

CELEBRATING CHOICE THEORY®



AROUND
THE
WORLD!

AND BEYOND!



You can take charge of your life only by choosing to change the pictures in your quality world, or to change what you are doing in the real world. The choice is yours.

— William Glasser, MD, *Take Charge of Your Life*

1ST WILLIAM GLASSER ASSOCIATION INTERNATIONAL CONFERENCE – JUNE 6 – 9, 2012 – SAVE THE DATE + DR. GLASSER ANSWERS A CHOICE THEORY® QUESTIONNAIRE À LA PROUST!

Message from the Glassers: Conference June 6 – 9, 2012	2	Juan Pablo Aljure León – Criticism is a Plague	26
In Memoriam: Karen Sewall – United States	3	Schedule of Events	27
Brian Lennon – Story of a Conference	5	Boba & Leon Lojk-Success of Glasser’s Ideas in Europe	28-31
WGAJ Conference Accommodation Information	8-9	Did You Know . . . ? New Faculty from Around the World	31
Tribute to WGAJ Board Members	10-11	Mike Rospenda – Choice Theory® in a PBIS World	32
Report from Dublin: WGAJ Meeting 19 – 23 January 2012	12	Wendall Walker – Funny Bone Corner	33&37
Kim Olver Reports . . . Executive-Director, WGI - USA	17	Bob Sullo – Watch Your Language!	34
Frank Dunn Reports . . . Chairperson, WGI - USA	19	Dr. Wubbolding – Response to CT & the Bible	36-37
Pat Robey, Bob Wubbolding, Jon Carlson – NEW BOOK	19		
Choice Theory® Questionnaire – & Dr. William Glasser	20-21		
Mary Amanda Graham – Scholar’s Corner	22		
Take Charge of Your Life – Dr. Glasser’s NEW BOOK Available	22		
Brian Lennon, Jean Seville Suffield: Co-Verification Report GQS	23		
Juan Pablo Aljure León, Director of Colegio Rochester			



HAPPY VALENTINE’S DAY!

MESSAGE FROM THE GLASSERS



SOME of the best news we have had in a long time is that the conference in June has been approved by the International Board and the first responses for registrations have exceeded expectations. This is such good news because it is going to be the last time we will have the opportunity to see many of you who live very far away. Since I am no longer able to travel, the fact that so many of you will be coming here is a source of much joy to me. I cannot remember a time in recent years that I have been this excited to see all the wonderful people in this organization who practice and teach my ideas. You are our dear friends and friends need to see each other to reconnect occasionally to share stories with one another.



WE will have many opportunities to spend time together at the conference. I requested to be situated in the hospitality room where everyone will have easy access to me and to each other. As always, there promises to be many excellent presentations and fun activities for all those who attend.

WE would like to take this opportunity to thank in advance all the people who are planning and working on this conference. It is no small task to put something like this together. Luckily they are all choice theory advocates, which will increase the effectiveness of their working together as a team. Take a look at the names of the planning committee listed in this newsletter. Quality people get quality results. I can't wait to see everyone and thank you all personally for being a part of my life-long dream, to share choice theory with the world.

CARLEEN & BILL GLASSER

NEWSLETTER DESIGN

ARTICLES are presented in alphabetical order by author. Subsequent article(s) by the same author may be found later in the newsletter. Spelling may vary depending on the country of origin. This Newsletter is designed and presented by Jean Seville Suffield, Senior Faculty, The William Glasser Institute, International Communications Consultant, WGI.

Disclaimer: Opinions expressed in articles are solely those of the authors. Please note that The William Institute is non-sectarian and does not endorse any religion over any other.

IN MEMORY OF OUR DEAR FRIEND KAREN SEWALL



KAREN SEWALL
SENIOR FACULTY, WGI
DECEASED DECEMBER 22, 2011

Tribute by CARLEEN AND BILL GLASSER

KAREN will be missed as a valued member of our faculty, and a loyal caring friend. It is with the deepest regret that we will no longer have her keen insight and quick intellect to rely on at our faculty retreats and conferences. We will remember her with much fondness and appreciation for her many contributions to our organization and her ardent support for the ideas and ideals of The William Glasser Institute. We want to extend to her family our heartfelt sympathy for their loss of our dear sweet and brave Karen.

Tribute by GEORGELEEN HOFFMINE

KAREN was my dear friend!

Karen was more than a superior colleague.

Karen was my gentle mentor.

Karen modeled how to be a better Choice-Theorist.

Karen demonstrated true loyalty to her husband Dave, her family, and especially her grandchildren.

Karen showed great courage to us as she struggled with physical problems.

I am indeed a more sensitive teacher and counselor, even a better person because of my friendship with Karen Sewall.

BUT I wonder if Karen knew how much I loved her?

As you read this and think of those you love,
have you told or shown them how much you care?

JOIN me in telling those we love how much each means to us...

IN MEMORY OF OUR DEAR FRIEND KAREN SEWALL . . .

Tribute by LINDA HARSHMAN

KAREN served on the Advisory Board of Directors for The William Glasser Institute for several years. It was in that capacity and in her role on the Professional Development Committee that I first experienced her strong dedication to Dr. Glasser and the work of The Institute.

I admired her intellect, her strong sense of integrity, her unrelenting sense of fairness, her straight forwardness in sharing what she believed, and her ability to see humor in everyday situations.

Throughout the years, Karen and I would visit together at least once a year and sometimes play the game she was "addicted to"---duplicate bridge!!

I don't think I have ever met someone with such incredible courage and strength in the face of increasing health challenges. She didn't play the victim and certainly made Dr. Glasser proud!!!

Tribute by JUDITH KLEFMAN

I good friend, a staunch supporter of Bill Glasser, a dedicated grandmother - all describe Karen Sewall. I first saw Karen in Houston at the International Conference. Over the years, we became friends, spending time together at conferences, teaching Certification Weeks and Faculty Programs at the same time, and visiting in each other's homes. In between, we kept in touch by phone and email – although not as frequently in recent years due to health problems.

One of many favorite memories of Karen is listening to her talk about her grandchildren and seeing pictures of her in Central America swishing through the air on some contraption. She did it for herself, but also because she wanted her grandchildren to remember her as vibrant and involved in the world around her, open to new experiences. The reality that she walked with a cane, used oxygen, and had physical limits was not who she was.

Karen Sewall will be missed by many for her contributions to her community, steadfastness as a friend, and her commitment to living and teaching Bill's ideas. She will be missed by the family she was dedicated to and whom she loved with a passion. While I will miss her, she remains an inspiration, an example that even when we have limits, we can still live a full and productive life.

If desired, contributions may be made to Karen and David Sewall Nursing Scholarship Fund, c/o Alverno College, 3400 S. 43rd Street, P. O. Box 343922, Milwaukee, WI 53234-3922. Friends may sign the family's on-line guestbook at Schrader.com

Story of a Conference

BRIAN LENNON, CHAIRPERSON

WILLIAM GLASSER ASSOCIATION INTERNATIONAL

CAN you picture the scene? A group of people from all around the globe doing their level best to set up a world-wide organisation for Choice Theory, overcoming difficulties with online meeting software, time zones, daylight savings hours and the like ... and a list of things to do the length of your arm!

INTO this logjam of work come messages, almost like voices crying in the night, wanting something important ... an International Conference. Members tell us they miss this annual gathering of Choice Theory people. Will the International Board, they ask, be organising one? A quality world picture ... or was it a fantasy world picture, a daydream?

THE pressure moved up a notch when we heard that Loyola Marymount University in Los Angeles (California) was offering to host a conference. At the very least such a proposal deserved our attention. We discussed it and took note of the obstacles: time was very, very short; we had no money. It would be at least a year before we had new funding structures in place for our re-vamped institute and link to existing funds in WGI. We felt helpless!

WE were not really helpless of course! Most of the Board members have experience of running national and even international conferences but it is that very experience that tells them that a shortage of time (six months to be precise) and money (zero to be precise) were a major problem, two major problems to be very precise. The challenge is overwhelming.

BUT when someone strikes a match, even the darkest night brightens and your perception of what lies ahead can transform completely! And someone did light a match and that someone was Bill Glasser. By way of a personal and powerful letter from Carleen Glasser, we got the news that Dr. Glasser himself was very much looking forward to an international conference in his home town. Not only that, but due to his current inability to travel, he would not be able to attend any other conference. The challenge that scared us, now invited us. Now we knew that we had to find a way to make it happen. We chose to find a way!

THERE was still that little issue of money, money to pay a deposit to LMU to guarantee our contract with them. This would be in the region of \$10,000! Meanwhile, we had other things on our mind as we coped with the arrangements to have our first face-to-face board meeting in Dublin.

William Glasser Association International Conference

6th to 9th June 2012

Loyola Marymount University, Los Angeles, California, USA

Theme: "**Celebrating Choice Theory around the World**"

Chairperson: Al Katz

For all information about the conference, including registration, see

www.wgai.net

THROUGH a series of extra meetings, we worked hard on a conference budget, looking for ways to make this an affordable event. Then we turned our attention on that deposit with the deadline drawing ever closer all the time. We got an idea. Let's ask our members to register early. Thirty-four early registrations would cover the deposit. We thought our chances of getting even such a number were slim but what other choice did we have?

BUT there was one other complication to consider! We might get enough to pay the deposit but we still had to decide if the event was viable. We needed to know that at least 150 people would attend. What would we do if we got about 40 registrants, enough to pay the deposit but not enough to indicate a good turn-out for the event? In those days, we learned that the physiological component of total behaviour sometimes entertains butterflies!

IN spite of the efforts of our team to gather all the relevant facts, shape them into a budget, and offer a first draft of the conference plan, it was not until we met in Dublin that all the details came together. A decision was taken by the board to go ahead with the registration process. A clear cancellation policy would protect our members.

TIME was not only against us, at this point, but had practically declared war on us. We would need the deposit amount within ten days! We still needed to announce the conference and the payment process. Does the word "impossible" exist?

AT one point in our Dublin meeting room, we had Juan Pablo Aljure in contact with the WGAI webmaster in Bogotá, Al Katz in a video conference from somewhere near Panama, and someone else in contact with Denise Daub, our expert in online payment systems, in Pennsylvania. We also had links with Terry Hoglund in Arizona as she would be processing whatever funds that were received. We had a flurry of discussions with our on-the-spot team of Nancy Buck, Lucy Billings Robbins, Ellen Gélinas, Mitchell Messina, John Brickell, Jim Montagnes, Ivan Honey and Juan Pablo Aljure. We had email support from Peter Ho, Mirjana Palcic Bubnic and Masaki Kakitani. In the crowded agenda of our Dublin meeting, we could only allow one hour for the conference item! What an hour that was!

Story of a conference . . .

FINALLY we got things in place, an information section in www.wgai.net with a working online payment page linked from it. Several Board members registered straight away. The system was working and the wheels were in motion. Still we needed to let our members know about the registration. Kim Olver's great communication system came to the rescue and we availed of any other email lists we could to get the information out. It was January 22nd and we needed funds by 31st January ... now only nine days away!

WITHIN two days we had 30 registrations! We were amazingly close to our deposit. By January 25th we had 50 people on board. I wrote to the board members, now safely back in their home countries, and warned they should sit down before reading the email. Unbelievably we had enough money to pay our deposit! But, a doubt remained, could we sign the contract for 150 people? We needed at least 112 persons to satisfy the conditions of the contract. If we were nail-biters, we would have eaten up to our elbows by this stage!

BUT the tidal wave of registrations kept coming! By 29th January we had 80 registrants and, by the end of January, we had 112 with many more hoping to register soon. This was, in fact, the magic number that meant we could safely guarantee the conference. We were now in a position to know that the event could go ahead with confidence and the word was given to sign the contract. The remarkable fast uptake by our members around the world was a stunning measure of their commitment to Choice Theory and its founder Dr. William Glasser. I cannot recall any other conference that owes its existence so directly to the support of the members. We look forward to seeing you at this remarkable event, one that promises to be special in every possible way.

IT was born in the enthusiasm of the International Board, made possible by the enthusiasm of our members, and promises to bring that enthusiasm to full bloom in Los Angeles. Don't miss it! The magic continues! Please check www.wgai.net and make room reservations today! **Info offered Feb 15, 2012:**

WILLIAM GLASSER ASSOCIATION INTERNATIONAL CONFERENCE

6th to 9th June 2012

Loyola Marymount University, Los Angeles, California, U.S.A.

Accommodation Information

PLEASE read this very carefully before proceeding to make your accommodation reservations and payment.

THE basic unit offered is an on-campus apartment with two bedrooms each of which contains two beds. The apartment contains a living area, a kitchen and a dining area. Those in an apartment share the bathroom and living space.

A complete apartment (with four beds) costs \$165. A room (with two beds) costs \$83. A bed alone costs \$42. There is an additional one-time fee of \$13 per person for bed linen and towels.

IF you book one bed in a room or one room in an apartment, our accommodation committee will allocate the rest of the room or apartment to other conference attendees. If you wish to share a room or an apartment with specified others then we call this a "group booking" and ask you to plan your group yourselves and then for one of your group to pay for the entire booking in the group's name.

BY constructing your booking code carefully from the following information we hope to help you make the reservation you want.

Are you attending the conference on your own?

Then your options (as indicated by the two letters of your accommodation code) are:

- A1** to have an apartment to yourself for your exclusive use.
- R1** to have a bedroom to yourself but sharing the apartment with two others.
- B1** to have a bed with one other sharing the room and two others in the apartment.

Are you attending with friends or family?

Then your options are from the "group bookings" where one person books on behalf of the entire group:

- A2, A3 or A4** to have exclusive use of the apartment for 2, 3 or 4 persons.
- R2** to have exclusive use of a bedroom for 2 persons.

What date do you intend to arrive?

All current accommodation bookings suppose you will be leaving on the 10th June 2012. The arrival options are 3rd, 4th, 5th or 6th June 2012. These correspond to a stay of 7, 6, 5 or 4 days respectively.

Note: **All WGAI conference attendees must check out by 10 June 2012 and cannot arrive earlier than 3 June 2012.**

In addition, please note: Early rate of \$300 is extended to April 2012!

Accommodation Information . . .

In the code, the first letter A, R or B represents Apartment, Room or Bed respectively.

THE second letter represents the number of people you are booking. So, for example, if you want to have a bed (but sharing the room and rest of apartment with others) then you would choose B1 and, if arriving on the 4th June, in "additional Days" you would click on the "4th June/6 nights" option. All fees are in United States dollars.

THE following table shows the costs for those arriving on the 6th (yellow), 5th (green), 4th (blue) or 3rd (red) of June 2012, staying until the 10th.

SPACE REQUESTED	CODE	Arrive 3rd June	Arrive 4th June	Arrive 5th June	Arrive 6th June
Apartment for 1 person only	A1	\$1168	\$1003	\$838	\$673
Room for 1 person only	R1	\$594	\$511	\$428	\$345
Bed for 1 person	B1	\$307	\$265	\$223	\$181
Apartment for 2 persons only	A2	\$1181	\$1016	\$851	\$686
Room for 2 persons	R2	\$607	\$524	\$441	\$358
Apartment for 3 persons only	A3	\$1194	\$1029	\$864	\$699
Apartment for 4 persons	A4	\$1207	\$1042	\$877	\$712
TOTAL NIGHTS		7 nights	6 nights	5 nights	4 nights

BEFORE proceeding to book your accommodation we recommend you take note of the CODE of the accommodation arrangement (e.g. B1) AND your date of arrival.

For general queries about the conference please contact:

wgaiconfquestions@gmail.com

To make your reservation, visit

www.wgai.net

Go to "Click here for further information on accommodation."

This will take you to the explanation of the accommodation system and, lower on the screen you will find:

[CLICK HERE FOR ACCOMMODATION RESERVATIONS](#)

EVERYTHING about LMU as a facility may be found here in a video-based virtual tour:

<http://i.lmu.edu/>

Al Katz, Conference Chairperson . . .

Al Katz, Conference Chairperson, joining the International Board meeting in Dublin by video conference.
See photo in WGI Newsletter PDF file in color.

WGAI Board Members . . .

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

Congratulations!

WGAI Board members . . .



Lucy Billings Robbins



Janet Fain Morgan



Ellen B. Gélinas



Jim Montagnes



Nancy Buck



Ivan Honey



Masaki Kakitani



John Brickell



Mirjana Palcic Bubnic



Mitchell Messina



Terry Hoglund, Representing
Legal Board & Dr. Glasser



Peter Ho



Juan Pablo Aljure



Brian Lennon, Chairperson

Congratulations!

Report from Dublin: WGAI MEETING 19 - 23 January 2012

BRIAN LENNON, CHAIRPERSON
WILLIAM GLASSER ASSOCIATION INTERNATIONAL

Most WGAI meetings are held online. This has the advantage of members not having to travel but there are several big disadvantages: (1) The face-to-face component is missing; (2) The technology sometimes gets in the way; (3) The times rarely suit all the members due to time zone differences. For all these reasons, we believed it was important to meet physically and to advance the planning by three solid days of discussion. Members opted for Dublin as the location and WGI kindly agreed to fund this unique gathering.

In attendance we had Lucy Billings Robbins and Nancy Buck representing the USA, Ellen Gélinas and Jim Montagnes for Canada, Juan Pablo Aljure for Central & South America, John Brickell for Europe, Ivan Honey for Australia and New Zealand, Mitchell Messina for South Africa and (as we constantly reminded him) the rest of the known world. The chairperson, Brian Lennon, was also there. Unfortunately several members were unable to attend: Masaki Kakitani, Peter HO, Janet Fain Morgan and Terry Hoglund.

Our agenda for the first day was to clarify our vision and mission as well as tending to final decisions for the International Conference (reported earlier in this newsletter). Days two and three were to focus on strategic planning issues. We agreed to accept the definitions of vision and mission as used by the European Foundation of Quality Management (www.efqm.org), a proposal that, interestingly enough, had not come from the European members. After lengthy discussions about our vision, we all agreed on what it was but could not agree on wording. For this reason, we returned to the vision statement in a recent online meeting (12 February 2012) and finally reached consensus. What follows is a very brief summary of outcomes of our meetings.

Our Vision:

Leading the world with Choice Theory Psychology

Our Mission:

Our mission is to promote the application of Choice Theory psychology as a powerful, effective, and socially responsible way to help people get what they want and need in their lives.

Report from Dublin: WGAI MEETING

Our Values:

- Integrity
- Collaboration
- Transparency
- Congruency
- Respect
- Caring and Supporting
- Creativity and Growth
- Inclusiveness

This list came from: caring, positivity, integrity, collaboration, fairness, transparency, congruence, respect, courage, learning, science, efficacy, humility, negotiating, creative, supportive, trusting.

Who we are:

- William Glasser Association International is the official global organization that sustains, advances, and celebrates Choice Theory psychology and its applications.
- William Glasser Association International (WGAI) was authorized and recognized by Dr. William Glasser as the official international organization for Choice Theory, Reality Therapy, Lead-Management, Glasser Quality Schools and other applications of Choice Theory psychology.
 - (a) WGAI is the body for offering official recognition to Choice Theory psychology education, training, and faculty programs.
 - (b) WGAI is the official body for authorizing and coordinating other branches or organizations around the world that teach and offer programs and services based on Choice Theory psychology.
 - (c) WGAI can offer official recognition for other programs using Choice Theory psychology.

Report from Dublin: WGAI MEETING

Our Principles:

1. We accept and uphold Choice Theory psychology as an explanation of human behavior, mental health, happiness, and personal well being.
 - We accept, uphold, and practice Choice Theory psychology in all our services and products.
 - We accept Choice Theory psychology as the foundation and guide of our management and business practice.
 - We accept Choice Theory psychology as the basis for Reality Therapy, Lead-Management, Glasser Quality Schools, and public mental health.
 - We accept and uphold that Choice Theory psychology will be the basis of future developments.
5. We accept and uphold the United Nations Universal Declaration of Human Rights.
6. WGAI is international in nature and represents the whole world.

Objectives:

Here we decided to establish a number of "action committees" to examine specific areas of WGAI responsibilities and to draft proposals to the International Board

Funding:

1. To explore and propose WGAI's operating costs;
2. To propose a budget for WGAI;
3. To propose funding sources for WGAI;
4. To explore and propose the transfer of appropriate WGI's assets to WGAI;
5. To explore and propose WGAI's accounting and taxation system.

Legal & Constitutional:

1. To explore an internationally legal status that is optimal for WGAI;
2. To propose the needed founding documents;
3. To propose needed legal support for WGAI.

Membership:

1. To explore and propose an innovative WGAI membership and the associated benefits and rights (like voting for the international board);
2. To explore and propose formats and strategies for successful membership to WGAI for 2013 (active, honorary, organizational);
3. To explore and propose how local CT organizations might officially link to WGAI;
4. To explore and propose how a new CT organization might officially form and link to WGAI;
5. To explore and propose affiliation and partnerships with other lead organizations;
6. To explore and propose the voting structure around the world.

Report from Dublin: WGAI MEETING

Management:

1. To propose a structure for the WGAI Board business and management;
2. To explore and propose physical structure(s) for WGAI;
3. To explore and propose a strategic business plan for WGAI.

Communciations:

1. To explore and propose ways of networking and communicating with and between members of WGAI;
2. To explore and propose ways of networking and communicating with the rest of the world;
3. To propose the website policy;
4. To design www.wgai.net to collect membership;
5. To remind members of renewals automatically through www.wgai.net;
6. To register and monitor number of people entering and using the website, as well as increasing the number of visitors;
7. To explore and propose a protocol on social networking (twitter, facebook, linkedin, other electronic networks);
8. To explore and propose a communication strategy for WGAI (between board members, between board and members, between members, public, etc.).

Marketing:

1. To propose a successful marketing strategy that will create awareness of WGAI and its purpose and progress;
2. To propose a successful marketing strategy for existing programs of WGI through WGAI;
3. To propose a library of resources and possibilities of publicity;
4. To connect with other relevant action committees.

Programs:

1. To propose a general structure for the committee;
2. To explore and propose improvements in existing programs with the input from organizations around the world (certification, faculty);
3. To explore and propose new programs and structures (e.g. certification, post-certification, specializations, continuing education).

Transition:

1. To propose a strategy for identifying areas for change (e.g. management, membership, funding, etc.);
2. To explore and propose a successful and seamless plan of transition from WGI to WGAI with regard to procedures, funding, programs, and management.

Report from Dublin: WGAI MEETING

Research:

1. To explore and propose a relevant and quality research strategy.
2. To compile and propose a reference list of relevant research.

For each of these sub-committees, a number of WGAI Board members expressed an interest and we also worked together to identify members who would have experience and expertise that could be useful to each committee. These will be contacted soon and it has been recommended that the committees should have formed before the WGAI March meeting. In the Dublin meeting, dates for interim and final reports for each of the objectives were established by the board.

Meanwhile, any member who has a special interest in any of these areas or who wishes to contribute ideas should contact wgaiboard@wgai.net indicating your area of interest or even suggesting names of CT/RT colleagues who might be interested.

In a recent online meeting (12 February), the outcomes of the Dublin meeting underwent some refinements and the above summary reflects these. Plans were also made for a WGAI Board meeting in the two days before the International Conference and funding for this was discussed.

These days and weeks surrounding the Dublin meeting and the concurrent planning for the International Conference have been extremely busy for the members of the board. Many informal meetings have been held (including one involving three board members on a transatlantic flight) and there have been gigabytes of communication online.

Brightly glowing above the horizon has been the wonderful response to the invitation to the conference and this has given us all great hope for the future of this exciting vision we share, leading the world with Choice Theory Psychology!

Spot your representative to the International Board with PICS on pages 45-46 in WGI Newsletter PDF file in color.

Kim Olver Reports . . .

KIM OLVER, SENIOR INSTRUCTOR
EXECUTIVE DIRECTOR
THE WILLIAM GLASSER INSTITUTE - USA

THIS continues to be an exciting time at WGI - US as we work through this transition period. First of all, I want to thank all outgoing members of our Advisory Board for their excellent service in 2011—Judy Comstock, Cindy McClung, Tom Burdenski and Mary Amanda Graham. I'd like to welcome our new members with great enthusiasm: Steve Hammond, Kathy Curtiss, Peter Driscoll and Beverly LaFond. We have a Board meeting planned for March in LA and I'm sure it will be a very productive time. Please let your regional rep know if you have any agenda items you'd like us to discuss.

DURING the time since my last report, we have two new products listed on our website—Peaceful Parenting by Nancy Buck, senior faculty, and The Balancing Act (baby boomers balancing caring for aging parents and their own families) by Joyce Trites, practicum supervisor. Check them out in the webstore at www.wglasser.com. If you have an interest in creating something to offer on through The Institute, let me know and we will work together to make it happen.

AS you know, Charlotte Wellen, teacher in Murray Quality School in Virginia, is putting a ton of time and energy into creating the Online Quality School program. If you haven't already signed up, I hope you will. It doesn't cost a thing, you won't have to leave your home, and afterward you'll be able to access the recordings of the other classes you missed. Also, if you are interested in presenting, Charlotte is still taking proposals. To learn more click on the following link:

<http://schoolcenter.k12albemarle.org/education/components/scrapbook/default.php?sectiondetailid=101236&>.

MARION University in Fond du Lac, WI has agreed to offer graduate level education staff development credit to anyone taking an Intensive Training from The Institute. If the training is a three-day training, the person can get one graduate credit. If it's a four-day training, they can earn two credits. The credits cost \$125 each and no additional work is necessary. The details will be posted on the website soon. If any of you have connections with Universities willing to offer either counseling, social work or psychology credit for our Intensive Training, please let me know. I'd like to have as many options as possible for participants.

Kim Olver Reports . . .

DAVID Moran, practicum supervisor and former NE Region Board member, has been working with me to develop The William Glasser Institute Directory of Quality Organizations 2012. This will be our inaugural edition. The purpose is to provide a place for schools, organizations and businesses committed to Dr. Glasser's Choice Theory, to tell the story of their journey to Quality. It will also provide others thinking of making the journey a bit of a road map. We are also hopeful it will grow to be a resource outside organizations and businesses would be interested in being a part of. We hope to make the Glasser Quality stamp of approval a designation worth pursuing. The directory will also provide some outcome measures as organizations list things that have changed since their pursuit of Quality.

Many of you may or may not know but when our website was hacked, we learned that this was possible and could happen again because we were running an extremely old version of Joomla, the program used to build our website. Since that time, I have wanted to have the program updated but the average bid I received was \$1000. Enter Kevin Davenport, Bruce Davenport's (Basic Instructor) son. Kevin is a very bright and capable man who specializes in websites, particularly Joomla! He offered to do this time-consuming work for \$300! A big thank you to Kevin and to Bruce for putting us together.

Another big thank you goes out to Christine Zeigler CTRTC, who helped me with a technical problem I couldn't have done on my own. She just asked what I needed and stepped forward to volunteer to help in her area of expertise.

I also want to thank Sue Tomaszewski and Nancy Buck for volunteering to facilitate a Choice Connection teleconference. This is a great help to me and I'm sure you who listen are happy to have a variety of presenters and ideas. If you are a member and would like to present a topic consistent with Dr. Glasser's teachings, then let me know at kim@wglasser.com.

Also, do not forget to participate in our mastermind session the second Tuesday of every month at 7:30 PM ET/4:30 PM PT. This is a time when you can talk to other Institute members about your questions, ideas and contributions. I look forward to having you on those calls.

And thanks to the many of you who have taken the time to write with your ideas, quotes and suggestions. That is how we will move forward together as an organization with members who support and encourage each other. I am so honored to be a part of this great organization.

My final kudos and congratulations to WGAI, Al Katz, Terry Hoglund, Linda Harshman, Denise Daub and anyone else involved, whom I may not know about, for all their hard work both before and during their meeting in Dublin. It was their dedication and commitment that made it possible for there to be a fabulous WGAI International Conference 2012 in LA this June.

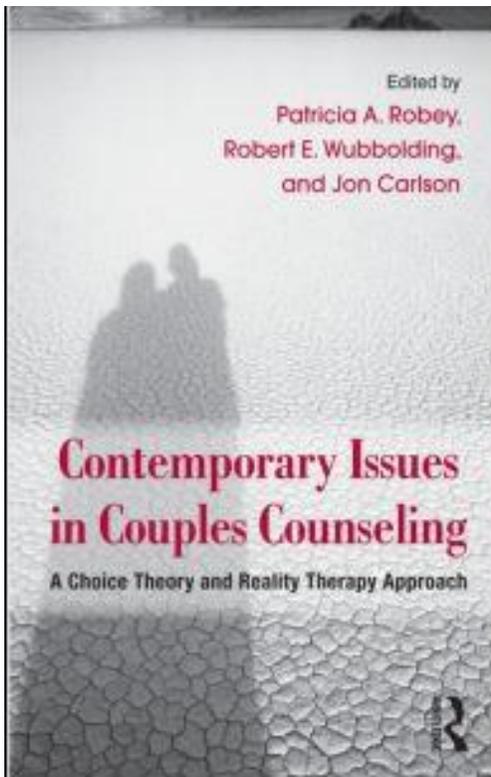
Frank Dunn Reports . . .

FRANK DUNN, CHAIRPERSON

THE WILLIAM GLASSER INSTITUTE - USA

WE welcome 2012 with a great deal of excitement and expectation. We continue in the developmental stages of our newly-expanded organizational structure, and while this process may take several years, I am confident that the end result will be a greater worldwide outreach for The William Glasser Institute. I encourage everyone to seriously consider being part of the first international conference sponsored by the William Glasser Association International in Los Angeles, California, June 6-9, 2012.

Our Advisory Board is in the process of developing its identity as the WGI - USA Board. Our 1st year under the new structure proved encouraging and productive. I extend hearty thanks to Cindy McClung, Thomas Burdinski, Judith Comstock, and Mary Graham for their contributions to the board. Due to overly-taxed personal schedules, they have chosen not to continue as their region's representative and have been replaced by Steve Hammond (Southeast Region), Peter Driscoll (Midwest Region), Beverly LaFond (Sunbelt Region), and Kathy Curtiss (Northwest Region). Those continuing on the board are Sue Tomaszewski (Northeast Region), Tom Parish (Mid America Region), Frank Dunn (Mountain States Region), and Bob Hogle (West Region). Feel free to contact your region's representative about any concerns or suggestions concerning the board's work. Your support and input is appreciated.



Contemporary Issues in Couples Counseling: A Choice Theory and Reality Therapy Approach

Edited by [Patricia A. Robey](#), [Robert E. Wubbolding](#), [Jon Carlson](#)
To Be Published February 27th 2012 by Routledge – 276 pages

Contemporary Issues in Couples Counseling explores the most difficult issues that people in the helping professions face when treating couples and provides concrete solutions for addressing them effectively. Using the revolutionary choice theory and reality therapy approaches to couples counseling, the book shows clinicians how to combine a relationship-based approach with the pragmatism of cognitive-behavior therapies. Both experienced and beginning clinicians will find **Contemporary Issues in Couples Counseling** ideal for helping clients focus on the here and now, not the past, and for creating treatment plans that meet clients' individual needs while also addressing the needs of their partners.

Link to Amazon: <http://www.amazon.com/Contemporary-Issues-Couples-Counseling-Approach/dp/0415891256>

The Choice Theory® Questionnaire¹

DR. GLASSER PARTICIPATES . . .

1. What is your idea of perfect happiness?

When the Lakers win and Carleen watches the game with me, because she cheers enthusiastically.

2. When and where were you happiest?

I chose to be happy mostly my whole life, wherever I happened to be at the time. I loved medical school.

3. What do you consider your greatest achievement?

Teaching people choice theory all over the world.

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

Playing the trumpet in a marching band.

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

My wife Carleen Glasser and desserts. My father said never skip dessert.

6. What is your favorite journey/vacation?

I'm from Cleveland, but I always wanted to move to California and I did, so I'm always on vacation.

7. Which historical figure do you most admire?

Franklin D. Roosevelt, because he had the New Deal.

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

The Choice Theory® Questionnaire . . .

8. What is your greatest extravagance?

My house in Brentwood.

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

All my wife's qualities, a woman of many talents and beautiful as well.

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

The first choice theorist I ever knew, my father Ben Glasser. I learned patience from him.

11. What is your most marked quality or characteristic?

I'm non-judgemental and try to see the big picture in all I attempt to do.

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

Love and Loyalty.

13. Who are your favorite writers?

Thomas Hardy, Anthony Trollop, Jane Austen and many more I can't remember.

14. Who are your heroes in real life?

Barack Obama, Allen Simpson.

15. How would you like to be remembered?

I helped people get along better with each other by teaching them choice theory.

16. What is your favorite motto or expression?

To teach the world choice theory.

Scholar's Corner: Mary Amanda Graham

MARY AMANDA GRAHAM

BASIC INSTRUCTOR, WGI

DR. Mary Amanda Graham was selected to participate in the initial group of Glasser Scholars in 2004 but has long supported the ideas of Choice Theory and Reality Therapy. Mary started practicing the concepts of Choice Theory (CT) and Reality Therapy (RT) in the early nineties when working in Juvenile Corrections. She continued her practice of the concepts throughout her tenure as a school counselor and now as a faculty member at Seattle University. Mary has been a faculty member since 2004. Throughout her time as faculty, she has consistently integrated CT and RT in her pedagogical approach to teaching students. One of the classes she teaches is *counseling theories* in which she highlights CT/RT concepts. After finishing her basic training as a Glasser Scholar, she went on to complete the training and become a basic instructor for the Institute. She also served a one-year term as the NW regional representative for The Institute. Mary has facilitated several introduction workshops on the ideas of CT/RT for her students at Seattle University. Mary has also supported several trainings in the NW Region. She has partnered with colleagues in the field to offer three articles that were published in the International Journal. Currently she is working in collaboration with a colleague on a book proposal that highlights CT/RT concepts in schools and is also working on an article that addresses the use of CT/RT with families. She is an advocate and supporter for The Institute and Dr. Glasser's principles.

To purchase
Take Charge of Your Life

[book and/or ebook]

www.wglasserbooks.com

&

www.bookstore.iuniverse.com

www.barnesandnoble.com

www.amazon.com

Co-verification report – Glasser Quality School in Bogotá

BRIAN LENNON & JEAN SEVILLE SUFFIELD

SENIOR FACULTY, WGI

JUAN PABLO ALJURE LEÓN

SENIOR FACULTY, BOGOTÁ, COLOMBIA

[Excerpt only of Final Report. Please refer to the International Journal for Choice Theory® and Reality Therapy for more detail.]

THE purpose of this report is to document the findings by Brian Lennon and Jean Seville Suffield, Senior Faculty with The William Glasser Institute, during their invitational visit to Colegio Rochester [Rochester School], Bogotá, Colombia during the week beginning on the 31st of October, 2011.

The main objective was to co-verify, with all school personnel, the school's readiness to declare itself a Glasser Quality School and to make some suggestions and recommendations regarding Quality School conditions stipulated by The William Glasser Institute.

At the request of Mr. Juan Pablo Aljure, Principal of Colegio Rochester, Jean Seville Suffield and Brian Lennon spent four days in the school and had unrestricted access to every aspect of school life. Jean and Brian both have considerable experience in education, one in Canada and the other in Ireland.

SIX CRITERIA FOR A GLASSER QUALITY SCHOOL

DR. Glasser established six criteria for a Glasser Quality School and the first part of this document will report on our observations under these six headings.

1. RELATIONSHIPS are based upon trust and respect, and all discipline problems, not incidents, have been eliminated.

One of the most obvious characteristics of Colegio Rochester is the special relationship that exists between staff and students as well as between students.

In this interchange, we witnessed an extraordinary level of caring for one another. Teachers demonstrate repeatedly how much they enjoy and love being with students. This loving respect is evidenced by hugs and expressions such as "My love," "My treasure," and "I love you."

Co-verification report – Glasser Quality School in Bogota . . .

STUDENTS at all levels indicated that they loved Colegio Rochester and wanted to come to school. High School students identified passionately with the school since they had spent most of their lives there and expressed the sense of loss they anticipate with the opening of the new school since the physical building they had attended for 14 or more years will no longer be there for them.

Seniors readily reported that their school is primarily known for its love and caring and that the ability to form trusting relationships was the key. They offered comments such as:

- Here they care about us;
- The teachers help us learn;
- School is so much fun;
- We have many chances to succeed;
- We love the way learning takes place;
- We have lots of freedom;
- It's not like other schools where people want to control you;
- It's not a scary place;
- Other students care about me;
- I love everything.

We did not witness a single incident of a teacher raising his or her voice, rebuking a student or appearing cross in their presence. Neither did we witness any shouting or horse-play among students on the corridors or in classes.

Sometimes we observed reasonable levels of noise in a class but this was a natural accompaniment of the work being done. When teachers required full silence or attention they used a special hand-signal¹ that we saw in use throughout the school. In response to this, students would raise their hands until silence was achieved. This process was always carried out in a spirit of collaboration. There was never any implied criticism or rebuke.

On several occasions, we saw where a student was beginning to disrupt the class and the teacher asked him or her to sit aside until they "were ready." Students responded quietly to such requests and later indicated they were ready to rejoin the group. Even this procedure was very rare.

In most cases students addressed teachers using their first names. In absolutely all interactions we witnessed, we could see mutual respect in that each side listened to the other, and students responded to requests for silence immediately and without fuss.

As strangers to the school, we were frequently greeted by students on the corridors and always met with relaxed smiles. After having visited a class, the students would greet us with our names in the corridor.

¹ Right hand raised high and left hand in a listening position at the left ear.

Co-verification report – Glasser Quality School in Bogota . . .

Elementary children would often embrace their teachers. In the case of older students, we frequently observed teachers and students walking arm in arm or with a hand on the shoulder.

At no time did we sense any atmosphere of fear or threat on the campus. One child put this into words: "This is not a scary place."

Behaviour on the corridors was orderly and relaxed. Apart from teachers on their way to and from class, there did not appear to be any special monitoring of corridor behaviour nor did it appear in any way necessary. Due to the fact that the school has students aged four to seventeen, it was commonplace to see the full range of ages on the corridor at the same time.

Staff and students understand the processes available to them in cases of breach of school rules or Code of Ethics. Teachers have immediate access to coordinators, level directors, the Connecting Room, and the Wellness Center to help students gain more effective control of their behaviour.

There are only two bells sounded during the day, one at the outset (to synchronise watches) and one at the end. Teachers verbally announce the end of each class period and there was no rushing from classrooms or along corridors.

2. TOTAL LEARNING COMPETENCE is stressed and an evaluation that is below competence or what is now a "B" has been eliminated. All schooling as defined by Dr. William Glasser has been replaced by useful education.

In-house progress testing is scored according to Dr. Glasser's recommendations but with considerable enhancement. Those who have not yet reached competence are recorded as "Learning in Progress" (P). Apart from competence (C) there are two further levels, Advanced (A) and Mastery (M). To proceed beyond Competence to Advanced, a student engages in teaching someone else or shows a standard well beyond the learning expectations. Similarly, to proceed to Mastery the student must teach a group of people or show a standard well beyond Advanced.

[Continued on page 33 . . .]

Criticism is a Plague

JUAN PABLO AJURE LEÓN

SENIOR FACULTY, WGI

[Introduction only. Please refer to the International Journal for Choice Theory® and Reality Therapy for complete article.]

CRITICISM may be defined as a description of someone or something that is perceived by the receiving party as value judgments or external negative evaluations or generalizations. I have not met anyone that likes to be criticized but I do know many people who think criticism is essential to growth and improvement, which I find incongruent and curious. In other words, people do not like to be criticized but many see it as needed. This is a belief that has easily generated many years and decades of marriage failure, child abuse, punitive legal systems, and wars. The only thing I find useful in criticism is that it is a form of giving attention or importance to the person or the object being criticized, because ignoring would be worse.

Criticism may be perceived and processed in many ways. There are people that perceive it and go into a state of protection by leaving the scene, remaining silent, or looking downward. Others perceive the criticism as a threat and go into offensive mode by attacking. Some people perceive it as a form of stereotyping with generalizations like introverted, loving, silent, good, bad, and selfish, among many others. Some people resent it when they perceive a qualifying remark about their work with statements like "That's good." - "That's bad." - "That's acceptable." - or "It can be improved." Other people resent it when they know that other people have been talking or gossiping about them. Gossiping is typical in many cultures that prefer to criticize someone who is not present to avoid confrontation. Gossiping also generates distortions of the truth or the facts because information passes through perceptual filters of many people. I think there are only a few people who can perceive criticism and reframe it almost instantly as growth or connecting opportunities.

MASARU EMOTO (2004), a Japanese scientific researcher about water, has discovered profound impacts of our thoughts and words in water and its surrounding context like lakes, rivers, plants, animals, and humans. He has scientifically demonstrated that thoughts and words about hate and criticism inhibit water crystal formation at freezing temperatures, as a form of absence of life and growth. Bruce H. Lipton, a North American cellular biologist, explains in The Biology of Belief (2005) how our perceptions and thoughts are a product of our beliefs, concluding that our beliefs produce our emotional and physical health. So our perceptions and beliefs create either a state of protection or a state of growth and openness in every cell in our body.

Criticism is a Plague . . .

JOSEPH CHILTON PEARCE (2002), scientific researcher of the brain, explains that even our heart is part of that governing body of our thoughts and actions. He has found great correlation between heart anomalies and thinking and acting patterns. Dr. Chilton recommends opening our hearts and thinking through love and compassion. William Glasser (1994), a North American psychologist, psychiatrist, and chemical engineer, explains why there is *no concept as constructive criticism* and teaches how criticism is always destructive in some way. "Criticism may be defined as anything an employee interprets as criticism, because that employee will act as if it were and quality will always suffer." Dr. Glasser focuses criticism on the receiver, the person who will act to defend himself and, as a result, not try to improve or change in that situation. He recommends solving any kind of problem through the connecting working relationship. The problem-solving mode requires cooperation, method and creativity, which are not present in the blaming and criticizing mode.

[Please refer to the International Journal for Choice Theory® and Reality Therapy for complete article.]

SCHEDULE OF EVENTS

UPCOMING Events in the USA – Check www.wglasser.com

[Online Quality School Conference](#)

April 13-14, 2012

[William Glasser Institute NE](#)

March 23-24, 2012

Manchester, CT, USA

[International Conference 2012](#)

June 6 - 9, 2012

Loyola Marymount University, Los Angeles, CA, USA

For all information about this conference including payment links visit www.wgai.net

International communities within WGI are invited to send details regarding events planned in their countries to be posted in the WGI Newsletter. Newsletters are scheduled for publication in October, February, and June.

Check www.wglasser.com for all trainings, intensive and faculty, under Upcoming Events!

Success of Dr. Glasser's Ideas in Europe: An Update

BOBA AND LEON LOJK

SLOVENIA/CROATIA

SENIOR FACULTY, WGI

AS Dr. William Glasser ideas Choice Theory® (CT), Reality Therapy (RT), Lead Management, Quality Schools (LM), and Mental Health as Public Health Problem (MH) are becoming more and more international, I feel honored and privileged to inform WGI and WGAI Boards and members about additional success of these ideas in Europe.

We are all aware that CT/RT supporters are in the minority compared with the majority who believe in *external control psychology*. Our vision to build a more humane culture or *CT Culture*, as I like to call the struggle to spread Dr. Glasser's ideas, means to build a new kind of connectedness among people. Understanding human beings as undetermined, free creatures, who can always choose their behaviors, was expressed in different ways by several anthropologists, philosophers, and other scientists but never in as usable a form for everyday life as Glasser's Choice Theory and Reality Therapy.

Like every minority, we will have to make more effort to spread Dr. Glasser's ideas in a broader context. There is a great deal of work in front of us and one component that could add to the development in this field is sharing the information of the endeavors and successes of CT/RT in different parts of the world. Here are examples from Europe and Slovenia. We believe our success is, in fact, a success of the entire CT/RT community.

I am thankful to Dr. Glasser and Carleen and to all European and American faculty that help and support this project.

WHAT WE HAVE ACHIEVED IN EUROPE

EART* (European Association for Reality Therapy)

At the 4th European International Conference in Edinburgh 2008, we presented the growth of the European Association for Reality Therapy (EART). This is an association of European CT/RT institutes, associations and the group of CTRTC individuals from the countries without organized associations.

Success of Dr. Glasser's Ideas in Europe: An Update . . .

In the framework of EART, there is the possibility to share experiences and to act together when facing national or EU authorities in the field of Mental Health, Quality Schools, Lead Management, and Well-being, etc. For example, in the future, we can jointly apply for financial support from the European Union Developmental Fund.

Therefore, EART has a mission to facilitate and support the development of the above-quoted fields. We made some exchanges in the field of Glasser Quality Schools, but our main focus during the last few years within the framework of EART, was to win recognition of the New Reality Therapy (or Counseling with Choice Theory) as Psychotherapy.

In spite of our concordance with Dr. Glasser, who does not attribute any importance to the difference between counseling and psychotherapy, we headed for psychotherapy because we believe that RT based on CT can be excellent ground for the activity defined as psychotherapy in the European Association for Psychotherapy. Additional training after WGI certification was required: clinical practice and organized supervision.** We believe that acceptance of Reality Therapy in the field of psychotherapy could attract the attention of the professionals and others to CT/RT. Perhaps the certification (CTRTC) could obtain the title of counselor more easily in other countries.

*See <http://www.realitytherapy-europe.org>

** Cf. Book of Regulations for Reality Therapy Psychotherapy Training

EART as EWAO (European Wide Accrediting Organization)

At the 4th European International Conference in Edinburgh 2008, we also presented how the EART has succeeded in becoming recognized as the European Wide Accrediting Organization (EWAO) for psychotherapy by the European Association for Psychotherapy (EAP).

To become a European Wide Accrediting Organisation (EWAO), the organisation has to demonstrate that its training and accrediting process is at or above the level of the European Certificate for Psychotherapy (ECP). In addition, the modality represented has to be either clearly distinct from any other modality represented by another EWAO or represents the largest number of practitioners in this modality. It has to be the only EWAO in this particular modality within the EAP.***

Success of Dr. Glasser's Ideas in Europe: An Update . . .

SLOVENIA

EAPTI**** (European Accredited Psychotherapy Training Institute)

Reality Therapy was recognized as a scientific psychotherapeutic method matching rigorous criteria for scientific validation established by European Association for Psychotherapy (EAP) in Brussels on June 2008. EART was recognized as the European Wide Accrediting Organization (EWAO). After that the national CT/RT associations and institutes joined, the EART were expected to organize 'integral psychotherapy training' – one of the most appreciated formations of the integral psychotherapy training is European Accrediting Psychotherapy Training Institute (EAPTI).

The Institute for Reality Therapy (IRT) in Slovenia has become EAPTI on the 19th of February 2011 after the visit by two International Experts of the EAP: Peter Schulthess, MSc, Gestalt Therapist EAGT, ECP, Zurich, Switzerland, Elisabeth Kremer, Person Centered Psychotherapy, ECP holder, Dijon France and their report to the EAP Board.

EAPTI is entitled to the following*****

1. Call itself an "European Accredited Psychotherapy Training Institute" and to use this title in all public business dealings;
2. Conduct candidates' training through completion with the guarantee that they are entitled to be awarded the ECP in accordance with the formal examination carried out by the EAP and its constituent bodies;
3. Appear on the EAP's website as "European Accredited Psychotherapy Training Institute;"
4. Present the institute's program and activities on the website;
5. Broadcast information about institute training worldwide, as a result of the close cooperation between the EAP and the World Council for Psychotherapy (WCP).

***About EART and EWAO read the article 4th *European International Conference in Edinburgh* written by Leon Lojk and edited by R .E. Wubbolding. (IJRT 2009, Volume XXIX, No1 and IJCTRT 2011, Volume XXX, No 2.)

**** See also See <http://www.institut-rt.si/> the documents are in Slovenian and Croatian language; the English version will be loaded down soon.

***** See also <http://www.europsyche.org/>

Success of Dr. Glasser's Ideas in Europe: An Update . . .

RT PSYCHOTHERAPIST AND EUROPEAN CERTIFICATE OF PSYCHOTHERAPY

GRADUATED participants obtain the title of the Reality Therapy Psychotherapist (RTP) and they gain also a European Certificate of Psychotherapy (ECP), if the National Awarding Organization (national branch of the EAP) in respective countries agrees with it.

The European Association for Psychotherapy (EAP) awards the "European Certificate of Psychotherapy" (ECP), as part of its initiative for quality control of psychotherapy in Europe. The ECP is a European recognition and not a National one. The Strasburg Declaration and EAP rules provide the bedrock from which all requirements stem.

For instance, in some countries, the practice of psychotherapy is restricted by the local law to psychiatrists and psychologists, so a practitioner, who reaches EAP requirements, may obtain the ECP even if he is not allowed - at this moment - to be recognized as "psychotherapist" in his own country. The IRT, as a legal entity of civil law in the Republic of Slovenia, performs its activities as EAPTI also worldwide.

Despite these successes, there is work to be done in Europe to raise awareness of the usefulness of the CT/RT. We encourage faculty from other parts of the world to learn and benefit from our experiences.

Did you know that . . .



WE HAVE THE 1ST GROUP OF FACULTY IN THE KINGDOM OF BAHRAIN AND THE KINGDOM OF SAUDI ARABIA

NEW PRACTICUM SUPERVISORS

See WGI Newsletter in PDF file in color.

Back Row, Standing, Left to Right: Jean Seville Suffield [Instructor], Maysaa Wael Buraik, Laila A. Al-Khadem, Mona K. Al-Fajem, Lucy Billings Robbins, [Instructor via SKYPE]

First Row, Seated, Left to Right: Yasmine Wael Buraik, Khaloub Farid Basrawi, Amira A. Al-Rehaimi

CONGRATULATIONS TO ALL NEW FACULTY – PRACTICUM SUPERVISORS

United States of America

Lois Knapton, CT
Hank Ricketson, KY

Ireland

Teresa Connolly
Mary Kane
Dervil Dunne
Elisabeth Stoutt

Choice Theory® in a PBIS World

A universe where every student can truly succeed

MIKE ROSPENDINGA

CTRIC

"How do we make our annual yearly growth?"
cry the School Improvement committees.
"American students lag far behind international counterparts,"
scream the TV talking heads.
Teachers sigh in angst, "These kids are driving me nuts!" What to do?

CHOICE THEORY, the new psychology of personal freedom, answers these questions. Positive Behavior Intervention Supports (PBIS) is congruent with Choice Theory and provides an environment whereby every student can truly succeed. The language of PBIS "comes directly from the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA)." Choice provides a framework to "choose the life you want and stay close to the people you need."

Choice Theory actually enhances PBIS. How? Teachers complain that job satisfaction related to student discipline is an issue. Patricia Fiorello PhD posits, "It is often difficult to balance teaching with discipline when respect and honor for teachers has not been instilled in students." Dr. Glasser indicates that once a school begins to embrace and teach Choice Theory to staff, students and parents, that discipline issues become isolated incidents and not a major concern for the school. Choice Theory's concepts of Quality World and relationship-building habits also answer this concern.

PBIS is a prevention-oriented way to maximize academic and social behavior outcomes for students. If used in a Quality Classroom, choice theory environment, PBIS can move more from external control to internal control than it first appears to the unsophisticated practitioner. PBIS, when utilized in conjunction with choice theory, goes further in helping students become responsible. By maximizing the matching pictures in the Quality World and meeting needs, students "get a far more effective way to get along with the people in their lives." With an emphasis on personal responsibility and relationship building, Choice Theory augments the PBIS social skills framework of "Cool Tools." By encouraging internal control, a greater acquisition of 21st century learning skills becomes possible. Thanks to an emphasis on needs-satisfaction and communication, Choice Theory answers the questions of personal behavior management, teacher frustration and the encouragement that fosters 21st century citizens.

What do schools really want: blind obedience or growth? What do students actually crave: external control or relationships based on satisfaction? Pose these questions to your colleagues. You'll be surprised!

You may contact Michael at miqwaa@gmail.com. References available upon request.



Lexiphiles

To write with a broken pencil is pointless.

When fish are in schools they sometimes take debate.

A thief who stole a calendar got twelve months.

When the smog lifts in Los Angeles, U.C.L.A.

The professor discovered that her theory of earthquakes
was on shaky ground.

The batteries were given out free of charge.

A dentist and a manicurist married.
They fought tooth and nail.

If you don't pay your exorcist you can get repossessed.

With her marriage, she got a new name and a dress.

Show me a piano falling down a mineshaft
and I'll show you A-flat miner.

Haunting Questions

Can you cry under water?

Why do you have to "put your two cents in" . . . But it's only a "penny for your thoughts?"

Where's that extra penny going? How is it that we put a man on the moon before we figures out it would be a good idea to put wheels on luggage?

Editor's Answer: Keep Reading!

[Continued on page 37 . . .]

Watch Your Language!

BOB SULLO

SENIOR FACULTY, WGI

ONE fundamental component of choice theory is the notion that we are internally motivated. All the time! On p. 42 of *The Quality School*, Dr. Glasser reminds us, "No human being is unmotivated. In fact, every living creature is highly motivated all the time." Even though the unrelenting nature of internal motivation is a key aspect of choice theory, I frequently hear people talk about the need to "motivate" others and complain that some people "just aren't motivated."

Total Behavior teaches that how I express myself (acting) includes accompanying thoughts and feelings. For that reason, I work diligently to avoid the language of external control. When I used to speak that way, I non-consciously perpetuated the belief system associated with external control: that it is my job to make others behave "the right way" by shaping their behavior through rewards and punishments. I'm sure I slip up from time to time, probably more than I realize. And certainly, I hope, less than I did when I first started this choice theory journey more than 25 years ago.

Because language is important to me, I'd like to share a couple of examples that demonstrate the language of external control. This way of talking is not the exclusive domain of those unfamiliar with choice theory. I have heard many "experts" in choice theory slip quite comfortably into language that promotes a very different orientation.

In my consulting work with educators, I am often asked, "What can we do to motivate our students?" Or I may be introduced by a well-meaning administrator as follows: "Today Bob is going to tell us everything we need to know to get our kids motivated." Trying not to be critical – I try to avoid beginning my presentations with one of my favorite 'deadly habits' – I tell the group that I have not come to teach them how to motivate their students. In truth, our desire to "motivate" others arises from the mistaken belief that motivation comes from the outside.

If you believe that we can "motivate" people, then the carrot and stick approach makes perfect sense. The reason why that model ultimately fails is because, as choice theory teaches us, motivation comes from the inside, not the outside.

Watch Your Language! . . .

RATHER than trying to "motivate" others - a futile undertaking if there ever was one - I suggest we engage and inspire others. Engagement is based on building a trusting, need-satisfying relationship. As choice theorists, we know that positive relationships are at the core of all successful interactions. When others perceive us as need-satisfying, they are engaged and more likely to behave in ways that we like. Connecting, building a positive relationship based on trust, and facilitating an environment where others can meet their needs responsibly, engages and inspires.

Not only do I think it's impossible to "motivate" another, just as importantly, I have no interest in it. I would rather engage them, inspire them, and trust that with appropriate guidance and support, they will be motivated to live a responsible life.

Another question I am asked quite frequently, usually by a loving, kind, caring teacher is, "What can I do to meet my students' needs?" Because the questioner almost always is a very nice person, they are taken aback when I say, "Nothing!" But that's OK. My direct, unexpected answer generally leads them to a state of curiosity, something especially important in learning. I quickly add, "*You* can't meet your students' needs. *That's their job*. In fact, you can't meet anyone's needs but your own. I love my wife and my kids, but I can't meet their needs. Our job as educators is to structure an environment where kids can responsibly meet their needs while doing what we ask them to do."

Years ago, when people talked about "meeting their students' needs," I would choose to remain silent. I knew they were probably unfamiliar with choice theory and I was reluctant to tackle the issue directly. It's taken me a long time to develop a repertoire of behaviors, but now I address their use of external language immediately. Not in a critical way, I hope, but I know that as long as teachers believe they are *supposed* to "meet their students' needs," they will be stuck in a fruitless and never-ending pursuit.

Internal motivation and Total Behavior: Two fundamental components of choice theory. When I say, "How do I motivate another?" or "How can I meet another's needs?" (acting), the thinking component of my total behavior perpetuates the erroneous belief that motivation is something that comes from the outside. Of course, when I slip into the language of external control, it is never my intent to become an advocate of external control psychology. To keep my slip-ups to a minimum, I try to be as careful as possible about my use of language. I hope you'll choose to do the same.

Bob may be reached at bob@internalmotivation.net. For more information, visit his website: www.internalmotivation.net.

Regarding the Question about Choice Theory and the Bible: Another View

DR. BOB WUBBOLDING

SENIOR FACULTY, WGI

THE questions presented are excellent and very relevant to our work on many levels. In teaching training workshops, I am more and more frequently asked similar questions. My 15 years in the seminary and Catholic clergy qualify me to address this subject. My years of involvement in CT/RT qualify me to speak of this theory and method. In pondering Rhon Carleton's response, I offer the following points to my very good friend's statement.

1. Choice theory is not a theological theory. It is a psychological theory that takes its origins in control theory or control system theory. Among the important names associated with this theory dating back many years are Norbert Wiener, Maxwell Maltz and William Powers. Dr. Glasser has further developed this theory and re-named it choice theory. It is a psychological theory not a theological one. We *really* need to see the separation between theology and psychology. At the same time, some of the principles of each discipline interface and are mutually compatible in some aspects, e.g., the central place of personal responsibility and human choice.
2. From a theological point of view, all creation, as Rhon states, is a revelation of the divine. At the same time, we are well advised to not use the word *revelation* regarding the work of Dr. Glasser or any other psychological theory. To the religious person, predicating the word revelation to CT/RT could easily appear an outrageous claim. To the psychological world, it could easily appear arrogant and pompous and even laughable. Using the word *revelation* related to psychological theories even in the very general sense, as stated above, can be misleading, easily misunderstood and possibly misquoted. Such is the nature of unintended consequences to our explanations.
3. More specifically from a biblical point of view, such statements as "spare the rod and spoil the child" need to be understood in their historical and cultural context. The rod refers to the shepherd's staff with a hook that he used to reign in a wandering sheep in a compassionate way. Therefore, it was an instrument, not of punishment, but of mercy and re-unification with the herd as well as with the shepherd. An idea compatible with choice theory? Yes.
4. I suggest, that when it comes to demon possession described in the Bible, that we remember what choice theory says about such phenomena. Choice theory says *nothing* about this.

[Continued on page 37 . . .]

Regarding the Question about Choice Theory and the Bible: Another View¹ . . .

[Continued from page 36 . . .]

5. Much spirituality, more specifically *religion*, requires an act of faith. Some choose this act and some do not. Choice theory encompasses and explains human choice . It does not explain faith. Choice theory is a human theory and, as such, has limitations. In the minds of many of us, it is, of course, the best human theory but there are many human, i.e., psychological theories that explain human behavior. Some such theories, probably most, have compatibility with the religions of the world.

IN SUMMARY, I invite comments, observations, agreements and disagreements with the above thoughts that I offer in a non-dogmatic, non-rigid and non-absolutistic manner.

FUNNY BONE CORNER! . . .

[Continued from page 33 . . .]

Why do people pay to go up tall buildings and then put money in binoculars to look at things on the ground?

Why is ‘abbreviated’ such a long word?

Why is it that doctors call what they do ‘practice?’

Why is lemon juice made with artificial flavoring and dishwashing liquid made with real lemons?

O x y m o r o n s

If a word is misspelled in the dictionary, how would you ever know?

If Webster wrote the first dictionary, where did he find the words?

Why does ‘fat chance’ and ‘slim chance’ mean the same thing?

Why do we sing “Take me out to the ball game” when we are already there?

Doesn’t ‘expecting the unexpected’ make the unexpected expected?

Why do you press harder on the buttons of a remote control when you know the batteries are dead?

[Chuckles from page 33 and 37 were submitted by Wendall Walker with many thanks.]

WHEN students do not reach competence, they are given extra instruction and further chances to improve their standing. After two extra chances, they go through a process with their coordinators to help them reach competence.

In almost all classes that we observed, teachers used words or exercises to highlight the usefulness of what the students were being invited to learn. In a senior chemistry class, for example, students calculated the weights of ingredients in a "cookie" recipe using chemical formulae and the table of elements. A Philosophy teacher gave the class a one-page essay on the "usefulness" of Aristotle's ideas. Students in a physics class were sent off to measure the distance to the cafeteria using a combination of tape and paces. In a Junior Art class, pupils were taught about primary and secondary colours followed by a chance to mix colours for themselves and use the resulting selection to paint a picture.

Students appear to understand expectations and share in establishing some of the criteria for understanding and producing Quality Work. Students state that their subjects are interesting and this is evidenced by their passion, energy, and engagement in learning. They can articulate why subjects are important and as the students move from one grade level to another, realize requirements for higher learning.

Teachers offer their expertise with passion and enthusiasm and provide students with choices in a wide variety of projects that appeal not only to the senses but also respect the variety of learning styles. Students perceive learning as useful and appreciate the freedom of choice in completing work. They expressed gratitude in being encouraged to redo work and/or tests and exams in order to obtain mastery. The opportunity to teach others is valued and serves as a catalyst for further learning.

There was a strong emphasis on integrated projects where students were encouraged to combine knowledge from a range of subjects. This has obvious consequences for their appreciation of the usefulness of the subjects.

COOPERATION: Students work cooperatively in teams from Pre-K onward and this early practice prepares for collaborative teamwork as students progress through the grade levels. Senior students perceive collaborative teamwork as a skill required for University and they believe that it is one of the keys to being successful there.

In class after class we observed how students were enthusiastic about their learning. In one group Brian noticed that some students were listening to music from their phones or MP3 players while they completed a class project. They explained that this was allowed when it did not interfere with the work. They were not allowed to answer their mobile phones in class though one student explained that if he was expecting an urgent call, permission to receive it could be obtained in advance.

Co-verification report – Glasser Quality School in Bogotá . . .

[Continued from page 38 . . .]

From the amount of movement by students during some classes in Middle and High School, it was obvious that non-disruptive movement was permitted.

3. ALL STUDENTS DO SOME QUALITY WORK each year that is significantly beyond competence. All such work receives an "A" grade or higher, such as an "A+." This is incorporated into the grading system with the extra levels of Advanced and Mastery. (See above.)

Students not only understand but are able to articulate the differences between competent, advanced, and mastery learning. There appears to be a high desire to work toward mastery since many students stated it was worth the effort to "Go for it!" – Mastery. The opportunity to retake or redo work taps into intrinsic motivation because students know they have other chances to do their best.

Students and teachers understand the importance of continuous improvement. Clear criteria, objectives and learning expectations/goals enable students to work toward success.

The key here is in encouraging students to continue to learn by retaking tests and working toward Mastery since the philosophy of the school is that every student not only can succeed but also does succeed if they avail themselves of the opportunities of continuous improvement.

INTEREST is generated through free choice, a wide variety of assignments, in-class projects and discussions, and in tapping into student strengths. It is understood in the school culture that success is valued and every opportunity is offered to achieve this success.

4. STUDENTS AND STAFF ARE TAUGHT TO USE CHOICE THEORY in their lives and in their work in school. Parents are encouraged to participate in study groups to become familiar with choice theory ideas.

Every teacher takes the basic training in Choice Theory before starting to work at Rochester School. The school pays for 100% of basic training for teacher, 90% of basic practicum and advanced training, both of which are required. It pays 90% of Certification, a course that is optional. Teachers and educational administrators make up 102 persons and of these 47 are already certified in Choice Theory. These should have finished advanced training by July 2012.

In this academic year the school has introduced "Choice Theory" as a subject and we observed several classes. In one such session we asked a student what else they did in this subject to which the girl replied, "I don't know. We have only just started it . . . but we all know the theory. We have been doing it since we started in the school."

[Continued on page 40 . . .]

Co-verification report – Glasser Quality School in Bogotá . . .

[Continued from page 39 . . .]

In more extensive interviews with students from different levels in the school, it was obvious that they were very well versed in Choice Theory Psychology. Several senior students observed that it was now part of who they were.

Quizzing them about the theory revealed that they knew it very well and were extremely positive about it. One boy noted that there were some students who claimed they did not like Choice Theory but even they behaved according to its tenets in the classrooms.

SEVERAL senior students said that some teachers, a small minority, talked about Choice Theory but did not appear to have fully internalised it. One student excused one of these teachers saying that she had been doing Choice Theory for years, since she entered the school at four years of age and this new teacher had only been learning about it for a short time.

One student commented that other schools tended to teach students how to behave in society whereas Rochester School taught them how to behave internally.

As for parents, there is a formal curriculum for them through the three-level certification course in "Peaceful and Successful Parenting." Most parents have taken level 1 (6 hours), about 25% have completed level 2 and a few have taken level 3.

5. STUDENTS DO BETTER ON STATE PROFICIENCY TESTS and college entrance examinations. The importance of these tests is emphasised in the school.

Students from Rochester School have always scored at the 98th percentile level of schools in Colombia in the Colombia achievement test for seniors done every year through the Colombian Institute for the Promotion of University Education.

These assessments consist of standardized and normalized multiple choice tests for Mathematics, Spanish, Social Studies, Biology, Physics, Chemistry, Philosophy, and English. Each student also chooses an elective from alternatives such as Violence in Societies, Ecology and others. [Test results may be found in full report.]

The results are critical for university admission and all of Colegio Rochester's seniors get accepted. In the 53 years of Colegio Rochester's existence, very few students have chosen not to study at universities.

ICFES, the Colombian Institute in charge of examining student competencies in secondary education, administers an examination called "Saber 11" each year. Mathematical indices in these examinations range from 0 to 1 and values greater than 0.45 correspond to an excellent academic performance according to ICFES. The graphs below show the indices for Colegio Rochester for a range of subjects from October 2008.

[Continued on page 41 . . .]

Co-verification report – Glasser Quality School in Bogotá . . .

[Continued from page 40 . . .]

SINCE Colegio Rochester staff do not consider these tests to be a quality indicator of their educational aims, for the past four years they have implemented promotion examinations for every subject (including arts and PE) at the middle and end of each year.

These examinations are open book and performance-based with open-ended questions or problems about the application of knowledge. Even pre-schoolers take these.

6. STAFF, STUDENTS, PARENTS AND ADMINISTRATORS VIEW THE SCHOOL AS A JOYFUL PLACE.

On the day of our arrival students and staff were celebrating Hallowe'en. Almost all were in fancy dress including staff. During the day there were special parades for juniors and seniors separately. There was a wonderful air of celebration. As this was not a typical day, it was difficult to judge how much of the atmosphere was due to the celebration; however, it was obvious that staff entered into the spirit of the day with gusto and ease.

In the following days we could observe the spirit of joy that pervades the school. This observation was confirmed in the many interviews we had with students and adults alike. They all saw the school as a very happy place. We believe that this would be a very obvious characteristic even to a random visitor to the school campus.

In classes and elsewhere in the school, staff and students regularly exchanged joking remarks.

Over and over again students told us how much they liked the school. When we asked for details one senior student said "I am free to express myself here." A special graffiti wall has been established in the school dining hall. Entitled "Com...partiendo,"² it is intended for those leaving the school this year. The messages are virtually all extremely positive. Those that are not are simply neutral.

[The authors encourage you to read the detailed report when published in the International Journal of Choice Theory® and Reality Therapy.]

² A play on the Spanish for "sharing" ("compartiendo") and the word for "leaving" ("partiendo").

Note: To view photos of WGAI board members in Ireland:
Check PDF copy of this newsletter.



Happy Valentines Day!

AND . . .

