

Reality therapy teaches that we need NOT be victims of our past or our present *unless we choose to be.*

~ Dr. William Glasser

SRPING NEWSLETTER - APRIL 2009

INSIDE THIS ISSUE:

A Message from The Glassers	1
The Caring Relationship	2
From Linda Harshman	6
Inside-Out Approach to Learning	7
Dilemmas	10
PDC Report	11
Working with Ex-Cons	12
The Truths of Choice Theory in the Ministry	13
Choice Theory Explains Research Results	14
Advanced Intensive Weeks	16
Choice Theory's Impact on Children	17
Choice Theory Works Everywhere	18
The Velvet Letter	20
Starting at Certification Week	21
Basic Intensive Weeks	23-24
Development of Ideas	25-30



Spring is in the air! The hopefulness of spring is easily overshadowed by current events; recession, home foreclosures, high unemployment rate etc. The choice can be made to focus on the longer days, brighter sun and this wonderful season which is really about growth. Which will you choose to focus on?

“Coming to this school has made me think a lot about what I want to do in the future and what I can do to get there. They have opened my eyes and showed me that I can do anything that I set my mind to.” ~Angel

Read about transformed high school students.....pg 7

“When I began to put my *certifiable* skills to work, I watched my own growth unfold like a fiddlehead fern unfurling.”

Read about Ann Hinds Certification Week experience.....pg 21

A MESSAGE FROM THE GLASSERS

dr. william glasser
carleen glasser



Along with the current economic downturn we all are facing, school reform has been in the news a lot lately. The cost of fixing failing systems is projected to be extremely high.

As members of The Institute, we would like to invite you to contact your representatives in

Congress and The House of Representatives to promote our ideas in schools.

The current administration is placing some emphasis on helping schools reach the students who have fallen behind. Although we all know that this isn't always an easy task, it can be done using The Glasser Quality School Method of building good relationships and creating an environment where students do not only competent, but quality, work. The systemic change needed for school improvement can be accomplished if we work to inform the people in Washington that not only do we exist, but we are ready to deliver change.

We thank you all for your continued support and wish you the very best for a healthy, happy and productive spring season. - *Bill and Carleen Glasser*

We have a new and inexpensive resource for schools now available through The Institute. It is called *The Glasser Quality School Kit*. The boxed set includes a DVD featuring Dr. Glasser and a student interview with Dave Moran. A study guide written by Sue Tomaszewski, Staff Development Specialist at Oreleans/Niagara BOCES accompanies the DVD. In addition, the kit includes the book, *Every Student Can Succeed* along with a list of discussion questions for each chapter. The cost of \$35.00 includes postage and handling in the United States.

The Glasser Class Meeting Kit, which may be familiar to some of you, has now been repackaged into an easier-to-use 3-ring binder. It is a comprehensive curriculum with lessons to teach choice theory to all students in grades 1-12. The kit is presented in the traditional class meeting format with each lesson asking participants to define a choice theory topic such as the needs or the quality world. Additional questions are asked that help participants personalize the topic. Finally, questions are asked that challenge divergent thinking about the given topic. Each of the 37 meetings has a teacher note which explains the choice theory concept and a follow-up assignment for the group to complete on their own. This resource can be used by teachers, counselors, trainers and parents. This kit sells for \$40.00.

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The Caring Relationship Habits

by Kim Olver ~ Senior Faculty

This article tells you what to do in your relationships to replace Dr. Glasser's Deadly Relationship Habits with more healthy ones. In his book *Eight Lessons for a Happier Marriage*, Dr. William Glasser writes about the Caring Relationship Habits of listening, trusting, supporting, encouraging, respecting, accepting and negotiating differences. These are not as simple as they sound.

Listening: You may already think you listen and perhaps you do but the level of listening I am speaking of relates not just to hearing your partner, but truly trying to understand where he or she is coming from. You are listening for understanding. You want to know how it is they see things the way they do. You may not agree with their perception but you want to try to at least understand it from where they come from, through their eyes, in their shoes and in their skin, as best you are able.

Trusting: Many of us come into relationships with baggage from previous ones, possibly making it difficult for us to choose to trust. Many say trust is earned and I believe if you have made a decision to be in a relationship, then you must also make the decision to trust, until you receive information to the contrary. Trust is a true gift in a relationship and it costs nothing. You really aren't putting your trust in your partner as much as you are trusting yourself to make good decisions. If you've exercised poor judgment in the past, instead of using that as an excuse not to trust, begin to think of it as a situation that helped you develop more discriminating instincts. When you learn to trust yourself first, it becomes easier to trust others.

If your partner betrays your trust, then put your trust in your higher power and know that you will survive and actually be stronger for the experience. You have learned a vital piece of information.

Now, you will have decisions to make about your relationship. Not all relationships end when trust has been breached. Some have been able to overcome dishonesty and even infidelity, by finding their way back to trust. These will be decisions you will need to make if and when your trust is violated but don't let someone else's lack of integrity, define you. Your partner is only human and will make mistakes. (cont'd)



The Deluge

The Glasser Institute, ever conscious of the need to maintain and increase the number of intensive weeks, is asking the worldwide CT/RT community to schedule a deluge of intensive weeks around May 11, 2009. This WORLD WIDE DELUGE (WWD) will coincide with Dr. Glasser's birthday.

Can we reach 2,000 new Basic Week participants in North America, South America, Africa, Asia, Australia, Europe, and the Middle East?

- Bob Wubbolding, Director of Training

May 11, 2009

Infidelity may be one of them. Don't let that mistake "make" you feel as if you are somehow less than—as if you're not good enough or are a fool for trusting. Trusting your partner is the way to a healthy, satisfying relationship.

Supporting: This refers to standing by your partner, lending your support whenever needed. I once worked with a couple who had vastly different vocational interests—he was a mechanic and she was a web designer. The husband prioritized providing for his family. In the winter he heated his home with a wood stove, for which he chopped and stacked the wood. The wife was very much into creativity and was proud of the websites she designed for a wide variety of businesses. She would often call him to the computer to see what she had done and he would respond with a very disinterested, "That's nice, dear." He, in turn, would call her to their basement to see the great woodpile he had stacked, and she would be annoyed to have to go downstairs to look at a bunch of wood. Neither was supporting the other. When you are supportive you recognize your partner's accomplishments and support him or her when things are challenging.

Encouraging: I have been asked, what is the difference between encouraging and nagging? Well, there's actually a big difference. When you encourage someone, you are encouraging him or her to do something he or she wants to do. When you nag, you are encouraging someone to do what you want him or her to do. Big difference! Encouraging is for times when your partner needs a cheerleader. He or she is considering something that could potentially bring great joy but might need a little encouragement to carry it through. In order for you to be a helpful encourager, you need to control your own fear about whether things will work out. You may worry if your partner does a particular thing, then it will somehow take him or her further away from you or endanger your happiness in some way. Naturally, this is possible, however, when you can be the encourager in a situation, your partner will more likely feel closer to you because of it.

Sometimes your fear of losing your partner is something that keeps you from using the Caring Habits. This fear comes from a faulty place of illusion. Your partner is never yours to own. Yes, in marriage you make promises. (cont'd)

Our Mission

The mission of The William Glasser

Institute is to teach all people choice theory

and to use it as the basis for training in

Reality therapy, Quality School Education

and Lead-Management.

The members of The Institute believe that

choice theory, reality therapy, and lead-

management are to be taught with integrity

by adhering to fundamental concepts

and incorporating currently available

knowledge.

These concepts guide our relationships and

are reflected in the way The Institute does

business. These beliefs comprise a living

document that can be adjusted over the

course of time as the reality therapy

community grows and changes.



You want to believe those promises will last a lifetime but the reality is people are free to come and go in our lives. The tighter you try to hold on to someone, the greater the likelihood they will leave. And if you are successful in getting the person to stay, do you really want a relationship based on guilt and obligation? Sometimes the Caring Habits seem counter-intuitive because we have been raised to believe in external control but know that every time you use external control, you are weakening the strength of your relationship.

Respecting: In a relationship, you should never do anything that demeans or reduces your partner's self-esteem. This is typically caused by the Deadly Habits of criticizing and complaining. Try to avoid these at all costs, but there is more to respecting than just that. Many will tell you that if you follow the Golden Rule, then respect will be the by-product but I disagree. The Golden Rule says, "Do unto others as you would have done unto you." This implies that respect looks the same for all people and it clearly does not.

Let's take, for example, a simple yet common difference between men and women. Typically, when a woman is upset about something, she needs to talk about it over and over again. She is not necessarily looking for a solution, but simply needs to process the issues out loud. If her partner knows how to respect her, he will let her vent while listening for understanding as long as it takes.

However, generally when a man is upset, he needs to retreat somewhere within himself to figure it out. The woman knows talking about it helps her feel better, so she will frequently nag her partner to tell her what is bothering him. If she is going to truly respect her man, then she needs to give him the space he needs, and trust that he will come back when he is ready.

So, in the area of respect, I recommend following the new Platinum Rule: "Do unto others as they would have done unto them." This will require more listening for understanding to realize what respect means to the other person.

Accepting: I always say you have at least three options in a dissatisfying relationship. You can leave it, change it, or accept it. When you are attempting to change it, there are usually two ways to do it. Most of the time, you try to change your relationship by getting the other person to change so you can be happier. This is when you will engage in the Deadly Relationship Habits. Another way to change things is to change yourself, as I am suggesting happens when you implement the Caring Habits. If you decide your attempts to change have been unsuccessful and you don't want to leave the relationship, then accepting is what is left available to you. (cont'd)

Dr. Glasser's Schedule

05/02/09- Norfolk, VA

Lucy Billings ph: 901-619-5829

lucybillings@earthlink.net

10/17/09 - Los Angeles, CA

LA County Sober Living Coalition

Jim Coddington ph: 310-305-9567

jctakingflight@gmail.com

Summer '09

Look to the summer newsletter for

an article by Suzy Hallock, Senior

Faculty and Director of Counseling

Services at Woodstock Union High

School on the success of using students

as peer counselors.

Accepting means you accept those traits, characteristics and behaviors in another without resentment. If you are holding onto your resentment that is simply another way you are trying to change the person. Acceptance sounds like this: "I am choosing to stay in relationship with you because that is what I want. I recognize you are not perfect, just as I am not, but the positive greatly outweighs the negative. I know this is simply a part of you and I accept you fully and love you exactly as you are." When you can get to this place with a loved one, it is truly a beautiful thing.

Negotiating Differences: It is unrealistic to think you can be in relationship with anyone and not encounter differences. Using the Caring Habits does not mean you need to be your partner's doormat, constantly giving up what you want in favor of what he or she wants. No, being in a committed, healthy relationship means you both figure out win/win ways for the two of you to get what you need.

What this looks like is you take turns sharing with your partner what it is that you want. You both listen for understanding. You talk about placing the good of the relationship above either of your individual needs and then figure out a way you can both win and get what you need in the process. The key to this is there is no coercion for any specific behavior change from either partner. The negotiation is a freely given gift to the relationship. And, you both must be willing to place your own individual needs on the back burner, while negotiating what is best for your relationship.

Where to Go from Here: This article has been geared toward relationships with your significant other. However, these are universal principles. They can be used in any relationship. You can implement the Caring Habits with your children, parents, in-laws, siblings, coworkers, supervisors, strangers, yourself—basically anyone in your life with whom you'd like to get along better.

There are ways to simultaneously honor yourself and your partner. The first step is to recognize when you are using external control behavior. You will probably be able to recognize it long before you feel able to do anything about it. This is acceptable. Of course, the best case scenario is that from this moment forward, every time you consider externally controlling your partner, you stop yourself and use a Caring Habit instead. However, if that is not what happens in your case, don't despair. Recognizing external control is the first step—bringing it into your conscious awareness. Once it's there, then you can make a decision about what you are going to do about it. -KO

Schedule of Events

June 19 - 23, 2009

Certification Week

Edinburgh, Scotland

June 23 - 26, 2009

4th European and International Conference

Edinburgh, Scotland

June 27, 2009

Professional Development Day

Edinburgh, Scotland

July 27-30, 2009

Certification Week for Educators

Fort Myers, Florida

August 14-19, 2009

Certification Week

Newport, Kentucky

August 14-18, 2009

Practicum Supervisor Endorsement

Newport, Kentucky

November 20-21, 2009

Board Meeting

Los Angeles, California

We are aware that this is a tough time in many areas to recruit new people to our training. That is why the Legal Board decided that it is urgent that we put in place a pilot program to assess whether a three day intensive week training might better meet the needs of some individuals or groups in today's market.

Bob Hoglund and Bob Wubbolding were chosen to do the pilot - both of whom have taught and/or organized over one hundred intensive weeks. In addition, Bob Wubbolding is the Director of Training and Bob Hoglund has served many years, off and on, with the Advisory Board when the four day program was developed. Both believe it may be possible to offer a quality three day program. There will be a report from them to the Advisory Board for our November and March Meetings.

Does that mean that The Institute will move to three day intensive weeks only or will there be a choice based upon the style of the instructor and the nature of the group being facilitated? Obviously there are many issues to look at in this regard. It would be helpful in the meantime, for instructors to reflect on what they might do differently if they were to teach a three day "week". The PDC would be interested in your feedback as we consider this possibility. Please send your comments (one type written page) to the Chatsworth office so I can forward them to members of the PDC.

In the meantime, please keep the Intensive Week Applications for the four day training coming. We still need many more weeks to happen to reach the goal for *The Deluge* in celebration of Dr. Glasser's 84th birthday. However, if May is not workable, he would be happy with any weeks scheduled from now to the end of the year.

As many of you know, Dr. Glasser is mostly retired although he and Carleen continue to give a select number of presentations across the United States. Some of Dr. Glasser's duties will be assumed by Dr. Wubbolding such as reviewing some manuscripts, taking on some additional responsibilities at US Certification Weeks and being one of the people involved in viewing tapes for senior faculty.

The Glassers are very much looking forward to seeing those of you who can make it, in Scotland. According to Adrian Gorman, we are now over the 200 mark with representation from 15 countries. This event promises to be a most important one as we look to the future, consider ways of increasing the visibility and applicability of choice theory and reality therapy around the world, while maintaining the cohesion of The Institute. -LH



Linda Harshman
Executive Director

Requesting Testimonials

I invite faculty who have taught intensive weeks for agencies, to send me some testimonials that I can include on The Institute's website. A special section will be created for that purpose.

Please include the following information: list the name of the organization, the person providing the testimonial, their email contact and their actual testimonial of no more than five sentences. This will not only add credibility to our training but also serve to promote you as faculty. Thank you.

- Linda



"It is always nice to have a day with people who refrain from external control."

Carleen Glasser

The Corning-Painted Post High School Learning Center, an Inside-Out Approach to Learning

by Michelle Caulfield, Elizabeth Cristofaro, Nicholas Ely, David Quackenbush (RTC) Margaret Vogel, Marjorie Vanvoleet (RTC & BPS)

This article was written by the staff at the Corning-Painted Post High School Learning Center and is exemplary of the teamwork that has insured success.

Take some of your most challenging, academically unsuccessful students who rarely attend school and have frequent discipline and social issues, then add a few drop-outs and put them in one school. Would you expect them to have:

- An average Regents examination rate of 84% for six years?
- An attendance rate of over 90% for six years?
- No fights for six years?
- 60% of graduates going on to college?
- Each student successfully working 15 hours per week in a paid position?
- Each student able to give oral presentations effectively?
- A culture of reading that can result in as many as 134 novels read by 13 students in 10 weeks?
- Successfully completing 80 college courses before graduating?
- Contributing 30 hours of community service per year?

The Corning-Painted Post High School Learning Center at Corning Community College has done just this.

This school began in 2001 with a supportive Strategic Planning Committee which included educators from the Corning-Painted Post School District and Corning Community College, business owners, students, parents, caring community members and not-for-profit organizations. Committee members were all dedicated to developing contributing citizens and providing an alternative to traditional school for capable, yet unsuccessful, students. This committee identified the elements unique in our community which could become an integral part of the school. These elements included The Rockwell Museum of Western Art, The Corning Museum of Glass, 171 Cedar Arts Center, The Salvation Army, The American Red Cross, Wegman's Food Market, Corning, Inc., The Rakow Research Library and (cont'd)

Learning at Corning-Painted Post High School

The power of this program has been incredible in the eyes of our students who otherwise wouldn't have made it. Here are some comments from our students:

"Prior to my experiences at the HSLC, I was lazy and unmotivated because I was afraid that if I tried I would fail no matter how much effort I put in. In my first week at the Learning Center, my fears were gone. Every single person was accepting of me and didn't judge me." ~Dillon

"Coming to this school has made me think a lot about what I want to do in the future and what I can do to get there. They have opened my eyes and showed me that I can do anything that I set my mind to." ~Angel

"I am finally learning to make respectable decisions. I am working at bettering myself as a person. I no longer am happy with the life I was bound to live. I'm not going to settle for anything less than I can be." ~Jake

"At the HSLC, we learn to learn." ~Abbi

several local businesses in our National Historic District. In addition, the District's goal of "Rigor, Relevance and Relationships" was central to developing the HSLC concept. To meet the relevance piece of the C-PP goal, a work experience was considered essential. It would be equivalent to half of the student's school day which allowed us to offer elective credit for successful work experience. (The HSLC now has a partnership with 110 area employers.)

Thus, the culture and the framework of the HSLC was conceived in a spirit of collaboration, and then made a reality by the teamwork of the staff and frequent student input. The HSLC is not static. Relationships are key to its success and are not created out of a desire for personal gain or power; but to support, encourage and help each other to reach our greatest potential. Power is not "power over"; but rather "power with" and "power within." The belief system is an important part of the culture. Guiding Principles include: Mutual Respect, Citizenship, Shared Responsibility, Leadership, Growth, Commitment/Self Discipline, Integrity/Ethics, and Excellence. Each student establishes a goal with regard to these every trimester and reports progress at his/her Presentation of Learning (POL). A POL includes a written packet of academic progress, personal progress with regard to the Guiding Principles, progress at work and in community service. The POL includes an oral presentation with a power point to an invited panel of teachers, parents, employers and educators. Course grades are also a part of the past. The C-PP High School Learning Center students are not graded. Rather, students work toward quality and keep folders of accomplishments. There is rarely compulsory homework. The only numeric grades students earn are for the required New York State Regents examinations.

Students seeking enrollment submit an application and attend an interview. The interview committee consists of staff, college representatives, business and community representatives and graduating students. Enrollment is kept at around 40 students. Applicants are accepted three times a year and students graduate three times a year. Not all students are accepted. Those not accepted are challenged to demonstrate change and commitment, reapply or are helped to formulate another plan. In six years, 180 students have been accepted.

Orientation of new students in each of three trimesters includes learning the basics of choice theory, addressing workplace skills and rubrics, defining the Guiding Principles and participating in a series of group building activities with the new students and the group as a whole. Students are expected to "get out of their comfort zone." Each student also writes an autobiography and creates a resume. The resume is updated at each POL. (cont'd)

Scotland 2009!

The 4th European Conference 2009 will be hosted by The Institute for Reality therapy UK and will be combined with the International European Conference. It will be held in Edinburgh, Scotland, self-contained within Edinburgh University's 'Pollock Halls Campus' which is only a 15 minute walk from the city centre.

Countries Represented as of April 1, 2009

*Australia
Canada
Croatia
England
Finland
Ireland
Japan
Korea
New Zealand
Scotland
Singapore
Slovenia
South Africa
Sweden
U.S.A.*

*For details and to register on line visit:
www.realitytherapy.org.uk/conv2009.*

Trouble downloading the newsletter?
If you know of someone who is a current dues-paying member [2009] and is having trouble downloading the newsletter - please email The Institute at wginst@wglasser.com.

The HSLC curriculum is driven by the essential question; "What can I learn that will help me create meaning in the present so that I can make informed choices that will improve my life and the lives of others?" With that in mind, the HSLC offers a balance of prescribed learning and student-chosen activities and projects. Integrated learning is an important example of staff teamwork and relevant learning. Examples include a unit on Al Gore's *Inconvenient Truth*, identity art projects at the Rockwell Museum of Western Art, the production of a documentary with the Rakow Research Library of CMOG focused on interviews with local glass researchers and artists, and the integration of our own Maple Syrup Business run by the students who produce and sell it on their own.

Orientation of new students in each of three trimesters includes learning the basics of choice theory, addressing workplace skills and rubrics, defining the Guiding Principles and participating in a series of group building activities with the new students and the group as a whole. Students are expected to "get out of their comfort zone." Each student also writes an autobiography and creates a resume. The resume is updated at each POL.

Students sign a non-negotiable agreement which includes: no drug or alcohol use at school or work, no violence, verbal or physical, no plagiarism, and no loss of employment through student irresponsibility. Breaking a non-negotiable results in immediate loss of enrollment and a return to regular school or reapplication. - MC, EC, NE, DQ, MV, MV

Acknowledgments -- The Corning-Painted Post School District under the leadership of Superintendent Michael Ginalski has supported and nurtured the development of this high school model of success; encouraging creativity, giving grant writing support, hiring professional and visionary staff and having an open door to needs.

Corning Community College under the leadership of Dr. Bud Amann has supported and nurtured the model with an integration of staff and students into the college atmosphere, space, technological access, college courses and access to activities. Students are comfortable in the setting and many make a seamless transition into the college.

The vision to consider change was nurtured when Dr. William Glasser came to Corning to propose community change. His ideas and those of Alfie Kohn, Tony Wagner and Mel Levine challenged traditional thinking and resulted in a stronger community. The success of the Corning-Painted Post High School is but one example of what a community working together can do.

Note: The Corning-Painted Post School District serves approximately 5,600 students grades pre-K through 12 and covers 237 square miles in upstate New York (see corningareaschools.com). Anyone interested in additional information may contact the HSLC at 607-962-9283.

Jim Roy's Dissertation on Dr. Glasser

*If you would like to review Jim Roy's dissertation about Dr. Glasser entitled *Development of the Ideas of William Glasser: a Biographical Study*, visit most any university or college's library and go to www.proquest.com, a library search engine.*

Each university library should have its own login and password for this well-known website. You can most likely obtain this by asking for the library's list of search engines. Once you've entered the site, you can give key search terms such as the title of the dissertation, or the name of the author in order to retrieve the document.

Did you know?

Did you know that over 77,000 people worldwide have taken at least a Basic Intensive Week?



Dilemmas

By Shearon Bogdanovic, Basic Week Instructor

Dilemmas are a part of life, but Brad Smith, RTC, recently handed me a real conundrum. Brad, who has been Lead Teacher for the choice theory in Addictions Counseling course at Loyola Marymount, had embarked on a very ambitious training program for his Loyola students. He had made contact with the California Institute for Women, and the Loyola students were teaching inmates choice theory. Brad's LMU program consisted of a series of visits to the prison, with intervening correspondence between prison inmates and Loyola students.

The inmates found the teaching valuable as did the Loyola students, and after they had completed their introduction to choice theory, several of the inmates wished to continue. In keeping with our mission to teach choice theory to the world, Brad decided that the continuing inmates could be designated as a mentors group. Brad also concluded that mentors should know something about teaching.

As a result, I found myself confronted with Brad's charge to "teach the mentors to teach". It seemed a very large order to me, especially since my background is not education. I quickly concluded that a formal outline or detailed directions would not work. The materials would be lost, and too expensive to copy. Then I remembered Carleen Glasser's *Choice Theory Curriculum Kit* now called *The Glasser Class Meeting Kit*. (See side margin)

In the next LMU sessions I began to teach the "Mentor" inmates the teaching strategy. They were able to understand it in just two sessions of lecture and discussion. Several of them reported they were able to teach the choice theory concepts to their peers. I was particularly gratified that I was able to produce the result Brad wanted, using an appropriate choice theory approach, in the time required. I would recommend the use of *The Glasser Class Meeting Kit* as a very useful tool, not only for teaching choice theory, but to "train the trainers". Carefully used, this resource might expand our ability to teach basic Choice theory concepts when there are limited personnel available. -SB

The Glasser Class Meeting Kit

Carleen Glasser initially designed this kit for young people and their teachers, but it can now be tailored for use with any grade level. There are enough topics for the entire school year, with an outline of choice theory on each topic card.

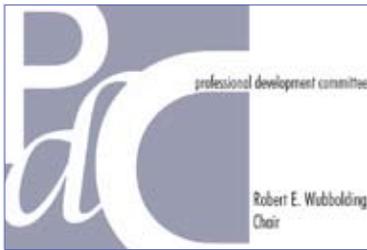
More important is the educational strategy Carleen uses: Define, Personalize, and Challenge. This approach has been in the choice theory literature since *The Quality School* was published.

Define of course means to introduce the subject to be taught by simply explaining it in language acceptable to the user.

Personalize means that the subject is compared with the learner's perceptions.

Challenge means the instructor provides the learner with an opportunity to use the information in order to appreciate its application and/or value.

If you are looking for an affordable, comprehensive Character Education Curriculum, *The Glasser Class Meeting Kit* is ideal. This kit is available through The Institute's website (\$40.00 which includes shipping within the U.S.)



Professional Development Report

By Robert E. Wubbolding, Director of Training

On March 14, 2009 the Advisory Board of Directors discussed the following items:

Updating Quality School Listing:

The Director of Training is contacting the schools listed on the WGI website to determine whether they continue to evaluate themselves as Glasser Quality Schools. The purpose of these contacts is to also gather credible research for validating their effectiveness and to justify their listing on the WGI website. He will be asking them to summarize their research and to make it available to the WGI.

Intensive Week Pilot Program:

Because of changes in The William Glasser Institute's revenue, i.e., the diminishing number of intensive weeks, the Legal Board of the WGI decided to initiate a pilot project in which two instructors, Bob Wubbolding, Director of Training, and Bob Hoglund, Senior Faculty Instructor, will each conduct one 3-day Intensive Week (20 contact hours). The purpose will be to determine whether quality training can be conducted in less time than previously required.

The ultimate goal is to find effective ways to recruit participants for intensive weeks. It is thought that three days away from work rather than four days might make the WGI training more accessible. Please note that the immediate and primary purpose of this pilot study is to determine the adequacy of training and secondarily the attractiveness of less time away from work. Such desirability by potential attendees remains to be seen.

Any change in institute policy will be controversial and even this pilot program has been controversial among Advisory Board Members. But what is not in dispute, is the urgent need to increase the number of intensive weeks as well as Institute revenue. Therefore, the Legal Board has determined that this innovative pilot program is necessary and even urgent. The PDC conducted a conference call on March 26th further to the Board's conference call of March 14th. We discussed the following: (cont'd)

Congratulations!

Reality therapy Certified

15 in Slovenia in 2006

6 in England in 2007

70 in Croatia in 2007, 2008 & 2009

22 in Korea, 02/08 and 09-2008

4 in Bosnia & Herzegovina, 04/2008

8 in Ireland, 06/2008

21 in Australia, 09/10- 2008

17 in Israel, 01/2009

30 in California, USA 02/2009

Basic Week Instructors

Canada

Frankie LaClare, Saskatchewan

Croatia

Asja Palinic-Cvitanovic

Finland

Jari Harkonen

Republic of Singapore

Paul M. Kee

Linda A.S. Koh

Iran

Ali Sahebi

U.S.A.

Kelly Bock, California

Shearon Bogdanovic, California

Michael Fulkerson, Kentucky

Gideon Kilonzo, South Dakota

Gerald (Jerry) Noel, Colorado

Theodore (Ted) Reimer, Michigan

1. Bob Hoglund and Bob Wubbolding will teach Intensive Weeks at LMU in June, 2009. These will be three day programs.

2. Because they will be on site together they will be able to coordinate their Intensive Weeks and plans their schedules for consistency.

3. Before arriving, they will develop a brief evaluation instrument to determine the merits of the three day Intensive Week.

International Conference Scotland:

The WGI conference in Edinburgh June 23 – 27, 2009, promises to be educational, historical, enriching and enjoyable. There is still time to register. The British pound/ US dollar ratio now favors the dollar as almost never before. Not long ago the ratio was \$2.00 to one British pound. Now the ratio is approximately \$1.40 to a pound.

If attendance is similar to past WGI conferences, attendees will represent countries from every continent except Antarctica. What a time to renew old friendships and make new ones!!! It's not too late to register. Sign up now! Visit www.realitytherapy.org.uk/conv2009.

Adrian Gorman and John Brickell, co-chairs of the conference, assure us that Edinburgh is one of the most picturesque cities in the world with "an amazing mix of galleries and museums, restaurants and bars, and all the shopping you could wish for." Be sure to arrive early or stay late for a round of golf or visit the Edinburgh Castle - it is unequalled in the whole of the British Isles. The internationally renowned Royal Commonwealth Pool is right across the street from Pollock Halls. It has an Olympic swimming pool, a diving facility, and a great gym that you can use for half price with your delegate ID card.

See you in Scotland!!! -BW

Work with Ex-Cons

By Rev. Vernon L. Suter, RTC

In December I finished up a one-week workshop for counselors at a chemical dependency treatment center in Hawaii. I've been doing this training a couple of times a year since 1993. It's about the most fun teaching job I've ever had. A large contingent of the patient body is ex-cons in situations in which they get a choice of sobriety through a two-year program of inpatient treatment, or a jail sentence. The counselor trainees I work with are all interns that have graduated from the recovery program and are now training to be counselors. I teach them choice theory and reality therapy. They love it. They are such a good group to work with because they are so eager for education and learning. Until this point in their lives, most have never seen the sober side of life.

Over the years I've had hookers, dealers and the whole gambit of ex-cons in my class. Of course, the ones chosen for the training have completed two years of the program and have a strong desire to become credentialed counselors in the field of addiction. When I first came to the center there were no certified drug abuse counselors on staff except for the Director. Now 20+ staff have received their certification as drug abuse counselors.

For further information, you can contact me at vsuter@earthlink.net.



The Truths of Choice Theory in the Ministry

By Bill Lawrence, Basic Week Instructor

Ever since I started my service as a bi-vocational minister I have in some small part been practitioner of the basic concepts of choice theory. Long before I ever took a formal class or even heard a presentation of Dr. Glasser's thoughts, I was lead to some understandings of the truths found in choice theory. After I began studying choice theory I better understood these truths and was able to better apply them in my ministry.

Truth One: All human beings have choices. If you have ever visited a church on Sunday morning you would have found this truth preached and taught. Every Sunday morning I teach a senior adult Sunday school class. Almost every Sunday the lesson can be related in some way to choice theory. I have found that "choice" is a fundamental truth of the Bible. We can choose right from wrong, good instead of evil, happiness instead of grief, strength over weakness, peace instead of conflict. Today we studied how humans "respond to conflict". We learned that we can choose disconnecting habits of angering, blaming, complaining, criticizing, threatening, and rewarding to control when things are going wrong in our life. Through our discussion, the class was able to see that we didn't have to do those things. We have choices in every situation. Instead of choosing to focus on the prolem we should choose to focus on the solution.

This leads to Truth Two: There are consequences for every choice we make. Each Sunday morning I lead our children in a "Children's Sermon" with the goal of leading them to a better understanding of making good choices in life.

Last Sunday I brought an apple and asked each child if they would like to have a bite. Each child held the apple but did not take a bite. Perhaps it was because it was clearly an apple that was old and almost rotten.

I then held out a good apple. I asked them if anyone would want this to eat. Almost all of them raised their hands. I asked them what was the difference. They all noted that the one I was holding was good to eat.

I took a bite and then offered it to a child. She responded, "Ewe gross!" I asked why they didn't want a bite. She said, "Because, my mom says you don't eat after people. It will make you sick." I then reminded them of the story of Adam and Eve and the apple. Everyone knows the consequences that resulted from the choice Adam made when he listened to his wife and took a bite of the apple. All humanity has continued to experience the consequences of that decision ever since. (cont'd)



Bill is the principal of Foley Elementary School which serves 800 plus students from preschool through third grade. A fourth grade will be added in the fall.

Jeanette McDaniel, senior faculty member of The Institute (and Bill's mother) has trained many teachers in choice theory and reality therapy over the last six years. Over 50 percent of the student population are from one parent homes.

Truth Three: Developing and maintaining relationships is one of the most important things we can do in life. Every Sunday we try to build relationships during each service by having a “welcoming time”. We stop the service and ask each member to find several people and tell them how much they are glad to see them. This time is so popular that if we allowed it to continue unchecked, it could easily last the entire service. People come to church to be with one another. They feel a sense of “family.” Hymns we sing, such as “Family of God” and “Bond of Love” speak of the importance of being together as a member of the family of God.

After all of these years, these truths have become such a natural part of my life that it is part of every aspect of my ministry from Sunday school teacher, to worship leader to minister of music. I would encourage any choice theory practitioner to visit a church or synagogue next weekend and see if you can find the natural correlations shared there of accepting, encouraging, supporting, with the truths found in Dr. Glasser’s work. -BL

Choice Theory Explains Research Results!

By Bob Hoglund, Senior Faculty Member, Consultant & Trainer

Management and quality guru Peter Drucker said that, “Most people think they know what they are good at. They are usually wrong...And yet, a person can perform only from strength.”

That statement is backed up by research from the Gallup Organization and published in Strength Finders 2.0. The data (ten million people over ten years) shows that building on one’s talents produces better results than focusing on weaknesses.

Rath (2008, p. i) writes, “We had discovered that people have several times more potential for growth when they invest energy in developing their strengths instead of correcting their deficiencies.”

The Gallup studies (Rath, 2007, p. iii) also found that people who do have the opportunity to focus on their strengths every day are six times more likely to be engaged in their jobs and more than three times as likely to report having an excellent quality of life in general.

The research from three Gallup studies and published in Vital Friends (2004), Strengths Finder 2.0 (2007) and First, Break All the Rules (1999) supports choice theory concepts, and leadership.

Leadership: Buckingham and Coffman (1999, p. 32) offer the following insight from their research, “We had discovered that the manager – not pay, benefits, perks, or a charismatic corporate leader - was the critical player in the workplace. The manager was the key. It tells us that people leave managers, not companies.”

In the 1990’s, I wrote that Boss Management and Lead Management are not opposites. The opposite of Boss Management is Laissez-Faire Management. A Laissez-Faire Manager takes a hands-off approach, rarely offers help, suggestions or encouragement, and lets the workers do everything on their own. There is little, if any, feedback and data collection or measurement of progress is left up to the workers. (cont’d)

Consider the following data (Rath, 2007, p. iv).

<i>If your manager primarily:</i>	<i>The chances of you being actively disengaged are:</i>
Ignores you	40%
Focuses on your weaknesses	22%
Focuses on your strengths	1%

As you can see from these results, having a manager who ignores you is even more detrimental than having a manager who primarily focuses on your weaknesses.

Additionally, Rath (2006) provides other feedback from workers in his book, *Vital Friends*. “Just 17% of employees report that their manager has made “an investment in our relationship in the past three months”, which implies that there are more Lassaiz-Faire Managers than one would think.

The Focus of Great Managers: Successful managers are able to create an environment where each employee can positively rate the answers to each of these six questions:

1. Do I know what is expected of me at work?
2. Do I have the materials and equipment I need to do my work right?
3. At work, do I have the opportunity to do what I do best every day?
4. In the last seven days, have I received recognition or praise for doing good work?
5. Does my supervisor, or someone at work, seem to care about me as a person?
6. Is there someone at work who encourages my development?

All of the data from the three studies is consistent with choice theory. All workers have a Quality World Picture of being successful at what they do. This usually includes a sense of belonging with other workers, a positive, respectful relationship with the manager, some freedom to choose and at a minimum, enjoyment at work. This, of course, translates to a *need-satisfying* work experience.

When managers can create a work environment that allows people to work with their talents, be successful and get along, their own ratings, and personal satisfaction are also high.

The Role of Perceptions: The Gallup Organization identified 34 distinct talents (Rath, 2007, p. i). As previously stated, talents are unique to each individual. They determine to some degree how we see the world, process information and determine what situations we are comfortable in and which ones we aren't. This point is also consistent with choice theory and the Perceived World.

Based on the research, all of these studies challenge conventional wisdom and teaching. The message is always to “overcome your weaknesses”. Yet, in many cases this is not possible.

A clarification of definitions will help clarify this point. Skills are the how-to's of a role. They are capabilities that can transferred from one person to another. Knowledge is simply what you are aware of. There are two kinds of knowledge: factual knowledge – things you know; and experiential knowledge – understandings you have picked up along the way. (cont'd)

The power of knowledge and skill is that they are transferable from one person to another. Their limitation is that they are often situation specific - faced with an unexpected scenario, they may lose much of their power.

Talents cannot be taught. The power of talent is that it is transferable from situation to situation.

Rath (2007) concludes, "When we're able to put most of our energy into developing our natural talents, extraordinary room for growth exists. So, a revision to the "you can be anything you want to be" maxim that might be more accurate would be "you cannot be anything you want to be – but you can be a lot more of who you already are." (p. 9)

An Additional Thought for Parents and Educators' Reflection: The following point that Rath (2007) is making is NOT that students can't learn to increase knowledge and skills. However he does make a cogent argument for developing and focusing on talents.

What's even more disheartening is the way our fixation on deficits affects young people in the home and classroom. In every culture we have studied, the overwhelming majority of parents (77% in the United States) think that a student's lowest grades deserve the most time and attention. Parents and teachers reward excellence with apathy instead of investing more time in the areas where the child has the most potential for greatness. (p. 7)

References: Buckingham, M., & Coffman, C. (1999) First, Break All the Rules. New York: Simon & Schuster. Drucker, P (1955) The Practice of Management. New York: Harper & Row. Glasser, W. (1998) Choice theory: A New Psychology of Personal Freedom. New York: Harper Collins. Rath, T. (2007) Strengths Finder 2.0. New York: Simon & Schuster. Rath, T. (2008) Vital Friends. New York: Simon & Schuster.

Advanced Intensive Weeks (See Basic Intensive Weeks page 22)

<i>Date</i>	<i>Location</i>	<i>Contact</i>	<i>Phone</i>	<i>Email</i>
04/21/09	Riverview, NB Canada	Maureen McIntosh	506-386-5868	maureen@nbnet.nb.ca
05/02/09	Mikame-cho, Ehime JAPAN	Masaki Kakitani	+81-463-30-3811	kakitani@choicetheory.net
05/11/09	Campbellton, NB Canada	Dianne Northrup	dianor@ nb.sympatico.ca	506-546-3305
05/16/09	Cincinnati, OH	Bob Wubbolding	513-561-1911	wubsrt@fuse.net
05/28/09	Edmond, OK	Nancy Dees	405-341-7226	njdees@sbcglobal.net
06/04/09	Winston-Salem, NC	Nancy Herrick	336-768-0952	ndherrick@msn.com
06/05/09	Los Angeles, CA	The WGI	800-899-0688	wginst@wglasser.com
07/13/09	North Bay, ON Canada	Jim Montagnes	416-261-1085	jmontagnes@makechoices.com
07/20/09	Seattle, WA	Martin Price	206-524-3888	mwprice@verizon.net
07/25/09	Cincinnati, OH	Bob Wubbolding	513-561-1911	wubsrt@fuse.net
08/03/09	Bemidji, MN	Judy Comstock	218-444-1600, Ext. #3313	judycomstock@charter.net
08/10/09	Regina, SK Canada	Carole Eaton	306-569-1977	ceaton@phoenixsocietyof regina.com
08/10/09	Schaumburg, IL	Peter Driscoll	269-967-7082	driscollhp@gmail.com
08/17/09	Portland, OR	Judith Klefman	503-887-1492	judithklefman@comcast.net
10/20/09	Saint John, NB Canada	Ellen Gelinias	506-529-3270	egelinias@nb.sympatico.ca
02/27/10	Cincinnati, OH	Bob Wubbolding	513-561-1911	wubsrt@fuse.net
07/24/10	Cincinnati, OH	Bob Wubbolding	513-561-1911	wubsrt@fuse.net

Choice Theory's Impact on Children

Bradley T. Smith, CADCA, RTC Program Coordinator,
Public Health Studies

Only one month after becoming RTC, Loyola Marymount University senior Meagan Beasley presented her research, "Choice Theory: The Cognitive, Moral, and Socio-emotional Impact on Children" at the 1st Annual Undergraduate Research Symposium at LMU in Los Angeles. Meagan's research is part of a two-study series, with Study One as a quasi-experimental, pre-post test design teaching choice theory to 24, third through fifth grade students at *Sage*, an after-school/after-care program located in the low-income housing project, Nickerson Gardens, in Watts, California.

The teaching program is centered around a text originally developed in Ireland, entitled "In the Driving Seat" (Gaffney, 2007). The young students completed measures relevant to socioemotional functioning as pre and post-test assessment. It is hypothesized that a significant change in cognitive, moral, and socio-emotional development should occur from the pre to post test measures. By teaching choice theory to younger populations, it is proposed that more effective behaviors will be chosen - especially in environments where illegal and ineffective choices are often made.

Meagan is pictured here with Dr. Joseph Hellige, Dean of Graduate Studies and Vice President for Research at LMU. Stay tuned to both this newsletter and *The International Journal of Reality Therapy* for more detailed outcomes from the multiple threads of research being conducted by The William Glasser Institute for Research in Public Mental Health at LMU. -BS



Meagan and Dr. Joseph Hellige

Choice Theory Works Everywhere

Susan Kranz, RTC, Practicum Supervisor, www.lifewhisperers.ca

(Editor's note- This is Part II of a letter that Sue sent to the Glassers about some of the profound learning she has had in applying choice theory to her life and her work with teens and professionals).

I've come to believe the most important thing you ever wrote or taught was the seven caring and seven deadly habits (I think of them now as the seven kind and seven unkind habits). Nothing else has impacted me as much over the past few years.

Here are three areas where change has come about:

Teen Discussion Groups: We covered the habits yet again a few months ago, and the homework was to pay attention to not using any of the deadly habits in thought, word or deed for one week. T. left that evening a bit shell shocked. She reported back the next week that all the way home she thought: "What will I do? What will I say? I won't have anything to say!" And she didn't. She observed herself for a week – a very quiet week! – and noticed how much of what she said and thought was unkind. That week was transformational for her. It was the first time she really understood that, if she took on choice theory, she could only take it on for herself – not to sort out anyone else.

J.#1 had a question: "Is it possible to do what it takes to get what I want – and not feel better?" Here was his story. He returned home from work one evening and asked his three roommates to help clean up the house. They were uninterested so he went ahead and did it himself. But he complained to himself the entire time: "Those lazy, good-for-nothings! How come I have to do everything around here? Wouldn't you think that three grown people could chip in and help out?" By the time he was done, he had a clean house – but he felt worse!

So he decided to try an experiment: The next time he found himself in that situation, he would go ahead and do the cleaning, as before, but he wouldn't complain about it.

Sure enough, a few days later, he went into the kitchen to make dinner, and the kitchen was a mess. He started cleaning up – and started complaining. So he took himself in hand: "Now, listen here. There's no point complaining. You know how that went last time. Of course you're right, but that's not the point. So just this once, no complaining, and let's see what happens."

He finished the kitchen – and was delighted! "I went and had a shower, then came back into my nice clean kitchen and fixed myself a good meal. It was wonderful – and I felt great!"

J.#2's story: My Dad and I didn't get along. Things were so bad, it actually got physical between us a couple of times, and I warned him that if he ever hit me again, I would punch him back or leave and never come back.

Then I started attending teen workshops and reading about choice theory. It didn't help at first, because I didn't get that choice theory was about changing me, not using it to try and change others. (cont'd)

Once I started learning how choice theory works, I started getting control of myself and working on my relationship with my Dad. Now my Dad and I get along great! We go to dinner once a week, he watches my dog for me, and he calls me every day to tell me how much he loves me - which he's never done before. He even brings me lunch at work if I'm working late, just because he wants to.

Through these sessions, I've learned to change my relationships by learning to respect myself and respect others, and that's made all the difference.

My Relationship with My Son: My 21-year-old son is living at home, and I had reason to believe he was doing drugs. His father (from whom I am separated) and a couple of his sisters suggested that I was enabling him by allowing him to live here (although he's working full-time and pays me well for room and board), and encouraged me to throw him out, insisting that he must "hit bottom."

I bought into their anxiety, and expressed my concerns to him in a brief conversation. No harm done, but it didn't sit well with me. Then I rethought it, and said: "I love having you here. I really enjoy spending time with you, listening to you play drums, talking about books we've read and movies we've seen, listening to music together. The only relationship you have with anyone that's any of my business is your relationship with me, and I'm perfectly happy with that. Frankly, your relationship with yourself is none of my business. I'm sure you value yourself as much as I do, so I'm going to butt out!" Surprised both of us! And indications are that he's been off drugs for seven months.

Workshop Presentation: A colleague and I presented a workshop to social service agencies called "Benefits of Knowing Impossible People." As soon as we named it, the universe stepped up and said, "Oh, my! I better apprentice you!" Suddenly difficult people were coming out of the woodwork! Incredible opportunities to practise.

While developing the outline for this workshop, I also reached a better understanding of what I mean when I refer to someone as "impossible" or "difficult." A difficult person is someone who:

- a) I perceive is preventing me from getting my needs met;
- b) Doesn't live their life according to my beliefs, values and perceptions, and/or
- c) Brings out the worst in me!

And now, all at once, I am the only difficult person in my life. Nothing else is possible! Every "difficult" relationship is just another opportunity for me to self-evaluate and come up with creative solutions to improve my relationship with them and myself.

Is it ever necessary - or even possible - to evaluate someone else's behaviour?

I don't believe it is. Here's why: Self-evaluating is asking myself whether what I'm doing is getting me what I say I want. Based on this definition, it would be impossible to evaluate someone else's behaviour - except in terms of whether it's getting me what I want. And that doesn't line up with a reality therapy definition of responsibility at all!

I used to believe I couldn't be in a relationship with someone who wasn't in a relationship with me. I'm not so sure any more. I begin to think it's possible to be in a friendly relationship with anyone, because the only relationship that ever gives me any trouble is my relationship with myself. And I'd like to prove it!

Everything changes when I realize responsibility has everything and only to do with me! -SK

The Velvet Letter- Taking the Sting out of “Constructive” Criticism

by Jim Coddington, MSW, RTC is the owner and Executive Director of Eagle’s Gift, a coed sober living home located in Marina del Rey, Ca)

Recently my father was placed in a rehabilitation center to continue treatment for a minor burn. Fortunately, his physical healing is going well.

However it has been challenging since this was his first stay at such a facility. It has been a period of adjustment for both my father and our family. Inspired by my father’s sensitivity to how he has been treated while being in such a vulnerable position, I decided to write a letter to those entrusted with his care. Fortunately for the staff I had been studying choice theory/reality therapy for the past 1 ½ years. I recently became RTC in Los Angeles under the superb guidance of my small group instructor, Anna Corbett. Prior to my CT/RT training, the letter would have been an honest appraisal of the level of care my father was receiving. Simply stated, the letter would have been filled with a large measure of “constructive” criticism sprinkled with doses of gratitude and guidance on how better to treat my father. Fortunately, I’ve come to the realization there’s nothing constructive about criticism. There’s also a greater likelihood of being heard by coming from a less threatening place using the caring habits of choice theory.

The following is the letter I sent on behalf of my father. I leave it to the imagination of the reader of what the wording could have looked like if not for the inspiration, guidance, and wisdom of choice theory and reality therapy. Trust me, the following is definitely a wiser, more caring way to express myself.

Dear Staff:

Please acknowledge my heartfelt note of gratitude for the care you having been providing my father, Jim Coddington. This is the first time my father has been in need of such an extended period of residential care away from the home he shares with his wife. For the past 52 years my parents have lived in the home I was raised in. As you can imagine, it has been challenging for my father to become acclimated to such a foreign environment. As you can tell, my father enjoys his freedom and independence. His transition into your facility has been made easier by your patience and concern for him.

I recently returned to Los Angeles, a place I now call home, after visiting my father earlier this month. Of course, we were both happy to see each other. I was able to witness firsthand the place my father now calls “home”. I was impressed with the level of commitment towards my father’s well-being. I apologize for singling out a couple of individuals who I had the pleasure of observing the quality of care provided to my father. I’m sure their examples are reflections of a high level of compassion and service offered by fellow staff. The afternoon nurse, Denise, always showed up for her shift with a smile on her face. Daily, my father, with an eye glued to the clock, would announce with joyful anticipation, “Denise will be here soon.” I also had the privilege to meet Stacey, a physical therapist who conducted an initial assessment for my father. I wish you could have seen the improvement in my father’s attitude which was inspired by Stacey’s enthusiasm and genuine concern. My father was beaming beyond belief when Stacey brought attention to my father’s “beautiful, baby blue eyes”. (cont’d)

Later in the visit, I expressed my gratitude for how well she treated my father. I asked Stacey what inspired her to be such a beacon of joy and light. She responded that she treats every client as if they were her parents. She mentioned the possibility her parents may one day end up in a similar situation. In such an occurrence, Stacey could only hope her parents would be treated in a similarly compassionate and caring manner.

Dear staff, I truly appreciate your efforts to treat my father as if he were a member of your family.

Blessings,

Jim Coddington, MSW, RTC

Los Angeles, CA

-JC

Starting at Certification Week

By Ann Hinds, RTC

I had a wonderful time in Los Angeles at my Certification Week class. My room was poolside with the California sun shimmering in the palms overhead. My group consisted of inspiring, creative peers led by Bob Wubbolding. In real time, it seemed like the normal course of events. I didn't realize how special it had been until I returned to the dark and chilly damp of Oregon—and a bout of "depression".

It took a day or two to grope my way through the shift. How stark the contrast between the choice theory/reality therapy environment, surrounded by people adept at putting their learning into practice, and the household that had become over-burdened by my absence! I didn't see the silver lining right away. But as I began to put my "certifiable" skills to work, I watched my own growth unfold like a fiddlehead fern unfurling.

I had a great opportunity to put theory into action, when I caught myself saying to my partner, "Quit picking on me!" It was obvious I needed to take *Action* to change my *Thinking*. I grabbed a pen and sketchbook and headed for Starbucks! Diagramming the sentence, I recognized the need for a boundary in the declarative: QUIT. I knew the transitive verb PICKING, set up a power-over dualism that made yours truly a victim, at the same time revealing an urge toward the "Seven Deadlies!" The implied YOU turned my beloved into a perpetrator—not working to draw us together, but moving us further apart. The conjunction ON further set ME up as the receiver, and brought to mind a picture of an index finger, pointing at me and illustrating my lack of accountability and a tendency to blame. The exclamation mark sealed the deal with an urgency to apply all that I had learned.

I did a map of free-associations for the verb, accepting that I had been projecting, and began to apply my coursework to myself. I was the one who needed to quit picking, quit nagging myself, judging myself and finding "me" wanting. I gave up the lens of depression by "bumping the values." What was more important to my Quality World: taking part in a respectful relationship or winning an argument? I have new tapes in my head now: what would Dr. Glasser think? What would Bob Wubbolding ask in a role-play? What did Lil Hosman show me on that felt diagram laid out on the rug during Basic? (cont'd)

I now have the CHOICE to overcome my patterns of “depressing”. I have skills and knowledge: a secure base that I’ve seen demonstrated in one Certification Week presentation after another. This system works! It works across cultures, it transcends language, and it addresses the dynamics of dysfunction in schools, families and workplaces. Best yet, it dispels the unkind inner talk that punishes and belittles the self. I had returned myself to the present moment. Looking up and out, I noticed a couple of boys at the table behind me. A bit noisy and unsupervised, their father on a cell phone on the sidewalk outside. I asked, “Are you guys speaking French?”

What ensued was the kind of spontaneous relationship-building that brings the world together. It turned out the boys had emigrated from Ethiopia, and were multi-lingual, multi-cultural, and full of energy and hope. They were amazed I was older than their grandmother. I told them about my own childhood in Morocco and my attempts to learn French and Arabic. We chatted happily until their dad returned.

“What amazing sons you have!”

He smiled a “Thanks,” collecting their belongings to depart. The oldest, 10, turned back after our good-byes and said “I hope we meet again.” Indeed, I hope so, too. If “depressing” had kept me in my head, I would have missed this opportunity to connect and none of us would have broadened our Perceivable Worlds. The greatest value of my Certificate in choice theory/reality therapy is knowing I can glance at it any time to remind myself that I have found an antidote to “depressing”, and a means to deliver myself to the present moment.

The CHOICE is up to me. -AH

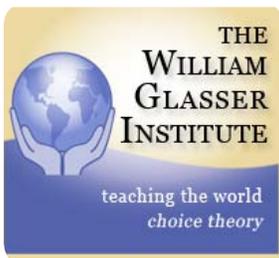


Open Intensive Weeks - Basic Intensive Weeks

<i>Date</i>	<i>Location</i>	<i>Contact</i>	<i>Phone</i>	<i>Email</i>
04/15/09	Regina, SK	Canada CaroleEaton	306-569-1977	ceaton@phoenixsocietyofregina.com
04/16/09	Tehran, Iran	Ali Sahebi	+61-2-98916199	asahebi@gmail.com
04/20/09	Toronto, ON Canada	Jim Montagnes	416-261-1085	jmontagnes@makechoices.com
04/20/09	Portland, OR	Judith Klefman	503-887-1492	judithklefman@comcast.net
04/21/09	Riverview, NB Canada	Maureen McIntosh	506-386-5868	maureen@nbnet.nb.ca
04/21/09	Bathurst, NB Canada	Dianne Cormier Northrup	506-546-3305	dianor@nb.sympatico.com
04/23/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
04/27/09	Vidya Vigyan, India	Farida Dias	+91-9822686297	jeevancommunity@gmail.com
04/30/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
05/01/09	Jefferson City, MO	David Jackson	816-580-4275	jave@centurytel.net
05/01/09	Saint John, NB Canada	Ellen Gelinias	506-529-3270	egelinias@nb.sympatico.ca
05/02/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
05/02/09	Osaka, Japan	Masaki Kakitani	81-463-30-3811	kakitani@choicetheory.net
05/02/09	Marshall, MI	Peter Driscoll	269-967-7082	driscollhp@gmail.com
05/03/09	Shizuoka, Japan	Masaki Kakitani	81-463-30-3811	kakitani@choicetheory.net
05/03/09	Nagasaki, Japan	Masaki Kakitani	81-463-30-3811	kakitani@choicetheory.net
05/04/09	Panasi-Goa, India	Farida Dias	+91-9822686297	jeevancommunity@gmail.com
05/05/09	Edmond, OK	Nancy Dees	405-341-7226	njdees@sbcglobal.net
05/05/09	Wrexham, Wales (UK)	John Brickell	+44-0-1794-885898	john@realchoiceuk.com
05/05/09	Sydney, Australia	Judy Hatswell	61-2-9872-4231	judyhats@bigpond.net.au
05/07/09	Rocky Mount, VA	Nancy Herrick	336-768-0952	ndherrick@msn.com
05/07/09	Brandon, MB Canada	Rick Puteran	204-725-6940	puteranr@mts.net
05/11/09	Williamsburg, PA	Kim Olver	708-957-6047	kim@realitytherapycentral.com
05/11/09	Portland, OR	Judth Klefman	503-887-1492	judithklefman@comcast.net
05/11/09	Pondicherry, India	Farida Dias	+91-9822686297	jeevancommunity@gmail.com
05/12/09	Norwich, ON Canada	Don Ralf	519-863-6091	ralf1@sympatico.ca
05/13/09	Sharon, MA	Bob Sullo	508-888-7627	bob@internalmotivation.net
05/14/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
05/15/09	Los Angeles, CA	The WGI	800-899-0688	wginst@wglasser.com
05/16/09	Cincinnati, OH	Bob Wubbolding	513-561-1911	wubsrt@fuse.net
05/16/09	Adelaide, Australia	Joan Hoogstad	61-8-8278-5027	jahan@picknowl.com
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05/18/09	Niagara Falls, NY	Jon Erwin	716-433-3949	jon@inspiringmotivation.com
05/18/09	Goa, India	Farida Dias	+91-9822686297	jeevancommunity@gmail.com
05/19/09	Fredericton, NB Canada	Ellen Gelinias	506-529-3270	egelinias@nb.sympatico.ca
05/21/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
05/25/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
05/25/09	Goa, India	Farida Dias	+91-9822686297	jeevancommunity@gmail.com
05/26/09	Sacramento, CA	Georgie Hofhine	805-484-7309	gwhofhine@verizon.net
05/27/09	Winston-Salem, NC	Nancy Herrick	336-768-0952	ndherrick@msn.com
05/28/09	Memphis, TN	Lucy Billings Robbins	901-465-2952	lucybillings@earthlink.net

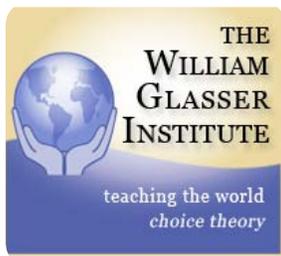
Open Intensive Weeks - Basic Intensive Weeks (cont'd)

<i>Date</i>	<i>Location</i>	<i>Contact</i>	<i>Phone</i>	<i>Email</i>
06/03/09	Huntsville, AL	Lucy Bilings Robbins	901-465-2952	lucybillings@earthlink.net
06/04/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
06/06/09	Chicago, IL	Kim Olver	708-957-6047	kimolver@hotmail.com
06/08/09	San Marcos, TX	Barbara Jacobson	210-344-3131	barbjake@swbell.net
06/09/09	Edmond, OK	Nancy Dees	405-341-7226	njdees@sbcglobal.net
06/11/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
06/15/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
06/17/09	Fayetteville, AR	Bruce Allen	479-582-4422	bruce22@swbell.net
06/18/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
06/22/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
06/29/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
07/07/09	North Bay, ON Canada	Jim Montagnes	416-261-1085	jmontagnes@makechoices.com
07/07/09	Winston-Salem, NC	Nancy Herrick	336-768-0952	ndherrick@msn.com
07/09/09	Norfolk, VA	Nancy Herrick	336-768-0952	ndherrick@msn.com
07/20/09	Seattle, WA	Martin Price	206-524-3888	mwprice@verizon.net
07/23/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
07/25/09	Cincinnati, OH	Bob Wubbolding	513-561-1911	wubsr@fuse.net
07/27/09	Chicago, IL	Kim Olver	708-957-6047	kimolver@hotmail.com
07/27/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
07/30/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
07/31/09	Los Angeles, CA	The WGI	800-899-0688	wginst@wglasser.com
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08/08/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
08/10/09	Portland, OR	Judith Klefman	503-887-1492	judithklefman@comcast.net
08/10/09	Regina, SK Canada	Carole Eaton	306-569-1977	ceaton@phoenixsocietyofre- gina.com
08/10/09	Vernon Hills, IL	Peter Driscoll	269-967-7082	driscollhp@gmail.com
08/20/09	North Vancouver, BC	Lucy Scott	604-983-2202	lscott@realitycounselling.ca
08/22/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
08/24/09	Riverview, NB Canada	Maureen McIntosh	506-386-5868	maureen@nbnet.nb.ca
09/03/09	Richmond, VA	Nancy Herrick	336-768-0952	ndherrick@msn.com
09/26/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
10/08/09	Augusta, GA	Nancy Herrick	336-768-0952	ndherrick@msn.com
10/10/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
10/13/09	Seattle, WA	Martin Price	206-524-3888	mwprice@verizon.net
10/19/09	Riverview, NB Canada	Maureen McIntosh	506-386-5868	maureen@nbnet.nb.ca
10/22/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
11/09/09	Portland, OR	Judith Klefman	503-887-1492	judithklefman@comcast.net
11/13/09	Los Angeles, CA	The WGI	800-899-0688	wginst@wglasser.com
11/19/09	Colorado Springs, CO	Jerry Noel	719-238-1464	jerrynoel_3@msn.com
11/20/09	Winston-Salem, NC	Nancy Herrick	336-768-0952	ndherrick@msn.com



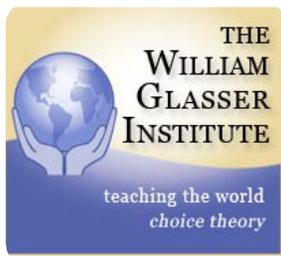
Development and Evolution of William Glasser's Ideas

- 1925 William Glasser is born on May 11TH in Cleveland Ohio to Ben and Betty Glasser.
- 1942 Graduates from Cleveland Heights High School. Enters CASE School of Applied Science.
- 1945 Completes B.Sc. degree in chemical engineering and begins work as a chemical engineer for Lubrizol at CASE.
- 1946 Enrolls in a psychology program at Western Reserve University in the spring and enters Master's program in the fall. Is drafted into the army and after basic training in Alexandria, Virginia, goes to Dugway Proving Ground in Utah where he tests German poisonous gasses.
- 1947 Is discharged from the chemical corps after 7 months service and re-enters Master's Program at Western Reserve.
- 1948 Completes Master's degree in Clinical Psychology and enters the doctoral program at Western Reserve.
- 1949 Enters Western Reserve University Medical School.
- 1953 Graduates from Medical School. Begins internship as a physician at Veterans Administration Center in Los Angeles, CA.
- 1954 Commences psychiatric residency as a ward doctor at the Brentwood Veterans Neuropsychiatric Hospital in West Los Angeles. Works with male patients diagnosed with schizophrenia.
- 1956 Begins work as a psychiatrist for the Ventura School for Delinquent Girls and also at the Neuropsychiatric Institute and Outpatient Clinic at UCLA. Meets with G.L. Harrington who says "join the club" of those who do not believe in mental illness. Opens private practice office.
- 1957 Completes residency at VA Hospital and at UCLA. Commences work with paraplegics at the Orthopedic Hospital.
- 1958 Begins lecturing on mental health vs. mental illness for the California Youth Authority.
- 1960 First book *Mental Health or Mental Illness?* is published. (CONT'D)



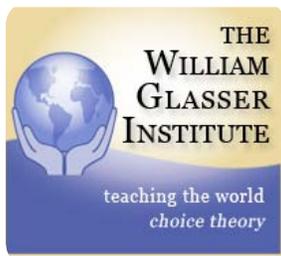
- 1961 Becomes a Board Certified Psychiatrist. Starts using his ideas in public schools in Sacramento, Los Angeles, and Palo Alto, CA. Is invited to a "think tank" at the Corning Conference in New York.
- 1962 First coins the term for his ideas as reality psychiatry at an America Correctional Association lecture In Seattle, WA. In October, while lecturing at the British Columbia Correctional Association, he changes the name to Reality Therapy in order to reach all people working in the helping professions, not just psychiatrists.
- 1963 Extensive Lecturing in Addictions and Corrections while maintaining a private practice.
- 1964 After consulting for eight years with G.L. Harrington, Dr. Glasser prepared for his upcoming book.
- 1965 Reality Therapy is published by Harper and Row and is a huge success. Begins working in Watts in the Los Angeles Unified Public School District.
- 1966 Finishes work at the Orthopedic Hospital.
- 1967 Establishes The Institute for Reality Therapy. Continues work at the Ventura School for Delinquent Girls.
- 1968 Educator Training Center is established with Doug Naylor as the Director. Works with Donald O'Donnell, Principal in Palo Alto, to create a model elementary school program.
- 1969 Schools Without Failure is published.
- 1970 Is interviewed by U.S. News and World Report.
- 1971 Consults with schools to create Schools Without Failure.
- 1972 Identity Society is published.
- 1973 Continues to consult with schools.
- 1974 Books sell all over the world and are translated into almost every language in the civilized world. Interview by Berges in the Los Angeles Times.
- 1975 Produces a play (which he wrote) called "Beehive," which runs for 6-7 months in LA theaters. (Coincidentally, the TV series, Three's Company, airs the following season with the same theme as Beehive). The first reality therapy certification class was held.

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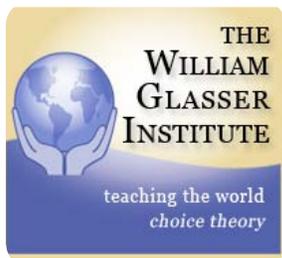


- 1976 Positive Addiction is published. Meets William Powers after reading his book, Behavior: The Control of Perception.
- 1977 Goes to Chicago to consult with Powers. Interview by Muro for article in The Humanist Educator. Begins to develop a theory of human behavior based on William Powers' ideas.
- 1978 Writing and working with the ideas of Control Theory.
- 1979 Lecturing extensively throughout the United States and Canada.
- 1980 What Are You Doing?, a book on case studies, is published, edited by Naomi Glasser, his wife at the time. The 1st Reality Therapy Convention is held in Los Angeles, CA.
- 1981 Stations of the Mind is published. The 2nd Reality Therapy Convention is held in St. Charles, IL. Advisory Board of Directors of The Institute for Reality Therapy is formed. The International Journal of Reality Therapy is launched with Dr. Larry Litwack as editor.
- 1982 Interview by Evans for The Personnel and Guidance Journal. The 3rd International Convention is held in Houston, TX.
- 1983 The 4th International Convention is held in Boston, MA.
- 1984 Take Effective Control of Your Life is published. The 5th International Convention is held in Copper Mountain, CO.
- 1985 Take Effective Control of Your Life is reprinted in paperback as Control Theory. The 6th Annual International Conference is held in Montreal, Quebec.
- 1986 Control Theory in the Classroom is published. The Glasser Scholarship Fund is started to help provide training for Reality Therapy Certification. Private practice office is closed due to extensive lecture schedule, worldwide. The 7th International Convention is held in Seattle, WA.
- 1987 Is interviewed by Gough for the Phi Delta Kappan Magazine. Senior Faculty training program developed for instructors. The 8th Annual International Convention is held in Hollywood, FL. (CONT'D)
- 1988 Brandt interview in Educational Leadership. Robert Wubbolding becomes the first and current Director of Training. The 9th Annual International Convention is held in Scottsdale, AZ. Achievement Inc. is launched in Toyko, Japan.(CONT'D)

- 1989 Is invited to join the distinguished faculty of pioneers in the Psychological professions for the renowned Evolution of Psychotherapy Conference. Cockrum interview in *Psychology, A Journal of Human Behavior*. Control Theory in the Practice of Reality Therapy is published. The 10th Annual International Convention is held in Kansas City, MO.
- 1990 The Quality School is published. Chance/Bibens interview in *Middle School Journal*. Receives honorary degree, Doctor of Humane Letters, Honoris Causa, from the University of San Francisco. Begins disassociating himself from discipline programs in schools. The 11th Annual Convention is held in Cincinnati, OH., marking the 25th anniversary of the book, *Reality Therapy*.
- 1991 The Quality School ideas spread and training to establish the first Glasser Quality School in Michigan takes place. No Annual Convention is held this year but regional conferences take place.
- 1992 Naomi Glasser, wife of 46 years, dies of cancer. The Institute members sadly mourn her death.
- 1993 The Quality School Teacher is published. The 12th Annual International Convention is held in Vancouver, B.C., Canada.
- 1994 The Control Theory Manager is published. Begins a serious relationship with Carleen Floyd, an instructor for The Institute, with a school counseling background. Together they begin work in the Schwab Middle School in Cincinnati, OH., to train staff in the Quality School ideas. The 13th Annual International Convention is held in Dublin, Ireland.
- 1995 *Staying Together* is published. Marries Carleen, July 8, 1995 at the 14th International Convention in Philadelphia, PA. While in Ireland, Irish instructors say the title "Control" Theory is misleading and should be changed to reflect the rejection of external control. Presents at the Evolution of Psychotherapy Conference in Las Vegas, NV. (CONT'D)
- 1996 Choice Theory replaces Control Theory in a talk just north of Brisbane, Australia - part of an extensive three month speaking tour in New Zealand, Australia, Korea, Japan and Singapore. The name of The Institute for Reality Therapy, Control Theory, and Lead Management is changed to The William Glasser Institute. At the 15th International Convention in Albuquerque, NM, Glasser takes a formal stand against the use of discipline programs in all schools. (CONT'D)



- 1997 Educator Training Center is dissolved. The 16th International Convention is held in Portland, OR. The Glassers speak throughout Europe, Norway, Italy, France, Germany, Holland, Ireland and Great Britain. Coins the subtitle for the new book Choice Theory to be "A New Psychology of Personal Freedom" because to the Croatians and Slovenians, Choice Theory represents "freedom". Presented the Quality Community ideas to the Corning New York School District.
- 1998 Choice Theory, is published, and Choice Theory the Flip Side of Control (co-authored by Carleen) is published in 1999 by HarperCollins as The Language of Choice Theory. The 17th Annual Convention is held in Orlando, Florida. The Glassers speak in Galway and London.
- 1999 The 18th William Glasser Institute International Convention is held in Los Angeles, CA. The Glassers speak in Bogota, Colombia in August. Four more books are in production.
- 2000 What is This Thing Called Love? co-authored with Carleen is self-published, as is Every Student Can Succeed. Getting Together and Staying Together (also co-authored with Carleen) is published by Harper Collins. Reality Therapy in Action (later called Counseling with Choice Theory, the New Reality Therapy) follows. Speaks at the Evolution of Psychotherapy Conference in Anaheim, California. The 19th International Convention is held in Ottawa, Canada. Speaks in Israel and Slovenia.
- 2001 Fibromyalgia: Hope From a Completely New Perspective is self-published. Control Theory in the Classroom is reprinted as Choice Theory in the Classroom. The 20th Annual International Convention is held in Sydney, Australia. Dr. Glasser promotes Linda Harshman, Administrator, to the position of Executive Director of The Institute.
- 2002 Nelson interview for Teacher Education Quarterly. Unhappy Teenagers is published and later called For Parents and Teenagers. The 21st International Convention is held in San Antonio, TX. Consultation with staff of Torrance Memorial Hospital, CA begins.
- 2003 Warning Psychiatry Can be Hazardous to Your Mental Health is published. Glasser Biography book by Jim Roy is commenced. The 22nd International Conference is held in Seattle, WA.(CONT'D)
- 2004 Is honored by the American Counseling Association as a Legend in Counseling for developing Reality Therapy. The 23rd William Glasser Institute International Conference is held in Schaumburg, IL.(CONT'D)



- 2005 Defining Mental Health as a Public Health Problem (later called Defining Mental Health as a Public Health Issue) booklet is published. Sixty- five thousand copies are released and eight thousand and five hundred are given as handouts at The Evolution of Psychotherapy Conference in Anaheim, CA. The 24th International Conference is held in Dublin, Ireland, marking Carleen & Bill's 10th wedding anniversary.
- 2006 Begins teaching Choice Theory as a class in the addictions counseling program at Loyola Marymount University with Bradley Smith. Receives an honorary degree of Doctorate of Education from Pacific Union College, Angwin, CA. The 25th William Glasser Institute International Conference is held in Jersey City, NJ.
- 2007 The William Glasser Foundation is started at Loyola Marymount University. The book, Eight Lessons for a Happier Marriage is copyrighted for publication by HarperCollins. The 26th International Conference is held in Seattle, WA.
- 2008 The William Glasser Institute for Research in Public Mental Health is established in the Psychology Department at Loyola Marymount University and funded by Foundation donors. Japanese company, Achievement, Inc. celebrates 20th anniversary of teaching Glasser's ideas to businesses with a speaking tour by the Glassers in Japan and the release of the book Eight Lessons for a Happier Marriage in Japanese. The 27th International Conference is held in Colorado Springs, CO. Through the efforts of EART President Leon Lojk, Reality Therapy is recognized as a scientifically validated psychotherapy by the European Association for Psychotherapy.
- 2009 The 28th William Glasser Institute International Conference (also the 4th European Conference) is being held in Edinburgh, Scotland. Choice Theory and Reality Therapy have, to date, spread to over thirty-five countries. There are 77,405 people who have taken at least a Basic Intensive Week and a total of 10,851 people have become Reality Therapy Certified.