

Volume XXXII
No. 1

Fall 2012

International Journal of
Choice Theory® and
Reality Therapy



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

Vol. XXXII, No. 1, Fall, 2012

Table of Contents		2
Introduction to the Journal, Its Editor, Its Editorial Board, and much more . . .		3
T. Parish	Editorial: Are You a CT/RT Researcher and/or Innovator?	6
R. Wubbolding	Honoring William Glasser: WGAI International Conference, 2012	8
E. Perkins	Lead Managing Toward Growth	11
P. Gerdes, S. Wubbolding & R. Wubbolding	Expanding the Practical Use of the Perceptual System	16
B. Olutayo	Using Glasser's Choice Theory to Foster Creativity	20
R. C. Turner	A Systematic Approach to Changing Criminal Thinking	27
M. Fulkerson	Helping Supervisees Evaluate Their Locus of Control	35
T. Parish	Tips for Those Who Wish to Write for Publication or Presentation	39
K. Hwang, S. Baik, F. Huan	Discussion of Glasser's "Basic Needs" Among Medical Students & Pertaining to Their Self-Understanding and Self-Awareness	42
P. Robey	"It's Your Fault, Bill Glasser."	48
Tributes for Al Katz from:		57
Linda Harshman, Beverly LaFond, Lisa Rogers, Gerald Noel, Bob & Sandie Wubbolding, William Glasser, Kim Olver, Beth Gilloran, Beverly LaFond, Andrea van der Laan, Sue Tomaszewski, Peter Appel, Ken Lyons, Pam Holtzman, Judy Harris, Frank & Judy Claps, David & Hardy, Roger Zeeman, Kathy Haddad, Maureen McIntosh, Craig Schollenberger, Rick Rivera, Carleen Glasser, Brandi Roth, Jean Sargent, Harriet Hendel, Janette McDaniel, Jean Suffield, Peter Driscoll & Deborah Idzelis		
Additional Tributes for Bob Wubbolding:		69
Jon Carlson, Beverly LaFond		

An Invitation to honor Ms. Linda Harshman in the next issue of IJCTRT

Linda Harshman was the Executive Director of The William Glasser Institute for many years, offering invaluable assistance to many of us as she performed in this capacity (being the wind beneath our wings). In the next issue of the Journal we will include your messages of recognition and appreciation for her efforts on our behalf. Just send these messages to me at parishts@gmail.com and make sure to do so before February 15, 2013.

INTRODUCTION to the JOURNAL, ITS EDITOR, and ITS EDITORIAL BOARD
Welcome to the *International Journal of Choice Theory and Reality Therapy*.
This is Volume XXXII, No. 1, FALL, 2012.

IJCTRT Editor:

Previously, this journal was published as the *International Journal of Reality Therapy* (1997-2009), and as the *Journal of Reality Therapy* (1980-1996). The previous editor of the Journal was **Dr. Larry Litwack**, who served as editor from 1980-2009. His efforts, on behalf of the WGI membership plus many others who were also interested in William Glasser's ideas and the research that supported them, are legendary.

The current editor of the *International Journal of Choice Theory and Reality Therapy* is **Dr. Thomas S. Parish**. Dr. Parish is Professor Emeritus at Kansas State University in Manhattan, Kansas. He earned his Ph.D. in human development/developmental psychology at the University of Illinois in Champaign-Urbana, Illinois, and subsequently became Reality Therapy Certified (now called CTRTC), specializing in the areas of mental health, educational counseling, and marriage and family counseling. He has authored or co-authored scores of RT/CT related articles that have been published in numerous professional journals, including the *Journal of Reality Therapy*, the *International Journal of Reality Therapy*, and the *International Journal of Choice Theory and Reality Therapy*. He also has an extensive background in designing and conducting research studies and developing strategies for the implementation of Choice Theory and Reality Therapy.

Any correspondence, including questions and/or paper submissions, should be sent to Dr. Parish at: parishts@gmail.com You may also call him at (319) 2340-9970 or (785) 862-1379. In addition, a web-site is currently operational for the Journal. It is www.ctrjournal.com. Plus the Journal is no longer password protected, so anyone can gain access to it through The William Glasser Institute website as well.

IJCTRT Editorial Board:

Besides **Dr. Thomas S. Parish**, who will serve as the editor of the *International Journal of Choice Theory and Reality Therapy (IJCTRT)*, there is also in place an outstanding team of individuals who have agreed to serve on the editorial board of *IJCTRT*. They are:

Thomas Burdenski, Ph.D., Licensed psychologist and Associate Professor of Counseling Psychology, Tarleton State University, Ft. Worth, TX.

Emerson Capps, Ed.D., Professor Emeritus at Midwestern State University, and serves as a member of The William Glasser Institute Board of Directors and as a faculty member of The William Glasser Institute.

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

Joycelyn G. Parish, Ph.D., former Senior Research Analyst for the Kansas State Department of Education in Topeka, KS.

Brandi Roth, Ph.D., Licensed private practice professional psychologist in Beverly Hills, CA.

Jean Seville Suffield, M. A., President and Owner of "Choice-Makers," located in Longueuil, Quebec, Canada.

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

Robert Wubbolding, Ed.D., Professor Emeritus at Xavier University in Cincinnati, OH, and is currently serving as the Director for the Center of Reality Therapy in Cincinnati, OH.

IJCTRT Technical Advisor:

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

IJCTRT Mission:

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

Publication Schedule:

The International Journal of Choice Theory and Reality Therapy is published on-line semi-annually in the fall (about October 15) and spring (about April 15) of each year.

Notice to Authors and Readers:

Material published in the *International Journal of Choice Theory and Reality Therapy* reflects the view of the authors, and does not necessarily represent the official position of, or endorsement by, The William Glasser Institute. The accuracy of the material published in the *Journal* is solely the responsibility of the authors.

Permissions:

Copyright held by the *International Journal of Choice Theory and Reality Therapy*. No part of any article appearing in this issue may be used or reproduced in any manner whatsoever without written permission of the editor—except in the case of brief quotations embodied in the article or review.

Indices of Previous Authors and Titles are Located in the Following Volumes:

Vol. 1-5 in 6.1; 6-10 in Vol. 10.2; 11-15 in Vol. 16.2; 16-20 in Vol. 20.2; 20-25 in Vol. 25.2; 26-30 in Vol. 30.2.

To find authors, titles, and often abstracts of CT/RT-related articles . . . the reader is urged to explore the listings of articles that appear by author and by subject matter index in Vol. 30, no. 2 (pp. 73-140), and in Vol. 31, no. 1 (pp. 173-187) of the *Journal*.

To acquire recent copies . . . from the *International Journal of Choice Theory and Reality Therapy* (Vol. XXIX, no. 2, to the current issue), the reader should go to one of the following: <http://www.ctrtjournal.com> or to the William Glasser Institute website, then go to the link entitled "Journal," located on the introductory page.

To acquire earlier single copies . . . from the *Journal of Reality Therapy*, *International Journal of Reality Therapy*, or the *International Journal of Choice Theory* that the reader is urged to go to the following website: <http://education.mswsu.edu> Next, on the left hand side under the Links Area, the reader will see the hyperlink "*International Journal of Choice Theory and Reality Therapy*." By clicking on this link the reader will go to the Journal page. On this page there will be hyperlinks to abstracts and a form to request a copy of the full article(s), free-of-charge.

This service is being offered through Dr. Matthew Kapps, Dean of the West College of Education at Midwestern State University, which is located in Waco, Texas. Notably, the **WCOE at MWSU** is the **sole sponsor** of the *International Journal of Choice Theory and Reality Therapy* and has agreed to provide this service for the foreseeable future.

To publish articles . . . in the upcoming issues of the *International Journal of Choice Theory and Reality Therapy* the reader is urged to e-mail his/her/their submission(s) to the following address: parishts@gmail.com Deadlines for the spring issue of the *Journal* is February 15, and for the fall issue of the *Journal* it is August 15 of each year. Later submissions will still be considered, but their publication in the upcoming issue will be largely determined on the level of preparedness of the submission.

Instructions to authors . . . The *International Journal of Choice Theory and Reality Therapy* seeks manuscripts that focus on Choice Theory, Reality Therapy, Quality School, Lead Management, or other Glasserian concepts. These manuscripts should also focus on one or more of the following themes: IDEAS/INSIGHTS, INNOVATIONS, and/or RESEARCH FINDINGS. Instructions regarding how submissions should be formatted appear in the in the article entitled "Editorial—Readership and contribution guidelines for the *International Journal of Choice Theory and Reality Therapy*," which is published in the *International Journal of Choice Theory and Reality Therapy*, 30 (1), pp 6-8 (Parish, 2010 fall). While this article, noted here, is intended to be self-explanatory, the prospective contributor may call Dr. Parish at (319) 230-9970 in order to obtain further instructions and/or clarification.

Are You a CT/RT Researcher and/or Innovator? An Editorial

Thomas S. Parish, Ph.D., CTRTC

Editor, *International Journal of Choice Theory and Reality Therapy*

While you cannot waste time, you certainly can waste yourself, and the opportunities that you have available to you to do credible research or to develop meritorious innovative ideas. Both of these ends usually begin with a small pocket-sized notebook upon which you might record the ideas that flash through your mind on occasion. Notably, it's important to remember that "The softest lead is often better than the best memory" (Author: unknown), so you should always write down these ideas so that you can develop them later at a more opportune moment. Once you have harvested these ideas, your next task is to set about their realization by either conducting the needed research or simply writing up your idea(s) for subsequent presentation and/or publication. See Parish (2012) for a brief listing of things to do before this goal might be achieved.

Incredibly, however, this is often where the "just do-it" process often hits a snag, i.e., for whatever reason we fail to follow through to completion, but simply place our research (even dissertations) and/or our other writings on a shelf—never allowing them to see the light of day again, or at least not for a long time, well after these ideas and/or associated references have grown stale, or actually been followed through by others who unintentionally took your thunder because they published/presented their work (which was similar to yours) first. Of course, it was you that hesitated, and everyone knows the famous quote, "He who hesitates is lost." To avoid this unfortunate situation, however, you need to keep another great quote in mind, i.e., "Never worry about whether or not you have a good opportunity, just be sure that you're good to every opportunity (Author: unknown). Seriously, all those scribbles in your little notebook are really "opportunities," and it is up to follow through by conducting the needed research, and/or writing up the ideas, innovations, and/or research reports for submission as a presentation and/or as a publication.

Bottom line, however, is that once you have prepared your research and/or professional writings for presentation and/or publication, you **MUST** submit them in a timely fashion so that your research findings and/or invaluable writings might be shared with others. This is the ultimate key to it all. And even if your submissions are initially rejected, for whatever reason, don't fret, but edit your work (if needed) and resubmit your submission to another worthwhile source as quickly as you can.

Whatever you do, don't let anyone's criticisms dampen your vigor, and don't doubt yourself either. It's truly up to you, and it will always be your choice, to fail or to follow-through. Incidentally, the *International Journal of Choice Theory and Reality Therapy* has a great editorial board and the members of this board are totally committed to assisting you in any of your writing efforts, even spending many hours reviewing, revising, and/or modifying submissions, if necessary. Our Journal is relatively unique in this way in that we seek to improve any/every submission so that your writings will be clearer, crisper, and better understood by the readership thanks to your efforts and the efforts of the board members too. Just ask anyone who has published in our Journal and listen to what they have to say regarding how the editorial board members have always sought to truly be the wind

beneath their wings. Notably, though, after you have made your inquiries of our prior authors, it is the hope of the Board that you will grant us the opportunity to do much the same for you and whatever you wish to submit, as long as it focuses upon CT, RT, and/or any other Glasserian-related concept. In other words, kindly allow us to function as the wind beneath your wings, too, as we assist you in your efforts to become a published author in a future issue of the *International Journal of Choice Theory and Reality Therapy*.

Just submit your manuscript to parishts@gmail.com so that it might be considered for publication in IJCTRT in the not-too-distant future. Thank you for your anticipated submission. You'll never regret it. Of that, I am absolutely certain.

Reference

Parish, T. S. (2012). Tips for those who wish to write for publication or presentation. *International Journal of Choice Theory and Reality Therapy*, XXXII (1), 40-42.

HONORING WILLIAM GLASSER: WGAI INTERNATIONAL CONFERENCE, 2012

Robert E. Wubbolding

Abstract

The first international conference of the William Glasser Association International June 6 – 9, 2012 held at Loyola Marymount University in Los Angeles highlighted the person and work of William Glasser, M.D., founder of choice theory and reality therapy. Participants included long-term instructors, practicum supervisors and individuals who completed certification. Among the 250 participants were also people who had expressed an intense interest in choice theory and reality therapy and who also wished to honor Dr. Glasser. Every continent—except Antarctica—was represented. This article represents an expansion of remarks that introduced an international panel at the opening of this historic conference.

Honoring William Glasser: WGAI International Conference 2012

How do you thank someone who has enriched the lives of thousands of people, trained thousands of instructors and provided a vision of hope for counselors, therapists, educators, managers, as well as people all over the world? It would be hard to improve on the words to Dr. Glasser that The William Glasser Institute (then known as the Institute for Reality Therapy) spoke to him at the 1990 Silver Jubilee Conference celebrating the 25th anniversary of the publication of his ground breaking book *Reality Therapy* (1965).

It has been said that “a journey of a thousand miles is begun with one step.” When you first used the phrase “reality therapy” you took that first step. And when you spoke of 8 steps, schools without failure, identity society, positive addiction, control theory, environment, procedures, and quality, your stride increased.

Tonight, as you pause in your journey, we, the Institute for Reality Therapy, wish to say, as best we can, “A thousand thank you’s”. Thank you for choosing to make the journey. Thank you for your ideas. Thank you for your achievements, for your authenticity, for your support, for your encouragement, for your friendship. Thank you for showing us the way.

Our program tonight is for you and for all in the Institute for Reality Therapy. We look forward to another 25 years of your journey. Our hope for you and Naomi (d. 1992) is a long, happy and healthy life. Our hope for us is that we can keep pace with your journey.

Bea Dolan, the first superintendent of the Ventura School for Girls from 1962 to 1976, provides the following message: “We, at Ventura, started every treatment program the department had; citizens advisory groups, ward advisory committees, small and large group counseling, off campus services, etc. AND WHAT DID WE GET – EACH OTHER! A REWARD BEYOND COMPARE” (Message to William Glasser, 1990).

And now 22 years later, we are honoring Dr. Glasser more than ever. And so, I wish to elaborate on how we might honor him by offering three points.

Ideas

Through the years William Glasser continually developed his ideas. From reality therapy came *Schools Without Failure* (1968), *Positive Addiction* (1976), *The Quality School* (1990), and many other applications. He added control theory (1980, 1984), developed it and renamed it choice theory (1998). His ideas were never static. They were always dynamic and growing. If we are to truly honor Glasser we would do well to follow not only his ideas but to learn from his process and to implement it. The future must include extensions, new applications and creative expansions of his monumental work. This process has already begun. Many authors and instructors have cultivated and harvested the rich forest of Glasser's ideas. It is my hope that the board of directors of the William Glasser Association International will firmly and relentlessly encourage this process by facilitating research projects that increase the spread and the well deserved respect of reality therapy and its many applications.

Evidence-Based Practice

A major trend in the helping and education professions is that practice be based on evidence accessed (August 22, 2012). Evidence-Based Practice (EBP) based on the work of Dr. David Sackett and derived from the medical profession, is defined as, "The conscientious, explicit and judicious use of current best evidence in making decisions about the care of the individual patient. It means integrating individual clinical expertise with the best available external clinical evidence from scientific research" (Author, 2010). More specifically, EBP includes three elements: best research evidence, clinical expertise and patient (client or student) values and preferences. As practitioners of reality therapy and implementers of choice theory we have a system of clinical expertise, i.e., environment and procedures. We also know how to tap our clients' and students' value and preferences, i.e., quality world and perceptions. However, much work remains to be done in the area of evidence-based practice. A model for research is professor Rose In-za Kim who has facilitated over 250 masters theses and doctoral dissertations in Korea (2012).

A Future Decision

As we feel the breath of history on our necks, we need to decide whether we will function as lemmings, whirling dervishes or arrows. Lemmings are found in the Arctic tundra and have the reputation of willingly running over the cliff as a unit thereby ending their existence. (Notably, this reputation is actually false; it is based on a Disney movie that erroneously depicted a herd of lemmings senselessly committing suicide.)

A second possible decision is to become whirling dervishes. These are individuals, dressed in beautiful robes, gracefully spinning in circles entering a meditative trance. And yet, they stay in one place.

A third choice, clearly the most desirable, is one that has already begun and is in its initial stages: that of an arrow. An arrow depends for its energy and direction on the archer's aim and strength. My hope and work is for our institute to choose to be an arrow, wherein we continue to take our inspiration from the archer as we travel into the future. An even better

metaphor is that of a rocket, initially empowered by others, but soon traveling under its own power.

International Panel

Among several international panels at the conference was one composed of representatives from Japan, Slovenia and Iran; they were Masaki Kakitani, Leon and Boba Lojk and Ali Sahebi, respectively. Each presenter described their work and that of many others in their respective countries and regions. This panel, as well as other presentations, clearly illustrates that choice theory and reality therapy are cross-cultural, adaptable, highly respected and successful in a variety of international settings.

Summary

In summary, the WGAI Conference, which was organized by the international board of directors, chaired by Al Katz, facilitated by Bradley Smith, and hosted by Loyola Marymount University Los Angeles, honored Dr. Glasser and his wife Carleen in word and deed. Beyond a doubt, the tangible respect and love that we all have for them, and for each other, was the heart of the conference. The excellent presentations added to the thrill of this historic and memorable event. In the future, I hope to write numerous articles that will summarize several panel presentations.

References

Author. (2010). Introduction to Evidence-Based Practice. What is Evidence-Based Practice (EBP)? Retrieved August 22, 2012, from <http://www.hsl.unc.edu/services/tutorials/ebm/whatis.htm>

Glasser, W. (1965). *Reality therapy*. NY: Harper & Row.

Glasser, W. (1968). *Schools without failure*. NY: Harper & Row.

Glasser, W. (1980). *Stations of the mind*. NY: Harper & Row.

Glasser, W. (1984). *Control theory*. NY: HarperCollins.

Glasser, W. (1990). *The quality school*. NY: HarperCollins.

Glasser, W. (1998). *Choice theory*. NY: HarperCollins.

Message to Wm. Glasser (1990). Silver Jubilee Conference Banquet Program, Cincinnati, OH.

Brief Bio

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

Director of Training, The William Glasser Institute (1988 – 2011), professor emeritus Xavier University Cincinnati Ohio, author of 13 books on reality therapy and is currently the Director of the Center for Reality Therapy and senior faculty of The William Glasser Institute.

LEAD MANAGING TOWARD GROWTH

Ernie Perkins, Th. D., D. Min., Ed. D., Ph. D.

CTRTC, Faculty Member Glasser Institute, Primary Certification REBT

Organizations are created because of situations. A particular situation creates an organization, but then the situation changes, and there is no longer a reason for the organization. Yet, the organization remains and though the purpose for which it was first created has disappeared, the organization has not. When this happens, the organization must find an existing situation in which it can relate, or create a new one to give it needed direction.

An example is the "March of Dimes" organization. That organization was established in 1938 by Franklin D. Roosevelt to combat polio. When polio was defeated by the development of the Salk vaccine, the March of Dimes faced a choice: to disband or to dedicate its resources to a new mission, since they had outlived the original situation/mission for which it was created.¹

In turn, every organization should have a legitimate reason for existing; if it has no legitimate reason for being, it ought to be buried. However, what are the legitimate reasons that justify an organization's existence? There are many, among which are the following: fellowship, entertainment, creating solutions to problems, and carrying out a commission or assignment.

Any organization that has a legitimate reason for existing should be a growing organization. That "growth" can be numerical growth or developmental growth, but unless it is growing, it is basically dying.

Some organizations cannot grow numerically. A baseball team is one such organization. Its league has rules concerning the number that each team can have. The manager can rotate players off and on to the team but he/she cannot add to the total number on the team. However, the team's manager will want the team to develop into a well-functioning team that can work together to win ball games. S/he will want the team to grow developmentally/professionally. There are many organizations like the baseball team example that cannot grow numerically, but can and should have developmental/professional growth goals and/or directives.

There are only three reasons why an organization is not growing. These are: an inadequate community, an inadequate program, and/or an inadequate leadership.

¹ Wikipedia, the Free Encyclopedia.

Community

An organization must have the community for growth. If the community isn't there, growth isn't possible. The company that produced buggy whips found that with the development of the automobile industry in America, the buggy whip community grew smaller and smaller each year. While they could continue to produce buggy whips, without a substantial demand to do so, such productivity would be foolish. With a declining possibility for numerical growth, they could instead emphasize developmental growth. Their goal could have been to study the buggy whip and find ways to make it better. They could have been successful in their effort and could have created the best buggy whip in America. But, developmental growth, in this case, would not have kept them in business. For some organizations, numerical growth is a necessary commodity, and without it, the organization will surely die. If the community does not have a population in which growth is possible, the organization will have to decide to disband or change. They will either remain as they are and try to reach a declining community; or they will locate to a new and/or different community; or they will change with the community. Many will choose to do option one, because options two and three require that they change. Non-lead managers usually like the organization the way it is because they have grown up with it and are comfortable with it. They can continue to run the organization operating in autopilot mode (Perkins, 2010).

Leadership

The preceding sentences introduce another reason for non-growth . . . inadequate leadership. Many believe it is impossible to motivate another person. They view this as a form of trying to exercise external control. However, I believe that it is possible to create a spirit, an attitude, an astrosphere within the organization in which motivation is achieved. Many, if not most, organizations will take on the personality of its leadership. If the leader has a subdued personality and operates with a low-key, less-than-enthusiastic, leadership style, the organization will likely develop those same characteristics over a period of time. New persons coming into the organization will soon adopt these same characteristics too. The individual has a tendency to blend in with the group. If, on the other hand, the leader is enthusiastic, highly-upbeat in his or her leadership style, then the organization will once again become like its leader. New employees will also catch the spirit and choose to identify with the emotional attitudes of the company. While motivation may not be forced, it is a highly contagious thing and can literally change the organization.

Programs and/or Purpose

However, for leadership to be effective, it must not only have a contagious spirit, it must have a direction . . . a purpose. Until the leader can clearly articulate where s/he wants the organization to go, the shareholders will not see it as a question of leadership, but a question of accountability.

If the community is favorable for growth, and the organization is not growing, then, the problem could be an inadequate program or product.

The young man expressed his frustrations by saying, "They just won't let me be the leader."

"Where are you wishing to take them?" I asked.

With a puzzle look he asked, "What do you mean?"

"Unless you have clearly charted out a goal and a strategy for reaching that goal, why should anyone in the organization follow you? A successful organization is not 'three little lambs that have lost their way,' but a moving, changing, growing organization should know where it is going and have a plan for getting there."

While there are scores of books written outlining organizational growth, I have found a very simple little outline that I have encouraged lead managers to adapt for years. That outline is as follows:

1. Know what the possibilities are for the organization to grow.
2. Reorganize whatever is necessary for the organization to grow.
3. Find and train the leaders necessary for growth.
4. Provide whatever space is needed for growth.
5. Go for growth.

Let's discuss each of these characteristics:

First, as has been pointed out previously in this article, the organization must know what its potential is for growth. To build a Wal-Mart or McDonald's on a dead-end road in the desert of Utah with no houses within fifty miles would be very foolish. Yet, some organizations are often trying to develop a growth formula when the potential just isn't there. Does the organization have a needed product? If the product is needed, is it needed where the organization can market it? If the product is needed, does the population realize its need? These are some of the questions that can help the lead manager determine the possibilities.

Second, is the organization in its current form capable of growth? Change does not come easy, especially in difficult financial times. There are also emotional feelings connected to change that are similar to those connected to a death. Change can, and many times does, have an echo of death tolls because a way of doing things (for some, a way of life) is dying. One can expect to feel denial, anger, bargaining, and depression from members of the organization if change is necessary. Some in the organization will not be able to walk through the emotional minefield and will choose to leave the organization. Others may stay with the organization, but become underground warriors fighting the leadership in a subtle battle. The lead manager will have to identify these individuals and either challenge them to accept these changes, or let them go. There will be others, however, who will develop a spirit of acceptance. They may not like the changes initially, but they will accept them and try to be supportive and work with them with time. They will be a true asset to the organization, and should be greatly encouraged to stay and grow.

Third, as the organization changes, it may find the need for additional workers. The lead managers will see to it that the new workers will be trained and orientated toward the

goal(s) of the organization. Organizations have a tendency to believe that every vacancy must have a warm body in its place. But a round peg will not fit into a square hole. That is, some positions are best left unfilled until the right person can be found and/or developed for the task that the position requires. Remember that the lead manager does not need to surround him/herself with negative-thinking, unproductive people; therefore s/he will look for a certain spirit from potential workers more so than for certain skills. If the person is intelligent, s/he can be trained to do the work, but training cannot instill the needed spirit. While it can be argued that a good lead manager will produce in the workers the qualities that are needed, the fact remains that no one can make another into what s/he wants that person to be. The person must be willing to change and if the willingness is not there, then there is no way the change will take place. Simply put, external control is not possible.

Four, what will be the space requirement for growth? Can we rearrange what we have, or will we need to build or move to have the space that will be needed? An organization that has been in the same location for years has produced a comfortable settling-in attitude. Pictures have been hung, shelves have been built, memories have been born, and even at the cost of growth, some will not want to give up their space. This will be one more aspect of the change that the organization will need to go through if it truly wishes to grow.

Five, a progressive plan for getting the population and the product together will need to be developed. It is not true that "if we build it, they will come." That is a good motto for a movie, but it is a poor motto for a company. On the other hand, it is also a poor practice to believe that "if they come, we will build it." Growth takes preparation. Coach Bobby Knight once said that good luck is most likely to occur when preparation meets opportunity. Said somewhat differently, organizations need to prepare themselves to succeed and be ready to take advantage of the opportunity when it presents itself. Notably, though, organizations shouldn't wait too long. Rather, they should never wait for "good opportunities." Instead, they should simply strive to be "good" to "every opportunity!"

Along this line, the lead manager does not want to have an Alice in Wonderland administration, i.e., Alice came to a fork in the road and saw a Cheshire cat in a tree. "Which road do I take?" she asked. "Where do you want to go?" was his response. "I don't know," Alice answered. "Then," said the cat, "it really doesn't matter." Hence, if you don't know where you want to go, any road will take you there, but if you want your organization to grow, either developmentally or numerically, you must have specifiable goals and workable plans to achieve them.

Reference

Perkins, E. (2010). An idealist on a ship named reality. *International Journal of Choice Theory and Reality Therapy*, 30 (1), 17-22.

Brief Bio

Ernie Perkins is a motivational speaker, an educator (three masters and four earned doctorates), counselor (CTRTC, WGI Faculty Member), and humorist. He will speak over 200 times a year to groups from several to several hundred. He is often used as a humorist entertainer. He keeps his furniture in his home in Edmond, Oklahoma, and tries to come by to check on it a couple of days each month. His wife of fifty-one years, Wanda, is his travel and ministry companion.

EXPANDING THE PRACTICAL USE OF THE PERCEPTUAL SYSTEM

Pamela P. Gerdes, LISW-S, CTRTC, Sandra T. Wubbolding, MEd, CTRTC, and Robert E. Wubbolding, EdD, LPCC, BCC, CTRTC

Abstract

This article demonstrates how the analysis of the perceptual system can help clinicians work more effectively with clients. In choice theory and reality therapy counselors and therapists have emphasized total behavior. The use of the perceptual system in counseling parallels the use of the total behavioral car that ultimately helps clients connect with their desired direction and fulfill the wants in their quality world. The article also presents a hypothetical situation illustrating three progressive interventions with details extrapolated from several cases to protect confidentiality. No individual person is described nor can be recognized by the information provided.

Choice theory and reality therapy are built on the principle that total behavior controls and creates perception (Glasser, 1980, 1998). The accumulation of individual behaviors equates with human experience, ultimately creating a person's perceptions or worldview. In other words, human beings frame their perceptions through attachment experiences and environmental learning throughout the lifespan which impacts the need for love and belonging as well as the other psychological needs. Through the therapeutic connection of belonging, counselors use choice theory and reality therapy procedures to expand clients' action and thinking behaviors in order to help them overcome rigid patterns and therefore assimilate new perceptions. This results in more effective life enhancing and need satisfying choices.

Case Example

At age 33 Patrice, never having been employed, entered counseling with the diagnosis of borderline personality disorder. She reported that her partner of 12 years had recently died and their relationship had been mutually caring and enjoyable. Her greatest pleasure was time spent being with her cats and dogs. Patrice's weekly routine consisted of reluctantly meeting her father and brother at a coffee shop where the three played cards together but she often experienced anger and resentment in the few days before and after each of these meetings. This interaction was now her only relationship experience although she infrequently talked about one woman who "was just an acquaintance". Patrice's mental health history included multiple suicide attempts and hospitalizations due to voices heard since adolescence telling her she was "worthless and didn't deserve to live and she should end her life now". She reported through the years posing the rhetorical question, "What is the point of living?"

Two months prior to entering counseling, Patrice's partner suffered a stroke and while in the hospital, he slipped into a coma. As signs of death neared and due to her extreme fear of being left alone, Patrice chose not to return to the hospital and provide a supportive presence during her partner's last hours of life. She now harshly berated herself for her

abandonment of him. The auditory hallucinations became more frequent and sharp which further solidified the perception that life could never be any better. Her hopelessness and self-hatred intensified.

Identifying Counseling Goals

Patrice's story reveals that she put a negative high level of perception on the fact of being emotionally and physically abused by her father and brother during her childhood. She was angry, lonely and withdrawn. The mutually agreed on counseling goals were to help Patrice: (1) free herself from the shame and guilt that was a consequence of believing she "abandoned" her partner; (2) feel more satisfied about and improve her relationship with her father and brother; and (3) learn how to manage the command voices so that she could experience life in a safer and more satisfying manner. The work of the counselor consisted in helping Patrice change her perceptions regarding her choice to not be with her partner at his life's end and to experience need-satisfying relationships with self and others.

Intervention 1 – Raising a Perception

We began by focusing on and expanding the details of the joys and satisfying experiences of life with her partner. During this time of recollection, Patrice drew a new conclusion: she realized that she had not abandoned her partner but rather each had expressed their love for and appreciation of the relationship and had said their good-byes while he was still conscious but just before slipping into unconsciousness. Consequently, she was able to raise her perception of this experience from low level perception (recognition filter) to high level positive perception (valuing filter). Patrice no longer dismissed their tender, loving but defining and final hospital conversations. She described that her partner had always wanted to fulfill the protector role and thus he would have been uncomfortable with her presence during his final moments of powerlessness. Patrice learned that she had respectfully protected his desire to be *her* protector even in his last hours thereby satisfying his need for power as well as her need for power through their final moments together.

Intervention 2 – Lowering a Perception

In addition she was able to replace the negative high level value with a neutral value regarding the relationship with her father and brother. The three had fun as they socialized together each week during their card games but Patrice had continued to see the relationship through the lens of the abuse, even though it had stopped about 25 years prior. She knew the relationship had always been much more complex than being solely defined by the abuse. Patrice described ways in which her relationship with her father and brother had evolved in a healthier and more mature way during her teen and young adult years. Patrice easily recounted times of her father's loyalty and her brother's protection during her adolescence which now continued appropriately in the present.

With this new perception, Patrice placed a new importance on their weekly card games and found herself no longer dreading the weekly gathering in the days prior nor angering afterwards. Despite her sadness due to her partner's death, she could still fulfill her needs for fun, love and belonging thus gaining an added sense of internal control. This was possible because she lowered her perception about the abuse (since she was now safe and

wanted to participate in an adult relationship with her father and brother). Patrice was able to relegate the disdain and anger that she held through the years to the past so that it intruded less on the present. She had reclaimed her power to define the relationship boundaries with her father and brother.

Intervention 3 – Neutralizing a Perception

In the beginning of the counseling process Patrice was preoccupied with the voices and suicidal ideation. Because she placed an intensely high value on these auditory hallucinations she felt immobilized by fear. The first task of the counselor was to help her develop a sense of hope. As Wubbolding & Brickell (2009) state: "The reality therapist does not accept the fact that they (clients) need to remain as floor mats oppressed by their exploitive external (or internal) worlds" (p. 51). The mindset of the counselor was to assist Patrice in making choices that would enable her to get up off the floor and take charge of her voices rather than being subject to their dictatorial influence. Patrice came to view herself as the CEO whose responsibility was to lead her internal board of directors (the voices). As CEO Patrice experienced success in neutralizing the command hallucinations by choosing to focus on more pleasing auditory stimuli previously ignored. She spent more time enjoying her favorite music selections and by purposefully interacting with her cats, Patrice could increase their soothing purring sounds as they draped themselves across her lap. This process is congruent with the work of Daniel J. Siegel (1999) who states, "Our brains may retain the ability to continually reshape, in some fashion, emergent properties that allow us to learn and grow with new experiences" (p. 195).

Conclusion

A final part of the counseling process consisted in facilitating Patrice's involvement in altruistic behaviors. She learned to become a caregiver for her "acquaintance" who was now diagnosed with cancer. Patrice realized that this woman had been a friend to her all along but it had been Patrice's fear of connecting with her that had prevented the relationship from developing. She drove her friend to all appointments and treatments and provided home support. Patrice learned she had more strengths than she formerly believed possible which countered her perception of herself at the time of her partner's illness. Patrice grew beyond self-centered need satisfaction by developing a sense of wholeness, peace and purpose (Schoo, Habel, Bell, 2009).

When therapy was terminated, Patrice did not believe she had fully achieved her goals. Nevertheless, she took major steps toward effective need satisfaction and in the process relinquished her obsessive ruminations of "What's the point of living?" and her implied existential question, "What's the meaning of my life?" An example of unfinished business is Patrice's desire, as CEO of her internal board of directors, to fire the voices that provide unhealthy and destructive recommendations, making them mostly if not totally imperceptible.

Yet new perceptions, achieved in the three interventions above which included changing the direction of the front wheels of the Total Behavioral Car (actions and thinking), allowed Patrice to fulfill her five needs and attain her quality world pictures by helping others

without repeating former ingrained patterns of self-harm, cognitive inflexibility, mental and physical paralysis and withdrawal.

References

Glasser, W. (1980). *Stations of the mind*. NY: Harper & Row.

Glasser, W. (1998). *Choice theory*. NY: HarperCollins.

Schoo, A., Habel, S., & Bell, M. (2009). Choice theory and choosing presence: A reflection on needs and the filters of the perceptual system. *International Journal of Reality Therapy*, 29(1), 24-25.

Siegel, D. (1999). *The developing mind*. NY: The Guilford Press.

Wubbolding, R., & Brickell, J. (2009). Perception: The orphaned component of choice theory. *International Journal of Reality Therapy*, 28(2), 50-54.

Brief Bios

Pamela P. Gerdes is a licensed social worker in a community mental health agency.

Sandra T Wubbolding is the administrator for the Center for Reality Therapy and Practicum Supervisor for The William Glasser Institute.

Robert E. Wubbolding is a senior faculty member and former director of training for The William Glasser Institute.

USING GLASSER'S CHOICE THEORY to FOSTER CREATIVITY

Babarinsa Grace Olutayo

Abstract

Glasser's Choice theory was reviewed and its implication on students, the teacher and the classroom was discussed. The goal was to use Glasser's Choice Theory® to examine teachers' and learners' attitudes and classroom practice that are perceived to be of crucial influence in the enhancement of a beneficial learning environment in the classroom, the one that will foster creativity. It concludes by suggesting that students will develop skills in creativity when they are given freedom of choice in their learning experiences.

Introduction

Many research papers such as (Sternberg & Lubert, 1996; Fleith, 2000; Driver, 2001; Sak, 2004) have linked fostering students' creativity to a welcoming classroom environment, but little attention has been given to how to actually enhance such a welcoming learning environment. Understanding and adapting Glasser's Choice Theory provides for teachers the necessary tools to creating and maintaining a favorable, benefiting, advantageous, conducive, encouraging and welcoming learning environment that will foster creativity.

The purpose of schooling is to educate students and to produce vibrant citizens (Glasser, 1969; Goodlad, 2007); therefore, Brandt and Tyler (2007), in accord with Goodlad, states that "school goals should include such aims as 'interpersonal relations' and 'autonomy,' as well as 'intellectual development' and 'basic skills' (p. 16)."

Sternberg and Lubart (2007) observed:

Schools vary in the extent to which they encourage students to excel. Some schools seem to want nothing more than for all their students to be at some average or "golden mean." Many schools, however, encourage excellence. Unfortunately, it is rare in our experience for the kind of excellence that is encouraged to be creative excellence. It may be excellence in grades, which generally does not require great creativity to attain; it may be excellence in sports or in extracurricular activities. There is nothing wrong with excellence of these kinds. Indeed, they are undoubtedly important in today's world. But seeking such excellences does not (necessarily) foster creativity - and may even interfere with it. (pp. 175)

Greene (2007) argues that, because of benchmarks and standardization, our students' art, imagination and creativity are limited. Classroom instruction has been aligned with the state mandated objectives as compared to the novel and unique objective in teaching and learning that yields creativity. Literature has often linked fostering creativity to a welcoming and conducive classroom. In this paper, I will establish the definition of creativity, and give an overview of Glasser's Choice Theory and how it can be adapted to a better understanding on how to create a welcoming classroom that will foster creativity.

Focusing on Creativity

Creativity is the ability of individuals to construct ideas that are not only valuable, but also novel [original] and fundamental in all of human activity (Sternberg & Lubart, 1996; Sternberg, 2001, 2003). Starko (2010) asserted that without creativity there shall be no advancement in science, literature and art (cited in Sak, 2004, p. 216). Creativity is evident in all that we see around us, from the cars we drive, airplanes we fly, clothes we wear, buildings we live in and offices, to the food that we eat, the TV shows we watch and commercials, sports and games, and even music we hear. These all are products of creativity.

Runco (2003) defines creativity as thinking or problem-solving that involves the construction of new [personal] meaning, emphasizing 'self,' the 'individual.' He suggests that creativity is widely distributed because "every individual has the mental capacity to construct personal interpretations (p.319)." Therefore, creativity is not limited to the gifted children or the highly intelligent students, but can be found in every child. A creative individual sees and does things in new ways (Sternberg & Lubart, 2007).

There are three levels at which creativity is imperative (Sternberg, 1999). Creativity is crucial at the individual level to solve real-life situations. It is relevant at the societal level to pioneer the progress in science, mathematics, technology and beauty in arts (cited in Sak, 2004, p. 216). In addition, it is relevant at the global level "to build a more interactive world that fortifies human civilization" (Sak, 2004, p. 216). There is consensus, therefore, among researchers that schooling is important to develop students' creativity. Because teachers play a major role in this context, factors such as teacher attitude, instructional practice and classroom environment influence (either positively or negatively) the development of students' creativity (Fleith, 2000; Driver, 2001; Sak, 2004).

Glasser's choice theory proposes that every individual is driven by five (5) psychological needs embedded in our genes: need for survival, need to belong, need for power, need to have fun and the need for freedom. All our lives, everything we do or say is driven by our obligation to satisfy those needs in order to match the pictures in our quality world. Students will not show interest in learning except in instances deemed to be important to them and helps them satisfy one or more of their basic needs . . . (Keefe & Jenkins, 2002).

Need for survival

Teachers and students come into the learning institution with a pre-coded obligation to survive physically and emotionally. While teachers are concerned about their physical wellbeing, their career and their image, which they will do everything possible to protect, students, on the other hand, with low socioeconomic status, suffering from the segregating nature of social class, ethnicity, and race, lacking financial, social, and educational supports necessary, feel threatened by students with higher socioeconomic status. In addition, students of color who have experienced discrimination from another school or society, perceive the white students or teachers as a threat to their survival. These situations automatically create tension in the atmosphere and render the learning environment non-conducive for learning. Teachers having this understanding can help students meet their need for survival and break the yoke of insecurity off those students by consciously offering help to them when they are in need.

Need to belong

Students may "gain a sense of belonging by working in teams of two to five, and a sense of belonging provides the initial motivator for students to do the work" (Keefe & Jenkins, 2002, p. 445). Learning teams stand a good chance of tapping into the internal motivation of almost all students and of enhancing creativity (Glasser, 1985) because it satisfies the students' need for belonging and as they learn to depend on their teacher and their teammates to build confidence in their own creativity (Keefe & Jenkins, 2002, p. 444).

Need for power

The need for power refers to respect, recognition, feeling important and the need to be heard by others. When students do not feel successful in their academic performance, they tend to disrupt the learning environment for every other person in order to gain a sense of power for themselves. Some either drop-out of school to join gangs, engage in violence, do drugs, sex and other promiscuous things to overcome or repress the relegation that comes with failure, or they look for other activities, in most cases extracurricular activities like sports, art and music to meet their need for personal empowerment. I see the need for power to be a major issue or problem in schools, and teachers can help students meet this need by being inquisitive about their students, giving them a listening ear. "They must be open to what students tell about their lives and backgrounds; indeed, they must encourage the offering of life stories" (Greene, 1985, p.24) to help such students "experience success through producing competent, or even better quality work" (Erwin, 2004, p.118).

Need for fun

"Fun is the genetic reward for learning...The day we stop playing is the day we stop learning" (Glasser, 1998b, p. 41). Fun is expressed through laughter, joyous play, sport, games, recreation, etc. Simply watching comedy films improve creative problem-solving, and the amount of improvement is greater than after watching a serious movie (e.g., Isen, Daubman & Nowicki, 1987). When teachers mix instruction and activities with fun, there is no tension in the atmosphere; learners become relaxed and learning comes with ease. Fun in a learning environment creates a joyful, pleasant, conducive, and beneficial atmosphere for learning. There has been research since the 1950s documenting the close relationship between humor/fun and creativity. For example, simply listening to a humorous recording increases scores on a subsequently given creativity test (Ziv, 1976). Fun activity is a motivating factor for learning to take place. When students get to do fun things outside routine, they become creative (Barksdale-Ladd & Thomas, 1993).

Need for freedom

To have freedom is to be in control of one's desires. Glasser (1985) described the most important freedom for students to be the freedom to make choices. Choices vary from what to do on the playground, where to sit in class, to which book to read. He says, "Whenever we lose freedom, we reduce or lose what may be a defining human characteristic: our ability to be constructively creative" (Glasser, 1998b, p. 40). By this, he intended students to maximize their creative ability when their need for freedom is satisfied. Freedom of choice should be encouraged in school. When we offer students choices, we encourage

creativity (Longway & Cockman, 2002; Starko 2010; Marshal & Weisner, 2004). Providing choices for students was a successful taxonomy for addressing students' higher-level needs, among which is creativity (Barksdale-Ladd & Thomas, 1993; Rimm-Kaufman & Sawyer, 2004).

Freedom - Freedom of choice

Among the characteristics of freedom is flexibility and liquidity. When this need for freedom is met in the learners, they exercise a number of ways of representing their ideas, which encourages creativity. They are, therefore, not constrained to one form of thinking. Gamwell (2005) proposes that offering students freedom of choice releases confidence in them to take risks, handle challenges, "and to explore ideas in ... creative ways" (p. 367).

The main actor to foster creativity in the students is the teacher. Teachers are therefore encouraged to design learning activities that involve giving students choices. Likewise, teachers should encourage students to engage in self-evaluation, monitor their own work, set goals, plan approaches, move to the next task, and all without involving the teacher, allowing students to solve problems in their own way, using their own strategies (Stipek et al., 1998).

In her study to examine creativity in the work environments of the organizations in which she has worked over the past 22 years, Amabile (1998) stated that "When it comes to granting freedom, the key to creativity is giving people autonomy concerning the means – that is, concerning process but not necessary the ends" (p. 81). Relating this to Glasser's Choice Theory in a learning environment means to help students satisfy their need for freedom. Students should be given autonomy concerning the learning process. When they are given freedom in how they approach their studies, their intrinsic motivation and sense of ownership will be enhanced. Students need not choose which task to do, but when given the freedom to decide how to accomplish the task, they approach it in such a way that maximizes their expertise and their creative thinking skills. "Autonomy around process fosters creativity because giving people freedom in how they approach their work heightens their intrinsic motivation and sense of ownership" (Amabile, 1998, p. 82).

Kohn (1993) gave the example of preschoolers in Massachusetts that were allowed to choose materials for their collage. The results showed that these students were "judged more creative" (p. 12) than students who were not given the opportunity to choose for themselves, even though they used exactly the same material. Another example from her study was the 2nd graders in Pittsburgh, when given choice about learning, completed more learning tasks in less time. Barksdale-Ladd & Thomas (1993) reported eight teachers' pedagogical dependency on Basal Readers. It was evident that students liked being given choices in basal reading instruction. Another teacher (Jane) commented about her class saying, "They can't wait for Wednesdays. That's their fun day when we do other things than the basal. They get very creative. In fact, it seemed as though everything outside my basal reader stimulated creativity" (p. 60).

Conclusion

Although educators have identified 'autonomy' as one of the educational goals of the students, and many researchers have established the 'needs' to provide students choices, yet little attention has been paid to the use of 'needs' to foster creativity. If what is offered in school is not seen by students as related to one or more of their built-in needs, they will struggle against, and/or will withdraw from learning.

Crucial to the goal of choice theory is for individuals to accept personal responsibility for everything they do, and that the only person whose behavior they can change is their own. I hereby propose that it is time for teachers to note that students always have a choice about whether they will learn and none of us, teachers included, can coerce them to learn or care about what they are doing (Kohn, 1993).

It is the responsibility of teachers to help students express the creative ability within themselves by providing them freedom of choice and every necessary experience that will enable them to express themselves in a way that is positive and productive. In conclusion, teachers can create a conducive and favorable learning environment that will foster creativity by following Kohlberg's (2007) suggestion on the use of moral education as a means of helping students become great minds, and Glasser's Choice Theory which offers a different way of understanding human (students') needs, attitudes and behaviors.

References

- Amabile, T.M. (1998). How to kill creativity. *Harvard Business Review*, 76(5), 76-87.
- Barksdale-Ladd, M. A. & Thomas, K. F. (1993). Eight teachers' reported pedagogical dependency on basal readers. *The Elementary School Journal*, 94(1), 49-72.
- Brandt, R. S. & Tyler, R. W. (2007). Goals and objectives. In Ornstein, A. C., Pajak, E. F., and Ornstein, S. B. (Eds.), *Contemporary Issues in Curriculum*, 4th Ed., (pp. 12 - 21). Pearson Education Inc.
- Driver, M. (2001). Fostering creativity in business education: developing creative classroom environments to provide students with critical workplace competencies. *Journal of Education for Business*, 77(1), 28-33.
- Erwin, J. C. (2004). *The classroom of choice: giving students what they need and getting what you want*. ASCD: VA.
- Fleith, D. (2000). Teacher and student perceptions of creativity in the classroom environment. *Roeper Review*, 22(3), 148.
- Gamwell, P. (2005). Intermediate students' experiences with an arts-based unit: An action research *Canadian Journal of Education*, 28(3), 359-383.
- Glasser, W. (1969). *Schools without failure*. New York: Harper & Row.

Glasser, W. (1985). Discipline has never been the problem and it isn't the problem now. *Theory into Practice*, 24(4), 241- 246.

Glasser, W. (1998b). *Choice theory: A new psychology of personal freedom*. Los Angeles: HarperCollins.

Goodlad, J. I. (2007). Kudzu, rabbits, and school reform. In Ornstein, A. C., Pajak, E. F., and Ornstein, S. B. (Eds.), *Contemporary issues in curriculum*, 4th ed., (pp. 51 - 63). Pearson Education Inc.

Greene, M. (1985). A philosophic look at merit and mastery in teaching. *The Elementary School Journal*, 86(1), 17-26.

Greene, M. (2007). Art and imagination: Overcoming a desperate stasis. In Allan C. Ornstein, Edward F. Pajak & Stacey B. Ornstein (Eds.), *Contemporary issues in curriculum* (pp. 32-38). Pearson Education Inc.

Isen, A. M., Daubman, K. A., & Nowicki, G. P. (1987). Positive affect facilitates creative problem solving. *Journal of Personality and Social Psychology*, 52(6), 1122-1131.

Keefe, J. W. & Jenkins, M. J. (2002). Personalized instruction. *The Phi Delta Kappan*, 83(6), 440-448.

Kohn, A. (1993). Choices for children: Why and how to let students decide. *The Phi Delta Kappan*, 75(1), 8-16, 18-20.

Kohlberg, L. (2007). The cognitive-developmental approach. In Ornstein, A. C., Pajak, E. F., and Ornstein, S. B. (Eds.) *Contemporary issues in curriculum*, 4th Ed., 179-191. Pearson Education Inc.

Rimm-Kaufman, S. E. (2004). Primary-grade teachers' self-efficacy beliefs, attitudes toward teaching, and discipline and teaching practice priorities in relation to the "responsive classroom" approach. *The Elementary School Journal*, 104(4), 321-341.

Runco, M. A. (2003). Education for creative potential. *Scandinavian Journal of Educational Research*. 47(3), 317-324.

Sak, U. (2004). About creativity, giftedness, and teaching the creatively gifted in the classroom. *Roeper Review*. 26(4), 216-222.

Starko, A. J. (2010). *Creativity in the classroom: schools of curious delight*. New York: Routledge.

Stipek, D., Salmon, J.M., Givvin, K.B., Kazemi, E., Saxe, G., and MacGyvers, V.L. (1998). The value (and convergence) of practices suggested by motivation research and promoted by mathematics education reformers. *Journal for Research in Mathematics Education*. 29(4), 465- 488.

Sternberg, R. (2001). What is the common thread of creativity? Its dialectical relation to intelligence and wisdom. *American Psychologist*, 56(4), 360-362. doi:10.1037/0003-

Sternberg, R. J. (2003). Creative thinking in the classroom. *Scandinavian Journal of Educational Research*, 47(3), 325-338. 066X.56.4.360.

Sternberg, R.J. & Lubart, T. I. (1996). Investing in creativity. *American Psychologist*, 51(7), 677-688.

Sternberg, R. J. & Lubart, T. I. (2007). Creating creative minds, In Ornstein, A. C., Pajak, E. F., and Ornstein, S. B. (Eds.) *Contemporary issues in curriculum*, 4th Ed., (p. 169 - 178). Pearson Education Inc.

Ziv, A. (1976). Facilitating effects of humor on creativity. *Journal of Educational Psychology*, 68(3), 318-432.

Brief Bio

The author is a doctoral student in the Teacher Education Department at the University of Texas in El Paso, Texas, USA.

A SYSTEMATIC APPROACH to CHANGING CRIMINAL THINKING

Russell C. Turner

Abstract

State agencies which house and supervise offenders are often referred to as "The Departments of Corrections." However, this has proven to be a misnomer in a majority of cases where offenders enter and exit the systems without making any corrections in their behavior. This article outlines steps which can be taken to challenge an offender's state of mind in which thinking errors and invalid excuses are corrected and appropriate choices are made. These steps represent a systematic approach and the desired results can be replicated by following the simple guidelines offered in this article. The reader will conclude that these guidelines are applicable to all types of offenders and whether in prison or on probation or parole unless the offender is sociopathic. This is possible as the offender is made to see that he has been living in unreality and his past choices have been preventing him from getting what he wants even more than he wants "something for nothing." As described by Dr. Glasser, this internal control system of reward and punishment becomes the motivational force to create a change in thinking. Once thinking errors are revealed, the offender realizes that he must change his thoughts to change his behavior. The techniques described in this article are responsible for the 94.3% success rate of the author's 'Turning Point Theft Program' in Tulsa, Oklahoma. This is based on recidivism rates of offenders after three years of completing the program.

Madame De Stael said: "The voice of conscience is so delicate it is easy to stifle it, yet it is so clear it is impossible to mistake it." Persons who do not have a conscience and exhibit a low emotional response are termed sociopathic. Studies of Americans show that between one and four percent of the population is sociopathic, males outnumbering females. For all but sociopaths, the voice of conscience can be given more volume to make it more difficult to stifle it. My own observation has been that another characteristic of a sociopath is that he may be incapable of experiencing cognitive dissonance. Cognitive dissonance, according to Festinger, Riecken, and Schachter (1956), is the state of the soul in which the individual experiences a lack of peace due to a revealed conflict between his morals/values and his behavior. For all but the sociopath, revealed cognitive dissonance is the precursor to change in a person's life. It becomes a very powerful agent in stimulating a change in behavior so that he seeks to get rid of it and to experience the opposite of cognitive dissonance which is cognitive consonance, a state of harmony between behavior and morals. In achieving cognitive consonance the individual has two choices; to either change his morals and values to match his behavior or change his behavior to match his morals and values. Even offenders recognize that it will be easier to change his behavior than his moral and values.

To reveal cognitive dissonance in an offender's life, the therapist/facilitator must first gain a commitment from the offender toward three basic positive values. Each of the three is accomplished by a direct question, the first one being: Is it wrong to do what you did that brought you here? (to prison or probation or treatment) Having asked this question to thousands of theft offenders who were court ordered to complete my one day session for

theft offenders, I have observed that virtually all will state that it is wrong to steal. In facilitating theft offender groups, I ask for a commitment by saying, "If you think it is right not to steal, stand up." I have them to first close their eyes so as not to be influenced by others. In ten years of doing this, no one has remained seated. I commend the group for "standing up for what is right," then ask, "So, did you recently realize it was wrong or did you know it was wrong when you did it? Now, if you knew it was wrong when you did it, raise your hand." All hands will be raised.

(Actually all types of offenses can be categorized as a type of theft. Sex offenders are taking another person's body without permission and getting something without earning it. All violent offenders are stealing another person's will by using physical force or the threat of it. Even those who manufacture or sell drugs are attempting to take a short cut in getting money without lawfully working for it. Drug users are trying to achieve a pleasurable state of mind without earning it.)

But other categories of offenders, especially violent ones may be less expressive of their culpability because of emotional issues that enter into their moral reasoning. Yet, a difficulty arises in all offenders when they are asked to explain why it's wrong to do what they did. Usually, the first answer given is: "because it's against the law." To that the facilitator/counselor would ask, "So was it wrong before they passed the law to make it illegal?" The offender then recognizes how shallow his response was. Then he reverts to giving some reason that is really just a definition for the dirty deed. Perhaps he says, "Stealing is wrong because you are taking something that someone else worked for" (or that doesn't belong to you). To that, the facilitator/counselors says, "That is a good definition of stealing but it doesn't tell us why it's wrong." (or asks, "So what's wrong with that?") The offender may even quote the eighth of the Ten Commandments or say that God said it was wrong. Again the offender would be asked if it would have been wrong if someone stole your oxen before God said, "Thou shalt not steal." Finally, in desperation the offender usually says, "Okay, you tell us." Of course, the answer can be given in three words: It hurts people. Because no one likes to hurt, it's wrong. And that's why it's illegal and that's why God said it. Because offenders are selfish, they don't recognize why their behavior was wrong until they are given the answer in those three words. Then it makes sense to them.

So in creating cognitive dissonance, the offender must first be made to admit that what he did was not only against society's law but against his own law; his own value system. The manner in which this is accomplished is to merely ask, (after all hands are raised saying they knew it was wrong when they did it) "So, you just admitted that you violated not only society's law but whose law?" Someone will say, "Our own law." I shake the hand of the offender who said it and commend him for being honest with himself. I ask for another show of hands from the class if they too will admit they violated their own law. Again, all hands go up. I quote Dr. Phil who often says, "You can't change what you don't acknowledge." "But since you just acknowledged your wrong, you can change it."

After the offenders are made to realize that their crime is wrong because it hurts others, the second question that must be asked is, "Do you care if you hurt others?" I mention the sociopath statistics as above and ask the class to do some "soul searching" and ask

yourself, "Do I care if I hurt others or not?" I give them a few seconds to think about it. I then, (mostly for dramatic effect) say, "If you come up with the answer, 'no, I don't care,' then I am going to excuse you to leave as you will get nothing from this class. I will take a quick break while all of the sociopaths leave." I turn away as if waiting. No one has ever left but my point is to have them seriously consider the question. I then ask, "So, all of you do care if you hurt others, right? But let's be sure. If you do care if you hurt others, stand up." Again all will stand. Again I commend them for standing up for what is right, "for the second time."

It is now important to discuss why and how stealing or whatever crime they committed hurts others. I break the hurt into two categories; emotional and financial hurt. The group is made to understand emotional hurt simply by asking them if they have ever been a victim of theft and how did it make you feel. Most offenders have themselves been a victim of other's offenses so it is a matter of having them express the emotions of their ordeal. I summarize their feelings by saying, "so you felt a combination of feeling mad and sad that made you feel bad." Victims of crimes other than theft will relate. We then discuss financial hurt which is the monetary loss due to the theft. It is important here to have the offenders understand that taking other's property or money is actually taking other's time or a part of other's lives. That is because we all trade our time for money and our money for stuff. To illustrate this reality I borrow a ring from someone in the group. It must be one they bought themselves with money they earned themselves. Once a lady handed me a ring for which she paid \$1500.00. She said at the time she bought it she worked at the post office earning \$15.00 per hour. Doing the math revealed that she worked 100 hours to get that ring. Let's say she is washing her hands in the rest room and takes off the ring and lays it by the faucet. She then dries her hands and walks out the door. She returns to the class, but a couple of minutes later she realizes she forgot her ring. She goes back to get it and it is gone. What did someone take from her that is not replaceable? 100 hours of her life are gone like smoke in the wind. We can always get back more money or stuff, but what can we not get back? Our time, or a part of our life. I make it clear that whatever they stole, someone invested their time in creating it or earning the money to purchase it. In a class of shoplifters, a student once told me that understanding this concept alone was enough to get him to stop stealing.

In order for an offender to adequately experience cognitive dissonance, it is necessary to describe it and explain its origin. He must also be made to know how to get rid of it. I often use statements made by students in previous classes to make clear the points I am making. For example, a previous student once left a note after class saying, "I knew it was wrong. Even though I felt ashamed and empty and I couldn't sleep for lack of peace, I kept doing it. I'm glad I got caught as I was ruining my health." I read this note and reiterate that what she describes is the result of an internal punishment system that creates cognitive dissonance; the lack of peace feeling for knowing that her outside didn't match her inside; that is, her behavior didn't match her morals/values. Upon hearing these comments, offenders will relate and realize that uncomfortable feeling in their gut is not just 'heartburn.' I then discuss the opposite of cognitive dissonance which is cognitive consonance; the state of having nothing to be ashamed of or to hide because there is nothing to hide or be ashamed of. I also like to quote German Psychologist Erich Fromm who said, "There is nothing we are more ashamed of than not being our self, and living

according to our own values" Then I continue, "Behaving according to our inner values is the essence of being genuine and having no double standards." I also ask, "What do we call people who say one thing and do something else or people who believe one thing and do something else?" Someone responds, "Hypocrites." I ask, "Are any of you okay with knowing you are one of those?"

At this point I stop and ask the class this question: "Think of one word that describes what you want most from your life and write it down." I give them a half a minute to do that. I then ask how many thought of the word, "happiness." That is the word I hear the most. (The second most common word is "success.") "So, you all want to be happy, huh? Okay, I'll tell you how" This is according to a brilliant man named Mohandas Gandhi. He said, "Happiness is when what you think, say and do are all the same." "Now how many of you think that statement makes sense?" All will agree. I then ask, "Is it possible you are not happy with your life because some of the things you do are not the same as what you say or think?"

"And speaking of happiness, I'd like to tell you a metaphorical story." (Dr. William Glasser once wrote, 1. "Metaphors clarify and make understandable some of the most profound truths about human nature and how to steer behaviors toward more effective needs fulfillment." "An old lady came home late one evening after dark and found her elderly husband in the yard looking in the grass under the streetlight. She asked, "Did you lose something?" He responded, "Yes, I've lost the keys." "Okay," the lady said, "I'll help you look." Later the lady asked her husband, "Where did you last see them?" He replied, "In the house." The old lady stopped looking and asked, "So why are we looking out here in the yard if you last saw them in the house?" The old man answered, "Because it's too dark in there; I think the electricity is off. I can see much better out here under the streetlight." You might think the old guy lost not only his keys, but his mind. But as strange as that seems many people are doing the same thing and you may be one of them. (Still speaking to the class of offenders) Many people are searching for the 'key' to happiness in their life- and where are they looking? They are looking outside of themselves where happiness cannot be found. They are looking where the bright lights are, where they think the action is, where the music is loud, where stuff is, looking to money, music, celebrities, cars, clothes, sex, drugs and rock and roll. They are looking to all these external things when the key to their happiness can only be found within by focusing on doing what they already say and think. It is only as they achieve cognitive consonance that they achieve happiness. Have you ever lost your keys? And where did you find them? Right where you left them, right? They didn't leave you; you left them. And so it is with the happiness in your life. You just need to return to the life values that you learned as a child. This notion is in keeping with Fulgham's (1988) belief that all we really need we actually learned in kindergarten.

I then make this statement: "So, in order to achieve cognitive consonance and get rid of all the cognitive dissonance in our lives, we must actually treat others the way we would like to be treated." I then ask the class, "How many of you agree with that?" Again all hands go up. "And when we say that we must treat others the way we want to be treated, what is that beginning to sound like?" Some student says, "the golden rule." "And what is the golden rule?" I ask. Usually someone can quote it. I then have the whole class quote it aloud. "Now, how many of you think that is a good rule for others to live by?" Everyone will

vote for that. "But here comes the more important question, "How many of you think it is a not only a good rule for others but for yourself; and if you do, stand up." Again all will stand. I commend them for standing up for what is right "for the third time." With a commitment to these three moral values, the offender is destined to change his behavior or be destined to experience an enhanced disharmony of cognitive dissonance. I mention that every major religion has some form of the golden rule in its teachings. I quote four of them. I then ask, "So, how would the world be different if all actually lived by the golden rule. Students finally get it that we wouldn't need policemen, jails, prisons, courts, classes like this one or security systems or even locks on our doors if that were the case. I also mention the statistic that crime in America is costing the equivalent of \$4,000.00 per year for every man, woman, boy, and girl. That means that a family of four would have an extra \$16,000 a year to spend if everyone just lived by the golden rule. I ask, "How many of you would like to live in such a world?" Everyone agrees with that. "So, if that is a world that you would like to live in, what is your obligation to help make it happen?" I choose a student to respond. He says, "I must live by it myself." I commend him for his answer with a handshake.

In some classes, especially in prisons, some student will say, "But no one else is going to live by the golden rule, why should I?" I stop and say, "Okay, earlier you stood up for the golden rule that says, 'do unto others as you would have others to do unto you' but now I'm hearing a different version from you that says, 'do unto others as you think others will do unto others.' Now which one of these is the right one and which one did you just stand up for earlier? I also remind him that he stood up when I asked if you care if you hurt others and ask, "Were you being real when you stood up a few minutes ago or did you stand up just because others did?" They always respond that they were real in saying they don't want to hurt others. Then I ask, "Is it likely you are going to hurt someone when you do something that you would not want done to you? It is likely isn't it? So, when were you being real, then or now?" It's an epiphany moment for the offender.

In raising the moral levels of others, I use the "windage principle." In shooting at a target from a long distance, a shooter must aim a bit high to allow for the bullet to drop. The same goes for aiming for a certain moral level for an offender. The facilitator must teach a higher moral level than he is hoping to achieve to allow for the level of acceptance of his teaching to drop below what he is 'aiming' for. To do this, I then present scenarios such as asking, "What would you do if a clerk gave you back too much change?" Most offenders state that they would keep it. I ask, "So what is your excuse for keeping money that you know you didn't earn?" Their response is invariably, "It was their mistake." I respond, "So, you are saying that if others make a mistake, it makes it okay for you to keep their money, right?" This was the question I asked Sandy, a theft class student. Her bold answer was "Yes." I told that class what had happened that morning. I related that one of the fathers had given me a wad of money to pay for the class and he left. I counted it and found an extra twenty dollars. I chased him down and returned the money. In telling that to the class, Sandy said, "That was my dad." I said, "Oh, okay, so according to what you just said Sandy, I should have kept your dad's twenty bucks, right?" Now it's becoming a personal issue- does her "logic" still hold true if it's your dad? I could see her squirming in her seat trying to weasel out of this but she knew she couldn't change her 'story' so she said, "Yeah," but not with the boldness she had said 'yes' earlier. Then I asked, "But Sandy, that was the twenty

bucks he was going to give you Monday morning for your lunch money, now what do you hope that I would do with *your* money Sandy?" She dropped her head and meekly said, "I hope you would give it back." I continued, "So, Sandy, you stood up for the golden rule, too, didn't you? So what are you going to have to do the next time someone else makes a mistake and gives you back too much money in order for you to be genuine and not have a double standard and live by the rule that you stood up for?" With her head still down, she replied, "I'm going to have to give it back." It was an epiphany moment for her too.

Another scenario that I create is that of seeing someone drop a twenty dollar bill in a parking lot as you are walking behind them. First, it's a poorly dressed old lady on a cane, then it's like anyone else in the class, then it's a rich, spiffy looking dude getting out of a BMW. With each scenario, I get more 'takers.' In each case, the same excuse for keeping it is used, "They dropped it; it's their mistake." The last scenario is that you (the student) were the one who dropped the money. "What do you hope that someone else who picked up your hard earned money will do with it?" Remember you have already obtained their commitment to the golden rule and that they don't want to hurt others. So in order to maintain internal/external congruence, they too, suddenly realize that they must return the money. Another means of creating cognitive dissonance in offenders of minority races is to affirm from them that their decision to keep the "rich looking dude's" money was based on their assumption that he didn't need the money because of the way he appears on the outside; his clothes, his car. I ask, "What else can you think of that is not right that is based on people treating others differently because of what they see on the outside?" Someone realizes what I'm referring to and says, "racial prejudice." I gain their verbal expression that racial prejudice is wrong, then I ask, "So, if you think it's wrong for others to judge you because of the color of the top layer of your skin; what they see on the outside; what else is not right?" The answer becomes obvious.

In both the above scenarios, I am "shooting for" them to adopt a moral level in which they not only quit stealing but return extra money given as change or money dropped. Even if this is not achieved, it has served to raise their moral level above allowing themselves to steal. Scenarios are wonderful tools in counseling as they allow the offenders to see truths that had heretofore gone unnoticed. When you combine this with exposing thinking errors you have a powerful combination to bring change. Here is an example that I use in my classes for shoplifters.

Most shoplifters have the thinking error that they are stealing from a business- a multi-million dollar company that will not be hurt by losing a twenty dollar item. They don't know that losses are passed on to other customers who must pay up to 8% more to pay for what others stole. Here is the scenario that I create. "You have saved your money to buy a new stereo for your bedroom. You now have \$200 and go shopping at Wal-Mart. On the shelf are seven different models, one of them has a sign on it that says, "Clearance sale, \$100.00 including the tax." So you play with the knobs, listen to it and decide that is the one you will buy. You find one in a box and take it to the check-out line, lay a hundred dollar bill on top and are waiting to be checked out. The lady waiting on you says, "We've got a problem." You ask, "What problem?" She says, "This morning, a lady came in our store and went back to the cosmetics department. One of our employees saw her put two tubes of lipstick in her purse that were worth \$4.00 each. She got out of the store before we could catch her, so

we lost eight dollars this morning. My boss just told me that whoever is next in my line must pay an extra eight dollars to pay for that lady's lipstick that she stole. You are next in her line and she is telling you that you must pay \$100.00 for the stereo, and an additional \$8.00 for the stolen lipsticks too. What are you going to tell her?" I point to a student; usually one who has smirked, and ask him to respond. His likely answer is, "I ain't payin' for no lady's lipstick; I didn't steal it, she did." I say, "Oh, you are not willing to pay for it, huh? Now how many of you agree with him, it's not right that you would have to pay for the lady's lipstick? I wait until all hands are raised and say, "I hate to be the one to break the bad news to all of you but, you already are paying for that lady's lipstick." I explain how all prices shown on the sticker have already had added in an extra four to eight percent to pay for stuff that others stole. That is because all stores must make a certain profit; and you would do that too if you had a store, in order to stay in business. Then I state to the class that everyone is about to experience an epiphany--or an "aha" moment. I say, "A moment ago, all of you raised your hands saying it would not be right that you would have to pay for stuff that other people stole. So, if you think it is not right that you would have to pay for stuff that other people steal, what else is not right?" Sometimes I have to ask it again with more emphasis on the words 'you' and 'others.' But soon someone gets it and says, "It's not right that others would have to pay for what I steal." I shake their hands and say, "you are getting the whole point of this class and I commend you."

Epiphanies are especially powerful when your client/student discovers the truth for himself and verbalizes it. It is as Galileo said, "No man can teach another man anything, you can only help him to discover the truth within himself." So, a facilitator/counselor should assume the role of "an assistant truth discoverer." But the truth will not be accepted unless it is offered in small increments; getting a commitment to the acceptance of one small truth before proceeding to the next. Just as offenders have become incrementally desensitized to the wrong of their behavior by using invalid license/excuses, they can be incrementally re-sensitized by leading them to see the invalidity of their excuses by exposing them as thinking errors; that is exposing them to reality. It is especially effective when the client/offender verbally states the truth that he has just come to know because it is then his own truth that he will have to apply to his own life. By systematically proceeding through each step as outlined above, the offender is left with only one choice in order to resolve the unresolved issues which are revealed during the stages; that is to change his behavior to coincide with his thoughts/belief system. We have returned him to an earlier time in his life before he began developing excuses and thinking errors.

Vernon Howard said, "Whatever the world has done to you, the truth will undo." The scripture says, "You shall know the truth and the truth will set you free." Truth is reality. Buddha said, "All human unhappiness comes from not facing reality; exactly as it is." As counselors/facilitators, our goal must be to present truth and do so in a manner that will be embraced by those whose lives we are trying to impact. We could identify the five stages of truth in an offender's life as: (1) the truth was placed (early in life); (2) the truth was misplaced (the offender began using excuses for his selfishness); (3) the truth was replaced (in counseling by exposing the thinking errors); (4) the truth was faced; and (5) the truth was embraced. In a future article, I would like to discuss the use of metaphorical stories, scenarios, and object lessons in effectively communicating truth/reality in a manner that brings needed change.

References

Festinger, L., Riecken, H., & Schachter, S. (1956). *When prophecy fails*. Minneapolis, MN: University of Minnesota Press.

Fulgham, R. (1988). *All I really needed to know I learned in kindergarten*. New York: Random House, Pub.

Brief Bio

Russell is a retired probation and parole officer having worked with offenders for 32 years. During his tenure, he began developing metaphorical messages using stories and objects that make truth visual and easily understood. For the past 10 years he has been a group facilitator for court-ordered theft offenders in 4 states. He is the author of 3 books. One is a therapeutic workbook for offenders that is a compilation of metaphorical stories that expose thinking errors and creates cognitive dissonance without a facilitator. The title is: *Creative Counseling in Corrections*. His most recently published book is: *"Giving Birth to Your Self- the Process of Becoming Genuine."*

To answer any questions, or for additional information, please do not hesitate to contact the author at rcturner@windstream.net

HELPING SUPERVISEES EVALUATE THEIR LOCUS OF CONTROL

Michael H. Fulkerson, MAE, LPCC, CT/RTC

Abstract

This article includes lists which can be used with supervisees to help distinguish external control and internal control behaviors and provides example of statements and questions that elicit self-evaluation on the part of the therapist.

Julian Rotter (1966) coined the term "locus of control" to refer to how one perceives control of one's behavior. People with an external locus of control tend to see outside forces as controlling their behavior. In contrast, people with a more internal locus of control tend to attribute their behavior to originating from within themselves rather than from outside forces. Since people with a more internal locus of control tend to be happier and in better mental health, the reality therapist generally attempts to assist clients with adopting more of an internal locus of control.

One of the goals of a reality therapist is helping clients strengthen their relationships with the important people in their lives. Most of the clients entering therapy are likely to be struggling in this area, especially with what William Glasser (2007) refers to as the Seven Deadly Habits: criticizing, blaming, complaining, nagging, threatening, punishing, and rewarding to control. Over time, these less effective behaviors can become so highly organized, that one may not realize these behaviors are chosen.

In the author's opinion, it is much easier for therapists to teach Choice Theory if they are practicing it in their own lives. Listed below is a collection of characteristics to describe an External Control Therapist:

EXTERNAL CONTROL THERAPIST CHARACTERISTICS

1. Focus on getting clients to change. They are so focused on attempting to change the client's quality world that they are often times not even aware of being in external control mode.
2. Often resistant to considering new methods of managing challenging behavior.
3. Most frequently used therapeutic methods are typically drawn from the list of "seven deadly sins," i.e., criticizing, blaming, complaining, nagging, threatening, punishing, and rewarding to control.
4. Frequently bases own self-worth on the progress of the client. This will include taking credit for the client's progress or taking the blame for the lack of progress.
5. More likely to have poor relationships with the important people in their lives.
6. Sometimes have poor mental health and may even enter the mental health field to resolve their own unfinished business.

7. Although very caring and concerned for client welfare, this therapist can become so preoccupied with external evaluation from others that he may avoid doing what is in the best interests of clients.
8. Tells clients what to do. This is also known as "Tell Them Like It Is" therapy.

This therapist attempts to model the therapy styles of celebrity experts that frequently appear on television and radio shows. Although advice-giving and making external evaluations may be entertaining, it is rarely effective.

9. Promotes client compliance with rules, norms, and values.
10. Results in clients learning to do things out of fear, conformity, or for the approval of others.
11. Protects client from experiencing natural consequences that are not related to safety. This may also include enabling clients. Unfortunately, many enabling therapists have existed in the mental health field for decades, keeping the same clients on their caseload for years, creating such dependency that it often leads to a need for managed care.

According to Choice Theory (1998), all behavior has a purpose; therefore, a reality therapist seeks to help clients replace less effective behaviors with more effective behaviors, which Glasser (2007) describes as the Seven Caring Habits (i.e., supporting, accepting, trusting, encouraging, respecting, listening, and negotiating differences) that strengthen relationships. Listed below is a collection of Internal Control Therapist characteristics which can be modeled to help the clients observe new methods of conflict resolution.

INTERNAL CONTROL THERAPIST CHARACTERISTICS

1. Focuses on building and maintaining relationships.
2. Constantly open to new methods of managing challenging behaviors and self-evaluating consistently what could be done differently.
3. Includes the Seven Caring Habits: supporting, accepting, trusting, encouraging, respecting, listening, and negotiating differences.
4. Avoids doing what the client can do for himself/herself.
5. Realizes s/he has influence, but doesn't seek control over client behaviors. As a result, this therapist does not take responsibility for the lack of client progress, nor does s/he take the credit for client success. However, this does not mean that the internal control therapist cannot take some of the responsibility for the outcome of the therapy. Human beings are motivated to fulfill a need for power/achievement and likely have the quality world picture of celebrating another's success. In addition, the internal control therapist has some responsibility in evaluating the effectiveness of his/her approach and making plans for change if positive outcomes are not being observed.

6. More likely to have healthy relationships with the important people in his/her life.
7. Tends to have good mental health.
8. Places the client's best interests ahead of public perception.
9. Recognizes that a little discomfort now will be better than a major crisis in the future.
10. Addresses and confronts issues, rather than postpones issues until they present a major crisis.
11. Teaches clients to solve their own problems. Most people know the solutions to their problems before they come to therapy. It is developing the thinking and acting skills to improve relationships and assist clients to more effectively meet their needs to match their quality world pictures that will provide the key for success in the long-term.
12. Promotes client cooperation, assertiveness, self-confidence, and altruism. Consequently, they tend to learn to do things out of self-respect.
13. Understands and allows clients to experience natural consequences and only intervenes in situations which may pose threats to client safety.

SUPERVISEE SELF-EVALUATION

One of the keys for a supervisor modeling reality therapy in supervision is to help supervisees recognize the ineffectiveness of external control behaviors. One way to accomplish this is to ask supervisees to self-evaluate. Unless supervisees make the self-evaluation that their current therapy methods are not working, they will be unlikely to modify these methods. To assist reality therapists with this issue, the author has included some examples of statements/questions that could be used in conjunction with the locus of control therapist characteristics lists (noted above). Listed below are some examples of discussion questions/statements that can be used in working with the therapist in managing challenging behavior.

Using the External Therapist/Internal Control Therapist Characteristics List, tell me how you see yourself as a therapist.

Which characteristics do you possess?

Which characteristics are beneficial to you in practice? In what ways?

Which characteristics do you wish to change?

Using the External Control Therapist/Internal Control Therapist List, describe your picture of the most effective therapist you could be.

What will you do to become more of the therapist you just described?

In summary, a reality therapist attempts to assist clients in enhancing their mental health through improving their relationships, balancing their needs, and satisfying their quality world pictures. Increasing one's internal locus of control is a likely key step in accomplishing these tasks. A therapist who practices internal control behaviors can serve as an excellent role-model for those with whom he is assisting in learning a more effective lifestyle. The lists, statements, and questions contained in this article can serve as a tool to achieve this goal.

References

Glasser, William. (1998). *Choice Theory: A new psychology of personal freedom*. New York: Harper Collins.

Glasser, William, & Glasser, Carlene. (2007). *Eight lessons for a happier marriage*. New York: Harper Paperbacks.

Rotter, J. B. (1966). Generalized expectancies of internal versus external control of reinforcements. Psychological Monograph 80 (whole no. 609).

Brief Bio

Mr. Fulkerson is a licensed professional clinical counselor and basic instructor with The William Glasser Institute. He manages Therapeutic Child Support Services at RiverValley Behavioral Health Center based in Owensboro, KY, and also serves as the clinical director of a therapeutic foster care program.

TIPS FOR THOSE WHO WISH TO WRITE FOR PUBLICATION OR PRESENTATION

Thomas S. Parish, Ph.D., C.T.R.T.C.

Introduction

There are many who would like to publish and/or present professionally. Before embarking on this venture, however, the following list of tips is offered for their consideration. While this list isn't intended to be all-inclusive, it should cover some important issues that new (and not-so-new) authors might need to know to further enhance their writings for presentation and/or publication.

Tip #1: Be sure to employ the "Poor Man's Copyright," i.e., mail a copy of your manuscript to yourself, as well as to the publisher or professional organization, since the postmark on the unopened envelop mailed to yourself will likely stand up in court as though it were actually copyrighted material.

Tip #2: Always write for presentation first, and then for publication second, and not the other way around.

Tip #3: Remember, you may not publish anything twice unless you have permission to do so by the original copyright holder.

Tip #4: Likewise, you may not present any summary of research twice unless both organizations grant you permission to do so.

Tip #5: When organizing your writing efforts (for either publication and/or presentation) a flow chart, like the one that follows, may prove to be most helpful:

	Paper #1	#2	#3	#4
Conceived idea . . .	_____	_____	_____	_____
Collected data . . .	_____	_____	_____	_____
Analyzed data . . .	_____	_____	_____	_____
Wrote paper . . .	_____	_____	_____	_____
Submitted for presentation . . .	_____	_____	_____	_____
Submitted for publication . . .	_____	_____	_____	_____

Tip #6: Dissertations that are presented and/or published **must** have as the first author the degree recipient and not his/her advisor, or anyone else for that matter.

Tip #7: Try to pick a topic for your research and/or writing endeavors that you are willing to spend 10+ years examining it.

Tip #8: While sole authorships are great, sometimes help from others with various parts of the research project (e.g., writing, statistics, conducting the study) can be very beneficial.

Tip #9: Once published in a particular journal, don't hesitate to submit to that same journal again, for in so doing, you'll develop a strong track record with that particular journal.

Tip #10: Don't be afraid to submit to new, upcoming journals since your name and reputation will likely rise as the journal's name and reputation rises too.

Tip #11: Remember that "book reviews" are easy to do, and are readily accepted for publication too.

Tip #12: Always seek to determine if articles already appear in a particular journal that are related to your area of endeavor. If not, be sure to look elsewhere.

Tip #13: Try to cite within your submitted manuscript the editor and/or members of the editorial board in order to enhance your manuscript's chances for acceptance.

Tip #14: Always check guidelines for the journal to which you wish to submit (and be sure to follow them too) before you ever submit your manuscript to that journal.

Tip #15: For presentations and job interviews it would be prudent for the reader to review the guidelines listed in Parish and Burdenski's (2011) Checklist for Successful Interviews.

Tip #16: The best procedure when planning to conduct research is as follows:

- First, carefully consider before choosing your particular area of investigative interest.
- Second, find the best possible scale (see the Social Science Citation Index, and take special note of its author index, to aid you in this process).
- Third, pose the questions in your study that the chosen scale can answer.
- Fourth, proceed with your investigation.
- Fifth, share the findings. Remember, research is never completed until it is shared with others, through either presentation and/or publication.

SOME POPULAR RESEARCH DESIGNS

	<i>Design</i>	Internal Validity (Control)	External Validity (Generalizability)	Heuristic Value (Audience Appeal)
#1.	O — X — O	Poor	Poor	Varies
#2.	O — X — O			
	O -- O	Poor	Poor	Varies
#3.	R* O -- X — O			
	R* O -- O	Good	Poor	Varies
#4.	R* X — O			
	R* O	Very Good	Very Good	Varies

X = Treatment and O = Observation

*R means the groups were randomly determined, and not simply chosen as “samples of convenience.”

By far, the best research approach, which offers both the most control and greatest generalizability of the data is Design #4, but the other designs remain popular, too, since they all can offer findings that might be considered to be of great “heuristic value,” i.e., they all may offer great interest to a wide variety of audiences, be they professional or otherwise.

Reference

Parish, T. S., & Burdinski, T. (2011). Pathways to employment and personal happiness can be found by attending to employers’ and our own “quality worlds.” *International Journal of Choice Theory and Reality Therapy*, 31 (1), 44-47.

Brief Bio

Thomas S. Parish is the Editor of the *International Journal of Choice Theory and Reality Therapy*, and has authored/co-authored hundreds of professional presentations and refereed publications. He is also an emeritus professor at Kansas State University in Manhattan, Kansas, where he taught for thirty years.

DISCUSSION OF GLASSER'S "BASIC NEEDS" AMONG MEDICAL STUDENTS PERTAINING TO THEIR SELF-UNDERSTANDING AND SELF-AWARENESS

Kun Hwang, M.D., Ph.D., Sang Ho Baik, M.D., Ph.D., and Fan Huan, R.N., M.S.

Abstract

Glasser's five basic needs have been introduced in a theory of brain functioning called choice theory. We believed discussing and reflecting upon basic needs in small group sessions should benefit the students and assist them in understanding their own inner nature or character. Participants were 205 medical students with 4 to 7 students in each group. They were asked to score the strength of their 4 needs (survival, power, freedom, and fun): desired needs (needs each truly wishes to pursue) and perceived needs (needs now enjoys or fulfilled), and to explain their underlying reasons. Most of the respondents answered that discussing "basic needs" were beneficial for reflecting upon themselves. Academic marks or grades had a positive correlation with the perceived power need. The academic marks had a negative correlation with the desired freedom need and the desired fun need. The creativity score had a negative correlation with their desired survival needs. The creativity score had a positive correlation with their perceived freedom needs, their desired freedom needs, and their desired fun need. By discussing the basic needs, the medical students had a better understanding of themselves and their peers. We suggest that discussing the basic needs as described by Glasser could be a useful tool for medical students (and possibly others too) for gaining greater self-understanding and increased self-awareness.

Introduction

Medical students need a high level of motivation and challenging work. It is also helpful for them to engage in self-reflection and to get to know their peers as they work together. In counseling medical students it is desirable for educators to get acquainted with individual students and to know his or her character and personal make-up that is often obscure or hidden from themselves and others.

There are various ways to understand human motivation and personality. Among them is Glasser's five basic needs system: survival, love and belonging, power, freedom, and fun (Glasser 1998). He believed human motivation is built into our genes, and that therefore there are genetic reasons for choosing controlling behaviors. He stated that humans have additional genetic instructions, as strong as survival, that drive us to be closely involved with each other all of our lives. Besides the need for survival, which depends a lot on our physiology, he stated that we are genetically programmed to satisfy the following four psychological needs: love and belonging, power, freedom and fun. All of our behaviors are dependent upon the choices we make at a given time to satisfy one or more of these needs. Most of us are basically unaware of these basic needs. What we are more aware of is how we feel, and we always want to feel as good as we possibly can (Glasser, 1972, 1998).

We thought that discussing basic needs in small group sessions would benefit the students by helping them reflect on themselves and helping them to better understand their own inner nature or character. We also sought to learn the strength of their basic needs in relation to academic marks and creativity scores. We hoped that this process would help them grow both personally and professionally. Thus, the aim of this study was to help students in their self-reflection process as it relates to their self-awareness and their interpersonal relationships. Further, we wanted to see any relationship between the basic needs strength and satisfaction and their academic/creativity scores.

Materials and Methods

The participants were medical students in a junior class (5th year of 6 year course) from 2002 to 2009. There were 205 participants, 153 men and 52 women, 25 to 36 per year. The mean overall age was 25.8 ± 2.6 years. In 2 weeks of Plastic Surgery clerkship, 4 to 7 students were allocated as a group. In each 2 weeks Plastic Surgery clerkship periods, minimal 4 to 7 students were allocated as a group.

At the beginning of their clerkship, they were asked to score (on a scale of 1 to 5; lowest 1, highest 5) the strength of their 4 desired needs (survival, power, freedom, & fun) and 4 perceived needs, and explain their reasoning behind it in about 30 minutes and then to discuss them in an open forum. Desired needs signify the needs one truly wishes to pursue, while perceived needs are the needs one now enjoys or has fulfilled.

Definition of Needs

Survival need: If one finds that he is less willing to take risks than most people, he has a high need for survival.

Power need: To assess the strength of one's need for power, he asks himself if he always wants to have things his own way, to have the last word, to have control over other people and to be seen right in most of what he does or says.

Freedom need: If one can't stand the idea of following rules, conforming, or being confined to one place or being with one group of people for very long, he has a high need for freedom.

Fun need: If one enjoys learning and laughs as he learns, he has a high need for fun.

At the end of their clerkship, they were asked to answer yes or no to a questionnaire composed of 40 items about creativity based on the Torrance Tests of Creative Thinking (TTCT) – Verbal, which was modified and translated into Korean (Torrance, 1962). They were also asked to answer the Likert-type scale questions (5: strongly agree, 4: agree, 3: neutral, 2: disagree, 1: strongly disagree) whether discussing the basic needs with peers benefitted their self-awareness or not.

Results

All the 205 students of clerkship participated in the discussion and answered the questionnaires. Their academic marks of 4 years of medical school were obtained after completion of their senior year and converted into a perfect score of 100 points.

Average academic marks and creativity score.

The average academic mark of the students was 67.33 ± 9.99 (range, 45.65 - 92.25). The average creativity score was 24.38 ± 4.14 (range, 13 - 34).

Basic need level scores

The average desired survival need score was 4.36 ± 0.63 (range, 3 - 5). The average perceived survival need score was 3.55 ± 0.89 (range, 2 - 5). There was a significant difference between the desired and perceived survival need scores ($p < 0.001$ [t-test]).

The average desired power need score was 4.20 ± 0.83 (range, 2 - 5). The average perceived power need score was 3.07 ± 1.11 (range, 1 - 5). There was a significant difference between desired and perceived power need scores ($p < 0.001$ [t-test]).

The average desired freedom need score was 4.31 ± 0.82 (range, 3 - 5). The average perceived freedom need score was 3.02 ± 1.06 (range, 2 - 5). There was a significant difference between desired and perceived freedom needs ($p < 0.001$ [t-test]).

The average desired fun need score was 4.39 ± 0.75 (range, 3 - 5). The average perceived power need score was 3.48 ± 1.07 (range, 1 - 5). There was a significant difference between desired and perceived fun needs ($p < 0.001$ [t-test]; see Table 1).

Table 1. Basic needs levels of medical students (n=205)

		Mean	SD	t	p-value
Survival need	Perceived	3.54	0.89	57.01	.000
	Desired	3.92	0.86	65.29	
Power need	Perceived	3.07	1.11	39.47	.000
	Desired	3.68	1.03	51.38	
Freedom need	Perceived	3.02	1.06	40.40	.000
	Desired	3.72	1.10	48.58	
Fun need	Perceived	3.47	1.07	46.61	.000
	Desired	4.07	0.99	66.28	

Academic marks and age

There was a significant correlation between the student's age and academic marks ($r = -0.318$, $p < 0.001$), i.e., the higher the student's age the lower was his/her academic marks.

Basic needs levels and academic marks

Academic marks had a positive correlation with perceived power needs ($r = 0.159$, $p = 0.037$). The higher the student's perceived power need, the higher was his/her academic marks. The academic marks had a negative correlation with desired freedom needs ($r = 0.157$, $p = 0.040$) and desired fun needs ($r = 0.175$, $p = 0.022$). The higher the student's desired freedom and desired fun need, the lower was his/her academic marks.

There was no statistically significant correlation between academic marks and perceived survival ($p = 0.395$), desired survival ($p = 0.915$), desired power ($p = 0.585$), perceived freedom ($p = 0.235$), or perceived fun needs ($p = 0.760$).

Basic needs levels and creativity scores

Creativity scores had a negative correlation with the students' desired survival need scores ($r = 0.209$, $p = 0.006$). The higher the student's desired survival need score, the lower was his/her creativity score. The creativity scores, however, had a positive correlation with the student's perceived freedom need score ($r = 0.169$, $p = 0.026$), desired freedom need score ($r = 0.203$, $p = 0.007$), and desired fun need score ($r = 0.163$, $p = 0.032$). In other words, the higher the student's perceived freedom, desired freedom and desired fun needs, the higher was his/her creativity score. There was no statistically significant correlation between the creativity score and perceived survival ($p = 0.214$), perceived power ($p = 0.675$), desired power ($p = 0.720$), or perceived fun needs scores ($p = 0.397$; see Table 2).

Table 2. Relationship between basic needs and academic marks or creativity scores

		Academic score		Creativity score	
		r	(p value)	r	(p-value)
Survival need	Perceived	.065	(.395)	-.095	(.214)
	Desired	-.008	(.915)	-.209	(.006)
Power need	Perceived	.159	(.037)	.032	(.675)
	Desired	-.042	(.585)	.027	(.720)
Freedom need	Perceived	.091	(.235)	.169	(.026)
	Desired	-.157	(.040)	.203	(.007)
Fun need	Perceived	.023	(.760)	.163	(.032)
	Desired	-.175	(.022)	.163	(.032)

Creativity scores and academic marks

There was a tendency towards a negative correlation between creativity scores and academic marks. That is, the higher the creativity score the lower the academic mark; however, there was no statistically significant correlation between these two scores ($r=0.146$, $p=0.056$).

Influence of presenting basic needs to self-awareness

Most of the respondents answered that discussing basic needs helped them to reflect upon themselves (Strongly disagree: 0, Disagree: 2, Neither agree or disagree: 16, Agree: 102, Strongly agree: 85). Thus, it appears as though this process helped students to gain a better understanding of themselves, as well as their peers.

Discussion

Dr. Glasser introduced five basic needs (survival, love and belonging, power, freedom, and fun) in his book entitled *Choice Theory* (1998). Two needs are the same as Maslow's hierarchy of needs (Maslow, 1943, 1954). However, Glasser's needs are potentially balanced, may have equal gravity, and do not form a hierarchy. The needs as described by Glasser are: 1. Survival need: This is similar to Maslow's physiological and safety level. They are basic needs which are of little interest unless they are threatened. 2. Love and belonging need: This is the same as Maslow's belonging need and recognizes how important it is for us as a tribal species to be accepted by our peers. 3. Power or recognition need: This points toward Maslow's esteem need, although power in choice theory focuses on our ability to achieve our goals (which perhaps relates to gaining effective control). 4. Freedom need: This is the ability to do what we want, to have free choice. It is connected with procedural justice where we seek fair play. 5. Fun need: An interesting ultimate goal. When all else is satisfied, we just 'want to have fun.' Whether or not we satisfy other needs, we are always seeking to satisfy the need for fun or enjoyment.

The need for love and belonging included sexual desire as well as desire for closeness and bonding. We worried the discussions in the open forum might expose the private life of the students. Therefore, in this study, we used four choice theory needs and excluded the need for love and belonging. There were significant differences between all four desired and perceived need levels of the medical students ($p<0.000$).

The higher the students' perceived power need the higher were his/her academic marks. This implies that higher academic marks, rather than ambition, could affect the medical students rise in perceived power need, in other words, his/her self-esteem.

The higher the students' desired freedom and desired fun needs, the lower were his/her academic marks. From these findings it would seem likely that students who have high desired freedom scores and higher desired fun need scores have to suppress their desire for these activities (that are not related to their medical studies) in order to achieve higher academic scores.

However, the higher their perceived freedom, desired freedom, and desired fun need scores the higher were their creativity scores. This finding implies that creative, fun-loving students

may more readily submit to their temptations to participate in things other than their medical studies.

There was a tendency, although not statistically significant, for a negative correlation between the creativity scores and academic marks ($p=0.056$). We think creative thinking is likely not sufficiently encouraged in this medical school's curriculum.

Before the clerkship, medical students rarely had enough time to reflect upon themselves and to understand their peers. Discussing the basic needs in the small group could aid the students to reflect upon themselves and to understand their group members better. Most of the respondents answered that discussing basic needs benefitted them in their self-reflections, and thus they came to develop a better understanding of themselves as well as their peers.

Conclusions

We think that higher academic marks, rather than ambition, might have influenced the medical students to have a higher perceived power need or higher self-esteem need. We also suggest that discussing the basic needs, as described in choice theory, is a useful tool to gain understanding of individual medical students and benefit their self-awareness.

References

Glasser W., Zunin L. M. (1972) Reality therapy. *Current Psychiatric Therapies*, 12, 58-61.

Glasser, W. (1998) *Choice Theory: a new psychology of personal freedom*. New York: HarperCollins.

Maslow, A. H. (1943) A theory of human motivation. *Psychological Review*, 50, 370-396.

Maslow, A. H. (1954) *Motivation and personality*. New York: Harper and Row.

Torrance, E. P. (1962) *Guiding creative talent*. Englewood Cliffs, NJ: Prentice Hall Press.

Brief Bios

Kun Hwang is a Fellowship Professor in the Department of Plastic Surgery, and Center for Advanced Medical Education by BK21 project, Inha University School of Medicine, Incheon, 400-711, Korea. jokerhg@inha.ac.kr He was a student of Professor Sang Ho Baik and earned his PhD degree under him.

Sang Ho Baik is a professor in the Department of Anatomy, Gachon University of Medicine and Science, Incheon, Korea. He was a founding president of Korean Society of Medical Education.

Fan Huan is a graduate student in the Department of Plastic Surgery, and Center for Advanced Medical Education by BK21 project, Inha University School of Medicine.

“IT'S YOUR FAULT, BILL GLASSER!”

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

Abstract

This article presents an interview with Al Katz, a founding member of the Institute for Reality Therapy and now a senior faculty member of The William Glasser Institute. In this interview Katz provides a history of how he became interested in Glasser's ideas and how the integration of these ideas has changed both his personal and professional life. Katz also discusses how his application of Choice Theory and Reality Therapy in the school system helped two students transform their lives.

Al Katz, M.S, Nationally Certified School Psychologist, is an instructor and Senior Faculty member of The William Glasser Institute (WGI), a former regional board member for the WGI Northeast Region, and an inaugural board member of the William Glasser Association International (WGAI). Al teaches in all phases of the Institute training program and consults with schools, prisons, mental health, and child care agencies around the world. He currently is the reviewer for the final role play submissions of candidates for senior faculty status. Formerly, Al was an administrator, a school psychologist, a counselor, a classroom teacher, and the coordinator of the Class Meeting Program in the New York City public school system. Al is proud to have trained many institute members.

Interview

ROBEY: It's good to talk with you, Al. I am excited to hear your story and to share it with everyone. So, let's begin with your background. Tell me about your professional background, personal background, and how you got to where you are. That's wide open, isn't it?

KATZ: Thank you, Pat, for inviting me to share my story.

In college I began in pharmacy school because I thought my parents wanted me to be a doctor. Since I thought I couldn't get into medical school, pharmacy school was the next best thing. As it turned out, this decision was totally unrelated to who I was or wanted to be. So I left after the first year and enrolled in a city college in New York. I decided to major in education and work in an impoverished district, which allowed me to be deferred from the draft during the Vietnam War. I chose psychology as my major since education was only available as a minor. After graduation I became a teacher and worked for five years teaching 3rd and 6th grades in the South Bronx in New York City. I continued for my master's degree in clinical school psychology, which included a one year internship in a school as well as in a psychiatric unit of a hospital in New York City. I then became licensed and certified as a New York City school psychologist. That became my career for 30 more years.

Introduction to Reality Therapy

ROBEY: I'm curious to hear about what happened while you were in the school system that led you to getting connected with Dr. Glasser's work.

KATZ: The next level of advancement for me was for state certification which required 60 graduate credits to be a "state licensed, certified school psychologist." I sought out courses to fulfill that requirement and a colleague recommended "Basic Concepts in Counseling," a very generic sounding course. He said "You'll work your tail off, but you'll love it." Those were his exact words! I had nothing better on the horizon, so I took the class at his recommendation. The class was taught by Dr. Alex Bassin one of the first professionals to align himself with Dr. Glasser and Reality Therapy. Professor Bassin was the editor of the book *The Reality Therapy Reader* [Bassin, Bratter, & Rachin, 1976], a compilation of articles on Reality Therapy. That experience became the impetus for me to adopt Reality Therapy. Dr. Bassin also led me to change my whole teaching style. He was a teacher who really lived internal control psychology before it was labeled. He certainly believed in Reality Therapy! Here is how he introduced the course: "It's called basic concepts in counseling. We have 13 weeks in class. On the last day we are going to have an exam, on week 12 we are going to cover 12 different methods of counseling and during weeks 1-11 we are going to study Reality Therapy."

ROBEY: Wow, that's quite an endorsement for Reality Therapy!

KATZ: To him it might have been humorous, but that is exactly what he did. Every week a new step was introduced. Of course, today Dr. Glasser not only doesn't use steps, but frowns upon them. Professor Bassin's method of teaching was truly unique then, although today it is not unusual. Professor Bassin asked us to adapt everything we learned to our lives, both personally and professionally. He started with the concept of getting involved with a client by developing a relationship and he would ask, "How do you do that?" We would sit in small groups and discuss it. Then he would say: "Make a list of things you're going to do to develop a relationship with someone new." Alternatively, if we already had a relationship with someone, we had to focus on that relationship and expand on it. Finally, we had to ask ourselves. "What's our style? How do we develop a relationship?" He did that with every step of Reality Therapy. Little did we know that we were starting to use RT with others and to think about how it related to us personally. This experiential method was brilliant.

Al's Claim to Fame: The Case of Tony

KATZ: Those of us working in counseling, which I did as part of my internship, were required to apply these new ideas. I had worked with Tony, a 12 year-old 6th grader, since October. In January, Tony was suspended from school and I thought, "So much for my great counseling! Not only did I not help him, but he was suspended for a whole week for misbehaving." In February after he returned, I started to use the concepts of Reality Therapy and Tony started to make progress.

Once a week I met with Tony applying what I learned the previous day. This was followed by psychiatric supervision of my counseling. I had an immediate opportunity to put what I

was learning into practice. These sessions were then reported to my graduate class and Tony became my client of fame!

It's interesting to remember that in those days - it was 1967 - Reality Therapy [RT] was banned from being used in the school system because it was considered so radical. I don't know why or how; it could have been something inherent in the bylaws. RT wasn't even well known. But whatever the objection, I was reluctant to tell my supervising psychiatrist my counseling methods. I just reported my progress with Tony to her. I reported the truth; I just didn't say I was trying something new or give it a name. By March, she started to see from my reports that something was happening, and she asked "You're doing something different; what is it?" I took that as a direct question and I told her that I was learning a counseling technique called Reality Therapy and that was what I was using with Tony. She became intrigued. She said, "Don't be silly! I'm open-minded. If you have anything that works, I'm willing to listen." As a result of the progress she observed, she became so interested that she asked me to start to teach her what I was learning.

Meeting Bill Glasser

KATZ: In April she called Dr. Glasser and asked if she could come to Los Angeles and spend the day with him. He was enthusiastic. To this day, whenever a psychiatrist or any medical person expresses interest in his ideas, Dr. Glasser jumps at the opportunity to discuss them. He gave her a date and he said, "I will be available all day. You can tag along." She said that would be fine and then she called me and surprised me by asking me to go along.

At that time I had never had any personal contact with Dr. Glasser. How many courses have you taken where all of a sudden you're flying to California to meet the guru? With great anticipation I decided to go.

The date was April 8, 1967, a date I will never forget. To show you how young and naïve I was, I got to Los Angeles, went into the terminal, and I realized I had never made a hotel reservation! If you know Los Angeles you know that it's impossible to get anywhere easily and that was my beginning! But luckily I did have my supervisor's phone number and she got me a motel room near where she was staying.

We spent the next day from 8:00 am to 11:00 pm with Bill Glasser. I remember it as if it were yesterday. The first thing we did was go to his office on San Vicente Boulevard and he took care of business. At 9:00 AM we went to the Ascot School and met with the counselor, Marianne. I even remember her name! We went from class to class with Bill Glasser, conducting class meetings every half hour to 45 minutes, until noon. That afternoon we went to a school board meeting where Dr. Glasser spoke about his philosophy about children and their education. Dr. Glasser's ideas weren't fully developed yet in terms of "schools without failure" or "quality schools," but that's what he talked about - at least the germ of his ideas.

A funny thing happened that day that I will never forget. Dr. Glasser asked if we could stop to use a restroom. He was doing the driving, so of course we stopped. While using the restroom he turned to me and said "I've got an idea for chapter 7 of my new book." That's

all he said, but with my off-beat sense of humor, I thought, "I don't understand, I use the men's room every day and I don't get ideas for a new book!"

Later that day my supervisor and I observed Dr. Glasser teaching a class at the Educator Training Center. That was my long and exhausting day with Bill Glasser. On my 26th birthday I took the red eye flight back to New York, which landed at 7:00 am, and I arrived in my school by 9:00 am. I immediately got permission from the principal to do the same things that I saw Bill Glasser do the day before. I went from room to room and class to class four times that day. Class meetings ultimately became my signature and further strengthened my interest and my involvement with Dr. Glasser's ideas. Teachers respected my willingness to enter their classrooms and demonstrate what I was promoting.

Tony's Story Part II

KATZ: Because Tony was a legal client of mine during my internship I was required to write clinical reports. After learning how to apply Reality Therapy concepts I decided to do something unusual. I said, "Tony, I'm required to write a report about our experience together." There were two semesters in that school year in a simulation of what it would be like in junior high school. I said to Tony, "I see the year as having had lots of parts. What I'd like for you to do is to write the report since it's your life, your experience with me. Will you write the report?" And he did.

I submitted almost verbatim what he wrote in his report. It was brilliant. The most important part to me was that he wrote, "As a result of an agreement that I made with Mr. Katz, (he used the word 'agreement', I called it a plan), I decided to change my life." And that decision (that also is the word he used), put him on a different course of living and behaving. Instead of being a trouble-maker and poor academic student he graduated with awards. I followed his progress for 2 years when he left for junior high school. He wasn't excelling, but he certainly wasn't getting into trouble either.

With that success encouraging me, I went back to Los Angeles that summer and spent 3 weeks in an intensive class with Dr. Fitz-George Peters, one of the longtime senior instructors in the institute. In the mornings, we were in classrooms doing counseling, playing, teaching, and conducting class meetings. Every afternoon we would sit in a circle and study Reality Therapy and evaluate our work with the students.

The Boy Who Couldn't Read

KATZ: There are many stories of success in using RT. I remember Jose, who was having trouble reading. He was a handsome, verbal 6th grader. I could not believe he couldn't read. He was sent to me by his teacher after he had been evaluated by a school psychologist. The report didn't find anything significant. I was stymied and so was his teacher. Teachers looked to me for help; they want answers, something to be done. We couldn't figure out what to do.

Finally I said to myself, "Why am I struggling with this? Why is the problem hers? Why is the problem mine? Why are we taking ownership of it?" So, I called Jose into my office and I laid out the problem. "Ms. Jones sent you for testing and then sent you to me." I read

parts of the evaluation to him. "We're stuck. You know you can't read. Is that right?" and he replied, "Yeah, I can't read." "Can you help us figure this out because we're really stuck?" He responded, "No, if I knew how to fix it I would do it. I really want to read."

Eureka, I thought, and asked, "You want to read?" "Yeah," he grinned. "If you could read, what would you read?" He looked out the window and noticed construction across the street. "Oh, I'd like to read words like construction, bulldozer, and derrick..."

I would have chosen simpler words, like sun, rain, and car. I thought to myself, "I'm not going to let these difficult words cloud the issue." So, I took six of his chosen words and put them on index cards. We practiced them repeatedly until he knew them. These were **his** words and he owned them.

Finally I confronted him. "Do you think this is really reading?" He responded, "Well, if I was in kindergarten maybe, but I'm in 6th grade. I can only read 6 words." "But isn't that reading?" "Well, 6 words is a beginning." I knew how bright he was because he was arguing with me about my definition of reading! So I said, "If Ms. Jones saw that you could read these 6 words, what would she say?" "I think she'd be impressed, he said." "Is 'impressed' a word you want to add to the list?" He immediately said, "No!" I laughed. "Would you mind if I showed Ms. Jones that you could read your six words?" He replied "Sure, I don't mind."

We called Ms. Jones into the office during her lunch hour. I told her exactly what happened with Jose and that I shared with him that we wanted to help him read. I turned to Jose, "Here, show her what you learned." He took out his cards and as he read the 6 words his teacher started to cry.

You can imagine the impact this had on Jose. As his confidence started to build he learned to read with the help of a peer tutor. Is this the way every student begins to read? I don't know. Today we have many different reading systems and techniques, but for Jose, for that day, for that term, it was one of the miracles I'll never forget.

Jose became my partner in staff development workshops. He would tell his personal story about learning to read. The first workshop he attended was after school at 4:00 PM. I got his mother's written permission and she was thrilled to have him do it. Before I brought him in, I told the teachers that we have to think of Jose as a professional in this forum. He is teaching us something educational from which we can all learn. After that introduction I went to get Jose, who was waiting next door. He walked in wearing a suit and tie, dressed to be presentable and professional, although I was wearing a sport shirt and slacks.

ROBEY: Jose had the enthusiasm to learn the words he wanted to learn first, and then you built on that. That's a wonderful story.

Sharing the Ideas

ROBEY: I can see how you wanted to continue to learn about these ideas after having so much success. Tell me how your relationship with these ideas evolved after your initial training with Fitz-George Peters.

KATZ: I actually went back to California the next three summers to continue my learning at the Educator Training Center. Of course I also went to listen to Dr. Glasser whenever he spoke on the east coast. Around 1970 he started to emphasize the innovative concept of class meetings featured in his book *Schools Without Failure* [Glasser, 1975]. That interested me immensely since that had become my forte. I was 'Mr. Class Meeting,' having received a five-year state education grant to demonstrate and teach class meetings full time in my school district.

I also took an advanced course with Alex Bassin. I continued to use Reality Therapy when counseling clients, continued to do class meetings, and continued to study and read. I read Dr. Glasser's books over and over. Around 1970-1971 I branched out on my own and started to offer Reality Therapy workshops to professionals. Most of the people who attended were counselors, psychologists, social workers, and mental health personnel rather than classroom teachers, but as the years continued interest grew and a wider variety of people enrolled. Teachers started to attend, as well as administrators and clergy. They were starving for these innovative ideas.

The workshops became so popular that I hired 3 other instructors and we would facilitate 4 concurrent groups. We had 10-12 people in a group and the workshops lasted 5½ consecutive days, starting Sunday afternoon and ending Friday afternoon. We stayed together in a university dorm or we would rent a retreat facility. The retreat atmosphere helped a lot with intensive learning and group cohesion.

The Institute for Reality Therapy

KATZ: There was no institute back then. It was Dr. Glasser in his office on San Vicente Blvd. in Los Angeles and a few colleagues working with him. Then someone had the idea of creating the "Institute for Reality Therapy" and hung out a shingle. The ideas kept expanding, interest grew, and people wanted more formal training. The institute set up a certification training program which included basic, advanced, and certification weeks with practica between each.

Dr. Glasser presented us with a dilemma; the instructors in the institute were not themselves certified. The solution was for him to verify our proficiency through role playing and performing with him as our instructor. Only then would he grant us certification. Even knowing that I choose my own behavior, I chose to be nervous.

Sam Buchholtz, one of the participants in our group, was the perfect client for me. His compliant manner should have allowed me to ask the best questions. But I just didn't get it! I remember Bill Glasser, true to his word, saying, "Al, I've seen you do role plays before. You can do a lot better. Can you do another role play?" And, I did a different role play which was much better. Imagine, there is no such thing as failure! I succeeded and that became the model for how we certified everyone.

I think it was 1980 or 1981 when geographical regions were formed in the U.S.A. and Canada and an advisory board was formed. Thus began the formal organization of the institute. Elections were held and I became the board member for the Northeast region. I

became involved nationally, working on committees that focused on teaching intensive weeks, curriculum, and the whole certification learning process.

Highlights

ROBEY: What stands out for you as some of the highlights of your time with the institute? There have been a lot of changes over the years.

KATZ: As I listen to myself in this conversation, I hear themes: my career; the institute; the concepts; the evolution and development of Dr. Glasser's ideas. Tying all that together for me and looking at highlights, I see a recurring theme: **relationships**.

When I began in 1967, when we still used steps, Dr. Glasser used the word *involvement* and he taught us how to do that with our clients. He later changed the terminology to friends or friending and then to connections and relationships. The underlying meaning of all these words is the same. To me, what stands out in every category of my life both personally and professionally, has been these relationships.

I've literally turned my whole life around because of Reality Therapy and Choice Theory. As a result of these ideas I chose to get divorced, lose weight, give up smoking and start exercising. I became a runner and helped with the research for Dr. Glasser's book *Positive Addiction* [Glasser, 1976]. I changed my career. I developed hobbies that I'd never thought I'd be interested in because of my thinking and understanding of Choice Theory and my quality world.

People often ask me about my involvement with the organization. I once said, if I went to every state in the United States, I'd have someone to visit if I needed a friend. Now I can also say that is true for many countries in the world. How many people can say that? So, relationships are the threads that are woven through my life with Choice Theory and with my family and friends. One of the participants in the class I attended in 1967, Roger Zeeman, is one of my closest friends to this day. Additionally, one of my treasured relationships has been with Bill and his family.

Future Directions

ROBEY: What are your thoughts about the transitions the Institute is making now?

KATZ: I've given a lot of thought to the international board. I think the [2012 William Glasser Association International] conference in Los Angeles turned on the light for Choice Theory and Reality Therapy to expand globally. We have a mission to teach the world Choice Theory. Now we can see it happening. Even though I wasn't present in Los Angeles, thanks to Brian Lennon and modern technology I was able to attend the conference. Years ago I knew every person at the annual conference. Now there are so many new people the expansion is amazing. Participating on the international board the first year, seeing all of differences that we had to cope with - the languages, the words that we used that had different meanings - was so unique and exciting. To me it says the ideas are going to expand and live on.

Final Thoughts

ROBEY: I've asked you a lot of questions. I'm wondering what you might like to add that I haven't asked you about.

KATZ: One thing I'll say is that many of the things that I did or said in workshops or at conferences didn't provide immediate results. I did them because I believed in them. However, you often don't see the impact your effort has and you don't know when that will ever show itself.

I remember getting a post card from a participant 10 years after she attended one of my workshops in New York. She wrote: "Dear Al, Thanks, I finished my plan" and she signed her name. Imagine, ten years later, and she sought me out to tell me the news!

Something worked! Paraphrasing Dr. Glasser, time should not take precedence over the job to be done.

ROBEY: Well, you know it's said that it just takes one relationship to turn somebody's life around! How great that you were able to get such concrete proof of your influence in that person's life.

We are coming to the end of our time together today. After thinking of all we've talked about, I wonder if you have an idea for the title of this article?

KATZ: [Laughing] It's your fault, Bill Glasser!*

ROBEY: Thank you so much for taking the time to share your history with me and with the readers of *The International Journal of Choice Theory and Reality Therapy*. I've really enjoyed our time together.

KATZ: It's been an honor!

*Author's Note: Al Katz is famous for his sense of humor. His choice of title, which implies that Dr. Glasser is to blame or has responsibility for the change in Al's life, is a parody on the concept that "all we can do is control our own behavior" (Glasser, 1998, p. 90).

References

Bassin, A., Bratter, T., & Rachin R. L. (1976). *The reality therapy reader: A survey of the work of William Glasser*. New York: Harper & Row.

Glasser, W. (1975). *Schools without failure*. New York: HarperCollins.

Glasser, W. (1976). *Positive addiction*. New York: Harper & Row.

Glasser, W. (1998). *The quality school: Managing students without coercion*. Revised edition. New York: HarperCollins.

Author/Interviewer Bio

Patricia A. Robey, Ed.D, LPC, CTRTC, is an Associate Professor in the counseling program at Governors State University, the MA Counseling Program Coordinator, a Licensed Professional Counselor, and a senior faculty member of the William Glasser Institute.

TRIBUTES to AL KATZ / From his friends, colleagues, and more—A true treasure of memories follow . . .

A tribute to Al Katz:

Al Katz is a man of many talents. When I first met him I noticed his wonderful sense of humor, then when I team-taught with him I appreciated his wealth of knowledge.

Most of all, I appreciate his honest, caring, sensitive, and helpful behaviors.

Al is one of the most outstanding role models for Choice Theory in everything he does and says.

I am privileged to know Al and to call him my friend.

Jeanette McDaniel
Foley, Alabama

A tribute to Al Katz:

I have had the pleasure of knowing Al Katz since 1980 when I began my training in reality therapy and control theory. I first met him at the conference held in Boston (back when the group was young and footloose). I know he was a member of the steering committee for that conference, if not the chair. (I think he was born with a meeting planning gene.) He has been a wonderful teacher, mentor, and friend through the years. I did several trainings with him while getting certified and then studied with him for my Basic Practicum Supervisor certificate. Al has always been a model of what we learned from Dr. Glasser. He was a great regional representative and is the ultimate in conference planners. Always on budget and in the black! He is caring, supportive, kind, compassionate, empathetic, gives good constructive feedback, and doesn't mince words when the issue is difficult. He is a good husband and father and a wonderful storyteller. He also tells great jokes! He has been a good friend to all of us in the RT community. I/We miss him in the Northeast. My hat is off to you, Al.

Kathy - NEWGI Treasurer

A few words about Al Katz:

I began my Certification in 1992. I was fortunate to have Al as a part of this process. His insight and ability to explain Choice Theory are outstanding. I value him as a friend and as a mentor. One of his extraordinary talents is his ability to organize a conference. While with the Northeast Region, Al consistently organized need-fulfilling, well attended conferences that had exciting content and great opportunities for fun. They were also in interesting locations with plenty of local attractions. You cannot appreciate what a talent this is until you attempt even a small part of this process yourself. He made it look so easy.

Best wishes,
Craig R. Schollenberger

A tribute to Al Katz:

Here's a little something that I recall about Al that has really stuck with me. Back in January of 2004 I was doing my endorsement phase of the BPS program in Toronto with Al and Jim Montagnes. At some point during the training (we were having a discussion about the chart), Al became very excited and animated. The reason for his excitement: he had just learned something new related to the chart. He was excited because of the new learning as well as realization that it (valuing filter) was something that had been there for quite some time. It was great for me to see, because here was this great mentor who had been working with Dr. Glasser for something like 37 years (at the time), and he had just learned something new. It was very neat to witness this spontaneous act of true modeling from such a great quality teacher and lead manager.

Thanks for all you do!
Gerald Noel

A tribute to Al Katz:

I first met Al Katz in 1986 in Seattle after my Certification Week. I stayed for the Conference, my first, and didn't know anyone except Bob and Sandie Wubbolding, Bob Hoglund and Judith Kleffman, my instructors. Al Katz was the first person with the Institute, that I didn't know, who came up to me and introduced himself. Al was always organizing groups of people to go out to eat dinners so he asked me if I would like to join them. I thought this was the most wonderful welcome I'd ever gotten anywhere. I instantly felt included and so welcomed by Al and the Institute he represented. Al remained a friend ever since then and was there for many milestones in my experiences with the Institute.

Perhaps the most memorable was the Philadelphia Conference in 1995. He was chairman and was informed by Bill that we would be getting married at the Saturday night Banquet. Well, given that information Al went into high gear and organized a wedding celebration for 500+ people that we will never forget. It was fabulous!

Al is a great man. I never imagined in a million years that the nice and friendly man who invited me to the dinner he organized in Seattle, 26 years ago would be the same wonderful and welcoming man who made sure my marriage to Bill Glasser would be so special for both of us. Thank you Al for every time you were there for me and most of all thank you for the gift of your friendship.

Gratefully,
Carleen Glasser

I would like to say something about Al Katz by speaking directly to him in my message of tribute.

Dear Al,

You are one of the finest men I have ever known. I remember the first time I ever met you so many years ago. I forget how many now. I know it has been a long time because you are one of the most respected pioneers of the Institute. Your enthusiasm for the ideas and your dedication to staying authentically committed to them has impressed me for all the time I have known you. Everyone will say you have a great sense of humor and they are right. You are funny and I can remember laughing with you so many times. I always looked forward to seeing you to hear your take on everything. But I think besides the funnybones you tickled you always have so much insight into whatever we are discussing.

I say you are one of the finest men I know and I've known many, starting with my father. Like him you are brilliant beyond anyone's expectations. You are also a sensitive and loving friend. In addition, you are loyal and a very hard worker always attending to every detail. You can be counted on to pull off the most challenging tasks with joy. I admire you for so many reasons, but most of all for being a true friend and enjoyable colleague. Thank you for all your exceptional work over the years and thank you for joining me in my efforts to teach ideas that you live by every day. You are a great connector and it is my honor to be connected with you.

Very sincerely,
Bill Glasser

A tribute to Al Katz:

Remember my joke book so many years ago? I have laughed with you since 1978 when I first met you in Pauling, New York. You helped me feel connected immediately and have ever since. The joy you brought to each and every situation was infectious and welcomed. Although I haven't seen you in a few years, I will always think of you with great love and admiration.

Sending really big hugs,
Beth Gilloran

A tribute to Al Katz:

Al Katz was a major influence in my life. Our paths crossed many times as I worked my way through Basic Week Instructor, Advanced Week Instructor, and finally as a Senior Faculty Member of the William Glasser Institute. He helped me connect Dr. Glasser's Choice Theory and Quality School concepts to the Huntington Woods School Environment with new understandings, processes, and lessons. I will be forever grateful for his insight, his ideas and his friendship. He was one of many who helped me become the leader I am today.

Thanks for everything,

Dr. Andrea van der Laan
Principal of Huntington Woods Elementary, Wyoming, Michigan (1998-2009)

A tribute to Al Katz:

When I think about Al Katz I am always in awe of his huge expertise, his ability to support in whatever way he can (not sure I've ever found anything he wasn't able to offer something), and the wonder of his incredible wisdom, not to mention class.

I am one of the very fortunate NE Glasser Institute members who have had opportunities to learn from Al in formal "Glasser training," as well as informal conversations throughout my 20 years of CT study.

When I became a Practicum Supervisor and was faced with my first mismatch between a student and myself, it was Al I contacted for guidance. He certainly counseled me to recognize that I wasn't the match for this individual and fit her in his schedule. He was the right match for her as well as so many others. Although, we weren't connected any longer as teacher/student, he helped me to create opportunities for the future to work with such mismatches in productive ways.

Of course, those of us who have iphones, ipads and "I" anythings also know that Al is our guy...we were a group of NE folks at the Nashville International Conference all hoping to have Al teach us everything iphone at that time that we had to know...of course, combined with a meal, while waiting for a table, the lesson began and continued as we ate and shared, all with Al's guidance!!!

Now the expertise has continued with iPad's and Al continues to be the "guy" to share what he's found, to help when one needs assistance and to "advise" without intruding. Just recently, having purchased an iPad (that's another Al story, btw...) questions galore...Al's response, "Now, would be good, might be easier to talk, call me." WOW, Al!!!

One only has to be around Al Katz to be enamored with his love of chocolate and his ways of humor and spreading joy. We in the NE were always fortunate to have Al's conference expertise to plan the best regional AND international conferences (oh, SE and Int'l how lucky you are!!!) and at our Spring Regional conference Nancy Buck shared the WGAI news on the conference and commented about Al's "genetic make-up" in producing successful events.

We probably can't talk about Al without thinking about the "love of his life", Susan. In watching them together, along with his admiration and support for all things "Susan," one also can aptly admire Al Katz as a divine husband and family man!!!

I am honored to have had the opportunity to work with Al, to learn from Al, to have been able to count on Al. I love that I can email him and receive a speedy response. Al Katz is an individual within our Choice Theory community that we can all treasure and take great pride!

Respectfully submitted,
Sue Tomaszewski, NE Regional Representative for WGI US

A tribute to Al Katz:

Very many years ago, around 1973 or 1974, I went to one of my first gatherings of folks interested in what was then called Control Theory. Al Katz was moderating a warm-up activity that stands out in my mind as if it just happened yesterday. We were a large group in a huge circle and I couldn't imagine what he could do to engage all of us at one time, but I was totally impressed with the simplicity and poignancy of his exercise. He sent around a standard business-sized envelope and started out by asking anyone to share what they thought was in the envelope. The range of responses was creative, sometimes humorous, and engaging by nearly everyone. This was followed up by the question, what do you wish would be in this envelop? Again, the responses were varied and interesting....all a great introduction to a mini-lesson on our "quality worlds." I was hooked from that moment on. Al's gentle, unassuming and nonjudgmental style helped me relax and get ready for a lot more lessons to be learned.

Thanks for listening to my story.
Jeanne Sargent

Glad to give kudos to Al Katz:

It's hard not to think of him and how good he was at teaching and not remember his amusing manner of delivery! He has certainly been one of the best of the best I've met in my years with the Institute.

Thank You Tom for remembering those who are still with us! My husband (Ray Harris) received so many accolades when he passed away and I know he would have been stunned at how much he was appreciated. He too, was someone who always spoke fondly of Al, but couldn't do it without recalling his lively and entertaining way of teaching those of us who were lucky enough to learn from him.

Best wishes,
Judith (Judy) Harris

A tribute to Al Katz

Al is one of the most difficult people to write a tribute for because 1) I know that all the superlatives each other person writes will be true, 2) I don't want this to be competitive (who can write the most interesting thing about Al), and 3) I don't want to betray my friend with some salacious story about how he did you know what. At the same time, I want to honor what he has meant to me as teacher, mentor, friend, roommate, "mutha", source of fun, jokes, good eats, good times, and good math. So, Al, for a Jewish guy, you don't snore so bad!

Best wishes,
Peter Appel

A tribute to Al Katz:

Al Katz is my hero! As a long-standing member of the Northeast Region, I was honored to have a close connection to Al. It's hard to talk about Al without at least mentioning his incredible sense of humor. He can always make me laugh with his dry wit. I watched him plan and organize our regional conferences and always at an affordable price! He is the master at this, as evidenced by his recent feat as conference coordinator for the 2012 International WGAI Conference. Al never disappoints and he always orders chocolate . . . another thing I admire about him. But for me, one of the most important things Al did for me, is that he was my Advanced Practicum Supervisor. I would travel to his home in New City, NY, where he and Susan would be the ultimate host and hostess, always feeding us a delicious lunch and providing excellent instruction. Al was not afraid to say if I got something "wrong," as I sometimes did. And his biggest contribution to my growth in Reality Therapy was teaching me the value of the self-evaluation question. He really focused on that in my practicum and for that I am extremely grateful. It has been invaluable in my journey. But my final comment regarding Al Katz involves his big heart and his generosity. I had the pleasure of meeting his children, with whom he has done a spectacular job of parenting and have also known his wife, Susan, who is experiencing health problems. Al never makes mistakes with his priorities. His family always comes first and that is a reminder to me of how I want to be.



Kim Olver, WGI Executive Director

A tribute to Al Katz:

I have known Al Katz since the 90's and he is an inspiration and a friend. I was lucky enough to have Al as an instructor when I was on my journey to become Glasser faculty. His expertise and modeling of Choice Theory and Reality Therapy made my understanding of the theory much better. Al has continued being a leader in Dr. Glasser's vision of "teaching the world Choice Theory." His relationships with others offer the real life experiences of "walking the talk." When training with Al Katz you definitely learn to grow as an instructor and as a person.

It was an honor and a pleasure to learn from Al and I am thankful every day for his "lessons learned" as I navigate my way through life.

Thanks again,
Lisa Rogers

Our Tribute to Al Katz:

He was "present at the creation," describes the role of Al Katz and his connection to Reality Therapy and Dr. Glasser. He was there when it all started providing ideas and vision for the development of the life work of William Glasser. Al traveled with Dr. Glasser and was an

exceptionally reliable consultant. Dr. Glasser demonstrated his confidence in him by certifying him even before the first certification week in 1975. He has continued to be one of the pillars of The William Glasser Institute, one upon whom many of us rely for judgments and discernments that are wise, circumspect and constant.

Additionally, he has served as a model for caring habits by his unwavering, resolute and tender love for his wife Susan. Together they provide an exemplary relationship that illustrates a happy marriage worthy of imitation.

Our best wishes to Al and Susan,
Bob and Sandie Wubbolding

A Tribute to Al Katz:

Dear Al and Susan too.

The first time we met was at University College Dublin, 1994, for the WGI Certification Week. I was apprehensive for several good reasons, but you provided a warm, safe place in which to learn and grow. You went way above the call of duty by providing a beautiful birthday cake and card. That helped me forgive you Al, when you dozed off during my 15 minute presentation.

Over the years I have looked forward to attending your presentations. Two that stand out are the WGI 1997 Portland on Choice Theory Focus Groups, and WGI 2002 San Antonio on Class Meetings. You taught me that class meetings could be used with families or any group. I noticed that Dr. Glasser's face lit up with a huge smile when he saw you.

You were also the ideal host for the WGI 1995 Philadelphia Convention which featured Bill and Carleen Glasser's wedding prior to the closing banquet. That was my favorite until you master-minded the WGI 2006 Conference and arranged it so that we could stay within sight of the Statue of Liberty in New Jersey and have easy access to New York City.

Finally, it was great to visit with you in Scotland when you had a part in my daughter Maria's certification before the WGI 2009 Conference. Now in 2012 you have outdone yourself by chairing the first William Glasser Association International Conference at Loyola Marymount University. A lot of good people assisted, but it was your leadership that made a difference. I had to choke back tears when you spoke to us via satellite at the opening plenary.

Warmest regards to you two loyal Glasserians,
Beverly LaFond, Ph.D., WGI-US Sunbelt Region Representative

My Al Katz moment:

My colleagues/friends hosted a Northeast Regional Conference in Chambersburg, Pa. I challenged all participants to bring their Choice Theory Minds and muscles to the Alpine Tower/Giant Swing/Net Leap/Team Development Course/Flying Squirrel. There on that field is where I saw my tall dark and handsome knight (I know he is all Susan's, good luck

Susan!) Al was not quite sure he wanted to climb a ladder to take a swing. I watched him observe all events, measure others' steps, and try to calculate in his brilliant mind how he could tackle this adventure.

As my wonderfully, kind, smart mentor sashayed his way to me, I knew I wanted to follow all CT/RT principles to impress. Little did he know that even as he conquered his fears, he was teaching. I saw Choice Theory in action that day. I had a first-hand observational point as Al took his first step onto a ladder. I did not know at that time that this was the first step that assisted in changing a quality world picture for him.

I used my best relationship building skills and Al used his best understanding of theory and together we built something beautiful that I will have for the rest of my life. I love you Al and thank you for showing me, teaching me, and blessing me with this gift.

Gratefully yours,
Pam P. Holtzman

A tribute to Al Katz:

"How does one thank someone who, for me, demonstrates the caring habits in all of his relationships? In the almost thirty years that I have known him, Al Katz has handled even the most difficult situations by using the techniques of Reality Therapy to help people find positive and creative solutions that enabled everyone to learn and grow with dignity. He is a true inspiration and role model and I am proud to think of him as my friend.

Thanks for everything,
Frank and Judy Claps

A tribute to Al Katz:

I must think further but I really enjoyed the way AL would sign cards and letters: "from Susan et Al"

Regards,
Ken Lyons

P.S.

I once e-mailed him looking for quips and jokes with a psychotherapy flavor that we might be able to use in our WGII newsletter. He came back instantly with a sheet of one liners ... all of which could be used. Examples that I remember:

"A Freudian slip is where you say one thing when you mean your mother".

Two Psychoanalysts meet in the elevator on the way down to a convention...One says "You're well this morning, how am I?"

A tribute to Al Katz:

I have known Al for forty-seven years! We attended graduate school together at Yeshiva University. There we were introduced to Bill Glasser's work by Prof. Alex Bassin. Subsequently, we organized workshops where Bill came to New York or New Jersey. We were the very first to be certified in Reality Therapy when Bill decided to have such a documentation of training. Following the publication of *Schools without Failure* in 1969, when Al worked as a New York City school psychologist, he applied for and received funds to run class meetings in the public schools. Just as staff of the Educator Training Center were developing Schools without Failure programs on the West Coast, Al was rapidly becoming the leading expert on the East Coast. As the Institute expanded, Al became a prominent faculty member and the "go to" person for developing and conducting workshops. I partnered with Al running several basic and advanced workshops but our partnership was short-lived as I was surpassed by his commitment and productivity. Additionally, Al became a leader in the regional and national organizations as they grew.

As many of you know, Al is the leading expert on development and running of conventions. He has done this for many of the regional and national conferences. His success is based upon many of his personal and professional characteristics but most notably the ability to dot every "i" and cross every "t!" Al is the king of organization and thoroughness. No detail escapes him. His ability to anticipate the needs of attendees is legend. His ability to anticipate problems of facilities, programs or personnel is magical. Al is persistent and extraordinarily conscientious. When he assumes "ownership" of a task, you know it will be completed professionally and completely. Nothing is left to chance. He is the master of time management. Al is so compassionate that the problems of any and every convention attendee become his own.

Personally, I can claim Al as a best friend. But there's a predicament because so many others would make this claim! (Well, Susan would overshadow us all, of course!) This is because his personal characteristics include honesty, loyalty, commitment, friendliness, reliability, trustworthiness, thoughtfulness, generosity and many more. Obviously, for those well acquainted with Al, before one even thinks of these traits, you think first of his sense of humor. It may be his most endearing characteristic. Al is also the best storyteller of all. So, if you are not rolling in the aisles, you are fascinated with his uncanny ability to detail his experiences and fascinating situations of life.

Most important, I guess, is the fact that Al is the embodiment of the life views expressed when we study Choice Theory, Reality Therapy, and Dr. Glasser's philosophy. Intense, sincere, meaningful personal involvement with others- spouse, children, siblings, relatives, friends, acquaintances, neighbors- is what makes Al so extra special. He is brilliant at making any person feel important, worthwhile and accomplished. I guess you can tell by now that Al Katz is number one in my book of life and a loveable friend and brilliant colleague whom I cherish beyond measure. There is no one, besides Bill himself of course, who has done more to promulgate or exemplify all the principles we hold dear than Albert J. Katz.

Roger Zeeman

A tribute to Al Katz:

I have had the great pleasure to experience Al as my teacher, my colleague, and friend over the last 24 years. His humor is ever-present and appreciated. His passion for Choice Theory, Reality Therapy and Lead Management shine through continually. His never-ending support of Dr. Glasser's ideas and his ability to influence others is demonstrated on an ongoing basis, evidenced by his recent decision to Chair the WGII conference. Even when he was unable to attend, he showed up on Skype. I enjoy working with Al Katz both as a student and as a fellow instructor.

Best wishes,
Maureen Craig McIntosh

A tribute to Al Katz:

I worked with Al for close to thirty years and he is one of the finest human beings I have ever known. He is a man of great integrity and wit, with a keen sensitivity of others.

In his capacity as Senior Instructor for The Institute his dedication and commitment to his students and to the process of learning was nothing short of outstanding. As a Board Member for several terms, he could be counted on to see both sides of any issue and to seek a collegial resolution.

Because of an unusual attention to detail, anything Al did was always quality as evidenced in his work with the 2012 Conference. He gave 150 percent to any task before him.

I have been privileged through the years to also spend personal time with Al and Susan when they were living in New York. Those times remain in my memory as highly positive.

I am sure that many people in the Institute have been and will continue to be touched by this great human being.

Thanks for the memories,
Linda Harshman

A tribute to Al Katz:

I graduated in 1995, having taken my first level of classes with Al Katz. He was a remarkable teacher in every way. Since I was a teacher of children with learning disabilities, I was looking for the qualities I admired most in fine teachers. Notably, Al had them all! He was never, ever someone who made you feel that you were not "up-to-snuff." What he did was in his own subtle way. . . was to encourage students to work very hard, and to do their very best. I never wanted him to be disappointed in me. Al was someone with a beautiful balance of humor and dedication, making him a fantastic teacher!

THANK YOU FOR ASKING US TO SALUTE AL KATZ. HE IS ONE OF THE FINEST PEOPLE I KNOW.

Sincerely,
Harriet Hendel

A tribute for Al Katz:

In 1985 when I joined the "then" "Institute of Reality Therapy" AL Katz was my instructor for basic week. It was because of him that I continued to be involved in WGI today and encouraged my beautiful wife to become involved in our institute. He was and is the embodiment of RT/CT. He truly talks the talk and walks the walk of RT/CT. My wife misses Al (he moved to the SE region) because he always had some kind of Chocolate dessert at every NE regional meeting. Al as a member of the NE always LOVED Chocolate. We still miss you AL in the NE. You definitely deserve this tribute.

Rick E. Rivera, LCSW

Letter Honoring Al Katz:

Al Katz is an inspiration. Al has been alongside many of us on our Choice Theory journeys. Al is an influencer who comes from gentle strength. In his teaching style he expected competence and encouraged learning in the deepest way. Al's teaching was memorable, but his caring manner and style added nicely to his calm consistency. His devotion to Bill Glasser's ideas helped us strive as students. It is his loving relationship with Susan that always leaves me with a joyous inspirational glow. Just knowing Al is life-changing.

Al, Thank you for your loving, caring, compassion!

Brandi Roth

A tribute to Al Katz:

Thank you for your years of service, dedication, loyalty, friendship, attention to detail, and for your loving nature!

"True happiness comes from the joy of deeds well done, the zest of creating things new."
- Antoine de Saint-Exupery [1900-1944]

Thank you for enriching my life,
Jean Seville Suffield

A tribute to Al Katz:

Al was one of my Basic Practicum Supervisor instructors in Pine Island, Ontario Canada. I learned so much from him. I remember the wonderful role plays he taught by example. I also loved his jokes, which were always a surprise. Best wishes.

Debbie Idzelis

A tribute to Al Katz

Al has always been a sensitive and supportive representative of the Institute; early in my faculty work with the Institute, he hired me to work with him in some schools near my home. As a new faculty member, this kind of opportunity was priceless, and, just the kind of experience that helps to get started as an independent consultant.

Al's sense of humor and New York attitude brings a welcome perspective to our work and our lives together within the Institute. Thank you Al for all you have done for us, mainly, and just for being you.

Peter Driscoll

A tribute to Al Katz:

The following are some thoughts that came to mind about Al...

I would like to thank Al for setting the bar high for all of us.

When I think of Al four ideas come to mind. He is intelligent, organized, creative and committed.

Al's intelligence underlies all of his other attributes and gives him an extremely strong foundation for success.

Al is very well organized. If you ever attended a WGI Conference in the Northeast Region, you have experienced the attention to detail as well as the marvelous results he and the people with whom he worked have produced.

Al is very creative. Spending time with him allows you to experience his unique outlook, his keen ability to observe the "human comedy," and his marvelous sense of humor. Who else but Al could imagine a successful conference in a hotel that, at the time he booked it, was empty air over the Hudson River.

Al's level of commitment to living and teaching Choice Theory is thoroughly admirable. His years of professional service in New York City, his work as a WGI Practicum Supervisor and Instructor, and the many organizational tasks he has performed as a member of the Institute have set a remarkable standard for all of us to meet.

Best wishes,
David Hardy

In the last issue of IJCTRT we honored Robert Wubbolding. What follows are a few tributes that need to be added to the tributes already published.

Finally, much thanks to all for sharing your precious memories and tributes of both Al Katz and Bob Wubbolding, who are both pillars in the CT/RT community!

A tribute to Bob Wubbolding:

Bob Wubbolding is an exceptional teacher, writer and therapist. I have worked closely with Bob on several video projects and have watched him work with many different clients. He is effective with adults as well as children. His program with the American Psychological Association has helped to give Reality Therapy additional visibility and creditability. He has also created an exceptional monograph for my APA book series on Reality Therapy that promises to be a best-seller. I have sat in on Bob's professional presentations and find them among the best I have attended. Bob has a breadth of knowledge and experience and uses his easy-going style to convey ideas in a clear and effective manner. It has been a pleasure to know and work with Bob over the years.

Jon Carlson, PsyD, EdD

A tribute to Dr. Robert Wubbolding:

In addition to the monumental contributions you have made to the William Glasser Institute, I think your greatest achievement was marrying Sandie, and giving her a major role in your career.

I would also like to thank you personally for: (a) maintaining a booth and giving workshops at the American Counseling Association's conventions; (b) giving input to the Reality Therapy chapter in the Corey book and others on counseling theories; (c) letting me co-present with you at WGI Sunbelt, 1998; leading Glasserians to Mass before the closing banquet of WGI Conferences; and (e) for encouraging members who are doing choice theory/reality therapy research.

Beverly LaFond