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# International Journal of Choice Theory and Reality Therapy: An On-Line Journal

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**This special section of the Journal contains odes and tributes that celebrate the lives of the following WGI members:**

**Albert Katz  
Beverly LaFond  
Bob Wubbolding  
Bradley Smith  
Brian Lennon  
Bruce Allen  
David Jackson  
Emerson Capps  
Ernie Capps  
Glen Gross  
Janet Morgan**

**Jean Seville Suffield  
Jim Roy  
John Brickell  
Joycelyn G. Parish  
Katherine Randolph  
Ken Lyons  
Kim Olver  
Larry Litwack  
Larry Palmatier  
Lucy Billings Robbins  
Lynn Sumida**

**Maggie Bolton  
Mary A. Graham  
Masaki Kakitani  
Patricia Robey  
Peter Driscoll  
Rhon Carleton  
Rose Kim  
Sue Tomaszewski  
Thomas Burdenski  
William Glasser**

Please note that while photos generally capture “a moment in time,” that odes and tributes more likely reflect “the various experiences and achievements of a lifetime.” Truly, we should toast all of these individuals, and ourselves, too, for all that we have sought to do in order to teach the world Choice Theory!

## **Invitation to submit your own special note of appreciation for Kim Olver:**

In the last several issues of the *International Journal of Choice Theory and Reality Therapy* we have written many “notes of appreciation” for the various efforts expended on our behalf by many of our fellow WGI members. In the next issue of the Journal, then, we will ask that you submit to me your special notes honoring Kim Olver and what she has done for you and the WGI organization too. Just submit your note to [parishts@gmail.com](mailto:parishts@gmail.com)

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## **Introduction to the *Journal*, its editor, editorial board, and essential info regarding the Journal**

### ***IJCTRT* Editor:**

The current editor of the *Journal* is **Dr. Thomas S. Parish**. Dr. Parish is an Emeritus Professor at Kansas State University in Manhattan, Kansas. He earned his Ph.D. in human development/developmental psychology at the University of Illinois in Champaign-Urbana, Illinois, and subsequently became CTRTC certified, specializing in the areas of mental health, educational counseling, and marriage and family counseling. He has authored hundreds of refereed journal articles (many of which having focused on CT/RT) that have appeared in more than thirty different professional refereed journals. He has an extensive background in designing and conducting research studies as well as developing strategies for the implementation of Choice Theory and Reality Therapy. He is currently serving as a consultant for LDS Family Services, which is located in Independence, Missouri. This organization provides various psychological and family services to much of Kansas and Missouri. Any correspondence, including questions and/or manuscript submissions, should be sent to Dr. Parish at: [parishts@gmail.com](mailto:parishts@gmail.com) You may also contact him by phone at: (319) 230-9970, (785) 215-3012, or (785) 862-1379. In addition, a website is currently operational for the Journal. It is [www.ctrtjournal.com](http://www.ctrtjournal.com). Plus the Journal is no longer password protected on the William Glasser Institute (WGI) website, so anyone can now gain access to it.

### ***IJCTRT* Editorial Board:**

Besides **Dr. Thomas S. Parish**, who serves as the editor of the *Journal*, there is also in place an outstanding team of individuals who have agreed to serve on its editorial board. They are:

**Thomas K. Burdenski**, Ph.D., Licensed psychologist and Associate Professor of Counseling Psychology at Tarleton State University in Ft. Worth, Texas.

**Emerson Capps**, Ed.D., Professor Emeritus at Midwest State University, plus serves as a member of the William Glasser Institute Board of Directors, and as a faculty member of the William Glasser Institute.

**Janet Morgan**, Ed.D., Licensed private practice professional counselor in Columbus, Georgia.

**Joycelyn G. Parish**, Ph.D., former senior research analyst for the Kansas State Department of Education in Topeka, Kansas.

**Patricia A. Robey**, Ed.D., Associate Professor at Governors State University, University Park, Illinois, Licensed Professional Counselor, and Senior Faculty of WGI-US and William Glasser International

**Brandi Roth**, Ph.D., licensed private practice professional psychologist in Beverly Hills, California.

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

**Jeffrey Tirengel**, Ph.D., Professor of psychology at Alliant International University, and also serves as a licensed psychologist at Cedars-Sinai Medical Center in Los Angeles, California.

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

**IJRTCT Technical Advisor:**

Finally, since the *IJCTRT* is currently an on-line journal, we have also chosen to have a "Technical Advisor" working with the editor and the editorial board. He is **Glen Gross**, M.Ed., Distance and Distributed Learning Specialist, from Brandon University in Brandon, Manitoba, CANADA.

**IJCTRT Mission:**

*The International Journal of Choice Theory and Reality Therapy* is directed toward the study of concepts regarding internal control psychology, with particular emphasis on research, theory development, and/or the descriptions of the successful application of internal control systems through the use of Choice Theory and/or Reality Therapy.

**Publication Schedule:**

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**Notice to Authors and Readers:**

Material published in the *International Journal of Choice Theory and Reality Therapy* reflects the views of the authors, and does not necessarily represent the official position of, or

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### **Indices of Previous Authors and Titles:**

Indices of Previous Authors and Titles are Located in the Following Volumes:  
Vols. 1-5 in Vol. 6.1; Vols. 6-10 in Vol. 10.2; Vols. 11-15 in Vol. 16.2; Vols. 16-20 in Vol. 20.2; Vols. 21-24 in Vol. 25.2; Vols. 26-30 in Vol. 31.2.

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## **Answers to Key Questions Regarding Choice Theory and Reality Therapy—**

**Are YOU interested in finding past research, ideas, and/or innovations regarding Choice Theory and/or Reality Therapy? If so, you might do the following:**

Check out the last sections of the 2011 issues of the *International Journal of Choice Theory and Reality Therapy*, as they summarize CT/RT research, ideas, and innovations, which are categorized by topic and by author.

**Are YOU interested in acquiring past issues of CT/RT-related articles? If so, you might note the following:**

All issues of *IJCTRT* from 2010 until present are available at "<http://www.ctrjournal.com>." Future issues of the Journal will also be made available at this website, too, all without charge. Yes, it's available to anyone, be they members or not!

Anything prior to 2010 can be acquired by going to <http://education.mwsu.edu> then under the Links Area, click on the hyperlink "International Journal of Choice Theory and Reality Therapy," which will take you to the Journal page. On this page there will be hyperlinks to abstracts and a form to request a copy of any full article(s). This service is being provided by Dr. Matthew Kapps, Dean, West College of Education at Midwestern State University in Waco, Texas. Notably, WCOE at MWSU is the sole sponsor of the *International Journal of Choice Theory and Reality Therapy* and has agreed to provide this service **free** for the foreseeable future!

## **CHOICE THEORY AND REALITY THERAPY: AN OVERVIEW**

Ezrina L. Bradley, Chicago State University

### **Abstract**

An old cub scout saying states that "We need to keep things simple and make them fun, and then before we know it, the job will be done." Notably, William Glasser seemed to be aware of this saying as he sought to create Choice Theory and Reality Therapy. Truly, he consistently sought to help others to better relate to their experiences, and then guided them regarding how they might more readily take efficient control of their lives. This brief overview simply seeks to explain how all of this can be simply done.

### **INTRODUCTION**

Often times, we blame other people or things for our own misery. "The kids are driving me crazy." "My husband makes me so mad." "Being sick is making me depressed." When saying these things, many do not realize that they are actually *choosing* how they feel, and that these people or things are not *causing* their emotions. According to choice theory (formerly known as control theory), we *choose* all of our actions and thoughts, based on the information we receive in our lives. Other people or things cannot actually *make* us feel or act a certain way (Glasser, 1998)

Choice theory, developed by Dr. William Glasser, evolved out of control theory, and is the basis for Reality Therapy (Howatt, 2001). Control theory, on the other hand, was developed by William Powers and it helped explain many of Dr. Glasser's beliefs, but not all of them. Dr. Glasser spent 10 years expanding and revising control theory into something that more accurately reflected his beliefs, what we now know as choice theory (Corey, 2013). Although reality therapy is based on choice theory, it was actually reality therapy that was coined first in 1962. It wasn't until some 34 years later, in 1996, that Glasser announced that the term "control theory" would be replaced with "choice theory". The rationale for the name change was that the guiding principle of the theory has always been that people have choices in life and these choices guide said life (Howatt, 2001).

Glasser believed that people needed to take more responsibility for their behavior and that reality therapy could help them do this. The essence of choice theory and reality therapy is that we are all responsible for what we do and that we can control our present lives (Corey, 2013). Glasser also believed that the root problem of most unhappiness is unsatisfying or non-existent relationships. Because of this void, an individual chooses their own maladaptive behavior as a way to deal with the frustration of being unfulfilled. In reality therapy, a person can be taught how to effectively make choices to better deal with these situations. Reality therapy can help an individual regain control of their lives, instead of letting their emotions run the show, which is the key to their own personal freedom (Howatt, 2001). Although traditionally thought of simply as a therapy technique, reality therapy is actually a philosophy of life that is applicable to more than just psychological deficits. It can be used in all aspects of human relationships and in various settings, including schools, hospitals, and correctional institutions (Corey, 2013).



## **ESSENTIAL CONCEPTS OF CHOICE THEORY AND REALITY THERAPY**

Choice theory is an internal psychology that postulates that all behavior is a result of choices, and our life choices are driven by our genetically encoded basic needs. Originally, Dr. Glasser presented only two basic needs: love and acceptance (Howatt, 2001; Litwack, 2007). By 1981, the basic needs had increased to five and are: survival, love and belonging, power, freedom, and fun (Litwack, 2007; Brown, 2005; Corey, 2013; Glasser, 1998). Survival is the only physiological need that all creatures struggle with. Love and belonging is a psychological need and is considered the primary need in humans. Power is also a psychological need that includes feelings of accomplishment, success, recognition, and respect. Freedom is a psychological need that involves expression of ideas, choices, and creativity. Lastly, fun is also a psychological need that involves laughing and enjoying ones life. These basic needs are not in a hierarchy as Abraham Maslow's needs are. Instead, our basic needs as presented by Dr. Glasser vary in strength depending on the person, and can also change within an individual over time and circumstance. If any of these needs are not being met, which can be displayed in our feelings, we respond accordingly to achieve satisfaction (Corey, 2013).

Choice theory also postulates that everyone has what they would consider their quality world. This is the place in our minds where we store everything that makes, or that we believe would make, us happy and satisfied. This is where all of our good memories and fun times go. This is also where that dream vacation and dream home would go. It is like a photo album or inspiration board of all our wants and needs (Corey, 2013). People are the most important part of this quality world, remembering that a key point of choice theory is that behavior is the result of unsatisfying relationships or the absence of relationships. Without people in your quality world, there are no relationships. Without relationships, the quality world cannot be satisfied. Part of the goal of the reality therapist would be to become a part of their client's quality world, thereby facilitating the process of learning to form satisfying relationships (Corey, 2013).

Choice theory explains that all behavior is made of four components: acting, thinking, feeling, and physiology. These four components combine to make up our total behavior. Our acting and thinking controls our feelings and physiology. Choice theory also explains that all behavior is purposeful, and is an attempt to close the gaps between our needs, wants and what we are actually getting out of life (Corey, 2013). Our behavior can help us deal with our emotions, give us some control over our circumstances, help get us the help we need from others, or become a substitute for behavior that should occur. Behavior is like a language sending out coded messages to the world on our behalf expressing our wants and needs (Wubbolding & Brickell, 2005). Again, usually these wants and needs stem from unsatisfied relationships.

The focus of reality therapy is to address the issue of these unsatisfying relationships which can result in unfavorable behavior. Emphasis is placed on the client focusing on their own behavior rather than playing the blame game. We cannot blame others for our lives and, in turn, cannot control the behavior of others. "The only person you can control is yourself." (Corey, 2013). Reality therapy also involves being in the present and not focusing on the

past. The past is just that, the past. We cannot allow the past to dictate our present and future actions. Again, focus should be on current behavioral issues since that is what needs to be “fixed” (Corey, 2013).

## **REALITY THERAPY'S THERAPEUTIC PROCESS**

As stated, the primary focus of reality therapy is to address the issues associated with unsatisfactory or non-existent relationships. The therapist is responsible for helping the client learn better ways to satisfy their needs while establishing better relationships. They will help the client establish attainable short and long-term goals as a focus for therapy. Also as mentioned, the therapist must try to make a connection with the client in order for the process of learning how to establish beneficial relationships to begin. It is not the therapist's job to judge or evaluate the client. Rather, they strive to challenge the client to look deeply at their behaviors and help to establish goals to make changes in their lives (Corey, 2013).

In order to establish a good client-therapist relationship, the therapist needs certain personal and professional qualities that support a therapeutic learning environment. Some personal qualities that a reality therapist need are empathy (understanding), congruence (genuineness), positive regard (acceptance), energy, and the ability to see everything as an advantage or positive while not being naïve to the nature of humans. Some professional qualities include having the ability to communicate hope, the ability to redefine the problem in solvable, more attainable terms, the ability to use metaphors effectively, and cultural sensitivity (Wubbolding & Brickell, 1998).

The therapeutic process is one of exploration of the client's wants, needs, and perceptions. The client's responsibility in the therapeutic process is to stay on task, focusing on the present behaviors and not past experiences. They should participate in the exercises as presented by their therapist and answer questions as truthfully as possible, in an effort to get a better understanding of their behavior in relation to their quality world and the relationships they have established. These sessions are seen as a learning process so the client should be able to take away lessons on how to deal with problems as they arise and use the information learned in their daily lives. Again, choice theory and reality therapy can be viewed as a way of life instead of just a form of therapy (Brown, 2005).

## **REALITY THERAPY'S TECHNIQUES AND PROCEDURES**

Reality therapy uses action-oriented techniques that include teaching, positiveness, humor, confrontation, questioning, role-playing, and feedback. It is a “cycle of counseling” which consists of creating an effective counseling environment and implementing specific procedures that lead to change (Corey, 2013). Creating the counseling environment involves establishing a therapeutic relationship with the client that is supportive yet challenging. Therapist should avoid non-productive behaviors such as demeaning and criticizing, and focus more on mildly confronting the client while being caring and accepting.

After the counseling environment is created, reality therapist can use the WDEP (Wants, Direction and Doing, Evaluation, and Planning and Action) system to individualize the



process of exploring wants, needs and perceptions, determining possible actions they can do to elicit change, self-evaluating their progress, and helping in designing an actual plan of action for change (Corey, 2013; Radtke, Sapp, Farrell, 1997). When exploring their wants, needs, and perceptions, a therapist will ask probing questions to help the client realize what they truly want and need. A question as simplistic as "What do you want?" can be used but often does not elicit a fully accurate response. Other questions that could be used are "What would you be doing if you lived as you want to?" and "If you were the person that you wish you were, what kind of person would you be?" It's important to know what type of questions to ask, and when and how to ask them. When exploring the possibilities of actions for change, the therapist starts by asking the client what they are currently doing to make change in their lives. Questions such as "What are you doing to get what you want?" and "When you act that way, what are you thinking or feeling?" can be used. The next phase would be a self-evaluating phase for the client. During this phase, the therapist will inquire as to the effectiveness of current problem behaviors. "Is what you are doing working for you?" or "Is what you are doing getting you what you want?" are just two of the questions a therapist might use to elicit such information. The last phase would be to assist with putting a plan of action into place to address the needs explored and confirming commitment to enact the plan. The therapist can ask "What are you prepared to do?" or "What is your plan?" These techniques can be used one-to-one and in a group setting.

### **VALIDITY OF REALITY THERAPY AND IMPLICATIONS FOR FUTURE STUDY**

Reality therapy has been around for decades and for some has been very useful in addressing problem behaviors and unsatisfactory relationships. But many are asking, does research support the use of reality therapy? This subject has actually been one of the major criticisms of reality therapy. There seems to be a lack of in-depth research about the effectiveness of the therapy. There have been studies conducted and dissertations written on various topics relating to choice theory and reality therapy, but not much beyond "anecdotal reports" (Litack, Fall 2007). In 1997, Radtke, Sapp, and Farrell conducted a meta-analysis of the effectiveness of reality therapy and found that reality therapy has many applications and it has a medium effect on behavior in relation to the 21 quantitative studies that were examined. But the meta-analysis was limited due to the limited number of quantitative studies addressing the theory. Radtke, Sapp, and Farrell also noted that reality therapy can be categorized as a cognitive-behavior therapy whose concept is easy for clients to understand, but that more research is needed to truly determine reality therapy's efficacy.

According to David Sansone in "Research, Internal Control and Choice Theory: Where's the Beef?" (1998), there are standards for evaluating theories and therapies for effectiveness. He points out that a theory and therapy should be scientific in nature, they should relate well, they should be flexible to possible growth, the theory should provide a sound basis for understanding the therapy, and both the theory and therapy should be based on verified evidence. Although it would seem that choice theory and reality therapy mostly fill these requirements, it would also seem the main area of discontent is with verified evidence or a scientific basis. Many challenge that choice theory is not a scientific psychology at all but actually more of a self-help coaching method (Sansone, 1998). In addition to these general

standards, there are very specific ethical considerations that should be considered while evaluating rather or not reality therapy is a valid scientific, psychological therapy. Standards for counselors and therapists all address the issue that psychologists, therapists, or counselors should work with valid and reliable methods that are based on scientific research.

When Sansone looked at the various articles in the *Journal of Reality Therapy*, the primary publication for all things choice theory and reality therapy, he noted that only 9% of the articles were of a research nature; far less were reported in other journals and databases. In essence, it seems that there is not a lot of scientific research on which to base this theory and therapy. In 2000, Wubbolding & Brickell noted that this is actually a misconception. They believe that there is research which provides credibility for the practice of reality therapy. Wubbolding agrees that more research is needed which is better controlled and more visible in the professional world. Wubbolding noted that the 21<sup>st</sup> century would mark a period in which the reality therapy community would be held more accountable for research and validity of the method. Future generations will have to continue the momentum that has been established (Burdenski, 2010). Dr. Glasser himself responded with his own call to action. He requested that his work be independently researched and documented in order to validate the effectiveness of choice theory and reality therapy (Glasser, 2010).

In these calls to action, emphasis was placed on research focusing on the multi-dimensional nature of reality therapy. Research has supported that reality therapy is self-empowering and can be effective in treating a variety of issues, including schizophrenia (Kim, 2005), PTSD (Prenzlau, 2006), marriage and family issues (Duba, Graham, Britzman, & Minatrea, 2009), adult developmental issues (Mottern, 2008), and school related issues (Mason & Duba, 2009; Wubbolding, 2007). One response to these calls for efficacy research was answered in a study on the effectiveness of a graduate-level, interdisciplinary course on choice theory and reality therapy at Northeastern University (Watson & Arzamarski, 2011). The purpose of this study was to evaluate the value placed on choice theory and reality therapy by the students, both professionally and personally. In this study, a total of 87 students were surveyed over a 5 year period. The results of the survey indicated that students did indeed believe that reality therapy and choice theory were effective. The study also noted that some students felt the theory was limited by confusion caused in attempts to understand the basic concepts, not being applicable to some fields of study or professions, and that the therapy cannot be a stand-alone therapy. This study should be repeated with other test groups to test its validity.

In addition to the challenge of limited scientific research, some found it challenging to incorporate the knowledge gained in therapy to their everyday lives. It is believed that a client can have all the intentions in the world of implementing the plan of action developed during therapy but often they do not. According to Robert Renna (1996), sometimes the will to follow through is just not present. Role playing cannot substitute for the real world. Renna believes that clients must be continually motivated and encouraged to follow through with their plan of action and commitment. It is important for the therapist to start this encouragement as part of the WDEP process.

Despite these issues, it seems that choice theory and reality therapy have a global following that is getting stronger everyday (Lennon, 2010). In fact, choice theory and reality therapy are now taught and practiced on every continent except Antarctica (Wubbolding, Robey, & Brickell, 2010). This is because choice theory and reality therapy are thought to be credible and universal, and can be applied to any culture. Choice theory teaches that all humans have basic needs, a quality world, choices, and purposeful behavior. Some universal behaviors and wants include cooking, dancing, education, folklore, gestures, language, mourning, personal naming, and property rights. So no matter where you are in the world, more than likely, your civilization has some, if not all, of these behaviors and wants. It is important that reality therapist become multiculturally competent so they can properly address the needs of their multicultural clients (Wubbolding, Al-Rashidi, Brickell, Kakitani, Kim, Lennon, Lojk, Ong, Honey, Stijacic, & Tham, 1998).

This same globalization is also involved in the push for future development. It is part of the choice theory philosophy itself that constant improvement is sought. This means the organization not only has to strive for validity, but it also has to strive to put more educated faculty in place to teach choice theory and reality therapy, and increase the quality of their resources (videos, books, etc.) (Lennon, 2010). In order for choice theory to survive, in addition to the scientific research and validation, it needs commitment and a thriving organization backing it (Wubbolding, Robey, & Brickell, 2010). The William Glasser Institute for Research is going in the right direction when it formed a relationship with Loyola Marymount University and is continuing to foster that relationship in years to come. This relationship is still very new but is one based on sustainability. It is hoped that this relationship serves as a model for other institutions and agencies; to embrace choice theory and reality therapy since an academic research institution is essential to the future of choice theory (Smith, 2010).

## **CONCLUSION**

As demonstrated, choice theory and reality therapy are global initiatives that are hopefully here to stay. Choice theory began as a way of explaining peoples' behaviors and has evolved into much more than that. The basic philosophies of choice theory can be used every day and can be a way of life or lifestyle if fully embraced all the time, not just in a therapy session. These philosophies include the ideas that we all have choices in life, we can only control our own behaviors, all behavior is total and purposeful, focusing on the present rather than the past, most problems are the result of unsatisfying relationships, and we can "fix" unsatisfying relationships by satisfying our basic needs pictured in our quality world. Reality therapy uses techniques such as confrontation, questioning, role-playing, and feedback to help guide an individual to discover their wants and needs and to help put a plan of action into place for change to occur. With more research and establishing more academic relationships, choice theory and reality therapy will surely thrive for many generations to come.

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### **Brief Bio—**

Ezrina Bradley received her Bachelor's Degree in General and Integrative Studies with concentrations in psychology and social work from Loyola University Chicago. She is currently a graduate student in the counseling program at Chicago State University, with hopes of becoming a licensed clinical professional counselor and going on to earn her doctorate degree. Ezrina has worked over 15 years in the social services field, with her most recent work being with troubled youth and adults with intellectual and developmental disabilities.

Ezrina is currently working toward certification in Reality Therapy and Choice Theory and is looking forward to completing it soon.

In her free time, Ezrina enjoys traveling, crafting, exercising, gardening, event planning, and volunteering with the American Red Cross and with Girl Scouts.

## **DRIVING THE CAR TO HAPPINESS**

Ernie Perkins

While I may not be a medical doctor, I appreciate the medical field and those who have dedicated themselves to its study and practice. I do, however, disagree with one of its major assumptions, i.e., that medical doctors are trained in the area that provides outside drugs and medicines to cure or take care of various physiological dysfunctions. And, at the age of seventy-five, I take my share of them.

I do not need them, however, for handling my emotional or psychological state. I found a deer that steered me in the right direction, and then the deer ran in front of a car and through those encounters I found the key to personal wellbeing and happiness . . . at least for myself.

The deer is the hind mentioned in Heb. 3:18-19 in the Old Testament. The hind lives in high dangerous mountain terrains, yet is able to converse across the narrow trails and pathways by a God-given ability. That ability is to place its rear feet in identically the same spot that the front feet had just left. Instinctually, it finds those spots where it knows is safe for its front feet and places them there; then moving forward, the back feet lands there as the front feet move on to another safe spot. It is able to run and not fall because of this amazing ability.

I reasoned more than forty years ago that this provided me with a good picture of the relationship between my actions and my feelings. Thus, if I wanted to be happy, I needed to do happy things. If I wanted to be in a life-long, loving relationship, I needed to make doing loving things a part of my everyday life. My personal motto became, "As I do, so will I be."

Then, in 2001, the deer ran in front of the car.

Dr. William Glasser was the driver of the car, and the car wasn't one made in Detroit, Japan, or Germany. It was created in the mind of its driver and its name was Choice Theory.

Dr. Glasser theorized that if he wanted his car to drive and ride smoothly, he had to do a better job at placing the wheels than had the other drivers on the road. Almost without exception the other cars were swerving all over the highway of life with many of them going into a ditch. There were only four wheels, and all cars had to have them . . . the answer didn't lie in the choice of wheels. The wheels were the same. They were: actions, thinking, feelings, and physical. The cars traditionally had placed feelings and physical on the front and actions and thinking on the rear believing that as the car felt so would it run. If it were feeling well, it would run well. If it were on a moon-light drive, the feelings would be romantic. If it were going to a picnic, the drive would be full of joy and happiness. Yet, as he saw the many cars crashing and swerving, Glasser realized he needed to do something differently with his car.

He listened to the other car owners and found that most were blaming the results of their cars' behavior on the condition of the road. "My road is bumpy;" "I have too many curves in my road;" "I was cut off at the pass;" were only a sample of the many reasons he found

others giving for the actions of their cars. Glasser wasn't buying those excuses. His engineering-trained mind, along with his medically-oriented background, helped him to develop an entirely different theory.

He basically theorized that the problems were in the wheels, nor in the roads, or even with other cars and/or with their drivers. He reasoned the answer depended upon where the wheels needed to be placed on his car.

If he wanted the rear wheels of his car to run smoothly, he needed to make sure he had the correct wheels for the front. So, he loaded the wheels called *actions and thinking* on the front. Then, he placed the wheels, *feelings and physical*, on the rear.

"Your car will never work," his critics argued.

Time, however, has proven the critics wrong. His car did work and it has set the psychological world on its ear because the principle is so simple, yet so profound. As the driver thinks and acts, so will the car respond by bringing his or her feelings and/or physical safety along in a straight and smooth ride.

When all is said and done, I am a driver in one of Glasser's car. As I shared with my wife of fifty-two years last night, "I wish everyone could be as happy, as contented, and as fulfilled as I am." Because "as I do *and think*, so will I be, both emotionally and physically."

#### **Brief Bio--**

Ernie Perkins has been in the ministry for sixty-three years and at the age of seventy-five is still a vocational evangelist preaching between thirty-five and forty revivals each year, as well as evangelism and bible conferences. His ministry has included being senior pastor for nineteen years, denomination leader for twenty-nine years, and an evangelist for fifteen years. He is a firm believer in life-long learning with almost five hundred semester hours resulting in three masters and four earned doctorates. More about him can be learned from his websites: [www.ernieperkins.org](http://www.ernieperkins.org) and [www.ernieperkins.com](http://www.ernieperkins.com).

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## THE NEUROPSYCHOLOGY BEHIND CHOICE THEORY: FIVE BASIC NEEDS

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### Abstract

The five basic needs serve as a foundation for the conceptual framework that choice theory provides in relation to the practice of reality therapy. Choice Theory understands individual behavior in terms of how the behavior contributes to meeting one or more of the five basic needs. Existing research in the field of neuropsychology explains how brain structures and functions relate to psychological processes and behaviors in addition to providing evidence to support each of the five basic needs as a necessity. Additionally, research on neurogenesis and neuroplasticity expands on the Choice Theory concept of behavioral systems, in terms of understanding the ability to change our own physiology through our choices.

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Choice Theory, like other counseling theories, presents information related to human behavior as well as what drives human behaviors. In his book *Choice Theory*, William Glasser seeks to explain the drives of human behavior through elaborating on the five basic needs. In addition he presents ideas that could be considered ahead of his time by making the claim that "we choose all our actions and thoughts and, indirectly, almost all our feelings and much of our physiology" (1998, p. 4). Recently, research in the field of neuropsychology has provided insight into the structure and function of brain systems as they relate to psychological processes and behaviors; existing research has been found to support the five basic needs as outlined by Glasser. In addition, other useful research on neurogenesis and neuroplasticity supports and expands on the aspect of Choice Theory that relates our choices and how they shape our behaviors, thoughts, feelings and physiology.

Prior to reviewing the research it is helpful to understand some basic facts about the brain. The brain weighs approximately 3 lbs., and is comprised of 1.1 trillion cells including 100 billion neurons. These neurons connect via synapses; on average, a single neuron receives approximately 5,000 connections from other neurons. A neuron gets signals from other neurons at these receiving synapses; the signal is usually a burst of chemicals called neurotransmitters. The signal communicates to the neuron whether to fire or not. Neural signals also represent a piece of information. The mind can be defined broadly as the totality of those pieces of information; therefore the mind includes the signals that control the stress response, knowledge of how to walk and talk, personality, aspirations, and the ability to make meaning of the words you're reading on this page (Hanson & Mendius, 2009).

Hanson and Mendius (2009) do a great job of illustrating the process, "Conscious mental events are based on temporary coalitions of synapses that form and disperse- usually within seconds... Neurons can also make lasting circuits, strengthening their connections to each

other as a result of mental activity" (p. 7). Now that we have a better understanding of the brain and how the brain relates to the mind in terms of our experience we can discuss how brain processes support the five basic needs as outlined by William Glasser.

In *The Ten Axioms of Choice Theory* Glasser indicates that the five Basic Needs drive our behavior; all behavior is an attempt to satisfy one or more of the five Basic Needs by achieving the picture we have created in our Quality World. Wubbolding (2009) states that the five basic needs, survival, belonging, power, freedom and fun, are general, universal, somewhat hierarchical, and represent varying levels of intensity for each individual.

What we know about the need for survival is that it is more than just reproducing; it represents the need for self-preservation. The need for survival is supported by the processes that occur when the fight or flight response is activated. When an individual encounters a potentially dangerous or stressful situation structures in the mid-brain release certain neurochemicals, for example cortisol, which is also known as a "stress hormone". These neurochemicals signal changes in the body so that energy is focused on actions necessary for survival; reproduction is sidelined, digestion is put on hold, even bladder and bowel control are recognized by the brain as secondary to survival (Hanson & Mendius, 2009). There are long-term costs to experiencing too much stress, also known as over activation of the fight or flight response. Physical costs may include gastrointestinal issues, a weakened immune system, cardiovascular problems, as well as an increased risk for mental consequences which include developing anxiety and/or depression. Additional research shows that exercise, an activity known to contribute to our need for survival, has the power to reverse the negative effects of too much cortisol. When an individual exercises his/her brain releases neurochemicals, particularly dopamine, which can heal brain structures damaged by too much cortisol (Banks, 2012). Examining the existing research on how the brain and body respond to activation of the fight or flight response and exercise has provided evidence to support survival as a basic need. Related research on how the brain responds to food and love provides insight into the need for belonging.

The need for belonging also known as love involves mutually enhancing relationships. Research has shown that the brain releases dopamine in the same manner when someone is eating food and giving/receiving love (Banks, 2011; Jordan, 2013). The fact that the brain does not differentiate between food, which is necessary for survival, and love provides evidence to support belonging as a basic need. Furthermore, as humans we are so hardwired for connection that our brain rewards us by releasing twice the amount of a neurochemical called dopamine when we do something for someone else as opposed to doing something for ourselves; when we do something for ourselves the brain releases dopamine, which provides a feeling of euphoria and is released for any action linked to survival. When we do for others it is considered an approach behavior and we are rewarded with twice the good feelings (Jordan, 2013). To further illustrate how existing research in the field of neuropsychology supports belonging as a basic need we must consider what happens to the brain when it is deprived of love and human connection. John Bowlby (1969), well known for his theory of attachment, observed infants orphaned after World War II, many of whom were deprived of affection and human interaction because of the overwhelming number of orphans institutionalized at that time. A number of these orphaned babies died in these institutions. Bowlby, as well as researchers who continue to study

institutionalized infants and children, found that because the infant had little to no human interaction the brain was not releasing growth hormones necessary to develop vital brain structures, and existing connections which were unused by the infants atrophied, or pruned off, to the point that the brain could no longer support life. This example highlights the necessity of belonging as it emphasizes the risks associated with failing to meet this basic need. This use it or lose it phenomenon also provides evidence for freedom as a basic need.

Freedom equates to independence and autonomy. A study conducted at the Yale University School of Medicine (2009) used animal models, specifically rats, to demonstrate the changes in brain structures that occur as a result of being exposed to uncontrollable stress. According to Erwin (n.d.) rats are similar to humans in terms of their anatomy, physiology, and genetics. And rat brains bear a striking resemblance to human brains which explains why rat brains have been the subjects of extensive research on diseases of the brain as well as how the brain responds to changes in the environment (Erwin, 2011). The method used in the study involved confining rats to cages where they were repeatedly exposed to inescapable foot shocks. After some time the rats were given the opportunity to move from the compartments where they had received the shocks; however, the rats did not attempt to escape. This means that the initial experience of the uncontrollable stress had profoundly impacted the animals' ability to escape stress in a situation where the stress was escapable (Hajszan, Dow, Warner-Schmidt, Szigeti-Buck, Sallam, Parducz, Leranth, Duman, 2009). Upon further investigation of the rats' brains the researchers concluded that during the time that the rats were confined and exposed to stress changes had occurred in the hippocampus; the hippocampus is involved with learning, memory, as well as motivation. Therefore the deteriorating hippocampal activity due to the loss of synaptic connections likely contributed to the rats' inability to move from the compartments where they were exposed to uncontrollable stress. So in this case a lack of freedom altered the brain structure to the point that the rats were then unable to make use of the abilities they previously possessed, such as the ability to remove themselves from a harmful or stressful situation. While we recognize that humans have the ability to make choices about how they respond to restrictions on their freedom, we can hypothesize that human brain function is likely to respond to confinement in a manner similar to that of the rats. Therefore, we can argue that there is support for freedom as a basic need based on the conclusion that if individuals are unable to meet their need for freedom changes in certain brain structures, particularly the hippocampus, will result in functional deficits. After examining the physiological costs of losing our freedom we can now move towards understanding the benefits of meeting our need for power.

The need for power or inner control relates to the need for competence, achievement, recognition and importance. This is supported as a basic need by the brain processes that occur when we are able to fulfill our need for power. The brain structure known as the medial prefrontal cortex plays a role in decision-making, as well as self-regulation, and exhibits control of the working memory. The medial frontal cortex also has the ability to release cortisol, a stress hormone, as well as dopamine, the neurochemical associated with rewards. According to the research when the medial frontal cortex is engaged and makes a positive assessment of a behavior dopamine is released, which has the ability to promote growth of new neuronal connections and facilitate healing of damaged brain structures (Luan Phan, 2004; Siegal, 2011). In illustrating this connection it is useful to consider

descriptive versus evaluative praise in terms of engaging another individual's medial frontal cortex. Using descriptive praise engages the medial frontal cortex; descriptive praise seeks to describe qualities and allows the listener to make the value judgment. Descriptive praise promotes an internal locus of control. The following is an example of descriptive praise, "You cleaned your room and organized all of your toys!" Whereas, using evaluative praise does not engage the medial prefrontal cortex, rather it describes the value according to another person. Evaluative praise promotes an external locus of control (Vicario, 2013). An example of evaluative praise would be, "You did a good job!" Distinguishing between descriptive and evaluative praise has outlined one particular mechanism for engaging an individual's medial prefrontal cortex, which also promotes an internal locus of control and provides the individual with the opportunity to benefit from assigning his/her own value judgment. Therefore, the potential physiological benefits of engaging the medial frontal cortex provide evidence to support power as a basic need. Similar research outlines the physiological benefits of fun and learning.

According to Glasser (1998), "fun is the genetic reward for learning" (p. 41). Existing research in the field of neuropsychology provides evidence for this claim in addition to supporting fun, which involves learning and playing, as a basic need. When an individual is having fun and learning the brain releases dopamine, a chemical released when any action is taken that is necessary for survival. The dopamine also creates blissful feelings for the individual to support the continuation of those behaviors. The fact that the brain recognizes fun and learning as an action linked to survival supports fun as basic need, as does the physiological benefits that the dopamine provides to newly developing neuronal connections. During the time that an individual is having fun and learning new neuronal connections are forming. The dopamine feeds the myelin sheath, which is an insulating layer that forms around these new neuronal connections, and results in a neuron that grows faster, works faster, and lives longer (Banks, 2012; Siegal, 2011). Based on this information a connection can be made between the need for fun and neuronal networks that function well and resist atrophy, or pruning. The five basic needs as outlined by Glasser (1998) have been supported as legitimate needs through the process of reviewing existing research in the field of neuropsychology. Now to expand on the concept that we choose our actions, thoughts, feelings and physiology we look to cutting edge research on neurogenesis and neuroplasticity.

The five basic needs as outlined by Glasser (1998) have been supported as legitimate needs through the process of reviewing existing research in the field of neuropsychology. Now to expand on the concept that we choose our own actions, thoughts, feelings and physiology we look to cutting edge research on neurogenesis and neuroplasticity. Glasser's idea that we choose our actions and thoughts and create most of our feelings and physiology was innovative and radical by the standards of that time. However, more recent research in the field of neuropsychology has revealed that this is possible; neurogenesis and neuroplasticity are a reality. From the time an individual is born until his/her time of death the brain has the ability to create new neuronal connections and also to fine-tune existing connections. Neurogenesis occurs every time an individual has a significant new thought, new neuronal connections are forged, the keys to solidifying these connections into more permanent connections that have the ability to grow into neuronal networks are repetition and time (Armstrong, 2011). Similarly, with neuroplasticity existing neuronal connects and networks

are reshaped through repetition over an extended time period. It generally takes six repetitions to result in a new neuronal connection and with continued repetition over a six-month period that neuronal connection should grow into a neuronal network (Banks, 2012; Kieran, 2012; Siegal, 2011). When considering Choice Theory and the behavioral systems that are less effective for an individual, this information has the potential to validate the individual and to help him/her in understanding why making different choices is challenging; it is likely that the individual has entire neuronal networks dedicated to the less effective behaviors. At the same time, the information on neurogenesis and neuroplasticity offers hope to individuals who are seeking to create more effective control and implement a new behavioral system. An individual can choose to change his/her brain drastically, and in fact the brain is designed for the individual to have that choice.

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### **Brief Bio--**

Libby Marlatt is a choice theory reality therapy certified professional counselor, dually licensed in Ohio and North Carolina. She completed her undergraduate degree in psychology at the University of Cincinnati and obtained her masters degree in clinical mental health counseling from Xavier University. Libby is a life-long learner. She received training and continues to develop competency in the areas of relational neuropsychology, choice theory and reality therapy, trauma-informed treatment, as well as with forensic populations.

## **Sexual Offender Treatment from a Choice Theory/Reality Therapy Perspective**

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### **Abstract**

This article introduces key terms involved with sexual offending behaviors, typologies and treatment. It dispels common myths regarding sexual offenders. Ways to conceptualize sexual offending behavior and incorporate Choice Theory/ Reality Therapy in its treatment are suggested. An exercise is provided for practitioner use with sexual offenders. Research is needed to evaluate Dr. Glasser's framework in this arena.

## **Sexual Offender Treatment from a Choice Theory/Reality Therapy Perspective**

Sexual offending behaviors are seldom discussed, and myths and misunderstandings frequently occur. Part of the difficulty in discussing this topic circles around the dearth of commonly understood vocabulary. This article attempts to remedy this lack by presenting definitions of relevant terms, and sexual offender typologies. It aims to dispel many of the inaccurate beliefs associated with sexual offending behaviors. Ways to conceptualize sexual offending behavior using Choice Theory/Reality Therapy (Glasser, 1998; Wubbolding, 2000) and The Chart (Glasser, 2002) are presented and discussed. A hands-on exercise is provided for practitioner use.

### **Vocabulary: Terms and Typologies**

#### **Terms**

A sexual offender, or sex offender, is someone convicted of a sexually-oriented offense. The offender may be an adult or a juvenile. A sexual predator, by contrast, is someone convicted of a sexually-oriented offense, or who has pled guilty to a sexually oriented offense, and who is considered likely to commit *additional offenses* in the future. Sexually oriented offenses can vary state-to-state, and consist of behaviors the law categorizes as both sexual and prohibited. These include rape, incest, child sexual abuse, and statutory rape; some states still consider sodomy illegal, and most prohibit bestiality.

A child molester is an adult or older adolescent who uses a child for sexual stimulation. A pedophile, however, is an adult or adolescent who is sexually attracted to children. It is important to note that a pedophile may never act on his/her attraction.

#### **Typologies**

Various typologies are available for categorizing sexual offenders. Robertiello and Terry's (2007) excellent review observes that this "heterogeneous population of individuals can be classified into typologies based upon characteristics and motivations of offending. The most common classification systems are those differentiating between types of rapists, child molesters, female sex offenders, juvenile sex offenders and cyber sex offenders" (p. 508).



While the distinction between rapists and child molesters is a core distinction in research, subtypes are also distinguished (Robertiello & Terry, 2007).

Groth and Birnbaum (1978, 1979) offer one of the earliest typologies and distinguish between child sexual abusers and rapists. They sub-type child sexual abusers as either fixated or regressed: "A fixated offender has from adolescence been sexually attracted primarily or exclusively to significantly younger persons" (Groth & Birnbaum, 1978, p. 176), while a regressed offender does not have such an attraction. Groth and Birnbaum (1979) sub-type rape – the behavior rather than the offender – as anger rape, power rape, or sadistic rape. The Center for Sex Offender Management website expands on these subtypes ([www.csom.org/train/etiology/4/4\\_1.htm#heading3](http://www.csom.org/train/etiology/4/4_1.htm#heading3)): The anger rapist expresses anger through sexually aggressive behavior, while the power rapist is motivated by power and control; the sadistic rapist's behavior may lead to murder, as he experiences pleasure in his victim's suffering and may use torture or mutilation – this is potentially the most dangerous of the three subtypes.

### **Common Myths Related to Sexual Offending Behavior**

Myths tend to arise when little accurate information is available, and people overgeneralize based on one or two personal or hear-say reports of experiences. Sexual behavior – especially illegal sexual behavior – is seldom considered an acceptable topic for conversation. It is perhaps not surprising that myths have arisen regarding sexual offenders. Common myths include the following beliefs:

- You can tell who is a sex offender and who is not
- All sex offenders are the same
- If a person offends within the family (i.e., incest), s/he won't offend outside the family
- All sex offenders are pedophiles
- Sex offenders don't want to change
- Once a sex offender, always a sex offender
- Viewing child pornography is a victimless crime

None of these statements is true – though all are myths. For example, it is impossible to identify a sex offender merely by looking at or casually interacting with someone (Becker & Murphy, 1998; Chaffin, Letourneau, & Silovsky, 2002; Schwartz, 1995). Sex offenders come from all walks-of-life and all ethnic, gender, sexual orientation, and religious backgrounds; medical doctors and religious leaders have been convicted of sexual offenses. Their variety of roles and backgrounds demonstrates that sex offenders are not all the same – and the previous discussion of typologies has already shown that sex offending behavior is not all the same.

Sex offender assessments indicate that if a sex offender has committed a sexual offense against a family member, s/he may also have committed an offense against an individual(s) outside the family. Assessments also indicate not all sex offenders are sexually attracted to children – therefore, by definition, not all sex offenders are pedophiles. Similarly, while some offenders do not want to change, others do, and not all sexual offenders re-offend. Finally, viewing child pornography is not a victimless crime (Rogers, 2008). The market for

child pornography that its viewers provide is the main incentive for its existence – and children are harmed in the making of it.

## **A Choice Theory Perspective on the Development of Sexual Offending Behavior**

### **Behavior Development**

From a Choice Theory perspective, for sexual offending behavior to develop something would need to occur at an early developmental stage to introduce a picture of sexual offending behavior into someone's Quality World. This can happen by accident, occur during some form of abuse, *et cetera*. Subsequently, when something activates a Basic Need a sexual offending behavior is used and perceived as Effective. If this happens, the sexual offending behavior can become part of the individual's Behavioral System. (Please refer to The Chart, Glasser, 2000.) The behavior is then part of their repertoire of need-satisfying behaviors, and is placed in their suitcase of behaviors.

### **Basic Needs Central to Treatment**

Power is a critical Basic Need for many sexual offenders, who may have struggled to satisfy (or been unable to satisfy) this need for much of their lives. This is the reason it is particularly important to avoid using External Control Psychology during treatment. Choice Theory can help sexual offenders choose to change sexual offending behaviors, but it cannot make them change.

One of the most complex Basic Needs is that of Love and Belonging. A sexual offender convicted of child molestation referred to "the hole in my chest" – a hole that the sexual offending behavior had helped fill. Meeting the Basic Needs of Love and Belonging, and Power, play a major role in sexual offending. Many sexual offenders feel disconnected at home as an adult, and felt disconnected as a child in their family-of-origin. They may never have learned the interpersonal skills necessary for establishing social connections and meaningful relationships. As adults, they have ongoing difficulties with intimate relationships and making friends. In addition, offenders may as a child or youth have connected with an adult who used them sexually. Depending upon the circumstances of the abuse, this may have helped meet their Love and Belonging need. Alternatively, they may have identified with their abuser and subsequently abused or molested others to help meet their Power need. Treatment involves helping offenders develop other, non-offending behaviors that help meet these Basic Needs.

### **Treatment**

Treatment begins with the creation of a firm, fair and friendly environment. It is important to instill hope and maintain a present or future focus after the initial assessment (refer to Table 1). Using the WDEP approach (Wubbolding, 2000), from the start of treatment ask questions that assist the client with self-evaluating. Include practice with self-evaluation and new behavior development in a group setting. Assist group members to identify and encourage small changes. Assign homework that reinforces the learning of new skills that occurs during group sessions. Throughout this process, remember that how you ask is as important as the question itself.

Sexual offender treatment usually starts after a person is charged with a sexual offense. It is often court-ordered, and the mandatory nature of treatment can make it particularly difficult to avoid External Control Psychology. Incorporating Choice Theory will require that clients learning about Basic Needs and Total Behavior before unpacking their "suitcase of behaviors." Unpacking the suitcase should be done concurrently with re-packing it, starting with new-to-the-client, non-offending, need-satisfying behaviors (refer to the Suitcase Exercise, below). This can all occur within the group milieu.

### **The Suitcase Exercise**

The suitcase exercise is central to identifying and replacing sexual offending behaviors with need-satisfying non-offending behaviors in the client's repertoire. Using a diagram representing a suitcase can help clients visualize and make use of the metaphor. The exercise involves the following steps:

Choose a negative behavior [note: the first several times, a non-sexual behavior should be chosen] and think of a situation when you did this behavior – write this in the suitcase.

What were you thinking when you did this behavior?

What was the emotion you experienced when you did this behavior?

Take a moment to consider what you felt in your body when you did this behavior, and write this down – give as much detail as possible.

How did this behavior work for you?

What could you have done differently in this situation?

Now consider the questions above in light of the new behavior.

Once this worksheet is completed, invite clients to share with the group to the extent they feel comfortable. Assist the clients with role-playing the alternate behavior and invite constructive group input. As homework, clients can practice the alternative behavior in an appropriate setting or context. Then the group of clients can report on the results of this *in situ* practice and trouble-shoot the new behavior. Several homework assignments may be made to support practicing a single new behavior.

### **Conclusion**

This article provides background aimed at assisting readers to increase their ability to discuss and learn more about the difficult and often taboo topic of sexual offending behavior. While much is now known about sexual offender behavior, treatment, and recidivism, much remains to be discovered. The topic and population are complex and heterogeneous. It is a difficult population to work with, understand, and treat. If this article sparks readers' interest in sexual offender treatment and how Choice Theory/Reality Therapy can contribute to it, it will have served its purpose. It is the authors' hope that research into sexual offender treatment programs incorporating Choice Theory/Reality Therapy can begin in the near future. If short-term evaluation supports this approach, then

subsequent long-term recidivism-based-type outcome studies may provide additional insights as well.

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Table 1. One Sex Offender Treatment Agency's Assessment Packet

Instrument	Description
Abel Assessment for Sexual Interest (AASI-3)	measures sexual interests and obtains information regarding involvement in abusive or problematic sexual behavior
Sexual History Polygraph	trained polygrapher actually uses machine with structured questions
Criminal history	provided by county Sheriff's Department
Static 99	10-item assessment instrument created by Hanson & Thornton for use with adult male sexual offenders; measures risk for recidivism & requires collateral information
Psycho-social history	semi-structured interview that includes prior mental health conditions, substance use history, & indicators of recidivism
Goatley Empathy Scale*	40-item self-report scale that measures empathy
Rotter Locus of Control*	29-item self-report scale that measures the extent to which respondents feel they have power over events in their lives
Paulhus Deception Scale*	40-item instrument that is able to identify individuals who distort their responses

\*Used at both admission and discharge.

## **HOW COULD THIS HAPPEN? THE DEATH OF A CHILD**

Robert E. Wubbolding, EdD, BCC, LPCC, CTRTC  
Lindsay W. Bibler, MD, Ophthalmologist

### **Abstract**

This article describes a presentation on choice theory/reality therapy at two 2-hour meetings of a support group for men and women who have lost a child of any age. Individuals attending this group represented varying stages of grief. Some lost a child decades ago while others lost a child as recently as months ago. The speaker provided 15 points for consideration by the attendees. Included in the meetings were two questions related to how they felt at the beginning of the meeting and how they felt at the end of the meeting. The median self-assessments demonstrated that in a 2-hour period they were able to change how they felt even if it were a temporary change.

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Grieving over the loss of a parent, friend or associate of any kind is a difficult journey. And yet, the death of a child of any age is, perhaps, even more intense. The consensus of members of the support group for individuals and families who have lost a child is that the pain of loss is chronic. Even after the passage of many years, the sadness continues. It is like the waves of the ocean. They come at various times, sometimes more devastating than at other times. Persons who have attended this support group for several years suggest that parents who have lost a child begin to attend the meetings several months after the loss of their child. They state that grief and pain are like a shadow that is always behind them, around them, over them and in front of them. Members of the support group describe their perceptions with these and other metaphors. (The exact name of the support group is intentionally omitted here.)

### **Choice Theory and Application of Reality Therapy**

Persons from every culture utilize choice theory and its application reality therapy (Glasser, 1998) (Wubbolding, 2000, 2011). Moreover, counselors and therapists use reality therapy with virtually every presenting issue. The *International Journal of Choice Theory and Reality Therapy* in its 33-year history has presented cases, research studies and applications to a wide range of behaviors and to an equally wide range of unhappy people. The emphasis on relationship building (Glasser, 2005, 2011) and an empathic understanding of clients (Wubbolding, 2011) provide a reliable and rock solid system for assisting clients as they search for answers and seek relief from the pain of loss.

### **Fifteen Points**

This outline represents a distillation of ideas presented to a support group at two meetings one year apart. The participants of the support group sit in a circle and "tell the story." They are free to speak about their child, about the death itself and about their reaction to it. Some present many details and others a brief summary. And still others choose to say

nothing. They are under no duress as the facilitator or peer leader emphasizes their complete freedom to speak or not to speak.

The presenter was eager to listen to their stories during the first 45 minutes and observe the compassion demonstrated by the group. After a short break, the presenter described 15 points as summarized below.

1. Not everything I say will be of the same value to everyone. Some of my comments might be completely irrelevant to one or other of you here this evening. Other points will pertain to you.
2. Take what is useful and leave aside what is not useful. If you hear something that pertains to your current life or how you feel this evening or at other times, give it some thought. On the other hand, if an idea is not relevant, simply discard it.
3. No one, absolutely no one, can appreciate the pain that you feel or have felt. Friends intend to be helpful but they say things that can be irrelevant or even hurtful. I've always thought that the best thing that anyone could say is, "I cannot begin to appreciate the agony that you must be feeling." The participants responded very favorably to this comment by stating that such a statement would be supportive and even at times helpful. They also described statements that are unhelpful such as, "Your child is in a better place." "God doesn't give you anything that you can't cope with." "I know what you're going through."
4. People express sympathy and understanding in ways that for them are their best behaviors available to them. I hope you will look at their intentions, at least as much as you hear their words.
5. It is impossible to truly "get over the loss." As many of you testify in the group discussions, there is, at least, residual pain decades after the loss. In other words, the loss is permanent even when the agonizing feelings somewhat diminish.
6. Each person progresses at a different pace and in a different manner. Some prefer to talk about the loss. Others are more silent about it. Be assured that whatever your decision is, it is the right one for you. There is no "correct" way to mourn and to grieve.
7. The passage of time will help. It does not inoculate you from the turmoil that you feel soon after a loss. But it does help because you are still able to make choices to satisfy at least some inner longings.
8. I cannot emphasize the following principle too much: You can lessen the pain by helping another person. You can, at some point, assist someone else who is grieving or you can help someone in other ways: a family member, neighbor. You can join a volunteer organization and reach out to others in need. Sometimes, the best way to lessen pain is to help others lessen their pain.
9. Clearly, the best way to deal with the problem is sometimes to deal with it indirectly. It is difficult to "overcome" the problem or the sense of loss. But with indirect action described in #8, the pain can become slightly less of a burden to bear.



10. One suggestion is to deepen a relationship with another person. Sometimes conversation helps, but almost always spending time with the other person is very therapeutic. I would suggest that you allow time to spend with another person, a family member, a friend. During this time avoid the ABCs: arguing, blaming and criticizing. The time should be spent doing something you both enjoy and it should be only for a specified amount of time, perhaps 5 – 10 minutes a day.
11. There is no answer to the question, "Why?" "Why did this happen?" can never be adequately answered in this life.
12. All feelings and thoughts are normal. You have already felt and can expect to feel a wide range of emotions. You need not think of them as abnormal or lasting forever. Feelings might be: anger, rage, hurt, cheated, loneliness, despair, guilt, shame, resentment, jealousy, a feeling of being left out when you are around other people. The list is endless. Self-talk or thoughts are normal. "If only . . ." "I should have . . ." "Why didn't I ..." "Why didn't they . . .?" Ruminating and playing the same ideas over and over is normal. Even thoughts of suicide are normal. If these thoughts are more than just fleeting I would suggest that you talk to a professional person about them.
13. Feelings tend to linger on and on. But you have a choice. You can nurse and indulge them and even make them worse. Or, you can let them go to some extent. However, there is a third choice. Embrace them and say to yourself, "I'm going to feel upset for now."
14. You do have some choices. I would suggest that you find a trusted friend. You can turn to your minister, priest, rabbi, spiritual director or another professional counselor. You need not feel any shame about seeking help.
15. You have experienced an assault on your entire motivational system. As human beings we are motivated to satisfy five inner but very general human needs: survival or self-preservation, love and belonging, inner control or achievement, freedom, and fun or enjoyment. The death of a child is an assault on our sense of self-preservation. It surely is an attack on and a frustration of our need for belonging. Moreover, we feel out of control and trapped in our pain which is, to put it mildly, completely un-enjoyable.

The above points attempt to touch on the most prominent presenting behavior of people who have experienced the loss of a child. Clearly, the most evident aspect of their total behavior is the emotional component: not the action, not the cognition, not the physiology. And yet, after acknowledging the emotional component such individuals are more open to hearing some discussion of their thought processes and what they can do. They still retain the ability to choose their actions but a helper dealing with such clients needs to tread lightly without precipitously encouraging them to enhance their other relationships. Such a principle is one of the 15 described above and yet most of the suggestions made to the support group focus on the affective component of total behavior.

## **Participant Evaluation**

Group members were asked to conduct an unscientific self-assessment rating: "How I felt at 7:00 pm when I arrived at the meeting." After the group discussion and presentation they again assessed how they felt at that moment. On a 10-point scale ranging from "not good" to "very good", the average score was 5.4 before the meeting. The average score was 6.9 at the close of the meeting. The increase in good feelings of 1.5 on the scale represented a 15% overall average change in the participants' emotional level.

Conclusions from this significant change include the possibility of feeling better, at least temporarily. Sharing their stories helps to relieve stress and learning action plans discussed during the presentation constitutes the first step toward dealing with loss.

Suggestions for further research include developing and refining a scale that allows participants to self-assess and at the same time evaluate the program. Instead of a scale from "not good" to "very good" we suggest a scale from "not good" to "less bad" as it more accurately and more empathically reflects the range of emotions realistically possible for the participants.

## **Summary**

Choice theory/reality therapy provides a universal theory of human behavior as well as a complete system to all people. Individuals experiencing grief and especially the most painful type of loss, that of a child, can benefit from an understanding of principles and ideas derived from choice theory and reality therapy. The 15 points described above are not limited to choice theory and reality therapy. But they are congruent with this universally applicable system.

Finally, when people in pain share their stories with others who have similar experiences and who truly understand the pain, and when they feel validated in their thoughts and emotions, and when they gain practical and useful ideas they feel at least somewhat better. Or they feel as one participant described it, "less bad."

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**Brief Bios--**

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# **AN EFFORT TO MEASURE THE LEVEL OF INTERNAL AND EXTERNAL CONTROL**

Tsuyosi Seta, Yusuke Baba, Yuko Ito & Masaki Kakitani

## **Abstract**

This study examines the effectiveness of the Internal Control survey (ICS), newly developed by Kudo and Kakitani (2009), which is designed to measure the effects of Choice Theory on personal relationships in replacement of the Locus of Control (LOC) scale, depicting common problems among research studies on Choice Theory. The results confirm that ICS is capable of measuring the effects of learning Choice Theory. Further research areas include adding to the scale questions that measure not only the aspects of action but thinking too.

## **Problem & Purpose**

The Locus of Control Scale (hereafter LOC) has been used to study how Choice Theory affects human relationships (Kim, 2002; Peterson & Woodward, 1994). The LOC was created by Rotter (1996) as the basis of his social learning theory. According to his definition, Internal Control ascertains that outcomes are caused by our own abilities and efforts, while External Control maintains that outcomes are caused by fortune or outside effects. Therefore, the LOC is supposed to measure attribution levels of effects against causes.

Internal Control in Choice Theory (Glasser, 1998) means that we control ourselves to meet our Basic Needs (i.e., holding the belief that our behaviors are, in fact, self-chosen). External Control, however, means that we attempt to control others in the effort to meet our own Basic Needs with the belief that we can control another's behaviors. Therefore the LOC may not be the appropriate measurement for our use, since Internal Control and External Control in Choice Theory thinking, places the motivations for our behaviors, the behaviors themselves, and the effects of our behaviors all originate within ourselves. Suppose that Glasser and Rotter both shared the same ideas of Internal and External Control, then the strategies to attain Internal Control could mean the controlling of others.

Slowick, Omizo and Hammett (1984) state that the LOC scores do not show any significant differences in their study of the effects of Choice Theory. This may indicate the concepts of LOC and Choice Theory may not be compatible. There is, however, another inventory called the Internal Control Measurement (Kudo & Kakitani, 2009). This measurement instrument focuses on our behaviors to assess the degrees of external control and internal control. The Internal Control Measurement has been statistically analyzed and affirmed to be both reliable and valid (Kudo & Kakitani, 2009).

Our study, therefore, used the Internal Control Measurement by Kudo and Kakitani to determine the differences before and after Choice Theory (CT) Basic Intensive Training to find out if the Internal Control Measurement could actually gauge the effects of Choice Theory with a focus upon family interaction since that seems to be where external control types of interactions can be demonstrated most frequently among all other interactions.

## **Hypotheses**

1. The level of external control is expected to be lower after CT Basic Intensive Training using the Internal Control Measurement created by Kudo and Kakitani.
2. The level of internal control is expected to be higher after CT Basic Intensive Training using the Internal Control Measurement created by Kudo and Kakitani.

## Methods

### Research subjects

The study included participants of the Basic Intensive Training in CTRT (Choice Theory Reality Therapy) falling within the age range of 19 through 71.

### Research period

Beginning in 2009 through 2011.

### Questionnaires

The Internal Control Measurement created by Kudo and Kakitani consists of 14 items in which seven are related to the seven deadly habits and another seven are related to the seven desirable habits (see Appendix A).

### Outcomes

Our research was able to gather the questionnaires from 294 participants, out of which 277 were usable data (94.2% usability). We omitted the questionnaires that had no responses to some items. The total scores were calculated for both Internal and External Control. The results are shown at Table 1.

Table 1. The mean score and SD taken from the External Control and Internal Control scores before and after the Basic Intensive Training.

		<i>Mean</i>	<i>SD</i>
Pre Training	External Control Scores	17.455	4.923
	Internal Control Scores	27.148	4.087
Post Training	External Control Scores	14.137	4.421
	Internal Control Scores	28.884	3.794

#### Statistical Analysis:

1. Mean External Control Scores: t-test analysis (one-sided),  $t(276)=10.3988$ ,  $p<.01$ , which supports hypothesis 1 suggesting that basic intensive training may have been instrumental in producing the anticipated effect after training. Thus, the mean External Control score was significantly lower after training (see Table 1).
2. Mean Internal Control Scores: t-test analysis (one-sided),  $t(276)=7.4695$ ,  $p<.01$ , which supports hypothesis 2 suggesting that basic intensive training may have been instrumental in producing the anticipated effect after training. Thus, the mean Internal Control score was significantly higher after training (see Table 1).

### Conclusions

The purpose of this study was to assess the usefulness of the Internal Control Measurement (Kudo & Kakitani, 2009) and to affirm that it really measures what was intended to measure.

The External Control scores measured by the Internal Control Measurement reflected significantly lower scores than before the Basic Intensive Training, while the Internal Control scores reflected significantly higher scores than before the Training.

The results of this study lends support to the usefulness of the Internal Control Measurement (Kudo & Kakitani, 2009) in that it can be used effectively to assess the usefulness of Choice Theory in affecting change in outlook from external to internal control within persons.

The LOC has been used so far to determine the effectiveness of Choice Theory in human relationships (Kim, 2002; Peterson & Woodward, 1994). Slowick, Omizo and Hammett (1984). In contrast, the analysis revealed that no difference was found by using the LOC. Therefore, the present study suggests that the LOC may not be an appropriate instrument to determine the effectiveness of Choice Theory in human relationships. It is suggested that the reason for this is, the LOC is designed to attribute outcomes *either* to external or internal sources, while in Choice Theory internal and external control are both housed within the internal motivations of our choice behaviors, the behaviors themselves, and the outcomes of the behaviors.

### **Future task**

The Internal Control Measurement (Kudo & Kakitani, 2009) introduced in this study focuses upon the Acting component of our total behaviors. However, the acting aspects may not necessarily indicate internal control, even though they appear to be so (and still, the thinking component may possibly suggest external control). It is proposed that the Internal Control Measurement (Kudo & Kakitani, 2009) may be used in longitudinal studies or as a self-evaluation tool. However, as it is not standardized, it may not be used effectively in comparative studies of various different groups. Therefore, we may need to create a new measurement instrument which will include a thinking component into the current Internal Control Measurement.

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#### **Brief Bios--**

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## Appendix A

### IC Survey

This survey will be used to assess various opinions which reflect how a person thinks and relates to others in interpersonal relationships. Think about your own family interactions, including general interpersonal relationships, then choose the best number to indicate the level of your thinking and relating. Assign a rank of 1 to 5, with 1 being "No," and 5 being "Yes, quite often."

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 1.  | When he/she does not do what I say, I become demanding and force him/her to do it.  | 1 | 2 | 3 | 4 | 5 |
| 2.  | When he/she worries, I tend to have compassion for him/her.                         | 1 | 2 | 3 | 4 | 5 |
| 3.  | When he/she does not keep his/her promise, I cast blame with attitude and action.   | 1 | 2 | 3 | 4 | 5 |
| 4.  | When he/she does not comply with my request, I act spiteful and sulk.               | 1 | 2 | 3 | 4 | 5 |
| 5.  | Even If we disagree, I am willing to discuss our differences and try to understand. | 1 | 2 | 3 | 4 | 5 |
| 6.  | I don't compromise in discussion.   | 1 | 2 | 3 | 4 | 5 |
| 7.  | When I am not satisfied with him/her, I complain about it.                          | 1 | 2 | 3 | 4 | 5 |
| 8.  | I criticize his/her behavior and correct any mistakes.                              | 1 | 2 | 3 | 4 | 5 |
| 9.  | I listen carefully, placing myself in his/her shoes.                                | 1 | 2 | 3 | 4 | 5 |
| 10. | I complain about his/her faults.  | 1 | 2 | 3 | 4 | 5 |
| 11. | I am willing to trust him/her from the bottom of my heart.                          | 1 | 2 | 3 | 4 | 5 |
| 12. | I interact with him/her with respect.   | 1 | 2 | 3 | 4 | 5 |
| 13. | I am sensitive to thank him/her for invested effort.                                | 1 | 2 | 3 | 4 | 5 |
| 14. | I am willing to accept him/her with positive regard in any circumstances.           | 1 | 2 | 3 | 4 | 5 |

The External Control; No. 1, No. 3, No. 4, No. 6, No. 7, No. 8 , No. 10

The Internal Control; No. 2, No. 5, No. 9, No. 11, No. 12, No. 13, No. 14



## **Together We Can Do It! Part Two of an Interview with Kim Olver**

Patricia A. Robey Ed.D., LPC, CTRTC

### **Abstract**

This article presents part two of an interview with Kim Olver, Executive Director of William Glasser International, Executive Director of William Glasser Institute–US and senior faculty member of WGI and WGI-US. In this interview, Olver explains her role with William Glasser International and the development of William Glasser Institute-US. Olver discusses some of the new programs that have been developed to engage newcomers with WGI and WGI-US and to encourage interaction within the membership. Olver shares her vision for the future of the organizations.

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**Biography:** Kim Olver, M.S., licensed clinical professional counselor and board certified coach, is the part-time Executive Director of William Glasser International and WGI–US. She is also Senior Faculty and as such teaches all phases of Institute training. Kim is the owner of two businesses, Coaching for Excellence, and her publishing company, InsideOut Press. Kim is the author of the award winning, bestselling, *Secrets of Happy Couples* (2010) and the co-author of *Leveraging Diversity at Work* (2006). Kim speaks on various topics throughout the world, including workshops for the US military’s Yellow Ribbon program, Cook County Probation, a drug and alcohol program in Pennsylvania and several children’s foster care and residential programs. Formerly, Kim worked with mental health clients in a residential program, and with children and families in a specialized foster care program.

**Summary of Interview Part 1:** In the first part of this interview (Robey, 2014), Olver discussed how she learned choice theory and reality therapy and how these ideas transformed her personal and professional life. Olver described her move from rural Pennsylvania to the Chicago area and the development of her business. Olver’s business includes coaching services, public speaking, and workshops (including institute training). Olver is also an author of several books. Olver explained that she was asked by Linda Harshman, formerly the executive director for The William Glasser Institute, to become the executive director of the William Glasser Institute–US. Olver shared that saying “no” to this offer never crossed her mind. Olver felt that assuming this position was an opportunity to honor Dr. Glasser and the institute.

### **Interview Part 2**

**Robey:** Let’s talk a little bit about what your role is now as the executive director. Actually, let me back up a little bit. You mentioned that there are now many different organizations, which is one of the major changes that have happened since Linda Harshman retired from her role as executive director. Now we have an overarching international organization and the U.S. organization, as well as many other regionalized organizations. It’s hard for me to wrap my brain around it! Can you clarify what is happening in the institute right now?

**Olver:** To my best of my ability I will. (Laughter) William Glasser International is the global organization, it’s what the William Glasser Institute used to be, only it’s bigger because it’s not just a U.S. company; it’s a global organization. There are people from all the regions of the world on our board, representing different organizations and affiliates we have around the world. It really is the board who makes the decisions about the direction for William Glasser International. I am an instrument of the board really. They decide what is going to happen and I do whatever it is they want me to do. One of the things that I handle is the email that comes in and the requests for training. Any exemptions for our policies and procedures go through me. Sometimes I answer them and feel comfortable with a simple

answer and sometimes, if I think there is a really unusual request, I will talk with the executive committee. If the executive committee is also thinking that is kind of a stumper, then we will go to the full board to find the answer.

As the executive director of William Glasser Institute-US I have a much bigger and more active role as the leader. The board is the legal board and they are responsible for the decision-making and the direction of the U.S. Institute. I have a lot more input there when we have the board meetings. Bob Hوجلund is the current US board president, and together we propose the direction of WGI-US to the board.

For William Glasser International I go to the board meetings as the secretary. I take the minutes, inform the board what is happening, and give my opinion on topics discussed. So, it is a different kind of a role. Both of them are equally satisfying, but in different ways.

William Glasser Institute-US has had to create its own entity so we had to go through the process of becoming a non-profit organization and writing articles of incorporation and bylaws and writing a new policies and procedures manual. The old policies and procedures manual was dissected and every word gone over and fine-tooth-combed; it was a slow process.

**Robey:** One of the things that stands out to me is the passion and the commitment that comes through you and everyone at the board level—a group of people who are really volunteers. Even going through the policies and procedures manual with a fine-tooth-comb stands out to me in the sense that it matters so much to people to make it right.

**Olver:** It really, really does. I cannot tell you how proud I am to have the group of people we have working on this. They are passionate, dedicated, and I am going to use the word cooperative, because I think that is so important. I have not been involved in the politics of the Institute until now and so I have never served on this board before. I have served on other boards, but not the Institute board. I just never really wanted to know about the politics so now I am aware of more than I ever really wanted to know. What I think has happened on our U.S. board, and I think it has also happened at the International level, is that we have developed a mission that is bigger than any one of us individually. Some of the individuals on our board have their own businesses and they have wants and desires that may be in conflict with the institute because of their own businesses. I am one of those people; I have my own business too. When we are together doing Institute business, however, the Institute is the priority. We are not trying to get whatever piece of pie we think we may need to have. We really are working together for the good of the Institute. I don't know how that happened exactly; I am just so grateful that it has. Even our last two recent WGI-US faculty retreats showed that energy. We had thirty faculty there the first time and 15 the second time and the cooperation in those rooms was palpable. The passion and the energy was something I had not experienced before. I mean it may have been there before - I just wasn't involved in it. So now it feels like we are a force to be reckoned with. That's what it feels like.

**Robey:** As I am listening to you, what I am not hearing is "I quit doing coaching, I quit doing public speaking, I quit doing a lot of other things, and now my full time job is being the WGI executive director." It sounds like you have incorporated the executive director job into the rest of your lifestyle as opposed to having this be a full-time job that you devote 40-60 hours a week to. Is that true?

**Olver:** It is true. When I was hired I was told that Linda Harshman, who was the previous executive director, had worked a lot of hours in her role and she had a staff. Before she left, the staff had dwindled down to just a few, and in the end it was just Linda. She divided up

her job to a couple of other people, so we had Terry Hogle who did our data and finance. (Terry recently gave notice so by the time this article is published we will have a new data and finance director.) We had Judy Comstock who did some data entry. We had Jean Suffield who did international communication. Then there was me doing everything else – that was kind of the catchall phrase. Linda thought I could conceivably do my part of the job in ten hours a week, which is what I was paid for. When William Glasser International asked me to also be their executive director, I cut the hours back at the William Glasser Institute-US to eight and I work eight for William Glasser International. So, actually out of a 40 hour work week, 16 hours is devoted to William Glasser International and the US Institute. The rest of the time I am working on my own business. I still do training, I do some work with the military, speaking to veterans returning from Iraq and Afghanistan, teaching them choice theory. So, I have a full life. I have a lot of things that I do. My children are grown and married with children of their own so my time is now my own to do what I love.

**Robey:** I find it hard to think you can really limit yourself to only sixteen hours a week at those important jobs. However, I will take that at face value right now, unless you would like to clarify how many hours you really work. I understand, though, that's the intention.

**Olver:** That's the intention.

## **Innovations**

**Robey:** I am personally so thrilled that you are the new executive director. The things that you have done since you have taken on the role of executive director are up-to-date as far as technology, generating new ideas, and looking for new ways to attract attention to the Institute. I wonder if you would share some of the things you have initiated since you have come on in your role and what you are excited about?

**Olver:** Well, one of the first things we did was **Choice Connection**. That is a telephone conversation we do once a month and it is open to anyone. So even if you talk to someone tomorrow and they have never heard of choice theory and they want to get involved they just have to come on our website and give us their name and email and they can be involved in *Choice Connection*. It's offered once a month, in an hour phone call, where someone, sometimes it's me, sometimes it's someone else, decides on a topic and does a 15-20 minute outline on important pieces they want to share about that topic. Following the outline they open the call up for questions, feedback, and additional ideas, and it can be very interactive. It is also a way for people to stay connected to the information. I have heard over the years that people get certified, and if they don't want to be an instructor, they wonder what can they do to stay connected and involved? *Choice Connection* is a way to stay connected to people and to the ideas.

We have also initiated the **Mastermind Group**. This group is only for members, so you have to be a dues-paying member to be involved with this. It is an hour phone conversation that is always the second Tuesday of the month at 6:30 central time. It is designed for people who have a stake in the direction the institute's going. They can call in and share their ideas and ask any questions they have. The involvement piece is my way of saying, "Hey I am only supposed to be working eight hours a week, so if you have a great idea I am all for it! How can you get involved to make it happen?" That's happened! Recently, we decided to do what I am calling "affinity groups." We have a **group for teachers** that is directed by Charlotte Wellen and she's assisted by Brian Patterson and James Gabbard. They do a one hour telephone call for teachers who are looking to implement choice theory in their classroom and are looking for best practice and skill building. We have another **group for counselors**, run by Nancy Buck, who is assisted by Kathy Randolph. That group has been running the longest and they are doing some great stuff. They do some case

consultation, talk about using Reality Therapy and Choice Theory in their sessions and challenges they experience. We also have an **administrator group** for school administrators and business managers. That group is currently reorganizing and looking for a leader. Those three groups are something else that we started. The people who are on those calls have to be paying members as well.

The other thing we have done is open a **web store**. On our website, we have products that are produced and created by our faculty and maybe certified people. We have a weight loss course on there, we have something called a set of directions, we have a parenting course, there is a course about baby-boomers who are stuck between raising their own children and caring for their own parents, and an eBook about treatment planning from a Choice Theory perspective. Any member can produce something and as long as it is approved (and the only reason it wouldn't get approved is because it is not in line with choice theory), then it can be sold on our website. A percentage goes to the creator and a percentage goes to the institute. That was something new.

There is a team of us from WGI-US who are working on a new idea, called **Mental Health & Happiness** (MHH). It was born out of the Newtown school shooting tragedy. One of our team members, senior faculty and board member, Dr. Nancy Buck, used to teach there for many years. She conceived of MHH as a way to treat mental health as a public health issue as Dr. Glasser implored us to do. As a result, most recently, we launched a new website, [www.mentalhealthandhappiness.com](http://www.mentalhealthandhappiness.com). This may be our most innovative program so far. It is a completely free site for anyone on the web looking for ways to increase their level of mental health and happiness. There are blog posts every other day and subscribers may sign up for a 21-day Challenge, which consists of daily emails with suggestions of things to do daily to improve one's mental health and happiness. I think I am most proud of this. At the writing of this article, the challenges have been in operation less than six months and there are almost 600 subscribers and growing daily. This site was conceived to *really* teach the world Choice Theory and let the general public know that helping people understand how to satisfy their five basic needs in responsible ways lead to greater mental health and happiness.

And now on October 10, 2014, World Mental Health Day, there is going to be a **Mental Health & Happiness Summit** - around the clock interviews with people who have systems and habits that can be learned and practiced to improve a person's mental health and happiness. This Summit is completely free. If interested, you can register here: <http://www.mentalhealthandhappiness.com>

**Robey:** That's quite a list! The other thing I would like to say is that I appreciate the ongoing communication that comes from the institute to the membership and that you opened that up to anybody who would like to be on the mailing list. Those monthly mailings are really clever and also provide a little bit of evidence that we are not alone in the way that we think. I would also like to say I appreciate that things seem to be wide-open and above-board and that everybody is being informed at both levels about what is happening with the organizations. That creates that sense of belonging that we want and that's so important to us.

**Olver:** Thank you!

### **Future Direction**

**Robey:** My pleasure. What do you see as future direction for William Glasser International and/or William Glasser Institute-US?

**Olver:** Well we have received some direction from faculty at the WGI-US faculty retreats. One of the big things we are looking at is restructuring what we offer in terms of certification to schools. We are thinking that we need a different track for schools than the certification we currently have for counselors so that's going to be looked at. That's also being considered at the international level so that's not just a U.S. thing. We are also looking at becoming a national provider of CEUs so that people who want to attend our conference will get the credits that they need for CEUs. If you have a choice between a conference that is offering CEUs and ours that doesn't then people may be going to other conferences, so that's something we want to do. We are also looking at becoming an evidence-based practice, which is a long-term goal. It could be daunting if we do not have people who are committed to making that happen, and we do thankfully. We have people at the retreat, Terry Allen is probably spear-heading, you [Robey], Beverly Lafond, Janet Morgan, and I am sure Tom Parish, who wasn't at the retreat, would like to be included. These are people who have been instrumental in providing research. That is what we need to become evidence-based practice. We are looking to form those partnerships with people who need and/or want to do research. We want to create situations for them to research so that we can get the evidence we need to become an evidence-based practice. Once that happens then counselors can bill insurance companies for using reality therapy. It will create a market for counselors to want to take our training now, because if insurance companies are only paying for evidence-based practice that's where people are getting their training. Those are the short-term goals.

**Robey:** That can be accomplished by the end of this year (laughter) right?

**Olver:** Right, right, right!

**Robey:** What can people do who would like to become more involved and make a contribution?

**Olver:** Well, I would love to have people come on the inquiries, ideas, and involvement phone call [Mastermind] because that's time I set aside to hear those kinds of things. That would be my number one preference. If people can't make that call, or it's inconvenient for whatever reason, then they can certainly email me. That's great if people email, it's just sometimes I can be as late as a week behind in my email because I get a lot of them. I try to respond to everyone, but it takes me a little longer. A phone call may be the least preferred method of contact because many times I am involved with many other things and I just do not get to the phone calls very promptly. Email is second best. The Mastermind phone call on the second Tuesday of every month at 6:30 pm Central, 7:30 pm Eastern, 5:30 pm Mountain, and 4:30 pm Pacific time would be the most efficient way to reach me.

**Robey:** In your ideal world, what would you like to see happen with WGI-US and William Glasser International?

**Olver:** I would like to see us become a force to be reckoned with. In many areas in the counseling field, I want reality therapy to be known as a very viable and current practice. I say current because people say reality therapy is old, but it doesn't matter that Dr. Glasser taught about it in 1965. If it still works, and it doesn't matter how old it is. Reality therapy has been around a long time and it's tried-and-true and it still has great applicability to the counseling field. I would like to see William Glasser International and William Glasser Institute-US providing lots of training to counselors. I would like to see (we are talking pie-in-the-sky now) the education field transformed in the U.S. and in other countries by using Glasser's quality school ideas. I would like to see schools really inspiring the learning that children naturally have the desire to do, instead of squashing that. I would like to hear the awesome things that students are doing in their schools because there are no limits and

there are no restrictions so they are just able to create and learn and do those kind of things that Glasser quality schools inspire kids and schools to do. I would like to see teachers happy. I want them to go to work and not feel like it's a battle between students and teachers or between teachers and administration. That would be awesome. The other thing that I would really like to see that I think we haven't emphasized enough is personal well-being, self-worth, and development. I think these ideas can transform a person from miserable and unhappy to - I am not even going to say happy, because I think the opposite of miserable is peace, so I think we have a lot to offer people who are searching for that inner peace that eludes so many people because they are using external control psychology. So I would like to see us have retreats for couples and for parents, and for individuals who are just looking for change in how they see the world.

**Robey:** Wouldn't the world be a different place if all that could happen?

**Olver:** Oh, yes. I wouldn't have to be talking to vets who are coming back from Iraq and Afghanistan. That would be one thing. Wouldn't it be nice to have no wars, and no violence? I can see it, but it's going to take a lot of work and a lot of people.

**Robey:** That would be wonderful indeed. We talked about a lot of things right now and I want to be respectful of your time. So I am wondering if there is anything you would like to add that I have not asked you about already.

**Olver:** There's lots to do and we have such an awesome and passionate group of people that have much to contribute. I would like to move forward with the mindset that there are no limits on what any of us could do, so each person could feel creative in contributing to the mission and the vision that we're creating. I would like to put out a call to our members to contribute what they're comfortable contributing, no pressure, just think about one thing you wish you could've done and do it now!

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## Brief Bio--

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# **Assorted WGI Odes & Tributes**

## **Thomas S. Parish, Ph.D., CTRTC, Editor, IJCTRT**

**This Special Section of the Journal Contains Odes and Tributes that Celebrate the Lives of the Following WGI Members:**

Albert Katz	Ken Lyons
Beverly LaFond	Kim Olver
Bob Wubbolding	Larry Litwack
Bradley Smith	Larry Palmatier
Brian Lennon	Lucy Billings Robbins
Bruce Allen	Lynn Sumida
David Jackson	Maggie Bolton
Emerson Capps	Mary A. Graham
Ernie Perkins	Masaki Kakitani
Glen Gross	Patricia Robey
Janet Morgan	Peter Driscoll
Jean Seville Suffield	Rhon Carleton
Jim Roy	Rose Kim
John Brickell	Sue Tomaszewski
Joycelyn G. Parish	Thomas Burdenski
Katherine Randolph	William Glasser

### **My Ode to All WGI members**

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Please note that while photos may generally capture "a moment in time," that odes and tributes more likely reflect "the various experiences and achievements of a lifetime." With this thought in mind, what follows are a series of odes and/or tributes that describe some of our WGI members who, like most other WGI members, are simply doing all that they can to teach the world Choice Theory!

Truly, we should toast all of them, and ourselves, too, for all that we have sought to do to make the world a better place for the entire human race! Best of all, we're not through, since we still have much more to do. So kindly continue on and have some fun, while we seek to appreciate all that we have collectively done!

# My Ode to ALL WGI Members

Enclosed are Odes and Tributes to Many of Our WGI Members  
Who Seem to Represent What CTRTC is Really All About!

What Choice Theory and Reality Therapy have generally meant to me,  
is an opportunity to interact with members who are as friendly as they can be.  
As Choice Theory requires, they all act very responsibly as they all do their thing,  
whether it be teaching, providing therapy, or some other form of counseling.

What's most rewarding is that they all seem to greatly enjoy what they do,  
at least that seems to be the case, as a general rule!  
Unfortunately, however, I have rarely taken pictures of any of them,  
but I can very clearly see them in my mind again and again!

Notably, though, pictures aren't all they're often cracked up to be,  
for they usually only capture someone at a particular moment in history,  
but writing odes and tributes that strive to describe them over time,  
provides a real reflection of them that can be very sublime.

Hence, what follows are several odes and tributes to members current and past,  
that seek to remind us of our memories of them and help them to last.

To all those who are mentioned here, and to those who are not,  
I would like to say to each of you that I thank you all a lot!

Yes, thank you for the memories that I've shared with you on various occasions,  
whether it was when we were in the United States, or visiting other nations.  
In addition, thank you all for the friendship that you've freely offered to others,  
even though it may be obvious that we're not sibs from the same mother!

This, then, is the true beauty of Choice Theory and Reality Therapy,  
since they both allow us to be ourselves and to help others to do similarly.

This is how Dr. Glasser always wanted it to be,  
not only while we're on this earth, but throughout all eternity!

Best wishes and happy memories to all those who are CTRTC,  
as well as to anyone else who might really want to be!



# **My Ode to Albert Katz**

Al Katz was a New Yorker, once upon a time,  
and his New York ways will likely endure, and that's just fine.

His sense of humor is priceless, indeed,  
as he strives to do his very best in both word and deed!

A long time advocate for CT and RT,  
Al always acted with great integrity!  
In the Northeast region he was the hub,  
and always sought to quell any hub-bub!

His commitment and love for Bill Glasser is great,  
and so it will always be, that's their fate!

They certainly shared a special bond,  
that will last for a lifetime and beyond!

Of all the friends who most loved Bill,  
I think that it was Al, and he loves him still!  
Certainly they enjoyed many great times together,  
that we all will reminisce forever-after!

# **My Ode to Beverly LaFond**

The best word to describe Beverly is "precious,"  
so much so that her kindnesses become almost infectious!  
She is like "love" personified,  
which I know to be true, of that I cannot lie!

She is also very humble, too,  
and has always been so as a general rule.  
In addition, she is always one who thinks of others,  
even if they're not her sisters or brothers.

Even though she has not always had things go her way,  
she has given her utmost, what more can I say?  
May God bless her greatly for all that she has done,  
and may she enjoy her life and have a lot of fun!

Regarding Dr. Glasser, Beverly was definitely his biggest fan,  
and that wasn't by accident, in fact, that was her special plan.  
May she always do CT/RT to the best of her ability,  
and may others appreciate her throughout all eternity!

# **My Ode to Bob Wubbolding**

Everybody knows and would certainly agree,  
that William Glasser is the father of Reality Therapy.  
Beyond that, however, many are not really sure  
as to who will champion the cause so that RT will endure.

Though there are many who might be willing to try and take the lead,  
the real leader of RT for years to come is obviously Bob Wubbolding!  
Beyond any doubt, he is the most well-known and recognized,  
more so than any others, many of whom have hardly tried.

Yes, Bob Wubbolding has published more about RT than anyone,  
and he has done so for decades past, and for decades yet to come.

His books and chapters in books are well beyond any other,  
and his love for WGI members makes him everyone's elder brother.

In my opinion, Bob has never let anyone down.  
In fact, when it comes to Bob no one would ever grimace or frown.

Truly, for all of these reasons that I have mentioned above,  
Bob Wubbolding definitely is worthy of our respect and our love.

# **My Tribute to Bradley Smith**

On the campus of Loyola Marymount University,  
Bradley Smith is best known for his cordiality!  
Yes, he's friends with just about everyone,  
from students and faculty, to those in the boardroom.

He has fostered great respect for Bill Glasser there,  
and has promoted CT/RT concepts beyond compare.  
As a result, they research and study these concepts constantly,  
sharing what they find quite routinely.

In short, their use of CT/RT concepts in their classrooms,  
has been found to be a real boon.  
Furthermore, their research endeavors have been positive, too,  
which has been well documented, as a general rule!

Thus, Bradley has become a great advocate for WGI,  
of this I am certain, it cannot be denied!  
What the future holds for CT/RT is largely in Bradley's court,  
but rest assured, if it's up to Bradley, we'll get a good report!

# My Tribute to Brian Lennon

Brian Lennon is a very fine fellow,  
and everyone perceives him to be very mellow.  
He is very easy-going, that's for sure,  
and his love for CT/RT will likely long endure.

He also has never uttered a discouraging word,  
at least not one that I've ever heard.  
His two main desires are to always do his best,  
and to help those who are experiencing distress.

He truly is very well liked by everyone,  
primarily because he likes to have fun!  
He also likes to employ shadow leadership a lot,  
which let's others do more as they test their own luck.

Notably, I consider Brian to be a very dear friend,  
since he's very trustworthy and will be so 'til the end.  
May his successes help him in all that he seeks to do,  
and may he continue to guide WGI if he really wants to.

# My Tribute to Bruce Allen

According to many Bruce Allen is an all-around great guy,  
who is the current director of the Mid-American Region of WGI!  
He's probably been a member of the WGI organization  
ever since it was originally organized up in heaven!

Exaggerations aside, Bruce is definitely a "go-to" person,  
who can help any situation improve, rather than worsen.  
In addition, he's friendly and he's very humble, too,  
and he would stop at nothing to help each of you!

Bruce also plays a great guitar,  
and if he wasn't a counselor, he'd be a "rock star!"  
WGI is fortunate to have the likes of him,  
for he's committed to our organization through thick and thin!

May he continue doing what he has done thus far,  
including telling people about the Choice Theory car!  
For as he does so he'll likely advance the concepts of CT/RT,  
while he remains on earth, and throughout all eternity!

# My Ode to David Jackson

David Jackson has always been a "man of action,"  
striving to unite each and every faction!  
His orientation has truly been one of inclusion,  
and has totally rejected any type of exclusion!

David has been a true asset to the WGI organization,  
having done things that should have been greeted with celebration!  
For instance, as a past Director of the Mid-America Region,  
he helped it twice to secure substantial financial freedom!

Besides securing an improved financial position for his region,  
he's always sought to be a friend to every member of this legion!  
David is also someone who sees great value in including God  
in counseling sessions where he has held fast to the "iron rod."

Even his doctoral dissertation studied the need for The Holy Spirit  
to improve our counseling methods if only we would seek to hear it!  
While not all WGI members cleave to these notions of his,  
all would agree that when it comes to CT/RT, he really is a whiz!

# My Ode to Emerson Capps

Emerson Capps is a dear friend of mine,  
and has gladly assisted me many-a-time!  
He currently serves on the CT/RT Journal's editorial board,  
always evaluating each submission fairly and totally aboveboard!

He's always sought to do his very best,  
and has never settled for any less!  
This applies to all that Emerson sets out to do,  
'cause that's his philosophy, i.e., he always sees the job through.

WGI members certainly approve of Emerson's ways,  
since he starts everything with a smile, and is never dismayed!  
In addition, he always stays on task, and does what he can,  
until he's completed the project, at least that's his usual plan.

His work ethic is well-known and is greatly appreciated,  
but since he's always done it this way it's now generally expected.  
May Emerson continue to do all that he must,  
and he likely will, without making a big fuss!



# **My Tribute to Ernie Perkins**

Ernie Perkins and I hardly know one another,  
yet I feel as close to him as I do my own brother!  
So even though we don't share the same mother,  
we do enjoy each other's writings like no other.

Truly, his writings are very attention-getting,  
and seldom leave anyone sitting there fretting!  
In other words, Ernie provides great insights,  
and his intentions are always totally forthright!

Ernie is definitely a great asset to CT/RT,  
and we'll be blessed by him, that's a certainty!  
So all we need to do is to sit back and enjoy the ride,  
as long as we have Ernie there by our side.

The International Journal of CT/RT is eagerly waiting  
to hear more from Ernie and what he's thinking!  
I hope that he realizes how much he's appreciated,  
and will continue to be our "Insights Incorporated."

## **My Tribute to Glen Gross**

Though Glen Gross and I have never met,  
I know that he's among the best that I could get!  
His computer skills have truly been second to none,  
and the Journal has benefitted from what he's done.

Though I am the editor of IJCTRT,  
he has helped me improve it immeasurably!  
With his help and guidance along the way,  
he has made the Journal what it is today.

To say the least, he has never let me down,  
and for that he deserves to wear an honorary crown!  
He truly never rests until the issues are done right,  
and constantly assists me, though he stays out-of-sight!

We in WGI should thank Glen for all that he has done,  
and hope that he knows that his work has just begun!  
After all, the Journal is very important to us all,  
so we'll surely need his help every spring and every fall!

# My Tribute to Janet Morgan

Janet Morgan is a very dear friend of mine,  
who has been willing to help me any time.  
As a member of the Journal's Editorial Board,  
she's sought to keep things in one accord.

As a spokesperson for research within WGI,  
she's monitored it with a "watchful eye."  
In fact, she's encouraged people all of the time,  
to do research, rather than say that "it's really all fine."

Janet has also been an advocate for those in stress,  
especially if they've served, and given their best!  
Truly, military veterans and their families, too,  
have often looked to Janet to pull them through.

Meanwhile, Janet's son has served in war zones,  
many miles away from their family's home.  
Yes, Janet's family is definitely one-of-a-kind,  
including her husband, Robert, who's a friend of mine!

May only good things happen to Janet and her kin,  
and may their causes all result in "a win."  
Alas, they have all been tested and found to be strong,  
and will likely remain so all their lives-long!

# **My Ode to Jean Seville Suffield**

Though she's quite Canadian, and I'm all American,  
I'll always think of Jean as though she's my kin!  
I definitely see her as someone that I can trust,  
and so it should always be until I turn into dust!

She is one of WGI's very best members,  
and she's been such as long as I can remember.  
Jean very likely puts more time in than anyone else,  
overseeing the WGI Newsletter and working for herself.

She is also on the CT/RT Journal's editorial board,  
and she flies around the world (too bad she has no Concorde).  
She is truly totally committed to doing all that she can,  
to do her very best to fulfill Bill Glasser's plan!

Yes, she truly is striving to teach Choice Theory to all,  
and in the meantime she's having a real ball!  
May she always be so driven, is my fondest wish for her,  
and may she be guided by her beliefs that are always very pure!

## **My Ode to Jim Roy**

To say the least, Jim Roy is a "good old boy,"  
who wrote a biography which gave him much joy.  
The subject he wrote about was William Glasser, M.D.,  
which should be cherished by many throughout all eternity!

Otherwise, Jim continues to be quite active in WGI,  
and has made many contributions, of that I can't deny!  
Jim's currently teaching at a west coast school,  
which, since I'm from Kansas, sounds really, really cool!

Most importantly, since Dr. Glasser is no longer here,  
Jim may provide the words we can follow without fear,  
since he knows Bill's wishes, and can help get us in gear,  
helping things to improve even more than they appear.

Truly, Jim could be a tremendous asset for all of us,  
so it's our fondest hope that he'll lend us his thrust,  
and move us to where we really need to go.  
Yes, it's almost like Bill saying, "Just make it so!"

# **My Ode to John Brickell**

Choice Theory and Reality Therapy is doing well in Europe, yes indeed,  
and John Brickell has been involved in this work in both word and deed!

His great involvement at every level of leadership within WGI,  
has been truly remarkable, of that I can't deny!

Furthermore, his close relationship with Bob Wubbolding is most noteworthy,  
as they write articles and do research in order to advance Choice Theory!

They both definitely try to teach Choice Theory to the entire world,  
and will continue to share it with every man, woman, boy, and girl!

It's a real gift to be aware of their various writing and research endeavors,  
and how they have reached out and had a great impact upon many others!

May we all seek to do similarly, both now and later, too,  
for as we do so we'll all advance Bill Glasser's wish for both me and you!

Of course, it is always up to each of us to make any "hard work choice,"  
but if we'll do so we'll more likely continue to hear Dr. Glasser's voice!

At least that's my hope for each and every one of us,  
as we go forth to teach Choice Theory, as we know we really must!

# My Tribute to Joycelyn Gay Parish

Joycelyn Gay Parish is as sharp as a tack,  
and that, my friends, is a well-known fact!  
Notably, her skills with a computer know no bounds,  
and when it comes to writing, she's the best around.

She is also an outstanding teacher of psychology,  
having taught courses that few would consider very easy.  
For example, she's taught courses about abnormality,  
plus statistics, research methods, and psychophysiology.

She's even taught up to four new preps at a time,  
and she's done them while being very thorough and kind.  
Few others could possibly do so well,  
but she doesn't stop there, 'cause there's much more to tell!

She has also worked in personnel placement along the way,  
and has been a top-notch researcher for many-a-day.  
She now uses CT/RT as she counsels those in need,  
and has helped them all to more likely succeed!

# **My Ode to Kathy Randolph**

Kathy Randolph is an up-and-comer within the WGI organization, and she's also counted among the members within the next generation.

Hence, though she is totally committed to advancing CT/RT, she also loves to walk a bit on the wild side, and that's a certainty.

For instance, she feels great when she drives her Harley all over town, and though she lives in St. Louis, many wave to her when she's around!

While she's an upcoming force to be reckoned with within WGI, she's also very active in other counseling groups, of that I can't deny!

The best word that describes Kathy to me,  
is that she almost always seems to be incredibly "busy"!  
Much like Lucy Billings, Kathy seems to be a mover and a shaker,  
and will likely leave a lasting impression upon all who come to meet her!

May she continue to do all that she possibly can,  
to make WGI successful, at least that should be her plan.

As she endeavors to achieve this important end,  
all within WGI will likely come to be her very dear friends!



# My Ode to Ken Lyons

Ken Lyons is a very friendly soul,  
in fact, he's the friendliest person I know!  
He's also very fun-loving, that's for sure,  
though at times he can also be very sincere.

He's an Irishman, and a good one at that,  
as am I (via family lines), though few know that as fact!  
He loves being Irish, as most Irish do,  
and enjoys a good time, 'causes he's really no fool!

As for CT/RT, he's totally "gung-ho,"  
as are many Irish, be they friend or foe!  
Heading up this group is Brian Lennon,  
but there's many others, too, both women and men!

In fact, Europe has generally jumped on-board,  
allowing those certified in CT/RT to join their accord.  
Hence, Ken and many others are happy about this,  
and anticipate having many years of incredible bliss!

## **My Ode to Kim Olver**

Kim Olver is a counselor and a life coach extraordinaire, and is the Director of WGI and handles it's various affairs. She generally oversees the national and international arms of WGI, and sees to it that everybody is really quite satisfied!

Notably, however, Kim is not totally focused on these business affairs, since she's a widow, with children who have often needed care. Nevertheless, she manages multitasking far better than most, and does her very best to do things to her absolute utmost!

Curiously, she does all of these things, yet never asks for help, indicating that she's very capable of doing these things by herself! The William Glasser Institute is lucky to have Kim and what she does, and we hope that she'll continue doing so without making a fuss.

Truly, who else could/would try to walk in her shoes, realizing that there are no guarantees, and that there is much to lose. However, in Kim's hands such problems will likely be held at bay, and probably will never bother us as long as Kim's willing to stay!

# My Tribute to Larry Litwack

Larry Litwack was loved and respected by nearly everyone, primarily because he would never quit until each job was done! For instance, he was basically the wheels on the Choice Theory car, since he edited the CT/RT journals, keeping them well above par!

Yes, for nearly thirty years he shared with those interested in RT, all the writings and research of RT members and its faculty.

In fact, he did it without asking for very much, except that we use the Journals as a way to stay in touch!

Truly, he edited the Journal of Reality Therapy and later the International Journal of RT!

Along the way, he kept all of the inclusions very strong, having every submission refereed to determine if they belonged!

In 2009 he vacated this post, not knowing what was next, only to discover a few months later his health was a real mess! Then, before Easter of 2010, he was gone from our midst, leaving all of us to realize how much he'll be missed!

# **In Memory of Larry Palmatier (and Bill Glasser)**

Larry Palmatier was a counselor, teacher, writer, and my friend,  
and I could never imagine that all of these things could ever end!

Furthermore, Larry truly adored Dr. Glasser,  
but now that they're both gone, for me, it's a real disaster!

As I recall both Larry and Bill,  
they both loved life, and they probably do still!  
They also both overcame any amount of stress and strife,  
as they always smiled, and lived the "good life!"

Of course, I was closer to Larry, 'cause we oft hung together,  
and with his family, I felt like a long, lost brother!  
While we separately traveled to many far-off places,  
I was always happy when I saw their familiar faces!

I 'm pretty sure that I'll someday see Larry and Bill again,  
and I'm also sure that we will still be great friends!  
After all, life on earth may not last forever,  
but our love for each other should always bind us together!

# My Ode to Lucy Billings Robbins

Lucy Billings Robbins is a mover and a shaker,  
and could readily be described as a real “king maker!”  
In addition, she possesses incredible organizational skills,  
helping meetings to succeed by employing her very strong will!

Lucy is truly a “go-getter,” both in the WGI and elsewhere,  
and will never, ever quit, of that I can humbly swear!  
For instance, in “Words with Friends” she has never met her match,  
and so it is in life, where she’s been unstoppable to catch!

Yes, when Lucy sets her mind on something, it will come to pass,  
because she won’t accept excuses, although she might settle for cash!  
Had she gone into business from the very start,  
Hillary would be shaking now, and could suffer a broken heart!

Few people in this world are a match for Lucy, that’s for sure,  
but her students that she has taught for WGI insist that they love her!  
Thus, Lucy is truly an enigma, but I still consider her a good friend,  
and it will likely remain that way until the very end!

# My Ode to Lynn Sumida

Lynn is a spitfire of a gal,  
and no matter what, she'll always do well!  
She's been confronted with disappointments in the past,  
but she never allows any problems to ever last!

Lynn is truly a very positive source for good,  
and always strives to do what she knows she should.  
In so doing, she generally reaches out to others,  
and in so doing, she becomes everyone's mother!

She tries to rein in why we are the way we are,  
and what we should do to follow our own star!  
To understand this, though, isn't easy to do,  
but she'll still try to formulate a general rule or two.

To say the least, she is an excellent CT/RT instructor,  
and her wishes right now are to become even better.

Thus, many will be prospered along the way,  
and lives will be turned around, what more can I say?

# My Ode to Maggie Bolton

Maggie Bolton is the perfect Aussie,  
who bounces around, but is never bossy!  
Truly, she is very vibrant, and is lots of fun,  
and shares herself with everyone.

She taught for many, many years,  
and may have received a few jeers,  
but loved teaching, nonetheless,  
and her students, too, I must confess.

In the mid-90's she turned to RT,  
in order to help those in great misery!  
She has taught them to make better choices,  
speak more gently, and with softer voices.

Maggie has also taught her clients about the CT/RT car,  
and has helped them deal with their emotional scars.

She certainly is an excellent coach, too,  
and is totally dedicated to aiding each of you!

# My Ode to Mary Amanda Graham

Just for the record, Mary Amanda is truly a real "go-getter,"  
who's willing to break through almost any fetter!  
From what I know of her, she also loves to teach a lot,  
and her students generally seek to give her all they've got!

The fact that she's very gentle and kind,  
certainly enhances her capacities to negotiate any bind.  
That is, whether she's counseling or teaching, it matters not,  
for she can help any group, even when things get a little hot!

Mary Amanda has been one of the Glasser Scholars,  
so she knows about research and how to raise dollars,  
and has served as a regional director, too,  
plus she knows many members, so she's sympathetic as a rule.

With Mary Amanda's experiences, and her skill sets as well,  
she'll likely benefit WGI more than anyone could foretell.  
So kindly be patient with her as she learns what to do,  
for in doing so, she'll be better able to assist each of you!



# My Tribute to Masaki Kakitani

William Glasser's biggest fan . . .  
from the land of Japan,  
was Masaki,  
who loved Bill mightily!

You see, Masaki helped Bill in very many ways,  
like interpreting his books and providing him places to stay.  
Their friendship for one another was international in scope,  
for they loved one another and gave each other great hope.

Of course, Masaki did even more than most,  
for he taught the Japanese people how to live well, but never boast!  
Whether it was in counseling or business Masaki always did his best,  
as he shared CT/RT with everyone, of that I can attest.

Masaki also attended nearly every WGI meeting that we've had,  
and brought his family and friends, for which we're very glad!  
He has also given much support to the Glasser Foundation,  
knowing that Bill was the genuine article, and not an imitation!

We in the WGI live in accordance with a special plan,  
in that we seek to do for others without any hesitation!  
But Masaki goes even further than that,  
by loving us all unconditionally, and that's a well-known fact!

# My Tribute to Patricia Robey

Pat is an up-and-coming professor in education.  
In fact, she may be one of the very best in our entire nation!  
She has done insightful interviews with many "top guns,"  
so that those within WGI can better realize what's been done.

She has also collaborated with many worthy people,  
doing research studies that few would consider feeble.  
She certainly has been able to assist many within WGI,  
of that few would ever seek to deny.

As a teacher she's been well appreciated, too,  
and as a program director she's helped many more than a few.  
It's been a real honor to work with her in various capacities,  
and in each instance she's demonstrated to me great elasticity.

In her future endeavors she is bound to excel,  
no matter what she attempts, she'll always do well!  
So if you have an opportunity to work with her some day,  
just thank your lucky stars, what more can I say?

# My Ode for Peter Driscoll

In many ways, Peter Driscoll . . .  
is a real pistol!  
Yes, he often does things to get some effect,  
oft saying to himself, "Oh, what the heck?"

Peter seems to be a Yoga-inspired kind of guy,  
of this I certainly cannot deny!  
He's also very compassionate and respects others,  
even if they don't share the same mothers!

One of his primary goals was to be  
very effective in using Reality Therapy.  
Now that he has mastered CT/RT,  
he gladly shares them with others routinely!

May Peter always seek to be as he is,  
as he endeavors to be a Choice Theory whiz!  
For as he does so many will be blessed,  
as long as he always seeks to do his very best!

# **My Ode to Rhon Carleton**

Rhon Carleton is a minister of the cloth,  
that loves everyone, and never strives to be their boss!  
Rhon has also served as a chaplain in the military,  
and made a great impact there, yessiree!

Notably, Rhon shares Choice Theory/Reality Therapy  
with just about everyone, given the opportunity.  
Rhon's strength, commitment, and belief in CT/RT,  
has continued to shine, almost immeasurably!

Though I don't have the details, I know quite well,  
that Bill Glasser loved him, and thought he was swell!  
So Rhon and Bill formed a two-person mutual admiration society,  
that will likely last throughout all time and eternity!

I couldn't be happier to share this report,  
because they both are worthy of being treated with great import!  
May Bill's memories last forever and ever,  
and may Rhon's efforts continue to be wise and also very clever!

# **My Tribute to Dr. Rose Kim**

Dr. Rose Kim is a very impressive lady,  
and she really knows Choice Theory and Reality Therapy!  
She is due great credit for all the past work that she's done,  
and all the future research that's still to come.

She truly loves Bill Glasser and the teachings that he's shared,  
and she has always sought to make her students equally aware!  
Her work with them and Bill is unparalleled,  
all in an effort to make everything truly gel!

May she continue doing as she's always done,  
from now until kingdom come!  
The WGI members have certainly appreciated her,  
and hope that she'll be able to always endure!

With Rose's leadership and constant endeavors,  
the future of WGI will surely continue forever and ever.  
We definitely love Rose Kim and we always will,  
and if all goes well, we'll ultimately love her like Bill!

# My Ode to Sue Tomaszewski

Sue Tomaszewski is a very extroverted lady,  
who helps those who are struggling, and does so gladly!  
She has definitely been a blessing to many,  
since she is so kind and also very friendly!

Being an educator she'll likely be able to excel,  
particularly because she knows CT/RT very well!  
Truly, Sue is in the place where she's needed most,  
and many will succeed as she gives her utmost!

WGI is the perfect organization for Sue,  
since it will ably assist her with what she needs to do.  
Within WGI, there are great opportunities to learn,  
and Sue knows this, that's why she'll always return!

May Sue continue to help her students and others, too,  
and rededicate herself as she continues to teach in school.  
May she also apply all that she knows in other ways,  
and do so with great glee and never feel any dismay!

# My Tribute to Thomas Burdenski

Tom Burdenski is certified in Choice Theory and Reality Therapy,  
plus he's a licensed counselor and has a Ph.D. in psychology.  
He also has been involved in various ways within Glasser's WGI,  
where he's provided regional leadership as well as Journal insights.

In addition, he's a college professor, and does well at that,  
as well as an avid researcher, and that's a well-known fact!  
Regarding Tom's editorial work on the CT/RT Journal,  
he's very thorough, and many say his reviews are truly "seminal."

Tom is well thought of within WGI,  
of that no one can deny!  
In fact, he was among the select group called the "Glasser's Scholars,"  
which brought attention to our need for research and raising more dollars.

It's easy I see why Tom's future looks as bright as a rising star,  
and that his career will likely be launched into a real quasar!  
Hopefully, he'll stay well connected with those who have helped him so far,  
and continue to promote WGI's various interests both near and afar!

# My Ode to William Glasser, M.D.

Bill Glasser was a very dear friend to me.  
In fact, he made an effort to befriend everybody.  
He readily gave praise when it was due,  
and he always sought to look directly at you!

His role plays were truly second to none,  
and throughout them everybody had great fun!  
Bill certainly enjoyed his interactions with others,  
even if they weren't his sisters or brothers.

In fact, he always sought to be very kind,  
assuring people much peace of mind.  
He also never uttered a discouraging word,  
though compliments for others were often heard.

He was a prince of a person to all who knew him,  
and he'll always be remembered for his friendly grin!  
How fortunate I was to enjoy our time together,  
and how he always made things seem to go much better.

These are some of the fond memories that I have of Bill,  
but I'll gladly tell you more, if you haven't had your fill.  
Just strike up a conversation about Bill with me,  
and I'll gladly tell you more, given the opportunity!