

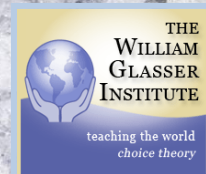
Awakening

Awakening,
dawn's chorus
Welcoming,
The day new,
untouched
Waiting to be
filled....

John McLeod*



* Read about John
McLeod, Inspirational
Poet, Edinburgh,
Scotland, on page 14
of this Newsletter.



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This is a "Must-Keep" Issue of the Newsletter as a reference to the Roles
& Responsibilities of The William Glasser Institute Team - Details Within!

WGI Ireland Convention 2011: Page 13!

The Beat Goes On - Conference in Schaumburg July 2011: Page 18!

Conference 2011 Alice Springs, Australia: *A conference like no other...* Page 25!

New Password for Members

- The Directory, which is posted online once a year, can now be accessed at www.wglasser.com
- There is a new password to gain access to the Directory. Instructions were forwarded to you by e-mail early February 2011.

Happy

Valentine's

Day!



Choice Theory® in Transition: New Beginnings

As winter storms hit in every direction our thoughts turn to Spring, a time of renewal, so we are making some new beginnings. We just attended a very productive meeting of the new U.S. Advisory Board of Directors for The William Glasser Institute. The thing that impressed us most was the enthusiastic call for action and the passion for moving the Institute forward shown by each member taking on specific jobs to accomplish the tasks. We are grateful to all the wonderful people who have served on our Board over the years and the new Board is following this tradition with incredible energy, much dedication, and a real sense of what to do.

We announced to the new board some of the current directions William Glasser Inc. is taking and got positive comments and much interest in new books we are working on now. One will be a collection of letters written to readers over the years in response to their questions about various aspects of the ideas published in over twenty books. The other is a book of thoughts on Choice Theory® and its application to daily life. It will be in the format of a page to read and think about for every day of the year.

We are enclosing discussion questions with every order of the book, *Choice Theory*, to encourage readers to start discussion groups.

Group discussions are ideal and in keeping with the emphasis on public mental health as described in the booklet, *Defining Mental Health as a Public Health Issue*. We now also enclose a booklet with each order that goes out.

We are trying to make it easy for everyone to learn Choice Theory and we hope you'll join in this attempt. Our new website is coming soon and we think you will be surprised. We believe it will be well worth the wait!!!

Dr. & Mrs. Glasser



Stylized etching of Carleen and Bill Glasser from Glasser Inc. site, compliments of Jim Coddington, CTRTC, MSW, RCAS.

Newsletter Design

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

In Memory of Nonie Green: The Butterfly Is Free!

February 22, 1926 - December 3, 2010

G. Dan Lumpkin, CITRIC

I am sad to report that as I write this to you our mutual friend and colleague, Nonie Green, died this morning 12/3/2010 in a hospital in Mobile, Alabama. She was co-author with me of the book *The Confident Christian*, and was my teacher/mentor in Reality Therapy many years ago and introduced me to the path that led me to Dr. Glasser, and my own certification in Reality Therapy. That single crossing of paths led



me to a place in my life and my family where I may not have been otherwise. Though her health had slowly deteriorated over the years, her mind and spirit never faltered and at 84, unable to raise her hands higher than her shoulders, walking only with the assistance of a walker, and riding in her “Jazzy Skooter,” Nonie was a living example that one’s way of thinking can overcome the most difficult circumstances in life and she had as many as did those who sought her counsel. She was the epitome of positive attitude in the most difficult of circumstances. That counsel came from the wisdom of her anchoring in the concepts she learned from Dr. Glasser as well as their manifest application in her own life and the lives of the many she has touched. She was fond of

the Institute and her time on the faculty and her time with Dr. Glasser. She literally lived and breathed Control Theory [now Choice Theory®] and every aspect of the insights Dr. Glasser has contributed. Our world is better because Nonie Green was in it!

Some people cross our paths *on purpose* in our life.
I am thankful for that crossing with Nonie ... and
I expect you may be as well.



In Memory of Lexie Daugherty Hicks

Lexie Hicks, a Reality Therapist from Owensboro, Kentucky passed away June 2009. Having acquired a master’s degree from Western Kentucky University in Adult Human Development and Gerontology, she was licensed as a Marriage and Family Therapist and utilized Choice Theory in a broad array of venues over the course of her career. She served multiple terms on the Kentucky Association for Marriage and Family Therapy’s Board of Directors, was an adjunct faculty member at Western Kentucky University and a therapist for Rape Services for Western Kentucky, earning recognition for her work in sexual abuse and domestic violence advocacy. She served on the executive board of the Barren River Regional HIV/AIDS Consortium and was nominated as volunteer of the year by the Daviess County Medical Auxiliary. She was a Diplomate of the American Association of Sex Counselors, Educators and Therapists and served on the American Red Cross Disaster Response team. Known for lecturing at colleges and workshops, she most recently operated Lexie Hicks Counseling, her private practice. Her life and work were a reflection of the principles in which she believed.

Richard Applegate, MA, LPP, LMFT, CADC

Transition to Renewal



Linda Harshman
Executive Director
The William Glasser Institute



This newsletter will highlight reports from various members of the Professional Development Team for 2011 – Bob Wubbolding, Frank Dunn, Kim Olver, Bob Hoglund, Judy Comstock and myself - as well as articles from Terry Hoglund and Jean Seville Suffield. You will notice that Kim Olver has the title of Executive Director-in-Training as she will be assuming more of the communication tasks that I have carried in the past.

I have moved to part-time hours (about 18 to 20) as of the first of January and some weeks I am actually able to stick to those hours! Paperwork and monies for training in the US are being forwarded to Terry in Arizona and she is doing a great job working with Aaron, who is doing the data entry. As noted elsewhere in this newsletter, all future memberships will be taken over by the Arizona office.



Jean Suffield has been working with me to clarify procedures for training and faculty programs outside the US. Each country, partly due to their size, local administration, amount of intensive training activity, and language etc. will have a slightly different way of communicating with Arizona. This will necessitate Jean, Terry and Judy Comstock working closely together. I am grateful to have three 'detail' persons charged with this responsibility.



The Interim International Board had its first teleconference meeting this month. It was truly a wonderful experience (once we got past a few technological challenges, thanks to Rolf Ahrens) to hear exchanges from the interim representatives all over the world!! Some sub-committees were formed to address specific points relative to representation and voting. The next teleconference is scheduled for March 15th.

I am enthusiastic about the new ideas and energy that is being generated in our organization and am very hopeful that by eliciting greater involvement of our members and tapping into their creativity, we will achieve financial solvency in 2011.

Continuing Education Credits: CEUs

Reminder that all request for CEUs for training would now go through the WGI Arizona Office – Terry Hoglund.



Director of Training Report

New Professional Development Team - Glasser Quality Schools - Online Courses - Research



Dr. Robert E. Wubbolding, Chair

Professional Development Team

Director of Training, WGI

The Professional Development Team (PDT) met January 28, 2011 in Los Angeles and discussed several vital issues. This team replaces the Professional Development Committee that served The Institute for many years. The new team consists of Robert E. Wubbolding, Chairperson, and members: Judy Comstock, Frank Dunn, Linda Harshman, Bob Hoglund and Kim Olver. Each person's responsibilities are

described in this newsletter.

Several major issues relative to professional development were discussed.

Glasser Quality Schools:

Current Status:

At the present time 19 schools have declared themselves Glasser Quality Schools (GQS). The obvious question is why are there *only* 19 such schools and not thousands?



There is much speculation about the reasons behind the paucity of GQS's. Members of The Institute are invited to speculate as to the possible reasons. Several reasons are implied in the recommendations contained below.

Over the last two years, I have contacted each GQS by telephone and by e-mail. Several volunteered that this was their first contact with someone representing the WGI since the time they had declared themselves as a GQS. Based on these conversations, I made the following recommendations to the PDT which, in turn, presented them to the WGI U.S. Advisory Board:

Recommendations:

1. **E**stablish levels of achievement for the GQS's. Each school could formulate specific goals for a given school year, determine a method for the achievement of their evaluation and report it to the WGI. In this way the perception that there is an enormous gap between beginning the journey and achieving the title of GQS can be gradually closed.
2. **S**imilar to recommendation number 1 above, require that a research plan be included in the journey so as to demonstrate the effectiveness of the program. This research should include tangible data that appeals to professional people outside the WGI.

Director of Training Report

3. **D**emonstrate that the term “Glasser Quality School” is utilized outside the school building in that the school personnel make it known in the community that the school is a center for teaching and utilizing choice theory, reality therapy and lead management.
4. **A**ppoint someone in each school who is knowledgeable about the quality school process and who serves as liaison to the WGI director/manager.
5. **R**equire that a small realistic fee be paid to the WGI each year to register the school as a GQS.
6. **P**romote the GQS to the public in a way that it fulfills their wants and therefore satisfies their needs. For example, if educators wish to achieve better classroom behavioral management they should realize that they can get what they want by employing the principles taught by the WGI.
7. **A**s part of my role as Director of Training, I will oversee the Quality School process and be the primary contact to the Glasser Quality Schools.



8. **I**n summary, if the GQS is to impact education and if the number of schools using it successfully is to increase, the WGI will need to enhance its motivational marketing plan, improve its communication network and unequivocally demonstrate its effectiveness.

Program Development of On-Line Courses:

A brain storming session resulted in suggestions for on-line courses including but not limited to: Glasser Quality Schools, parenting, self-improvement, relationships and many others. Specific instructors will be invited to write courses for on-line instruction. Bob Hoglund, Program Development Consultant, has begun work on courses focusing on school teachers, school counselors and school administrators.

Emphasis on Research:

The Advisory Board re-iterated the need for research and publication in both IJCTRT as well as a variety of other professional journals. Wider exposure for needed research studies will occur with further publications by the Glasser Scholars, Loyola Marymount University and studies conducted in Glasser Quality Schools.

Added Note: Rose-Inza Kim, Ph.D. – Korea, has emailed me that in their national assembly library, we may find records of 343 masters and doctoral degree studies on reality therapy.



Offering Materials from Glasser Inc.



Jim Coddington, MSW, RCAS, CTRTC
Manager, William Glasser, Inc.

I am privileged to oversee and engage in efforts to expand the mission of William Glasser Inc. to teach the world Choice Theory. Simply stated, my major responsibilities are to promote and process the sales of materials pertaining to William Glasser Inc. Since The Institute does not now sell or ship any products, I am responsible for

All orders and processing of Dr. Glasser's products: books, audios, videos etc., and e-mail messages by Bill and Carleen Glasser through Glasser Inc. Check out www.wglasserbooks.com

New Basic Instructors – Congratulations!



*First Row, Standing, Left to Right: Neresia Minaterea, Jill Duba Sauerheber, Jeri Crowell, Gloria Smith Cisse, Jim Mishler, Mike Dyson, Tammy Shaffer
Second Row, Standing, Left to Right: Cynthia Palmer Mason, Brad Smith, Sylinda Gilchrist Banks, Mary Graham, Mark Britzman, Tom Burdinski
Seated: Bob Wubbolding, John Brickell [Instructors] – Brad & Jim are not part of the Scholars Program.*

Duties of the U.S. WGI Advisory Board Members

Judy Comstock

U.S. WGI Advisory Board Member



Note: Some Regions have a board member or other designated person to take care of tasks such as the Region website or newsletter. Judy may be reached through judycomstock@midco.net

1. Communication

Advisory Board Members are the communication link between regional members, faculty, other board members and the Professional Development Team of The William Glasser Institute. Specifically, they:

- Encourage members to sponsor Intensive Trainings and be active in WGI activities;
- Respond to questions from region members concerning training. This may include e-mailing, phoning and connecting in person at regional events and conferences;
- Reply to requests from people who may want RT counseling;
- Keep the website updated with current events and contacts;
- Send out e-mails and/or newsletters to regional members to facilitate regular communication;
- Send a letter to newly-certified people in the region congratulating them and encouraging them to attend Region meetings; and,
- Send regional event information to Jean Seville Suffield for submission to the WGI newsletter.

2. Oversee Regional Trainings

Advisory Board Members receive all requests for Basic or Advanced Intensive Trainings in their region. Specifically, they:

- Make sure the applications are complete and are not in conflict with another training i.e. closeby in location and time. They sign and forward the application to Terry Hoglund while keeping a copy of the application on file.
- Contact the organizer of the training two and one-half weeks before the training's start date, to see if it is still on track to occur and how many people are expected. Contact Terry Hoglund by e-mail with this information, so she can send out the necessary materials in a timely manner.
- Follow up with faculty in the region who have taught an intensive training to help facilitate proper paperwork and monies being forwarded to Terry Hoglund in Arizona within a period of one month after the training has occurred.
- Submit applications to host Certification or Faculty Training when the region has interested people ready to do this. Forms are available on the website and are sent to me (Judy Comstock); I present the information to the rest of the Professional Development Team for their approval. Bob Wubbolding and I will work with the Regions to make sure that the trainings maintain the standards of quality and consistency required of WGI trainings.



Duties of the U.S. WGI Advisory Board Members



*Front Row, Left to Right: Linda Harshman Dr. Bob Wubbolding, Bill Glasser, Carleen Glasser.
Back Row, Left to Right: Judy Comstock, Kim Olver, Dr. Mary Graham, Dr. Tom S. Parish, Frank Dunn,
Sue Tomaszewski, Dr. Tom Burdenski, Cindy McClung, Bob Hoglund.*

3. Plan and Organize Regional Meetings

- Offer at least one regional meeting annually. (The Midwest region rotates the states in which meetings are held. We ask for schools or organizations to volunteer to host the meeting. Other Regions have the meetings at a hotel or conference-type center).

4. Scholarships Sponsored by Regions

If your Region has money to offer scholarships for Intensive Trainings and/or Certification Sessions, the Advisory Board member will:

- Have information on the region's website describing the scholarship application procedure. (You can look at the Midwest website for an example and for sample forms. The Midwest Region dedicated money made by hosting two international conferences and put that in a long-term CD. They use the interest from the CD to offer four scholarships of \$500 per year).

Duties of the U.S. WGI Advisory Board Members

5. Financial Responsibilities

Regions should be incorporated as non-profit organizations and have a federal tax ID number. It is the Advisory Board Member's responsibility to:

- Maintain financial records and provide yearly statements at annual meetings.

U.S. WGI Advisory Board: The View from the Chair

Frank Dunn, Chairperson,
U.S. Advisory Board, WGI
January 29, 2010

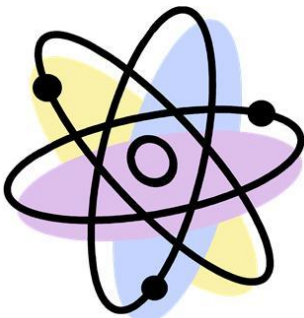
The first meeting of the reorganized Advisory Board met on January 28, 29, 2011 in Los Angeles. The atmosphere of the meeting was positive and upbeat, characterized by enthusiasm, a high degree of energy, and a solid commitment to active involvement through The Institute's transition process. I thank all those who participated.

The creativity supplied by the regional representatives and institute leadership spurred many dynamic ideas which will impact us for years to come. Specifics will be found in other articles in this newsletter. One of the major accomplishments of this meeting was the drafting of a mission statement which reads:

The mission of the Advisory Board is to honor and preserve the integrity of Dr. Glasser's work by collaborating to maintain the philosophical and financial stability of The Institute.



Committees were appointed to develop specific action plans to implement the above mission. These committees will report back to the Advisory Board as their work progresses. Be looking for more information as plans are formed.



The International Board is beginning its formulation process, and I am confident it will have an enormous impact on Dr. Glasser's goal to teach the world choice Theory. It may be too early to picture the exact shape of The Institute as it develops over the next few years, but it is exciting to be part of this dynamic development.

Portrait Gallery: U.S. WGI Advisory Board*

Serving You!



Judy Comstock



Tom S. Parish



Cindy McClung



Tom Burdenski



Sue Tomaszewski



Bob Hoglund



Frank Dunn



Bob Wubbolding



Linda Harshman



Carleen Glasser



Mary Graham



Dr. Bill Glasser

* Term of Office: January 1 to December 31, 2011

U.S. WGI Regional Advisory Board

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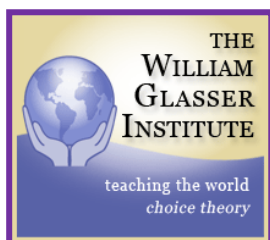
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We encourage you to be in touch with your representative to obtain information about activities in the region including meetings, newsletter publications, upcoming training, and other events.

WGI

Consultant's Role: Certification and Faculty Programs

Judy Comstock

U.S. Institute's Consultant to Certification and Faculty Programs



My role as the U.S Institute's Certification and Faculty Program Consultant is to work with Regional Directors and/or their organizers to help them plan and carry out Certification Sessions and Faculty Training Programs so that quality and consistency is maintained.

I receive applications from Regional Directors wishing to sponsor Certification Sessions and/or Faculty Training, and bring these requests to the Professional Development Team (PDT) for approval. Once approval is given, Regional Directors will be notified, and, if necessary, I will work with them to adjust instructors, dates and/or locations. Advising organizers of criteria for hotels or training sites and answering other related questions would be part of this process. When dates are finalized, I will report them to the website manager and newsletter editor.

Organizers will provide me with the names of potential attendees and I will check FileMaker records to ensure that they have completed the necessary training to attend certification or a faculty program. Certificates for Certification would be sent to the organizer of the program for distribution at graduation.

Within two weeks after the training, send me a list of names, addresses, participant or \$20 per person for faculty received both the money and forward payment to Terry Hoglund. Endorsement attendees will be made names of endorsed faculty and the Jean Seville Suffield, newsletter editor.



Regional Directors or their organizers will emails and \$100 per Certification training or endorsement. Once I have paperwork, I will update the database and Certificates for Faculty Program and sent with a congratulatory letter. The number of newly- CTRTC will be sent to

I will communicate and work with other members of the PDT and the Advisory Board to carry out the business of The William Glasser Institute.



WGII Convention 2011

October 2011

Check out

www.wgii.ie/

for
details!

Development & Deployment: Program Development Consultant

Bob Hoglund, Senior Faculty
Program Development Consultant - WGI



The following course topics were approved for development and deployment. Each course will have a leader that is responsible for the development and design of the course and seek input from Institute Members *who are currently teaching the subject* and want to contribute. Individual contributors will be named in the references or credits for the course.

All courses will be submitted to the Program Development Consultant and reviewed by members of the Professional Development Team prior to launch.



The Quality School Program will be developed into three strands - teacher, counselor and administrator. Each strand will have several courses to provide continued learning. These classes will provide CEU and college credit options. Those successfully completing their strand will have the respective designation of Glasser Quality School Teacher, Counselor or Administrator. These courses will also reflect any changes to the requirements to become a Glasser Quality School.



If you are a dues paying member of the Institute and would like to contribute to any of the courses, please contact the course designer.

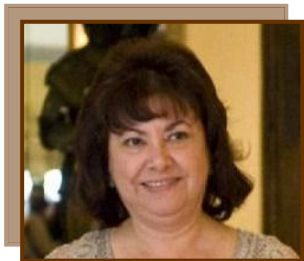
• Parenting	Nancy Buck
• Relationships	Kim Olver
• Grief Counseling	Judy Comstock
• Quality Schools	Bob Hoglund
• Caring for the Care Givers	Mary Watson
• Building Skills for Care Givers	Frank Dunn
• Personal Growth	To be determined
• Stress Management	To be determined
• Anger Management	To be determined

Notes on John McLeod, author of the poem, *The Awakening*, on the cover page of this Newsletter.

John McLeod, disabled since childhood, began writing poetry to help him cope with the difficulties of his situation. He believed that words can be a powerful healing tool if used with loving intention, to uplift, encourage and inspire. His poems are wrought from his own experience and were published in the hope that they would help others. John lived in a small fishing town near Edinburgh, Scotland with his very loving family. He retired after a career in Banking and was intent, in time, to write his autobiography. He has published two poetry books, "*Peace...be ever yours*" and "*Quiet...flows the love.*" John passed away August 2006. The wisdom in his poetry are words that I will always cherish.

Written by the author of <http://www.wow4u.com/johnmcleod/index.html>

Coordinator of Training in the U.S. and Internationally



Terry Hoglund

Coordinator of Training in the U.S. and Internationally

It has been several months now that I have been learning the ins and outs of keeping the training records for The William Glasser Institute. As many of you know I am not a newcomer to working with The Glasser Institute group since I spent several years helping out with the yearly conventions held at various locations. I have very fond memories of working with so many of you on those conferences. It is great to have the opportunity to interact with so many of you again.

My role now is to **maintain the records** of the training that is happening in the United States and other places around the globe. I will also be **sending out materials** to you for the training programs. I have a full time job, apart from working with The Institute, so please know that I may not get back to you right away if you leave me a phone message. My goal is **to respond to you** within 24 hours but that will not always be feasible. E-mail correspondence is the most efficient for me, so please let me know if you have any questions or need to give me information. There have been many changes within The Institute over the last several months so we are all still working to organize everything in the most efficient way possible.



It will be very helpful for me if those of you, who conduct training sessions, will let me know a couple of weeks before the start of your sessions how many people you expect. With this information I can make sure to get your materials to you in time for your training. My e-mail address is thoglund@wglasser.com. You can also fax information to 1-888-695-8612 or call at 480-606-8857.

I look forward **to hearing from all of you** and I am glad to see that there are so many training sessions happening around the globe. I look forward to this opportunity to be part of such a wonderful organization again.

Membership - 2011

If you know of individuals who have not taken out membership for 2011, please advise them to do so through The William Glasser Institute branch in Arizona. That office will be handling this task from this point forward!



Advisory Board of Directors' Report



Kim Olver, Executive Director-in-Training

The Program/Marketing/Membership Committee defined its goal as achieving financial solvency for The Institute. As you know, enrolment in Intensive Trainings has declined so we are seeking other avenues of income for The Institute. We also want to find ways of honoring our membership by creating opportunities of contribution and inclusion.

Here is what we discussed:

- Creating and developing online product offerings related to CT/RT/LM/QS.
 - We need to develop topics.
 - A leader will be assigned to each topic based on their expertise.
 - Dues-paying members, who have experience with the identified topics, will be invited to contribute to the creation of the online products by submitting suggestions to the leader.
 - The leader will earn a percentage of the profit, while other contributors will be listed as contributing authors and get a link back to their website if they have one. The Program Development Team is still working out exactly what the percentages will be but the idea is to have a split that benefits both The Institute and the member taking the lead on the project.
 - We have identified some preliminary topics of Parenting, Relationships, Grief & Loss, Caring for the Care Givers, Building Skill for Paraprofessionals, Stress Management, Anger Management, Substance Abuse, CT and 12-Step Programs, and Weight Loss.
 - We will begin with lower-priced products and create a product funnel for each topic. This means we may start with a simple free introductory video and move to a low-priced information sheet, then to an e-book, a home study course with e-mail support, coaching, and workshops. The details have yet to be worked out but the idea is to increase the quality and amount of information while increasing the price of the product.
 - All contributions must be approved for quality and full consistency with Dr. Glasser's ideas by the Professional Development Team (PDT).



- Marketing

For every product that is developed, the leader will be responsible for creating a sales letter to entice people to buy. The letter will focus on the benefits, features, and advantages the product offers. So, benefits are what the customer will gain from the product. Features are what type of product it is, how it is delivered and the advantages that make our products different from others with the same topic.

Advisory Board of Directors' Report

- Membership

- We have over 81,000 people who have at least taken a Basic Intensive Training and slightly more than 500 current (2011) dues-paying members of The Institute. One of the things we focused on was how to get more people interested in joining The Institute.
- We want to create benefit to our members. Some of the things we discussed were certainly involvement and inclusion in product development and links back to contributor's websites.
- We will begin an Institute blog to spread the ideas of Dr. Glasser and are looking for members who would like to write blog entries. I am collecting the names of potential dues-paying members/bloggers and will be creating a schedule for blogging. If you volunteer, you will be committing to one week of blogging. During your assigned week, you will be expected to contribute at least three blog entries and respond to any new comments that are made. Mary Amanda Graham, representative from the Northwest Region, will be setting up the blog and moderating the posts for accuracy and consistency with Dr. Glasser's ideas.
- We also discussed a multi-tiered level for membership. We have instituted a student membership of \$25.00 per year for anyone interested in joining who has not had an Intensive Training offered by The Institute. Anyone enrolled fulltime in any level of post-secondary education would qualify.
- We still have Associate Membership for \$35/year and Full Membership for \$75. We are discussing the possibility of a lifetime membership.
- One of the tasks taken on by regional representatives was to contact people in their region to invite them back to The Institute as members with all of the new exciting benefits and advantages. If you know of someone who has not renewed membership and you think may see that there is more incentive to do so now, please contact them and invite them back. We will be stronger when we can work collaboratively in greater numbers.



- Our last, more long-range goal is to partner with colleges and universities to teach classes for them that would be for credit courses as adjunct faculty. If you know of any colleges and universities in your area that might be amenable to this idea, let your regional representative know. Also, if you would be interested in teaching a class and have at least a Master's degree (usually a college's minimum requirement for adjunct faculty), let your regional rep know that as well. Of course, if the class were going to count toward certification, then you would also need to be an approved instructor with The Institute.

I can't express how exciting it was to be a part of this brainstorming/action session. The energy and creativity was palpable. We are very committed to breathing new life into the Institute through collaboration and involvement and hope you will join us on the journey. These are exciting times!

Communications Consultant to the International Community



Jean Seville Suffield, Senior Faculty
International Communications Consultant
Editor, WGI Newsletter

My main responsibility is to help standardize the procedures and processes for the receipt of paperwork and monies to the Arizona office for Trainings and Certification through Terry Hoglund and to clarify procedures regarding Faculty Programs through Judy Comstock. I have attended international conferences and have met or worked with many of you within the international CT community, enjoying the extraordinary hospitality of welcoming and generous people. I will have completed the initial part of my work by the time you read this. I am always available through jeanseville@hotmail.com and through SKYPE so we can stay connected to answer and clarify any questions that you may have. Please keep me posted of any changes in the names of those in your country who are responsible for paperwork and monies so I may communicate these changes in collaboration with Terry Hoglund. I am also interested in international events which lead me to the second part of my mandate as Editor of The William Glasser Institute Newsletter.

As Editor, I welcome your input regarding interesting pieces for inclusion in the newsletter: articles, events, excerpts from Certification presentations, conferences, seminars, newly-published books approved by WGI, and information about you that most people would not know. Our readers indicate that they especially enjoy our *Did You Know . . . ?* section of the Newsletter so we welcome your willingness to share with us a hobby or an interest you are presently enjoying or an experience that you have had in the past.



I wish!

The Beat Goes On - Schaumburg Conference

Conference Option - Midwest Region USA [Summer 2011]

Schaumburg, Illinois July 7 - 9, 2011

Contact Judy Comstock at (218) 751-6317 home or judycomstock@midco.net

Thursday evening's opening session will feature **David Betz** in an interactive group drumming entitled *The Rhythm of Choice Theory* with Bob Wubbolding



presenting the keynote address on Friday morning. Sunday morning Professional Development will focus on role-playing skills and will be led by Bob Wubbolding.

Early bird registration by May 1: \$270 US

Regular registration: \$300.

Registration forms and hotel registration for the conference will be posted on the WGI website and will have a link to our Midwest website. **See Page 25** of this Newsletter for **Certification dates and Faculty Programs!**

Rochelle
the
Roving Reporter
spotted

Rolf Ahrens,

new President of
WGI - Canada!

Here`s the scoop!



Spotlight



Rolf Ahrens, M.Ed., Senior Faculty
President, WGI - Canada
International Board - Canada

On any given day you would not recognize Rolf because he would not be wearing a suit. Instead, you would find him building a boat, or teaching as a *sessional* at the University of British Columbia, or driving in the outback of British Columbia working with students or school staffs.

Rolf has had two active passions over the past 30 years. One is to teach Bill Glasser's ideas to as many people as possible and the second is to help teachers with teaching elementary school science. He will literally go anywhere to do these consuming activities.

He has been active in WGI since the mid-1980's and he was president of the William Glasser Association of British Columbia in Canada for a number of years until it became part of WGI -Canada. Rolf has also been a Counselor and President of Oak Counselling Services Society in Vancouver for many years. Most of his professional life was spent working for the Vancouver School Board in many capacities, the last as school principal.

One of the most challenging and needs-satisfying periods as a principal was the implementation of a Quality School initiative at General Gordon School in Vancouver. Although the staff choose not declare the school as such, it had a great impact on the community that it served and was a focus of considerable interest in the metro area.

Rolf is currently enjoying the challenges of working on the Interim International Board of Choice Theory® and Reality Therapy. It provides the perspective of a truly international organization. In the near future, he hopes that WGI - Canada will become an even more active, creative and influential organization. He feels privileged to work with a group of amazingly talented people and thinks there is nothing that we as a group can't accomplish.

In the future, Rolf expects to travel more and spend considerable time cruising the gulf islands in the Strait of Georgia and Puget Sound with his wife Norma. They live in North Vancouver, British Columbia, Canada.



Sarah Clark, CTRTC



Chapter Three: Art Teaches the Staff about Internal Control and Integrity

I came to work one morning and was met by the custodian, “Go look in the boys’ bathroom! I saved the mess!”

Someone had trashed the men’s room, thrown spit wads on the mirror and walls. It *was* a mess. Now at our school, where the “bad kids” go, nobody ever does it, whatever *it* is. The inquisition was about to begin. Everyone was pretty sure that the culprit was from the high school class, but I said I would talk to my kids. When Art arrived, the custodian was in the classroom as I asked Art if he had noticed anything wrong in the boys’ room the afternoon before. Art put his head down and said, “I did it. I’m sorry. I’ll clean it up.”

There was a moment of silence. Really, I don’t think this had ever happened at our school before. The custodian didn’t believe him. “You don’t have to say that, you know,” she said. He repeated, “I did it. I’m sorry. I’ll clean it. I won’t do that again.”

The custodian went down to the principal/superintendent’s office and was apprising him of the damage. I walked down with Art. When we entered the office, there were the director of maintenance, the superintendent, the custodian, 6-year-old Art and me. The Superintendent looked over his big desk and said in a stern voice, “Why did you do that?” Art just turned, walked out the door and started crying. I went out and spoke with him. I said, “Art, really, this is so exciting! What you are doing is called integrity. You are telling the truth in a really scary situation. Nobody else has ever done this at our school, ever before!! You are doing the right thing. I’ll hold you hand and we’ll go back in there.” We did go back and the adults had more questions to fire at him. Finally, I suggested that he might be a little intimidated with four adults to deal so just the Superintendent and I dealt with the issue. The Superintendent decided on a fitting consequence to which Art agreed. Then, he commended Art for his honesty. Art assured him that it would never happen again. They had a hug and we went back to class. Because of some sort of health rules, they wouldn’t permit Art to clean up the restroom, but at recess, he found the custodian and said, “You missed a spot. I had a *spit race* on that picture on the wall, but don’t worry, I cleaned it up.”

Chapter Four: Can Kids Teach Old Adults New Tricks?

Our classroom is right down the hall from the district office, so for months they heard the shrieking from Art’s tantrums, and they noticed the silence when the tantrums ceased. Art had also, at one of our monthly programs, shared (and demonstrated) his method of tantrum control. Many people in



Letter From Sarah



the building, including the custodian, I believe, would have intimidated Art into stopping the tantrums back in September, but since I have the trust of the Superintendent, who knows something of CTRT and uses it himself, they don't interfere.

The custodian, mentioned above, has been with us for years and I have heard her tell many stories of how she has solved problems by getting mad at people and telling them off. On a teacher workday after school was out for summer break, she said that the paint would have to come off the windows in my classroom. The children years before had painted pictures on the windows. She seemed angry about having to wash the windows. I told her that I had planned to do it before I left, but she insisted that she would do it. I offered to help a couple of times, but she repeated that she would do it herself. It was a messy job. Blessedly, with CTRT at my disposal, I knew it was her "mad," so I stayed in the room and did my own work. She was clearly angry with me and kept saying things that indicated that. I acknowledged her feelings and kept working. When she was done, I thanked her.

She left and in twenty minutes she was back saying, "I just have to apologize. Really, you know, I was just having a tantrum, just like Art! I was having a tantrum." She looked at me with a quizzical expression, as though she had just made a remarkable discovery. About a half hour later, we were having a party in the board room and I heard her telling some other people. "Just like Art, I had a tantrum!"

I just can't say how profoundly CTRT is influencing our community!! But maybe these stories tell a little.

Just one more thing! I am so grateful for the notion of public mental health. Since I have retired, I have started meeting with other people who would like to improve their relationships. I have led several Christian groups, showing how CTRT can help us in very practical ways, follow the command to love our neighbors and our enemies. I am currently meeting with two people, individually, reading through *Choice Theory*, doing some of the exercises and role-plays I learned in the classes, and looking at our lives and relationships through the CTRT lens. My friends are finding it very useful and, of course, so am I.

Thanks so much to all of you who have worked to develop this wonderful, dynamic approach to life and relationships!

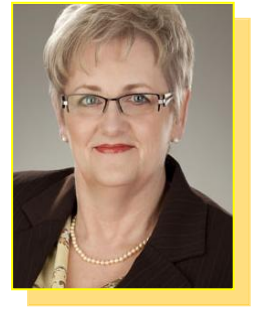
Thank you,
Sarah



Knowing the Difference!

Maureen Craig McIntosh

Senior Faculty, WGI



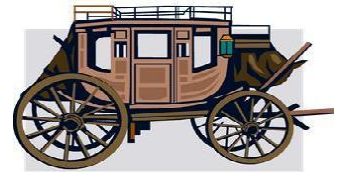
Many people have adjusted their business cards to read “coach,” since coaching is growing in popularity. Many successful business people such as Jack Welch and Oprah use coaches whose expertise may also be in other areas such as NLP. Just what are the differences when we hear the terms – coaching, consulting or counseling?

As a certified professional coach, I am a member of the International Coaches Federation, a body that monitors the coaching industry the way that the Association of Professional Engineers monitors the engineering profession and other Associations oversee the professional conduct of doctors, nurses or lawyers.

At this point, it is not a requirement that a practicing coach be a member of ICF or be accredited by ICF. The profession is still young and credentialing is forthcoming. The following is an excerpt adapted from the International Coach Federation Website:

“Professional coaches provide an ongoing partnership designed to help clients produce fulfilling results in their personal and professional lives.

Coaches are trained to listen, to observe and to customize their approach to individual client needs. They seek to elicit solutions and strategies from the client: they believe the client is naturally creative and resourceful. The coach’s job is to provide support to enhance the skills, resources, and creativity that the client already has.”



Coaching is not consulting and it is not therapy.

- Coaching supports personal and professional growth and development based on individual-initiated change in pursuit of specific actionable outcomes. These outcomes are linked to personal and professional success. Coaching is forward moving and future focused.
- In general, the assumption with coaching is that individuals or teams are capable of generating their own solutions, with the coach supplying supportive, discovery-based approaches and frameworks.



- Therapy deals with healing pain, dysfunction and conflict within an individual or a relationship between two or more individuals. The focus is often on resolving difficulties arising from the past. Therapy outcomes often include improved emotional/feeling states. While positive feelings or emotions may be a natural outcome of coaching, the primary focus is on creating actionable strategies for achieving specific goals in one’s work or personal life. The emphasis in a coaching relationship is on action, accountability and follow-through.

Knowing the Difference!

- Consultants provide specialized expertise. While consulting approaches vary widely, there is often an assumption that the consultant diagnoses problems and prescribes and sometimes implements solutions. In general, the assumption with coaching is that individuals or teams are capable of generating their own solutions, with the coach supplying supportive, discovery-based approaches and frameworks.

As I was taking my course in Coaching, I was struck by the similarities in the coaching process that was presented to us and the procedures that lead to change. For example, the *GOOD Model of Coaching* by Jeffery E. Auerback Ph.D., (*Personal and Executive Coaching: The complete guide for Mental Health Professionals*, 2000) is as follows:

- Goals ... we work with the client to establish their goals for the future. In the procedures that lead to change, it is understood as "What do you want?"
- Options ... brainstorm with the client the many options to achieve their goals. With the procedures that lead to change, this is done in finding out what they have already done or are doing and asking the client to brainstorm what else they can do.
- Obstacles ... we work with clients to see what they can do in the way of achieving their goals and in developing a plan to overcome the obstacles. With the procedures, we understand that we do this in the final stages of creating a plan.
- Direct results ... Here the focus is on the outcome and the results the clients will attain. With the procedures, we are focused on helping clients get more of what they want and need.



Congratulations!

Senior Faculty Status!

David Moran - Massachusetts, USA

Rhonda Levine Montagnes - Ontario, Canada

Lucy Scott - British Columbia, Canada



Eight (8) newly-certified in Porec, Croatia!

The Magnificent Tools of CT/RT

Georgellen W. Hofhine

Senior Faculty, WGI



Dear Friends:

Now is the time not only of changes at The William Glasser Institute, but also of uncertainty at home, of unrest in our country, turmoil and war in the world. But you and I are well-armed, as we know that we are not victims.

Now is the time, as we recognize that we have chosen who we are, that we can also change the architecture of our brains and as Dr. Glasser has taught us, we can self-evaluate as we move forward to mental health. We share these magnificent tools of CT/RT as we move forward despite changes and uncertainty because we have profited from the clarity of Dr. Glasser's teachings. Who among us has not benefited? As we face changes armed with these tools, we are accompanied by relationships we cherish.

Here are some examples of the use of these tools from the life of this old lady just yesterday.

1. I had a phone call from a friend as she came to the reality of her broken marriage. We discussed choices and self-evaluation. As we hung up, she had chosen to make a small immediate plan that included meeting her needs for that day. We laughed a little as she had found a glimmer of hope as she moved forward using the tools we had discussed.
2. One of my sons dropped by to remind me that when our family has holiday dinner at his home, only gifts for children are to be shared, as the adults will share and cherish the relationships of love of family and friends [of course he, too, uses the tools].
3. After dinner a neighbor dropped by sharing hurt feelings and concern of how to mend some cracks in the relationship at home. We spoke of external control and the deadly habits. We did not solve anything but further cemented our friendship.
4. As I was about to retire, a friend of longstanding called with her inability to deal with tragic events in the life of her son and three young grandchildren. There seemed to be no good choices but as we talked, she reached back to tools she had learned in Basic many years ago. She chose a plan of involvement with these little ones. As we hung up, I sensed a small glimmer of hope.

I fell asleep with gratitude for these tools.

Georgie

Editorial Note: Originally submitted to the West Region Newsletter.



Schedule of Events 2011

International Board

- * Meeting of International Board – March 15, 2011 Online.



Certification



- * Saturday, July 2nd (eve) – Wednesday, July 6th - Site of International Conference in Schaumburg – details on page 17 of this Newsletter. Register online and then send your application to Judy Comstock as noted on the application!

Faculty Programs

- * Saturday, July 2nd (eve) – Wednesday, July 6th - Site of International Conference in Schaumburg. Contact Judy Comstock at judycomstock@midco.net to check on the specific Faculty Programs being offered!



... A conference like no other ...

The Conference team, on behalf of WGIA take great pleasure in inviting you to attend our conference in the heart of Australia.

- Alice Springs is truly unique culturally and geographically
- Be prepared to experience the wonders of our country, nestled in the McDonnell ranges. You will be delighted with the colours of the landscape and the vibrancy of our town.

Join us in the centre. "See you" at
... the reception on Friday September 30th
... and "be seein' you" after the evening of October 2nd.

Our conference will be hosted at Yirara College of the Finke River Mission, a school working with Aboriginal secondary aged students almost all coming from remote and distant townships. This Indigenous boarding school is currently training all staff in CT RT LM. (Link to Yirara College) Conference details contact: Ph: (07) 3202 2167 Fax: (07) 3202 2822

Email: wgia@wgia.org.au

Conveners: John Cooper: john6@iinet.net.au

Kalikamurti Suich: kalikamurti@beyondbreathingspace.com

Note : Images from WGIA website.  it out!



Planes, Trains and Automobiles: Choice Theory® Abounds!



Editor's Note: Brian submitted this to Linda Harshman with a comment that [she] could share it with the Glassers so they could see just how far-reaching [Dr. Glasser's] ideas are.

Dear Linda;

As you will recall I have been in Spain for the past week, doing my annual input on the Master's course in Emergency Management in the University of Malaga. This amounts to a short introduction to RT/CT and with specific reference to Emergency and Disaster situations.



Laura came with me and, in Dublin Airport, waiting for security checks, a lady behind us asked if we were from Skerries (where we live and, as it happened, so did she). She then rather surprisingly asked me if I was involved in counselling!!! I wondered how it showed. Was it the wrinkles or the grey hair or some other trait? I then began to worry that this lady might be looking for a counselling session on the plane!!! Anyway, her story turned out to be that she was a good friend of Mary Johnston, one of our RT/CT stalwarts, and Mary had said that I lived in Skerries and was married to a Spanish lady. The lady put two and two together and guessed correctly.

Two days later, in Malaga and on my way by train to the university, as I walked down the central corridor on the train, out of the blue a lady stopped me and said "Hiya Brian! She turned out to be one of our Irish RT/CT graduates from Galway now retired and living in the south of Spain. I had a great chat with her and her friend as the train trundled into the city. Her friend was a doctor and was fascinated by the applications of RT in that context. I was able to suggest different walking tours for them as I know the city well. Still I had the strange feeling that RT/CT was everywhere!



It did not end there!!



Just before we came back from Spain, I needed to take someone to see a doctor in a nearby clinic. It was late at night and the doctor suggested another follow-up visit the next morning. On the following day the doctor explained that, after our departure on the previous night, the nurse said that she had attended one of my courses in the University! Apparently she had spoken highly of it to the doctor who was now expressing an interest in doing the course herself. Maybe I should carry a bundle of RT leaflets with me everywhere! [Good idea, Brian!]



Did you know that



Ken Lyons served for forty (40) years, *man and boy!* as a reservist in the 5th Cavalry Squadron. An interesting spinoff for him was that many of his trainee reservists were also his High School students. The resulting involvement meant that discipline problems were minimal, both in School and in the Unit.



5th Cavalry Squadron

Ken Lyons!

[That handsome guy,
third from the left.]

Appreciation to all of you for your service!



Ken Lyons is Center. The four junior officers in the retirement photo are all former school pupils.

Love & Support to Our Friends and Colleagues in Australia & New Zealand

For those of you who have lost loved ones, The WGI Choice Theory® Community offers you our deepest sympathies. We have followed the devastation that has beset much of that most beautiful country, Australia, and beloved Christchurch, New Zealand. Please know that our thoughts are with you as you rebuild and move forward with the qualities we know you have: loving nature, independent spirit and determination.



From
The WGI
Choice Theory®
Community