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**International Journal of Choice Theory and Reality Therapy:
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EDITOR'S NOTE:

The Spring, 2018 issue of IJCTRT Multicultural and International Perspectives of All Things Glasser. All correspondence, and/or requests for further information, regarding the Spring (2018) issue of the Journal should be sent to Dr. Janet Fain Morgan at jmfainmorgan@gmail.com, who will be serving as the "Guest Editor" for this issue of the Journal.

INTRODUCTION TO THE JOURNAL, ITS EDITOR, EDITORIAL BOARD, AND ESSENTIAL INFORMATION REGARDING THE JOURNAL

***IJCTRT* Editor:**

The editor of the *Journal* is **Dr. Thomas S. Parish**. Dr. Parish is an Emeritus Professor at Kansas State University in Manhattan, Kansas. He earned his Ph.D. in human development/developmental psychology at the University of Illinois in Champaign-Urbana, Illinois, and subsequently became CTRTC certified, specializing in the areas of mental health, educational counseling, and marriage and family counseling. He has authored hundreds of refereed journal articles (many of which having focused on CT/RT) that have appeared in more than thirty different professional refereed journals. He has an extensive background in designing and conducting research studies as well as developing strategies for the implementation of Choice Theory and Reality Therapy. He is currently serving as a consultant for LDS Family Services, which is located in Independence, Missouri. This organization provides various psychological and family services to much of Kansas and Missouri. Any correspondence, including questions and/or manuscript submissions, should be sent to Dr. Parish at: parishts@gmail.com You may also contact him by phone at: (785) 845-2044, (785) 861-7261, or (785) 862-1379. In addition, a website is currently operational for the Journal. It is www.ctrtjournal.com. Plus the Journal is no longer password protected on the William Glasser Institute (WGI) website, so anyone can now gain access to it, any time, 24/7!

Guest Lead Editor for This Special Issue of the Journal:

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

***IJCTRT* Editorial Board:**

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

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

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

Joycelyn G. Parish, Ph.D., is a former senior research analyst for the Kansas State Department of Education and is currently a licensed clinical psychotherapist in Topeka, Kansas.

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

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

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

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

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

Guest Editor for Fall 2017 Journal

Shawn Patrick, Ed.D, is a National Certified Counselor, Licensed Professional Counselor, and Associate Professor in the Division of Psychology and Counseling at Governors State University. Her expertise is in narrative therapy and couples work; her scholarship focuses on examining conflict, power, and privilege in complex systems. With experience in film, photography, and writing, her current projects include utilizing arts-based storytelling platforms for reclaiming identity from experiences of oppression.

IJRTCT Technical Advisor:

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

IJCTRT Mission:

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

Publication Schedule:

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 views 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.

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Indices of Previous Authors and Titles:

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

Vols. 1-5 in Vol. 6.1; Vols. 6-10 in Vol. 10.2; Vols. 11-15 in Vol. 16.2; Vols. 16-20 in Vol. 20.2; Vols. 21-24 in Vol. 25.2; Vols. 26-30 in Vol. 31.2; Vols. 32-36 in Vol. 36.2.

INTRODUCTION TO THE SPECIAL "FUTURE" EDITION OF THE *INTERNATIONAL JOURNAL OF CHOICE THEORY AND REALITY THERAPY*

Patricia Robey, Ed.D., Guest Lead Editor

Abstract

A background and rationale for the special future edition of the *International Journal of Choice Theory and Reality Therapy* is provided, including an overview of the issue's content.

When I asked Tom Parish, journal editor, for permission to act as Guest Lead Editor for a special historical issue of the *International Journal of Choice Theory and Reality Therapy* (IJCTRT), he immediately said "yes!" The historical issue was published in Spring, 2017. The historical journal was not even completed before Tom asked me to follow up with another special edition, one that would focus on what he described as the "future of all things Glasser." This idea is in keeping with what Dr. Glasser taught; we can't change the past but we can change our behavior in the present to influence the future.

Dr. Glasser was always thinking and his ideas were always evolving. As Barnes Boffey stated in his keynote address at the 2015 William Glasser Institute-US conference in Las Vegas, "[Bill] was a voracious learner. In learning and teaching the ideas, many of us would say, 'I got it, I got it' and then Bill would come in the next conference and change it..." (Boffey, 2017, 62-63). Now that Dr. Glasser is gone, it is up to us to keep his ideas alive and adapt them as new discoveries in science and technology develop. His ideas will continue to provide a foundation for the work we do, while we evolve and apply new information that will deepen our understanding of Choice Theory and expand the application of Glasser's work. Bob Wubbolding addresses this as he reflects on the genius of Dr. Glasser. As Bob wrote in the abstract for his article in this issue, [Choice] "theory is an open system allowing for expansion and growth. It is also congruent with the findings of current neuroscience research. The delivery system provides the opportunity for innovations in its application" (2017, p. 18). To further support this contention, Jean Seville Suffield discusses the relationship between the concept of total behavior with brain-based learning and neuroscience. As another example of how Dr. Glasser continually reworked his thinking, read "From Theory to Practice" a transcript of a keynote by Leon Lojk, in which he discussed Dr. Glasser's focus on Choice Theory as the foundation of Reality Therapy.

When I put out a call for submissions to this journal, I contacted Carleen Glasser and asked her to write about what she thought Dr. Glasser would predict for the future. I was surprised when I received her manuscript, in which she discussed Dr. Glasser's fascination with technology, something I did not know about him. Regarding his wish for the future, Carleen suggested that Dr. Glasser would want us to continue teaching his ideas and use technology to do so, while also remembering that nothing can substitute for personal connections with people. In this journal, Ginette Goguen's contribution does just that, as she explains how she developed a hybrid CT/RT training course in which she blends the use of technology with direct access to personal connection with a qualified instructor.

The concept of children as our future and what this means relative to parenting and teaching is a significant theme of this journal, which includes two articles on parenting (Buck and Mott), four on education (Stones, Bertolini, Mason, and Hale & Sindlinger), and one on the resilience of children in foster care (Bruce). Jean Piaget (1964) wrote, "The goal

of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things." Dr. Glasser believed in systemic change, and each of these articles reflect the importance of working to change the system through understanding basic needs and lead management, and applying caring habits to support the development of children and educators.

This edition of the journal includes personal reflections on the future of WGI, written by Kim Olver and Beverly LaFond, both long-time faculty members of WGI-US. They each share their own unique perspectives and optimism that the future of WGI is bright.

Finally, we take the time to pay tribute to Dr. Thomas S. Parish, editor of the *International Journal of Choice Theory and Reality Therapy* and long-time faculty member and friend of William Glasser and the WGI family. The tribute includes an interview with Tom, followed by numerous personal messages honoring Tom's contributions to the journal, but also acknowledging the role he has played as a mentor and teacher to so many of us.

It is impossible to address the future of all things Glasser in one issue of the journal. So many exciting things are happening in our organization! To get an understanding of the many applications of CT/RT, please visit past issues of the journal, which are available free of charge at www.ctrtjournal.com

Please consider sharing your expertise and areas of interest with our readers. Upcoming issues will have special focus on Multicultural and International Perspectives; Health, Disability, and End-of-Life Issues; and Religious and Spiritual Perspectives, but all submissions and topics are welcome for consideration. Please send manuscripts for the spring 2018 journal to Janet Fain Morgan at jmfainmorgan@gmail.com

I would like to take this opportunity to thank Tom Parish for the privilege of taking on the role of Guest Lead Editor for this edition and for the special history edition. Thanks also to the guest editors who have assisted in the review process, and to the many people who have submitted articles and supported me in this task.

References

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Piaget, J. (1964). Giant in the nursery. New York: *The New York Times*.

Wubbolding, R. E. (2017). The Three-Fold Legacy of William Glasser, M.D. *International Journal of Choice Theory and Reality Therapy*, 37 (1), 18-22.

Brief Biography

Patricia A. Robey, Ed.D., LPC, NCC, CTRTC is a full professor of counseling and Interim Chair for the Division of Psychology and Counseling at Governors State University, in University Park, Illinois. Dr. Robey teaches courses at both the master's and doctoral levels. Dr. Robey is a licensed professional counselor and specializes in applying reality therapy and Choice Theory® in her work with individuals, couples, families and groups. Dr. Robey is a senior faculty member of the William Glasser Institute – US and William Glasser International. She has authored and co-authored numerous articles and book chapters on applications of Choice Theory and reality therapy and is lead editor and contributor to the book *Contemporary Issues in Couples Counseling: A Choice Theory and Reality Therapy Approach*.

Dear WGI members and friends—This is a special invitation for you from Tom Parish:

Welcome to the second in a series of various topically-driven issues of the *International Journal of Choice Theory and Reality Therapy*. Basically, each topic is intended to be independent of the others, though they may be related to one another in various ways. These topics, the date of each issue, and the guest editor(s) of each, appear below:



Date of Issue	Topic to be Covered	Guest Editor Assigned
Fall, 2017	The Future of Everything Glasser	Patricia Robey
Spring, 2018	Multicultural and International Perspectives of All Things Glasser	Janet Morgan
Fall, 2018	Health, Disability, and End-of-Life Issues and How They Relate to Everything Glasser	Jeffrey Tirengel
Spring, 2019	Religious and Spiritual Perspectives and Their Connections to All Things Glasser	Ernie Perkins
2019	Past Contributors & Their Contributions To All Things Glasser	Robert Wubbolding Thomas Parish
		Fall,

Notably, each guest editor, listed above, will be seeking to find authors who wish to contribute writings and/or research directed toward each of these topics. If the reader is interested in providing something pertaining to any of these topics, s/he is urged to send a one page "idea paper" to the guest editor associated with that particular topic. In addition, the guest editor(s) will be inviting individuals to also submit "idea papers" that seem to be well suited for inclusion in their issue of the Journal. Assuming that the "idea papers" seem to be of high interest to the Journal's readership, these authors will then be encouraged by the guest editors to expand their ideas for final consideration and possible inclusion in that particular issue of the Journal.

Guest Editors' Names and Other Essential Information:

<u>Name</u>	<u>e-mail address</u>	<u>Phone number</u>
Patricia Robey	patrobey@gmail.com	(708) 977-4290
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Robert Wubbolding	wubsrt@fuse.net	(513) 561-1911
Thomas S. Parish	parishts@gmail.com	(785) 845-2044

Next, while these next six issues of the Journal will be topically focused, other articles, not related to these topics noted above, will also be considered for inclusion in these six issues, though they will likely appear in a separate section of each issue of the Journal. These proposed articles, which are not focused on the topics at-hand, should be submitted to the Editor of *the International Journal of Choice Theory and Reality Therapy* at parishth@gmail.com



Call for Submissions!

Spring

International Journal of Choice Theory and Reality Therapy

**Guest Editor: The William Glasser International Research Committee as
Editorial Board**

**The focus of the Spring Journal will be on applications of CT/RT
relating to Diversity and Multiculturalism.**

JMFainMorgan@GMail.com

by February 14, 2018

What Lies Ahead for Us, as Well as for Choice Theory and Reality Therapy?

A Poem by Thomas S. Parish

What does the future hold for Choice Theory and Reality Therapy?

Well, to be very truthful, it's pretty much up to you and me!

That this is so is an absolute certainty,
and so it will always be throughout all eternity!

In other words, how successful we will likely be,
will be a function of our efforts as members and friends of CT/RT.

For instance, if we implement many of our "hard work choices,"
we'll surely entice many others to lend us their approving voices!

And if we all join firmly together,
we'll be able to establish CT/RT as a real psychological bellwether!

But if we don't, then all the good that might have been ours,
will likely be thrown far away, perhaps well beyond the stars!

So may we all choose to do what we can,
to realize our own personal CT/RT plans,
keeping in mind that it'll always be up to you,
regarding whatever it is that you wish to do!

And once we understand what we need to do, without a doubt,
we need to share it with the whole world, while helping others out!
In this way, we will all be able to connect better with one another,
so that we can truly act more like real sisters and brothers!

Thomas S. Parish, Ph.D.

April 22, 2017

DR. GLASSER'S VISION FOR SURVIVING THE FUTURE

Carleen Glasser

Abstract

The author speculates on the future of William Glasser's ideas. She discusses Glasser's fascination with technology and his predilections about the importance of technology in the future. The author suggests that Glasser's ideas can be advanced through the use of technology, but also emphasizes the necessity of maintaining meaningful personal relationships in order to live a happy life.

During his entire professional life, William Glasser remained on the cutting edge of the most current and innovative ideas being offered to the world at the time. In fact he was one of the innovators. Over fifty years ago he created Reality Therapy, a completely new and unique approach to psychotherapy. Not stopping there he continued to evolve his ideas to encompass almost every aspect of human behavior in relationships of various kinds.

He eventually developed a theory to explain why Reality Therapy (Glasser 1965) was so effective in helping people understand their own behavior. He offered the study of Choice Theory (Glasser, 1998) to explain what people need to know about human behavior in order to make the changes necessary to live happy and productive lives.

Dr. Glasser was an avid reader. He never stopped thinking and creating new ideas. He would find some new information, think about it for a while and then start to write a book in his head about how he could expand the idea using Reality Therapy and applying Choice Theory. He wrote 21 books and countless articles about ways to help people get along better in any conceivable relationship, from family, to schools, to education, to corrections, to the world of work and management.

About a year before he died on August 23, 2013, he was no longer able to work on his computer. None-the-less, he told me he was writing a new book in his head about saving the environment and the world as we know it. He became very interested in the technology of the Tesla automobile and decided he would like to own one. He could no longer drive, but since I realized this would be the last car he would ever want, we went shopping at the Tesla store.

He was fascinated with the technology of this computer on wheels and was convinced that this kind of technology was the key to saving the planet from environmental destruction. At the Tesla store he was able to see the inner workings of the engine and, without hesitation, he picked the one he wanted. He decided on the highest mileage model and it had to be white. I took out a loan and we bought the car. He waited (not so patiently) for his new Tesla to be manufactured. It took three months before it was delivered and he asked me every other day if it had been shipped yet.

He really liked cars and especially enjoyed negotiating with dealers to purchase the several cars he bought during our marriage, but I never saw him so excited about buying anything as much as this Tesla. When it finally arrived I will never forget the look on his face when he first saw it in our driveway. His caregiver, Rene, was delighted to take him out for a spin almost every day. I also tackled driving what I called "the big white computer" and mostly was terrified I would make some technical error and cause it to malfunction.

The Glasser book about technology never got written before he died but this was the last thing he was thinking to write about in a book. It was a clue to me that the future of the William Glasser ideas, were he still alive, would have evolved through state-of-the art technologies. Imagine how the world will change in the next 10 -20 years!

Wendall Walker, an Instructor for William Glasser International (WGI), recently sent out a mass email that described some of the dramatic changes we might expect in the next 10 to 20 years. If Dr. Glasser were exposed to information about these various changes today and looking for ways to use Reality Therapy and apply Choice Theory to them, what would he suggest?

Offering William Glasser's ideas to the changing world would most likely depend upon many of the innovative trends in current and future technological advances. For example, today there are software tools such as Uber, which is a taxi service but owns no cars. Similarly, William Glasser International and its member organizations provide education that teaches people how to be happier but does not own any school buildings.

Another trend is artificial intelligence like the IBM Watson, a computer that can diagnose cancer and by 2030 is predicted to be more intelligent than humans. I wonder what it will know about human relationships? In all likelihood people will continue to have difficulties with their relationships that a computer cannot solve, unless maybe the computer can learn Choice Theory, demonstrate it, and get rid of external control for us.

A few years ago I experienced a fear of driving a computer on wheels. What if the computer on wheels were driving me? Next year, 2018, the first self-driving or autonomous cars will debut and by 2020 electric cars may be the only cars most people will drive. The prediction is that autonomous cars will save lives because they eliminate the human error that I was so afraid of while driving the Tesla. Autonomous cars that pick you up when you call them on your cell phone and drive you wherever you want to go would give you more time to think and learn something new, like Choice Theory. Couples who ride together would have undistracted time to talk to one another or do anything else they want to do together.

WGI needs to take note that smart phones will be essential to everyone and everything because nothing will be within grasp without it, like an evolved extra appendage. Bill [Glasser] once predicted, in jest, that an extra appendage would actually be needed to hold our cell phone. 3-D scanning will be possible on a smart phone and a 3-D printer will print what you scan. We will actually be able to scan our bodies and print out a new coat for ourselves. This is so mind boggling I can't understand it much less explain its application in Choice Theory terms. Use your own imagination and creativity and if you come up with something let me know.

Some advances involve medicine, like the Tricorder X, a device that works with your smart phone to take a retina scan, blood test, etc., and identify almost all known diseases. For mental health there is the Moodies app to identify moods and in three years there will be an app that will read your expressions and tell if you are lying. In education, children everywhere in the world could have equal opportunities to learn everything a school can teach on a software program through a smart phone. Would schools become obsolete?

How would a counselor, a teacher, a doctor, a lawyer, or the police use some of these new technologies available now or coming in a few years? I read a book called *High Tech/high Touch: Technology and Our Search for Meaning* (1999). The take away for me from this book was that the more technology seems to take over our lives, the more we need connections or touch. Just look at what Facebook represents. I'm not against Facebook, as

that would be tantamount to heresy, but wouldn't you rather have a real live hug?

Involvement, connection, love and belonging, and intimacy are essential to relationships with other people and often that includes touching and being touched by them. Reality Therapy and Choice Theory both can be taught to people who want better relationships in their lives. If there is one idea that ranked high in the mind and demonstrated the genius of William Glasser, it is that having good relationships in life is not only necessary but absolutely essential if we want to be happy most of the time.

I ask myself what Bill would want to see in the future for the WGI. Bill was a technology advocate and most often ahead of his time with the innovative ideas he created. We would hope that his ideas will last the test of time no matter what technological advances come into being, because they apply to human interactions and the behaviors we choose to relate to one another in meaningful and need satisfying ways. So I believe he would say, "Keep teaching my ideas. Learn to use every conceivable technology available to you to do this. Use the precious gift of your endless creativity to seek new ways to teach the ideas. Always remember the world would be a better place without external control. Teach Choice Theory to replace it. Make need-satisfying connections when you teach and trust the process. People need love more than they need machines. "

As challenging as the future may be, if we, who want to preserve William Glasser's ideas, work together, encourage one another, and stay connected, we can find solutions and succeed together.

My vision is simply to preserve the ideas my husband worked to create for all time. I hope you choose to join me in this effort by supporting WGI and by finding new ways in this incredibly fast paced, ever changing world to help me showcase Bill's legacy.

For example, using the technology of the internet, we could create a virtual library of all things Glasser. It could catalogue all the books, articles and resources written and produced by Dr. Glasser, as well as all the numerous resources and research published about Dr. Glasser and his ideas by members of the WGI in other languages, world-wide. This virtual library would have the most extensive and current catalogue to showcase these materials and list how to access or purchase them. Many wonderful websites and resources already exist now that have been created to promote some aspect of Dr. Glasser's ideas. Links to them could also be posted in the virtual library. Obviously this endeavor requires a lot of cooperation. But, like the quote from the movie, *Field of Dreams* stated, "If we build it they will come!"

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Author Biography

Carleen Glasser is a Senior Faculty Member of the William Glasser Institute International and widow of the late William Glasser, M.D. As his wife, she co-authored four of the eleven books he wrote while they were married and she lectured extensively with him for over twenty years. She currently manages William Glasser, Inc., which has recently released a new book of Dr. Glasser's letters that provide answers to people from all over the world who wrote asking his advice. It is entitled, *Thoughtful Answers to Timeless Questions*, and is available from wglasserbooks.com. Carleen continues to teach the ideas of William Glasser to help preserve his legacy for future generations.

THE THREE-FOLD LEGACY OF WILLIAM GLASSER, M.D.

Robert E. Wubbolding, EdD

Abstract

The genius of William Glasser, MD is reflected in his three-fold legacy. He presented both professional helpers and the lay public with a theory of human behavior, a practical delivery system for immediate implementation and a streamlined, efficient organization that sponsored a process for certification in the practice of reality therapy. The theory is an open system allowing for expansion and growth. It is also congruent with the findings of current neuroscience research. The delivery system provides the opportunity for innovations in its application. Since his death, the international organization continues to grow and to establish institutes throughout the world.

Surrounded by his wife Carleen and his son Martin, August 23, 2013 William Glasser, MD took his last breath and passed into eternity. He lived a full life serving others and contributing to the betterment of human beings around the world. My personal involvement with the William Glasser Institute through teaching and many other activities bears witness to my commitment and my focus on preserving and extending his legacy. This commitment began in 1986 as a member of his advisory board and subsequently as his personally appointed director of training (1988 – 2011). This article presents a summary of Dr. Glasser's three-fold legacy: choice theory, reality therapy, and a worldwide organization.

Overview

In the 1960's when he began writing and lecturing, no one could have predicted that the seeds he was sowing would grow into a detailed and evidence supported process that would be applied far beyond its North American origins. Individuals and institutions continue to implement the principles of choice theory/reality therapy on virtually every continent in the world.

Throughout his life Dr. Glasser sought to demystify mental health and to create a path for people in the helping, educational, and managerial professions, as well as for the general public, to achieve a higher level of mental health by means of enhancing their relationships with friends, family, and society. He expressed his ideas in books, recordings, and lectures throughout the world. His listeners expressed astonishment at his non-technical, forthright language and the apparent simplicity of his ideas. However, he always stressed that though the ideas are simple, their implementation requires effort and a commitment to make more effective choices. His three-fold ingenious legacy consists in theoretical principles, a practical delivery system and a streamlined professional organization.

Legacy Number One: Choice Theory

Reality therapy was developed out of Glasser's psychiatric practice in a mental hospital and a correctional institution. In order for it to receive the professional recognition it deserved, he believed this practical system needed a specific theory of human behavior to support it.

After searching for such a theory, he discovered control theory or control system theory as taught by William Powers (1973). He stated, "I was desperate for a theory when Powers came along" (Roy 2014, p. 183). This theory explains brain functioning with the analogy of a computer, the pre-eminent control system. It produces output as a result of input received. The work of Powers appeared to validate and explain the effectiveness of reality therapy.

Because he altered the original control theory by placing emphasis on human choice, Glasser renamed it choice theory (1998, 2011). His highly theoretical explanation of control system theory described in *Stations of the Mind* (1980) and the more practical theoretical explanation, *Control Theory* (1984) added scholarly authority and justification for the practice of reality therapy. Pre-eminent in choice theory is the principle that all motivation of human behavior springs from current innate needs and more specifically from human wants. Human needs and wants thus energize the behavioral system for the purpose of impacting the world so as to shape it in a very personal and internally satisfying manner. Consequently, the external world does not determine or coerce human beings to inexorably select one or another course of action. Human beings have choices that depend on current desires as well as perceptions of how to fulfill their needs. Therefore, choice theory differs from behaviorism on one hand and psychological determinism on the other.

Legacy Number Two: A Practical Internal-Control Delivery System

Glasser's second contribution emerged from his experiences in mental health and corrections and preceded the development of choice theory. *Reality Therapy* (1965) summarized his early work and thinking that he continued to refine in subsequent years. Other applications included the sociological emphasis as presented in *The Identity Society* (1972). In this resource he described reality therapy as a 7-step process. Even in this early expression of reality therapy, the therapeutic or counseling relationship serves as the foundation for client change. He also taught that in the superstructure of skills and techniques self-evaluation occupies a prominent and even central place. In other words, clients alter behaviors, i.e., make more effective choices, if they feel connected with the helper and if they examine the effectiveness of their own chosen behaviors. He states, "No one changes his behavior away from failure unless first he is involved with someone – a therapist, a friend, a relative, a teacher – who he feels is worthwhile and who can make him believe that changing behavior is possible . . . he must be able to make a value judgment about his behavior that he can then act upon." He adds that only then has the client "established the basis for change" (pp. 119-120). Thus clients can formulate a plan of action that satisfies their internal longings, wants, and needs. Other teachers have added to his simple formulation. His early colleague Alex Bassin always taught, "Don't give up" as an 8th step. Wubbolding, (2000, 2011, 2017) expanded and further developed the original 8-steps with Dr. Glasser's endorsement (Wubbolding, 1991).

The use of reality therapy is inextricably linked to choice theory. Choice theory provides an explanation of how the human mind functions. Through reality therapy Glasser has given the world a comprehensive and understandable delivery system. The interconnection between theory and practice was explained by Dr. Glasser & Mrs. Carleen Glasser: "Choice theory is the train track and reality therapy is the train" (2008, p. 1). In practice, choice theory and reality therapy are now inseparable. The successful implementation of the theoretical principles formulated by Glasser requires understanding choice theory as well as

a wide range of skills for the efficacious practice of reality therapy. In teaching choice theory/reality therapy, a skilled instructor distinguishes between the train and the train track and yet communicates how they interface with each other. Educating students in the practice of reality therapy has undergone many extensions. For instance, Wubbolding has summarized reality therapy as the WDEP delivery system: Wants, Doing, self-Evaluation, and Planning (2000, 2011, 2017). Each letter represents a cluster of possible interventions with clients.

Trainers, consultants, counselors, therapists, educators, managers, parents, and others help students, clients, families, and employees explore their wants, their desires, their hopes, and their dreams. They also help define specific behaviors including actions, thinking, and feelings, followed by a fearless self-evaluation of the effectiveness of their behavioral choices, as well as the realistic attainability of their wants. The culmination of the process is practical, attainable, and mutually agreed upon plans. Clearly, reality therapy applies to counseling, the classroom, and larger organizations such as schools, businesses, and agencies. Schools applying choice theory and reality therapy on a school wide basis can work toward becoming a Glasser Quality School. For instance, the achievement of the title "Glasser Quality School" by the Yangeob High School under the tutelage of "the Glasser of Korea", Professor Rose Kim, represents the multicultural relevance of choice theory and reality therapy. The seeds planted by Glasser have indeed become trees that nourish people throughout the world.

This application of choice theory and reality therapy illustrates the universal relevance of Dr. Glasser's legacy and helps dispel the mistaken notion that reality therapy is usable only in western civilization. Wubbolding, Brickell, Imhof, Kim, Lojk and Al-Rashidi (2004) emphasized, "The evidence points toward the effectiveness of reality therapy with a wide range of cultures" (p. 227). Professor Kim has verified the existence of over 550 studies conducted by masters and doctoral level students exploring the effectiveness of choice theory and reality therapy with Korean people. Her unceasing attendance at national and international institute conferences illustrates one of her many contributions and her steadfast commitment to choice theory and reality therapy. Regardless of her successes, she continually seeks opportunities to infuse Dr. Glasser's ideas into Korean society. As she frequently says, "Over the mountains, more mountains." Dr. Glasser frequently recognized her as a loyal supporter and leader. She is a cherished colleague and one of the closest friends of my wife Sandie and me.

Further evidence of the Glasser genius is the activity of institutes and organizations throughout Asia, Australia, Europe, and the Middle East.

Legacy Number Three: William Glasser International

The third component of Dr. Glasser's legacy is organizational in nature. He demonstrated his organizational genius by founding an institute originally known as the Institute for Reality Therapy. Now known as William Glasser International (WGI) with member organizations around the world, it serves as the certifying body for individuals seeking a high level of skills. He envisioned a streamlined organization with minimal levels of bureaucracy. He was the president, Linda Harshman the executive director, and he appointed me as his director of training to oversee the training programs, a post I served in from 1988 to 2011. To

illustrate the principle of lead management, he initiated an *elected* advisory board that provided him with suggestions for program development and other day-to-day issues. Closely connected with the institute is the *International Journal of Choice Theory and Reality Therapy*, inspired by Dr. Glasser and originally edited by Larry Litwack and now by Tom Parish. These three components: theory, practice, organization and one subcomponent have provided worldwide respect for William Glasser and his many contributions to mental health and education.

I can personally testify that professional people express a sense of increased respect when they learn that Dr. Glasser fired up a wide range of professional people to contribute journal articles, write books, sponsor conferences, develop national and regional institutes, and conduct cross-cultural research studies supporting the practice of reality therapy, thereby enhancing his legacy.

In summary, Dr. Glasser's legacy is three-fold: the formulation of an internal control theoretical system known as choice theory; the delivery system, reality therapy, now represented in most counseling textbooks and encyclopedias as well as in books on education. Thirdly, and often overlooked, was his organizational vision and pre-eminent contribution – The Institute for Reality Therapy, now known as William Glasser International. Of special significance is the structure of the organization founded by Glasser. He desired a streamlined system of management. The William Glasser Institute (as it was known for decades) reflected his organizational genius and can be summarized by the famous phrase: KIS – Keep It Simple.

The Future of the Legacy

The future of choice theory will include an interface with neuroscience. For example, the world famous neuroscientist Daniel Siegel (2012) defined the human mind as "an embodied and relational process that regulates the flow of energy and information" (p. 43-4). This definition includes the mind as existing not only in the human brain but also in the human body and even in a person's behavior as it relates to others. This concept appears to provide a basis for Glasser's choice theory.

The future of reality therapy includes an expansion of the procedures, the incorporation of skills and techniques derived from other systems but congruent with Glasser's legacy. Adding to the credibility of the monumental work of Dr. Glasser and to the contributions of the people he inspired will be the elevation of reality therapy from "evidence-supported" to "evidence-based."

The organization started by William Glasser and expanded by his followers supports individuals and groups as they train counselors, educators, therapists, and others throughout the world. It will struggle to avoid the fate of many similar organizations that fail to resist the centrifugal force that often results in organizational fragmentation. A healthy organization and scholarly individuals will do everything possible to "keep the flag flying."

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Brief Biography

Robert E. Wubbolding, EdD, Director of the Center for Reality Therapy, professor Emeritus Xavier University, senior faculty William Glasser International is a psychologist, counselor, and board certified coach. He also served as director of training for the William Glasser Institute for 24 years and is author of 17 books on reality therapy.

CONTRIBUTIONS TO THE FUTURE OF CHOICE THEORY PSYCHOLOGY FROM *PEACEFUL PARENTING*

Nancy S. Buck, Ph.D.

Abstract

Applying Choice Theory psychology to parenting results in a parent-child relationship that is focused on eliminating coercion and helping children meet their needs. Peaceful Parenting is a developmental model that helps parents understand the cooperative and competitive stages of a child's life and provides parents with new skills for more effective parenting.

"External control, the present psychology of almost all people in the world, is destructive to relationships. When used, it will destroy the ability of one or both to find satisfaction in that relationship and will result in a disconnection from each other." (www.wglasser.com)

William Glasser spent most of his life teaching Choice Theory psychology, inviting the world to understand and follow Choice Theory ideas as a way of living a satisfying and happy life. One of the key ingredients to happiness and satisfaction is developing and maintaining connected, respectful, relationships with the important people in our lives.

The realization and challenge of this essential idea was never more obvious and overwhelming than when I became a mother. I had achieved the status of Senior Faculty member of the William Glasser Institute, was teaching others about the five genetic instructions driving all people's behavior, was helping all to understand that attempting to control another person would be the single most destructive choice to any relationship, and I was dealing with twin babies who each had his own idea of what he wanted, needed and how he was going to behave to get it. Sometimes my child's behavioral choice was consistent with my idea of constructive behavior. But what was I to do when my child's chosen action was not what I wanted him to do? How was I to follow the ideas of Choice Theory psychology while parenting? Attempting to find the best answers to these kinds of questions is what led me to develop *Peaceful Parenting* (Peaceful Parenting Inc, founded 2000).

For me, Choice Theory psychology is the explanation for all human behavior. The practice and application of Choice Theory in counseling is called Reality Therapy, in schools is called Glasser Quality Schools, in management is called Lead Management, and in parenting is called *Peaceful Parenting*.

Peaceful Parenting

Peaceful Parenting helps parents understand that their job is not to try and control their child into behaving responsibly and respectfully. Instead the goal is to help parents understand that from the child's point of view, their behavior is not their problem. A child, driven by one or more of her basic needs, is behaving to meet her need. She doesn't care if her behavior is irresponsible or disrespectful. She wants what she wants and is doing the best she can to get what she wants. If that means pushing another child down and grabbing for the desired toy, so be it. This child is going for what she wants and simply does not know another way to get it. Helping parents learn how to teach their children to behave responsibly and respectfully helps the parent get what he wants, and helps the child learn how to get what she wants.

Peaceful Parenting, the application of Choice Theory psychology to parenting, does not focus on behaviors alone. Just as is true in Reality Therapy, the primary focus is on the quality world picture. However there is more than one person's quality world picture that is important. The child's quality world is what is driving the child's behavior. The parent's quality world is what is driving the parent's behavior.

Almost all parenting books, programs and advice that I researched during my development and marketing of *Peaceful Parenting* follow the same external control psychology Glasser points to as the source of the destruction of relationships. There are some that are more kind or gentle, but the consistent mistake I discovered is the mistake that I was making as a parent. Instead of asking what the child wants, what the purpose is of the child's behavior, the focus is on the parent exclusively. The subsequent advice is to mold, change or externally control the child's behavior to satisfy what the parent wants. (See: <https://health.usnews.com/wellness/for-parents/articles/2017-03-03/why-you-shouldnt-spank-your-child-and-what-to-do-instead>)

Of course no parent would want their child to throw a temper tantrum in the grocery store. Neither would a parent want their child to lie, cheat, steal, talk back, or behave disrespectfully toward any adult! Isn't it obvious that these kinds of behaviors observed in any child would be alarming to his parent? Any reasonable adult would want their child to stop behaving so badly and start behaving better. Clearly it is the child's behavior that is the problem! Parenting programs that promise the eradication of such behaviors are incredibly tempting as well as abundant.

What makes *Peaceful Parenting* different is Choice Theory psychology. Choice Theory teaches us that all behavior is purposeful. The purpose of all behavior is a person's best attempt to meet one or more of his basic needs.

When a parent asks himself what he wants that he is trying to get by nagging, correcting, or reprimanding his child, the parent's Quality World picture is identified. Frequently what a parent wants is for the child to stop behaving irresponsibly and begin cooperating.

When this same parent asks his child what she wants that she is trying to get by whining, crying, or lying, the parent and the child now understand what the child wants. Frequently what the child wants has nothing to do with behaving differently. She wants more time to play rather than getting ready for school, or wants to eat a little more before going to bed, or listen to one more song before taking a bath.

The "magical question" of *Peaceful Parenting* is an inside out version of a Reality Therapy question. Instead of asking "What do you want? What are you doing to get what you want?" as you would in Reality Therapy, using the *Peaceful Parenting* approach a parent would ask "What do you want that you are trying to get by _____?" Fill in the blank with the child's present behavior. A parent is observing what the child is presently doing. Choice Theory teaches us that all behavior is purposeful, so a parent understands that the child is behaving to get something he wants. What a parent does not know is what the child wants. Thus the magical question "What is it you want that you are trying to get by hitting your brother? If we can figure out another way to help you get what you want that is more responsible and respectful, are you willing to learn?" I call this a magical question because children answer it!

The job of the parent is to help the child learn how to get what she wants responsibly and respectfully. When the parent focuses on helping his child get what she wants, she

cooperates and learns responsible and respectful behaviors which are what the parent wants. Amazing!

The second major contribution of *Peaceful Parenting* is the human developmental model, based on Choice Theory psychology. This model describes alternating phases of development based on the five genetic instructions driving behavior from birth to death. Children go through cooperative stages where love and fun are driving the child's behavior followed by competitive stages where power and freedom are driving the child's behavior. As this parenting blog written for US News & World Report explains, my research in this area was based on my own personal experiences, my study and research of other psychological models of human development and my ever expanding knowledge of Choice Theory psychology. Glasser himself told me he learned more about Choice Theory when he read my description and explanation of this developmental model in my original book, *Peaceful Parenting*, 2002.

Parenting can be more effective when a parent understands and takes advantage of her child's cooperative phases then the competitive phases of development. The best time to work with your child to effectively resolve differences to find solutions you both agree with is when your child is in a cooperative phase. A cooperative toddler will help you sort laundry because he wants to be your helper. A cooperative 10-year old will reasonably negotiate a new bedtime during her cooperative phase. A teen will cooperate in finding a solution you can both live with when negotiating privileges and boundaries if this conversation happens during the child's cooperative phase, not during the competitive phase. Parents can take advantage of their child's cooperative phase by working things out then and avoid seeking solutions during the child's competitive phase.

When a child is in a competitive phase of development he is more strongly driven to meet his needs for power and freedom. When a parent provides more opportunities for her child to meet his needs for power and freedom, the child will argue with his parent less. Arguing is a behavioral choice children use as a means to meet their needs for power and freedom, as anyone parenting a two-year old can tell you. Knowing that your child is in his cooperative phase means a parent can take advantage of the child's desire to cooperate by making plans and solving problems. During the cooperative phase children are more strongly driven to meet their needs for love and fun and behave more harmoniously. (See: <https://health.usnews.com/wellness/for-parents/articles/2017-08-25/navigate-the-competitive-and-cooperative-phases-of-childhood>)

Dr. Glasser generously shared his ideas about Choice Theory and all its applications in his numerous books, articles, interviews and audio as well as video recordings. This voluminous library means his ideas and thoughts will continue to be available for future generations to continue to learn and carry his work forward.

It is also incumbent upon those of us who are knowledgeable about Choice Theory psychology to extend, expand, and evolve beyond Dr. Glasser's teaching. My contribution continues to be working with parents to help their children grow into responsible, respectful adults who will responsibly and respectfully parent their children.

If there is a future for Choice Theory psychology it is now in our hands.

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Brief Biography

Nancy S. Buck, Ph.D. tackles the tough topics facing America's families in a style that academics and parents alike can relate to and remember. Dr. Buck earned a Ph.D. in developmental psychology with an emphasis on parenting. She is the founder of PEACEFUL PARENTING®, www.drnancybuck.com, the application of Choice Theory psychology to parenting. In addition she is a blogger for Psychology Today, and US News & World Report and author of three parenting books. For over two decades she has been a senior faculty member of the William Glasser Institute and continues to train thousands of educators and other professionals in Choice Theory psychology, Reality Therapy and Glasser Quality Schools. She is also one of the founding members and major contributors to Mental Health & Happiness, www.mentalhealthandhappiness.com. This website is one of the major voices in the world contributing an alternative voice to the practice and understanding of mental illness, well-being and mental health.

LEAVING ROOM for SELF-EVALUATION: SHAPING our DIALOGUE in EARLY CHILDHOOD EDUCATION

Philip Mott

Abstract

In this article, the author proposes that our youngest children can experience the same benefits of self-evaluation that adults can. He suggests that self-evaluation may look different outside of a counseling or coaching relationship, and before school age. Most notably, he argues that a child will evaluate his or her own actions when given an environment that is conducive for doing so. The author will identify four specific environmental conditions that will allow preschool aged children, as well as infants, to benefit from self-evaluation and provides examples from his own experience to support the effectiveness of this process

William Glasser (1998) wrote at length about the behaviors that come from within a person when his or her needs are not fully met. Our need for love, power, freedom, and fun did not just grow within us as we developed and matured. Those needs are there from birth. Anyone who has observed an infant studying her hand has seen the infant meet her need for fun. You have seen a child attempt to meet his need for belonging when his mother leaves the room. You have observed the need for power during a tantrum when the blocks keep falling over. And, the need for freedom, although harder to spot, shows up after a long day of being moved without permission from activity to activity.

How should we expect a child to respond to having his or her needs fully met? There are few reasons to cry, and when the crying does come, the parent is there to help the child understand her pain or frustration. There are few power struggles and tantrums from frustration because there is little to no pressure to perform for anyone. A parent who creates these conditions will not be swooping in to fix every little problem so the child will develop a level of self-reliance in many tasks that are hard to achieve through typical interventions.

Conditions for Self-evaluation in Infants and Toddlers

- Uninterrupted time to play
- Feedback and/or information without judgement
- Freedom to pursue interests
- Free reign of a space that is safe to play without adult intervention

Children who are regularly within these conditions will experience internal feedback and the consequences of their choices. They will be able to plan and experiment with their own wants. They are more likely to become aware of their body's need for rest and nourishment. And, they are likely to learn valuable problem-solving skills that will help with relationships and academics in their near future.

Well intended parents will often zealously move their children from activity to activity, hoping that exposing them to many different activities will help them become well-rounded individuals. The unintended consequences of this type of direction are that many of those children develop less than desired independence, perseverance, and problem-solving skills.

Like many parents, I felt that my own children needed entertainment in order to learn contentment. I was already familiar with several of the axioms of Choice Theory (Glasser, 1998) and was applying them to my work with school age children, but I had not sought out any resources that might help me understand the infant and toddler stages; I assumed they were different. My son was approaching his first birthday when I remembered a short chapter I had read on infant specialist Magda Gerber in Carol Garhart Mooney's (2009). I reviewed Magda Gerber's work and sought out a book that detailed her *Resources for Infant Educators*' (RIE) philosophy (Gerber, 2003).

The first book I found was, *Baby Knows Best: Raising a Confident and Resourceful Child, the RIE Way* by Deborah Carlisle Solomon (2015). I took one look at the title and immediately dismissed it as gimmicky...but, I'm pretty adventurous when it comes to exploring ideas so I took it home. The language of the book echoed the constructivist ideas I studied in my teacher preparation courses and I started to get really excited about the ideas. Near the beginning of the book Solomon recommends a short time of uninterrupted observation of your baby. "Begin by taking just five minutes to observe your baby while she is lying awake in her playpen. What attracts her attention? Does she move her head in response to a sound? How long is she still before she moves again?" (Solomon, 2015, p.39). Our child was almost walking but mostly still crawling at this point. We planned to observe for the five minutes. Instead, we sat in awe for forty-five minutes while we watched our one year old direct his own play and activities without any guidance from us. After this first observational period we were hooked. We've now practiced RIE for 2½ years and have added another child to the family.

I began to understand that my desire to entertain came from my own perception of what quality time looks like with an infant. Not only that, but I began to see how Gerber's (2003) philosophy was very need satisfying from a Choice Theory (Glasser, 1998) perspective. My presence met his need for security and belonging, my silence met his need for freedom, his exploration met his need for fun, and his willingness to try something until he got it to do what he wanted met his need for power. It's no wonder that children, even infants and toddlers, respond so well to this philosophy. We've noticed that our children are creative in their play, patient through mistakes, independent in solving problems, and they are confident, purposeful, and careful in their movements. I think these behaviors would be impossible if they were not evaluating their own behaviors and making changes based on their wants. Let's elaborate on the four conditions and explore how they make sense in regard to self-evaluation.

Setting up a space for our children to play is probably the easy part and knowing what to say when things don't work out quite like you hoped is much more difficult. Two books have proved to be up to the challenge. *No Bad Kids: Toddler Discipline Without Shame* (Lansbury, 2014) and *How to Talk so Kids Will Listen and Listen so Kids Will Talk* (Faber & Mazlish, 1980) are indispensable in my book collection. Lansbury (2014) and Faber & Mazlish (1980) are masters of describing language that communicates effectively and respectfully to our youngest children. Their language is practical and when we put their ideas into action, our children are able to satisfy their most basic biological needs for belonging, power, freedom, fun, and survival, which is what makes the ideas explained in these books so effective. I will share practical examples of interacting within the play space and explain how these four conditions give room for self-evaluation and meet our child's needs.

Uninterrupted Time to Play

The concept of uninterrupted play time is a bit difficult to understand. What many don't see as interruptions are exactly that and can slow the development of focus in a young child. A parent might say, "let me show you how this works" or "what color is that?" These interruptions can cause children to lose their focus on what they're doing. A good rule of thumb during play time is to only address children when they make eye contact with you. Even then, it's not always an invitation to play or talk, sometimes they may just be checking in and seeing what you're doing. Children will create their own uses for objects if we resist the urge to direct their play. Allowing them to guide their own play helps them to develop focus and helps them meet their need for freedom.

Information without Judgment

The information we provide to our children is so critical to their development. The way we talk to them becomes a very big part of the way they talk to themselves. Brickell & Wubbolding (2001) make self-talk an important ingredient in helping clients take more effective control of their lives. Our children are more likely to evaluate their choices honestly when the information we give them is without judgement. Instead of labeling behavior as bad, naughty, dishonest, kind, good, or silly, we can give information about the consequences of their choices. Here are a few things that I've said to encourage self-evaluation and the development of empathy. I'm generally very careful about my tone of voice, too. I don't want to say something in a way that is colored with disappointment or praise.

"You took that toy from Sylvia and now she's crying. Sylvia, you really wanted to hold that toy."

"I won't let you go up the stairs without me. If you'd like to climb something you can climb on the cushions in your play area."

"You tipped that bucket and all the water came out of it."

"You turned that box into a tractor and you're using it to mow the carpet."

These phrases send the message that you're paying attention and you understand their world. Your ability to relate to their creativity will help them continue to build a strong attachment to you and help establish trust.

Freedom to Pursue Interests

The development of focus, or the ability to engage in meaningful work for lengthening periods of time, is increasing in popularity among teachers and parents in much of my culture. I hear educators and parents bring it up in parent/teacher conferences, I hear principals talk about it, I see writers blog about it, and even the most laid-back aunts and uncles or bystanders seem to judge the abilities of a child based almost solely on their ability to focus. Their concern may not be misguided but the strategies for developing focus are. The central theme I see emerge in my observations of parents and teachers is that focus is taught by removing freedoms from children's lives and replacing it with directed activities like crafts, sports, and games.

Organized activities can provide social interaction, teamwork, and learning but they rarely help children meet their need for freedom or to fully pursue their own interests. Organized activities follow set schedules and structured curriculum to more easily evaluate results to parents. Children may finish projects and complete work but many of them were likely not interested in the project they were doing, disagreed with the way it was done, or only got half as deep into it as they wanted. Children who are given freedom to pursue their own interests are automatically given permission to focus for as long as they see fit. For example, when we take our son to a local fair, we spend most of our time near the heavy equipment. He climbs and studies each machine, asking about the parts he hasn't learned about and telling us about the parts he understands already. His focus is razor sharp. If we only spent a set amount of time at each station then we may be robbing him of an opportunity to focus on something that piques his interest.

Parents are tempted to move their child from activity to activity in order to let them experience a wide array of activities. But, focus is about deep attention and is the opposite of the adage, "a mile wide, and an inch deep." Not only can whisking our children from activity to activity before they're ready exacerbate any frustration within the children, but it also doesn't allow them to practice focusing. If students aren't allowed to focus on the things that do interest them, how can they be expected to focus on things that don't?

Free Reign of a Safe Space to Play without Adult Intervention

The first three bullet points of creating this environment are incredibly difficult to do without the boundaries that must be there. How can children be free from interruption if they must be made aware of every unsafe thing they do? How can a parent consistently offer non-judgmental feedback in an environment that is unsafe? How can children pursue their interests if they are being constantly followed? Deborah Solomon (2015) described what she called the "yes" space simply, when she recommended setting the space up so that in an unfortunate event, if you were to be locked out of the house, separated from your baby, for a few hours, that the baby would be wet and hungry, but otherwise safe. If you're uneasy about your child's ability to play safely, on his or her own, in the space you've provided, then try removing the things that you feel could cause problems and then reintroduce them later on.

Drawbacks versus Benefits

There are some drawbacks to relating to our children in this way. People may look at us like we don't enjoy playing with our children. We may not get to expose our children to as many activities as we would like. We might be watching a few more bumps, scrapes, bloody noses, and splinters than the average parent. We could be washing more clothes than we originally had in mind. I think the benefits far outweigh these drawbacks and I think if you give it a chance, you will too.

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Brief Biography

Philip Mott is an Indiana licensed elementary teacher. He learned about Glasser's work in his first year of teaching and, after 5 years of trying to bring about changes in his work environment, left to begin offering tutoring services directly to families. He now manages outreach and business development for University Learning Centers, a benefit corporation aimed at connecting universities with their communities. Philip has finished his certification in Choice Theory and Reality Therapy and would like to continue writing about and spreading Glasser's ideas. philipmott81@gmail.com

'THE WINDOW OF CERTAINTY'©

APPLYING CHOICE THEORY AND LEAD MANAGEMENT TO SCHOOL COHESION AND PERFORMANCE

Rob Stones and Judy Hatswell

Abstract

The 'Window of Certainty' © provides a foundation for unity and alignment in a school through the use of a framework with which leaders can initiate and develop the narrative that brings the school together. In this article, the authors explain the rationale that supports the development of this process and how it can be utilized in schools.

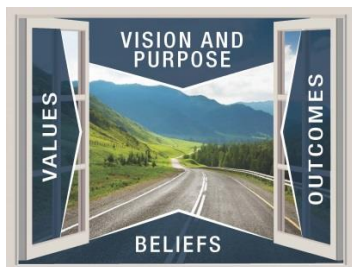
For the last few years the authors have been introducing school leaders to an application of Choice Theory and Lead management that unites and liberates the teachers in their schools. Using Dr. William Glasser's ideas (Glasser 1998), the 'Window of Certainty' framework provides a process through which lead managers can create a need-satisfying workplace.

From Choice Theory, we understand that Personal Achievement (Power) and Autonomy (Freedom) are powerful genetic needs that underpin and energize personal motivation. The latest research and writing of Edward L Deci (1995) and his colleagues corroborates Dr. Glasser's groundbreaking insights into the importance of these needs, and the way that they support commitment and motivation in the workplace. Without autonomy, a sense of personal achievement is unlikely. Without an opportunity for personal success, autonomy can be unsatisfying.

We also know that uncertainty and confusion threaten every individual's need for 'social survival'. The work of David Rock and his associates (Rock 2008) has illustrated the extension of the old brain's obsession with physical survival to include social survival. Because humankind exists in a social environment we need status, certainty, autonomy, relatedness and a sense of fairness to believe that we are safe. Certainty, knowing what the future holds and why, is the secure bedrock of human performance and creativity.

It is against this background that a 'Window of Certainty' provides school leaders with an opportunity to create a common understanding that supports both individual engagement and collaborative effort.

Why a 'Window of Certainty'?



The 'Window' is a framework that provides a foundation for unity and alignment in the school. Built upon a set of defining conversations, it is a powerful way for leaders to initiate

and develop the narrative that brings the school together. A 'Window of Certainty' provides a common understanding of what matters and why.

Although every individual's Quality World (Glasser 2005) is unique and personal, working together to create a representation of what is common in our ideal world is a significant enterprise. The 'Window of Certainty' is, in a very real sense, our shared Quality World. When enough of our perceptions of Quality are shared: our common directions, beliefs and values, and our sense of alignment with each other enables and empowers our collegial efforts.

Without a common picture of their ideal future, schools often operate as a collection of independent professionals working behind closed doors; most of the teachers working with great expertise and creativity, but some pursuing their own independent (and sometimes idiosyncratic) agenda. When schools operate like this, outcomes can vary widely within the school because there is too little alignment of purpose, strategy and teaching practice.

Conventional approaches to creating certainty within a professional community often founder on the emphasis on rule-based conformity. This kind of certainty is based on all teachers following the script or doing the same thing. These approaches depend on the imposition of external controls to create consistency and immediately encounter the inevitable resistance generated by the human need for autonomy.

In contrast, the 'Window of Certainty' is an approach that balances the social survival need with the cognitive needs for personal achievement and autonomy. Within the limits discussed and agreed upon with the professional community, the freedom and creativity of individuals is assured.

In addition, the interactive processes through which the 'Window of Certainty' is established enhance relationships and mutual understanding. Connected conversations build the coalitions between colleagues that satisfy the need for belonging! When leaders choose to develop the school as a collaboration of professionals, each learning from their colleagues and each in turn sharing their developing learning and expertise, the effectiveness of every teacher is progressively enhanced. It is this model of the school - as a collegial, interdependent organization committed to the mutual improvement of the practice of teaching and learning - that is constructed using the 'Window of Certainty'.

The 'Window' is a pragmatic tool. It provides the answer to four significant questions that must be addressed by leaders who want to provide a clear direction as a basis for school effectiveness:

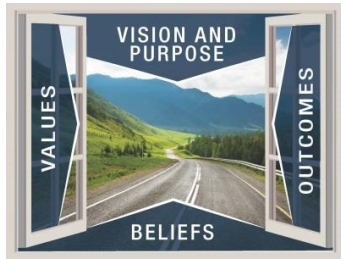
1. Where are we going? (Vision)
2. What will count as success? (Outcomes)
3. What should guide our practice? (Beliefs)
4. What is the culture that will drive our school's effectiveness? (Values)

The answers to these four critical questions provide the basis for the window that will be created.

What constitutes the 'Window of Certainty'?

In so far as a shared quality world is possible, the 'Window' provides it. It comprises four frames that define the domain within which members of the school community can work

with freedom and creativity. The frames provide direction for individual autonomy and also describe the limits of personal independence.



In every school, leaders and teachers who are clear about these boundaries and directions are liberated to pour their energy into their work with confidence. The framework provides clear direction, but encourages creative professionalism. Teachers, whose work is often hidden from each other by the classroom walls, can experience a pervading sense of shared purpose by establishing common reference points for their endeavors.

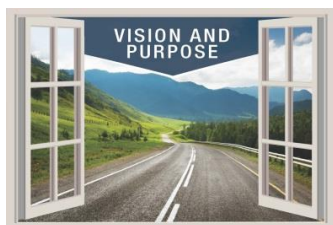
The Frames of the 'Window of Certainty' provide these reference points and develop the shared purpose. They also provide clarity for the whole school community about what is expected and what is regarded as 'quality' in the work done in the school.

When leaders take the time and energy to create a 'Window of Certainty', their commitment sends a signal that highlights the importance of collaborative endeavor. The activity of defining the school's 'Window of Certainty' is itself a rich source of productive professional conversation. In every way, the journey of reflection, and the collaborative discourse that is held along the way, is as important as the product.

The Four Frames of the 'Window of Certainty'

The Vision Frame

All school leaders create a vision for the future in one way or another (Kouzes & Posner 2009). Vision is the school's aspirational expression of intent; a realistic but imaginative dream; a stretch goal for the future. The realism is as important as the dreaming. Reaching for the 'just-beyond-our-present-grasp' is far more energizing than aiming for a distant possibility shrouded in vaguely aspirational statements.



Expressions of purpose are the pragmatic expression of the vision enacted. Purpose is more concrete and short-term; it describes the vision in specific terms that include the steps on the way. It charts the school's progress through its explicit and more immediate improvement agenda.

In the case of both vision and purpose, the key question is:

“Where are we going?”

The Outcomes Frame

Outcomes help to define the purpose in such a way that progress can be assessed. Outcomes can be short-term or long-term, describing either the results we will finally achieve when our vision becomes reality, or the interim outcomes through which we will measure our progress towards our long-term goals.



Without well-defined and measureable outcomes, vision can lack the clear-cut direction required. When the outcomes associated with the vision are elucidated, the school can measure its march towards success.

Of course, the outcomes must be aligned with the vision. A lofty vision and ambitious purpose do not sit well with prosaic or disconnected outcomes such as results on standardized tests. While the latter have their place in education systems, their weakness lies in their failure to capture imagination and individual commitment.

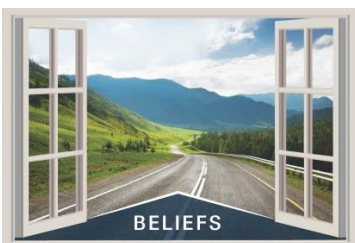
The questions for outcomes are:

“What will success look like?”

“How will we measure our progress?”

The Beliefs Frame

Beliefs are our perceptions of how things work. They guide the school’s strategies because they are our trusted interpretations of the world - what we accept as ‘true in our experience’. Schools develop their plans and processes based on what they believe is most likely to succeed. However, as individuals, our different repertoires of experience lead to very different intuitive assumptions about what will work. Consequently, this frame of the ‘Window’ is often the longest conversation, the most likely to be ongoing, but can be the most important.



Although educators, as individuals, have many beliefs, those that matter for this frame are only the ones that relate to the context and purpose of their work together. Specifically, the

focus should be on adopting shared beliefs that support successful teaching and learning. Because of the way that we accumulate beliefs, individuals do not always have helpful beliefs about themselves, students or learning, and it is important to tackle unhelpful beliefs head-on (Mamary 2007). They impede success.

Articulating and aligning beliefs tends to dissipate many debates about strategy and avoid the kind of strategic roundabout that often occurs when schools adopt approaches without reference to the underlying paradigms or theory. Reference to the beliefs underpinning a practice enable problems or pitfalls to be addressed by what Chris Argyris would describe as 'double-loop' learning. (Argyris 2002)

When embedded in the context of collegial conversation the questions that can be most helpful are:

“What beliefs guide the most effective practice?” or

“What beliefs will be most useful in achieving our vision?”

The Values Frame – ‘Values in Action’

Values, in this context, are the critical foundation of culture: They make explicit ‘the way we do things around here’.



There is a distinction between these values-in-action and theoretical ‘principles’. For example, many people will intuitively agree that they value ‘respect’, but without discussion and consensus this value is enacted in many different ways in the school. There are people who enact respect as their due because of position, almost as an expectation of deference. Others see respect as a two-way value involving mutual positive regard and individual consideration. Resolving these differences and coming to an understood position about values-in-action helps a school to make explicit the assumptions that underpin the culture the school wants to create.

The focus of the values frame is not simply to identify ethical principles that members of the school community hold in common, but to spell out what these mean in practice.

The question for the values frame is:

“What values should underpin the way we work and interact with each other?”

The ‘Window of Certainty’ in Action

It is important not to rush the creation of the ‘Window of Certainty’. The power of the ‘Window’ is in the conversations that mark the journey of its creation, rather than the

'artifact' that is created. Ultimately, it is not the 'product' of a completed 'Window' that is transformational, but the conversations that take place during its creation.

These 'Conversations of Alignment' as they are described by Marco Korn (2008) are the strongest source of workplace cohesion even though they take the most time. Korn's writing and clear diagrams illustrate how conversations about meaning, purpose, values and beliefs, tend to unite people in the workplace. His observation is that the typical hurried workplace conversations that exchange information but never tap into any shared sense of meaning eventually lead to wasted energy and conflict. Only 'WHY' discussions, conversations about meaning and purpose, truly unite individuals. Time spent in deep conversations unites individuals and ignites their commitment in a way that more superficial conversations can never achieve.

When the 'Window' is in place, the boundaries are clear. When an individual is working towards the school's vision, and the identified outcomes are the milestones for measuring progress, individual expertise and professional judgment are free to roam. When the underpinning beliefs and values are explicit, teacher autonomy and creativity can be unleashed within the boundaries of strategy and behavior defined by these frames.

Autonomy liberates individuals within the school to bring their own personal capabilities to the enterprise. This license for them to exercise personal freedom taps into the wellspring of individual responsibility; it releases the energy that is created when individuals are driven by their own internal motivation, and pursue their work for its intrinsic rewards.

The certainty created through the process provides for clear direction; it unites collegial intentions and provides a clearly articulated culture of ethical action and professional behavior.

Although the main focus of our writing on the 'Window of Certainty' is its use to bring about cohesion across a whole school, teams within a school can (and do) create their own 'Windows.' It has also been encouraging to hear about classroom teachers who are using the 'Window of Certainty' as an alternative to 'classroom rules', thereby creating an enhanced sense of purpose and alignment within their own classrooms.

Summary

Many schools develop processes for defining what is expected and allowed, but they often do this in a controlling way. Control does not liberate the energy that is generated when autonomous professionals are encouraged to exercise their freedoms. There may be certainty about direction and as to what is not permitted, but it comes at the cost of energized independence.

A defining feature of the 'Window of Certainty' approach is that it describes and encourages the personal freedom that will maximize creative engagement in the school, while also offering clear direction for cohesive effort and the alignment of actions.

The 'Window of Certainty' contains elements of paradox; it holds in tension the human desire for autonomy with the necessity for that freedom to have clear reference points and ultimate limits. Autonomy is motivating and energizing, but it must have boundaries if it is to co-exist with collaboration and unity.

It is the balance between clear direction and professional unity, individual autonomy and shared responsibility, and a respectful culture and the freedom for individuals to prosper, that the 'Window of Certainty' approach aims to achieve.

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

Korn, M. 'Conversations for Alignment', www.marcokorn.com.

Kouzes, J. M., & Posner, B. Z. (2009): To lead, create a shared vision. *Harvard Business Review*, January. Refer also <https://hbr.org/2009/01/to-lead-create-a-shared-vision>

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Rock, D. (2008). SCARF: A brain-based model for collaborating with and influencing others. *NeuroLeadership Journal*. 1. 44-52.

Stones, R., & Hatswell, J. (2016). The Window of Certainty – Defining what matters in your school, Exploring the difference it makes. FutureShape Website: www.futureshape.com.au

For further reading, and many pages of the 'technical manual' to help you create your own school's 'Window of Certainty', the e-book:

'The Window of Certainty – Defining what matters in your school, Exploring the difference it makes' can be purchased from the FutureShape Website: www.futureshape.com.au

Brief Biographies

Rob Stones was a High School Principal for over 20 years. He is now a consultant and teacher of Educational Leadership. He was recently endorsed as a Senior Instructor with the William Glasser Institute - Australia.

Judy Hatswell is an internationally renowned educator and training consultant who is the most experienced Senior Instructor with the William Glasser institute - Australia.

Rob and Judy have created and present a ground-breaking series of intensive Leadership Workshops which are based on Dr. William Glasser's Choice Theory and Lead Management:

'The Art of Leadership' and 'The Art of Leadership MasterClass'

Notes:

Stones, R. & Hatswell, J. (2016) The Window of Certainty. Sydney, FutureShape

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

Dr. Glasser was the developer and advocate of the internal psychology that is Choice Theory. His work is carried on today by the William Glasser Institute of which Rob Stones and Judy Hatswell are Faculty members. Glasser was a pioneer of internal control

psychology, and his ideas about human behaviour and motivation, and his teaching that people are internally controlled, put him at odds with the mainstream psychology community. He taught that all humans have genetic needs – the needs for Power, Love and Belonging, Freedom, Fun and survival and that all our behaviours are our best attempts to satisfy these needs in individual ways. Today, the revelations of cognitive neuroscience, the work of researchers such as Deci, and the rise of the positive psychology movement have validated many of Glasser's insights. However, it is still the case that many leaders and managers (as well as parents and teachers) believe that they can, and should, control the behaviour of other people. As Dr. Glasser repeatedly observed, this erroneous belief results in a great deal of human misery and the failure of many relationships. In the context of this book, the importance of creating an environment in which teachers and students are encouraged to be autonomously responsible underpins the rationale for the 'Window of Certainty'.

Deci, E.L. (1995) *Why we do what we do* Penguin; Also: Gagné, M. & Deci, E.L. (2005) Self-determination Theory and Work motivation, *Journal of Organizational Behaviour*, 26, 331–362. Deci and his colleagues set out a compelling case for the need for autonomy, personal competence and relationships as the key motivating factors in human behaviour. He argues that the evidence shows that attempting to control people by promising rewards or threatening punishments 'simply does not work'. What is often described as irresponsibility is the normal human response to coercion. When we feel pressured, we are unlikely to change in any meaningful way; we will most likely respond with minimal (and temporary) compliance or with overt resistance. Deci believes that people behave most responsibly when those who lead and manage them are 'autonomy-supportive'; and that it is when we are freed to be ourselves that we are both most authentic and most effective.

Rock, D (2012) SCARF in 2012: *Neuroleadership Journal*, Vol Four

David Rock's SCARF model provides a thoughtful explanation of the reaction of the emotional brain to any perception of threat. He presents a model that explains how perceptions of 'social' (rather than physical) survival activates the threat physiology in our biological system: specifically, perceived threats to our Status, Certainty, Autonomy, Relatedness and sense of Fairness. It is recommended reading for anyone who teaches, leads or manages people!

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

Dr. Glasser explains that, as we live our lives we create a set of reference points for need-satisfying experiences. As we identify patterns of experience as pleasurable or need-satisfying these become the benchmark for our attempts to replicate pleasurable experiences, or seek new experiences that we believe will be similarly pleasurable. Dr. William Glasser calls this our 'Quality World'. He said that whenever a particular experience satisfies at least one basic need, it is emotionally fulfilling and worthy of addition to our personal 'quality world'.

Kouzes, J.M & Posner, B.Z (2009) *To Lead, Create a Shared Vision*, Harvard Business Review. Kouzes and Posner identify 'Inspiring a Shared Vision' as one of the five exemplary leadership practices. The others are: 'Challenging the Process', 'Enabling Others to Act', 'Modeling the Way' and 'Encouraging the Heart'. The 'Window of Certainty' provides a framework within which all of these practices can flourish. Leaders who are prepared to create the conditions within which their staff can safely express their own autonomy and creativity (while being sure that they are in tune with the vision and purpose of the whole

school) give them approval to challenge accepted processes, model, inspire, enable, and encourage.

Mamary, A.J. (2007) *Creating the Ideal School*, Rowman and Littlefield.

We had the pleasure of meeting Al Mamary on several occasions when he visited Australia. His engaging addresses and warm personality created a lasting impact, and his ideas influenced a great deal of our own thinking. Al was well-known for his powerful way of saying important things with disarming simplicity. I can still visualise him - a look of sorrowful perplexity on his face - asking: "Why would you choose useless beliefs?" and exhorting his audience to "Choose useful beliefs!" - it is one of our favourite memories of him.

Argyris, C. (2002) Double Loop Learning, Teaching and Research, *Academy of Management Journal*, Vol1 #2. Argyris describes double-loop learning rather technically in this way: "Double-loop learning occurs when errors are corrected by changing the governing values and then the actions". In the context of this article, double-loop learning would be addressing the problem by referring to the underpinning theory or belief in order to move towards a resolution.

Korn, M. 2005, 'Conversations for Alignment', www.marcokorn.com.

Marco is an insightful Brisbane-based Psychologist who first showed me his powerful model 'The Pyramid of Alignment' in 2008. Marco's writing and clear diagrams illustrate how conversations about meaning, purpose, values and beliefs, tend to unite people in the workplace. The time spent in deep conversations about the 'why' of their work together, unites individuals and ignites their commitment in a way that more superficial conversations can never achieve.

UTILIZING THE ACT METHOD AND WDEP PROCESS TO HELP TEACHER CANDIDATES IMPROVE THEIR PROFESSIONAL DISPOSITIONS FOR THE CLASSROOM

Katherine Bertolini, Ph.D.

Abstract

Developing dispositional awareness and critical self-reflection for pre-service teachers requires a multifaceted approach. Essential aspects include: self-evaluation (Deming, 1986, 1993; Wubbolding, 2000, 2017), goal development, faculty feedback and in some cases, faculty referrals when there are dispositional concerns. In this article the author presents an approach to addressing dispositional issues and self-reflection that has been proven to be extremely effective in helping teacher candidates develop a clear vision of themselves as future educators. In some cases, candidates have selected other career options with guidance and support from the committee. In all cases, whether concerns are resolved, or a new path is selected, the referral candidates have expressed deep appreciation and satisfaction. This approach is a rewarding and reciprocating exchange for faculty and students alike. An examination of how candidates work through the process is presented here as well as plans for ongoing programmatic improvement.

Disposition Program

The South Dakota State University (SDSU) education program has adopted the Council for the Accreditation of Educator Preparation's (CAEP) definition of dispositions as, "The habits of professional action and moral commitments that underlie an educator's performance" (Council for the Accreditation of Educator Preparation, 2016 online glossary). As part of our effort to prepare quality teachers for the profession, we believe candidates must increase their capacity for self-evaluation. Our department agrees with Wasicsko (2007) that teacher dispositions, pedagogy, skills, and content knowledge are equally critical to teacher excellence. When student candidates have agency to explore all of these elements, they are more likely to develop the resiliency and self-efficacy necessary to continually grow and evolve over the span of their careers.

The education faculty believe that increased self-awareness and the ability to make effective action plans will result from training teacher candidates how to conduct self-evaluation of their professional dispositions. Our student candidates conduct self-evaluations on 3 occasions over the course of their program. The professors provide instruction and feedback to the candidates, which teaches them to use their own experiences for exploring their professional attributes and developing goals that have personal relevance for their career development (Wubbolding, 2000). The candidates use a framework that has seven professional dispositional traits: respect, responsibility, flexibility, collaboration, reflection, professional development, and effective communication and social awareness. Each of the seven traits includes three to seven observable behaviors to help students explore what is expected within each trait. The student candidates are trained to rate themselves on a five point Likert scale which they support with qualitative evidence from their lives as validation of their ratings. They also set specific, measurable, attainable, realistic and time-bound (SMART) goals for ongoing growth in each of the seven professional dispositional traits. When the candidates receive faculty feedback, they make plans for future improvements in the second and third iterations. The majority of students perform this self-evaluation well. They demonstrate self-awareness and a strong ability to plan for future growth and improvement. These dispositional traits are observed by all education faculty as the

candidates progress from the classroom into limited field and finally full field experience, culminating in a recommendation for licensure.

Reality Therapy Framework

Not all candidates have sufficiently developed dispositional traits. Faculty members are responsible for determining if candidates have strong enough command of these attributes to progress on to subsequent stages of the program. If a teacher candidate receives two referrals of concern from faculty or field personnel, a meeting is convened with the Professional Attributes Review Committee (PARC) and the candidate. When student candidates are struggling with dispositional traits, our PARC utilizes a reality therapy framework to help the candidates recognize, self-evaluate, and design goals for improvement. The ad hoc committee convenes with a representative from each of our three programs (Early Childhood Education, Secondary Education, and Graduate Studies in Education) to help create the ACT method (Accept, Care and Transact) (Lujan, 2015). We begin by asking what the candidate wants; what they are doing; and if it is working. Then we proceed to create a plan, set specific measurements for accountability, a timeline for follow-up on completion of the plan, and a time to meet and review their progress.

The PARC's role of accountability support team is to help the candidate explore the concerns briefly, then identify and create a plan for improvement. What we are looking for during this time is the candidate's locus of control regarding the identified concerns (Wubbolding, 2000). If students indicate an external locus of control and are not taking responsibility for the required traits, we explore why they want to be teachers as part of the transition for exploring how well their choices are contributing to their goals of becoming teachers. As part of our ACT (Accept, Care and Transact) (Lujan, 2015) we express our empathy for the complexity that is involved in teaching and learning. We all care deeply for our students. We hope for successful completion of the program as well as career satisfaction and fun in their future work. Since one or more of us on the committee have established relationships with our candidates, it is readily established that we accept, care, and want to transact with them. By making the ACT method explicit in our conversation, candidates visibly relax and settle into the helping process readily. Once they understand that clarity of intention and self-regulation is our goal rather than sanction and punishment, candidates lower their fear of rejection and engage in the work of self-improvement.

The session usually proceeds in the following manner. Consistent effort is made by the team to insure that the Environmental Do's are implemented and the Don'ts are discouraged (Wubbolding, 2000). Attending skills, boundary setting, self-disclosure and consequences are all consistent features of a session. We avoid criticism, blame, and past focus. Instead we examine and plan for future behaviors. Numerous dispositional behaviors have been explored through the PARC process. However, for the purpose of this article, a singular example is provided as to how the committee might address time management issues evidenced by a candidate. If a candidate was frequently tardy to his teaching assignment and received referrals from both his host teacher and his clinical supervisor for concerns about respect, the following might be our conversation.

What does the candidate want?

As we examine the question of why the candidate specifically wants to be a teacher we ask him to explore if his current choice to report late to his teaching site is congruent with the profession.

What is the candidate doing?

We ask him to explore and evaluate his behaviors, such as, "Is being late to your class helpful in establishing respect for your position with your students?" "How is your tardiness influencing your host teacher's opinion of your professionalism?"

Is the action working for the candidate?

We explore the ramification of this choice in future work. "Will tardiness to your class be tolerable to your principal, students or community?"

What is the future plan to address this?

Once the candidate has explored the issue from a few perspectives, he is prepared to set a plan that will simply and directly address the concern. He might set a goal to be thirty minutes early to his teaching site every day. If he is ill or has something unexpected happen, he will notify his host teacher and his field supervisor in advance of the absence or tardiness. We set a level of measurement as a group (thirty minutes early every day or advance notice in case of tardiness or absence) and determine a time when we can meet again to review his progress, e.g. "Let's plan to meet in two weeks to assess your progress".

When will we meet to review the progress and determine what happens next?

After the contracted amount of time has passed, we reconvene and the candidate brings his account and/or evidence of his progress. If he fulfilled his plans for growth, he is congratulated and celebrated for his self-awareness and ability to make choices that fulfilled his wants and needs for professional growth. If he did not fulfill his plans by perhaps arriving right at the start of class without any notice on two occasions, for example, he is asked to explore what is interfering with his plan. "What caused you to divert from your plan for timely communication in cases of tardiness?"

Candidates are encouraged to reflect upon their own perspective first to explore if they were committing any self-defeating behaviors. If they did not make sufficient progress toward their measurement of satisfactory completion, we explore that further and begin again by asking, "Why do you want to be a teacher?" "What are you doing?" "Is this helping you in your journey to become a teacher?" In cases when student candidates self-identify that they continue to make self-defeating choices, PARC asks them to explore what they are trying to tell themselves. At this stage, we often see breakthroughs in awareness that they were pursuing this career for other people or don't really want to be teachers. This is often a sobering thought for them and they may launch into self-recrimination for following a path they really didn't want.

At this juncture, we work to stop the negative self-talk. We explore the things they genuinely enjoy and work to create alternative paths to an ultimate solution. Many times, candidates who have continued self-defeating behaviors find they like the idea of being a coach or a human development specialist or someone who will work in student life at the university level. They often begin with a narrow view that the only way to help youth was through teaching. As they progress in their training path, they begin to doubt their "goodness of fit" to the profession, which manifests itself as dysfunctional behaviors in the classroom or in relationships with their cooperating teachers, students or university supervisors. As we work through the process again and ask them, "What do you want?" "What do you really want?" the relief and release from anxiety is palpable. We usually

proceed fairly quickly to help them plan an alternate path. They are able to identify what they will do next. We often provide suggestions to the candidates for other advisors or faculty who can assist them with their planning. The PARC then asks the candidates if they believe their plan will help them attain their goals. The committee inquires about how the candidates will know when they have successfully set their course. We always leave the session with a reminder that we will continue to be firmly in the ACT (Accept, Care, and Transact) method as the candidate's committee (Lujan, 2015). We accept the candidate's new direction, we care about the candidate's survival, fun, belonging, power and freedom and we are prepared to help the candidate in future transactional planning if the candidate needs us. For example, through this process, candidates could realize they really didn't like high school age students. Candidates might accept that being avoidant and showing up late was their reaction to not enjoying the students. As a result of this process, candidates may have epiphanies about alternative direction, for example, that teaching college level English students would be more appealing. PARC members would then discuss graduate school options, make referrals to financial aid planning, and invite the candidate to discuss his or her plans with a trusted English professor to gain more insight into the career or other areas of interest for the candidate.

Impact on Candidates

Our committee continues to be pleased that regardless of outcome (resolution of issues, or selection of different programming) our candidates consistently express deep appreciation and gratitude for this process. As we have examined the causes for this, we keep returning to the basic needs identified in Glasser's *Quality School*: survival, belonging, power, freedom and fun (Glasser, 1992). As a result of the committee engaging the candidates in reciprocal conversations about their behaviors and the negative impact those behaviors could have on their career survival, candidates examine their behaviors very seriously. As young adults they understand they are entering a stage in their lives that will require them to be self-supporting in their survival needs and they want to be successful in their first-career chapter of life. The ACT method works well to help our candidates see that the intervention is a place of connection, belonging, and care all around them. Candidates experience this in the committee's unconditional acceptance of them as well as the high value the committee expresses for their welfare. In developing the goals together that are realistic, measurable, and obtainable, candidates are provided with a strong sense of their power to impact their future career outcomes. They take that responsibility and power seriously, particularly once they have a sense of efficacy and an internal locus of control for shaping those choices. The need for freedom seems to be universally experienced by everyone who meets with us. Ironically, it is the candidates who determine the teacher education program is no longer a good fit for them who seem to experience the largest freedom benefits from the work we do together. They realize their behaviors were subverting their goals to be teachers and that recognition seems to give them liberation to think differently and pursue a different plan. To a lesser extent, candidates who meet their levels of achievement in their goals and remain in the teaching program seem empowered and free from any negative thinking they had previously held about their abilities. We make concerted efforts to incorporate good humor and warmth around the entire process of self-awareness and choice development. We also visualize the future benefits that mastery of the development area will hold for the candidates, which provide some degree of fun and needs satisfaction. We believe addressing the five needs is the reason student candidates leave this process with a sense of gratitude and peace that is different than when we began.

Future work

A future article is planned to focus on a qualitative evaluation of the program with comments and anecdotal outcomes from participants. We would also like to follow our candidates who engaged with PARC on a longitudinal basis to inquire about the effects of engaging in the process and how it impacted their career development.

An ongoing challenge continues to be encouraging some of our colleagues to hold students accountable for dysfunctional choices and dispositions that will impede their quality as teachers. We have been intrigued that given our considerable success with student outcomes and appreciation for the intervention, some faculty still hesitate to take action and bring concerns to light. We have some hypotheses for why this is the case. Our first hypothesis is that some faculty express concern that the candidates will perceive the intervention as a punishment. If their framework of accountability is being perceived as painful, they cannot conceive of the students experiencing this process as anything but a punishing and deflating experience. As a result of that misperception, they choose not to refer candidates rather than take a chance there might be any negative outcomes. Our second hypothesis is that some faculty believe the teaching profession, and not preparation programs, should sort out those with favorable dispositions from people who struggle with dispositional skills. They have made statements such as, "Let them learn this when they get out into the real world," or "It will sort itself out later when they need to be successful to keep their jobs." Those of us in PARC think differently. We believe it is our ethical responsibility to provide our candidates with the skills they need to be successful young teachers, adults and citizens. We see Reality Therapy as an ideal vehicle to help candidates learn a process of self-evaluation that will aid them in every area of their careers, personal lives, and relationships. Our plan is to directly teach our colleagues about our use of the ACT method (Lujan, 2015) and the WDEP (Wants, Direction, Evaluation, Plans) process as formulated by Wubbolding (2000). It is our expectation that as they understand this non-coercive approach to building self-efficacy for our candidates, they will refer candidates more often and allow us the opportunity to help candidates develop greater skills for creating their own quality worlds.

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Brief Biography

Katherine Bertolini, Ph.D. is an assistant professor in Teaching, Learning and Leadership at South Dakota State University. She also holds a Master's degree in Counseling from Michigan State University. Prior to becoming a teacher and educational leadership professor, she worked as an administrator in alternative secondary schools. Principles of Reality Therapy have been a consistent part of her practice in K-12 schools and now show great promise in assisting Teacher Candidates to address issues in their professional attributes and dispositions. Dr. Bertolini specializes in professional development for educators and mentorship programming. The author can be reached at Katherine.bertolini@sdstate.edu

ATTENDING to BASIC NEEDS: IMPLEMENTING REALITY THERAPY IN SCHOOL COUNSELING PROGRAMS to ENHANCE ACADEMIC ACHIEVEMENT and CAREER DECISION-MAKING SKILLS

Cynthia Palmer Mason
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Abstract

The primary purpose of this manuscript is to examine the potential impact the implementation of reality therapy in school counseling programs can have on enhancing academic achievement and career decision-making skills. The status of academic achievement for P-12 students in the U.S. will be reviewed in terms of pertinent literature. This will be followed by a review of reality therapy, the core tenets of the American School Counselor Association's National Model, and the significance of academic achievement and career decision-making skills. Lastly, implications for training school personnel and suggestions for additional research are explored.

Keywords: basic needs, reality therapy, ASCA National Model, academic achievement, career decision-making skills

The status of the academic achievement gap for students in P-12 schools has been a major concern in education for some time (Achievement Gap, 2017). The achievement gap in education refers to the disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized test scores, course selections, dropout rates, high school graduation rates, and college completion rates, among other success measures. It is most often used to describe the performance gaps between African American and Hispanic students, at the lower end of the performance scale, and their non-Hispanic white classmates, and the similar academic disparity between students from low-income families and those who are from higher income families (Editorial Projects in Education Research Center, 2011).

In principle, the public has been behind closing the achievement gap. Trend data from the National Assessment of Educational Progress (NAEP) indicate that attempts to eliminate the gap have been numerous (Achievement Gap, 2017). These efforts have included reducing class sizes, creating smaller schools, expanding early-childhood programs, raising academic standards, improving the quality of teachers, and encouraging minority students to take higher level courses (Editorial Projects in Education Research Center, 2011).

The gap seems to have narrowed somewhat in recent years; however, there continues to be large disparities between African American and white students and between Hispanic and white students in the U.S. (Achievement Gap, 2017). Therefore, the problem that our public education system has not adequately responded to continues to negatively impact academic performance for minority students. With every passing year, the damage continues to mount. This is a problem that needs more attention. The lower rates of high school graduation lead to less employment, higher rates of incarceration, substance abuse, ill health, and intergenerational poverty (Washington State Legislature, 2008).

The implication of these data seems to be that different approaches must be considered to decrease the achievement gap in P-12 schools. All children should be supported and encouraged to achieve the education they need to find meaningful and well-paying jobs, to

thrive in colleges and universities, and to participate fully in this nation's economic and civic life (Wilkins, 2006). Therefore, because of the documented effectiveness of reality therapy in schools, this method of counseling and psychotherapy is proposed for implementation in school counseling programs to enhance academic achievement and career decision-making skills.

Reality Therapy

Reality therapy is a method of counseling and psychotherapy that was developed by William Glasser (1965). The Institute for Reality Therapy, now called William Glasser International, founded in 1968, promotes the teaching of reality therapy applied to psychotherapy, counseling, schools, agencies, and management (Wubbolding, 2000). In 1968, Glasser wrote *Schools Without Failure* which described how to use reality therapy in classrooms. This led to the creation of some 200 Quality Schools which use reality therapy and focus on attaining a higher level of quality in the areas of academic achievement, career development, and personal/social adjustment.

Choice theory is the underlying theoretical basis for reality therapy. It explains why and how we function. This approach states that human beings are motivated by five genetically encoded basic needs that drive us all our lives. These needs are innate, not learned; general, not specific; and universal, not limited to any specific race or culture. They are survival, love and belonging, power or achievement, freedom or independence, and fun (Glasser, 1998). This approach emphasizes that shortly after birth and continuing all through life, individuals store information inside their minds and build a file of wants called the *Quality World*. This somewhat imaginary world consists of people, activities, situations, beliefs, and possessions (Wubbolding, 2000). People are the most important component of each Quality World and these are the individuals clients care about and want most to have a relationship with. According to this approach, everything we do is chosen and every behavior is our best attempt to get what we want to satisfy one or more of our basic needs (Glasser, 2001). When basic needs are met at school, students behave better, learn more, and see education as valuable and important to them (Glasser & Wubbolding, 1997).

Reality therapy provides the delivery system for helping individuals take more effective control of their lives; a basic goal of this approach is to help them learn better ways to fulfill their basic needs. Reality therapy focuses on present behavior. The core of the counseling process involves challenging clients to evaluate their behavior; strong emphasis is placed on client responsibility. Essentially, we choose all we do which implies that we are responsible for what we choose. Clients achieve success by learning more realistic behavior. Therapy can be considered a mentoring process in which the therapist is the teacher and the client is the student (Corey, 2013).

Wubbolding (2000) developed the acronym *WDEP* to describe key procedures in the practice of this approach. Each letter represents a cluster of appropriate skills and techniques for assisting clients to take better control of their lives. Grounded in choice theory, the system assists people in satisfying their basic needs. Wubbolding has expressed these elements in a way that makes them easy to remember, for instance: *W*=wants, needs, and perceptions; *D*= direction and doing; *E*=self-evaluation; and *P*=planning. The art of counseling is to weave these components together in ways that lead clients to evaluate their lives and to decide to move in more effective directions. The following paragraphs will provide summaries of research studies that emphasize the effectiveness of the use of reality therapy in schools.

For example, Edens and Smyrl (1994) conducted a study over a 6-week block of time on disruptive classroom behaviors. The purpose of the study was to assess the effects of Glasser's quality school objectives and the use of reality therapy as a means of reducing disruptive behaviors in a middle school physical education class. The study's sample was a seventh-grade class of 22 white, 19 black, and 1 Hispanic students; 26 were female and 16 were male.

As an integrated part of the physical education curriculum, students were taught the concepts of choice theory. Reality therapy was used to counsel the students whenever they demonstrated misbehavior. A significant element of the study was the opportunity for students to join in class meetings to discuss choice theory using worksheets containing hypothetical incidents. The recorders noted a total of 61 behavioral incidents during the 6-week time frame with 31 incidents during the first week and only three incidents during the last week. The authors concluded that teaching choice theory and using reality therapy have positive effects on students' behavior.

Similarly, the summer school program at Victor J. Andrews High School in Orland Park, Illinois focused on incoming students who had academic difficulties at the middle school level. The program goals addressed ways to help students make the transition to high school and enhanced the academic skills they needed to do quality work. The program included concentrated opportunities to learn the traditional subjects of math, science, reading, and English. Students learned the inner motivational components of choice theory and reality therapy in detail and practiced these methods under the guidance of supportive counselors and teachers.

According to John Hackett (1998), the program organizer, 4 years of data showed significant gains in math, comprehension, and vocabulary. Psychosocial gains in self-esteem, internal awareness, drive, strength, and stress management were measured by the Rosenberg Test of Self-Esteem scale and the Norwicki Locus of Control Inventory. The director also reported that the summer school program was highly respected by both parents and educators.

Moreover, Comisky (1993) investigated the impact of reality therapy with at-risk ninth-grade students. She measured the effect of reality therapy on students' self-esteem, locus of control, school achievement, attitude toward school, attendance, and classroom behavior. Researchers set up three groups of students, each receiving a different treatment over 14 sessions. One group received reality therapy alone. The second group received reality therapy counseling combined with a partial school within a school program. The third group, a control group, worked on career development.

Pre- and posttests that the students took revealed significant differences in achievement, self-esteem, attitude, and attendance. Reality therapy was most effective with students when used in the school with-in a school setting. This was a limited pilot program designed to address personal-emotional as well as cognitive-academic needs. In this partial school within-a-school program, the students were grouped together for English and Social Science classes and received special attention from a team of teachers, counselors, and administrators. The researcher concluded that a less coercive environment in which teachers can get close to students helped them to fulfill their basic need for belonging. The results were especially significant because the new reality therapy-based elements changed the system to make it easier for students to insert schoolwork into their quality worlds.

ASCA National Model

In 2003, the American School Counselor Association (ASCA) published the *ASCA National Model: A Framework for School Counseling Programs* (American School Counselor Association, 2012). The ASCA National Model was developed to guide school counselors in the designing, implementing, managing, and evaluating of comprehensive developmental school counseling programs. This model suggested that school counseling programs be systematically delivered using the four program components of guidance curriculum, individual student planning, responsive services, and system support (Gysbers & Henderson, 2012).

Each component makes specific contributions to enhance academic achievement, career decision-making, and personal/social development for students (Gysbers & Henderson, 2012). For instance, the Guidance Curriculum provides preventive, proactive lessons to promote positive mental health and enhanced academic achievement for all students. Well planned guidance lessons and activities that focus on goal-setting, study skills, time management, careers, relationships, self-discipline, anger management, decision-making, and the importance of acquiring a quality education help counselors to meet students' basic needs.

The Individual Student Planning program component provides all students with guidance and counseling activities to help them to positively assess, plan for, and then monitor and manage their personal-social, academic, and career development (Cohen, 2001). The activities are designed to help students focus on their current and future goals by developing life career plans drawing on the strength-based career development content embedded in the guidance curriculum. School counselors work closely with students on an individual basis as they explore and evaluate their education, career options, and personal goals.

The Responsive Services component provides individual and small group counseling, consultations, and referrals. The purpose of this component is to work with students whose personal circumstances are threatening to interfere with or are interfering with their personal, social, career, and academic development. Specific issues facing some students include academic achievement, career choice, child abuse, family loss, cross-cultural effectiveness, relationships, substance abuse, school attendance, and dropping out of school.

The System Support component consists of management activities that establish and maintain the total school counseling program. It is implemented through activities in the areas of research and development, professional development, public relations, community outreach, committee memberships, and program management. These activities support and enhance plans and projects in the other three program components.

Discussion

The status of academic achievement for students in P-12 schools has been a major concern in education for over two decades (Braun, Wang, Jenkins, & Weinbaum, 2006; Campbell, Hombro, & Mazzeo, 2000). The effects of the achievement gap can be observed in the areas of standardized test scores, grade point averages, dropout rates, and college enrollment and completion (Engle, Bermeo, & O'Brien, 2006; McDonough, 2005; Public Agenda, 2010). Attempts to eliminate the gap have been numerous and the gap seems to have narrowed somewhat in recent years; however, there continues to be large disparities between African American and white students and between Hispanic and white students in the U.S.

(Achievement Gap, 2017). Therefore, this problem continues to negatively impact academic performance for minority students. The lower rates of high school graduation lead to less employment, higher rates of incarceration, substance abuse, ill health, and intergenerational poverty (Washington State Legislature, 2008).

The indication of these data seems to be that different approaches must be considered to enhance academic achievement for minority students. Therefore, the implementation of reality therapy in school counseling programs is recommended because of its documented effectiveness in schools. The training for those who will deliver the school counseling program is extremely important. Reality therapy training is recommended because it emphasizes the importance of the therapeutic relationship which is the foundation for effective counseling outcomes (Wubbolding & Brickell, 1999). Client relationships are enhanced when counselors eliminate the seven deadly habits of criticizing, blaming, complaining, threatening, punishing, nagging, and rewarding for control. These toxins are replaced with the seven caring habits of supporting, encouraging, listening, accepting, trusting, respecting, and negotiating differences.

For this approach to be successful, a therapist must be the kind of person a client would consider putting in his/her Quality World (Glasser, 1998). Reality therapy trained counselors use their personal qualities of warmth, sincerity, understanding, acceptance, concern, openness, and respect for the individual to develop positive relationships with students (Corey, 2013). These characteristics allow counselors to function as advocates who instill a sense of hope in students (Wubbolding, 2009). Before focusing on academic achievement and career decision-making skills, reality therapy trained counselors work at involving, encouraging, and supporting students. These interactions help to meet the basic needs of love and belonging.

The implementation of the ASCA National Model is recommended for all school systems. School counseling programs and those who work within them are important; this has been strongly supported by Myrick (2003) who made a clear connection between school counseling programs and student academic achievement. He used a variety of examples to illustrate that developmental guidance programs positively impact student learning. In addition, a study by Gerler, Kinney, and Anderson (1985) revealed that underachieving students who received counseling improved significantly on the Self-Rating Scale of Classroom Behavior as well as in mathematics and language arts grades. Moreover, a study of Missouri high schools shows that schools with more fully implemented model guidance programs had students who were more likely to report that (a) they had earned higher grades, (b) their education was better preparing them for the future, (c) their school made more career and college information available to them, and (d) their school had a more positive climate (Lapan, Gysbers, & Sun, 1997).

The Individual Student Planning program component of the ASCA National Model was designed to allow school counselors to work with students individually on academic achievement, personal/social adjustment, and career development. It is imperative for each student to have personal one-on-one time with the counselor. It is from the basis of this personal and meaningful relationship that effective outcomes are likely to follow and become sustained. Reality therapy practitioners use attending behaviors, listening skills, suspension of student judgment, facilitative self-disclosure, summarizing, and focusing to create the type climate that leads to student participation (Wubbolding, 2000). The artful integration of these skills is paramount to a trusting and encouraging relationship between the school counselor and the student.

The WDEP System

Reality therapy trained school counselors use the WDEP system to work with students whose academic performance is below average for their grade level. Each of the letters in the system represents a cluster of ideas and should be considered as a network of interconnected possibilities from which the counselor can choose (Wubbolding, 2000). Counselors start with the letter *W* and ask students what they *want* to accomplish in the counseling process. They ask students what they want for themselves, for their parents, and for the world around them. After some discussion, students are asked how hard they are willing to work to achieve their goals. This is followed by a discussion of the *D* component.

The letter *D* implies that the counselor discusses the overall *direction* of the students' lives as well as what they are *doing*. Students are asked what they are doing about studying, time management, and commitment. The session moves next to focusing on what students are thinking and how they are feeling at the time.

The *E* component is for *self-evaluation*. The heart of reality therapy is the use of self-evaluation questions. Students do not change behaviors, actions, thoughts, or feelings without first deciding that current behaviors are ineffective. At this point, counselors help students to judge, to evaluate the viability, appropriateness, and effectiveness of the statements made in both the *W* and the *D* components. The essential aspect of self-evaluation is a personal, inner judgment about behavior. Students are asked to do a self-evaluation of their wants, their thoughts, and their actions; they are also asked if there is reason to believe that they will reach their academic goals without making changes in behavior. Students will be more likely to change and consider a plan of action if they are convinced that their present behavior is not getting them what they want. Further, when students believe they have options, they will be even more motivated to choose other behaviors that will get them closer to what they want (Glasser, 1992).

When students are motivated to make changes, they move to the *P* element and work with their counselors to develop *plans* for change. To be effective, Wubbolding (2000) suggests that each plan should be simple, attainable, measurable, immediate, consistent, committed to, and controlled by the student (SAMIC³). After formulating the plan for change, the school counselor meets with the student regularly to review progress and provide support. When students are successful with their plans for change, their higher levels of academic achievement should help to meet their basic needs for power and achievement.

The Individual Student Planning Program

The Individual Student Planning Program component also provides an opportunity for the school counselor to focus on careers and career decision-making skills. To help students with this process, counselors should tutor and encourage them to complete the Choice Theory Career Rating Scale for Children and Adolescents (Figure 1) (Mason & Duba, 2009; based on Glasser's Choice Theory Needs Rating Scale). Need Strength and Need Satisfaction ratings on the scale range from 1 (*low*) to 10 (*high*) for each. A 10 on the Need Strength Scale represents a high need on any specific basic need and a 10 on the Need Satisfaction Scale indicates that this specific need is being completely satisfied. The basic needs of Love and Belonging, Self-Worth/Power, Freedom, Fun and Enjoyment, and Survival and Health are clearly identified on the scale.

Counselors are encouraged to be creative with the scale. They could start by asking students to choose one specific career of interest and review the required training, potential

salary, benefits, work schedule, and places of employment for their choice. Then, students may use the Choice Theory Career Rating Scale for Children and Adolescents to determine if their career choices will meet their expected adult needs related to marriage, family responsibilities, purchasing a home, family vacations, and personal or family emergency situations. When the Need Satisfaction rating is less than the Need Strength rating on the scale for any student, the counselor could inquire about which steps would be important and essential in moving the student's need satisfaction rating closer to the need strength rating. Group discussions and individual sessions should be available for students to talk about how their career choices meet their basic needs.

Another option would be to hold an annual career fair. Employees from the community can serve as representatives of any given career. After such a fair, students are asked to review a career choice in terms of required training, potential salary, and work schedule. This is followed by the distribution of various worksheets with cases related to circumstances that could arise in adulthood. The next step is for students to take the Choice Theory Career Rating Scale for Children and Adolescents to evaluate if such a career choice fits their expected adult needs. This is only one example of how creativity can be applied within a Choice Theory framework. Counselors and teachers are encouraged to consider others.

Summary

In summary, although further research is encouraged to gain a more complete understanding of the reasons for the academic achievement gap in P-12 schools, it seems reasonable to suggest that it is time to consider different approaches to enhance academic achievement for students at the lower end of national performance scales. Findings from this investigation indicate that perhaps the problems with academic achievement for minority students have more to do with a lack of intrinsic motivation than with external factors. This is consistent with the findings of Ohrt who worked extensively with groups of students who were struggling academically and at-risk of falling behind or dropping out of school (Meyers, 2015). He and his team researched which elements were most predictive of students' academic success or failure and found that social and emotional factors played larger roles than GPA's and test scores. Consequently, it seems important for educators to focus on helping students in P-12 schools to meet their basic needs of survival, love and belonging, power or achievement, freedom or independence, and fun (Glasser, 1998). When basic needs are met at school, students behave better, learn more, and see education as valuable and important to them (Glasser & Wubbolding, 1997).

Therefore, with the understanding that school districts usually require in-service training for employees each year, it is recommended that school districts provide reality therapy training for all school personnel including administrators, counselors, teachers, and staff. When implemented in school settings, reality therapy focuses on changing the school environment along with enhancing academic achievement for all students (Wubbolding & Brickell, 1999). It is also recommended that professional school counselors learn to use the WDEP system of reality therapy and the Choice Theory Career Rating Scale for Children and Adolescents. Moreover, it is further recommended that all school districts implement the ASCA National Model school counseling program because of its documented effectiveness. These proposed changes have the potential to significantly enhance academic achievement for minority students in P-12 schools. Perhaps more important, there is reason to believe that these proposed changes have the potential to enhance academic achievement for all students while also creating a better educated and more equitable society.

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Brief Biography

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Figure Caption

Figure 1. Choice Theory Career Rating Scale for Children and Adolescents

Needs and their Definitions	STRENGTH AND SATISFACTION RATING SCALE
Love and Belonging: The need for interpersonal contact, working together with others, and the potential for developing long term relationships and friendships. To feel wanted and approved of by classmates, as well as by authorities.	Need Strength <hr/> 0 1 2 3 4 5 6 7 8 9 10 Need Satisfaction <hr/> 0 1 2 3 4 5 6 7 8 9 10
Self Worth/Power: The need for a sense of empowerment, competence, and opportunities for personal effectiveness in the school environment. A connection between one's personal sense of achievement and worthiness with similar experiences in the home, school, and community. Opportunities for leadership and management roles.	Need Strength <hr/> 0 1 2 3 4 5 6 7 8 9 10 Need Satisfaction <hr/> 0 1 2 3 4 5 6 7 8 9 10
Freedom: The need for autonomy, independence, and limited restrictions in the school environment and in the home. Opportunities for spontaneity and change in all areas of one's life.	Need Strength <hr/> 0 1 2 3 4 5 6 7 8 9 10 Need Satisfaction <hr/> 0 1 2 3 4 5 6 7 8 9 10
Fun and Enjoyment: The need for balance between work and pleasure. Sufficient opportunities for enjoyable and fun experiences within the context of school, home, and community.	Need Strength <hr/> 0 1 2 3 4 5 6 7 8 9 10 Need Satisfaction <hr/> 0 1 2 3 4 5 6 7 8 9 10
Survival & Health: Safe physical environment at home and school. An environment that is a supportive context for one's mental and emotional health. Family income that adequately provides for enhanced educational opportunities, personal self-care, leisure activities, and vacations.	Need Strength <hr/> 0 1 2 3 4 5 6 7 8 9 10 Need Satisfaction <hr/> 0 1 2 3 4 5 6 7 8 9 10

RE-ENVISIONING REFLECTIVE SUPERVISION: A CHOICE THEORY/REALITY THERAPY APPLICATION USING REFLECTING TEAMS

Jane V. Hale and Jodi Sindlinger

Abstract

This article explains how the integration of the reflecting team method (RTM) and William Glasser's Choice Theory/Reality Therapy (CT/RT) principles deliver a unique approach to the supervision of counselors in training. Early in the developmental process of becoming a counselor, trainees are usually overly critical of their performance and experience self-doubt. Thus, many supervisees struggle with receiving feedback. Through re-envisioning supervision in this new format, emerging counselors can develop new knowledge about their skills and conceptualization of the client/counselor relationship in a non-defensive manner. This learning environment helps supervisees meet their five basic needs outlined by Choice Theory and as a result enhances clinical skill, personal growth, and confidence.

Reflective practice is an integral component of counselor development (Collins, Arthur, & Wong-Wylie, 2010; Hubbs & Brand, 2005; Nelson & Neufeldt, 1998). As such, it is vital that supervisors model reflective practices and develop a reflective stance in supervisees (Granello, 2000; Skovholt & Ronnestad, 1992). As new supervisees navigate their early supervisory relationships, many experience anxieties around the evaluative nature of the experience. Choice Theory/Reality Therapy (CT/RT) can be used to illuminate the supervisee's developmental needs and quality world picture. The RTM provides a vehicle for supervisors to employ CT/RT principles in understanding and meeting those needs. WDEP questioning techniques strengthen this model of reflective supervision.

The reflecting team concept is rooted in Andersen's marriage and family work (1987; 1992; 1995). Unlike popular models of the 1980's, Andersen's method involved removing the traditional one-way mirror that separated families from the observing clinical team, allowing the family and counselor to listen in as the team discussed the case (Andersen, 1987). This transparency allowed the family an opportunity to listen in on the team's discussion around the case (Andersen, 1991). From this "listening position", the family became privy to the process and the multiple perspectives generated by the team as they reflected on the case (Andersen, 1991, p. 58). This shift in position removed the clinicians from a position of power, thereby promoting collaboration and minimizing defensiveness (Monk & Winslade, 2000). When used in counselor supervision, the reflecting team model (RTM) is similar in format and feedback facilitation, promoting collaboration and generating multiple perspectives for the supervisee to consider.

Utilized in many disciplines, William Glasser's Choice Theory/Reality Therapy (CT/RT) is a counseling theory that emphasizes that individuals need to be the experts in their own lives, relationships are at the crux of most problems, and that people are intrinsically motivated to get their basic needs met (Glasser, 1998). CT/RT posits that optimal learning occurs when an individual's basic needs of fun, freedom, power, love and belonging, and survival are met. The RTM offers a non-coercive, meaningful, and collaborative approach to supervision which mirrors the principles of CT/RT.

Reflecting Team Model

The reflecting team concept was introduced by Norwegian therapist Tom Andersen (1987). During his observation of a family counseling session, Andersen offered the family and counselor the unique opportunity to shift to a "listening position" while he and his team members shared with each other their observations about the session (Andersen, 1991, p. 58). After listening to the team's dialogue, the family was then invited to reflect upon and share what they heard and what they found "interesting" in the team's reflections (1987, p. 420). This shifting between listening and reflecting positions might take place several times within a session (Andersen, 1991). Andersen's model differed from other models of live, group supervision in that the client and family were given space to consider the team member's thoughts, ideas, and observations without feeling pressured to respond.

When used in group supervision, the supervisee and a peer or supervisor take the place of the client-counselor dyad and members of the peer supervision group assume the role of the reflecting team (Paré et al., 2004; Monk & Winslade, 2000; Prest et al., 1990). The positioning of parties and the shifting roles of observer/observed appear to influence the relationship between the supervisee and supervisor and the manner in which feedback is communicated (Landis & Young, 1994; Monk & Winslade, 2000; Prest et al., 1990). By placing some distance between the supervisee and supervisor, the RTM moves the supervisor out of the role of expert and the supervisee out of the proverbial hot seat (Monk & Winslade, 2000). The distance facilitates collaboration as all participants feel free to share their reflections. Participants are encouraged to provide their reflections in a tentative manner, offering possible hypothesis and judgement-free observations. The nature of the language used to communicate feedback and reflections minimizes defensiveness and maximizes the supervisee's openness to personal and professional growth (Cox, Banez, & Haley, 2003).

Choice Theory/Reality Therapy

The collaborative nature and Socratic approach of using the RTM is a natural match for CT/RT. The intention of this article is to illuminate how the principles of CT/RT are met through using the RTM in counselor supervision. Choice Theory and Reality Therapy were created by William Glasser to explain human behavior and offer ways to improve relationships and overall well-being (Glasser, 1998). The concepts of Choice Theory and Reality Therapy are related, but inherently different. Choice Theory was developed out of Reality Therapy and is a set of ideas about human behavior that is based on how individuals meet their basic needs (Glasser, 1998). Reality Therapy is the counseling approach that creates change and is based on the principles of Choice Theory (Wubbolding, 2000). Glasser determined that all individuals have five basic needs: love and belonging, freedom, fun, power, and survival and all we do is behave the best way we can to meet these basic needs. Choice theory purports that we all have an idea about how our life looks when our basic needs are met. In essence, we create our own pictures in our brains based on our perceptions about how our life is when we are happy. These pictures in our brain represent a concept that Glasser calls the "quality world." The "real world," or what a person is experiencing in the moment, may or may not be in line with the "quality world." Our perceptual filters also play a role in how we experience the "real world." The quality world is a concept that many people are not cognizant of; instead, the construction happens more unconsciously (Glasser, 1998).

A counselor who uses CT/RT in counseling needs to develop therapeutic relationships with clients that are need-fulfilling (i.e. the relationship with the counselor becomes part of the client's quality world) for clients to improve. Additionally, a CT/RT counselor helps clients recognize how they get their needs met to develop insight into their own behavior and make positive changes (Glasser, 1998). The same is for supervisors and supervisees according to this model; however, the main emphasis is on the supervisor developing a space for supervisees to take risks in an environment where they are getting the basic needs of love and belonging, fun, freedom, power, and survival met.

For example, in a counselor education learning setting, the delivery of constructive feedback is a delicate task, especially when the students are working with "real" clients for the first time. Supervisees in counselor education programs, often encounter many conflicting emotions. While it is exciting to put theory into practice, it is also a time that supervisees feel inadequate, or nervous about counseling actual clients. When counselor supervisees are experiencing emotions such as anxiety, Glasser (1998) would say they are choosing to feel anxious to keep their scales in balance. For instance, when receiving feedback that is difficult to hear, students' power needs may be threatened. As a result, students may choose to act defensively. The act of responding defensively can be described as the best way that supervisees know how to get their power need met; hence, balancing their real world and quality world pictures. Obviously, this is where the RTM approach can be used to aid counselor supervisees in the reduction of defensiveness when receiving feedback without external evaluation or criticism.

Imagine how the quality world pictures of a supervisee might look...how might they be experiencing the needs of love and belonging, power, fun, freedom, and survival, in their role as a counseling practicum student or intern engaging in fieldwork? Most supervisees are very aware of their new responsibilities towards their clients and are concerned about doing the best work possible to help them. So, when they hear they have areas to improve upon, many supervisees perceive they are not capable of being an effective counselor and choose to doubt themselves. As noted in the above example, if supervisees hear feedback in a way that they perceive is critical or negative, they may respond by choosing a behavior or thought to get their quality world and real world scales to balance. Supervisees may choose to act defensively or even remain silent to keep their power need in balance. This results in supervisees being less likely to take risks and discuss clinical cases, specifically their personal work with clients. The use of the RTM is a supervision method that encourages student discussion in a reflective, non-threatening manner which enhances the attainment of basic needs in the real world and ultimately increases clinical skill, growth, and confidence.

Listed below, the basic needs are clearly outlined as they are met through the RTM:

Love and Belonging:

The "love and belonging" need is experienced because of the open nature of the group and the validation of different ideas and opinions that are encouraged to emerge. Communication is essential in this activity and authentic communication is even more necessary for the RTM to be successful. The students who are part of the reflecting team and the supervisee presenting his/her case have ownership of the process. The faculty supervisor is part of this process, rather than the expert. Staying true to group development, this process mirrors healthy group process rather than didactic supervision teaching methods. Hence, positive relationships between group members emerge.

Power:

The activity is constructivist in nature and allows the supervisees to create their own knowledge through intellectual discourse, which aids in meeting the “power” need. The supervisee who presents the case for discussion has the “power” to create their own narrative story about the clinical work they are doing with their client.

Fun:

New learning is “fun” for emerging professional counselors, especially when it is constructed by the individual. Many supervisees feel validated that they are able to construct meaningful dialogue about clinical cases, which is empowering and exciting. In the authors’ experience, supervisees usually comment that they enjoy the process of the reflecting team and have fun engaging in this intellectual forum.

Freedom:

Counselor supervisees have ownership of how the process unfolds and the “freedom” to engage in unrestricted dialogue that is encouraged to spontaneously unfold. When supervisees share a case for discussion, they are able to take what they deem valuable and disregard ideas they do not consider relevant.

Survival:

“Survival,” is inherent in the RTM activity and should be a part of every learning environment regardless of teaching approach. As in any educational activity, ensuring safety and access to resources is integral to providing an ideal learning environment.

WDEP Framework

Robert Wubbolding’s WDEP framework can offer a structure for using the RTM that is consistent with CT/RT principles (2000). Wubbolding (2000) describes the WDEP process as “a method for building relationships with clients and for helping them relate better to their individual worlds” (page 43). He further identifies that the WDEP system as a questioning technique that helps clients take control of their own lives and fulfill their needs in a personal way that is also helpful to society (Wubbolding, 2000). Adding a structural framework that follows the WDEP Model of Reality Therapy aligns well to strengthening the RTM model in a CT/RT framework. In supervision, the concepts of WDEP can easily be re-envisioned to assist supervisees to take control of their own learning and integrate their new knowledge as they see fit. The relational approach of using WDEP in the RTM allows for a collaborative community to emerge in which supervisees are likely to be more willing to share their thoughts and experiences.

WDEP is a counseling system that begins with W (finding out what a person wants), D (finding out what a person is doing to get what he/she wants), E (self-evaluating if the person’s behavior is helping him/her get what he/she wants) and P (helping the person make a plan to help him/her get what he/she wants). In counseling, the WDEP technique is used to help individuals make choices that will help them increase their life satisfaction (Wubbolding, 2000). In supervision, the WDEP questioning technique can be used to aid supervisees in clinical growth and personal insight. The intention of the framework is to apply this counseling model to supervision.

A New Model for Reflective Supervision

In accordance with the traditional RTM setting, it is important that the structure of the room is considered and the dyad that consists of a supervisee presenter and interviewer sit away from the reflecting team (peer supervisees). This physical distance is a reminder that the dyad is not part of the discussion that occurs during the RTM process. This helps to minimize defensiveness because it is enticing for the supervisee presenting his/her case to join in and explain that certain techniques or theories were applied and why they did or did not work. Silence for the presenting supervisee can be challenging, but this is a very important part of the process. When the discussion comes back to the supervisee presenter, he/she then has the opportunity to speak and comment on what parts of the dialogue stood out to him/her. During this part, The RTM focuses on having the supervisee develop a formulated plan to put his/her new learning into action. The acronym SAMICCC, which is used in the WDEP Model, stands for what Wubbolding defined as the components of an effective plan: Simple, Attainable, Measurable, Immediate, Controlled by the planner, Consistently practiced and Committed (Wubbolding, 2000).

Step 1: Before beginning the session, the supervisor facilitates a discussion about the responsibilities of the reflecting team and of the supervisee presenter to ensure clear boundaries and recognition of roles (see Appendix A). The interviewer (can either be the faculty supervisor or a peer) and supervisee presenter sit away from the reflecting team.

Step 2: (W) What do you want to get out of the reflecting team process? What would you like the reflecting team to listen for during your interview?

The interviewer asks the supervisee what he/she wants to get out of the RTM process and asks questions that help to conceptualize the client's story and how the supervisee is experiencing the clinical relationship (see Appendix B). At the end of the discussion, if students have audio recordings of client sessions, it is suggested that they choose a 5 minute segment to play for the reflecting team.

Step 3: (D) What will you do to help you get what you want out of the reflecting team process?

After a want (or what the supervisee presenter is hoping to get out of the RTM experience is identified, the supervisee presenter is asked what he/she needs to do to get the most out of the experience. This might include the supervisee explaining that this process may be difficult and he/she is going to focus on not taking comments personally; instead, listening with an open mind. The conversation between the interviewer and peer supervisee concludes and the reflecting team now takes over and discusses the presented issue in an intellectual and inquisitive manner. The supervisee presenter listens without comment during the reflecting team's discussion and is encouraged to take notes. The supervisee has the freedom to take what information is valuable to him/her and disregard what is not deemed relevant. The interviewer will determine when the reflecting team is ready to end. It is important that the discussion does not end too abruptly and continues long after natural silences ensue. This is usually when the most meaningful reflections are shared. After the reflecting team concludes discussion, the focus is shifted back to the peer supervisee

Step 4: (E) Were you able to get what you wanted from the reflecting team?

At this time, the interviewer asks an evaluation question to the supervisee presenter. This is where the supervisee presenter has the opportunity to provide comments to the reflecting

team about new learning and insights that emerged while listening to the reflecting team's discourse.

Step 5: (P) How will you proceed with your client?

The presenter makes a plan about how he/she intends to use the reflecting team feedback and communicates this with the reflecting team. The interviewer will help the supervisee use the SAMICCC model as a guideline to making his/her plan.

This model would likely be useful at any point of a counselor's professional development. However, it would have special utility for counselor supervisees early in their training. A Clinical Mental Health Practicum is offered each year at the school where the authors are faculty members. The practicum consists of 100 hours of fieldwork (40 hours of direct service and 60 hours of indirect) and intensive group and individual supervision. This is the first time the masters level graduate students are providing counseling services to actual clients. The authors consistently use the RTM in the group counseling supervision sessions and note that it has been very successful in aiding the supervisees to develop clinical insight and confidence.

At the end of the most recent practicum course, of the authors, who also was the faculty supervisor for the course, asked each supervisee to informally answer writing prompts about how they experienced using the model of reflective supervision. Here are some poignant quotes that illustrate the supervisees' experiences:

- "I enjoyed being able to build and adapt the ideas of others and create a plan as a group. It was nice to hear that peers have similar struggles."
- "It was encouraging to hear the knowledge of my other colleagues and their approaches and interventions were all a little different so I was able to learn and adopt my style and become more well-rounded as a counseling professional."
- "I learned to believe in myself. I realized that while you can never stop learning, I was able to provide counseling as well as provide suggestions to my clients and colleagues effectively."
- "Learning that emerged for me were different theories to use with a particular client, and possibly go into the session differently. It also allowed me to see where other students struggled with a client as well."
- "It really gets you to start thinking outside the box from the usual strategies we tend to use. I liked hearing about what other people suggested for my client when it became my turn to present."
- "I believe it was useful for the RT team in giving an outside perspective of the client."
- "I found it to be beneficial to be able to receive the perspectives of peers on where progress could be made with a client. Since we each have unique focuses and techniques for therapy, it was valuable to hear how others process the client's current situations."
- "I enjoyed being able to build and adapt the ideas of others and create a plan as a group."

As noted in the above quotes, the supervisees experienced improvement in their clinical skills, personal growth, and increased confidence. Students were able to see that other students were also struggling and were able to engage in discussions that were validating to each other. The process focuses on emergent learning that is created and directed by the

supervisee participants; therefore, students were able to recognize that they have valuable information to contribute to the group.

Conclusion

The impetus for the article originates from the success that both authors have experienced using the RTM as doctoral students and faculty supervisors. Based on the literature presented about why RTM's are successful, it is not surprising that CT/RT principles are represented throughout the RTM process. Adding the WDEP framework is a natural way to re-envision the reflective supervision model of the RTM in combination with CT/RT.

As doctoral students, in a Counselor Education and Supervision Doctoral Program, the authors engaged in the RTM as part of their supervisory training. The effectiveness was apparent and the authors experienced increased insight and confidence about their supervisory skills. After using this method with supervisees who are counselors in training, the authors recognized the same success. Dialogue with supervisees illustrated that students felt valued, enjoyed being part of a collaborative process, were free to learn without fear of judgment, had fun, and were challenged. The experiences of the supervisees mirrored the authors' experiences as doctoral students. Upon further exploration of the success of the RTM, the concepts of CT/RT became a central focus of why the reflective supervision approach was so effective.

This article is intended to offer an innovative model to integrate reflective supervision for counselor educators and therapists who use, or are interested in using CT/RT approaches. Further research studies to explore how the basic needs of supervisees are met through using the RTM, specifically the re-envisioned model using WDEP, would add rigor to this approach. Both quantitative and qualitative designs would be useful to examine and explore the ideas presented in this article.

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Appendix A

REFLECTING TEAM PARAMETERS

RESPONSIBILITIES OF THE REFLECTING TEAM:

- Pay attention to where the counselor indicates he/she is stuck
- Formulate questions in a pondering fashion (e.g. I wonder if the client feels like she has friends?)
- Discuss various ways to view the overall client/counselor relationship
- Point out strengths that you see in the relationship, or counselor abilities.
- State any personal reactions you might have experienced when listening to the counselor's interview
- Express "gut" reactions, or hunches to be explored
- Don't try to be an expert, you are having a conversation about possibilities, not absolutes
- Look at the client's situation through multiple theoretical lenses (e.g. Person-Centered, Choice Theory, Cognitive-Behavioral)

- Ponder different interventions that you might try if you were working with this student
- Do not engage in conversation with the counselor who presented his/her case, you have to reflect based on the data given to you
- Do not engage in negative critiques of the counselor

RESPONSIBILITIES OF THE PERSON BEING INTERVIEWED (COUNSELOR SUPERVISEE):

- Honestly tell the story of your client and how you have approached working with him/her (this is guided by the interviewer).
- Remember that after you are interviewed, you remain silent and listen to the team process your case
- Take notes
- Do not attempt to clarify information while RT is discussing.
- Discard information that is not helpful to you. You do not need to waste time informing the team of any inaccuracies.
- Reflect back to the team (after RT concludes) and highlight what new insights or ideas emerged that will help you when working with this client.
- Remember that this is essentially a reflective brainstorming session and not a critique of your counseling abilities

Appendix B

CONCEPTUALIZATION QUESTIONS

CLIENT INFORMATION GATHERING:

- Tell me a little bit about your client. (Ask this in an open ended manner. It is important for the RT to see what emerges. This will help the reflecting team understand what is relevant to the counselor.)
- If the counselor supervisee is not sure what to answer, here are some prompts:
 - a. Presenting problem?
 - b. Strengths of the client?
 - c. Family structure?
 - d. Additional information?

COUNSELOR INFORMATION GATHERING:

- How are you experiencing this client? (Once again, ask this in an open ended manner)
- What is your main theoretical approach when working with this client? What interventions have you tried? What seemed to work and didn't work?
- Where do you feel stuck?

CLOSING QUESTION:

Is there any additional information that you would like the reflecting team to know?

Brief Biographies

Jane V. Hale, Ph.D., LPC, is an Assistant Professor in the Department of Counseling and Development at Slippery Rock University in Slippery Rock, Pennsylvania. She coordinates the Clinical Mental Health Program and specializes in working with students pursuing school counseling certification. Additionally, she has worked as an elementary school counselor, a family based therapist, and a private practice counselor. Jane is certified in Choice Theory and Reality Therapy through the William Glasser Institute and infuses the principles in her teaching, supervision, and clinical practice.

Jodi Sindlinger, Ph.D., NCC, teaches in the Clinical Mental Health Program at Slippery Rock University. In addition to her work on campus, she provides supervision and consultation to counselors and other professionals working in schools and community mental health agencies. Her clinical experience includes over 20 years of working with individuals, groups, and families and supervising counselors at work in home, school, and community settings. Jodi's scholarly interests include supervision, the development of multicultural competencies, and experiential teaching methods in counselor education.

UNIQUE INITIATIVE – BRINGING GLASSER’S CHOICE THEORY INTO THE TECHNOLOGICAL ERA

Ginette Goguen

Abstract

The Key Associates Inc., under the leadership of Ginette Goguen, Founder and President, developed the first online basic intensive training course to reach the global community in the realization of teaching the world choice theory, a mandate given by Dr. William Glasser. This paper presents the steps in this process of bringing *best practice* in teaching and learning to a broader audience in a more economic way.

Choice Theory® is the foundation for many programs related to personal development offered throughout the world, and is based on the teachings of Dr. William Glasser. Choice Theory aims at helping professionals in understanding not only *why* individuals behave the way they do, but also *how* people can take control to lead happier lives. Approximately 90,000 people have taken a basic intensive choice theory/reality therapy training course through William Glasser International, Inc. and The William Glasser Institute in over forty-three [43] countries with individual supervisors and/coaches in classrooms or other venues.

Innovation

In 2016, The Key Associates Inc., under the leadership of Ms. Ginette Goguen, completed an initiative to offer this training online for the first time internationally to reach a larger pool of individuals wishing to gain the knowledge and the skills for self-development and self-management or working in the areas of counseling and other helping professions.

Organizational transitions, business closures, job losses, and technological changes are just some of the factors that exponentially increase the level of stress, inevitably leading to emotional destabilization of individuals. This destabilization, in turn, increases the loss of self-control and precipitates risks which, in many cases, leads to the development of physical or mental illnesses.

What is unique about this initiative is that it is a hybrid online course offering more flexibility to people with busy schedules. Each module on choice theory presents written content, narrative, interactive animation, and varied methods of self-evaluation. In addition, these online self-learning modules engage participants in five [5] live online sessions (face-to-face) with an instructor approved by William Glasser International, Inc. These sessions are mandatory for the path leading to Choice Theory Reality Therapy certification (CTRTC). During the learning process, the participants also have access to the expertise of the qualified instructor in an interactive discussion forum. This novel approach aims at rendering this learning experience as optimal: interesting, exciting, and creative.

Discussion Forum Excerpt

Students will be directed to engage in discussion using the following directions:
At the end of each module, you will be asked to assess what you learned and share your thinking with others in this course. The purpose of the discussion questions is to provide ways for participants to self-evaluate what is presently occurring in their own lives and decide how the information presented here impacts their thinking or behavior. We

encourage participants to keep a notebook or journal and write down answers to these questions as a means of self-reflection.

Since developing and maintaining strong and healthy relationships are key elements in Choice Theory and Reality Therapy, we ask you [participants] to choose at least two [2] questions for the Discussion Forum Questions at the end of each module. For credit, your discussion forum answers will be shared on the Forum and you will be asked to read other participants' answers and respond to them as well. This format provides a platform to build connections with others in the course. Developing these connections may assist you to feel safer and more at ease with the Face-to-Face exercises.

New Online Approach

The training helps participants acquire new learning or fine-tune their knowledge while raising their level of competence in working with others. Participants learn how to build and maintain supportive relationships within an environment conducive to learning and deepen their understanding about mental health in the areas of business, health and wellness, education, family, and the community.

This new online approach takes advantage of the same instruction and activities of the traditional person-to-person model, presently used by William Glasser International, Inc. and its Member Organizations. This online training course combines the best practices of online learning while including those of the in-class model to establish the relationships necessary for optimal learning. It is divided into nine [9] different modules for a total of approximately forty-five [45] hours over a 14 to 16-week period.

International Recognition

As the President of The Key Associates, Inc., I am pleased to announce that the online hybrid course was recognized as a *bona fide* basic intensive training leading to Certification [CTRTC] in English and French by William Glasser International, Inc. I am grateful to Glasser Canada, Mrs. Carleen Glasser, and William Glasser international, Inc. for encouraging and supporting me in this ambitious endeavor.

In an effort to achieve our goals, I approached the Community College of New Brunswick (CCNB) as a creative and innovative partner in offering this training as an online course and developing animation to meet all learning styles in more effective ways. The CCNB has many years of experience with online trainings and collaborated by uploading the course material on the Blackboard online learning platform through its technical department in French and English, Canada's official languages, to meet the needs of its population.

Facilitators' Guide – Invitation to Teach Online Course

A Facilitators' Guide outlines the basic steps and tasks to teach the Online Basic Intensive Training course, with a Certificate through William Glasser International, Inc. upon its completion. The optimal maximum group is 16 participants; however, we are currently accepting 10 participants, as a minimum, for the course to be a viable one. Based on our experience during the pilot phase with two pilot groups, one in French and one in English, we estimate that it will take approximately 20 to 30 hours for the facilitator to prepare for the delivery of this online course. Remember that these tasks are done completely online from the comfort of participants' home or office. We are coordinating our efforts with Kim

Olver, WGI Executive Director, to disseminate this information to faculty eligible to teach the course.

Spirit of Collaboration

It is in this spirit of collaboration that The Keys Associates Inc. and the CCNB gained the financial support of the province of New Brunswick, Canada, through the Department of Post-Secondary Training and Labour, enabling the online choice theory course to make learning more interactive, more dynamic, and more accessible for the benefit of all.

Furthermore, my intention is to pursue in the near future the development of other steps towards CTRTC, namely, the advanced intensive training and practica, leading to final Certification.

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Brief Biography

Ginette Goguen is President of The Key Associates Inc., Founder of Choice Theory Online, William Glasser International Faculty Member, Supervisor level, and Glasser Canada Board Member.

During my 25 years in the Life-Work field, I have constantly been on the lookout for new tools that can better meet the needs of the people who have the desire to improve and equip themselves to achieve a work-life balance on both an individual and professional level. As I began to apply the Choice Theory concepts to my own life, my expectations were exceeded and I was convinced that I wanted, more than anything, to make this tool/training more widely known to other people who may be experiencing the challenges of a professional or personal transition. For more information, please go to www.choicetheoryonline.com or contact Ginette Goguen at Ginette@thekeyassociates.ca

A LEAP INTO THE FUTURE WITH CHOICE THEORY®

Jean Seville Suffield, DNM., WGI Senior Faculty, Brain-Based Education Trainer, Author, Glasser Canada President, WGI Board Member, Member of the Editorial Board/Journal

Abstract

Dr. Glasser's Total Behavior is the key to the future in the development of Choice Theory® as an accepted and enduring international model of internal control psychology. In a choice theory world of the future, the ideas expressed within the mental models of this paper will have been considered, embraced, accepted, and moved forward where one does not see in order to believe. It explains how exceptional revelations in neuroscience impact our thinking and how the four components of Total Behavior enter a new phase in the evolution of our understanding of Dr. Glasser's work.

The Choice Theory® World of the future will have reviewed what research has been telling us about 'consciousness' in the related fields of neuroscience. This new knowledge shall inform our understanding of Total Behavior to help us change our view of the world. This transformation involves embracing the concepts within the mental models, explained in this paper, so we, as members of the Glasser community, may be in alignment with the research and, as a result, become more credible internationally.

Four Components of Total Behavior

Dr. Glasser has offered the car as a metaphor for Behavior and it is one which almost all people I have worked with over the years can understand. Dr. Glasser has explained that all Behavior is purposeful and consists of four [4] components: acting, thinking, feeling, and physiology [body talk], all happening as an integrated whole. We may give as an example, 'That man is debating at his time.' The debating or 'acting' component may be more apparent but accompanying the act of debating, and integral to it, is a thinking component, feeling component, and also physiology. Dr. Glasser further explains that we have more direct control over our acting and thinking and less over our feeling and physiology. We must change our acting or thinking in order to effect changes in our feelings and physiology. The expansion of total Behavior is the key to the enduring nature of choice theory. Whereas reality therapy is evidence-supported and is well on its way to being 'evidenced-based,' choice theory has a longer and perhaps a more 'curious' path. Here are some of the possibilities which may help its expansion. Embracing and accepting the following research-based studies shall help us through a transformational and developmental stage.

Brain-Based Learning and Teaching

Eric Jensen explains in *Brain-Based Learning* that the brain develop best through selection and survival and is poorly designed for formal instruction (2000, p. 3). As a teacher first and foremost, Jensen gained prominence when he co-founded SuperCamp, the first brain-compatible learning program for teens, in 1981. He is still committed to making a lasting difference on how the brain learns. His extensive work on children from poverty and his latest offering *POOR STUDENTS, RICH TEACHING: MINDSETS FOR CHANGE* (2016) are making a difference throughout the United States and also internationally.

Brain-compatible learning offers specific ways on how the brain learns best and is rooted in

multiple disciplines: biology, genetics, psychology, chemistry, and neuroscience to name a few. Critics state that all learning involves the brain; however, brain-based learning is concerned with the ways that the brain learns "naturally" and offers a way of thinking about learning. It is not a formula but rather a vast range of strategies that have proven helpful to learning.

Change in People, Organizations, and Society

Just as Peter Senge et al (1994) made the biggest breakthroughs in the 90's on how leaders and organizations viewed themselves in *The Fifth Discipline Fieldbook*, it is Peter Senge, C. Otto Scharmer, Joseph Jaworski and Betty Sue Flowers that offer *Presence* (2005) and the **U** theory which explores the elements of profound change in people, organizations and society. It is to see, sense, and realize possibility in ourselves, organizations, institutions, and society itself. Presencing speaks to an individual's "highest future potential . . . as a human being" (2005, p. 220). As we move down the left side of the **U**, we see and sense the world as something 'given.' We begin to shift perceptions from sensing to seeing from the living process underlying reality. As we move up the right side of the **U**, we start to experience the world as unfolding through us (2005, p. 236). This work provides a unique approach to learning the profound transformations and perspectives required for change to take place. This improves upon Dr. Glasser's words to us to 'work on the system' to effect change.

Psychoneuroimmunology and the Physiology Component of Total Behavior

Wickramaseker, Davies, and Davies in "Applied psychophysiology: A bridge between the biomedical model and the biopsychosocial model in family medicine" (1996) believed that the "psychophysiological methods could serve as a bridge between the conventional biomedical model and the biopsychosocial model in family medicine and primary care" (p. 221), but this remained a challenge. In the 1970's, Robert Ader, an American psychologist and academic, opened up a new field of medicine, which doctors and scientists began to accept over time. He explained psychoneuroimmunology (PNI) as the interaction between the nervous system and the immune system, and provided a new understanding about the impact of stress and anxiety on disease. PNI was no longer a therapy but an interdisciplinary approach to research which could account for the brain's interaction with the body (Woodward, 2005). Hence, the physiology component of Total Behavior.

Understanding Neural Networks and the Thinking Component of Total Behavior

Joseph Chilton Pearce bridged the gap between religion and spirit and examined the current understanding of individuals' neural networks in *The Biology of Transcendence* (2002). Pearce endorsed the research of John and Beatrice Lacey who discovered, verified, and validated the ongoing dialogue between the brain and the heart which had been mainly ignored by academic science (2002). It is a relatively common phenomenon now to hear of the HeartBrain and HeartMath. Pearce continued to explain that individuals live "in fields within fields of a holographic electromagnetic display where all information is somehow present within every minute part of any particular frequency" (p. 60). Given the current focus on "manifesting" as evidenced by DVDs like *The Secret*, it is relevant to look at how well many people understand this kind of thinking. The well-known axiom of "Whether you think you can or can't, you are right!" suggests the power of thoughts; however, individuals can go much further. Science has helped people to look at things on a much deeper level, far beyond "positive thinking." It demonstrates vividly what people *think* does, in fact, affect

what goes on around them. This expands on the 'thinking' component of Dr. Gasser's Total Behavior.

Dr. Bruce Lipton, a cell biologist by training, demonstrated the power of thought at the cellular level and ultimately, consciousness in his DVD, *Nature, Nurture and the Power of Love* (Jenny Myers Productions, 2002). In *The Biology of Belief: Unleashing the Power of Consciousness, Matter, & Miracles*. Lipton demonstrated, through his research, that genes and DNA do not control biology but that the DNA is controlled by signals from outside the cell, including the energetic messages emanating from people's positive and negative thoughts (2005). This breakthrough on the cell membrane presaged the new science of Epigenetics, the study of the signals that turn genes on and off [chemical and electromagnetic] inside and outside the body (Church, 2005).

Signals Inside and Outside the Body and the Four Components as Integrated

Dawson Church in *The Genie in Your Genes: Epigenetic Medicine and the New Biology of Intention* (2007) demonstrated that individuals were able to change gene expression without making changes to the DNA. He stated there is a wide variety of internal epigenetic interventions individuals can make to support peak health: positive beliefs, nurturing beliefs, visualizations, heart coherence, spirituality, meditation, attitude, prayer, and altruism. He advised people to avoid those Behaviors that do not support optimum health. In this way, they can reduce stress and promote life-enhancing hormones and beneficial substances in their bodies (Church, 2007). Bruce Lipton had raised the question of nature and nurture but what people may realize from the work of Dawson Church and others is that consciousness trumps both nature and nurture.

Intention and the Thinking Component of Total Behavior

Lynne McTaggart, an investigative journalist, discovered and combined concepts from the major works of many published scientists and provided a unifying concept of the universe that combined mind, body, environment, and spirituality in *The Field: The Quest for the Secret of the Universe* (2002). This work not only promoted the concepts of quantum physics but also brought a new perspective of the definition of *spirit* in bridging the gap between science and the realm of the spiritual. McTaggart's *The Intention Experiment: Using Your Thoughts to Change Your Life and the World* (2008) added to the quantum field by inviting all readers to participate actively in research on the power of intention and drawing on interconnectedness, consciousness, and the power of prayer.

Consciousness and the Realm of Possibility and the Future of Choice Theory®

Joe Dispenza affirmed consciousness as the primary ground of being and the brain as secondary in *Evolve Your Brain: The Science of Changing Your Mind* (2007). He explains to individuals how to use their brains through conscious awareness and the power of choice. This view and the expansion of his ideas in provide a background not only for biofeedback and its role to help clients to reduce pain, entrain muscles, and manage their own stress levels, but also for quantum medicine. It helps individuals in effecting change to realize their potential (2007). An understanding of the quantum world offers an opportunity to shift a belief in the realm of conventional medicine to the realm of possibility.

Conclusion

There is much more to offer, particularly in mental health and in the field of healing. Where, then, does disease start and how do individuals become engaged in their own healing? This is a topic requiring further investigation in the development of the four components of Total Behavior. Dr. Glasser speaks of 'depressing' as a choice and offers the three reasons why a person depresses: restrain anger, seek help, and/or avoidance of a situation (*Choice Theory*, 1998, pp. 79-88). Total Behavior serves as a microcosm of the theory in that when the person or system is out of balance, there is a dis-ease. If a person acts, thinks, feels, and experiences the pain, then we might say the person IS the car – in a state of dis-ease or illness. We have seen in our work and practice how living choice theory has changed people's lives. How much more we could help others by developing and expanding on the four components of total Behavior that neuroscience and related fields are teaching us! Dr. Glasser was well ahead of his time; however, it is hoped that more critical thinking within our organization would open a plane of human action and interest and promote flexibility to study what neuroscience has proven to be true 'for now.' In doing so, we might, just might, engage others in working with us enthusiastically to teach and connect through our knowledge and understanding of Choice Theory® and the metaphor of Total Behavior. Let us expand on the 'curious.'

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Brief Biography

Jean Seville Suffield, DNM is a senior faculty member of WGI, trainer, consultant, staff developer, author, and a Doctor of Natural Medicine. Due to her expertise in brain-based learning, Jean's instructional approach is highly practical and interactive to help individuals begin to integrate and personalize their learning through a wide variety of involvement activities and discussion sessions. This is Jean's third term as President of Glasser Canada and is one of Canada's reps to the International Board. She is a Director on the WGI – Québec Board and a member of the Editorial Board of the *International Journal for Choice Theory® and Reality Therapy*. *Glasser Unplugged: It is all a matter of perception* is in progress. You may find her books on www.lulu.com or www.glassercanada.ca. If you wish an expanded version of the article presented here, then e-mail Jean through jeanseville@hotmail.com

**FROM THEORY TOWARD PRACTICE
FOLLOWING THE DEVELOPMENT OF GLASSER'S IDEAS: KEYNOTE TO 5TH EART
FACULTY RETREAT, MEDULIN CROATIA, SEPTEMBER 2014 (Part 2 of 2)**

Leon Lojk, with a forward by Danko Butorac

Abstract

This submission is part two of an edited transcription of Lojk's keynote for the 5th EART Faculty Retreat, Medulin Croatia, Sept. 2014. In part one of his keynote, Lojk discussed some of the philosophical and theoretical approaches that have been used to explain human behavior. Lojk compares these ideas to William Glasser's Choice Theory. Lojk explains how the incorporation of Choice Theory with Reality Therapy lead to the New Reality Therapy. In part two of Lojk's keynote, Lojk explains how practitioners of Choice Theory and Reality Therapy can add to our approach to teaching these ideas.

Forward

Danko Butorac

Reality Therapy has a prestigious status in Europe. It's the therapy with a pedigree of "scientifically valid psychotherapeutic approach". In practice, this means that Reality Therapy Psychotherapists can get the same certificate as any other psychotherapist such as the ones who trained Gestalt, psychoanalysis, CBT or other scientifically valid modalities.

Credits for this go to the efforts of Leon Lojk and his colleagues. Leon provided scientific arguments for Reality Therapy which are also presented in this keynote transcription. Without an understanding of how Dr. Glasser's theory relates to some important meta-theories (philosophy) and science, Reality Therapy could have never reached the status that it has in Europe today. That's why we consider the content of this article extremely important.

To have an evidence-based therapy means that the therapy works, and that it works well over a wide range of application. Then to have a scientifically valid theory means that it is rooted in science. In part one of this keynote, Lojk provided an argument for scientific validity of Dr. Glasser's theory. In the second part of the keynote, Lojk discusses how we can apply this knowledge in the practice of New Reality Therapy.

Keynote (Part 2 of 2)

Leon Lojk

FROM THEORY TOWARD PRACTICE

What do we add to our approach for teaching RT?

There are so many various approaches to psychological help – how can we understand them?

- To understand the quantity of different approaches to unusual ('psychopathological') behavior of people, we should first answer the question – what is a cause of human behavior?
- As soon as we get an answer, it will be easier to understand why experts using different approaches do not understand each other.

Aristotle

'Cause' was Aristotle's terminus for the essence of the explanation of notion. He wanted to say that we know something about a certain thing if we can explain the causes that bear the responsibility for the existence of a certain phenomenon.

He identified four causes that we have to recognize if we want to explain the phenomenon.

Aristotle : material cause

(Why does a table have its specific characteristics? Because it is made of wood. Wood, as material, 'causes' the table to be warm, not too firm, inflammable, etc.).

Whenever a theory explains the diversity of an individual's behavior by means of his inherited characteristics, such as temper, intelligence, etc., we know that it is based upon material causality.

The medical approach prefers the material cause.

Aristotle : efficient cause

(How was this table made? A carpenter made it by using machinery and tools.)

Whenever we explain an individual's behavior as 'made' by circumstances he was exposed to in immediate or distant past, our explanation stems from efficient causes. Psychodynamic therapies and Behavior modification prefer efficient cause.

An example of efficient cause: In a factory a robot is producing a car but in the background is an engineer. Human beings don't have an engineer behind them!

Aristotle : formal cause

(Why is the table such as it is? Because the carpenter made it according to a scheme for dinner tables.)

Whenever a theory explains the diversity of individuals by simply saying that there are different types of people, or – it is God's plan that we are different - we are using formal causes.

Formal cause is close to personologists and anti-psychiatrists.

Aristotle : final cause

(What was the purpose of making the very table as such? Made for the purpose of eating at it.)

Whenever we use the intention of people to reach a goal by choosing this behavior, we explain the diversity of behavior by using intentional, final causality. The carpenter could have chosen wood with the intention to feel warm whilst sitting at his table, he made boards out of logs with the intention of making a table out of them; in a form he wanted. Cognitive, Humanistic, Phenomenological and Evolutionary-Systemic therapies explain behavior with final causality.

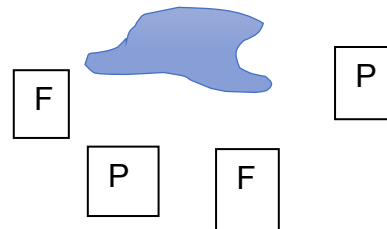
Below is an example of final causality:

Environment around amoeba is changing all the time. It has no rails delivering the food. It has to control different variables to survive; final causality

It has:

1. Genetic instructions what is good and what is bad for survival;
2. Ability to sense the environment and compare it with the instructions;
3. Behavior to interfere with environment changing it as well as changing itself

Legend: F = Food
P = Poison



Dr. Glasser's ideas are scientifically supported by 2nd order Cybernetics. We agree that the human organism lives in the physical world but despite that the external influences do not determine the behavior of human being. Human beings make unbelievable changes in the environment and themselves. Therefore we can conclude along with cybernetic scientists, that life is the organization of the closed system, not physics, as many other scientists who use causal methodology in psychology explain.

Causal Methodology

Causal methodology in psychology is searching for the variable in the environment that causes behavior. We do not believe that any behavior is caused from the outside. We understand behavior as purposeful: there is a purpose for all behavior. The human being is intrinsically motivated and his behavior is chosen. We can find scientific proof for such understanding in 2nd order cybernetics (Powers, Maturana, Varela, Von Foerster, etc.)

It is very hard to accept this revolutionary idea. We could compare it with the fact that mankind believed for centuries that the Earth is the center of the Universe; there was no slow (evolutionary) way to accept the heliocentric system. There was always: either – or!

Abandoning External Control Psychology and accepting Choice Theory psychology seems to be the same challenge. Teaching with understanding will result in a greater spreading of CT ideas but teaching without understanding could retard this process. [The following quotes

from] Dr. Glasser (2005) helped us with his thesis "Some Suggestions to Instructors from Dr. Glasser for Teaching: Counseling with Choice Theory, the New Reality Therapy."

"With the publication of the new booklet, Defining Mental Health as a Public Health Problem, along with the specific information in my last nine books starting with Choice Theory in 1998, I have completed what I set out to explain when I wrote my first book, Mental Health or Mental Illness in 1961. From now on when I teach, lecture or write, I will explain that all the work I do with counselors, managers and teachers is aimed at teaching them to improve their own mental health by putting the concept of choice theory to work in their lives."

"For me, mental health, completely separate from what is now wrongly diagnosed in DSM-IV as mental illness, is an important teachable entity that can lend itself to a wide variety of teaching techniques and counseling procedures. I assume that when our instructors teach they will follow my example but also feel free to use their own creativity to augment the way they teach my ideas. I believe that these ideas can be integrated into a variety of teaching techniques that could make them more accessible while remaining true to the basic principles of choice theory."

Some General Thoughts about Teaching Mental Health

"Mental health could become a powerful unifying concept, if we can explain it as a completely separate entity from mental illness as we do in the new booklet. We should not be reluctant to use the term, mental health. By using it we have the opportunity to explain what it is and support our explanation with a free booklet. If psychiatrists or drug companies attack us for using the term mental health, they will be placing themselves in the position of either standing for mental illness that they cannot prove actually exists or against mental health that has nothing to do with disease. We are on the high ground with mental health and that's where we should stand."

Some Suggestions for Teaching Mental Health Professionals to Counsel With Choice Theory

"Starting with the first visit, the counselors we train would create warm, supportive relationship with their clients by being very careful never to use any external control in their counseling. They would also teach their client that they are not mentally ill; they have no pathology in their brains, but may not be as mentally healthy as they would like to be. Our counseling will focus on helping them to get along better with the important people in their lives, to improve their mental health and become happier."

The Three Phases of the Counseling Component of Our Training Program

Phase One: The Effects of External Control on Relationships

Teach counselors why all their clients are having so much trouble getting along with some or even all of the important people in their lives. Essentially, it is to teach their clients that the difficulty that brought them into counseling is because of their use of external control psychology or simply external control. In this phase their clients are taught what external control is and how harmful it is to all their relationships.

Phase Two: Learning Choice Theory to Replace External Control

Teach counselors how to help clients replace external control they have been using with choice theory or to use choice theory to escape from the external control that other are

using on them. The most difficult concept to teach their clients is to continue to use choice theory as they deal with others even if the people around them continue to use external control on them.

Phase Three: Getting Comfortable Using Choice Theory

Teach counselors how to help clients practice what they learned until they become comfortable enough to stop using external control. When they get to this point the counseling had been successful. They are now mentally healthier because they are living a CT life.

How Long Will This Take?

There is no predicting how long it will take clients to learn to integrate choice theory into their lives. But the more the counselor is able to integrate choice theory, directly or indirectly, into every conversation with the client, the sooner the counseling will be successful. To do this the counselor will continually point out to clients that they can only control their own behavior, that any attempt to control anyone else's behavior will harm the relationship that is so important for mental health and happiness.

Key Concepts in the New Reality Therapy Counseling

1. All Counseling Focuses on Present Relationships

The counselor will also teach the simple logic that explains that since all of us live in the present we can only control our present behavior. Therefore, all counseling takes place in the present. No one can control anything that happened in the past and we can only conjecture about the future. The past, no matter how good or bad, is over unless we talk about it right now in which case the past becomes a present but ineffective focus. Teaching clients to see how ineffective it is will move the counseling on to a more productive present.

2. Introduce the Basic Needs

An important need to focus on and the need that motivates external control behavior is the need for power. Teach that we cannot get rid of the need, like all five needs it is enclosed in our genetic structure. But the external control behavior, itself, is learned, it is not encoded in our genetic structure. Explain that the deadly habits and the caring habits are all learned. Counselors doing this make it clear to their clients what they are struggling with and how they can replace this struggle with new caring habits.

3. Introduce The Quality World

Teach them that the Quality World is based on pleasure which means that pleasure, itself, is a neither helpful nor harmful. But there are two kinds of pleasure: pleasure with people which is almost always helpful and pleasure without people which is almost always harmful. Simply stated, pleasure with people is love and belonging: pleasure without people is usually an addictive behavior. Help clients explore their own quality world in this context. This is vital information and an important skill if we

are to live a mentally healthy life.

4. Teach the Concept of Total Behavior: Thinking, Acting, Feeling and Physiology

Counselors should teach their clients that they can only directly control their own thinking and acting. They cannot directly control how they feel or what goes on in their bodies. But they can indirectly control what they feel and their physiology by changing how they think or act. Therefore, we suggest that counselors explain to clients that this is the reason they do not focus on feelings and physiology separate from thinking and acting. But along with thinking and acting, a lot of the counseling will focus on how their feeling and physiology can change, because this desire to change their feeling and physiology is very likely what brought the client into the counseling office. Asking about their clients' thinking and acting helps them to assess the direction in which they are taking their lives.

Effective Procedures That Help Clients Change

1. Begin by Asking Clients to Tell Their Story

All clients have a story and almost always want the counselor to listen to it and respond to it. As part of their story they usually tell you who they can't get along with but also add, "if that person would change I'd be much happier." This is an early opportunity to teach clients that the only person's behavior they can control is their own. Point out that the best way to get along with other people is to put the relationship ahead of what each party wants. Teach them to use the golden rule instead of the external control rule they often live by, which is do unto others as you want them to do unto you.

2. Counsel with Choice Theory in Mind

Because they both know and use choice theory in their lives, counselors always know what they are doing and why they are doing it when they counsel. How well or how quickly they can persuade, never coerce, their client to put choice theory to work in their lives is up to their skill and their experience. When clients know what motivates their behavior they are more likely to change what they are doing to get what they want.

3. Ask Clients to Evaluate Their External Control Behavior

A valuable technique is to ask clients to evaluate if what they are choosing to do is helping their relationship. Or is it helping them to escape from the control of others who use these behaviors on them? Even if the client's evaluations is that what they are choosing is not effective, the counselor will still be very careful not to put any pressure on clients to commit to or act on their evaluations. To do that would be external control. But to talk about the evaluation, offer suggestions, be supportive or to show appreciation for the potential success of the evaluation leading to their choice to change are all integral to effective counseling.

4. Look For Creative Expressions of Ideas We Teach

In all these discussions counselors have the chance to be very creative, to use humour to help the clients realize that external control behaviors are rarely effective. But we should also realize that external control, using it on other or trying to escape from it, is the creative theme of almost all humour. It is also the plot of most books, movies, plays, operas, and other entertainment. To use stories and metaphors as an example to teach a Counseling point in how or how not one chooses to live his or her life can at times be very effective. For example, the saying, »I've been rich and I've been poor and believe me rich is better« was the late comedian Joe E. Lewis's way to try to make the point that only rich people extol the virtues of poverty.

A final word

As stated, instructors are encouraged to use the most effective procedure their creativity can offer them when participating in the new reality therapy. Just be prepared to offer a choice theory explanation for anything you suggest but be patient and continue making the relationship with clients if they are not willing at first to accept your offer. Keep pointing out that the best evidence for putting choice theory to work in their lives is that they will feel better. Until they feel significantly better the counseling is not over.

How Do We Teach Counseling with Choice Theory – New Reality Therapy

The main difference between how we used to teach in CT/RT training and how we now teach it is based on our understanding of the difference between Reality Therapy and Counseling with Choice Theory - New Reality Therapy. Since 1997 we started to implement changes and develop new methods of teaching in CT/RT training based on three important statements:

1. CT/RT training should be a Glasser Quality School

We are focused on the process as well as on the content of teaching New Reality Therapy. If Quality School is the practice of Choice Theory in the school, then teaching Choice Theory in the CT/RT training should be the prime example of Quality School. First, we try to model what we preach. We believe that successful teaching is based on strong relationships among instructors and supervisors, among instructors and participants, as well as among participants in the group. We also encourage participants to observe the growth process of the mutual connectedness in the group and tell us if and how they perceive the elements of Quality School in our teaching.

In Dr. Glasser's article mentioned above he states that self-evaluation is the core of his therapy. With this article he shows us that self-evaluation is also the core of his teaching. We believe that it should be the core of teaching in CT/RT training as well. But neither counselor nor teacher can practice self-evaluation if Choice Theory is not the part of their Quality World – understanding that ability and effectiveness of using Choice Theory in counseling, teaching or managing people depends on how deeply we believe that it works in our own lives.

2. CT should be the part of the instructor's/supervisor's Quality World.

We need to be convinced. Only understanding and memorizing the elements and axioms of Choice theory is not sufficient. Otherwise we practice External Control Psychology despite the fact that we use Choice Theory vocabulary. So teaching in CT/RT training should be based on competency that is impossible without personal experience.

3. Participants should have personal experience of CT working for them.

Earlier during the training we tried to teach Choice Theory by instructing people from the very beginning to use its elements in counseling before the participants tested Choice Theory in their own lives. In role-plays, as well as in case studies, we emphasize the structure of counseling as procedures leading to change. It seemed helpful. Developing the relationship was also part of the counseling process. Everything seemed right except that counselors transferred the same questions to different clients in an inflexible way. It seemed to force the client to do self-evaluation even when he was not ready to do this. The situation was often reminiscent of an old joke: 'The surgery was successful but the patient is dead.' Choice Theory was not yet a part of participant's Quality World.

Participants were mostly thinking about clients instead of themselves. This is probably the reason for perceiving Reality Therapy more as a technique for dealing with people, and Choice Theory as a theory that describes how clients function. The fact that Choice Theory explains the necessity of the therapist's self-evaluation in the process of developing relationship with the client was often overlooked.

As we understand it now, counseling is much more than the procedure used by the counselor. It is a process of counselor's self-evaluation based on CT that generates procedures.

Procedures are the outcomes of counselor's beliefs. The only condition is that CT is part of the counselor's QW. Now we know that the relationship is not part of the procedure, but procedure is part of the counselor's relationship with client.

Earlier, by observing the instructor during the role-play, participants were able to see only the procedure he was creating and not his inner conversation (self-evaluation) so they missed the main part of the counseling process. The best illustration of the whole counseling process is found in Dr. Glasser's book *Reality Therapy in Action*, in which we have opportunity to see what is going on in the counselor's mind during counseling. Therefore our intention is to give participants the opportunity to gain experience testing Choice Theory in their own lives and gather evidence and confidence that it works for them.

We believe that personal experience is the best teacher. Once the participants are convinced that Choice Theory helps them, they typically do not encounter major problems learning to use it in counseling, teaching, or managing people. Self-evaluation is the core of our teaching.

Since our training mandate is educational not therapeutic, we use special methods to avoid ethical issues. Considering this during the Basic Intensive Week and Basic Practicum we are focused mostly on personal experiences with Choice Theory – not on personal problems. However, during the Advanced Intensive Week, Advanced Practicum and Certification Week we still include personal experiences but focus on using Choice Theory in counseling – New Reality Therapy.

We pay much attention to setting up the role-play scene – especially preparing the client's role – as the client's role-play authenticity is critical to the counselor's ability to demonstrate

the process of developing a relationship. We encourage participants to create a client's role so that they borrow someone else's story (frustration) and incorporate it in their own relationships. The main condition is that the relationship they choose is satisfying in real life – but they imagine the opposite in the role play. The additional instruction is that the participant in the client role is not familiar with Choice Theory. This helps the authenticity of the client's role and does not interfere with ethical issues.

The main difference between the new and the old Certification Week teaching method is that participants have an opportunity for learning on a higher level. For the role-play they are instructed to choose a client with whom they have no experience, trying to get more competence by counseling them. During these four days we discuss that everything they learn is relevant for their progress from theoretical issues to personal and professional growth.

Effects of Changing

1.Duration of the training

By changing the method of teaching, the duration and number of hours of CT/RT training is extended. Participants need much more time to implement Choice Theory in their lives and to become aware of using it than they used to. The time between Basic Intensive Week and Advanced Week is a minimum of one year. There must also be the same time span between Advanced Intensive Week and Certification Week. Each intensive week lasts 30 hours. Basic Practicum lasts 80 hours divided into 8 meetings, as well as Advanced Practicum. We respect the fact that each participant has his own rhythm of progress so we permanently offer them additional individual assistance. By building a relationship and offering continued help we give the participants an opportunity to base their progress on self-evaluation. Therefore we eliminate misunderstanding about their readiness to move on to a higher level of learning.

2. Faculty Training

Changing the method of teaching has an impact on Faculty Training as well. We realize that we need a reconciliation of viewpoints and work among the faculty who teach in CT/RT training. We have started to do the trainings for faculty teaching them the new approach so the training can be consistent.

We also realize that for supervisors the experience and skills they have to teach the specific stage (module) are much more important than their achieved status. We believe that running the Basic Practicum is much more demanding than the Basic Intensive Week. From our point of view the Basic Practicum Supervisor has the most demanding task during the training. The basic practicum period for participants is delicate and challenging. To change external control beliefs is very demanding for them. If they are not able to change their beliefs, they will not learn how to use Choice Theory in their professional field. Thus the supervisor must truly champion Choice Theory and know how to develop strong relationships with all participants in the group, giving them support and help. The supervisor is actually the first person to offer them evidence that Choice Theory works and to model it during a longer duration of time.

The Advanced Practicum Supervisor should have specific experiences and skills regarding counseling so he can offer evidence of how Choice Theory works in New Reality Therapy. As he teaches participants the counseling process and not just procedure he needs to be creative as well as skillful. The Basic Week Instructor status requires different skills

compared to the Basic or Advanced Practicum Supervisors. We don't believe that this means necessarily a higher level of ability. We understand this more as different kinds of ability. In defining the different levels of teaching, we believe that it is important to recognize and value the different skill sets required for each level. At the same time we became aware that different levels shouldn't be matter of hierarchy. Finally, we believe that the Policy and the Faculty Program should be in harmony.

3. Psychotherapy Training Program (additional 3 years)

The most important benefit of developing a new approach of teaching is that participants no longer perceive Certification week as the end of the learning process. They complete the Certification Week anticipating that the learning process of Choice Theory will continue. Thanks to their curiosity and willingness we developed and successfully provide a Psychotherapy Training Program that match the criteria of the European Association for Psychotherapy that recognizes it and on that basis gave the accreditation to the European Institute for Reality Therapy as a European Accredited Training Institute. We also provide 4 years training for RT counselors. Those who are interested in becoming Faculty can attend 2 years Faculty Program!

[Editor's note: Readers will find the theoretical discussion in part 1 of Lojk's keynote, which was published in the Spring 2017 journal.]

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Brief Biographies

Leon Lojk, psychologist, psychotherapist, senior instructor at William Glasser International, and a founder of the Training and Counseling Centre in Slovenia (1996) established the evidence that Choice Theory Psychology as well as Reality Therapy has its foundations in science and philosophy. His "Scientific Argument for Reality Therapy" was the basis of Reality Therapy recognition in Europe as scientifically grounded psychotherapeutic approach.

In 1999 Leon established European Association for Reality Therapy (EART). Under his leadership EART gain full acceptance as a regular member of the European Association for Psychotherapy (EAP) by the EAP in Brussels, 2008.

Moreover, in 2009 the Training and Counseling Centre was in 2009 established as the European Institute for Reality Therapy (EIRT). EIRT at the moment provides the reality therapy psychotherapy training in Croatia, Bosnia& Herzegovina, Finland, Malta and Slovenia.

Sadly, Leon passed away on 17th November 2014

Danko Butorac, psychologist and psychotherapist working at the „Family centre“ - a state-funded counseling service in Senj, Croatia. In his daily practice he works with individuals, couples, families and groups. As the member of the European Institute for Reality Therapy faculty board, he is involved in providing training programs - supervising and teaching Choice Theory. Currently president of the European Association for Reality Therapy (EART). Happily married, father of five wonderful children.

THE FUTURE..."A TIME REGARDED AS STILL TO COME."

Jill Bruce

Abstract

The author shares her thoughts following a week of working with older youth from the foster care system. The experience had a great impact on her and in this brief personal reflection she shares her thoughts about the future.

I recently had the enriching and heart changing opportunity to spend a week of work with older youth from the foster care system. These young people came from counties across Pennsylvania, noisy booming cities and quiet country towns, converging on a college campus for a youth retreat. They came from residential treatment facilities, foster and adoptive homes, and some from apartments they maintain on their own. Their personal stories were as varied, vibrant, and unique as the painted leaves along our Pennsylvania trails.

Given the unsettling times we live in, the profound impact of this week was not lost on me. These youth came together each and every day, during peer sessions, at every scheduled break, in the cafeteria to share a meal, on the lawn to sing songs. They came together not only to honor their differences but to celebrate the common threads that bind them together as humans. It was their need for connection and belonging; their need to support one another; their need to share their voice, to hear and be heard that were most impactful. They were so intentional about their interaction with one another. Despite the hardships they had faced, their resilience and hope for the future was impossible to ignore, and something to celebrate and encourage.

These young people, whose lives crossed paths for a brief moment, spoke of humanity, shared hurts, triumphs, and adventures yet to come. They demonstrated kindness and compassion, empathy and hope for tomorrow - for themselves, one another, and the world. They spoke of their commitment to making positive choices to move forward, one foot in front of the other, now stronger because of the relationships that developed during this week. My time with these youth gave me a rare glimpse of beautiful times ahead. These youth are the FUTURE of the world, the promise of better days, and the affirmation that we are always stronger together.

While this week was not based in Choice Theory teaching, Dr. Glasser's concepts were visible and inspiring to those with knowledge of his teachings. Time after time, youth chose to rise above their life circumstances. They took responsibility for what they could control- their thoughts, their behavior. One of the most obvious things on display was the power of relationships. Their need for belonging and connectedness helped them forge new friendships. Through those connections, they found support, healing and strength. The impact of this week will, undoubtedly, shape lives and paths taken in the months and years to come.

Brief Biography

Jill Bruce is a Practice Improvement Specialist at The Pennsylvania Child Welfare Resource Center (CWRC), University of Pittsburgh, School of Social Work. As a member of the Organizational Effectiveness (OE) Department at the CWRC, she is responsible for supporting Pennsylvania child welfare agencies' efforts to make changes and improvements

to their services for children, youth and families. Jill has approximately 20 years of experience in the field of child welfare in the areas of foster care and permanency, specifically advocating for older youth who are in need of safe and meaningful lifelong connections.

THE FUTURE OF WILLIAM GLASSER INTERNATIONAL

Kimberly M. Olver

Abstract

Olver, Executive Director of William Glasser International (WGI), shares recent international experiences that lead her to feel optimistic about the direction of WGI. Olver suggests that, while no one can replace William Glasser, others will take on leadership roles and will address applications of Choice Theory, Reality Therapy, Lead Management, and Quality Schools that will meet contemporary needs and future developments.

Over the past year, I have had four major experiences that leave me highly optimistic about the future of WGI – the international conference in Korea, WGI’s board meeting in Europe, the EART conference in Finland, and the WGI-US conference in Raleigh, NC.

In July 2016 in Korea, I saw our international community come together to have a meaningful, need-satisfying experience. Every time I am with an international gathering, I am struck by how Choice Theory is the bridge that connects us. It makes our differences interesting and exciting instead of strange and wrong. Choice Theory teaches us how to “be” with one another and that is such a powerful thing to experience. It makes me wonder about how sharing it with our world leaders could create more peace and happiness in the world.

In February 2017, WGI had its annual face-to-face meeting in Zagreb, Croatia. This was monumental for three reasons. One, we came together for five days and got a lot of work done! Two, we made changes to how we see ourselves and how we want to be perceived by the rest of the Choice Theory community. I believe this bodes well for our future. Initially, WGI was taking very seriously its mandate to protect the work of Dr. William Glasser. In our efforts to do that, we created policy and processes for Member Organizations to follow that didn’t always have relationship at the forefront of what we were doing. While we still take our mandate to protect Dr. Glasser’s work seriously, we have decided our role should be more of an umbrella organization connecting and serving our Member Organizations and our faculty. We will be creating best practices and guidelines for our members to follow, while keeping the Choice Theory community informed about member organizations’ successes throughout the world. And three, we were able to meet several faculty from WGI-Croatia and some from WGI-Slovenia and now have a much better understanding of what they are doing in many parts of Europe.

EART and EIRT were created to satisfy the requirements of the European Association of Psychotherapy that granted Reality Therapy not only evidenced-based practice status in Europe but also scientifically-based practice which is an even higher level. This also bodes well for WGI’s future. The training in Europe is much more rigorous than our usual certification process because it serves as an equivalent to a master’s degree for counseling and psychotherapy. It is heartening to know there are hundreds of people in Europe who have either obtained or are working toward their speciality in Reality Therapy.

In May, I was fortunate enough to be able to attend and speak at the EART’s International Therapy conference in Finland. This was a much smaller conference than the one four years ago in Slovenia but it was well-attended by faculty and was marked by WGI and EART

moving the direction of negotiating their differences in a collegial manner. This was accomplished in a meeting with representatives from EART, Croatia, Slovenia, UK and Ireland. It was wonderful to be able to sit together, listen to and understand one another, while creating a solution that satisfies all involved. This conference was also marked by impactful keynote speeches from Jari Jarkonen and Danko Butorac, as well as excellent, informative breakout sessions. Again, positivity for the future of WGI.

Finally, the United States just had its biennial conference in July with over 100 people in attendance. They partnered with both Peter Breggin and Robert Whitaker to open the conference, which expanded their reach by appealing to new audiences. They also had three new speakers without Choice Theory training but who partnered with faculty to present a Choice Theory perspective. Workshops were of high quality and there were many opportunities for connecting. What was notable was the number the younger people at the conference, as well as people not necessarily already associated with WGI.

Kim's Vision:

When I imagine the future of WGI, I see a thriving educational organization providing a variety of programs to a variety of people. We have hundreds of Glasser Quality Schools around the world and Choice Theory is taught as a curriculum in schools to promote positive mental health and happiness. Our biennial conferences are attended by thousands of people. Reality Therapy and Choice Theory are both listed as evidence-based practice (EBP) through NREPP and CTRTC is a high quality, sought after credential.

We offer many Choice Theory applications to the general public, business leaders, counselors, medical personnel, educators and administrators. Parents and couples think of Choice Theory as something that can help with relationship challenges. Individuals turn to Choice Theory to help them through difficult times and with major decisions.

Over the years, I have been asked, "Who will replace Dr. Glasser?" My answer has always been and will continue to be, "No one could or would replace Dr. Glasser!" What I see happening in the future is many individuals rising to the top to show their areas of expertise in the many Choice Theory applications. Together these subject matter experts will continue and expand the work of Dr. Glasser, while training others to take their places as they retire. I see WGI partnering with these leaders and their trainees to create supportive learning materials to the financial advantage of WGI, as well as themselves.

I see us forming strategic alliances with people and organizations that promote similar ideas, perhaps even co-sponsoring conferences. I also predict brain research in the future will only support things Dr. Glasser taught us. I also see our organization being in the forefront of leading innovation in the field of education, counseling and self-growth.

I see WGI offering a continuum of services to people wanting to learn. We will have introductory workshop and education sessions that offer a small taste of Choice Theory for free and on the other end of the continuum, I see exclusive workshops for people in self-growth – perhaps parenting and couples workshops that have low attendance and high price tags. And there will be vast offerings in between.

Finally and most importantly, I see WGI spreading the concepts of Choice Theory by having people that model the Connecting Relationship Habits, while living their lives in a way that attracts others. People will want to know how we relate to one another that builds relationships where people get along, respecting, trusting, encouraging and accepting one

another. People will want to know why we are so happy and content with our lives. It is through modeling our beliefs that we will influence others with Choice Theory information and our organization will grow.

Brief Biography

Kim Oliver, M.S., LCPC, NCC, BCC, sums up the goal of her work as helping people get along better with the important people in their lives, including themselves, at home and at work. Kim is a certified coach, trainer, counselor, speaker and author. She serves as the Executive Director of The William Glasser Institute and of William Glasser International.

Kim is the founder and president of Coaching for Excellence. She founded the Academy of Choice in 2010 and developed the process of *Choice Coaching*, which she employs with her clients and teaches to fellow coaches.

In addition to coaching and counseling, Kim is an award winning, bestselling author of *Secrets of Happy Couples: Loving Yourself, Your Partner, and Your Life* and has co-authored *Leveraging Diversity at Work: How to Hire, Retain, and Inspire a Diverse Workforce for Peak Performance and Profit* with Sylvester Baugh. Her most recent book is *Choosing Me Now: Letting Go of What Doesn't Work to Make Room for What Does*.

THE FUTURE OF WGI LOOKS BRIGHT

Beverly LaFond, CTRTC, Ph.D.

Abstract

The author shares her belief that the future is bright for William Glasser International and member organizations, and provides evidence to support her optimism.

The July 2017 WGI-US Conference in Raleigh, North Carolina, convinced me that the future is full of promise for Choice Theory and Reality Therapy. What a thrill it was to see seasoned conference goers as well as newcomers from the United States celebrating with attendees from Australia, Indonesia, Ireland, and Korea. There were several young men and women who were excited about attending a Glasser conference for the first time. One of them said, "It's like being with family." That is true. We are a Glasser Family. Each of us has invested the time, money, and effort to be together. You can count on [William Glasser Institute-US and William Glasser International] executive director Kim Olver and the board to insure that everyone has a chance to fulfill their basic needs in a safe environment.

Another source of pride and hope for the future is the William Glasser International (WGI) Research Committee ably led by Janet Fain Morgan. She has already done a monumental amount of work towards getting CT/RT on the National Registry of Evidence-based Programs and Practices. Her committee is working on other projects as well that will benefit many people in the years to come. Janet and her Team (Shearon Bogdanovic, Emerson Capps, Willa Casstevens, Jeri Ellis, Mike Fulkerson, Nancy Herrick, Beverly LaFond, and Bob Wubbolding) will edit the Spring 2018 issue of the *International Journal of Choice Theory and Reality Therapy* (IJCTRT) with the theme of Diversity and Multi-Cultural issues.

Also encouraging is the fact that the William Glasser Memorial Endowment Fund has grown to \$120,642.72 in four short years. Anyone may contribute to this fund by going to www.wglasserinternational.org and either giving a one-time donation, a monthly recurring gift, or mailing a check to William Glasser International at 4053 W. 183rd St., #2666, Country Club Hills, IL 60478 made out to WGI with endowment fund in the memo.

My confidence in the future of WGI is great. We have Carleen Glasser leading us in keeping her husband's memory alive and carrying on his legacy. If members are not interested in, or able to attain faculty status we can still teach the world choice theory by the way we live our lives. Dr. Glasser's books, tapes, CDs, and videos will guide us and help those who did not get to meet him in person. If you go to www.wgiconference.org you can see two short, personal videos of senior faculty members Brian Lennon and Jean Suffield. They invite us to attend WGI 2018 in the exciting city of Bogota, Colombia. Their messages and the list of already committed speakers and workshops convinced me to register immediately. I hope to see you there.

Brief Biography

Beverly LaFond, CTRTC, and her husband Roger have been Glasserians since 1991. She earned a Ph.D. in Counselor Education at St. Mary's University, San Antonio, Texas in 1999, and was endorsed as a practicum supervisor in 2000. The highlight of her life was serving on the first WGI-US legal board January 2012- December 2014.

AN INTERVIEW WITH THOMAS S. PARISH, PH.D., CTRTC, EDITOR OF THE INTERNATIONAL JOURNAL OF CHOICE THEORY AND REALITY THERAPY

Interviewer: Dr. Patricia Robey, CTRTC, Guest Editor, IJCTRT

Abstract

Dr. Thomas S. Parish shares his history and explains how Dr. Glasser's ideas have shaped his life both personally and professionally.

QUESTION 1. Tell us a little about your personal and professional background. How did you get to where you are today?

Personal background: I am married to Joycelyn Gay Parish, Ph.D., also CTRTC [Choice theory/Reality therapy certified]. We have six children, Robert, Kimberly, David, Thomas, Kathryn, and Lydia.

Professional background--education: My B.A. is in psychology from Northern Illinois University, my M.A. is in clinical psychology from Illinois State University, and my Ph.D. is in human development/developmental psychology from the University of Illinois. I am also certified in Reality Therapy/Choice Theory, with emphasis in educational counseling, marriage counseling and family counseling.

Professional background—career: I have taught various psychology courses at the following institutions:

University of Illinois, Champaign, IL, graduate teaching assistant (1970-1971)

Parkland College, Champaign, IL, Instructor of Psychology (1971-1972)

Oklahoma State University, Stillwater, OK, Assistant Professor of Applied Behavioral Studies (1972-1976)

Kansas State University, Manhattan, KS, Associate Professor (1976-1980), and Full Professor (1980-2005) of Educational Psychology

Kansas State University, Manhattan, KS, Assistant to the Dean of the College of Education, (1993-1997)

Upper Iowa University, Fayette, IA, Instructor of Psychology (1993-1995), and Associate Professor of Psychology (2001-2007)

Washburn University, Topeka, KS, Instructor of Psychology (2008-2009).

From 1972-present I have authored or co-authored over 300 refereed journal articles and presented or co-presented 600 + presentations at various regional, national, and international professional meetings (e.g., I have presented or co-presented 35 papers at the American Educational Research Association meetings, and I have presented a similar number of presentations at William Glasser Institute-related meetings, both here and abroad).

In addition, I have served in numerous leadership positions over the years for various professional organizations (e.g., Mid-America Regional Director for the William Glasser

Institute, as well as Vice-President and President of the Mid-Western Educational Research Association).

Next, I have routinely served as a professional reviewer of manuscripts for scores of professional journals, associations and publishing houses, and I am currently the Editor of the *International Journal of Choice Theory and Reality Therapy*, and have been since 2010.

Professional background—recognition:

Finally, along the way I have received recognition for professional excellence in various ways including:

"Outstanding Teacher of the Year Award," Kansas State University, Manhattan, KS, 1977.

"Outstanding Faculty Award," Kansas State University, Manhattan, KS, 1989.

"Fellow of the Society," American Psychological Society, U.S.A., 1989.

"One of the Top 100 Educators in the World." International Biographical Centre, Cambridge, England, 2005

QUESTION 2. How were you introduced to Glasser's ideas and what excited you about them?

In 1979, I was asked by the College of Education administration at Kansas State University to team-teach a course with Dr. William Glasser via Telenet, which I did. The class was offered from 9:00 a.m.-12:00 p.m. every Saturday morning for 16 weeks. We had well over 100 students enrolled in the class from across the State of Kansas, and the students in the class simply raved about it! Since only I was able to be with the students, at various locations, I typically wore a shirt and a tie, while Dr. Glasser, who was two hours behind, was usually dressed less formally, wearing his pajamas and a robe on most occasions since he was on California time, about two hours behind us. Bill and I hit it off right away, so I busily set out to get certified in CT/RT in 1981. After that, I taught many other classes regarding Bill's writings, plus I frequently served as a practicum supervisor, and have sought to be on the cutting edge of research regarding Bill's ideas and/or innovations for the last thirty-five + years.

QUESTION 3. How have you put Glasser's ideas into action in your personal and professional life?

First off, I quickly grew to love and respect Bill and his work immeasurably! I have incorporated many of his various "Choice Theory," "Reality Therapy," and "Quality School" ideas into my life, and have also sought to share them with my students routinely over the last 35+ years. My rationale for having done so is very simple. Basically, I saw how well Bill always did by incorporating his ideas into his own behaviors, and I have always believed that if everyone did likewise, they could benefit greatly too! To my knowledge, there is no better technique for helping people—and ourselves—than by following in Bill's footsteps and acting accordingly.

QUESTION 4. Share some of your success stories that are related to your use of these ideas.

Bill truly wished to help people to help themselves, and never wanted to put them on the defensive. In order to do this, Bill would always strive to ask questions, and then allow his clients/students to reach their own conclusions, though he may have nudged them a little, on occasion. As a case in point, one of my past students was "showboating" and "grandstanding" in one of my classes, so I stopped him in the hallway near our classroom one day, just the two of us, and I asked him if I could tell him about all the good things that he was doing. I also asked if we might discuss some of the things that seemed to be tripping him up. He said okay, and after sharing my perceptions with him, he changed his actions immediately (his choice), and never reverted to any of his old behaviors again.

In another life, during the 1980's, in addition to college teaching I also was employed as a sales representative selling solar systems to individuals and businesses that were being overwhelmed by their utility bills. I would ask three simple Questions, and assured potential customers that I would leave without hesitation if they answered "No" to any of these Questions. About 99% of the time they did answer "Yes" to all three Questions, and then would insist that I stay to show them how they could do what they said they wanted to do.

Truly, sales, like teaching and counseling, are very much alike. As Glasser (1980) said, people won't learn what they don't want to learn, but that counseling, (or teaching and/or sales too), works better when one explains more clearly any prevailing problems and then offers solutions as to how to overcome them, leaving the decision up to those who have been so edified.

The three Questions that worked so well were as follows:

1. Would you like to reduce your escalating fuel costs?
2. Would you like to put additional equity into your home or business at little cost to you?
3. Would you like to keep your tax dollars here at home, and not send them to Topeka, Kansas, or to Washington, D.C.?

With the customer now wanting to hear how they could do these things, sales were almost assured, all due to my using various RT/CT principles.

QUESTION 5. What are some of the challenges you faced as you attempted to teach others about these ideas?

In actuality, I have encountered very few challenges while teaching others about CT/RT! Perhaps it is because I have generally sought to ask more questions and make fewer statements, while allowing others to draw their own conclusions about the effectiveness of their choices. I wrote an article in 1988 explaining how this can be done by instilling more "cognitive dissonance" or "ownership" within others, rather than by creating "psychological reactance" or "the rejection of external input".

QUESTION 6. You have a long history and relationship with Bill Glasser and The William Glasser Institute. What are some of your memories of the development of the Institute and its changes over time?

While I have been associated with the William Glasser Institute (since 1979) it has undergone various administrative transitions, as well as changes in procedures regarding how various things are done. Most recently, William Glasser International seems to be experiencing significant change too. However, with the passage of time, and the establishment of essential rules and regulations, it will hopefully provide some needed stability so that the organization may flourish for many years to come. Notably, however, the Journal (i.e., *Journal of Reality Therapy*, *International Journal of Reality Therapy*, and *the International Journal of Choice Theory and Reality Therapy*) has always been, and might likely always be, the one constant that the organization needs since it provides every reader with invaluable insights regarding what Choice Theory, Reality Therapy, and other Glasser-created concepts mean, and how they can be best applied in nearly any setting. The Journal is now available to members and nonmembers alike, without any charge (just go to www.ctrjournal.com), plus a website has recently been created so that anyone can gain access to past issues, too, which should be helpful to anyone who has an interest in CT/RT and other Glasserian-related concepts and/or techniques.

QUESTION 7. What do you hope to see as the future of William Glasser International?

In a word, effective LEADERSHIP is crucial, i.e., those holding leadership positions need to maintain excellent lines of communication with each other and with all those that they represent. They also need to delegate effectively, thus allowing others to feel more involved (remember that we need to use them or else we will surely lose them), so that they see themselves as being a useful part of the overarching organization. Finally, the three most important things that those in leadership positions can do are: follow-up, follow-up, and follow-up! In other words, whenever assignments are made, they need to be routinely followed-up to see how well delegated responsibilities are being fulfilled.

QUESTION 8. What would you like to be remembered for?

There is a statue of a professor conversing with a student at Gallaudet University, in Washington, D.C., and below it is an inscription that simply reads: "Teacher, Benefactor, (and) Friend"! I believe that Dr. William Glasser epitomized these characteristics for me, and I would hope that I have done likewise for my past students, in turn. Regarding the *International Journal of Choice Theory and Reality Therapy*, and what I have done with it over the last several years, I hope that I have managed to provide helpful editing of manuscripts, provided timely feedback, and demonstrated a real desire to make contributors' works more available to those both within the organization and beyond. Of course, besides my editorial accomplishments, I have also sought to be a capable researcher and the creator of numerous psychological assessment instruments, with many of these endeavors focusing upon the validation of both Choice Theory and Reality Therapy as techniques that really work to provide insights and help many individuals cope with the various problems that they encounter in their lives.

QUESTION 9. What would you like to add that I haven't asked you about?

One of Dr. Glasser's finest attributes is that he typically sought to help others to like themselves. This is what true friends should always do for those with whom they interact. Dr. Glasser managed to maintain this thrust in his role plays, casual conversations, as well as when he was on the stage too! Accordingly, throughout my writings (be they research-oriented reports, poetry, or otherwise), and my teaching endeavors, I have also sought to maintain this positive approach in my various interactions with others. I only hope that I have succeeded in doing so, and that those with whom I've interacted have also caught this vision and will seek to pay it forward to others, in turn!

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TRIBUTE TO THOMAS S. PARISH, Ph.D.

Jean Seville Suffield, DNM., WGI Senior Faculty, Brain-Based Education Trainer, Author, Glasser Canada and WGI Board Member

ABSTRACT

There have been mainly two Editors-in-Chief of the Journal over the years and an editor for some issues through The William Glasser Institute with each bringing their vision and beliefs to the work. Dr. Thomas S. Parish has moved well beyond our expectations of what the Journal should be. His leadership, expertise in research, and his collaboration with others in the research field have transformed the Journal into an internationally-known work appreciated by members of the Glasser community. Paying tribute to one is tribute to the others who provided a base for the evolutionary nature of the work.

"We all need happy, supportive people in our quality worlds; nothing less will do."

William Glasser (1998, p. 50).

In recognizing the contributions that Tom Parish has made to the *International Journal of Choice Theory® and Reality Therapy*, it is fitting to recognize the 1st Editor-in-Chief, Larry Litwack. Paying tribute to Jeff Tirengel is also important since he assisted Dr. Glasser in several editions of a journal devoted to choice theory, since that was the direction Dr. Glasser was taking at that time.

Larry Litwack, Ed.D., ABPP, RTC. Editor of the *International Journal of Reality Therapy*, (Deceased)

According to Larry Litwack, "The *International Journal of Reality Therapy* was directed to concepts of internal control psychology with a particular emphasis on research, theory, development or special descriptions of the successful application of internal control systems as exemplified in reality therapy and choice theory" (Spring 2009, p. 2). The journal was sponsored and published semi-annually. We discover articles from a wide variety of international groups: Malaysia, Australia, the United States, Canada, and the United Kingdom. The late Dr. Litwack had worked hard since the journal's inception in 1981 and offered Compendium Sets: Vol 1-27 of Journal 1981-2007; Vol 17-27 of Journal 1997-2008, and an International Resource Guide, sold at list, sale, and international prices. If you wish to travel down nostalgia lane, then review what copies you have in your library or many good reads.

Jeffrey Tirengel, Psy.D, M.P.H., Professor of psychology at Alliant International University, and also serves as a licensed psychologist at Cedars-Sinai Medical Center in Los Angeles, California. Editor of the *International Journal of Choice Theory*, which was under the auspices of The William Glasser Institute in Chatsworth, CA.

Dr. Glasser had decided to have the *International Journal of Choice Theory* published by The William Glasser Institute with a new layout of photographs offered by Dr. Brandi Roth, faculty member. Jeff Tirengel was appointed editor with the following mandate: The *International Journal of Choice Theory*, published semi-annually in Fall and Spring, is directed in enhancing Choice Theory scholarship and applications in education, counseling,

management, and public mental health . . . (Fall 2006). Articles in the Fall edition featured Australia, South Korea, the United States, with an excerpt from Jim Roy's dissertation, most of which would be published by Jim, as Dr. Glasser's biographer designate. The Journal's new look boasted photos and 'color' to signal another milestone in Glasser's ideas with a focus on choice theory. Jeff came to the rescue when Dr. Glasser needed his assistance and did a formidable job.

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

In His Own Words

"The mission of the *International Journal of Choice Theory® and Reality Therapy* is directed toward the study of concepts regarding internal control psychology, with particular emphasis on research, theory development, and/or the descriptions of the successful application of internal control systems through the use of Choice Theory and/or Reality Therapy" (Spring 2017The *IJCTRT* is currently online with an editorial board, similar to earlier versions of the Journal over the years.

Dr. Parish is an Emeritus Professor at Kansas State University in Manhattan, Kansas. He earned his Ph.D. in human development/developmental psychology at the University of Illinois in Champaign-Urbana, Illinois, and subsequently became Choice Theory Reality Therapy Certified (CTRTC), specializing in the areas of mental health, educational counseling, and marriage and family counseling. He has authored hundreds of refereed journal articles (many of which having focused on CT/RT) that have appeared in more than thirty different professional refereed journals. He has an extensive background in designing and conducting research studies as well as developing strategies for the implementation of Choice Theory and Reality Therapy. He is currently serving as a consultant for LDS Family Services, which is located in Independence, Missouri. This organization provides various psychological and family services to much of Kansas and Missouri. Any correspondence, including questions and/or manuscript submissions, should be sent to Dr. Parish at: parishts@gmail.com You may also contact him by phone at: (785) 845-2044, (785) 861-7261, or (785) 862-1379. In addition, a website is currently operational for the Journal. It is www.ctrjournal.com."

Tribute to Dr. Thomas S. Parish

The extraordinary service that Dr. Tom brings to the Journal is the dedication to this body of work. In 2009, Larry Litwack asked Tom whether he would assume the leadership of the journal . Dr. Glasser and The William Glasser Institute wanted the journal offered online to reduce the costs incurred through mailings. This appeared to be a very good idea. The name of the Journal reflected Dr. Glasser's emphasis on choice theory so the name was changed to the *International Journal of Choice Theory® and Reality Therapy*. Tom agreed to these conditions and, with Larry's and Bill's support, began as Editor-in-Chief in December of 2009 with a new format in mind.

Dr. Parish has made past issues of the Journal more accessible through listing articles by topic and author, going as far back as 1981. He is the innovator in having the journal available to everyone online. His work has been untiring and extraordinary!

I salute you, my dear friend, and know that I have your collaboration and support, and that you embody the main principles of choice theory that Dr. Glasser wanted us to use in our daily lives.

References

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Brief Biography

Jean Seville Suffield, DNM is a senior faculty member of WGI, trainer, consultant, staff developer, author, and a Doctor of Natural Medicine. Due to her expertise in brain-based learning, Jean's instructional approach is highly practical and interactive to help individuals begin to integrate and personalize their learning through a wide variety of involvement activities and discussion sessions. This is Jean's third term as President of Glasser Canada and is one of Canada's reps to the International Board. She is a Director on the WGI – Québec Board and a member of the Editorial Board of the *International Journal for Choice Theory® and Reality Therapy*. *Glasser Unplugged: It is all a matter of perception* is in progress. You may find her books, most notably *A Role-Play Notebook: Questions that really make a difference!* (2012, 3rd.ed.), on www.lulu.com or www.glassercanada.ca

MORE TRIBUTES TO THOMAS S. PARISH

Abstract

In past issues of the *International Journal of Choice Theory and Reality Therapy*, Dr. Parish has emphasized the importance of paying tribute to individuals who have made significant contributions to the development of Dr. Glasser's ideas. In this article, tribute is made to Dr. Parish from many of the people whose lives he has touched through his mentoring and as the editor of the IJCTRT.

Tom Parish is a poet, a scholar and a friend. His years of devoted service in promoting Bill Glasser's Ideas in the *International Journal of Choice Theory and Reality Therapy* have been so appreciated and respected by everyone in the Institute, but especially by Dr. Glasser, himself. I can remember the times Bill spent with Tom and how much they enjoyed being together.

Tom is one of the kindest and considerate people I know. He takes the time to listen carefully to what you need and he puts the full force of his incredible creative system to work exploring solutions with you. I admire him very much and consider him a valued friend. I hope he continues as editor of the journal for many more years. He is extremely good at it and Bill would be the first one to agree with that!

Carleen Glasser

I would like to thank Tom for keeping the *International Journal of Choice Theory and Reality Therapy* alive and well. Without Tom, compiling all the research on Choice Theory/Reality Therapy to submit to the National Registry of Evidence-based Practices would have been a much more strenuous task. Tom has helped make Choice Theory/Reality research easier to access. He has also added numerous research tools and assessments that I have found useful.

In addition to being the editor, Tom has been a frequent contributor to publishing articles regarding Choice Theory/Reality Therapy. I have always appreciated his humor, wisdom, and leadership.

Mike Fulkerson

I am delighted to have the opportunity to write a tribute in support of Tom Parish. Tom Parish is to be congratulated for the quality of his work, especially with the historic journal which involved a considerable amount of time and effort. More importantly, I thank Tom for being so available, helpful, and encouraging to those of us who submit articles for consideration. In addition, I attended his presentation at the annual conference in Canada and was impressed not only with his knowledge and skills with writing but also with his easy to follow suggestions and support for his colleagues. Tom is an outstanding professional and his contributions to the William Glasser Institute are significant.

Dr. Cynthia Palmer Mason

Dear Choice Theory Friends,

There are a few people who come into our lives who we can unequivocally say are persons of high integrity, intellectually astute and warmly compassionate. Tom Parrish is one of those rare individuals. He has served the William Glasser Institute extremely well and has offered his wisdom, insight and friendship to an amazing amount of his colleagues and students. I have drawn inspiration from Tom over the years and I am humbled and proud to know him.

Tom integrates Choice Theory seamlessly with his faith, understanding both on a granular level and able to speak intelligently and persuasively about how the theology and psychology embrace as a singular aspect of truth.

The world is kinder and better place because of Tom's presence and guidance. The William Glasser Institute is and will forever be indebted to this good man for his influence

As ever, With kind regards,

Steve Hammond

It is an honor to pay tribute to my longtime friend and colleague, Tom Parish. From a professional point of view I can say in an unqualified manner that his contributions to the work of the William Glasser Institute and to the promotion of Dr. Glasser's legacy are incalculable. He has conducted innumerable research studies, developed questionnaires, activities and forms that instructors and learners can use in their work. His professional journal articles have been published in a wide range of professional educational and psychological journals. He has held prestigious positions at several universities and is Professor Emeritus at Kansas State University. Of special significance is his role as editor in chief of the *International Journal of Choice Theory and Reality Therapy* since the Spring of 2010. He continues to insure the professional image of the William Glasser Institute by completing the three-fold requirements for professional respect: international conference, international organization, and professional journal. These three components serve as the vehicle for insuring the permanence of Dr. Glasser's legacy and facilitating its growth and the further development of choice theory/reality therapy.

Additionally, his contributions include facilitating student research projects and developing strategies for the implementation of reality therapy principles. One of his many expressed hopes is that authors contribute research studies to the journal. At conferences he has often observed that many individuals, schools and agencies have data and could publish it in the journal. He has stated many times, "Invisible is miserable" meaning that if data is unknown to the public and to professional persons around the world it has little connection to the vision of Dr. Glasser and the mission of his institute.

On a personal level he is a friend to anyone approaching him and has been my very good friend for decades. He often says, "I am the wind beneath your wings." He has always wanted and succeeded in promoting the work of the members of the William Glasser Institute as well as many other individuals. To know him is to love him and trust him. He enjoys a hearty laugh, has a high need for fun and loves a play on words. In sort, he is "a pun-loving man." (Sorry Tom, that's the best I can do!)

To you, Tom and to Gaye, Ad Multos Annos or in the words of Star Trek's Mr. Spock, "Live long and prosper."

Robert E. Wubbolding, EdD

There are some people whose names are inextricably linked to the work of William Glasser and his institute and one of these is Tom Parish. I recall my very first visits to the United States, a country so unlike our own tiny island that my emotions roller-coasted between fear and amazement. In that context the super-friendly face of Tom Parish was a wonderful tonic. Warmth and welcome were his trademarks and he shared with us a delightful taste for a funny story and for the sounds of the English language. There is a serious side to Tom and that is his commitment to the furtherance of research in Reality Therapy and Choice Theory. He has always been one of our leaders in that regard. I suggest that the best way to honour Tom is to listen well to his appeals to publish more research.

When the first international conference outside of North America took place in Dublin in 1994, things didn't turn out exactly as planned for Dr. Tom Parish. Materials he had posted in good time to accompany his presentation did not arrive until about a week after the conference finished. He left instructions, if I remember correctly, to have these forwarded to his next port of call, Moscow. However, I would not be at all surprised at all if these materials are not still floating around the globe, always trying, like the rest of us, to keep up with Tom Parish.

Tom's work with the Journal has been a great accompaniment to Dr. Glasser's legacy. Only those who have worked closely with Tom will realise just how much work is involved and how much effort Tom puts into ensuring that the contents are of the highest quality. Generosity, creativity and sincerity are other qualities that I readily associate with Tom. In Choice Theory we are not great believers in rewards or external evaluations but I am sure all those who know Tom will share in my affirmation of these qualities. In this regard Tom and Joycelyn are well-matched.

Here in Ireland one of the highest compliments we can pay to another human being is to call that person "sound". For those of you not familiar with this Irish meaning, it will be easy to learn. Just look at Tom Parish, a sound man.

Brian Lennon

I am honored to have an opportunity to express my gratitude to Tom Parish for all he has contributed to the Glasser organization. I believe I have known Tom for 40 years. We have seen a lot of changes in the organization. Throughout these years Tom has been consistent. A true scholar he has focused on facts. His loyalty to Dr. Glasser was imbued with wisdom and caring. Even in difficult political situations Tom has had exceptional courage. His support for me has never been forgotten. Always he and Larry Litwack let me know my work was valued and both invited me to contribute to the Journal. At conventions Tom is a friend to all. The dozens of publications he has authored on Reality Therapy/Choice will be a legacy to the Institute. I would be remiss in not mentioning Tom's capacity for humour. A social being as well as an intellectual his presence graces all our events. I am so happy I am writing a living tribute rather than a memorial. Kudos Tom.

Diane Gossen

The Journal was very useful to me, especially when I was in graduate school. Now, years later, I look for articles that give me ideas for working with clients. Thanks, Tom.

Barbara J. Jacobson, Ph.D

Tom: Thank you so much for the Journal. Your skill and dedication are much appreciated. Having been an editor of a couple of newsletters I know how challenging it is to publish something really good on schedule. Thank you so very much.

J. Patrick

Tom guided me through the protocol of writing an article for the journal and was very encouraging along the way. I appreciate him.

Russell Turner

I am happy to write my gratitude to Tom Parish. I appreciate his dedication to academic research, the International Journal of Choice Theory and Reality Therapy, and the work of Dr. Glasser. Tom works tirelessly each year to edit and produce two editions of the Journal. In every one, he provides a place to honor one of our colleagues while they are still here. What a concept! He also edits much of what you read in the Journal. The thing I most appreciate about Tom, though, is his ability to make others smile and his positive outlook on life. Tom is quick witted with a pun or thoughtful in his poetry but always considerate of others. Tom Parish, you are a kind, dedicated, smart Choice Theory advocate and I appreciate you!

Kim Olver

Tom Parish has always been an inspiration to me. I attempted to write an ode for him, as he wrote one for me, but the words were not forth coming. Tom seems to produce so much effortlessly that I stand in awe. Yes, he is a rhymester, but also a researcher with a PhD in Human Development possessing much wit, a Life Coach at Mental Health and Life Coaching Associates, and everyone's teacher in Choice Theory and Reality Therapy. If we want to know how to write, just look to his many articles and sit at his feet. He is a fountain that seeks to enable everyone's creativity to flow forth. And then he provides the means for us to be published as he serves as the volunteer editor at the International Journal of Choice Theory and Reality teaching the world CT. And, in the midst of all this success, he is a master photographer picturing the microcosms of nature and living---that give life meaning.

Tom is a servant leader, a catalyst to help us succeed. His Ode to William Glasser published in the International Journal of CT and RT, Fall 2013, sums up his dedication to Dr. Glasser, his teaching and publications, with a clarion call to service in his stead:

An Ode to William Glasser

William Glasser, M.D., was his name,
And he had various claims to fame.
For instance, he was a great counselor and writer, too,
And he always did his best to help me and you!

He was revered by many around the globe,
And touched many lives, or so I've been told.
His Choice Theory and Reality Therapy will carry on,
For many generations after he's gone.

But this won't happen unless we do our part,
to continue to use these models and are willing to impart.
Yes, by sharing CT/RT with others we'll help them, indeed,
As they struggle to fulfill their each and every need.

So be sure to carry on as William Glasser would do,
and always keep in mind that he loved each of you!
Truly, as you strive to always do your best in his stead,
Dr. Glasser will live on through us, even though he's dead!

Our heartfelt thanks go out to Bill,
For working with him was always a thrill.
He certainly made the world a better place,
For you, for me, and the entire human race!

Thomas S. Parish, Ph.D., CTRTC

Rhon Carleton

Thank you so much for your invaluable time and compassion given.
Sincerely,

Clara Ong, Singapore

I have admired and respected you since attending your excellent workshops in the 1990s. Your teaching skills and enthusiasm for Dr. Glasser's work impressed me very much. At WGI 1995 in Philadelphia, it was such a privilege to be with you and your friends at the off-site event Longwood Gardens.

What an honor it was to serve on the first WGI-US Legal Board with you. We worked hard and played hard too. My favorite fun moment was when Peter Driscoll taught us basic Yoga on the beach at sunrise before a board meeting.

Rarely have I seen anyone work as hard as you do and have the talent that you have shown with your gift for poetry and your Odes to Glasserians. It was a great day for CT/RT when you took over as Editor of the IJCTRT. Were you told that this is like a Supreme Court appointment...for life?

Roger joins me in thanking you for your significant contribution to WGI and your kindness to us. We love you and Joycelyn.

Beverly LaFond

I certainly appreciate Tom for his perseverance, his pleasant nature, and his ability to articulate and edit. It IS a huge job and I'm grateful he is willing to share his talent.

Deanna Crook

To me anything GLASSER is a labor of love and from the heart. Each step you have taken, as you perhaps sat alone, and carefully crafted each word was like a rock in the pond. Your devoted attention to spreading the word about this "giant" of a man has helped to bring all of us closed to Dr. Glasser's goal of TEACHING THE WORLD CHOICE THEORY.

Dr. Glasser wrote to me once and said I was a "carrier" and I loved that and I always will be. You are a beam of light and you always will be!!!! It is part of who you are.

THANK YOU!!!!

LuNel LeMieux

Thanks Tom for your devotion to quality in our newsletter.
Quality is difficult to define, however your years of effort SHOW visually what quality looks like.
Thanks again.

James Gabbard

Thank you for your work with the journal. Thank you even more for being my friend. God bless.

Ernie Perkins

Dear Tom,

A huge thanks to you for all you've done to advance Dr. Glasser's teachings and what you will surely continue to do. We do not know each other but I thought it altogether appropriate for me to say that it is because of people like you that people like me can continue reading and learning about Reality Therapy and Control Theory.

I live in Rockland, Ontario, Canada, about 30 minutes outside the city of Ottawa where i have a small private practice. Up to now, I have not met anyone who practices Reality Therapy, or knows much about it. This is too bad but it doesn't stop me from going forward.

For a guy like me, who has virtually no network in Reality Therapy where I live, books and JOURNALS and the Internet are of the utmost importance when you want to continue learning about Glasser's teachings. I am alone but then again.

Once again Tom, thanks for your huge commitment to Reality Therapy over these many years. I'm sure it was very much need-fulfilling for you as being involved in Reality Therapy continues to meet the needs of people like me.

Thank you, Tom! Your commitment and your dedication to teaching Choice Theory are to be commended.

Mark G. Giroux

Mental Health Counsellor

Over the years, Tom has provided me with guidance for using Glasser's ideas, especially in the area of understanding research. I enjoy how he honors people with his poetry and appreciate his dedication to the journal and the institute all these years. My fondest memory of time spent together is walking barefoot and doing yoga on a beach in LA with Tom and Beverly in the early morning; a great way to prepare for a board meeting! Thanks Tom for all the support you have given to me and so many others.

Peter Driscoll

Tom thanks for all the work that you have done. I for one appreciate your efforts more than I can tell cheers and all the best

David Threlfall

I have been reading the I J of CT & RT since I first met Judy-Hatswell. The number of articles I shared with staff proved to me again and again how relevant the information was for teachers in our middle school. Thanks for the great effort and work. I still check them for Glasser's words particularly.

Thanks Tom

John Cooper

I am so grateful for your mentoring and your support, Tom. Thank you for allowing me to bring my dream of the historical journal to life, and for allowing me to work on this special edition as well. I appreciate your expertise, your warmth, and your sense of humor. It's been a pleasure to work with you as a member of the editorial board. Most of all, I am proud to call you a friend and colleague.

Pat Robey