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**TABLE OF CONTENTS**

<b>Authors</b>	<b>Titles</b>	<b>Pages</b>
Thomas S. Parish	To the WGI Membership: In Honor of Your Legendary Efforts From 2010-2019	<a href="#"><u>5</u></a>
Janet M. Fain Morgan	A Tribute to Tom Parish	<a href="#"><u>14</u></a>
Mike Fulkerson	A Tribute to Bob Cockrum	<a href="#"><u>15</u></a>
Jean Seville Suffield	The 3 R's: What is Right?	<a href="#"><u>16</u></a>
C. P. Mason, A. W. Hughey, & M. G. Burke	Decreasing the Academic Achievement Gap in P-12 Schools by Implementing Choice Theory and Focusing on Relationships	<a href="#"><u>20</u></a>
Zachary Rapport	131 Metaphors to Learn and Teach Choice Theory and Reality Therapy	<a href="#"><u>27</u></a>
Robert W. Wubbolding	Legacy More: The Fourth Component	<a href="#"><u>41</u></a>
S. Dermer, S. Dunham, & M. Mercer	Integrating Glasser with Life, Learning, and Leadership: An Interview with Dr. Robey	<a href="#"><u>48</u></a>

**REQUEST FOR YOUR BIO**

See page  
4

## **Introduction to the Journal and to Its Editorial Board:**

### **JOURNAL ACCESS INFORMATION:**

In order to maximize accessibility to the Journal the reader is urged to go to the following website: **wglasserinternational.org**, then click **Journals**.

### **IJCTRT Editor:**

The current editor of the Journal is **Dr. Thomas S. Parish**, who is an emeritus professor at Kansas State University in Manhattan, Kansas. He earned his Ph.D. in human development and developmental psychology at the University of Illinois at Champaign-Urbana, Illinois. He's CTRT certified and has authored or co-authored more than 300 articles that have been published in more than 30 professional refereed journals. More than a hundred of these articles have been directed at examining the effectiveness of Choice Theory and/or Reality Therapy on diverse populations. Dr. Parish and his wife, Dr. Joycelyn Parish, recently served as consultants for LDS Family Services in Independence, Missouri, and they currently co-own Parish Mental Health & Life Coaching of Topeka, located in Topeka, Kansas. Any correspondence, including questions regarding the Journal, and/or manuscript submissions, should be sent to [parishts@gmail.com](mailto:parishts@gmail.com). You may also contact him by phone at: (785) 845-2044, (785) 861-7261, or (785) 862-1379.

### **Associate Guest Editor:**

The Associate Guest Editor for this issue of the Journal is **Robert E. Wubbolding**, Ed.D., who is a professor emeritus at Xavier University in Cincinnati, OH., and is the current Director of the Center for Reality Therapy in Cincinnati, OH. He's also CTRT-certified and is a faculty member of the Glasser Institute.

### **Other Members of the Board:**

**Janet M. Fain Morgan**, Ed.D., is currently a Director of the William Glasser International Board and the Research Coordinator for said organization as well. She is also a faculty member of WGI lectures on Choice Theory and Reality Therapy. As a counselor she specializes in Military Issues as well as Grief and Loss.

**Emerson Capps**, Ed.D., is a professor emeritus at Midwest State University in Wichita Falls, TX, plus he serves as a faculty member of WGI-US.

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

**Patricia Robey**, Ed.D., is a full professor at Governor's State University, a licensed counselor, and a senior faculty member of WGI-US and William Glasser International.

**Brandi Roth**, Ph.D., is a licensed private practice psychologist in Beverly Hills, CA.

**Jean Seville Suffield**, Ph.D., is a senior faculty member of William Glasser International, as well as president and owner of Choice-Makers@ located in Longueuil, Quebec, CANADA.

**Robert E. Wubbolding**, Ed.D., is a professor emeritus at Xavier University in Cincinnati, OH., and is also the Director of the Center for Reality Therapy also in Cincinnati, OH.

### **IJCTRT Technical Advisor:**

To be determined.

**Since space is limited, the reader is urged to refer to any of the previously published IJCTRT journals that have been published on-line since 2010 regarding any of the following topics:**

**IJCTRT Mission**

**Publication Schedule**

**Notices to Authors and Readers**

**Permissions**

**Finding CT/RT articles published between 1981-2009**

**Dear WGI members and friends—This is another special invitation for you from Tom Parish, the Editor of IJCTRT:**

Welcome to the sixth in a series of various topically-driven issues of the *International Journal of Choice Theory and Reality Therapy*.

**The present topic for this issue of the Journal is to “Highlight selected WGI Contributors and Their Various Endeavors and How They are Connected to ‘All Things Glasser.’”**

**Editors for this particular issue are: Thomas S. Parish and Robert E. Wubbolding.**

**Notably, the next issue of the Journal, to be published in April, 2020, will highlight the WGI membership (including yourself) and their (your) various contributions to ‘All Things Glasser.’”**

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## **Special Announcement Regarding the Spring, 2020 issue of the *International Journal of Choice Theory and Reality Therapy*:**

This particular issue of the Journal will include a "Who's Who"-type listing of everyone who wishes to be included within the William Glasser International organization. Basically, a template has been created (see below), which has appeared within each edition of the last three issues of the Journal, plus in this issue too. Subsequently, in the next issue of the Journal, a full compilation of everyone will be included in this special issue, including all those who complete the template and submit it to [parishts@gmail.com](mailto:parishts@gmail.com) at his/her convenience, but not later than February 15, 2020. Let's just call this issue of the Journal...

### ***The International Who's Who in Choice Theory and Reality Therapy.***

Notably, this special issue of the Journal (to be published in April 2020) should be inclusive of everyone around the world who has been involved with Choice Theory and/or Reality Therapy! This issue, in turn, will attempt to cast a light on the work of all those who have been involved in CT/RT, and provide invaluable information regarding what they have done in the field to utilize and/or advance the ideas and/or insights of "Everything Glasser"! As usual, this service is being provided at no charge to the readership, nor to those who are listed in this special issue of the Journal. Of course, beyond reflecting back upon what they've done, these "brief bios" may also provide important glimpses into what these contributors, authors, presenters, practitioners and/or researchers could be working on in the foreseeable future. Please note, however, that while there is no minimum length for each individual's capsulated summary, there is a maximum length of two (2) pages per each biographical sketch. Thanks to one and all for your cooperation regarding this special issue of the Journal, and for abiding by the usual requirements that are laid out in earlier issues of the Journal (please go to [www.wglasser.org/journals](http://www.wglasser.org/journals) for further details)

### **What Follows is the Proposed Template for Members and Friends of WGI:**

Name of the individual and current affiliation (or most recent affiliation).  
Also list degrees/certifications, including institutions, majors and completion dates.  
Professional Positions Held To-date:  
Positions Held Within WGI:  
Awards and Other Forms of Recognition Received:  
Selected Books/Chapters of Books Authored or Co-authored Regarding CT/RT:  
Selected Journal Articles Authored or Co-authored Regarding CT/RT:  
Selected Workshops Presented or Co-presented Regarding CT/RT:  
Selected Paper Presentations Presented or Co-presented Regarding CT/RT:  
Glimpses Concerning Your Future Endeavors Regarding CT/RT:

### **Special Note to Each Potential "Brief Bio" Contributor:**

Each "Brief Bio" will be left up to the contributor, with a few exceptions. Specifically, all "Brief Bios" should be in Verdana font and in "10" sized type. The above headings, however, may appear in **Bolded** "11" sized type. In addition, all entries should be left-margin verified. As noted earlier, there will be no minimum length for these "Brief Bios," but the maximum length is set at two (2) pages. After completion, each "Brief Bio" should be sent to the following address: [parishts@gmail.com](mailto:parishts@gmail.com) and should be received by February 15, 2020!

## **To the WGI Membership: In honor of your legendary efforts from 2010-2019**

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

### **Abstract**

In this brief article we'll look at the importance of "legends" and "legendary efforts," particularly as these terms apply to the members' endeavors on behalf of WGI and its membership.

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To begin with, we will take a moment or two to examine the most common attributes of individuals that are commonly deemed to be "legends," i.e., people who maintain various lead management qualities and chosen habits that seem to set them apart and has helped them to leave an indelible mark on others during their lifetime. According to Clark (2005), "legends" tend to be individuals that maintain higher expectations regarding POWER and FREEDOM, plus they routinely maintain a strong need for accomplishment and recognition. Also noted by Clark (2005), "legends" often excel in LEADERSHIP SKILLS, and therefore tend to do well in their lead management positions.

Parish (1999) compiled a list of various leadership skills that are generally associated with those who many consider to be "legends." In essence, they're generally more likable, they strive to excel, they maintain a positive attitude, plus they're determined, enthusiastic, reliable, sensitive, hardworking, influential, and patient.

Clark (2005) actually proposed a list of categories within which "legends" might be placed, which included the following: 1. Originals, 2. Visionaries, 3. Generations, 4. Leaders, 5. Players, 6. High Notes, 7. Sporting Life, 8. Creators, 9. Great Beauties, 10. Eccentrics, 11. Couples, and 12. Forever Young. While I personally believe that William Glasser should have qualified for inclusion in several of these categories, Clark (2005) only included Dr. Glasser in the "Visionaries" group. It seems likely that he was primarily included in this category because of his extensive writings regarding such topics as Reality Therapy, Choice Theory, Quality School, Lead vs. Boss Management, plus many others, plus the books that he authored or co-authored have been extensively read by various audiences, e.g., teachers, counselors, business people, etc., across various professional groups, e.g., psychology, counseling, education, sociology, business and management, and beyond.

So where do all of us fit having spent years reading Glasser's writings? Well, Glasser became a "legend" as a "visionary" by simply creating particular ideas that really seemed to catch the world's attention, and they're still doing so today! For instance, as early as the 1950's (at the Ventura School in California) Glasser developed the concepts associated with Reality Therapy. Notably, one of the key concepts to this approach was his recognition of the importance of "friendship." Years later, Roy (2014) noted that the ingredient of friendship is essential if counselors truly wish to understand their clients, and the various aspects of their lives. Previously, in 1988, Parish also developed a model that explained

how Reality Therapy worked, and that it was dependent upon the establishment of friendship between the counselor and his/her client in order for counseling to work best!

Notably, while Dr. Glasser created many psychological concepts and tirelessly pointed out how well they worked at enhancing our communication skills with others, none really surpasses the importance of "friendship." Hence, the balance of this paper will be directed at pointing out the various aspects of friendship, and discuss some applications of its use, particularly as it pertains to the development of legendary skills and actions in others!

### **Let's begin by defining . . . "What is a friend?"**

A friend is someone who helps you to like yourself (Parish, 1996)!

A friend is someone who helps others to like themselves!

If others don't help you to like yourself, then they are likely not your friends!

Remember that strangers are simply friends that we don't know yet!

My favorite button reads that "You are my friend, I just don't know your name yet!"

### **What does a friend do?**

According to the "Friendly Alphabet," which was developed by Parish (1998), the following fits well here:

#### **Friends . . .**

**A**ccept you for who you are, and who you want to be.

**B**elieve in you and see you the way you wish to be seen.

**C**ount on you, because that's what friends should always do.

**D**emand nothing but are willing to give you more than you could ever ask of them.

**E**ncourage you when others shrug, because they know that all you really need is a hug.

**F**eel joy, from the beginning 'til the end, that's what makes them good ol' friends.

**G**o the extra mile, and then ten more after that!

**H**elp you when you are down, and never look at you with a frown.

**I**gnore others' negative remarks and insist that you're cool to at work and/or in school.

**J**ust hang in there for you, like no one else would (ever) do.

**K**ep you in mind, and make sure that you are doing just fine.

**L**ove you like few others do, and always strive to do their best for you.

**M**ove mountains for you, and yet help you smell the daisies too.

**N**ever give up; they just won't stop until they drop, or until you meet them at the top.

**O**penly tell others what good things you do, and never complain like silly ol' fools.

**P**lease you by what they say and do, for the beneficiary of their efforts is (always) you.

(Question you as to what they might do for you.)

**R**ise on every occasion to protect your name and feel confident that you would do the same.

**S**ave the biggest and the best for you, because s/he loves you through and through.

**T**rust in you, which is a great strength. For this reason, they'll go to any length.

**U**nderstand your wants, needs, and fears, as they look at you through their own tears.

**V**alue you and all that you do, and help you to like yourself, at least as a general rule.

**W**elcome you with a great big smile, and let you know that you have "real style".

**X**plain the facts about what you do, yet love you still, and always will.

**Y**ou can't easily replace (them), that's for sure, since they strive to keep the faith, and (will) always endure.

**Z**ealously endeavor to be your biggest fan (regardless of who we are), as though we're like some renowned movie star!

### **In contrast . . . What should a friend NOT do?**

Well, Parish (1996) reported the following truisms regarding what friends should not do:

Friends need to avoid asking (too many) questions and should also not make judgments.

Friends should try to keep their friends on their toes, but never treat them like real heels.

Friends don't just come-and-go. Rather, real friends generally last for a lifetime!

We shouldn't just count our friends but count the friends we know that we can count on.

While friends should rarely give advice, they should freely offer a helping hand.

Generally speaking, friends should never laugh AT you, but gladly laugh WITH you!

Friends need to avoid being hardheaded and hardhearted.

People who don't say nice things about their friends, soon find that they don't have any.

Friends won't throw friends "under the bus," but will always be those that others can trust!

### **In order to become friends with others, what might we need to do?**

Here are some suggestions which were previously proposed by Parish (1996, p. 160):

1. A friend is someone who sees you the way you wish to be seen!
2. The most valuable gift you can give is to be a friend to someone in need of one.
3. Friends are usually great listeners.
4. Good friends look for the good in people, and then tell others when they find it!
5. Friends leave us feeling better, while enemies leave us feeling bitter!
6. True friends expect the best from us, and we try our best not to disappoint them.
7. Friends are our finest gift from God!
8. Friends are often visually impaired when it comes to seeing our faults or our shortcomings.
9. Friends are like the sunshine that chase the clouds away!
10. Friends generally realize that the best sermon is (simply) a good example.
11. Friends usually have the last word when they say, "I love you!"

Having outlined the various aspects of "Friendship," and how it has been crucial for Reality Therapy to work most effectively in counseling sessions over the last fifty or sixty years, we'll now turn to how Friendships within the Glasser organization itself have been critical to



the longevity of the organization and its membership, as well as to the organization's Journal (i.e., *The International Journal of Choice Theory and Reality Therapy*).

Notably, over the last ten years (i.e., 2010-2019) the *International Journal of Choice Theory and Reality Therapy* has sought to enhance comradery among members by honoring and esteeming those who have sought to devote themselves, in word and deed, to the betterment of WGI, its membership, and to "Everything Glasser!" In other words, what follows are all tributes sent to many of our honored members, aka, our own "legends," that we have gladly highlighted--in various ways--over the last ten years.

**Eulogies** (see Exhibit A) seek to honor those who have served WGI and its membership well but are no longer with us at this time.

**Tributes and/or Odes** (see Exhibit B) seek to honor the efforts of current members, and their continuing work on behalf of the WGI membership.

**Interviews** (see Exhibit C) where some of our membership have been interviewed so that we might all more fully grasp the level of commitment they have for WGI and its membership.

How our friendships have actually operated will be broken down into these three categories, along with tributes, odes, and testimonials by various WGI members regarding how well others have sought to help them in various ways. Basically, the reader will be acquainted with the members that have been helped, then identify the members who have repeatedly helped them, and then familiarize the readers with where these tributes, odes, and/or testimonials have appeared. Unfortunately, space is not available within this article to adequately summarize all the good that we have actually done for one another, but if the membership would go to [wglassinternational.org](http://wglassinternational.org), and then turn to the references noted in this article, the reader will quickly be able to discern many of the specifics regarding what so many have done for WGI and for its membership!

Why should we bother to do this? Well, according to Lindstrom (1976), everyone benefits when we let them know what has been done for them, including the person that's done the task, as well as those who have reported on it! Said somewhat differently, Applegate (1980) once informed me that we all need to recognize good deeds! Said somewhat differently, "Invisible really is miserable." So we always need to ask ourselves, "How would people know unless we told them" (Lindstrom, 1976).

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Plases insert Exhibits A, B, & C about here.

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Bottom line: True friends are those who strive to give us a reputation to live up to. Additionally, their efforts not only direct much positive light on those they salute, but also draw such light down upon themselves for having noticed what others have done and sung their praises of them in the same process. Hence, it definitely is a "win-win" situation for all involved in this process, and if it is truly done properly, many (if not all) can readily be seen as "legends" themselves because of the good that they have done in doing what they do!

For instance, it was noted earlier by Clark (2005) that Dr. Glasser was well recognized as a "legend" by others, particularly as a "visionary"! Notably, however, based upon the record shown here it is quite evident that he is also well-esteemed within the WGI organization by

its membership, for many other reasons, and that many others within the WGI organization should also be recognized as "legends" in their own right!

Two members, in particular, come to mind when I think that this is so! First, Dr. Robert Wubbolding needs to certainly be considered as an outstanding writer, presenter, and counselor. Just check out how many members identified in this article have heralded Dr. Wubbolding's efforts as beyond meritorious and worthy of "legendary" status.

Next, Dr. Patricia Robey should also take her place as a "legend," based upon her fine efforts to interview so many top-flight people within the WGI organization, and in so doing help each of them establish a reputation that many would also say would qualify them for likely "legendary" status.

With such outstanding individuals in our midst, it's little wonder why the WGI organization might readily be seen as a "mutual admiration society," and that this notion is almost universally agreed upon by all within the organization! The principle reason this is so, of course, is all based upon true friendships which often grew over time and were treated with great respect and kindness, and through cooperating with each other, rather than the contrary, which is rarely (if ever) found within WGI.

## **EULOGIES, TRIBUTES/ODES, and INTERVIEWS**

**As mentioned earlier, in many ways the WGI Membership is like a Mutual Admiration Society. For example, our membership has sought to uplift fellow members by writing about them in the following ways:**

### **EXHIBIT A: EULOGIES**

<b><u>Contributors</u></b>	<b><u>Deceased Member</u></b>	<b><u>IJCTRT Reference or Citation</u></b>
Multiple	<b>Larry Litwack</b>	V. 29 (2), Spr. 2010, pp7-9.
Multiple	<b>Larry Palmatier</b>	V. 30 (2), Spr. 2011, pp.73-78.
T. Parish	<b>William Glasser</b>	V. 33 (1) Fall 2013, p. 6.
B. Roth + Others	<b>William Glasser</b>	V. 33 (1), Fall 2013, pp. 7-43.
B. Roth	<b>Jeffrey Tirengel</b>	V. 37 (2), Spr. 2018, p. 13.

### **EXHIBIT B: TRIBUTES/ODES**

<b><u>Contributor(s)</u></b>	<b><u>Honoree</u></b>	<b><u>IJCTRT Reference or Citation</u></b>
Multiple	<b>William Glasser</b>	V. 31 (1), Fall 2011, pp. 147-172.
Multiple	<b>Robert Wubbolding</b>	V. 31 (2), Spr. 2012, pp. 65-86.
R. Wubbolding	<b>William Glasser</b>	V. 32 (1), Fall 2012, pp. 8-10.
Multiple	<b>Al Katz</b>	V. 32 (1), Fall 2012, pp, 57-68.
Multiple	<b>Robert Wubbolding</b>	V. 32 (1), Fall 2012, p. 69.
Multiple	<b>Linda Harshman</b>	V. 32 (2), Spr. 2013, pp.85-93.
T. Parish	<b>William Glasser</b>	V. 33 (1), Fall 2013, p. 6.
Multiple	<b>Brian Lennon</b>	V. 33 (1), Fall 2013, pp. 131-138.
R. Wubbolding & J. Brickell	<b>Brandi Roth</b>	V. 33 (2), Spr. 2014, pp. 7-11.
T. Parish	<b>Al Katz</b>	V. 34 (1), Fall 2014, pp. 46.
T. Parish	<b>Beverly LaFond</b>	V. 34 (1), Fall 2014, p. 47.
T. Parish	<b>Robert Wubbolding</b>	V. 34 (1), Fall 2014, p. 48.
T. Parish	<b>Bradley Smith</b>	V. 34 (1), Fall 2014, p. 49.
T. Parish	<b>Brian Lennon</b>	V. 34 (1), Fall 2014, p. 50.
T. Parish	<b>Bruce Allen</b>	V. 34 (1), Fall 2014, p. 51.
T. Parish	<b>David Jackson</b>	V. 34 (1), Fall 2014, p. 52.
T. Parish	<b>Emerson Capps</b>	V. 34 (1), Fall 2014, p. 53.

T. Parish	<b>Ernie Perkins</b>	V. 34 (1), Fall 2014, p. 54.
T. Parish	<b>Glen Gross</b>	V. 34 (1), Fall 2014, p. 55.
T. Parish	<b>Janet Morgan</b>	V. 34 (1), Fall 2014, p. 56.
T. Parish	<b>Jean Seville Suffield</b>	V. 34 (1), Fall 2014, p. 57.
T. Parish	<b>Jim Roy</b>	V. 34 (1), Fall 2014, p. 58.
T. Parish	<b>John Brickell</b>	V. 34 (1), Fall 2014, p. 59.
T. Parish	<b>Joycelyn G. Parish</b>	V. 34 (1), Fall 2014, p. 60.
T. Parish	<b>Katherine Randolph</b>	V. 34 (1), Fall 2014, p. 61.
T. Parish	<b>Ken Lyons</b>	V. 34 (1), Fall 2014, p. 62.
T. Parish	<b>Kim Olver</b>	V. 34 (1), Fall 2014, p. 63.
T. Parish	<b>Larry Litwack</b>	V. 34 (1), Fall 2014, p. 64.
T. Parish	<b>Larry Palmatier</b>	V. 34 (1), Fall 2014, p. 65.
T. Parish	<b>Lucy Billings Robbins</b>	V. 34 (1), Fall 2014, p. 66.
T. Parish	<b>Lynn Sumida</b>	V. 34 (1), Fall 2014, p. 67.
T. Parish	<b>Maggie Bolton</b>	V. 34 (1), Fall 2014, p. 68.
T. Parish	<b>Mary A. Graham</b>	V. 34 (1), Fall 2014, p. 69.
T. Parish	<b>Masaki Kakitani</b>	V. 34 (1), Fall 2014, p. 70.
T. Parish	<b>Patricia Robey</b>	V. 34 (1), Fall 2014, p. 71.
T. Parish	<b>Peter Driscoll</b>	V. 34 (1), Fall 2014, p. 72.
T. Parish	<b>Rhon Carleton</b>	V. 34 (1), Fall 2014, p. 73.
T. Parish	<b>Rose Kim</b>	V. 34 (1), Fall 2014, p. 74.
T. Parish	<b>Sue Tomaszewski</b>	V. 34 (1), Fall 2014, p. 75.
T. Parish	<b>Thomas Burdenski</b>	V. 34 (1), Fall 2014, p. 76.
T. Parish	<b>William Glasser</b>	V. 34 (1), Fall 2014, p. 77.
Multiple	<b>Kim Olver</b>	V. 34 (2), Spring 2015, pp. 42-47.
Multiple	<b>Patricia Robey</b>	V. 35 (1), Fall 2015, pp. 63-69.
Multiple	<b>William Glasser</b>	V. 35 (1), Fall 2015, pp. 70-71.
Multiple	<b>W. Glasser &amp; B. Abbott</b>	V. 35 (2), Spr., 2016, p. 51.
C. Glasser	<b>William Glasser</b>	V. 36 (1), Fall 2016, pp. 17-30.
C. Glasser	<b>William Glasser</b>	V. 36 (2), Spring 2017, pp. 18-20.
M. Glasser	<b>William Glasser &amp; family</b>	V. 36 (2), Spring 2017, p. 23.
J. Suffield	<b>Linda Harshman</b>	V. 36 (2), Spring 2017, pp. 24-27.
R. Wubbolding	<b>Linda Harshman</b>	V. 36 (2), Spring 2017, pp. 26-29.
Boba Lojk	<b>Leon Lojk</b>	V. 36 (2), Spring 2017, pp. 166-70.
J. Suffield	<b>Thomas S. Parish</b>	V. 37 (1), Spr. 2017, pp. 98-100.

Multiple	<b>Thomas S. Parish</b>	V. 37 (1), Spr. 2017, pp. 101-106.
F. d’Silva	<b>Jean Seville Suffield</b>	V. 37 (2), Spring 2018, pp. 170-1.
N. Otsue	<b>Carleen Glasser</b>	V. 37 (2), Spring 2018, p. 172.
K. Olver	<b>Shruti Tekwani</b>	V. 37 (2), Spring 2018, p. 173.
K. Olver	<b>Sylvester Baugh</b>	V. 37 (2), Spring 2018, P. 173.
K. Olver	<b>Nancy Buck</b>	V. 37 (2), Spring 2018, p. 174.
S. Aoki	<b>Rhon Carleton</b>	V. 37 (2), Spring 2018, p. 175.
A. Bales	<b>Nancy Buck</b>	V. 37 (2), Spring 2018, pp.176-77.
P. Robey	<b>Carleen Glasser</b>	V. 37 (2), Spring 2018, p. 177.
D. Watson	<b>Patricia Robey</b>	V. 37 (2), Spring 2018, p. 177.
D. Matson	<b>Fitz-George Peters</b>	V. 37 (2), Spring 2018, p. 178.
S. Bogdanovic	<b>Carleen Glasser</b>	V. 37 (2), Spring 2018, p. 179.
J. Morgan	<b>Emerson Capps</b>	V. 37 (2), Spring 2018, p. 180.
J. Morgan	<b>Jeri Ellis</b>	V. 37 (2), Spring 2018, p. 180.
J. Morgan	<b>Beverly LaFond</b>	V. 37 (2), Spring 2018, p. 180.
J. Morgan	<b>Mike Fulkerson</b>	V. 37 (2), Spring 2018, p. 181.
J. Morgan	<b>Robert Wubbolding</b>	V. 37 (2), Spring 2018, p. 181.
J. Morgan	<b>Nancy Herrick</b>	V. 37 (2), Spring 2018, pp.181-82.
J. Morgan	<b>Bette Blance</b>	V. 37 (2), Spring 2018, p. 182.
J. Morgan	<b>Jean Seville Suffield</b>	V. 37 (2), Spring 2018, p. 182.
J. Morgan	<b>Shearon Bogdanovic</b>	V. 37 (2), Spring 2018, p. 182.
J. Morgan	<b>Carleen Glasser</b>	V. 37 (2), Spring 2018, pp.182-83.
J. Morgan	<b>Thomas S. Parish</b>	V. 37 (2), Spring 2018, p. 183.
J. Morgan	<b>John Cooper</b>	V. 37 (2), Spring 2018, p. 183.
T. Parish	<b>William Glasser</b>	V. 37 (2), Spring 2018, p. 183.
T. Parish	<b>Carleen Glasser</b>	V. 37 (2), Spring 2018, p. 183.
T. Parish	<b>Robert Wubbolding</b>	V. 37 (2), Spring 2018, p. 184.
T. Parish	<b>Jean Seville Suffield</b>	V. 37 (2), Spring 2018, p. 184.
T. Parish	<b>Patricia Robey</b>	V. 37 (2), Spring 2018, p. 184.
T. Parish	<b>Janet F. Morgan</b>	V. 37 (2), Spring 2018, p. 184.

## **EXHIBIT C: INTERVIEWS**

<u>Interviewer</u>	<u>Interviewee</u>	<u>IJCTRT Citations or References</u>
P. Robey	<b>Al Katz</b>	V. 32 (1), Fall 2012, pp. 48-56.
P. Robey	<b>Linda Harshman</b>	V. 32 (2), Spr. 2013, pp. 78-84

P. Robey	<b>B. Lennon on W. Glasser</b>	V. 33 (1), Fall 2013, pp. 125-130
P. Robey	<b>Kim Olver, Part 1</b>	V. 33 (2), Spr. 2014, pp. 86-91.
P. Tobey	<b>Kim Olver, Part 2</b>	V. 34 (1), Fall 2014, 38-43.
J. Carlson	<b>Robert Wubbolding</b>	V. 34 (2), Spr. 2015, pp. 7-10.
P. Robey	<b>Robert Wubbolding</b>	V. 34 (2), Spr. 2015, pp. 35-41.
P. Robey	<b>Jim Montagnes</b>	V. 35 (1), Fall 2015, pp. 57-62.
C. Zalaquett	<b>Robert Wubbolding</b>	V. 35 (2), Spr. 2016, pp. 36-44.
P. Robey	<b>Rose Kim</b>	V. 35 (2), Spr. 2016, pp. 45-49.
P. Robey	<b>Thomas S. Parish</b>	V. 37 (1), Spr. 2017, pp. 93-97.
S. Dermer	<b>Patricia Robey</b>	V. 39 (1), Fall 2019, In Press

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### Brief Bio—

**Thomas S. Parish**, earned his doctorate in human development and developmental psychology at the University of Illinois in 1972 and became certified in Reality Therapy from the Institutur for Reality Therapy in 1981. He has served as the Editor of the *International Journal of Choice Theory and Reality Therapy* since 2010 and has authored or co-authored hundreds of professional journal articles that have appeared in thirty-four different refereed journals since 1974.

## **A Tribute to Tom Parish**

Dr. Janet M. Fain Morgan

The William Glasser organization has been blessed by many of its professional members, but it was Tom Parish that made his mark on my education, my drive, and my heart.

Dr. Tom Parish has been a driving force behind the International Journal for the past ten years, but before his publication of the journal many of us were blessed to attend one or more of his workshops or presentations at a William Glasser Conference. Most of his workshops were based on research that he conducted, an article he published, or just an interest that he had at the time, but I always walked away with handfuls of resources to do my job better, innovative methods to explore in research, or novel ways to conduct a survey.

More than being a mentor, he has been a very good friend for several years. Tom's friendship has motivated me to participate in research, to edit the journal, and to stretch my professional interests. His laughter and sense of humor sometimes causes me to groan at the comical dallies, but his upbeat character is contagious. A poet and a dancer, he is a true artist. He delights in inspiring those around him and I am ever grateful to call him my friend.

### **Brief Bio—**

Janet M. Fain Morgan is currently a Director of the William Glasser International Board and the Research Coordinator for said board as well. She is also a faculty member of the WGI lectures on Choice Theory and Reality Therapy, and is a licensed counselor specializing in Military Issues as well as matters concerning Grief and Loss.

## **A tribute to Bob Cockrum**

Mike Fulkerson

I took my first class with the late Bob Cockrum when he was the head of the department of psychology at Kentucky Wesleyan College (KWC). My sister, who had attended KWC, recommended that I take one of his courses because she found him both knowledgeable and entertaining. Bob was not a disappointment. He was a fabulous instructor.

One of the most important things Bob Cockrum taught me was the importance of relying less on written material when providing a presentation. Basically, I never saw him use any notes when he presented. This was one of the reasons why he was such a great presenter. By watching him, I learned that it was better to cover a smaller percentage of material and make it interesting, rather than covering a larger percentage of material, but make it overwhelming and/or boring.

Bob was also a key life relationship for me because he connected to several other past contributors of choice theory/reality therapy. First, Cockrum introduced me to the work of Dr. Gary Applegate. Although I have never met Dr. Applegate, I think of him as one of my mentors because of Cockrum's influence. Truly, Gary Applegate may be the person that I have learned the most from, though I have never met him.

Second, he introduced me to his close friend, Bob Wubbolding. For his reality therapy classes, Cockrum used Wubbolding's book, *Using Reality Therapy*, as one of the textbooks. *Using Reality Therapy* was the book that really helped me get a grasp of how to apply Glasser's ideas in therapy. Of course, Wubbolding has been highly influential throughout my career and still is to this day.

Third, Cockrum introduced me to another Bob, Bob Hoglund. Hoglund was my advanced intensive training instructor. Hoglund's encouragement was instrumental in me completing the certification process. He also taught me a lot about Lead Management. His trainings taught me the importance of having fun while you learn and teach.

Finally, Jane Cockrum served as my advanced practicum supervisor. Jane's teaching style was a perfect complement to her husband, Bob. It was Jane who taught me how to "put it altogether" with the practice of reality therapy. Jane showed me the importance of being genuine and finding my own clinical style. She was also one of the first people who seemed to recognize that I might someday be an instructor.

In summary, there are many instructors who deserve thanks for their work in helping me become the behavioral health professional I am today. I have been fortunate to have received outstanding teaching from every Glasser Institute faculty member that I have met along the way from my Basic Training to my Senior Faculty Endorsement. Notably, it all started with a man named Bob Cockrum. I truly wish that he was still here today.



## **The 3R's: What is RIGHT?**

Dr. Jean Seville Suffield

### **ABSTRACT**

Dr. William Glasser spoke about the 3R's in his book, *REALITY THERAPY: A NEW APPROACH TO PSYCHIATRY*. Note to the Paperback Edition, 1975 by William Glasser Inc. New York: Harper & Row. It is important to realize that the hardcover edition was published in 1965 and the section added ten years later is contained in the Note in which Dr. Glasser speaks to the ideas that had seemed to be so radical in 1965 and his call for training. In the interval, Dr. Glasser had written *THE IDENTITY SOCIETY, MENTAL HEALTH OR MENTAL ILLNESS*, and *SCHOOLS WITHOUT FAILURE*. It is imperative in citing the 3R's, to provide the progress in Dr. Glasser's thinking as he continued to publish. It is a reminder to remain 'au courant' or 'current' and updated in the progression of his ideas.

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Dr. Glasser did not agree nor accept the Freudian approach to psychoanalysis. For Freud, the needs of his clients were unfulfilled in the so-called neurosis of sex and aggression. We note that Dr. Glasser's Reality Therapy distanced him from Freud and the book became a best seller, considered as a revolutionary idea of its time. Glasser did pay the price over the years with this publication; however, over time, Glasser was accepted and even presented at the Evolution of Psychotherapy Conferences in his later years.

### **First R – Therapy Toward Reality**

The first R is for Reality Therapy to lead patients toward reality, toward grappling successfully with the tangible and intangible aspects of the real world, and might accurately be called a therapy toward reality, or simply *Reality Therapy* (RT, p. 6). The needs in 1965 were not as we know them today. Glasser explains the fulfilling the physiological needs are rarely the concern of psychiatry. He states, "Psychiatry must be concerned with two basic psychology needs: the need to love and be loved and the need to feel that we are worthwhile to ourselves and to others. Helping patients fulfill these two needs is the basis of Reality Therapy (Reality Therapy, p. 9).

### **Second R - Responsibility**

In addition, there was no theory or theoretical base until Control Theory in 1985, which was renamed Choice Theory in May 1996. It is crucial to understand that the system or 'control' system, not yet developed, was not stating what is RIGHT or WRONG from Glasser's view but rather that the individual, through the process of Reality Therapy, would make choices to change behaviors through 'self-evaluation' and become Responsible: thus, the second R.

Even in the early stages, Glasser recognized that what a person might want was intertwined with standards, values, morals, and beliefs if an individual wished to live in society. Glasser elaborates further on *Responsibility* by saying, "Children want to become responsible, but

they won't accept discipline and learn better ways unless they feel the parents care enough to show them actively the responsible way to behave (RT, p. 20).

Dr. Glasser speaks of ways for the therapist to engage and become involved with the patient by building a relationship with the person. It is through this supportive relationship that the patient trusts the therapist and is willing to examine behaviour to become aware it is not getting the patient what he wants. Self-evaluation is the way of helping the patient make the changes to get closer to what he wants. This aspect has not changed over the years and forms the first part of the process of Involvement and Process which we still call Reality Therapy to this day.

Dr. Glasser dispensed with the notion of mental illness, calling a patient irresponsible, and provided details of that irresponsibility. Reality Therapy helps the patient function in a different way now notwithstanding his misfortunes in the past, assists the patients to deal in the *present* without making excuses or having others make excuses for him because of his mental illness. This may be a painful process depending on the level or awareness the patient brings to each session. Self-evaluation is the realization that present behaviour is not working or helping the patient get what he wants. He may want to change, say he wants to change; however, the patient needs to face the real world with a new behaviour that can move him closer to his goal. Otherwise, the patient simply gets the same results over and over again. As important as confronting reality is, Glasser states on page 74 of *Reality Therapy*:

. . . The patient must learn to fulfill his needs in the real world he has learned about, and we must teach him how whenever we can. Once involvement is gained and reality is faced, therapy becomes a special kind of education, a learning to live more effectively [better ways to behave], that is better and more quickly achieved if the therapist accepts the role of teacher.

### **Third R - Right**

Dr. Glasser stresses from the outset in Reality Therapy that it is a 'necessity to have a good relationship with a responsible person in order to fulfill one's needs . . . ' (RT, p. 61 & Chapter 1). My concern is with some of the interpretations of the third R, that of Right and the notion of right versus wrong. I believe the key is what Glasser stated in the above quote, that he was interested in having the therapist help the client 'self-evaluate' and do what the person decides to do in view of his beliefs, culture, society, and the values the client holds. Teaching the ideas in *Reality Therapy* may be helpful but, in my estimation or bias, if you will, the instructor or person explaining the ideas needs to be responsible in describing the evolution of Reality Therapy and the emphasis that Dr. Glasser placed on the theory. It may not be used as an excuse to use Glasser concept in any belief system that promotes 'the end justifies the means.' If we follow the development of the ideas from the early 60's through to 2013 at the time of his passing and, in the recent six [6] years, we are bound to offer, as instructors, a global view of how choice theory and reality therapy have evolved over time.

Even in this early stage, Dr. Glasser speaks about the patient discovering more effective ways to lead a need-fulfilling life. Glasser is not imposing what is Right or Wrong. Yes, there are universal values; however, the therapist is the teacher who questions and offers examples from his own experience to help his patient make decisions, and the freedom of making choices. Reality Therapy is a profound, dynamic process of therapy/counselling, an intervention that Dr. Glasser indicated could be applied in any setting: prison, schools, and leadership. As a result, we see in Reality Therapy Dr. Glasser planting the seeds of many ideas that he nurtured over the years, revisited, and revised.

### **Third R Relationship to Religion/Spirituality**

This brings me to the question of spirituality and whether this is an extra need. I, as a Christian, can say that Dr. Glasser's work fits so nicely within the framework of my faith; however, this is a facile way of approaching this topic. I can cite examples of external control practices and violence in examples of the Crusades and the Spanish Inquisition. I accept the words of a friend and colleague, Mona Dunkin, CTRTC, Faculty Member of WGI, Trainer, and Personal Success Coach, from her article THE GREATET OF THESE IS LOVE, from the Spring 2019 Journal on Spirituality:

The concepts of Choice Theory™ and Reality Therapy™ belongs to all religions, and to none. The teaching is not for everyone, yet it is not against anyone.

So, although some instructors may not want to dwell on individual faiths and cultures, it is important that we not use the third R as a reason to embrace the Glasserian ideas because they state we must do what is right. What is right? And from whose point of view or perception? I believe that Dr. Robert E. Wubbolding in his book, Reality Therapy (Page 39), from the Theories of Psychotherapy Series, edited by Jon Carlson and Matt Englar-Carlson, clarifies Glasser's view:

Choice theory as articulated by William Glasser places faith and spirituality as behaviours chosen to satisfy needs. On the other hand, he allows for faith as a need but not one of *his* formulations. He emphasized that anyone instructing others about choice theory is free to add needs to the basic five, but it should be emphasized that the additional needs are beyond the original theory (Glasser, 2008).

### **Conclusion**

We must take the third R in the context of the time it was written (1965) and may refer to it but not in isolation. It was Dr. Glasser's early thinking on helping people self-evaluate; however, choice theory as we know it today, was not thought about until 1996 and Control Theory based on the work of Dr. William Powers was not modified and used by Dr. Glasser until 1985, around the time he was speaking of the Quality School albeit based on earlier

works on education, *Schools Without Failure* (1969) and *Every Student Can Succeed* (2000). Development of Glasser's ideas pays tribute to him and also honours the integrity and chronology of his work. To present his ideas in isolation is a disservice to the participants and/or clients in our charge as faculty.

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## Brief Bio:

**Jean Seville Suffield, DNM** is a senior faculty member of William Glasser International, Inc., President of Glasser Canada, Canada Representative and Vice Chair of WGI. She is a trainer in brain-based learning, holds a Leadership Diploma from McGill University, a consultant, trainer, and author. Dr. Jean is working on her latest book, *Glasser Unplugged*, which shall be available in the new year. Jean is the president and owner of ©Choice-Makers/Option-Choix located in Longueuil, QC, Canada. She is known internationally for her quick-paced interactive style that stimulates learning and improves skill levels. Rooted in neuroscience and research, Dr. Jean brings brain research to her work in connecting how perceptions create reality. She is interested in expanding total behaviour in assisting others on how to become aware of the emotional baggage they may be carrying and impeding them on their path to health and wellness. Her recent offering at the Conference in Bellevue, WA. (September 2019) was, "Finding Your Moxie: What to do when the wheels fall off!" Dr. Jean has a passion for all things Glasser, an excitement for learning, and is authentic in her approach to teaching and learning. She has been instrumental in assisting and promoting the formation of member organizations [MO's] in North Africa, Saudi Arabia, Turkey, France, Qatar, and Kuwait with Bahrain in progress.

## **Decreasing the academic achievement gap in P-12 schools by implementing Choice Theory and focusing on relationships**

Cynthia Palmer Mason, Aaron W. Hughey, and Monica Galloway Burke,  
Western Kentucky University

### **Abstract**

The primary purpose for this manuscript is to summarize the history of the academic achievement gap in P-12 schools, what has been done to diminish the gap, the success or lack of success of these efforts, and the negative impact on society. Following is a review of *Every Student Can Succeed* by Glasser (2008) which explains how to reach and teach every student and highlights of Dr. Wubbolding's contributions to his work. Finally, implications for providing choice theory training with a focus on relationships for administrators, faculty, and staff are explored.

*Keywords:* achievement gap, choice theory, relationships, training, school employees

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The achievement gap in education refers to the disparity in academic performance between groups of students. The achievement gap is apparent in different measures which include grades, standardized test scores, course selections, dropout rates, and college-completion rates. It is often used to describe the performance gaps between African American and Hispanic students, at the lower end of the performance scale, and their non-Hispanic white peers, as well as the similar academic disparity between students from low-income families and those who are better off. Closing achievement gaps among various student groups became a focus of federal education accountability with the passage of the No Child Left Behind (NCLB) Act in 2001 (Ansell, 2011).

In principle, the public has supported closing the academic achievement gap (Mason, Hughey, & Burke, 2018) and efforts to combat the gap have been numerous. These endeavors have included creating smaller schools, expanding early-childhood programs, reducing class sizes, raising academic standards, improving the quality of teachers provided for poor and minority students, and encouraging more minority students to take higher level courses (Editorial Projects in Education Research Center, 2011). The achievement gap seems to have narrowed somewhat in recent years; however, there continues to be large disparities between black and white students in the U.S. (Achievement Gap, 2011).

The gap in student academic achievement is a major concern because it involves substantial social and economic costs. Low educational achievement is associated with high unemployment, lower wages, greater dependency on welfare, and higher crime (Henig, Hula, Orr, & Pedescleaux, 1999). Research into the causes of this disparity in academic achievement between students from different socioeconomic and racial backgrounds has been ongoing since the 1966 publication of the Coleman Report which found that a combination of home, community, and in-school factors affect academic performance and contribute to the achievement gap (Equality of Educational Opportunity, 1966).

Although schools have little influence over poverty or community factors, what happens in schools could lessen their negative impact (Holcomb-McCoy, 2007). With every passing year, the damage due to the achievement gap continues to mount (Washington State Legislature, 2008). It seems reasonable to suggest that other measures to close the achievement gap in schools should be considered.

## **Glasser's Past Contribution to Schools**

Glasser explains how to reach and teach every student in your school. *Every Student Can Succeed* (Glasser, 2008) is perhaps the most useful book for educators that Dr. Glasser has written. His style is clear and easy to follow. Teachers will find themselves on the pages of the book, recognize their students, discover effective ways to help them feel included, and become more involved in school. According to him, by the end of the first year, school can be a joyful, connecting place in which all students will learn (Glasser, 2008).

Superintendents, principals, and college professors are continually looking for a voice that can articulate what teachers can do to reach the students they have difficulty reaching now. *Every Student Can Succeed* is that voice. This book will bring joy to educators' hearts and provide them with practical ideas for teaching. By giving up many practices they have been using since they began to teach, Dr. Glasser explains in detail how any teacher can build competence and eliminate both failure and discipline problems (Glasser, 2008).

In successful schools where students are happy and meeting expectations; whether public, private, or a Glasser Quality School; Glasser suggests the following:

1. Relationships are based upon trust and respect.
2. *Total Learning Competence* is stressed and an evaluation that is below competence is eliminated.
3. All students do some Quality Work each year that is significantly beyond competence.
4. Students and staff are taught to use Choice Theory in their lives and in their work in school. Parents are encouraged to attend study groups to become familiar with choice theory ideas.
5. Students do better on state proficiency tests and college entrance examinations. The significance of these tests is emphasized in the school.
6. Staff, students, parents, and administrators view the school as a joyful place.

The school environment is important (Glasser, 1990, 1991, 2008). Creating a joyful, cooperative environment will not happen without some effort. The schools that have done this have changed the way they relate to the students. They have made it a point to get closer to them, individually and as a group. They have learned to connect by moving from an external control environment, which destroys student-teacher-classroom relationships, to a choice theory environment, which connects teachers, students, and parents (Glasser, 2008).

External control is a way to describe what happens when the seven deadly habits of criticizing, blaming, complaining, nagging, threatening, punishing, and rewarding to control are used. Glasser explains that external control is the psychology all people in the world use when they have difficulty getting along with other people. Teachers use it on their students, students use it on their teachers, and often both use it on each other. The problem with this universal psychology is that it harms the relationships between and among all involved whenever it is used.

Instead of threatening or punishing students, educators are encouraged to use the seven connecting or choice theory habits: caring, listening, supporting, encouraging, contributing, trusting, and befriending. When practicing these habits, your attempt is to get closer to students, not to control them, which is a huge difference.

Students and staff are taught to use choice theory in their lives and in their work at school. Choice theory teaches that we choose all that we do and we are responsible for what we

choose. This means that we choose both our misery and our happiness. Choice theory contends that all humans have five sources of internal motivation. They are as follows:

survival (physical needs),  
belonging,  
freedom,  
power or achievement, and  
fun or enjoyment (Glasser, 1996).

These needs are intrinsic to all individuals and provide a driving force for behavior throughout life (Glasser, 1998). When these needs are fulfilled at school, students behave better, learn more, and see education as valuable and important to them (Glasser & Wubbolding, 1997).

Choice theory emphasizes that beginning shortly after birth and continuing all through life, individuals store information inside their minds and build a file of wants called the *Quality World*. This world consists of people, activities, events, beliefs, possessions, and situations that fill personal needs (Wubbolding, 2000). For therapy to be successful, a therapist/counselor must be the kind of person the client/student would consider putting in his/her *Quality World* (Glasser, 2001).

Choice theory practitioners stress the importance of the therapeutic relationship which is the foundation for effective counseling outcomes (Wubbolding & Brickell, 1999). The atmosphere is one of firmness and friendliness (Wubbolding, 2000). Choice theory counselors and teachers are usually able to develop effective relationships with students because they possess the personal qualities of warmth, sincerity, congruence, understanding, acceptance, concern, openness, and respect for the individual (Corey, 2017).

Furthermore, Glasser (2008) suggests that what we call Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), or Oppositional Defiance Disorder (ODD) is the way children who have unsatisfactory relationships with the educators in their lives choose to behave in schools. There is nothing wrong with their brains; what is wrong is that teachers are attempting to force them to do things in class that they do not want to do before these teachers have made a strong enough relationship with them and changed the way they teach, enough to convince the students that the work is worth doing. It is important to note that most students do not work in school because they think an education is valuable for them; they work in your classroom because they like you and because they see the sense in what you are trying to teach (Glasser, 2008). The following section will highlight important contributions made to the work of Dr. W. Glasser by Dr. Robert E. Wubbolding.

### **Past Contributors and Their Contributions to All Things Glasser**

Dr. Wubbolding's contributions to the work of Dr. Glasser are significant. They include teaching, training, planning, research, and model building. He has become an internationally known teacher, author, and practitioner of reality therapy in Europe, Asia, the Middle East, and the U.S. He is an expert at teaching and finds a way to establish a personal relationship with each participant regardless of the size of the class or training session. Perhaps his most significant contribution to *All Things Glasser* is the conceptualization of the WDEP system which adds structure to the counseling process (Corey, 2017).

Wubbolding (2000, 2015a) uses the acronym WDEP to describe key procedures in the practice of reality therapy. The WDEP system can be used to help clients explore their wants, things they are doing or can do, opportunities for self-evaluation, and design plans for improvement. Each of the letters refers to a cluster of strategies: W=wants, needs, and perceptions; D=direction and doing; E=self-evaluation; and P=planning. These strategies are designed to promote client change (Corey, 2017).

The WDEP system is easy to follow; it is helpful to beginning therapists as well as those with considerable experience. Sessions usually begin with a focus on what clients want and the key question asked is, "What do you want?" Through the therapist's skillful questioning, clients are assisted in defining what they want from the counseling process and from those around them. Although well timed open-ended questions can help clients identify their counseling goals, excessive questioning is discouraged (Corey, 2017).

When practitioners move to the area of *Direction* and *Doing*, the key question is, "What are you doing?" The therapist's challenge is to help clients make more need-satisfying choices. The discussion usually includes what clients are doing now, what they did yesterday, and what they plan to do tomorrow. From a choice theory perspective, discussions centering on feelings are generally considered to be counterproductive (Corey, 2017).

After exploring wants, needs, and perceptions; and discussing direction and doing; the self-evaluation is conducted. This evaluation is the cornerstone of reality therapy procedures. It involves the client examining behavioral directions, specifications, wants, perceptions, new directions, and plans (Wubbolding, 2011b). Through questioning, the therapist helps clients determine if what they are doing is helping them and leading them in the direction they want their lives to go.

When clients determine what they want to change, they are generally ready to explore another possible behavior and formulate a plan for action. The process of developing and carrying out plans enables clients to begin to gain effective control of their lives. The plan gives clients a starting point. Throughout the planning phase, the therapist and client consider how the plan can help the client personally and how the plan is likely to affect others in the client's life.

When clients have decided what they want to change, choice theory practitioners help them to formulate structured plans for change. Wubbolding (2000) uses the acronym SAMIC to capture the essence of an effective plan: simple, attainable, measurable, immediate, consistent, committed to, and controlled by the planner. These are essential qualities of realistic, attainable plans. The most effective plans originate within clients and should be stated in terms of what the clients are willing to do. They should be flexible and open to revision as clients gain a deeper understanding of the specific behaviors they want to change (Wubbolding, 2000).

## **Discussion**

As stated previously, studies to determine the causes of gaps in academic achievement between low-income minority students and middle-income white students have been ongoing since the 1966 publication of the report, "Equality of Educational Opportunity," which was commissioned by the U.S. Department of Education (Equality of Educational Opportunity, 1966). Trend data from the National Assessment of Educational Progress (NAEP) has indicated that attempts to eliminate the gap have been numerous (Achievement Gap, 2011). These efforts have included reducing class sizes, creating smaller schools, expanding early-childhood programs, raising academic standards, improving the quality of teachers provided to poor and minority students, and encouraging minority students to take



higher level courses (Editorial Projects in Education Research Center, 2011). Despite these reform efforts, African American students continue to underachieve in comparison to students from other racial and ethnic backgrounds (Braun, Wang, Jenkins, & Weinbaum, 2006; Campbell, Hombo, & Mazzeo, 2000). With every passing year, the damage continues to mount. The lower rates of high school graduation lead to less employment, higher rates of incarceration, substance abuse, ill health, and intergenerational poverty (Washington State Legislature, 2008).

It seems reasonable to suggest that perhaps the problems with academic achievement for African American and other minority students have more to do with a lack of intrinsic motivation than with external factors. This thinking supports the findings of Ohrt who worked extensively with groups of students who were struggling academically and at-risk of falling behind or dropping out of school (Meyers, 2015). He and his team researched which elements were most predictive of students' academic success or failure and found that social and emotional factors played larger roles than GPA's and test scores.

These findings are consistent with the results of a study by Royle and Brown (2014) that included an analysis of principal perceptions of the achievement gap between African American and White students. School administrators from campuses with a substantial number of African American students within the subgroup were interviewed to explore their perceptions of the academic achievement gap in P-12 schools. The results revealed factors within the principal's role that affect academic achievement with African American students. The three themes that developed from structured analysis of interview data were: (a) staff must build authentic relationships to increase students' intrinsic motivation, (b) needs-driven instruction generates higher individual student achievement, and (c) staff members require professional development to meet students' needs (Royle & Brown, 2014).

In addition, Reeves (2009) posited that the school principal has an important impact on student success by shaping the climate and making changes on the campus that affect not only the students but the teachers as well. School principals should be involved in the training recommended for school administrators in *Every Student Can Succeed* because their perceptions impact the school environment. Unless the principal leads the way, there will be no major change for the better in schools (Glasser, 2008).

The complex problem of the achievement gap that exists between African American and White students needs solutions that are practical and effective (Bulris, 2010). It seems reasonable to recommend that school districts follow the directions from Glasser (2008) by requiring and providing choice theory training with a focus on relationships each year for all school personnel which includes superintendents, principals, faculty, and staff. It is also recommended that copies of *Every Student Can Succeed* be purchased for all training participants and that professional school counselors are taught to use the WDEP system to facilitate the most effective use of reality therapy. These proposed changes have the potential to significantly decrease the academic achievement gap in P-12 schools. Perhaps, more important, there is reason to believe that these proposed changes have the potential to enhance academic performance for all students while also creating a better educated and more equitable society.

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## 131 Metaphors to learn and teach Choice Theory and Reality Therapy

Zachary Rapport

### Abstract

In the book *Understanding Reality Therapy (1991)*, Wubbolding presents 131 metaphors. In this article, find summaries I wrote regarding those metaphors—several of which have new questions I added at the end to further stimulate the readers' thinking processes.

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Dr. Robert Wubbolding (1991) wrote the book, *Understanding Reality Therapy*. In it, he describes 131 metaphors people may use "to understand Reality Therapy" (p.x). He broadly defines the word metaphor. It includes: analogies, definitions, figures of speech, and short amusing stories about real incidents or people. For additional details, please refer to Wubbolding's book.

Below, find summaries of each metaphor. To further stimulate your thinking process, I added questions at the end of many of the metaphors. I encourage you to write your answers to the questions.

Instructions: Read the metaphors and then write answers to the questions.

M = Metaphor

### PRELIMINARY METAPHORS

**M1:** Suppose you increase your body's temperature by 5 degrees. Your temperature would change from, roughly, 98 degrees to 103 degrees. Although the increase in numbers is small, would you notice the increase in your body's temperature?

Circle **Yes** or **No**

Suppose you increase the effectiveness with which you live your life by 5 percent (as a result of consistently using ideas from choice theory). Although the increase in numbers is small, would you notice the increase in your effectiveness?

Circle **Yes** or **No**

*What is the point of M1?*

**M2:** God is total truth. No one has God imprisoned in a box.

*How is that related to studying choice theory and reality therapy?*

**M3:** Imagine you are standing in front of four separate windows. As you look through each window—one at a time—you see the same people on the other side. However, each window gives you a different angle of these same people. The people look somewhat different depending on the window you look through. Each window has a different label on it. In order, the labels read: medical, nutrition, spiritual/religious, and psychological/educational. You notice some helping professionals are looking only through one window. They appear not to see the other three windows. The reality therapist isn't one of them.

*How is the windows metaphor related to using reality therapy to help?*

**M4:** A thermostat has a set temperature. If the air in the room is cooler than that set temperature, the thermostat turns on the heater. If the air is warmer, the thermostat turns on the air conditioner.

*How is your behavior similar to the behavior of a thermostat?*

### **METAPHORS FOR NEEDS**

**M5:** All people listen to radio station WII-FM (What's In It For Me). *How is that related to your behavior and the five basic needs?*

**M6:** Any chair functions more effectively when its legs are balanced. If one leg is too short or too long, the chair functions poorly. *How is that related to fulfilling your five basic needs?*

**M7:** The five basic needs are like empty salad bowls. Your quality world pictures are like different combinations of vegetables and dressings filling each bowl.

**M8:** In the old Army (pre-1950s), when the Sergeant tells the troops to "take the hill", they comply without questioning the order. In the new Army, the troops question orders and evaluate for themselves the advantages and disadvantages of owning the hill before they decide whether or not to take it. *If the Army is a metaphor for all of society and the Sergeant is a metaphor for authority figures, what does the metaphor mean?*

**M9:** A famous baseball player said: You can either control something or you can't control it. In either case, ain't no sense worrying about it. In choice theory, we focus on behaviors that you can change and improve, rather than worry about things we can't change.

**M10:** In the book *Walden*, the author moves to an isolated area to live away from people. Now that he lives alone, one of his first decisions is to go down the road and borrow an axe from someone to build a cabin for himself. Think about the five basic needs.

*What is the point of the story?*

**M11:** A 15-year-old boy is ordered by a court to live at a school for adolescents. Others at the school see him as a "loner". He seems to have few friends and shows little enthusiasm for group activities. Although he consistently completes his cleaning chores, he regularly neglects to clean the outside of his window. A counselor working at the school, takes a broom and sweeps away the spider webs on the outside window. When the boy sees the counselor has swept away the spider webs, the boy feels upset and sad. He tells the counselor...A large spider was on my window. At night, I would talk to it through the window. It was my only friend. Now it's gone forever. Although most people would not have fulfilled their need for belonging by chatting with a spider, this boy did.

*What's the point of the story?*

**M12:** After World War II, packaged cake mixes were available for sale in the USA. Although using the mixes to make a cake was easy (just add water, mix, and bake), the mixes sold poorly compared to the cake mixes that required more effort (add an egg).

*Which cake mix has greater potential for helping one feel accomplished (power)?*

**M13:** William Glasser used a dictionary to categorize words related to the five basic needs. Words related to power were 15 times more numerous than words related to the other four needs. *What does this tell you about people and their need for power?*

**M14:** Suppose you have one pie. Only a few people will get a piece. Most people will not get a piece. *How is satisfying your need for power different than that pie?*

**M15:** Napoleon said, "I can make men die for a few pieces of ribbon." The need for power is so strong in some people that they choose to meet it—even if the behavior that meets the need causes their death.

**M16:** Retired baseball player, Mickey Mantle, is at a party. Someone asks him, why are you standing with your ear next to the window? He replies, I am listening to the rain hit the window. It sounds like applause.

*What does this story tell you about the human need for power?*

**M17:** The five most important words: "You did a good job." The four most important words: "Can I help you." The three most important words: "Would you please?" The two most important words: "Thank you." The one most important word: "You". *How are these words related to the need for power?*

**M18:** Robert is a small boy. He refuses to eat his peas and carrots. His mother says, "Which are you going to eat first, your peas or your carrots?" By asking a question that offers Robert a choice, his mother avoids getting caught up in a struggle for power.

*Which of the five basic needs does the mother appeal to?*

**M19:** The Greek philosopher, Aristotle, defined a human being as a creature who can laugh. *Which basic need does that definition relate to?*

**M20:** From 1961 to 1991, a concrete wall in Germany divided East and West Berlin. Its purpose was to keep people from the east side from fleeing to the west side. Eventually, people from both sides used tools to chip away the wall. The wall was a speed bump for those seeking to fulfill one of their five basic needs. Which need? *What does the above story tell you about that need?*

**M21:** The word *victory* means, an act of defeating an enemy or opponent in a battle, game, or other competition. Your accomplishments are like victories. On a sheet of paper, list 100 victories you've had in the last year—no matter how small.

**M22:** If you send a note to 10 people that states nothing but "congratulates", 8 of those people will tie it to a real event in their lives. Congratulate yourself!

**M23:** W.C. Fields said that "the cure of insomnia is to get more sleep." Likewise, the cure for negative symptoms is to meet your 5 basic needs.

## **METAPHORS FOR WANTS**

**M24:** People store photographs in a picture album. *How is a picture album similar to your memory?*

**M25:** A bridle is a set of leather straps put around an animal's head. Some people use bridles to try to control an animal's behavior. You can try to make a buffalo go to a particular location. It might not go there—even with the bridle on. You can get a buffalo to go wherever you want it to go, if it *wants* to go there. *How are people like buffalos?*

**M26:** If the object on one side of a scale is heavier than the object on the other side, the scale tips out-of-balance. The purpose of your behavior is to balance your scale. On one side is what you want. On the other side is what you perceive you get.

**M27:** A man owns a successful business. He sells automobiles made in America. As the American public starts buying more cars made in other countries, the man sells fewer and fewer cars. Eventually, his sales stop. He closes his business. He seems to lose everything he values. Even his happy marriage ends. Things just can't get worse, he thinks. He feels out-of-control. He decides to walk to the end of a pier and jump into the ocean. When he arrives at the end of the pier, he stares into the water and ponders his fate. He notices a bottle floating at the bottom of the pier. He picks it up and pulls out the cork. Poof! A genie appears. The genie says, "You may have one wish—anything you desire." The man excitedly blurts out, "I want a foreign car dealership in a large city." ZAP! The genie grants his wish. The man stands in front of a showroom that sells American cars in a foreign country. The people in that country only buy cars made in their own country. They do not buy cars made in America. Think about the man's wish. *What is the point of the story?*

**M28:** An officer in the Air Force is imprisoned in Vietnam for seven year. During this time, he plays 18 holes of golf every day in his mind—visualizing each stroke in detail. When he returns home, he plays a game of golf and scores well. *What can you take from this story to improve your ability to fulfill your wants?*

**M29:** In the news, you see a report about an accident that involves 35 cars. The report describes the scene as a dream-come-true for someone who owns a tow truck business and a nightmare for someone who works as an insurance adjuster. *What determines whether a situation is a dream or a nightmare for someone?*

**M30:** Sir Roger Bannister was the first to run a mile in less than 4 minutes. He said his coach believed he could do it and he didn't want to disappoint his coach. Although we cannot make anyone do anything, we can influence others.

**M31:** In a skyline, some buildings are taller than other buildings. A person's wants are like a skyline. Some wants are taller (more important) than other wants. If everything a person wants is equally important to the person, help the person define their wants and evaluate them.

**M32:** Three frogs sit on a leaf. Two *decide* to jump. How many frogs remain? The answer is three. *How can that be?*

## **METAPHORS FOR BEHAVIOR**

**M33:** Total behavior is the hands and feet for the choices you make.

**M34:** A car has four wheels. All four wheels move at the same time. Likewise, total behavior has four parts—acting, thinking, feeling, and physiology. All four parts happen at the same time. When you experience a feeling, *what else is happening at the same time?*

**M35:** Bloom where you are planted. *What does that mean to you?* Dance with the one that brought ya. *What does that mean to you?*

**M36:** A female walks into a store. She sees a camera on the counter. She believes she has one choice—to steal the camera. *What other choices does she have?*

**M37:** A person who is important and powerful in the film industry sends a script to Katherine Hepburn. She feels the script is beneath her talents. She writes three different notes to him: (1) "Darryl dear, It will be a year before I can read the script. Thank you so

much for thinking of me. Love, Katherine.” (2) “Darryl, Offended by the script. Katherine.” (3) “D, go to hell. K.” She sends all three notes in the same envelop to him.  
*How is the above story related to choices—both for her and for him?*

**M38:** Imagine you are in an airplane flying high above the ground. You notice the engines stop working. You feel fear and panic. What’s the purpose of choosing a total behavior that includes fear and panic?

**M39:** Imagine your total behavior is a suitcase. The suitcase has four layers. The top layer is acting or doing. The handle is attached to the top layer. Below that is thinking, feelings, and physiology. When you choose to lift the handle, the rest of the suitcase follows. Based on this metaphor, *how do you change your own behavior?*

**M40:** Sit with both feet flat on the floor. Close your eyes. Raise both arms in the air. For ten seconds, swing your arms all around, stamp your feet, and shout “Hoorey!”  
*What effect did the above exercise have on your feelings and body?*

**M41:** A king tells his alchemist to discover the magic formula that turns lead into gold. The alchemist returns with a long and complicated formula. He says only the king can use the formula. The formula will work provided the king does not think of a hippopotamus as utters it. The more the king tried not to think of a hippo, the more he did.  
*How is the story related to your ability to control your thinking?*

**M42:** During a training seminar, the trainer wears a blue suit. He tells the people in the audience to look at him without thinking about the color blue. To get your mind off the color blue, a new action works better than trying to directly change your thinking—look at something else or get involved in another activity.

**M43:** If you pull on one end of a rubber band, a delay occurs between the initial pull and the tightness arriving at the other end. Changing something you do is like pulling on the rubber band. A delay may occur between the change in your actions and an improvement in the way you feel.

**M44:** Artists who sculpt clay, start with an image in their minds. They, then, make changes to the clay to match the image. *How are you like artists who sculpt clay?*

**M45:** People tend to have the least awareness of the acting part of their total behavior. (Think of people who continually jiggle change as they speak with others.)

**M46:** Cars have dashboards with lights on them. The lights give information about the car. The lights are lit when something in the car needs attention—such as, the car overheats, loses power, or runs out of gasoline.  
*What do your feelings tell you about your basic needs?*  
*What do your feelings tell you about your quality world pictures?*  
*What do your feelings tell you about your total behaviors?*

**M47:** Imagine you are on a beach. You see a person in the water, 50-feet away from the shore. The person is drowning. You throw a rope. It lands directly in front of the person and within reach. The person can take the rope and get pulled toward the safer shore, refuse the rope and try to swim back to the shore alone, or drown.  
*What is the point of the story?*



Suppose, instead, you throw the rope and it lands 24-feet away from the person and out-of-reach. You tell the person to show some gratitude. After all, you threw the rope more than half-way.

*What does that change in the story teach you?*

**M48:** Anonymous quote: Don't get even with anyone unless the person has done you a good turn.

**M49:** A bridge represents your ability to communicate. The level of water represents other people and circumstances outside of yourself. Raising a bridge is easier than lowering the level of water.

**M50:** A man comes home from a fishing trip empty handed.

Wife: How did you do?

Man: Great.

Wife: How many fish did you catch?

Man: None.

Wife: If you caught none, how can you say you did "great"?

Man: My task is to fish. The fishes' job is to bite.

*What is the point of the story?*

*Whose behavior can the man control?*

**M51:** A former coach for a famous football team says, my job is to teach the players to run, kick, pass, catch, block, and tackle. The score takes care of itself. *Which does the coach have more control over—the skills he teaches the players or the final score of the game?*

**M52:** A famous artist created a statute of a man. The statute sits with his chin resting on his arm. He has a pensive expression on his face. All total behavior includes acting, thinking, feeling, and physiology. The statute shows a man engaged in a total behavior. *Why is the statute called "The Thinker" and not the feeler or the sitter?*

**M53:** A famous philosopher wrote: "There is no problem too great that cannot be solved by walking." To strengthen your relationships, walk together for 15-minutes a day or choose another quality-time activity that meets the following criteria:

- spend energy
- both parties value the activity
- both are aware of one another and interact
- repeat the activity regularly
- at least a few minutes each day or longer
- both enjoy it (or, at least, it's not painful)
- no critical remarks
- no arguing
- avoid discussing past failures
- Focus the talk on WDEP—especially D

**M54:** Anyone who hangs toilet paper backwards *before* marriage will continue to hang it backwards *after* the marriage. *How does that apply to the behavior of the person with whom you share a relationship?*

**M55:** During a game, baseball players keep their eyes on the ball. Likewise, people who use reality therapy focus on the process more than the outcome.

## **METAPHORS FOR PERCEPTION AND PERCEIVED WORLD**

**M56:** Imagine a huge file cabinet filled with folders. The folders contain information. Part of your mind is like the huge file cabinet. The folders contain images or memories of everything you experience.

**M57:** A British man visits Boston for the first time. Based on his experience with unhealthy trees in England, he looks at the healthy trees in Boston and asks his friend whether the trees are infected with a disease. Based on this story: *What is the connection between your experiences and your perceptions of new situations? How do you change your perceptions?*

**M58:** As energy from the external world enters your mind, you filter it. You use the Total Knowledge Filter to recognize it without judging it ("This energy exists"). You use the Values Filter to give the energy a positive, neutral, or negative value ("This energy is good or neutral or bad").

**M59:** Some people cause themselves stress by overusing their Value Filter. You can help yourself and others reduce stress (comfort the afflicted) by switching to the Total Knowledge Filter.

**M60:** Scenario #1: You enter a room and see ordinary chairs. Scenario #2: You enter a room and see your favorite chair. Scenario #3: You tour the state prison and see an electric chair.

*In which scenarios do you use your Total Knowledge Filter?*

*In which scenarios do you use your Values Filter?*

**M61:** About halfway through a baseball game, the head umpire slowly deliberates about a pitch. The player who threw the pitch impatiently shouts, "Well, what is it—a ball or a strike?" The umpire replies, "It ain't nothin' 'til I calls it somethin'." Your perceptual system is like the umpire.

**M62:** Keep M61 in mind as you read the following. Is the room you currently occupy too warm, too cold, or just right? Why?

**M63:** The wife of Groucho Marx finds him in bed with another woman. Groucho says, what are you going to believe—me or your eyes?

**M64:** On a warm summer day, a man drives his car on a winding country road. As he starts around a curve, another car comes from the opposite direction. A woman leans out the window and shouts, "Pig!" The man feels a moment of anger over the unjust accusation that he is a chauvinist. He isn't hogging the road. He shouts back, "cow!" As he comes around the curve, he runs over a pig in the middle of the road.

*How does the above story relate to perception?*

**M65:** The weather this winter is wonderful: It's mild and free of snow. I ask the owner of a gas station whether he is getting much use from his six tow trucks. He looks at me with disgust and snarls. He says the weather this winter is terrible. He wishes we had snow, ice, and below-zero temperatures.

*What accounts for the difference in each person's thoughts on the weather?*

**M66:** "Lucky" is the name of a dog. He's eleven-years-old, has three legs, was neutered, and has blindness in one eye. Bad breath is better than no breath. *How is the dog lucky?*

**M67:** Luke and Zeke travel into the country to hike. Luke decides to walk by himself. As he opens the door to leave the cabin, a bear is ready to spring on him. He ducks. The bear leaps over his head and into the cabin. Luke slams the door shut and shouts, "Zeke, you take care of this one while I get another one."

*If you were Zeke, how might you perceive Luke's actions?*

**M68:** A dump is renamed a landfill. Information is renamed directory assistance. A swamp is renamed a wetlands. Toilet paper is renamed bathroom tissue. A house trailer is renamed a mobile home. Psychological damage done to soldiers during World War I was called "shell shock". During World War II, it was called "Battle fatigue". Now it's called "post-traumatic stress disorder". The language you use to describe something affects how people perceive it.

**M69:** If your gas and electric bill charges you one rate before a certain date and a higher rate after that same date, is the company giving you a discount or charging you a late penalty?

**M70:** While Tom Sawyer was painting a fence for his aunt, he tells a friend that he would rather paint the fence than do anything else. By the end of the day, his friend got to paint it and every other kid in town was begging for an opportunity to paint it. Tom effected the perceptions of others by describing a chore as an opportunity.

**M71:** In the 1984 presidential election, Walter Mondale hinted that voters might want to consider Ronald Reagan's age. Reagan said, age is a factor he plans to keep out of the campaign. He would not hold Mondale's youth and inexperience against him.

**M72:** What comes to your mind when you read the word "hot"? What comes to mind when you read the word "terminal"? Both words have multiple meanings. Your experience with words determines what comes to mind. To expand your viewpoint, gain as much experience as possible in many different areas of life.

**M73:** A colonel issue a directive to have his soldiers watch Haley's comet. After that directive has filtered through the perceptual system of several others, the original message has little connection to the final message delivered to the soldiers.

## **METAPHORS FOR ENVIRONMENT**

**M74:** Sit with your feet flat on the floor. With your knee bent, raise your right foot 3 inches off the floor. Extend your foot 3 more inches by straightening your knee a bit (as if you were kicking a football). Hold the position and slowly count to 14. *Can you effectively deal with a person who feels upset while you feel stressed-out yourself (while you have a leg in the air)?*

**M75:** Here is a spray can. Spray paint the following in your office, home, and classroom: "WE WILL WORK IT OUT".

**M76:** A eunuch guards a harem. He cannot plan. He can only analyze, criticize, and scrutinize. People who use reality therapy do the opposite—we look for strengths in people.

**M77:** To avoid talking about their own control systems, sometimes people send up smoke Screens (make excuses or discuss issues beyond their control like past behavior). To cut through the smoke, focus the conversation on the person in front of you.

**M78:** Sir Edmund Hillary spends 9 months planning a hike on Mt. Everest. He climbs 29,000 feet. He and his party spend less than 15-minutes on the cold mountain summit.  
*What lessons do you draw from this story?*

**M79:** Client comments on topic #1. Counselor asks about topic #1. Client switches to topic #2. Counselor asks about topic #2. Client switches to topic #3. Counselor asks about topic #3, etc. The counselor is "chasing a rabbit". Most of the time, don't chase the rabbit. Focus on one topic. Create structure in the conversation.

**M80:** If you work in a helping profession, know and practice your professions' code of ethics. Keep the halo straight.

**M81:** Instead of fighting fire with fire, fight fire with water. In all human relationships, use the WDEP system to lessen power struggles.

**M82:** Henry Ford testifies in front of congress about a pending law. He said only two prescriptions are necessary: One, any company can dump anything into a river. Second, whatever water the company removes from the river must be taken downstream from the place they dumped.  
*What's the point of this story?*

**M83:** Impose consequences with moderation, not harshness. Michelangelo wrote, if we get what we deserve, judgment day would be intolerable for us all.

**M84:** To handle resistance, take the sail out of their wind. When one person agrees, the argument ends.

**M85:** A man digs to find the lost ancient city of Troy. Certain people repeatedly and publicly claim he is digging in the wrong place. In response to their criticisms, he remarks: "They criticize, I dig." He discovers the city. Criticism from others is best handled by making a plan and refusing to answer the criticism. Criticism from oneself is best handled by making a plan and using the word "stop."

**M86:** Winston Churchill gave a speech at a high school graduation ceremony. His entire speech was this: "Never, never, never give up." In counseling, we modify that advice by saying: Don't give up *easily* on clients, children, or workers; Never give up on achieving your goals; and never give up on the principles of Reality Therapy—even when they don't bring instant magical cures.

**M87:** When a student breaks a rule, the teacher walks up to him and kisses him on the cheek in front of his peers (rather than shout or punish the students). As a result, fewer students break classroom rules. [The story is presented to provide an example of a paradoxical technique. The author, Robert Wubbolding, does not endorse the practice of teachers kissing their students.]

**M88:** A sideshow is what you cannot change. The main event is what you can change. You might view a sideshow for a short period of time, but give the main event most of your attention.

**M89:** Extend a hand to the people who need relationship, without expecting them to take your hand.

## **METAPHORS FOR DIRECTION AND DOING**

**M90:** Describe specific behaviors you chose on a specific day—such a yesterday. *What happened?*

**M91:** Imagine you are a television camera. You recorded an event from yesterday. Watch the recording. *What happened?*

**M92:** The building in which Robert Wubbolding (RW) teaches has a large machine with soft drinks for sale. Local junior high and high school students often enter the building to purchase the drinks. One evening, as Wubbolding was teaching a class, he heard a loud thump coming from the hallway. He opened the door and had the following conversation with a teen:

RW: What are you doing?

Teen: I'm trying to get a soft drink.

RW: Yes, but I heard a pounding sound.

Teen: Oh . . . yes . . . I was kicking the machine.

RW: What's the rule about kicking the machine?

Teen: Huh?

RW: We have a rule about kicking the machine.

Teen: What are you talking about?

RW: Our rule is, no kicking the machine.

The above conversation shows the mirror technique (See M93).

NOTE from ZR: Anyone who inserts money into that machine and gets no soft drink has a legitimate claim against the machine. Whether the person is an adult or a child is irrelevant to that claim. In exchange for money, the machine is suppose to dispense a soft drink. It is not suppose to take money and dispense no soft drink. While we use WDEP to remind people to follow reasonable rules, we might also use it to help the young man create a plan to get the soft drink or get a refund.

**M93:** Hold a mirror up to others so they can see themselves. Ask about their actions (What are you doing?). Then, ask them to evaluate those actions (Did that benefit you or others?).

## **METAPHORS FOR EVALUATION**

**M94:** A keystone is the middle stone at the highest point of an arch. It locks the other stones together. If the keystone is removed, the other stones fall to the ground. In Reality Therapy, evaluation is the keystone for any sustained change.

**M95:** Imagine you lose the keys to your car. You look for the keys. You do not find them. You look three more times in the same places you searched the first time. You still don't find the keys. You feel tempted to search a fourth time in the same places. You evaluate your behavior: "Is looking for the keys in the same places helping me find them?" "No, it's not." Instead of using the same behaviors that aren't working, you make a plan to do something different.

**M96:** Suppose your car is stuck in the mud. You press on the gas peddle. The wheels spin , but the car doesn't move your car out of the mud. Repeatedly choosing a behavior that doesn't move you in the direction of fulfilling your needs and wants is like spinning the wheels of your car.

**M97:** A parent wants his child to stop doing something. The parent yells at his child. "Is yelling at my child changing my child's behavior?"

**M98:** Sisyphus pushes a rock up a hill. As it nears the top, the rock rolls back down the hill. Sisyphus repeats this action and gets the same outcome. Many people repeat the same behavior with minimal awareness that it isn't working.

**M99:** A man walks through a cactus garden. Suddenly (and to the surprise of the people around him) he tears off his clothing, throws his body into a row of cactus, and rolls around the cactus. The people around him extract him from the cactus and get him to a hospital. Someone asks him for the reason he threw himself into the cacti. He says, it seemed like a good idea at the time. Many people fail to evaluate their own choice thoroughly or properly.

**M100:** Imagine you drop a bucket into a dry well. When you pull the bucket up, . . . it's empty. You repeat the above and get the same results. A parent grounds his son a dozen times. The grounding doesn't help and makes their relationship worse. *How is repeatedly dropping a bucket into a dry well similar to a parent repeatedly grounding his son?*

### **METAPHORS FOR PLANNING**

**M101:** Shelby desperately wants to win the lottery. Each night Shelby prays, "God, you said: 'Ask and you shall receive'. Now I ask—Let me win the lottery." After praying for six months, he adds, "What do I have to do to win the lottery?" Suddenly, he heard a loud crash of thunder. The room became brightly lit. A cloud opened. A deep voice from heaven stated, "Buy a ticket." *How is this story related to planning?*

**M102:** *Carpe diem* means, seize the day. Use it as an affirmation. *How is carpe diem related to planning?*

**M103:** You can get to the top of an oak tree in two ways. In the first, you climb up the tree. In the second, you plant an accord next to the tree, sit on it, and wait for it to grow and push you up next to the top. *How is this metaphor related to planning?*

**M104:** The most strenuous part of tearing down a brick wall is removing the first brick. The rest is easy. *How is the above related to planning?*

**M105:** Thomas Edison conducts over 10,000 experiments before he finds the one that works. He said to a reporter, "I now know 10,000 things that do not work." Think about WDEP. *How is this story related to making a plan (P) that doesn't work?*

**M106:** For anyone who puts things off doing things for "later", consider adopting The Today Show and The Tonight Show theme. Whenever you want to do something later, say: Is this the today show or the tonight show? Do it now. *How is the above related to planning?*

**M107:** The first 26 times Willie Mays came to the plate, he did not get a hit. After that he did. Now he is part of the Baseball Hall of Fame. He "failed" his way to success. *How is this story related to planning?*

**M108:** If your face is ugly, learn to sing. *How is that statement related to planning?*

**M109:** The founder of the Gray Panthers had arthritis. As much as her arthritis hurt, she forgets about it when she gets involved in a need-satisfying activity.

**M110:** Imagine yourself on an airplane. The flight is turbulent. As the plane approaches its destination, you feel relieved. The pilot announces: "I will now **try** to land the plane." You turn to the person seated next to you and say, "Did he say *try*?" The pilot has a plan to land the plane.

*How is the story related to your commitment level to a plan?*

**M111:** A journey of a thousand miles starts with one step. *How is that statement related to making a plan?*

**M112:** Image you are driving a car. You turn the wheel very slightly and hold that position. For the first 5 feet, the result of the turn is minimal. For the next 500 feet or so, the result is more noticeable. That very slight turn may change the direction the car is moving. How is the above related to making plans?

**M113:** As you listen to a radio program, the sound is garbled. You notice the dial on the Radio is a little off the station setting. You move the dial slightly. As a result, the sound is clear.

*How is the above related to making a plan?*

**M114:** In the television series *Columbo*, as the detective walks out of a room, he says to the suspect: "One more thing . . ." The one more thing is a powerful statement, such as, we have your fingerprints on the weapon. As you help someone make a plan, add one more plan to increase the likelihood of follow through and success. "One more thing, would you write down what happened?" Keep a log so we can review it.

**M115:** In this story, a monkey represents a problem. A man carries a monkey on his back. He approaches you. He gives you the monkey and says, "What are you going to do about this monkey?" If you accept every monkey offered to you this week, by Friday, your office will be a zoo. Take fewer monkeys from others. Help other solve their own problems or, at least, learn to live with them and to plan better next time.

**M116:** Most of the time, involve other people when you make rules and plans. Under rare circumstances, practice "the golden rule"—whoever makes the gold, makes the rules.

**M117:** Chinese farmers plant the seeds for the Chinese bamboo tree. While they water it for five years, the plant remains underground. It doesn't break through the soil. During the sixth year, the tree grows 90 feet in six weeks.

*How is the above related to making plans?*

**M118:** Most plans address a problem directly. Other times, a paradoxical plan is best.

**M119:** Occasionally, a baseball pitcher walks a batter on purpose. This technique is used discreetly and infrequently to achieve a particular outcome. Paradoxical plans are like walking a batter.

**M120:** SAMIC<sup>3</sup> is an important metaphor. Each letter stands for a characteristic of an effective Plan. S = simple. A = attainable. M = measurable. I = immediate. C1 = controlled by the planner. C2 = consistent. C3 = committed to.

**M121:** A student regularly refuses to do math homework. The teacher asks the student to write down five reasons he doesn't want to study math and how he will communicate his refusal to the teacher. Two weeks later, the student had been studying math every day.

**M122:** A woman returns each week to counseling sessions without having completed the homework she agrees to do. As she walks out the door at the end of a session, her counselor casually states: "I don't think you're ready for the reading program. Hold off on that for a while." By next session, she read the entire book. She and her counselor discussed its contents. She was unwilling to comply with the paradoxical restraint.

**M123:** A paradoxical plan may restrain people from doing behavior they probably won't do anyway and suggest they continue to do the behavior they seek to overcome. A junior high student chooses not to study. Wubbolding said, take home your book without opening it. If you get the overwhelming urge to study, fight it off. He smiled and made the plan.

**M124:** Luke and Zeke are on another hiking trip. While they eat breakfast, they think they feel an earthquake. Instead, it's a hungry bear trying to break through the cabin wall to eat them and their food. They start to vacate the cabin. Luke stops to change his shoes. He takes off his hunting shoes and puts on his gym shoes. In a panicky tone of voice, Zeke tells Luke that he isn't going to outrun the bear just by putting on gym shoes. Luke replies that he need not outrun the bear. He only needs to outrun Zeke. Sometimes an ideal plan is not available. Still, to fail to plan is to plan to fail.

**M125:** If you choose not to follow through with the plan, how could you sabotage it? If the question is asked in a humorous and friendly manner, it can strengthen a person's commitment to their plan.

**M126:** Fifty publishers rejected the book *Alice in Wonderland* before it was accepted. *What lessons can you take from that information?*

**M127:** A famous politician failed twice in business, was defeated for legislature, speaker, elector, congress, senate, and vice president. He kept planning. Eventually Abraham Lincoln was elected President of the United States. *What lessons can you take from Lincoln's experiences?*

## **METAPHORS FOR ALL PROCEDURES**

**M128:** Radio Station WDEP is the most important metaphor. It includes the main procedures in Reality Therapy. Each letter refers to cluster of strategies. W = wants. D = direction and doing. E = evaluation. P = plan.

**M129:** Wubbolding visits his sister and her daughter. His niece is a senior in high school. They take a one hour walk together. The following is a very brief summary of their conversation—its essence. W = Wubbolding. N = Niece.

W: How goes school?

N: It's okay.

W: Have you thought about what you're going to do when you graduate?

N: Yeah, I'd like to go into broadcasting.

W: Sounds great. What do you have to do to get there?

N: I'll need to do well in school this year.

W: How do you think you'll do?

N: I'll need better grades.

W: Do you have any homework this weekend?

N: (disgusted) yeah. I gotta read *Beowulf*.

W: Are you reading it?

N: No, I don't feel like reading it.



W: If you don't read it, what will happen to your grades?

N: They will probably go down.

W: If your grades go down, what effect will that have on getting into broadcasting?

N: It probably won't help.

Without telling her what to do, his niece chose to read the whole book.

**M130:** When artist Matisse started painting swans, he painted photographic images of them. Every feather was exactly shown. After painting swans for many years, he could create a magnificent swan with a few strokes of the brush. The theory of Reality Therapy is like the swan Matisse painted—deceptively simple.

**M131:** Picture a stationary horse on a merry go round. *How is that picture related to Reality Therapy procedures?*

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## Brief Bio—

Dr. Zachary Rapport has experience counseling people who take drugs. He has taught courses at colleges and universities since 1996. He has worked as a crisis counselor, and as a Chair for the Department of Counseling, Psychology, and Social Sciences at Argosy University. He holds a graduate certificate in Alcohol and other drugs from Western Michigan University and the following degrees: B.A. in Psychology, Michigan State University; M.S. in Mental Health Counseling, Nova Southeastern University; M.A. in Education, San Francisco State University; MPA in Public Administration, Kaplan University; and Ed.D in Education, Leadership, and Management, Alliant International University. He trained with William Glasser, Carleen Glasser and Robert Wubbolding—Choice Theory and Reality Therapy Certified in 2001. When he is not researching, writing, and/or teaching, he's hiking the trails and taking photographs of our beautiful regional, state, and national parks.

## **Legacy More: The fourth component**

Robert E. Wubbolding, EdD, LPCC, BCC, CTRTC

### **Abstract**

The three-fold legacy of William Glasser, MD, described in a previous article consists in the formulation of Choice Theory, a major change and a brilliant extension to control theory, a long-standing explanation of how the human mind functions. The second leg of his legacy was the delivery system of Reality Therapy which preceded the theoretical foundation. The third leg of his legacy was his founding of the organization, at first known as the Institute for Reality Therapy, subsequently changed to The William Glasser Institute, and most recently altered to the more cumbersome name, Glasser Institute for Choice Theory (GIFCT). This current article identifies a fourth component of Glasser's legacy. The legacy chair is not a tripod, but rather a four-legged chair. This fourth component represents the dynamism of Glasser's thinking. He continually changed and developed his ideas, especially the conversion of Control Theory or Control System Theory to Choice Theory. He left a legacy containing the explicit principle so that his contributions can grow, develop, and be applied in innovative ways to the ever-changing world.

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### **Extending Theoretical Principles: Options and External World**

Traditionally, practitioners of reality therapy have viewed the quality world or world of wants as primary in both theory and practice. It is the driving force of all behavior (Glasser, 1998, 2011), (Wubbolding, 2000, 2017). Glasser (2011) emphasized the unique significance of the quality world by stating that it is the world we want right now, our ideal world and the world we must have to satisfy our needs. This theoretical principle becomes operational in the practice of reality therapy by helping people clarify and define their wants: what they want from the world around them, from family, career, and even what they want from themselves (Wubbolding, 2017). In his classic biography of Glasser, James Roy (2014) states that the quality world or world of internal wants lies at the heart of Glasser's formulation of the Quality School Consortium, at that time consisting of over 200 schools.

Clearly, when individuals and groups seek to implement Glasser's legacy they focus on their wants: the pictures in their quality worlds. They define them, measure them as how they will be fulfilled, and examine them from many perspectives.

This component of choice theory and the delivery system reality therapy serves as a useful starting point. And yet, it is possible to expand the starting point. A basic economic principle is that the world does not exist to satisfy our needs. Rather, it provides us with options. I suggest that in addition to asking individuals and groups what they want, another starting point is to inquire about, "What are your options?" The implication is that a client or client system, e.g., a school, might have options that do not appear to be need satisfying. The following brief dialogue represents a practical way to implement this principle.

## Client and Counselor

The client, 15, was referred to a counselor for acting out behaviors: breaking curfew, flunking in school, drug abuse, and hostility toward authority figures and others.

Counselor: What thoughts went through your mind as you came here today?

Client: I hate those people who *forced* me to come here: the teachers, my mother, and everyone else who told me, "You have a problem."

Counselor: (Conventional initial interventions.) What do you want to have happen in this session and what do you want from the people around you?

Client: I want to be left alone.

Counselor: (Alternative starting point.) So you were forced to be here and you had no choice in the matter. What are your options now?

Client: What do you mean?

Counselor: What are your possible choices regardless of whether you like them or not?

Client: They ought to leave me alone.

Counselor: I can guarantee you *they* are not going to leave you alone. They're going to stay on your back. They're going to continue to come down on you like a rainstorm.

Client: They can go . . . I don't care.

Counselor: Whether you care or not, what are your options? What are your choices?

Client: I don't know.

Counselor: Here's an idea for you to think about. The rest of the world does not exist to make you happy or to make it easy for you to do whatever you want. Whether anyone of us likes it or not, the world owes us nothing. It was here first. And so, what are your options right now for dealing with your situation in this unfair world?

Client: I have no idea.

Counselor: I'll tell you. You can either make the best of your situation or you can make your life more miserable. You have only 2 options, and neither of them is very satisfying to you. Which will bring you the least pain and which will bring you the most pain?

The above simple and direct dialogue illustrates the possibility of emphasizing two options: to make life better or to make life worse. At this stage, there is no explicit discussion of the client's desires. Of course, a skillful helper can assist the client in defining wants and goals as the relationship develops. The extension of choice theory and reality therapy includes a more explicit consideration of the external world including how it limits, encroaches on, and even violates the quality world.

## Reevaluating “Past” Behavior

We are accustomed to looking at the choice theory chart *How the Brain Works* (Glasser, 1996, 2015) as a two-dimensional diagram explaining human behavior and motivation. I suggest we can look at it from another dimension, a dimension of depth. We teach that we have control only over present behavior. And, indeed, sometimes we shun any mention of the past. And yet, how do we define the “past”? William Faulkner, the great novelist, once stated, “The past is never dead. In fact, it is not even past.” Anyone who has experienced trauma or worked with people who have experienced trauma realizes that the event is indeed historical, but there are many lingering and serious consequences of past abuse, injury, witnessing a death of family member or friend, and many other events as described in the *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)* (2013). The event itself is past, part of one’s history. But there are often current consequences: a change in one’s neural pathways resulting in irritable and angry outbursts, reckless or self-destructive behavior, problems with concentration, sleep disturbance and many other current behaviors labeled as post-traumatic stress disorders. In short, Glasser’s comment that we are products of our past has profound implications.

## Re-evaluating Human Needs

The chart *How the Brain Works* (Glasser, 1996, 2015) presents two pathways: Situation A, *Ineffective Control* and Situation B, *Effective Control*. The graphic displays heavy arrows aimed at the real world indicating that all behavior is purposeful. It is impossible for a human to generate purposeless actions, thinking, feeling and physiology. Does it follow that we have a genetic need for purpose and meaning built into the structure of our minds? In working with clients, such as the one above, the helper could assist them to identify the purpose of their actions and thinking and even their emotions as well as their overall life purpose. Teaching them that being truly happy is a result of a positive purpose would be a useful endeavor.

## Adding to the Purpose of Behavior

The basic purpose of behavior is to impact the world around us, to mold it so that it matches our quality world pictures and thereby we gain more effective control. And yet, can there be a secondary purpose of behavior? Human behavior sends a signal to the world around us. It communicates a message to our environment. (Perhaps this purpose i.e., sending a signal or a message is contained in the first purpose. But communicating a message or sending a signal can be *so significant* that I suggest it can be seen as a nuanced second purpose.) We rejoin the counselor and client from above with a brief dialogue illustrating the second purpose of behavior.

Client and Counselor

Counselor: You have readily described what the people around you said you have been doing. And you agreed that they are accurate. I’d like to talk to you about something related to what you’ve been doing. Is that okay?

Client: Yeah, go ahead.

Counselor: You know, everything we do sends a signal or a message to the world around us. If I drive my car 75 miles an hour on an expressway in a 55 mile per hour zone, and a policeman pulls up beside me and points his hand toward the curb side of the road, he's signaling. What do you think he's trying to tell me?

Client: "Pull over buddy, you're in trouble."

Counselor: So he is signaling two things. All of our actions send a message or a signal to the world around us. When you do what you admitted doing, what message are you trying to communicate to other people? For example, when you skip school, what are you trying to tell the school authorities?

Client: I hate this place. Get off my back.

Counselor: You're very clear about your intention. But I believe that they misunderstand you. They're getting the message to get on your back even more. The same is true of your probation officer, your mother, and everyone else who is on your back.

Client: They're so stupid.

Counselor: These people you call stupid are really in charge of you, running your life, giving you orders, making it difficult for you to get an honest job. It must be very painful for you- to have all these people running your life for you, not understanding the language you're using. I'm really glad that nobody tells me what to do. Oh wait, there is that policeman, the traffic laws, my boss, the government that takes tax money, my family's expectations of me, my neighbors who would not appreciate it if I had a noisy party with 100 guests. So, I guess there are people trying to run my life to some extent. But for you, the people around you are not getting the message you'd like them to have. Am I right or wrong about that?

Client: You're right.

Counselor: How about trying a different language, sending them a different signal, communicating something about the hopes and dreams inside of you?

Client: What language?

Counselor: That's the key question. Let me ask you this. If the language of fighting them at every step of the way is not bringing any joy or freedom to your life, how about trying the language of cooperation for a short time, say a week?

In this abbreviated conversation, the helper sees the purpose of behavior in a slightly different light than an attempt to control the world or even to control their own behavior. The helper presents the student's ineffective lifestyle in a way that is more acceptable to the

young person. This second purpose of behavior opens a wide range of possibilities for counselors and therapists. Educators can ask themselves, "What messages do I want the students to get about the curriculum, social behaviors, their future possibilities and a myriad of other topics?"

The above dialogue represents a specific example of implementing a second purpose of behavior. The interaction between a counselor and a young student can be similar to that of a consultant and members of an organization. The purpose of the initial exploration could be what options the members of the organization have and what are their choices. A school seeking to become a Glasser Quality School might start with a detailed discussion of their possible options followed by an attempt to define what they can realistically achieve.

### **Adding a Third Filter**

The chart described above illustrates the working of the perceptual system. The lower level filter of the perceptual system, the total knowledge filter, represents labeling the information as it enters the perceptual system. A person seeing a chair simply acknowledges it as a chair. As the information proceeds further, the person then identifies the chair as comfortable, uncomfortable, valuable, worthless, etc. Of course, this process gets more complicated when the incoming information is not the image of a chair but rather the image of an idea, a person, an event, a complicated system, or a possible decision.

Can we insert a third filter that can be called a relationship filter? It appears that after labeling an object, another mental step is necessary before seeing it as valued, favorable, unfavorable, need satisfying, etc. It appears that the human mind sees a relationship. A chair is for sitting. It is not an idea, an event. It is simply a chair. When we see a person, we label the information, the perception in a neutral way and then label the individual as a valued, beloved person. The relationship filter sees the person as in some way connected to the viewer.

There is precedent for adding a relationship filter. In fact, it is not really an addition. It is a re-insertion. As early as 1981, Glasser described 10 orders of perception (pp. 89-115) with the sixth-order called "Control of Relationships" (Glasser, 1981). He states, "Relationships are the way things go together; they keep our world predictable and prevent it from being fragmented" (p. 105). He described a famous case of a brain-damaged victim of war, Zharetsky, who for many years was unable to perceive relationships. But after intensive neuropsychological therapy he was able to connect the perception of his mother with what he ought to do when he met her, i.e., kiss her. He perceived the relationship between himself and his mother and he understood how to demonstrate the important expression of the relationship of mother and son.

Because of the emphasis on relationships, (Glasser, 1998) it follows that it is at least useful to re-insert a filter that sees relationships prior to the valuing filter. Of course, this process often occurs instantaneously. Glasser continually developed his ideas and extended choice theory. It is in this spirit that I suggest that a third filter can be a helpful and a useful addition for completing our understanding of Glasser's brilliant legacy.

## Glasser Quality School

In presenting the quality school to the public we have emphasized the centrality of relationships, especially teacher/student relationships, but also the interconnections among administrators and other educators as well as parents. This is the central feature of the Glasser Quality School. And yet, as of this writing in the United States there is but one school that identifies itself as a Glasser Quality School. As I stated in a keynote address at the International Conference of the William Glasser Institute in 2017 in Raleigh, North Carolina, we are promoting *features*, not benefits. The central feature of the quality school is enhanced human relationships. However, benefits reside in the quality worlds of the consumers. These consumers, i.e., educators have told us in many ways what they want. I contend that anecdotal evidence indicates that they see a relationship between choice theory/reality therapy and helping students behave more appropriately. Educators put a positive value on skills that we teach. In other words, in Institute training, they almost always role-play difficult children, resistant colleagues, or uncooperative parents. Moreover, national surveys conducted by professional organizations such as Phi Delta Kappa indicate that educators' top concerns revolve around inappropriate student behavior, drug abuse, safety and security, as well as related issues. According to the research of Grace Chen (2019), among the major concerns of public school teachers are student bullying, apathy, disrespect, and absenteeism, along with parental involvement. Media frequently report statistics that 10% of teachers feel endangered and in 2015-16 the media reported 5.8% of teachers were assaulted. Obviously, there are relationship issues involved. Improved relationships are at the heart of choice theory and reality therapy and yet, the benefit or the desire of teachers is often expressed as, "I would like to have skills for dealing with students more effectively."

If we distinguish between features and benefits and present CT/RT as *benefitting* educators by teaching them skills we will likely be able to increase the number of schools that identify themselves as "Glasser Quality Schools". Simply put, the skills we teach help teachers create an atmosphere in which they can instruct more effectively. A school staff tells a potential instructor, "We want to have better control in our classrooms" a helpful response is, "That is exactly what we teach." An inappropriate response is a feature-focused response: "This is not a discipline program. We teach the central component of the quality school which is interpersonal relationships." In these interchanges teachers are expressing their desired benefits: their wants and the potential instructor focuses on a feature of the quality school. Hence, the result is often a missed opportunity for both the client system, i.e., the school and the potential instructor. When teachers learn specific skills for implementing the principles of choice theory/reality therapy, they have more control of their own behavior and better skills for classroom management. Teachers gain respect and cooperation by working together with their students on mutually satisfying educational goals. And most significantly the heart and soul of the quality school becomes manifest: healthy relationships and a safe environment leading to school success.

In answering the question, "Where do we go from here regarding CT/RT and the application of Lead Management to schools the Institute has two choices: In the words of Michael Mynatt, leadership expert, we can change the product or change the message. The above

comments about quality school suggest that the institute change its message. In the future when messaging, stress benefits, not features.

## **Conclusion**

We are now in the third wave of CT/RT. The first wave was the development of reality therapy. The second was the development and extension of choice theory. The third wave might be called: "Where do we go from here?" in which the persons in the Institute confront even more controversial issues. In a future article, I will discuss several of them such as the use of medication, making peace with the *Diagnostic and Statistical Manual of Mental Disorders*, treating trauma, and dealing with 19 characteristics of "hype" as described in an unpublished paper by Donald Meichenbaum.

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## **Brief Bio—**

Dr. Robert E. Wubbolding is a Senior Faculty Member of William Glasser International, Director of Training, William Glasser Institute (1988-2011), and Professor Emeritus at Xavier University.



## **Integrating Glasser with life, learning and leadership: An interview with Dr. Robey**

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### **Abstract**

Dr. Patricia Robey has been a prolific contributor to scholarship on choice theory and reality therapy through journal publications, book chapters, books, presentations, training others, and training videos. She utilizes her expertise in choice theory and reality therapy across various roles in her personal life as well as her professional roles as a teacher, supervisor, trainer, and Chair of graduate programs in counseling and psychology. Her belief in choice theory and understanding of its nuances allow her to integrate other models and techniques with reality therapy and work with a variety of clients and presenting concerns.

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### **Background**

Dr. Patricia Robey has been a dedicated member of the Glasser Institute for Choice Theory for over thirty years. She has been an instructor, supervisor, and chair/member of the Glasser Institute Advisory Board of Directors, and trained people around the world on choice theory and reality therapy. Currently, Dr. Robey is a Full Professor and Chair of the Division of Psychology and Counseling at Governors State University. She has worked for community agencies and universities. She applies choice theory principles to her life, clinical work, training, teaching and supervising, and leadership. She has twenty-seven peer reviewed journal articles, a book, numerous book chapters, presentations, and training videos related to choice theory and/or reality therapy. She writes, teaches, and presents on the application of choice theory to a multitude of populations and presenting concerns, and she often writes about integrating reality therapy with other counseling models and interventions. For example, some of her topics have included mindfulness, loneliness, happiness, forgiveness, bullying, sex therapy, couples work, and play therapy. Her contributions as an educator, clinician, and scholar, to choice theory and reality therapy, have been prolific.

The authors of this interview have interacted with Dr. Robey in different ways (student, supervisee, supervisor, administrator, colleague, and employee), but we have all had similar experiences with Dr. Robey as someone who lives her theory. All of us know her as a hard-working, optimistic, friendly, and humorous person and professional who is passionate about choice theory and reality therapy.

Her focus on relationships and on fulfilling her basic need for fun is evident in her personal and professional interactions. Whether someone understands choice theory or not, they would describe her as a caring and funny person. In fact, when she was asked to review her background information for accuracy she commented, "The only thing that's missing is that I'm darned good-looking too, but since that's not a WGI [William Glasser Institute] requirement for heroic status, I think you can leave it out." Her basic need for fun is met through her sense of humor and her basic need for freedom is met through her creativity.

Although Dr. Robey joked about her heroic status (she was only half-joking about thinking she is “darned good-looking”), she actually does have “heroic” or “rock star” status in the world of choice theory. Recently, the first author had the honor of co-presenting with Dr. Robey at an international choice theory conference. While checking in at the hotel the front-desk staff asked who else was going to be on the first author’s reservation and when she responded, “Pat Robey” several people exclaimed excitedly, “you know Pat Robey! Wow!” Dr. Robey is well-known and revered in the world of choice theory. Although Dr. Robey most likely has not quite reached Elvis level of fame, in the choice theory world she is known across the world for her expertise in choice theory and reality therapy and loved for her constant practice of Connecting Relationship Habits. She chooses every day to walk the choice theory walk and talk the choice theory talk. In the following interview, the reader will learn more about how Dr. Robey integrates choice theory into her personal and professional life.

## **Interview**

### **How Did You First Become Interested in Choice Theory and Reality Therapy?**

I first learned about reality therapy in 1986, when I became a volunteer at Aunt Martha's Youth Services in Park Forest, Illinois. Aunt Martha's was a grassroots organization that was designed as a place where teens could drop in and talk about their troubles or just be connected to caring people. Everyone at Aunt Martha's learned reality therapy. There was no choice theory at that time, although Glasser was already working from a framework based on the importance of relationships, which is now the foundation for everything we do as choice theory/reality therapy practitioners. Reality therapy was a way for people to work together from a common sense approach that was based on caring connections, but also with the idea of helping people understand that they could take personal responsibility for their choices that would result in a happier life in the present and future, especially in their connections to the important people in their lives. It is a very empowering approach!

The leadership of Aunt Martha's wanted to have a consistent way of communicating with kids that was shared by everyone who worked with them. Everyone from the secretaries at the front door to the custodians learned the process. The rationale for this was that you never knew who was going to be the first person who would meet or greet a youth coming into the agency, so everyone needed to be prepared to be able to talk with youth in response to whatever was happening.

When I learned about reality therapy I was immediately drawn to the process. It's a very optimistic approach to working with people, but also a useful way to approach personal problems. I was raised with that kind of philosophy that looked for the positive wherever I could find it. Reality therapy was like that.

Aunt Martha's had an in-house certification process. Once I had completed my training and was certified by Aunt Martha's as competent in my basic ability to use reality therapy, I was invited to be on their training team. As a member of the team I was eligible to take formal training through the Institute for Reality Therapy, as it was called at that time. I was lucky that over the course of my training I got to meet some of the major figures in the Glasser organization. I went on to become certified by the Glasser organization. Once I was Reality Therapy certified, Aunt Martha's leadership decided that they wanted to have an instructor at the agency so that they could train a lot of people through the Institute process of certification. They sponsored me through faculty training until I became a senior faculty member. I am proud to say that I was endorsed as senior faculty by William Glasser himself.

Glasser developed a theory to support reality therapy in 1985. That theory was called control theory and was based on the work of William Powers. Over time, however, Glasser modified the theory so much that he realized that it became a theory in its own right. He changed the name of it to choice theory, which more accurately represented his thinking, and he published a book with that name in 1998. Since then Choice Theory has been the foundation for how we understand human behavior and motivation. Reality therapy is the practice that we utilize to put choice theory into action.

### **What Is It About Choice Theory and Reality Therapy That Resonates with You?**

Basically, I think it's important to define the difference between reality therapy and choice theory first. Choice theory is the theoretical framework Glasser developed to explain human behavior and motivation. Reality therapy is the model, or practice, that is used to put the theory into action. I understand what's going around me through using the choice theory lens. So, for example, when I'm thinking about what's going on with people, I ask myself to consider their behavior through their lens, and then work with them to help them get their needs met.

Glasser developed choice theory by observing human behavior. There are many different theories that attempt to explain human behavior, but for me choice theory makes sense. I use the reality therapy model to put choice theory into action in my interactions with the people in my life. I've learned to use the reality therapy practice in a conversational way to help people understand themselves, to understand what it is they want, and to help them figure out a way to effectively get what they want, whether it's by continuing the behaviors they are choosing that are helpful, or by choosing to do something else. The process is adaptable to my personal life, counseling, lead management, teaching, and supervision. It resonates with me because it works!

Maybe the most important thing for me is that I utilize it within myself all the time. For example, when I find that I'm feeling upset or struggling with someone or something, the first thing I ask myself it's what's going on inside of me that I'm having so much trouble. When I think about myself and my basic needs and the behaviors that I'm choosing, I'm able to understand what I need to do for myself and in doing so I can release my efforts that are not effective and choose alternative behavior that is likely to be more effective. I find that using choice theory to understand what is going on helps me to neutralize my emotional responses and then I'm able to think more clearly and rationally.

### **Why Are You Integrative Rather than a Reality Therapy Purist?**

Because reality therapy is a practice, or model, not a theory, I am able to borrow techniques from other models that are consistent with the reality therapy process and with Choice Theory thinking. For example, I might use the miracle question from the solution-focused approach. The information that comes from the miracle question is similar to an answer that we might get from reality therapy questions that are intended to help people identify what it is that they want. When I teach theories I usually ask students to tell me what a theory is. In counseling, theory is an attempt to explain human behavior and motivation. Then I ask them to explain what therapy is. This usually stumps them for a bit, but when they understand that therapy and therapeutic interventions are strategies that they can put into their toolboxes, they get excited because so many possibilities are open to them. It opens up opportunities for a lot of integration. When students are learning about different counseling theories I think they often get confused, because they like so many different things about the different approaches. But understanding that you can utilize

techniques from a variety of approaches, while also remaining true to your theoretical orientation, allows the freedom to be very creative in counseling or even in putting these practices into real world applications like with your family and/or friends. Just don't tell your family or friends that this is what you're doing!

### **What Are Your Favorite Ways Of Integrating Reality Therapy With Other Models/Interventions?**

I am a very experiential person. I like to be playful, I like to be hands-on. I'm a visual learner and so when I am counseling or managing or teaching or just being with family and friends I enjoy utilizing a playful approach to connecting with others. So I guess I would have to say that play therapy is one of the foundations that I utilize almost always in counseling and even in teaching. The use of miniatures is one of my favorite interventions. A person can pick up a miniature and I can ask questions that help go deeply into a person's world, but in a very safe and playful way. I also really enjoy some of the techniques from Adlerian psychology. The lifestyle assessment is a great way to get to know a client. It's like having a meaningful guided conversation. Even family systems can be addressed through reality therapy and choice theory practice. For example, even though reality therapy focuses on the present, what we do know is sometimes the past is alive in the present because of the perceptions, values, and beliefs that influence a person's life. Therefore, I could use a genogram to help open a conversation with a client to discover what the family history was and what the client learned over generations about what things are important or not important to him or her. We can learn how clients developed quality world pictures as a result of the interactions and messages received from the important people in their lives. It's complicated to try and explain this briefly, but once you understand a theory you can see its application everywhere. I truly understand everything better through the choice theory lens.

### **What Type of Client and/or Presenting Concern is Your Favorite to Work with from a Reality Therapy Perspective?**

It's hard to say what might be my favorite kind of person to work with. I think all people are fascinating and I always feel privileged to have the opportunity to work with whoever comes into my office and with whatever problem they present. And, of course, sometimes they come in because they just want to explore some positive directions in their lives, which is also fun. It's nice to have clients who are willing to work and ready to make changes, and sometimes those are the most memorable clients. One of the clients that I remember so strongly came in because it was the anniversary of a death of some friends. We all know that anniversaries can be particularly hard. The client had been told by a parent to come in for counseling and was initially very resistant. From a choice theory perspective, though, I could hypothesize what she was trying to get through her resistance and then worked with the resistance to help move the sessions forward. The key was just to spend time in the relationship without pushing any agenda, until she was ready to open-up. She was very artistic, so I learned to understand her through her art and she eventually told me her story. I will never forget her.

### **How Do You Understand Your Career from a Needs Perspective?**

That's an interesting question. Like everyone, I have the need for love and belonging which is met in connection with others. Choosing a career in counseling that involves intimate relationships with others is a way to meet those needs, as does teaching. In my administrative role, I have found it very satisfying to deepen my relationship with others at

the university. We have a great team! My need for personal power comes from the satisfaction I feel from personal achievement, but also by the sense of satisfaction I feel when I think I am making a difference. I look at my role of administrator as "servant leadership," because it's important to me that everything I do is for the good of the division, the students, the university, and the community.

I'm a very playful person so my need for fun is also intermixed in my daily life. When I stop having fun is the time when I think I will need to move on to some other work. Luckily, though, I'm able to find opportunities for fun in the little things. I am probably most notorious for my ability to make puns and to tell or make jokes with little provocation and often with little success!

My freedom need is met through my ability to move around, to be creative, to present ideas and to play within the framework of the system to make changes. I like to engage others in developing their own freedom and their own creativity. Allowing others freedom gives me more of my own.

Finally, I have a very high survival need. Being able to work, and work well, in a safe and supportive environment, and to be compensated for doing the things that I love to do, helps me feel secure and confident that my family is well taken care of by the contributions I can make.

### **How Do You Integrate Your Need for Fun in Your Work?**

I feel very lucky that I was raised in a home where there was a lot of laughter. My parents were very fun-loving and optimistic and they instilled that into our lives. I'm also married to a guy who has a great sense of humor and our kids do too. Unfortunately, sometimes our family refers to it as "Robey humor" because not everyone gets us!

I think everyone has a need for fun and enjoyment at some level. Sharing laughter together is so connecting and it increases endorphins in our brains. So whether I'm working with clients, students, or faculty, or just enjoying time together with others, I find that sharing laughter is one of the key things to establishing relationships. Therefore, I've always made an effort to establish good relationships with all the people in my life and I think that's one of the things they enjoy about me is my corny humor. Or at least they tolerate it! So, I think that the appropriateness comes from using humor that's not hurtful to anyone and knowing when humor is appropriate or not. Of course, like any intervention, timing is always important.

### **Brief Biographies--**

Shannon B. Dermer, Ph.D. is the Dean of the College of Education at Governors State University and a marriage and family therapist. She has authored many articles and book chapters. She recently co-edited the SAGE Encyclopedia on Marital, Family, and Couple Counseling. She also has created over eighty training videos in counseling.

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