was too far away and not prestigious enough. As it turned out, his experience at the Ventura School for Girls was profoundly significant and refined his creation of reality therapy. Like an alchemist he took what others viewed as dross and turned it into gold.

William Glasser's Authorized Biography – Coming Soon!

Focus

As his story emerged out of the past, I frequently found myself admiring his ability to focus. There were so many important things going on in his life--an Institute to manage, classes to teach, presentations to share, planes to catch, interviews to give, ideas to refine, and a family to love--that it is hard to imagine how he could have been so productive. Some of us want to be productive, too, but we may reason that our circumstances keep us from it. I don't want to cast judgment on those of us who may feel that way; however, I think we would be hard pressed to find a schedule more intense than Glasser's schedule. He wrote books while riding on airplanes, worked on articles at home late into the evening, and planned talks as he drove. Whatever it took, when he decided something needed to be done, like a book being written, he focused on getting it done.

Truth

He was driven to understand how our brains work and about how we can learn to be mentally healthy. Through presentations, books and articles, he shared his understanding, an understanding that resonated with so many of us, yet he remained open to change. His shift to control theory in 1981 is an example of his willingness to follow the breadcrumbs of truth wherever they led, even when people in his own organization dragged their feet.

I wish you the best as you continue to seek the path that is choice theory. It was important to Glasser that people would more and more recognize their own ability to choose happiness. May that be the result for each of us!

WGII News from Ireland

Posted by Brian Lennon

The William Glasser Institute Ireland has an almost completely new national executive since the autumn. **Michael Woods is the new chairperson** and the board consists of Siobhan Byrne, Florence Conroy, Arthur Dunne, Brian Lennon, Anne Mulligan, Paulette Murray, Gisela Oates, Diana Selak O'Reilly and Elizabeth Young. There is a palpable dynamism in the new board and they are very keen to breathe new life into our Irish operation. The National Executive are keen to see changes in the instructor training programmes so that we can increase our faculty and extend our reach. A new development under this committee is the idea of offering one or two-day seminars to other organizations that are keen to have ongoing professional development.

Condolences - During the past year in Ireland we were deeply saddened at the death of Marius Fitzsimons, Guidance Counsellor. Marius was a wonderfully colourful character and a great innovator. He trained with WGII and was very active in the Institute of Guidance Counsellors. Our sympathy extends to his wife, family and friends. We have also received the very sad news that Doreen Roche's husband, John, passed away on 19th February. Doreen is one of the most active and cherished members of WGII and her loss is our loss. We offer her, her family and many friends our deepest sympathies.

Schedule of Events

MOUNTAIN STATES REGION

Basic Intensive Training

March 22-24, 2013

\$50 US due March 8th to secure your place!

Colorado Springs, Colorado

Cell: 719-238-1464

jerrynoel_3@msn.com

5th European Reality Therapy Conference

18th-21st April 2013

Lake Bled in Slovenia

The Slovenian Association for Reality Therapy

Register Today!

<http://www.realitytherapyeurope.org/bled2013/>

WGI-US Faculty Retreat

March 8 - 10, 2013

From 1:00 pm on Friday to 12:00 pm on Sunday

Hawthorne Suites near the DFW airport

Irving, TX,

Phone: 972-871-1412

Includes dinners Friday and Saturday, as well as lunch on Saturday.

There is a complimentary shuttle from DFW, but not from Dallas Love Field.

The hotel serves complimentary breakfast.

Please make your reservations by calling the hotel directly and let them know that you are with WGI-US and receiving the special rate of \$69/night.

Schedule of Events

Welcome ~ You are invited! 2013 CONFERENCE Oct 3~5 Adelaide

The Institute for Reality Therapy South Australia (IRTSA) on behalf of the William Glaser Institute Australia take great pleasure in inviting you to attend our conference **"The Art of Choice"** in Adelaide, Australia.

Adelaide is the capital city of South Australia. Adelaide has a population of approximately 1,500,000 and is renowned as the most beautiful city in Australia. It boasts the most modern international domestic airport in Australia, located 8 kilometers from the central business district that is the venue and accommodation recommendation for the conference. As well, it is serviced by high quality rail and user systems. With its world renowned Clare, Barossa Valley, McLaren Vale and Coonawarra wine districts, the awe inspiring Flinders Ranges which is the gateway into the Australian outback, unbelievable Kangaroo Island and some three thousand kilometers of coastline including two gulfs full of recreational sailing and fishing possibilities, and the friendliest people in Australia, it is a great place for a conference visit and a few days of holidays.

Preliminary Conference Programme:

- **Thursday October 3.** Afternoon registrations and evening welcome function, catered at the Adelaide Town Hall.
- **Friday and Saturday October 4 and 5.** Conference proper. Education Development Centre, Hindmarsh. 8.30 a.m. to 5.30 p.m. daily. Programme to follow.
- **Saturday 5. Conference Dinner.** National Wine Centre, Adelaide. 6.30 a.m. to 11.30 p.m.
- **Sunday 6,** William Glaser Institute Australia Faculty day, 10.00 a.m. to 2.00 p.m.

<http://www.wgia.org.au/index.php/conference>

Schedule of Events

Canada Sponsoring WGI 2014 International Conference
Toronto, Ontario [Canada]
July 9 – 13, 2014

Children and Youth Program -7 to 17 years of age

Toronto Island

Hockey Hall of Fame

Air Canada Center

Core Team

Co-Chairs & Liaisons to WGI: Ellen B. Gélinas & Jim Montagnes

Program Chairs: Jean Seville Suffield & Bob Wubbolding

Registrar: Norma Ahrens

Conference Secretary: Rolf Ahrens

Advisors/Contract Review: Al Katz, Terry Hoglund

Science Center

Plan to Come!

How will we move ahead?

New Ideas! Creative Projects!

Explore our future!

Bring a friend! Bring the family!

Enjoy Toronto! Enjoy your conference 2014!

Toronto 'The Place To Be' in July 2014

Did you know that . .



Lidia Paice, Senior Faculty, Saskatchewan [Canada] is a certified Life Skills Coach, and has had experience as an adult education instructor, health educator, counsellor and administrator. Over the years, she has applied Choice Theory and Reality Therapy principles in private practice and has taught numerous workshops addressing issues in education, family violence, addictions, mental health & stress/pain management. Lidia presently runs a Wellness Center and works as a certified Biofeedback Specialist NTCB, Laser Practitioner, registered Massage Therapist, Reiki Master and qualified instructor of T'ai Chi Chih. She is also a Ph.D. candidate in Natural Medicine with the International Quantum University of Integrative Medicine in the United States.

Funny Bone Corner!

Post-Christmas Chuckles



Calories
(noun)

Tiny creatures that live in your closet and sew your clothes a little bit tighter every night!

Leaders by Choice

Sim Cheok, Tan (Janice Tan), CTRTC
Vice President, Global Mosaic Malaysia Sdn Bhd.
Director of Global Mosaic International, Inc, USA.

We are all products of the past but unless we choose to be so;
we are not victims of the past.

- William Glasser, MD

Leaders by Choice is the title of my WGI certification project birthed from the Vital Foundation for Girls (VFG) project. VFG was created by Global Mosaic Malaysia to help young girls living at shelter homes (Rumahs) to make the right choices in life, to increase their self-esteem, to build character, and to develop their leadership qualities. The end goal of VFG is to transform the 15 teenagers from Rumahs into quality leaders and become change agents in their spheres of influence. These young girls were interviewed and handpicked for this VFG project. The main selection criteria were emotional maturity, leadership qualities, empathy for other girls, and the potential for growth.

The other participants in the VFG project were 6 trained Malaysian counselors in the role as mentors/coaches, and 6 USA mom-daughter teams to role model effective mother-daughter relationships. All the participants were grouped into six families.

Choice Theory/Reality Therapy (CTRT) provided the underlying principles underpinning the teachings to these Rumah girls and the interactions between intra-family and inter-families. This article is a snapshot that outlines the CTRT principles with a real-life illustration of "Amanda." The VFG project was undertaken from 14th – 18th Nov, 2012 at Golden Palm Tree Resort, Sepang, Selangor, Malaysia.

What ever happened in the past has everything to do with what we are today,
but revisiting the painful past contributes little or nothing to improve the present relationship.

Choice Theory Axiom #5

These 15 Rumah girls have experienced some form of abuse – verbally, physically, and sexually. Some may have also witnessed abuse by one of their parents or adults in their family members. Some have addicted parents – with drug, alcohol, gambling or other forms of substance abuse. Some come from broken homes and are neglected by their parents.

These girls practiced external control and chose to blame their past and others for the situations in which they are living now. In doing so, they languish in their past and adopt a victim mentality in their perceived world. Such children choose to recount, remain in, and endure painful experiences. We taught the children that they are their own authors of their lives, no longer victims of any abusive situation, unless they choose to see themselves that way.

Leaders by Choice

Case Study on Amanda

- A young girl staying at shelter with 50 other children.
- She has a roof over her head, food, clothes, and schooling.
- Social contact: social clubs and churches.
- Her mother has not visited her for several years.
- Her father is working in Kedah and does not see her regularly.
- She is angry, lonely, lost, unsure, insecure, and feels controlled by the Rumah workers.

The only person whose behavior we can control is our own.

Choice Theory Axiom #1

I focused on [inviting] Amanda to make her own CHOICES. I used CT/RT as a teaching tool to psycho-educate and connected with Amanda to help her identify her Quality World pictures in order to satisfy her Basic Needs more effectively.

I continued to teach Amanda about internal control and Choice Theory:

I can't control others.

I can only control myself.

I can only change myself, respecting the choices made by others.

I am responsible for the consequences of my freely chosen behavior.

It is important for Amanda to learn that the only person she can control is her 'own' self. According to Dr. Glasser, the Quality World is the core of our lives, unique, how we like our lives to be. Amanda only shared her pictures with people whom she trusted and kept them from those she mistrusted. I introduced a safe place for Amanda to trust me and worked on building trust with her. I helped her explore her quality world by asking her some questions such as: *If you have a magic wand, what would you wish for? - How would you like to see yourself dealing with your present situation? Self-evaluation: Which is easier; controlling others or controlling yourself?*

We are driven by five genetic needs.

Choice Theory Axiom #6

Glasser tells that we are always comparing our Quality World against our perceptions of the Real World [comparing what we now have]. When Amanda is matching her pictures, she is meeting her Basic Needs more effectively. She is more in balance and in more control of her life and, therefore, she experiences less pain. I also introduced the spiritual need because [many] human beings have this insatiable desire to connect to and worship God. I then helped her to work towards reviewing what she wants to fulfilling her needs in more effective ways.

Leaders by Choice

Survival: This need is a physiological need, which includes the need for food, shelter, and safety. Amanda was given a resort style bedroom, opportunity to fix her own burger and cupcake for lunch just the way she wanted it done. This included making her own glass of orange juice which she had never done before.

Love & Belonging: The need to love and belong in Amanda's picture includes the need for relationships, social connections, to give and receive affection, and to feel part of a group. I helped her to understand that the people in VFG cared for her, and that she has new friends. She is part of VFG and she belonged to VFG.

Power: Amanda wanted to join the adults in teaching the other kids. She thus gained recognition for her knowledge and she gained respect from the other children.

Freedom: I helped Amanda understand this need by teaching about choices and providing opportunities for her to explore options in responsible ways that does not deny others similar freedom.

Fun: Amanda met her fun needs through activities available at the resort such as kayaking, cycling, and playing Mah Jong with adults and kids at VFG.

Spiritual: Amanda met her spiritual needs through communication with God. She learnt God is the provider of her five basic needs. He looks after her and is an ever present help in trouble. She can depend on his promises and his ways. [Ed. note: Some people add a 'spiritual' need although Dr. Glasser teaches the basic five.]

Conclusion

Amanda has improved her self-confidence and self-esteem since the first day at VFG. She has also learned to take responsibility and to make wise decisions for herself. She now shares her fears, dislikes, including her aspirations to be an excellent leader. As a mentor, I have committed to continue to help Amanda add pictures in her quality world to help her to be happier, by providing new information and experiences. I am hopeful that Amanda will continue to change her behaviors and also become a change agent to lead the other girls at the Rumahs in thinking about their behaviors and to try new ones to lead more effective lives.

[Certification Presentation January 2013, Singapore]

About Global Mosaic Malaysia Sdn. Bhd.

Vital Foundation for Girls (VFG) was created by Global Mosaic Malaysia Sdn. Bhd., a training organization focusing on Conflict Management and Resolution, Leadership Development, Organizational and Personal Development, Personality Assessments, Counseling and People Helping Skills, and Life Coaching. Its vision is to equip leaders for the future.

Contact Person:

Sim Cheok, Tan (Janice Tan), Vice President, Global Mosaic Malaysia Sdn Bhd

Email: janice16.tan@gmail.com - Alternate email: globalmosaic.asia@gmail.com Site: www.globalmosaicasia.net

To view Vital Foundations for Girls video clip, please go to <http://globalmosaic.net/vital-foundations-for-girls-2012/> (Global Mosaic International, Inc., USA, is a non-profit organization.)

Romania and Malta Welcome Choice Theory and Reality Therapy

Bob and Sandie Wubbolding
& John Brickell

In 2011 and 2012 two more European countries joined the world of CT/RT. Many thanks to Ilie Vasilescu, psychology professor, Union College, Kentucky and former chair of the Romanian Psychological Association for his ground breaking work in introducing reality therapy to his home country. In May, 2011 Bob and Sandie Wubbolding traveled to Venus, Romania located on the Black Sea where Bob made several presentations to the Psychology Association of Eastern Romania. The presentations, especially the role-play demonstrations, created much excitement and interest in the certification program. They then traveled to Sibiu in the Carpathian Mountains for additional presentations to the Psychological Association of Western Romania. Traveling east to west and stopping at historical sites provided an appreciation for the history and cultures of the region. The learning derived from this 15-hour trip helped to enrich instruction in CT/RT.

In 2012, **John Brickell from the United Kingdom** conducted the first basic training near Bucharest and Ilie became a practicum supervisor and will coordinate training in Romania. He is currently in the process of becoming a basic training instructor.

After two [2] years of emails and Skype conversations with Ben Callija and the committee representing the Malta Association for Counseling and Psychotherapy, John Brickell, Bob and Sandie Wubbolding conducted the first basic intensive training for 31 counselors, teachers and therapists in Valletta, Malta. Currently, John is organizing the basic practicum for those interested in pursuing certification. Many thanks to you, Ben, Carmen Galea and the committee for determination in organizing and adopting choice theory/reality therapy. While in Malta, the instructors toured the island and learned of the 4,000 year history of this strategically located island nation. Many conquering armies attacked Malta over the centuries, yet it is proud of a valiant resistance to conquest as well as its celebration as an independent country in the 1960's. During our trip there, Sandie was able to shake hands with the president of the country. The workshop participants were quite impressed by this privilege. Many said, "We have never shaken hands with our president!"

Clearly, the experience of teaching CT/RT around the world as well as national, regional and international conferences illustrates the universality of human needs as well as the applicability of RT procedures. As Maya Angelou repeatedly states, "We have more in common than what separates us." The entrenchment of CT/RT in Romania and Malta as well as on all continents requires continued effort and determination on the part of instructors, supervisors and indigenous professionals.

Language-ing: The Signals That We Send

Robert E. Wubbolding
Senior Faculty, WGI

At the present time the William Glasser International comprised of people from around the world utilizes a wide variety of titles and phrases for what we do and the training we provide. Among the phrases are the following:

choice theory

choice theory psychology

reality therapy

choice theory/reality therapy

CT/RT

responsibility training

choice theory and its many applications: reality therapy, quality school, lead management

It's been said that reality therapy is one application of choice theory. Therefore, we should use the phrase choice theory without a prominent place for the phrase reality therapy. I attend many professional meetings throughout the year: psychological, counseling and educational. I have inquired of many people who are leaders in their professions, "What is Dr. Glasser's major contribution to the helping professions?" The answer invariably is "reality therapy." The reason is that reality therapy constitutes his life work beginning early in his career as a psychiatrist and educator. It is my belief that to fail to include the phrase reality therapy as a major entity in the institute language is to fail to recognize and value the perceptions of professional people, leaders and authors outside the institute. There are very few Glasser quality schools that identify themselves as such. A survey of management textbooks reveals little reference to the name "lead management." But virtually every textbook on counseling and psychotherapy honors Dr. Glasser's contributions with chapters on reality therapy. There are only a few major authors of textbooks who have yet to include it and I have personally been in touch with them and believe that this omission will be rectified in the future.

Therefore, I suggest that our common language include reality therapy. At the same time, even though I see and stand for the value of this inclusion, I hope that the international board will not issue an official directive regarding the use of language in our training that fails to acknowledge the prominent place of reality therapy.

We also need to recognize that all language has limitations. "Therapy" might not be an appropriate term for schools. "Theory" has its own limitations for people who say, "I don't want a bunch of theory. I want something practical." As one English poet said, "People cannot stand too much *reality*." As teachers and practitioners of Dr. Glasser's ideas, we can provide sensible answers for these objections and misconceptions. Even more so, we need to maintain continuity and an organizational identity that sets us apart from other systems.

The paragraphs above will undoubtedly create some controversy. I invite robust, clear-eyed responses to these ideas (wubsrt@fuse.net).

Choice Theory and Efficient Integration

How do you balance the language of CT with the language of everyday life?

Bryan Zeman
Basic Practicum Supervisor
IWGI - Canada

Choice Theory is more than a way to solve problems or achieve a sense of well-being. If we fully understand and integrate the principles and methods into our daily lives, we increase our ability to live effective and meaningful lives. One of the most proficient ways to accomplish this is to gain a more complete knowledge of the language that is Choice Theory.

Language allows us to communicate with ourselves and with others. Young children or adults learning a new language start with a few words and, as they acquire vocabulary, also learn some structure and syntax for communicating. With some basic words, phrases, and sentences, we can make ourselves understood. The more words we learn, the better we can express ourselves and the better we can understand the world we are in and the world we want to create.

A vocabulary of 500 words will be fairly adequate in most daily activities and interactions. With 2500 words, you will have little difficulty communicating. In English, we have accumulated, borrowed, and created close to 1,000,000 words, and more are included in our lexicon every year.

It is through this language development that we come to know what we know. We can strive to know a little something about a lot of things, or a lot about a few things. We don't need to know anything about monocotyledons to enjoy an ear of corn or a slice of bread. On the other hand, a botanist would want to know a great deal about plants and probably a few plants in particular. The more the botanist would want to know, the more vocabulary he would need to learn. And when he understands the words and what they stand for, then he will have increased his knowledge.

When we learn mathematics, we start with the basics such as natural numbers and move forward as we require more facility with numbers and concepts. Children are usually introduced to concepts such as the commutative property. It is quite an event when they can see that $2 + 3 = 3 + 2$, and even better when they can see this is true for all additions and multiplications. Soon they learn that it is not true for subtraction or division. Mathematicians seek to understand the world through the understanding of mathematics. They may come to understand far more when they create an algorithm by which we can unify everything, understand, or predict all interactions.

Choice Theory and Efficient Integration

How do you balance the language of CT with the language of everyday life?

Everything has a language and structure which we can use to facilitate and speed how much and how well we grasp the concepts. With anything we want to learn, the more we learn, the more we will advance to a point where we have integrated the knowledge into our quality world. There are, of course, steps required to reach the stage of “unconscious competence” in any topic or method. We need to want to learn and be willing to recognize and challenge ideas that don’t work so well and try other ways that may work better. In the company of well-trained facilitators and a group of like-minded people, we can challenge, experiment, and have fun as we learn the language of our topic.

I suspect many of you are already working on expanding the language of Choice Theory. Kim Olver gave me a great example (and permission to use it in my writing) on how easy it is to inadvertently use Stimulus-Response language in communicating something about Choice Theory. She sent out a message that included, "Let me put your mind at ease." She shared, "A senior instructor wrote to me saying, "Can we really put others' minds at ease?" I invite you to join me in exploring and further developing the language which most effectively and efficiently supports people in acquiring their understanding and skills in integrating Choice Theory into their lives.

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