

Reality therapy teaches that we need NOT
be victims of our past or our present *unless we choose to be.*

~ Dr. William Glasser

WINTER NEWSLETTER - NOVEMBER 2008

INSIDE THIS ISSUE:

A Message from The Glassers - Inside Cover	
Speakers Bureau Form	
Choice Theory Works	1
From Linda Harshman	5
Holding the Core Values	8
Quality Research Connections	9
PDC Report	10
Murray High School in Ireland	12
Glasser Quality School	15
Choice Theory The Common Ground	17
Build Success in Schools	18
Choice Theorists as Mediators	20
Using Role-Play Scenarios	21
Dr. Glasser's Ideas in Singapore	22
Intensive Weeks	24-25



The Glasser's have booked
their flight to Scotland,
have you?

International Conference
in Scotland, June 23 -27,
2009. (see page 10)

MAY 11, 2009 - Mark your calendar for this very important date!
(Read more on page 1)

Purchase Dr. Glasser's Books, DVD and other resources online!

Start your holiday shopping
by visiting wglasser.com.

We have implemented an
online shopping cart to
make your purchases very
easy. You can also pay
for certification weeks and
membership.

Visit wglasser.com today!



A MESSAGE FROM THE GLASSERS

dr. william glasser
carleen glasser



We have booked our flights for June, 2009!
How exciting it is to be going to an International Conference in Edinburgh, Scotland co-sponsored by the European Association for Reality Therapy and The William Glasser Institute. We can hardly wait! This will literally be sharing all the work we do in Public Mental Health with the world.

In this newsletter we are announcing some new directions and recent developments in The Institute. One of which is our newly sponsored Speaker's Bureau. At every annual conference, there have been outstanding presentations delivered by our members. Often people who attend these phenomenal talks have said they wished more people outside the conference could have heard them. We would love to showcase the most talented presenters in The Institute by booking them through our new Speaker's Bureau. For more information refer to Linda Harshman's article (page 5) and see the form on the next page.

One way to promote our ideas in Public Mental Health is through these presentations on a multitude of topics. We have identified thirteen dimensions of Public Mental Health, the umbrella term that represents our combined Choice Theory® and Reality Therapy delivery system to help groups of people and individuals live happier lives. Using the Reality Therapy procedures that lead to change and teaching Choice Theory to people in recovery from addictions, in court referred domestic violence programs or in pain management support groups, are just a few of the areas where we apply Reality Therapy and teach Choice Theory. Our work in prisons is legendary as well as our work in schools. There are so many ways to get these ideas out there.

Our survival as an Institute, which is an organization of people like you, depends upon us building supportive relationships, mentoring new instructors and encouraging each other. These are very difficult economic times for all of us but hopefully we can get through them with hard work, determination, and creativity. - Bill and Carleen Glasser

The William Glasser Institute

William Glasser M.D., President & Founder
Linda S. Harshman, M.S.W., Executive Director
22024 Lassen Street, Suite 118
Chatsworth, CA 91311 USA
ph: 800-899-0688 or 818-700-8000
fx: 818-700-0555
e: wginst@wglasser.com
w: www.wglasser.com

Advisory Board of Directors

Canada Region - Ellen Gelinas
PO Box 3907, St. Andrews
NB E5B 3S7 CANADA
ph: 506-529-3074
wk: 506-529-3270
fx: 506-529-3363
e: egelinas@nb.sympatico.ca
w: www.wgicanada.com

Mountain Region - Frank Dunn
381 Countryside Drive
Pueblo West, CO 81007 USA
ph: 719-547-9875
e: fedunn38@msn.com
w: www.wgimountainstates.com

Southeast Region - Lucy Billings Robbins
65 Lewis Fairway Circle
Oakland, TN 38060 USA
ph: 901-456-2952
wk: 901-619-5829
e: lucybillings@earthlink.net
w: www.glassersoutheast.com

Mid-America Region - Bruce Allen
PO Box 3724
Fayetteville, AZ 72702 USA
hm: 479-443-4573
wk: 479-582-4422
e: bruce22@swbell.net
w: www.glassermidamerica.com

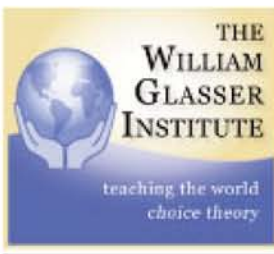
Northeast Region - Judith Claps
3430 Drifting Drive
Hellertown, Pennsylvania 18055 USA
hm: 610-346-7629
e: sejumatt@verizon.net
w: www.glassernortheast.com

Sunbelt Region - Emerson Capps
2633 Chase Drive
Wichita Falls, TX 76308
hm: 940-691-1829
wk: 940-397-4315
e: emerson.capps@mwsu.edu
w: www.glassersunbelt.com

Midwest Region - Judith A. Comstock
5136 Juniper Circle NW
Bemidji, MN 56601 USA
hm: 218-751-6317
wk: 218-444-1600 x3313
fx: 218-444-1630
e: judycomstock@charter.net
w: www.glassermidwest.com

Northwest Region - Martin Price
10522 Lake City Way NE, C-201
Seattle, WA 98125 USA
wk: 206-524-3888
fx: 206-524-3890
e: mwprice@verizon.net
w: www.nwchoicetheory.org

West Region - Georgellen Hofhine
5174 Ladera Vista
Camarillo, CA 93012 USA
hm: 805-484-7309
e: gwhofhine@verizon.net
w: www.wgiwestregion.com



The William Glasser Institute Speakers Bureau
Speaker Information Form

(Please use this form in order to be considered for inclusion in The William Glasser Institute's Speakers Bureau.)

First Name: _____ Last Name: _____

Email address: _____ Region: _____

Please list degrees and credentials: _____

Total # of Intensive Weeks instructed in the last 2 years: ☐ 3-4 ☐ 5 or more

List 5-10 workshops & presentations which you have given in the last 4 years, half of which were **not** given at an Institute International Conference:

Date	Title of Workshop	Approx. # of Participants	References

Of the "Thirteen Dimensions", indicate which are areas of expertise for you:

- ☐ Counseling and Therapy
- ☐ Business and Management
- ☐ World Peace and Global Relations
- ☐ Relationships
- ☐ Child Advocacy
- ☐ Volunteerism and Giving
- ☐ Quality School Education
- ☐ Ministry and Faith Traditions
- ☐ Criminal Justice and Corrections
- ☐ Addictions
- ☐ Violence, Abuse and Trauma
- ☐ Health and Wellness
- ☐ Environmental Preservation

In the space provided, add additional comments as a speaker and presenter, including some biographical information if relevant:

Signature: _____ Date: _____

Choice Theory Works Everywhere

Susan Kranz, RTC, Practicum Supervisor

(Editor's Note- What follows is part of a letter that Sue sent to the Glassers about some of the profound learning she has had in applying Choice Theory to her life).

The perspective the two of you provided in *Eight Lessons for a Happier Marriage* and *A Great Relationship: A Matter of Choice – Not Fate* provided the catalyst for a surprising turn of events at a Board meeting I attended a few weeks ago.

I'm the secretary for a non-profit organization, and fairly new on the Board, having only been secretary for about 1½ years, so I don't understand much of the 20-year history between some of the members. I do, however, have some very close friends on the Board and on the Executive.

A motion had been brought by some of these friends to expel a member group. The lines were drawn and the Board was divided: some of the Board members supported the wayward group, while others supported my friends.

I arrived at the meeting furious with "the other side." They were clearly in the wrong, but unwilling to acknowledge it, choosing instead to threaten, challenge and attack. They'd even gone so far as to send a letter from a lawyer threatening the Board with legal action.

But I was also exhausted by my internal battle with them, and came to the meeting wanting only one thing: to no longer loathe and despise them, and to stop judging them. I wanted to feel kindly towards them because I wanted to feel better. I wanted to stop the war. But, as I sat looking at their smug, smirking, self-satisfied faces, I felt only contempt for them and doubted peace would be possible for me.

The meeting was mediated, which helped to maintain some order. And as the spokesperson for the wayward group began to speak, I recognized his certainty that he was right! Astonishing! He actually believed he was doing the right thing! How could this be? His defence was a vicious, slanderous, and personal attack on the character of my friends – in contrast to their calm, restrained approach – but I also heard his anger and frustration. What was going on here? (cont'd)



The Deluge

The Glasser Institute, ever conscious of the need to maintain and increase the number of intensive weeks, is asking the worldwide CT/RT community to schedule a deluge of intensive weeks around May 11, 2009. This WORLD WIDE DELUGE (WWD) will coincide with Dr. Glasser's birthday.

Can we reach 2,000 new Basic Week participants in North America, South America, Africa, Asia, Australia, Europe, and the Middle East? What an exciting event this will be!!!

What better birthday present for Dr. Glasser!!! Watch for him to appear in a few weeks on the website with a very brief message. - Bob Wubbolding, Director of Training

May 11, 2009

I sat and listened for two hours. I just listened. I listened intently, and I listened to everyone. And I saw that everyone was entrenched, everyone was arguing for the same thing: for the belief that they were right and the others were wrong. And the more they talked about “the problem” and blamed each other for what had happened and tried to figure out whose fault it was, the worse it got. Every attempt to be heard fed the hostility and widened the rift.

As I listened, it was as though you were there in the room, and bits of what I’d learned from your book and DVD came to mind, especially your comments around the pitfalls of being right:

- Because you’re human, you’re deeply involved in the idea of right and wrong. If you don’t get your way, you think it’s right to take over and try to control everybody.
- AVOID BEING RIGHT. Being right gives you moral fervour when you talk. “I’m right. I’ve got to teach her that’s wrong.” But she thinks she’s just as right, and then it just falls apart.
- Get rid of “I” and “you” and talk about “we.” “What should we do? What’s our best plan? Where are we going?” Always inclusive.
- If we have a marriage together, we’ve got to do what we can for the marriage without suggesting things the other should do.
- If you focus on differences, you’ll destroy the marriage, because neither person can help who they are. I can’t help who I am – but I can help who I am right now as I deal with her.
- People come to my office and they take themselves so seriously and start telling me all their troubles. And I say, “I don’t want to hear your damned troubles.” They say, “What do you mean?” And I say, “Because I can’t do anything about them. They’re all over. Even if they happened five minutes ago, it’s gone. We can only help what happens now.”

Could this apply to more than just marriages? Could this apply to groups as well? (cont’d)

Our Mission

The mission of The William Glasser

Institute is to teach all people choice theory

and to use it as the basis for training in

Reality Therapy, Quality School Education

and Lead-Management.

The members of The Institute believe that

choice theory, reality therapy, and lead-

management are to be taught with integrity

by adhering to fundamental concepts

and incorporating currently available

knowledge.

These concepts guide our relationships and

are reflected in the way The Institute does

business. These beliefs comprise a living

document that can be adjusted over the

course of time as the reality therapy

community grows and changes.



Bit by bit my anger and rightness lifted, and I began to feel quite kindly and understanding towards everyone there – which felt a whole lot better! “My side” put on a class act – calm, respectful, but unwavering – while “the other side” bullied and used inflammatory language, grandstanding and personal insults. The common ground was that both sides believed they were right, and they weren’t going to back down. It became easier to get out of the middle – not necessarily a good thing when you have friends who are counting on you for support.

Just before we took a break after two hours, I put up my hand. The veils had lifted, so to speak, and it was so clear to me, this new perspective, that I felt compelled to speak. I said: “This is heart-breaking.” Everyone sighed. “We’re all adults here!” Everyone nodded. “Who here is blameless? Who here has not done or said things they wish they hadn’t? Put up your hands!” Only one hand went up (and it wasn’t mine!).

“We can’t go back and solve this. We can’t go back and repair the past. What’s done is done, and no amount of going back will change that.” Pause.

“Who here wants this to work?” Many hands went up. “Then we must stop pointing fingers and shouting, ‘He did...,’ ‘She said...,’ ‘It’s their fault...’ We must stop blaming and finding fault. That only makes things worse. It doesn’t matter who’s right. If you want this to work, then each of you must return to this table with a plan for what you intend to do differently. There’s no other hope. We can’t go back. The answers aren’t back there. We can only go forward.”

Several people who I barely know approached me during the break to confide that I’d expressed what they’d been thinking. And the spokesman for the “other side” returned after the break, all bluster gone, a more thoughtful man trying to figure out what he could do differently.

The upshot was that they scheduled a meeting, three from each side, to begin negotiations.

As for me, I got what I wanted. This meeting was my Rubicon: a “good” (read: entrenched and righteous) person went in, and a peaceful, happy person came out. But I had to want to be happy first. What a blessed relief, to not have to sort anyone else out.

The events of the past few weeks have really opened my eyes to the essence of Choice Theory. The work of sorting through it all has been the most (cont’d)

Dr. Glasser's Schedule

04/02/09 - Philadelphia, PA

The Ben Franklin Institute

Judi Beshella ph: 800-643-0797

judi@bfisummit.com | www.bfisummit.com

04/23/09 - Chicago, IL

The Ben Franklin Institute

Judi Beshella ph: 800-643-0797

judi@bfisummit.com | www.bfisummit.com

10/17/09 - Los Angeles, CA

LA County Sober Living Coalition

Jim Coddington ph: 310-305-9567

jctakingflight@gmail.com

challenging work I've done yet, but it's well worth it. I understand it now in a way that I couldn't have before. I really begin to see what Ghandi meant when he said, "We must be the change we want to see in the world."

Here's what I've learned over the past few weeks:

- Kindness = Choice Theory
- Being kind trumps being right – 100% of the time.
- Sacrificing one relationship to save another is doomed to failure. Fortunately, it's also unnecessary.
- It's useless to argue with or try to correct anyone's perception – especially of me!
- There is never a good reason to be unkind. The worse someone else behaves, the more necessary it is that I be kind. Someone has to end the war, and it might as well be me!
- Everyone wants to be kind. They're just waiting for someone else to go first!
- I'm only ever unkind when I believe the other person deserves to be treated unkindly – or when I have no idea what else I could do.
- I can be legally, morally and ethically right. But if I'm not also kind, I'm not right.
- If I always assume the other person is being sincere and genuine, that they're doing the best they can, and that they're just trying to do what's right, I will always treat them well.
- The most effective way to influence others is to be a kind, decent human being, no matter what, so at least they'll know what it looks like. (I know this from watching you!)
- I will never be held accountable for anything anyone has ever done to me. What a relief! I don't have to look there at all! (I'm reminded of what you say about who we're evaluating.)
- It's easier not to take attacks personally when they're directed at me. It's a whole lot harder when they're directed at someone I love. Tough lesson.
- It's possible to see people clearly, warts and all, without judging them. Just practice, practice, practice...
- I want to practice being kind because it's good for the other person and it's good for the relationship – but mainly because that's what feels best to me.

And I think I'm right in all of this (there I go again!) because when I live this way, I feel peaceful and happy and have wonderful relationships. Surely there can be no other authority for me! -SK

Schedule of Events

February 21-25, 2009

Certification Week

Los Angeles- Ca

February 22-25, 2009

Basic Week Instructor Program

Los Angeles- Ca

March 14-15, 2009

Advisory Board of Directors' Meeting

(online)

June 19 - 23, 2009

Certification Week

Edinburgh, Scotland

June 23 - 27, 2009

4th European and International Conference

Edinburgh, Scotland

July 27-30, 2009

Certification Week

Fort Myers, Florida

August 14-19, 2009

Certification Week

Newport, Kentucky

This is a very exciting but challenging time - challenging because intensive weeks, which are The Institute's bread and butter have been in a major decline - but exciting because we have made some recent changes in our delivery formats so that the training is hopefully more accessible in today's market. A summary of those changes appears below.

A. Practica Online

In reference to Bob Wubbolding's Report (page 10), the following criteria resulted from the work of the Ad Hoc Committee. It was decided that to make online Practica accessible to more faculty and participants, the minimum tools necessary would be: A computer with internet access, audio/video recording and playing equipment, books and videos by Dr. Glasser and other faculty. Some other technological tools to enhance practica are: Webcam, video-conferencing, Skype etc.

Content

The basic requirements of the online practica will be the same as the current practica as outlined in *The Programs, Policies and Procedures Manual*. This would apply to numbers, suggested fees (with the exception of any added technology costs), face-to-face contact (i.e. at least 12 hours in DIRECT communication and 18 in indirect communication) etc. Administrative issues arising from online practica would be similar to issues presently raised and these are being dealt with satisfactorily by the WGI faculty daily. (cont'd)

Business and Ethical Considerations

Each supervisor will clarify the expectations prior to beginning the online practica. There should be a contract or agreement for participants to sign relating to confidentiality and ethics. Such models can be found on several sites including: www.netmanners.com/email-etiquette/category/email-etiquette101/. According to Pat Robey, Senior Instructor, it's a fun and useful link instructors can use to set the stage for effective communication. It is important to note that no one can fully guarantee security on the internet so participants need to be made aware of this before signing on. This type of agreement also sets some rules to insure safety insofar as the technology allows.

Early in the New Year, further information and examples of doing practica online will be made available on The Institute's website in the password protected area. (cont'd)



Linda Harshman
Executive Director

In my article you will find:

Information about online Practica

and

Policy changes for Intensive Week Training

Thank you to all of you who have contributed to this newsletter edition. We have some excellent articles.

*I wish everyone a happy, healthy holiday season and a hopeful 2009.
- Linda*



"It is always nice to have a day with people who refrain from external control."

Carleen Glasser

The Institute will be providing names to trainees, of faculty who will offer Basic and Advanced Practica online according to the requirements noted above. However, it was agreed that although the names would not be listed on our website, trainees would be able to call The Institute for this information. To that end, The Institute is asking faculty to submit one typewritten page (two at the most) of how you plan to conduct the practicum (whether Basic or Advanced), including the technology being utilized.

One major concern, as you know, which has been expressed by some faculty is conducting role-play practice online. As with Intensive Weeks, faculty offering practica online will be asked to participate in an evaluation process so that data can be reviewed by the PDC and the Board in 2010.

B. Flexibility in Format for Teaching Intensive Weeks **Effective February 1, 2009**

Policy Changes

Commencing in 2009, instructors will have more flexibility in the format for Basic Weeks. In addition to teaching four consecutive days or providing the training over two weekends, more options will now be offered.

The Institute will need sufficient time to complete necessary changes in documents, modify some computer programs, change the website and more importantly – ensure that faculty are informed of changes in a timely manner. So the following options will be effective February 1, 2009:

Open Weeks – Four Days

(a) Evening Sessions: Instructors can teach the 27 hours in evening sessions over a two month period with the instructor organizing learning experiences in between sessions.

(b) One Day a Week Sessions: Instructors can teach the 27 hours in a four day format such as four Saturdays with the instructor organizing learning activities in between sessions.

If using one of the above formats over a one or two month process, instructors are responsible for forwarding all paperwork and monies to The Institute within a two month period. As is the case now, a \$100.00 fee per participant is required for all who attend the approved training.
(cont'd)

Northeast Region Fall Conference

*By Judy Claps, Regional Board Member,
Northeast Region*

Life's Voluntary and Involuntary

Transitions was the topic of our fall conference. Pat Baldauf started us out with the concept that life is a journey and change is part of it. She used a plane whose engines were fueled by fun, love, worth, and freedom to help us understand that life is what we choose to make of it and we must actively choose life, not passive existence. She emphasized that change is an event and transition is the active journey whether the change is in the form of loss, separation, relocation, direction, health, finances or growth. We travel from endings through transitions into new beginnings. In progressing through a period of transition we pass through behaviors such as denial, anger, negotiation, depression, acceptance, hope and growth.

*Jim Browne and Bob O'Brien did a role play and then asked us to consider what needs and wants are being satisfied in our current role and which are not being met. We were then asked to consider other situations that might be need-
(cont'd)*

Closed Intensive Weeks

For CLOSED intensive weeks for agencies or schools the following options would now be available:

In addition to the four consecutive days, an instructor could contract with a school to use at least four Professional Development Days during the school year (with learning activities assigned in between each of those days) and that would qualify as a Basic Week. As part of the package, the instructor could also provide the practicum during the school year. This format would be similar to the procedure of a University class, except that at the end of the first Professional Development Day in the fall, the instructor would need to submit a list with Institute fees (by December 1) of those 16 participants who wish to have it count as a Basic Intensive Week. At the end of the school year, the names and paperwork would be sent to The Institute so that participants could be given credit for completing the Week and also the practicum. A similar process could be worked out with an agency.

Further administrative details will be communicated to faculty within the next couple of months.

I am also very excited about the WWD planned for May 11th. We will be doing some work next month with Stacey, our website lady, to promote this on our site and also provide the regions with a short DVD from Dr. Glasser to use at intensive weeks.

In early January, as indicated in the Glasser message, we will have a Speaker's Bureau on our website and we envision it having the potential to not only be a source of income for The Institute but also put monies into the pockets of faculty who choose to participate. If you are interested, please print the form in this newsletter (page 3) and forward it to our office.

During this year, we improved the functionality of wglasser.com to include a shopping cart, and have created templates for seven of the nine regions. Over the coming year, I would like to invite faculty who have worked with agencies or schools to gather testimonials from management on how the training you have provided has created positive changes in those institutions. We will post those testimonials on our site and hopefully that information will be a useful reference to approach similar organizations.

Thank you to all of you who have contributed to this newsletter edition. We have some excellent articles.

I wish everyone a happy, healthy holiday season and a hopeful 2009.-LH

satisfying and what strengths we have to bring to new situations. They ended by asking us to think about what we might like to try next and make a plan to take a first step.

We made the concept of transitions personal by drawing a personal life line and indicating points of transition, the strengths that helped us make those transitions and the people who supported us.

Barbara Hammel wrapped up the session with a beautiful butterfly note card for each person with a wonderful quote by Maya Angelo: "We delight in the beauty of the butterfly, but rarely admit the changes it has gone through to achieve that beauty." -JC

Holding the Core Values in a Changing Environment

Bruce R. Allen, Senior Faculty

Reformatting of Institute training programs creates considerable opportunity and challenge as a shift occurs. Issues of viability of The Institute have necessitated dynamic changes in our system of delivery. A sense of urgency about this due to financial shortfalls has prompted the Advisory Board to recommend changes in the format of William Glasser Institute training.

As the next phase in the developmental life course of Bill Glasser's legacy emerges, an active force is necessary to plot the course. This course will likely need to be about the solidification and interpretation of that legacy. This course must also ensure survival of this legacy and the fundamental change it represents: change in how we all think about the world and our own place in it; the incredible blend of empowerment and responsibility; the movement toward non-pathological views of human nature; the shift of orientation to non-coercion; and, the notion that potential is always in our hands.

Details of training format changes are found elsewhere in this newsletter. In my view, the changes "crack the egg" on the original 4 1/2 day intensive week model. Seated deeply in the National Training Laboratory and psychodynamic process group models of the 1960's, the intensive has long been recognized as a format that provides an essential experiential aspect to training. Trainers know this as involvement, and it is certainly about being personal, but it is also about being involved on a deeply experiential level in the training experience. As The Institute began to grow to be more inclusive, the issue of "intensive" has been continually redefined. The value of flexible time frames has become a necessity in a changing culture. Is it still an intensive week if it is 27 hours over 8 weeks? How will the definition of intensity evolve? The intensity is generated by the cohesion and intimacy that develops in a training group. New challenges include redefining intensive with "weeks" that are spread out, or eventually, possibly even partially on-line.

Many will celebrate the decision to accept a much wider range of proposals for formats designed to fit the system the trainer is working with. Many will grieve the loss of the traditional means of attaining "intensity". Intensive weeks will still be done in 4 days of consecutive training. They will also include proposals to better fit a schools resource issues by allowing considerable flexibility in the schedule and even the combining of intensive week and practicum. They offer a flexible structure needed to teach an "Intensive Week" in a college class and other settings. Increasing accessibility is in full support of our mission to "teach the world choice theory". As we evaluate the changes that are being made, undoubtedly more lessons will be learned about what works to support our mission and what does not. Your enthusiastic participation is encouraged. -BA

In Memory of...

Donald O'Donnell - Present at the Creation and now Dancing with the Stars -by Bob and Sandie Wubbolding

Donald O'Donnell was with his friend Dr. Glasser in the early days of reality therapy and the schools without failure program. In fact, along with very few other people Donald was "present at the creation." But on August 1, 2008 we lost our friend and colleague. At the age of 84 Donald passed away.

Almost at the beginning Donald provided a site for Glasser to develop his early ideas about schools: Pershing Elementary School near Sacramento, California and later in Ventura Elementary School in Palo Alto, California.

In 1987 he wrote an often-quoted article for The Journal of Reality Therapy titled, "The History of the Growth of the Institute for Reality Therapy." For years, he provided an exhibit room at The Institute conferences. These wonderful exhibits displayed artifacts, articles, and photographs tracing the history of choice theory and reality therapy as well as its international character. (cont'd)





Quality Research Connections

by Janet M. Fain Morgan, Ed.D.

There has never been a better time in history to conduct and publish research, than today. The recent advance in worldwide communication network technology unites the inquisitive person to numerous routes to research ideas, theories and hypothesis. Over the years, *The International Journal of Reality Therapy* has published various articles and scientific research authored by people trying to solve problems and understand human behavior through the application of Choice Theory and Reality Therapy, developed by Dr. William Glasser. Most of this published work begins because of an imperative question haunts a person until they are stimulated to test, research and write about their journey to find an answer.

How does a person begin to conduct research? Frankly, conducting research is part of our human nature. From birth, we question, test and learn, in our environments. Most of the time, we carry out research to meet our needs and/or wants. In fact, we do it on a daily basis. Intuitively, we really know how to initiate research. Generally, it is the *process* of research, the organizing and writing, that blocks us from finishing research.

First, write down the question or idea that demands attention.

Second, read about the topic. Search everywhere - on line, in magazines and in books. Dr. Larry Litwack, editor of *The International Journal of Reality Therapy*, suggests three avenues of searching information. The first source is *The Resource Guide*, an annotated bibliography of all articles from *The International Journal of Reality Therapy*, along with abstracts of some dissertations. The second and third sources are library search engines, EBSCO HOST and Proquest. In addition, a professional librarian, trained in tracking down specific subject matter, can help locate information about the topic.

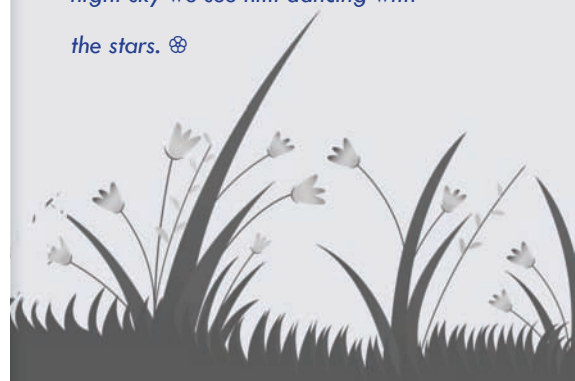
Third, connect with colleagues within your specialty or interest area. Sometimes, sharing ideas and information lead to resources and mentors not found any other way. A relatively new way to administer research, (cont'd)

A thoroughly Irish gentleman, he was a friend to anyone who met him. Each person felt special, like his new best friend. He was proud of his military service (1943-45) with the Army Air Force 323rd Bomber Group in England, France and Germany.

His daughter, Kathleen, said it best quoting her father: To the living, I am gone, To the sorrowful, I will never return, To the angry, time to heal. But to the happy, I am at peace. And to the faithful, I have never left. I cannot speak, but I can listen. I cannot be seen, but I can be heard... Remember me in your heart, in your thoughts and the memories of times we loved, the memories of the times we shared. For if you always think of me, I will have never gone.

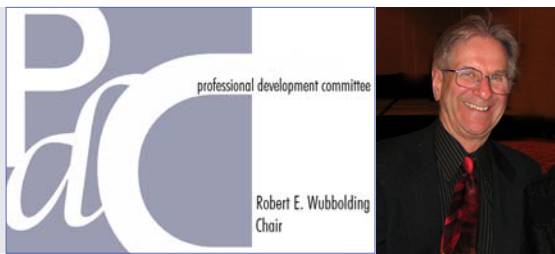
Several months before he died, I (Sandie) received a DVD of him dancing the jitterbug, the country two-step, and a waltz to the tune of "Last Waltz". I loved dancing with him at the conventions and I'd give anything to have one more dance with him.

We extend our deepest sympathy and best wishes to his children Kathleen Ann Tibbals and son Michael Patrick O'Donnell, his grandchildren, great-grandchildren and his sister Delores Healy. Donald is in our thoughts and prayers and as we look up into the night sky we see him dancing with the stars. ☸



Action Research, connects groups of professionals that work collaboratively to identify research to improve working environments. Another research group, a research-writing group, may help individual members organize thoughts, discipline writing habits, set time management techniques and simplify editing concerns. In her book, *The Work of Writing*, Elizabeth Rankin shares strategies and plans for creating and holding effective and successful writing support groups for academics and professionals. In this type of group, drafts, emailed before the meeting, give members time to read and review. At the meeting, members share insight on revisions by focusing on purpose of the writing, intended audience, genre, finding a professional voice and seeing the project through to completion.

Today, these types of professional connections and support groups may manage business live, or on line, by computer programs such as Skype or Microsoft Connect. With an inexpensive or built-in computer camera, members of the meeting can be located across the world but seen and heard as if they were in the same room. Advanced technology provides ample ways to connect with colleagues and support each other through the research *process*, from the beginning, to the end. -JF



Professional Development Committee Report

Robert E. Wubbolding, EdD, Director of Training

The Professional Development Committee met November 14, 2008 and considered several issues related to the mission of The Institute - more specifically intensive weeks, on-line practicum and several other topics. Many thanks to the members of the committee: Bruce Allen, Judy Comstock, and Linda Harshman.

Structure of Intensive Weeks:

Because of requests from many faculty members and in order to increase numbers of persons attending Basic Intensive Weeks the Board approved several changes with a view toward making our Basic Intensive Week training more accessible. (See Linda Harshman's report on page 5). Instructors implementing innovative scheduling will be asked to participate in an evaluation process so that the data can be reviewed by the PDC and the Board in 2010. (cont'd)

Congratulations!

New Reality Therapy Certified

17 in Ireland, July, 2008

10 in Japan, August, 2008

PRACTICUM SUPERVISORS

Finland: Jari Harkonen

Heidi Harkonen

BASIC WEEK INSTRUCTOR

Norway: Liv Thorhild Undheim

ADVANCED WEEK INSTRUCTOR

Canada: Rolf Ahrens

Scotland 2009!

Save the date June 23- 27, 2009!

The 4th European Conference 2009 will be hosted by The Institute for Reality Therapy UK and will be combined with the International Conference. It will be held in Edinburgh, Scotland, self-contained within Edinburgh University's 'Pollock Halls Campus' which is only a 15 minute walk from the city centre.

For details and to register on line visit:

www.realitytherapy.org.uk/conv2009.

On-Line Distance Practicum:

Further to a decision made at the November, 2007 Board Meeting, the Ad Hoc Committee (composed of Judy Comstock, Nancy Herrick, Pat Robey, Bob Hoglund, Hope Ascher, Jean Suffield, myself and Linda Harshman), met again via telephone conference calls to discuss necessary requirements for practica to be offered online. The Board received a summary of those requirements along with a sample practicum prepared by Pat Robey. Supervisors wishing to conduct on-line/distance practica need to have appropriate technical skills and should be aware that technical training cannot be provided by the WGI. (For more details on basic requirements, see Linda's Report).

Quality School Renewal Requirements:

Currently all schools which have attained the status of Glasser Quality Schools are listed on The Institute's website. Because of changing circumstances, some schools no longer qualify for the designation "Glasser Quality school". The Board asked Lucy Billings Robins, representative from the Southeast Region to call each quality school to advise the WGI whether or not they wish to continue to be listed as a Glasser Quality School. In early 2009, Bob Wubbolding, Director of Training will write to the schools and ask them to send him evidence of continuous improvement. Further details will be made available after that process has been completed.

Promoting Intensive Weeks:

The Advisory Board Meeting culminated with a discussion of the regional promotion of intensive weeks. Techniques for increasing attendance in institute training programs included:

- Calling instructors to ask them to teach and promote intensive weeks;
- Scheduling intensive weeks in various state capitals;
- Identifying organizations that might wish to send participants to intensive weeks;
- Scheduling advanced weeks so as to encourage participants to attend scheduled certification weeks in Scotland, Cincinnati, and Nashville;
- Using faculty retreats to create added interest in intensive weeks;
- Gathering testimonials from organizations about the success of reality therapy; and,
- Working out a relationship with state organizations that use reality therapy.

The suggestion receiving the most enthusiastic endorsement was scheduling regional intensive weeks on a worldwide basis around the time of Dr. Glasser's birthday – May 11, 2009. See elsewhere in this newsletter the planned promotion of this event. (cont'd)

Scotland Facts!

Where is Scotland?

*Scotland is in north-west Europe
and is part of Great Britain.*

*Scotland has some 790 islands - 130
inhabited.*

Scotland is Famous for...

*Its fresh water lochs (lakes) – there are
over 600 square miles of them. One of
the most famous is Loch Ness where a
mysterious monster is said to lurk in the
depths of the water.*

*It is also famous for its clans, kilts,
medieval castles, as well as poetry and
songs of Robert Burns.*

*Theatre lovers from around the world
come to Edinburgh for its famous
theatres festival.*

Interesting Facts...

*Edinburgh was the first city in the world
which had its own fire-brigade.*

*Edinburgh – the capital of Scotland,
like Rome, was built on seven hills.*

Until 1603, Scotland had its own King.

Glasser Scholars:

The Glasser Scholars are planning to attend certification in Scotland June 2009 or Cincinnati August 2009. They are progressing in their training and in their commitment to conduct and publish research on topics related to public mental health. Among their many topics for research are: need satisfaction among freshmen students, development of a health and wellness program for psychiatric patients, using reality therapy to resolve ethical dilemmas, teaching reality therapy to school counselors, publishing a book on RT, and applications of the concepts to marriage and family counseling.

Many thanks to the professional development committee for your excellent work, commitment and creativity. The work of this committee and its contribution to the Advisory Board remains a vehicle for the continued teaching of subjects related to public mental health.-BW

Glasser Quality School **IRELAND**

Murray High School Goes to Ireland

by Charlotte Wellen

Murray High School has been working, since our opening in September 1988, to develop a support system for students and teachers that would use Dr. Glasser's ideas to achieve happiness and high academic accomplishment. Every year, we have tinkered with our system, especially showing advancement since October 2001, when we declared ourselves to be the first Glasser Quality Public High School. In May 2008, we earned statewide test scores over the 95th percentile in all subject areas (and this was accomplished with an at-risk population and a substantial percentage of special education students) in a school environment that can honestly be defined as "joyful." Our community feels blessed.

In the Spring of 2008, Mary Madigan, an Irish woman writing her thesis on Choice Theory and Quality Schools, decided to give Murray High School a visit. She contacted Bill Abbott and he brought her to spend a day at Murray, where she had a chance to talk at length with many students and teachers. She continued to write to me over the spring and summer about her experience and told me how determined she was to have at least one Glasser Quality School in Ireland. (cont'd)

Coming Soon!

*A New Book by Arlin "Pete" Peterson,
Senior Instructor, Pete's Pathogram:
Pathway to Success.*

The purpose of this book is to inform the reader of the development and history of Pete's Pathogram. It is designed to help you see the counseling and research potential of the pathogram. Pathogram profiles for a variety of client populations will be presented and suggestions will be offered on how to use the pathogram in counseling or managing situations.

Also, a summary of several research projects that have utilized Pete's Pathogram as an instrument to collect empirical data on basic needs will be presented. Finally, for readers not Reality Therapy Certified, a brief description of Dr. William Glasser's Choice Theory and the process of Reality Therapy will be included.

Publication date is planned for December, 2008. You can contact Pete at arlinkathy@suddenlink.net after December 1, 2008 for details on ordering the book.

At the International Conference in Colorado this summer, I met Ken Lyons, who attended my presentation. When I returned to Charlottesville, I received an invitation from The William Glasser Institute of Ireland to bring four students with me to present about Murray at the Cork National Conference. We were very excited! Our principal, Dr. Vicki Miller, approved our trip, even though it was going to take place during the school year and students and teachers would be away from classes for a substantial amount of time. She felt it was a valuable experience for all of us and a good opportunity for our school to reach out to the global community, which is an important goal, not only for Murray, but for Albemarle County Public Schools, as well.

At Murray we make all the big decisions together, so I went to the students in a Community Meeting and asked them, "How can I choose four of you to go to Ireland with me to present about Murray, without hurting those of you who don't get to go?" They suggested that we create a set of requirements, such as attending meetings and filling out applications, so we did that. Nine students' applications were so good we decided to take all of them to Ireland. There followed six weeks of frantic and determined fundraising, so we could earn the money we needed to make the trip. The students met two nights a week for two hours each night, creating the workshops they would be presenting in Ireland and learning about Ireland, as well as creating the posters, business cards, cover letters and plans for fundraising. They went out to local businesses and collected items to sell in a silent auction and also convinced Murray families to bring goods to sell at a huge garage sale.

Two weeks before we were due to arrive in Ireland, Brian Lennon head of The Glasser Institute called me and asked if we'd be willing to add another presentation to our schedule. Educators in Dublin were interested in attending a full-day presentation about Murray and Quality Schools. Ana Nusa Kern, the principal of a Quality School in Solvenia would also come and present about her school (an elementary school with over 600 students). Of course, we said we would love to present to as many people as possible in Ireland and squeeze in our sightseeing around presentations.

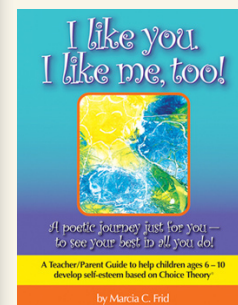
When we arrived in Ireland on Tuesday morning, October 14th, the first plane flight for several of my students, we were bursting with energy and it was pouring down rain. Too funny! Some of us braved the rain touring around Dublin and others crashed in the hotel, victims of jet lag. That night, we were taken to a glorious dinner by Brian Lennon and two educators from Croatia, who had arrived to see our presentation.

Wednesday, we presented to a large group of about 100 teachers and administrators who energetically became involved in our team building games and role plays. They asked astute questions and listened carefully to what our
(cont'd)

New Resource

*Resource for Teaching Choice Theory
Created by Marcia Frid, Practicum
Supervisor*

"I Like You, I Like Me Too" was presented by myself and Nancy Herrick at The William Glasser International Conference in July 2008. It is an engaging, effective, fun-filled program used by teachers, parents, librarians, and counselors to provide skill development for character development. The curriculum contains two main components: (1) "I Like You, I Like Me, Too" curriculum includes the Magic Choice Carpet Lesson Plans created to teach Choice Theory, along with 133 kinesthetic activities that cross over the curriculum in 6 areas: health, art, music, English language arts, social studies, and physical movement to help students express themselves in constructive and encouraging ways. It is intended for children ages 6-10 but can be adapted to kindergarten and middle years. (2) The Magic Choice Carpet Component is a teaching tool created by Marcia to teach Choice Theory. Nancy Herrick has crafted a beautiful embroidered fabric carpet to accompany the curriculum. "I Like You, I like Me, Too" has been shortlisted for the Saskatchewan Publishers Book Awards in Education and is being introduced into Saskatchewan schools. For more information go to www.marciafrid.com.



students had to say. The Murray students were terribly nervous to start out, but were welcomed so warmly by our Irish hosts that they soon relaxed and were able to talk honestly about their own experiences in traditional schools, highlighting how their educations had transformed them, once they became part of a Glasser Quality School community. One high point of the workshops was when V. Detwiler, a Murray senior, led the group in an activity called "The Line Game," borrowed from the book and movie "Freedom Writers." Workshop participants stepped up to a line of tape placed across the room for every question that related to their lives in some way, from whether they loved the Harry Potter series to whether they had ever failed anything in school. The question regarding divorce was especially enlightening. When asked, "Has your life been changed by living through a divorce?" only Americans stood on the line, almost all of us, in fact. Later, Murray students wondered what a society would be like in which parents stayed together.

Wednesday night, we took a fast train to Cork, where Patrick Coughlan met us and graciously shepherded us to the Silver Springs Moran Hotel, where the conference would take place that weekend. The next morning, Thursday, the Murray team went with Patrick to visit Ashton High School, renowned for its academic achievement and diversity. A team of Irish high school students met us in the school library and soon we were all becoming fast friends. Both Patrick and I felt honored to watch the students realizing that they had so much in common, though they were from different sides of the Atlantic. We attended classes all day, ate lunch in a very busy cafeteria, and later the students got together again in downtown Cork to sightsee and just hang out together where Irish students went in their time off. That evening, we ate dinner in a wonderful Irish pub, tasting soda bread and Irish potatoes in many different guises.

Friday, we took off for Blarney Castle, and fell in love with the gorgeous Irish countryside, green, green, green, as green as all the rumors said it would be. The castle rose up out of a beautiful garden of grass and old trees. Some of us wandered the grounds, falling in love with the clear, rushing river and pastured horses. Others climbed the castle and kissed the Blarney Stone. That night, the Cork Conference started with a dinner where conference attendees could meet Regina Gilley and her amazing crew welcomed us with song and dance. Ben Clay, a Murray senior, and a published poet, even got up to share his poetry with the crowd.

Saturday, we were lucky enough to get a chance to hear Al Katz, the keynote speaker, tell about his life with Dr. Glasser, as he learned and began to practice Choice Theory. Once again, the audience of Irish educators was extremely interested and supportive of our Murray presentation and workshops. Over and over, I was approached by teachers who said they wanted students just as amazing as my Murray students in their schools. I laughed and assured them that all of their students were just as "amazing" as our Murray students, when given the respect and ownership of their own choices that is encouraged in a Glasser Quality School.

Sunday, we took the train back to Dublin and had a wonderful day sight-seeing, even making it down to a tiny seaport town called Dalkey to have dinner and sit on the rocks, staring out across the bay at the lights of Dublin.

Our Murray students say they will never forget their trip and we are very proud of them for their hard work and determination to share Dr. Glasser's ideas around the globe. When we returned to the US, we had the opportunity to tell about our trip on the county webpage, on the local television channel and had a 20-minute show on the main radio station in town, so our students got the glory of feeling a bit like celebrities as they shared what they learned.
(cont'd)

In April, they plan to bring some of the Irish students they met in Cork here to Charlottesville to see Murray in action and to learn more about one another's takes on the societies they live in. It is my hope that these types of exchanges will help Choice Theory, Reality Therapy, and Lead Management transform schools and homes all over the world. -CW

The Glasser Quality Schools in Action Workshop Dublin, 15th October 2008

by Brian Lennon

Thanks to the ingenuity of the Cork organisers of this year's Annual Convention we had the good fortune to have Charlotte Wellen and nine of her students from Murray High School in Virginia passing through Dublin with time to spare. It's not every day that we get people from a Glasser Quality School in town so the WGII National Executive backed the idea of a Quality School workshop. Charlotte and her wonderful bunch of students agreed to this and with a remarkably short run-in period we notified as many people as we could about the event.

When Ana Nuša Kern, principal of the Slovenian Quality School (OŠ Preserje Pri Radomljah), heard about the workshop she too wanted to attend. Amazed at our increasing good fortune we promptly invited her to talk about her school and she kindly agreed. What was going to make this workshop special was that we now had two inputs from experienced Glasser Quality Schools. Not only that but we would have students and even a parent. On the day we had 68 participants including visitors from England, Croatia and Sweden together with our American and Slovenian presenters.

Glasser has always spoken about the need to change the school system rather than tweak at it and this workshop gave ample evidence of how important that is. Since 2001 both schools have reached and maintained the six criteria for a Glasser Quality school: respect, competence, quality work, Choice Theory, academic achievement and a joyful environment. As Charlotte and her students spoke of life at Murray High School each of these characteristics shone through constantly. They were also patently obvious in the words and pictures of Ana. Two very different schools, two different continents, different languages, different ages and class sizes but the same message of joyful success.

The students spoke about their personal journey to Murray and later taught us a number of useful activities aimed at strengthening relationships. With great diplomacy they also performed role-plays to contrast traditional
(cont'd)

Establishment of Iranian Branch of The William Glasser Institute (WGI-Iran)

*Choice Theory, Reality Therapy and Lead
Management's wave has reached Iran.*

Dr Ali Sahebi (PhD), a Clinical Psychologist and Associate Professor of Psychology from Iran, completed his Reality Therapy Certification Week in 2007 in Australia and his Practicum Supervisor Program in Colorado Springs in July, 2008. Ali is now a faculty member of The William Glasser Institute.

Ali translated Dr. Glasser's books into Persian (Farsi) and Dr. Glasser is now well known in Iran's universities and schools.

Since 2006, five Masters students and two PhD students completed their thesis on CT/RT/LM under Ali's supervision.

Ali and Judy Hatswell, Senior Faculty, from WGI-Australia will be conducting the first Basic Week training in Iran this November.



Dr. Ali Sahebi

schooling with the Choice Theory approach. As I write this review the U.S.A. is in the run-up to a Presidential election. My advice is that we fill our countries with people like Andrew, Catherine, Erika, James, Katie, Megan, Melissa, Shannon and V. Do that and it won't matter much what politicians we have!

Basic human decency is central to The Glasser Quality School. Thankfully we have long left behind the days of physical punishment and I wonder if in the not - too - distant future will we be able to say the same about psychological punishment, about cynicism and shouting and control? Glasser not only rejects such external control methods but offers a very real internal control alternative. This Choice Theory approach is no mere bout of fantasy; it has been fleshed out in the tried and tested practices of the schools that already implement the Quality School philosophy in its totality.

Looking back at the workshop there is something that still baffles me. Why does success such as this not make headline news? There's Glasser's Quality School approach to education and Reading Recovery's wonderful interventions for kids who cannot read. Both have astounding, almost miraculous, success statistics. Mention these and some people reply "Yes, but ..." Maybe we should strive to understand their difficulty! It all sounds too good to be true, too hard to fathom! I still find it hard to believe that the world is round and that mighty aircraft can push themselves upwards into the air. Thoughts such as these generate wonderment ... and that's exactly what I took from the workshop, that and inspiration and a desire to shout these ideas from the roof-tops!

NOTE: A double-DVD recording of the Workshop will be available soon. Visit www.wgii.ie for details. -BL

Help Needed!

Request from Kim Olver, Senior Faculty

Kim Olver is conducting research for her book on Successful Relationships. She is hoping to find 1000 couples willing to take her anonymous, online survey about what makes their relationship successful. The assessment can take anywhere from 15-30 minutes depending on a person's level of contemplation and typing skill. Some answers are multiple choice and others require narrative answers.

If you and your partner have been together ten years or more (not necessarily married) and both of you would say you are happy and satisfied with your relationship, then Kim needs you to take her survey. Perhaps you know others who would be willing. If so, ask them if they would be interested and send their names and email addresses to kim@therelationshipcenter.biz. Also, send the email addresses for yourself and your partner if you qualify. Then, Kim will send you the link to the survey and you will be assigned an anonymous number for identification purposes.

This research is not exclusively for married couples. Kim is also seeking same-sex couples, couples who live together or who live separately but are committed to each other. She wants people from different countries, and diverse backgrounds. Your help in securing this vital research is greatly appreciated.



Choice Theory – The Common Ground

By Lucy Billings Robbins, Senior Faculty

For the first time in my life, I found myself in a place where I was remarkably different from everybody. Every person had brown hair, beautiful brown eyes and stood shorter than me. Everyone had a different language with sounds that were strange to my ears. And the food was very different. Mostly it was raw. Mostly I couldn't eat it. I found myself in a teeming large city with millions and millions of people, over 12 million at the last count. I was teaching in Tokyo and our common ground was Choice Theory. I am happy to announce from my experience, that Choice Theory is alive and growing in Japan.

Sumiye and Masaki Kakitani and Yoshi and Natsuko Watanabe invited me to give the keynote address at the Japanese Association for Choice Theory Psychology at the National Olympics Memorial Youth Center in Tokyo on August 22, 2008. With Masaki interpreting and Sumiye translating for me, we overcame and celebrated the language difference as I offered my address, "Living a Choice Theory Life." After the initial surprise that the keynote address was interactive, the audience of over a hundred members and guests of the Association actively and energetically participated in the opening of their successful conference.

The two days preceding the conference, I gave daylong workshops at Rissho University. If there was ever a perfect example of the importance of relationships in the teaching environment, it would have to be Masaki, with his graduate students at Rissho University. They love him, and love to learn with him. They were helpful and participated in all the training.

During the first workshop with over 50 participants, I shared many activities and approaches for teaching Choice Theory. It was exciting when Sumiye told me later that she tried out one of the activities for the first time in her workshop at this conference and it worked great for her.

The second day was a whole day of role-playing for about 75 people. Even with the language difference, we were able to successfully role-play and learn with each other. At the end of the day one of the young men came up to role-play and tried out every single idea I had shared during the day. He was amazing!

Following the conference, my husband, Jeff joined me. We had Kobe beef in the Ginza and a rainy tour of Tokyo. We rode the bullet train to Kyoto and visited temples and gardens for the next week. We hope to go back soon and see all the gardens in the full fall color. It was a remarkable two weeks of living Choice Theory in Japan. - LBR

Choice Theory in Japan



*I can't put into words how well
I was taken care of and how
graciously I was looked after while
I was there. Thank you Sumiye,
Masaki, Yoshi, Natsuko and all the
young people who helped make this a
memorable trip. - Lucy Billings Robbins*

Build Success into Schools by Eliminating Homework and Awarding High Grades

by Lorne Triska, B.Ed, RTC

Editor's note: (Lorne Triska is an Electronics teacher at the A. E. Peacock Collegiate in Moose Jaw, Saskatchewan Canada. Lorne became Reality Therapy Certified in Moncton, New Brunswick, Canada, in August 2008 with Jean Seville Suffield as instructor. Her Practicum Supervisor was Linda Routledge, Regina, Saskatchewan.)

One of Dr. Glasser's best sellers, *Schools Without Failure*, has been an inspiration and a guidepost to my teaching since my graduation in 1977.

Dr. Glasser's ideas on education provide the only place in the educational landscape that allows for the elimination of the built-in failure of conventional schooling. Yes, there are many venues that wax eloquent about not leaving any student behind and incorporating the adaptive dimension and other wonderful education reforms, most providing some sort of lip service to improving what goes on inside of our schools. However, in the end, everyone is to be measured by some sort of arbitrary standardized achievement device so that we can compare and label every student, teacher, school and district in the nation, where no one is allowed to attain mastery. Not one single person should be able to score 100 percent according to some of the educational dogma being preached today. Bonuses are bad and once you reach 99.9% you are not allowed to proceed any further.

Let me tell you how I have been using Dr. Glasser's ideas to encourage students to love learning, appreciate one another and do the best they can do. It all starts with relationships. If real estate values depend on the three factors: location, location and location, then the road to happy, healthy people depends on relationships, relationships and relationships.

The first condition of Quality Schoolwork identified by Dr. Glasser is that "There must be a warm, supportive classroom environment." My first goal for every new class is to build a warm, friendly relationship, actually, friendship with each and every student. If I demonstrate to each student that I care about them and that I want to help them to add quality to everything that they do, they in turn tend to find it easier to put my picture into their Quality World. I have found and proven that it is very hard to dislike someone who likes you.

I start the very first class of every term by greeting my students at the door, shaking their hand (loaded with candy) and directing them to their assigned seats. I want them to receive the message that I will treat each and every one of them as an individual and to know that I have a special "address" prepared for their learning.

The next item I deal with is time. The second condition of Quality Schoolwork is "Students should be asked to do only useful work." If I make the effort to explain why we are doing an exercise and how it will prepare them for the future, very little coaching is needed to have them get down to work and try to get it right the first time. We are here to make excellent use of our time by being involved with learning activities that will build quality into our lives. We have what I call the 60/60 Rule: I will give you sixty minutes of instruction so I expect sixty minutes of learning from you, the student. (cont'd)

If we work efficiently, there is no need for doing homework. After more than thirty years of teaching in grade levels 4 through 12, I still do not see the need of assigning homework, but that does not mean students are prevented from being inspired to voluntarily work outside of class and get credit for over-achieving.

When it comes to the day-to-day work of being involved in learning activities, I expect my students to reach a prescribed level of mastery for the basic concepts and skills required. This brings us to the third Condition of Quality Schoolwork: "Students are always asked to do the best they can do."

I will not record a mark for an item until it has reached the mastery level. The students are monitored as they work to ensure they are not having difficulty and solve any difficulties or frustrations before they become an issue. Any work submitted that is not at mastery is identified and the student is encouraged to re-work the material until the mastery level has been attained. This ongoing assessment process encourages students to work towards mastering material that is vital to progressing on to more challenging work.

As students gain mastery of the various electronics principles, materials, tools and processes, the expectation is for students to seamlessly assume more responsibility for what and how we learn. Mandatory shop projects require more and more engineering by the student. Peer tutoring comes into play in both written and practical work. Students tend to start editing their own assignments before submitting their work to a peer for marking. "If they can mark it, I might as well turn it in correct myself the first time." Standards clearly set out are easily met in a self-directed manner. This allows us to fulfill the fourth condition of Quality Schoolwork: "Students are asked to evaluate their own work and improve it."

All of this business of mastering basic material leads us to the fifth condition of Quality Schoolwork: "Quality work always feels good." Let's face it, once you have learned to a song on a musical instrument, it is fun to play it over and over. Once that basic tune has been mastered, it is possible to learn other tunes of the same level, even to rise to the challenge of more difficult material. It is the same with any subject matter in school. Master the basics by practicing and gradually move on to more difficult work. The conductor (teacher in this case) is constantly monitoring the sound from each instrument to ensure it is on key and in time. Teachers do the same because not all members of their orchestra are playing the same instrument, but by assessing their performance and assisting them to play their part, each student will be able to support one another to produce a very beautiful whole.

Allowing students to master a task allows us to meet the sixth condition of Quality Schoolwork: "Quality work is never destructive." Awarding sub-mastery scores for work that is not up to standard is very destructive as it robs the student of the intrinsic reward of satisfaction for a job well-done and freezes them at that level of incompetence with no incentive to carry on. Students working in this sort of a program tend to turn in work that is "good enough" to get by and fudge their way to a credit with no sense pride in their accomplishments. We are not here to filter and label, but to inspire and enable.

I have been allowing students to earn report card scores of 100 per cent for more than fifteen years. What I have found, is that once they reach that level, they seem to get an extra surge of energy to see how high they can really go. I cannot place a mark over 100 on the report card, but I do put a number in brackets in the comment section. The student and I know that this is the code for how high they really achieved. I have asked my students if this is grade (cont'd)

inflation. The look on their faces instantly tells me that was a foolish question. If one has achieved mastery in those things that were required and has put in the extra effort, should they not get recognition for superlative performance? The real world provides compensation packages that include rewards and incentives. Why not education?

Space does not permit me to go into greater detail, but I hope this will be useful to those who would like to be more effective in providing their students with quality learning experiences where success is built into the programming. -LT

Choice Theorists as Mediators

by Pat Donihee Ph.D., CCC, Senior Faculty

As a Choice Theorist are you looking to expand your range of services? You may want to consider training as a Mediator!

Mediation, which focuses on dispute resolution while maintaining the relationship of the parties is, I believe, a natural fit with the fundamental principles of Choice Theory.

A Dispute Resolution Process

Mediation is a voluntary dispute resolution process and is a way to resolve disputes in a private and confidential manner. Mediation is generally initiated when disputants are unable to successfully negotiate an acceptable resolution to the dispute on their own. Parties often come to mediation with positions that are not acceptable to the other party and with feelings of anxiety, frustration, and anger. The failed negotiations are often the consequence of both the issues and relationship differences. The mediation process is a way to facilitate the negotiations so that a mutually acceptable, collaborative agreement may be voluntarily achieved and relationship which is so vital to co-parenting after divorce. Authority for settlement rests solely with the parties as the parties are the decision makers.

Contexts of Mediation

Some examples of the range of contexts where mediation is used are: professional liability disputes, insurance disputes, harassment disputes, victim/offender disputes, commercial disputes, disputes in the health field, organizational disputes, family disputes, environmental disputes, international disputes, labour disputes and construction disputes. The dispute may concern two individuals or multiple parties. Mediations may be concluded in two hours or may continue over several months or years. Attendance at mediation may be voluntary or mandatory.

The Role of the Mediator

Although there are differences in where and how mediation is used, there are similarities in the role of the mediator. The mediator functions as a facilitator arranging meetings and meeting space, simplifying procedures and keeping communication going. The mediator functions as an educator instructing the parties in effective negotiating strategies and communication processes. The mediator functions as a sounding board, reality tester and face saver to the parties. The mediator functions as a referral source, directing and helping parties to gain access to the information and the resources necessary for dispute resolution.

Third Party Assisted Negotiation

Mediation uses the theory, skills and strategies of Choice Theory and principled negotiation to help parties in dispute to reach agreements. The mediator helps the disputants to refocus on the problem as the issue, not the person, (cont'd)

and to talk about the needs not wants, in order to articulate what is needed to reach a satisfactory settlement of the dispute. The mediator assists the parties with inventing multiple options which address the needs of both parties and with evaluating the options for settlement based on criteria which are objective and not coercive.

Options for settlement are evaluated based on general principles and specific objective standards. Outside advice regarding possible solutions may also be sought. The process of ratification (if necessary) and implementation are clarified. When all the parties are satisfied with the solutions, a memorandum outlining the areas of agreement in clear specific language is drafted.

Flexibility of Mediation

Mediation may be formal, for example services offered by institutions such as the courts, neighbourhood justice centres, and private practitioners, where you are specifically chosen for your skills or expertise. Mediations can be informal processes used because a situation presents you with problems in your work relationships or family relationships. You may sometimes be asked to participate by both parties or you may offer to participate. Mediation may be a simple process such as peer mediation practiced by children in schools. Mediations may be complex.

Emphasis in mediation is on relationship, process, people and the problem. The mediator, by following the basic procedure, directs the negotiations in a safe, cooperative problem-solving environment. Through open questioning and active listening skills, the mediator structures an environment where disputants become partners in searching for mutually satisfying resolutions to the issues in dispute.

Choice Theory fundamentally underpins my mediation practice, a vital component of the services I offer couples, families, parents and teens. I hope you'll consider an investigation of mediation for your practice. - PD

Using Role-Play Scenarios

by Joyce A. Trites, Practicum Supervisor

During our path to CT Certification, we are often asked to think of a scenario to role - play a client. For some of us, the immediate experience is often a "brain freeze." It can take several minutes to come up with something that could be effectively used to practice the procedures. During a Basic Practicum Supervisor training session, Jean Seville Suffield introduced client types. Adapting the client types created by Diane Gossen, Jean portrayed eleven client types for the various folks that we might encounter in our use of Choice Theory, Reality Therapy, and Lead Management. Each type has a suggested strategy of how to work the process, e.g. area of focus. These can be very helpful in learning to handle familiar and unfamiliar situations and an aide when first learning the process.

A desire to stretch creativity muscles and the need for more concrete examples, led me to create scenarios to match the eleven client types. The resulting scenarios are not real situations or recognizable people but may contain bits and pieces of experience. One set of scenarios contains eleven situations representing one for each client type. As a further aide in the role - play, each scenario includes two types of information. The first information is disclosed information which is basic information given to the "helper" to set up the role-play. The second information is undisclosed information which is not given to the "helper." The "helpee" keeps this information in mind while playing the role (cont'd)

and may or may not disclose it depending on the questions asked by the “helper.” The “helpee” can also create and/or add details as the role play progresses. The card provides a basis for the situation. Packaged as a set, there are three sets of scenario cards, a set of eleven client type cards, and also included is a set of cards to assist in role-play evaluation. These are questions for the “helper” and “helpee” to assist in their self-evaluation. These questions were modified somewhat by Ellen Gélinas who redeveloped them from the work of Jean Suffield and Richard Coutu. Several colleagues have used these in their practicum session and have reportedly found them effective. Some participants find them helpful while others prefer to use their own situations.

For more information you may contact me at Joyce.trites@gmail.com.-JT



Clare Ong, Rose Kim & Elizabeth Tham

The Growth of Dr. Glasser’s Ideas in Singapore

by Clare (Kwee) Ong - Senior Faculty; Past President, WGI Singapore 2005 to 2008; Past Executive Committee member from 1999 to 2008

It is with nostalgia that I recall how Reality Therapy was first introduced to Singapore in 1989 when Bob Wubbolding came to deliver a two-day workshop on Reality Therapy. I fondly remember his enthusiasm as he walked around listening to our role-play in trios. I was teaching the 7 steps of Reality Therapy workshops to school teachers without any training. At that time, I was as an officer in the Ministry of Education. Bob had contacted me when I was in Bloomington, Indiana, and invited me to participate in a Basic Intensive Week in February 1990 conducted by him and after completing, he encouraged me to proceed to Reality Therapy Certification. In July 1991, I became the first Singaporean Reality Therapy Certified Practitioner (R.T.C.). Bob has been my mentor ever since and I am now a Senior Faculty Member thanks to his constant support and encouragement.

Bob visited Singapore on several occasions mainly to conduct Reality Therapy training. The first Singapore Basic week group in 1993 was facilitated by Bob locally. Subsequently, he helped to liaise for several other trainers, including Rhon Carleton and John Brickell, to conduct Reality Therapy training in Singapore. Several other instructors have also assisted us in Certification weeks and Faculty Training programmes. They are: Rose Kim (Korea), Maggie Bolton and Ivan Honey (Australia), Nancy Dees, Nancy Buck, Pat Robey and Rich Ehlers (USA). We had our first faculty programme for two Basic Practicum Supervisors in 2004 with Rose Kim. William Glasser visited us twice, in 2001 and 2004. Workshops for the Singapore public were also organized to introduce William Glasser and his approach to counselling and therapy.

Singapore’s official affiliation with The William Glasser Institute began when “The Association for Reality Therapy” was registered in February 1997 in Singapore with Sister Elizabeth Tham as the first president when we had sufficient members RTC locally. We changed our name to “The William Glasser Institute Singapore” in 2006 to have a consistent (con’td)

name with the parent body. The local institute celebrated its 10th Anniversary in 2007 and a token of gratitude was presented to Sister Elizabeth Tham. We are still where we began - with no official physical office and the executive committee manned by volunteers and no employed and salaried administrative staff.

Our records as at July 2008 show that we have:

- 600 who have attended at least one Intensive Week;
- 101 who are RTC;
- 12 Practicum Supervisors (5 Basic and 2 Advanced Practicum Supervisors are inactive); and
- 2 senior faculty members

Two Basic week Instructors-in-Training will be attending their endorsement this December. Our membership has been fluctuating since we first started. Participants often sign up as Associate Members of the local institute after their attendance in Basic week but many do not continue their memberships. We have made attempts to organize at least a seminar or workshop each year including talks by overseas trainers and/or presentations from Certification weeks at the AGM.

It has been increasingly challenging to gather participants for Basic Week. Singapore receives several experts/gurus in different counseling approaches from USA and hence we are competing with these trainers. These are usually well-known advocates of a wide range of counselling and therapeutic approaches. However, we are heartened to know that the local Boy's Town and the Ministry of Home Affairs (Prisons Division) have endorsed Reality Therapy as an effective approach for them. Reality Therapy is also popular in schools among school counsellors and we have trained several of them. This is a viable target group to focus and encourage since only recently the Ministry of Education has made it a policy in their Master Plan to employ one counsellor for every school in Singapore.

Our achievements have been modest especially in the number of faculty members trained. We are grateful and deeply appreciative of the many times Linda Harshman and Bob Wubbolding have supported and encouraged the local institute to evolve into what it is today. -CO

Classic Glasser Role-Plays Now Available on DVD!

The Institute recently converted some popular role-play footage to DVD.

• Four Role Plays DVD – 1975

See Dr. Glasser in action in some favorite role-play scenarios entitled "Ann", "John", "Ferrol" & "Edna".

• Role-Play/Married Couple DVD – 1988

Here, you'll see Dr. Glasser dealing with Linda and Bob in a married couple scenario.

We have also converted some of our VHS tapes to DVD. Those titles are:

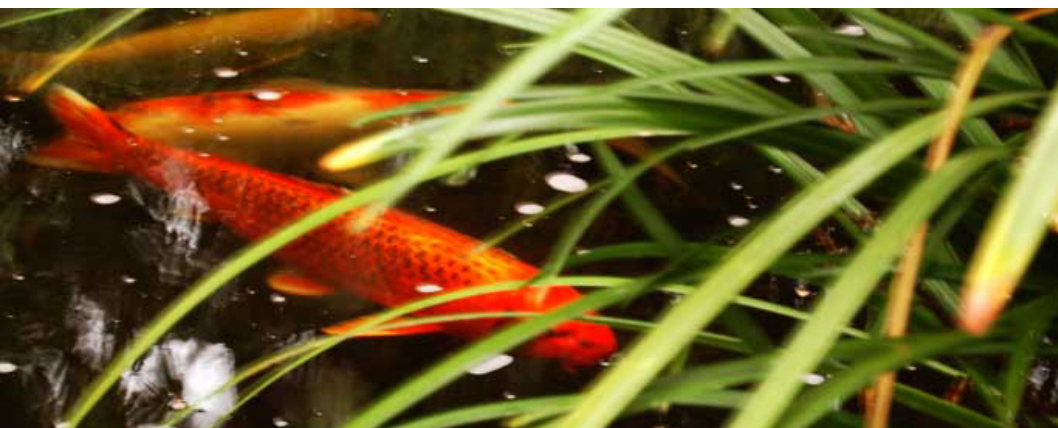
• Family Counseling DVD- by Dr. Robert Wubbolding

• Sam's Brain DVD (part of the Choice Program)

As well as the complete State-of-the-Art Glasser series:

- Psychotic Male Burns Down House
- Young Heroin Addict
- Tom Resists Committing to Emily and Emily Seeks Counseling (2 sessions)
- Man Using Hypomanic Behaviors
- Siblings Deal With Elderly Parents
- Fellow Physician "Wants" Prozac
- Grandmother with Custody Woes
- Wife Coping with Infidelity

And as you may know, you can now visit the Resources for All section of the website (www.wglasser.com) and purchase these DVD's online with our new shopping cart.



Open Intensive Weeks - Basic Intensive Weeks

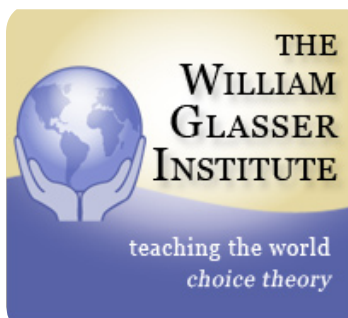
<i>Date</i>	<i>Location</i>	<i>Contact</i>	<i>Phone</i>	<i>Email</i>
12/03/08	Rocky Mount, VA	Nancy Herrick	877-447-3944	ndherrick@msn.com
01/06/09	Winston-Salem, NC	Nancy Herrick	877-447-3944	ndherrick@msn.com
01/10/09	Bemidji, NM	Judy Comstock	218-444-1600 x3313	jcomstock@bemidji.k12.mn.us
01/12/09	San Marcos, TX	Barbara Jacobson	210-344-3131	barbjake@swbell.net
02/09/09	Portland, OR	Judith Klefman	503-887-1492	judithklefman@comcast.net
02/16/09	Seattle, WA	Martin Price	206-524-3888	mwprice@verizon.net
02/17/09	Ottawa, ON Canada	Ellen Gelinias	506-529-3270	egelinias@nb.sympatico.ca
02/20/09	Delta, BC Canada	Daphni Clifton	604-948-1967	djclifton@dccnet.com
02/23/09	Edmond, OK	Nancy Dees	405-250-1271	njdees@sbcglobal.net
02/28/09	Cincinnati, OH	Bob Wubbolding	513-561-1911	wubsrt@fuse.net
02/28/09	Pointe Clare, QC	Ellen Gelinias	506-529-3270	egelinias@nb.sympatico.ca
03/28/09	North Vancouver, BC	Lucy Scott	604-983-2202	lscott@realitycounselling.ca
04/06/09	Seattle, WA	Martin Price	206-524-3888	mwprice@verizon.net
04/06/09	Chicago, IL	Kim Olver	708-957-6047	kimolver@hotmail.com
04/20/09	Toronto, ON	Jim Montagnes	416-261-1085	jmontagnes@makechoices.com
04/20/09	Portland, OR	Judith Klefman	503-887-1492	judithklefman@comcast.net
04/21/09	Riverview, NB	Maureen McIntosh	506-386-5868	maureen@nbnet.nb.ca
05/05/09	Saint John, NB	Ellen Gelinias	506-529-3270	egelinias@nb.sympatico.ca
05/11/09	Glasser Celebration Weeks!	Check wglasser.com!		
05/19/09	Fredericton, NB	Ellen Gelinias	506-529-3270	egelinias@nb.sympatico.ca
06/06/09	Chicago, IL	Kim Olver	708-957-6047	kimolver@hotmail.com
07/07/09	North Bay, ON	Jim Montagnes	416-261-1085	jmontagnes@makechoices.com
07/20/09	Seattle, WA	Martin Price	206-524-3888	mwprice@verizon.net
07/25/09	Cincinnati, OH	Bob Wubbolding	513-561-1911	wubsrt@fuse.net
07/27/09	Chicago, IL	Kim Olver	708-957-6047	kimolver@hotmail.com
08/10/09	Portland, OR	Judith Klefman	503-887-1492	judithklefman@comcast.net
08/24/09	Riverview, NB	Maureen McIntosh	506-386-5868	maureen@nbnet.nb.ca
10/13/09	Seattle, WA	Martin Price	206-524-3888	mwprice@verizon.net
10/19/09	Riverview, NB	Maureen McIntosh	506-386-5868	maureen@nbnet.nb.ca
11/09/09	Portland, OR	Judith Klefman	503-887-1492	judithklefman@comcast.net
01/25/10	Seattle, WA	Martin Price	206-524-3888	mwprice@verizon.net
02/27/10	Cincinnati, OH	Bob Wubbolding	513-561-1911	wubsrt@fuse.net
03/29/10	Seattle, WA	Martin Price	206-524-3888	mwprice@verizon.net
07/24/10	Cincinnati, OH	Bob Wubbolding	513-561-1911	wubsrt@fuse.net

Advanced Intensive Weeks

Date	Location	Contact	Phone	Email
01/06/09	Winston-Salem, NC	Nancy Herrick	877-447-3944	ndherrick@msn.com
01/23/09	Los Angeles, CA	TWGI	800-899-0688	wginst@wglasser.com
02/20/09	Delta, BCCanada	Daphni Clifton	604-948-1967	djclifton@dccnet.com
02/28/09	Cincinnati, OH	Bob Wubbolding	513-561-1911	wubsrt@fuse.net
04/21/09	Riverview, NB	Maureen McIntosh	506-386-5868	maureen@nbnet.nb.ca
05/11/09	Glasser Celebration Weeks!	Check wglasser.com!		
07/13/09	North Bay, ON	Jim Montagnes	416-261-1085	jmontagnes@makechoices.com
07/20/09	Seattle, WA	Martin Price	206-524-3888	mwprice@verizon.net
07/25/09	Cincinnati, OH	Bob Wubbolding	513-561-1911	wubsrt@fuse.net
08/17/09	Portland, OR	Judith Klefman	503-887-1492	judithklefman@comcast.net
10/20/09	Saint John, NB	Ellen Gelinas	506-529-3270	egelinas@nb.sympatico.ca
02/27/10	Cincinnati, OH	Bob Wubbolding	513-561-1911	wubsrt@fuse.net
07/24/10	Cincinnati, OH	Bob Wubbolding	513-561-1911	wubsrt@fuse.net

PICTURE THIS:

Brad Smith at LMU on another visit to The California Institute for Women. Thanks for your great work Brad.



The William Glasser Institute, 22024 Lassen Street, Suite 118, Chatsworth, CA 91311 USA
phone: 800-899-0688 email: wginst@wglasser.com web: wglasser.com